FOREWORD

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Communicative Modes in Oral Communication in Context

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The purpose of this study investigates the extent of use of communicative modes along Oral Communication in Context (OCC) tasks, the differences in the extent of use along types of schools and educational attainment, and the conditions encountered by the OCC teachers which facilitated the use of communicative modes. The respondents of this research was the population of 63 private and public senior high school teachers who taught Oral Communication in Context to grade 11 students in the school year of 2016 to 2017 in Baguio city, Philippines. A survey questionnaire was used to gather the data needed. General weighted mean was used to address the extent of use of communicative modes in OCC tasks along Visual, Aural, Read/write, and Kinesthetic (VARK). The Mann-Whitney U Test was used to determine the difference of the computed weighted mean in the extent of use of communicative modes along VARK in connection to type of school, and educational attainment. Lastly, frequency and percentage was used to determine the facilitating conditions for communicative modes. The results showed that Aural had a very high extent of use as compared to Visual, Read/write/ and Kinesthetic for OCC tasks which were only high. The difference was highly significant for Aural and Kinesthetic (P<0.01) along types of school but only a significant difference in the extent of use of Visual and Read/Write (P<0.05) communicative modes in relation to educational attainment. The type of oral communication tasks was the top condition which facilitated the use of communicative modes for OCC classes.

Keywords: communicative modes, oral communication in context, senior high school, multimodality

I. INTRODUCTION

As people progress into a new age and time, the skills, competencies, and literacies needed to live and to have a career evolve. The 21st century has created an array of different needs which must be met starting with the years where a child is getting basic education. To that effect, the Philippines has begun to embark on a new journey with the implementation of the added two years in basic education— Senior High School (SHS). The goal of SHS is to holistically nurture Filipinos to possess college and livelihood readiness for the 21st Century (ACTRC, 2016). These skills were identified as information, media and

technology skills, learning and innovation skills, and effective communication skills which lead to a fourth set: life and career skills (ACTRC, 2016). Communication in the 21st century is seen as a major skill in connection to information media and technology as well as learning and innovation. Learning a language is no longer seen as a subject to be learned, but ought to have the goal of communication for life and career skills as its target. In order to cater to the needed skill sets, diverse modes in teaching language should be considered to acquire and or learn the 21st century skills.

The concept of linking communicative modes stems from the theory of multimodality which was referred to by Cubillo and Garrido (2010) as "the combination of various communicative modes (sound, images such as graphs or pictures, video, written text, transcribed speech, etc.) within one text." The interactive process of communication makes "Meaning central to communication. Communication is symbolic because it involves not only words but also symbols and gestures that accompany the spoken words because symbolic action is not limited to verbal communication (Rahman, 2010, p.3)." The notion of comprehending not only spoken words but also the symbolic gestures is vital in courses such as Oral Communication in Context (OCC) due to its nature.

Oral communication in particular reflects the perverse and significant role of language and communication in human society (Rahman, 2010), and since it is also but a part of a whole on what effective communication demands from Filipinos, the use of communicative modes holds latent possibilities in aiding the demand for effective communication.

OCC in the Philippine K to 12 curriculum has a particular objective description for grades 11 and or 12. It was stated as, "The development of listening and speaking skills and strategies for effective communication in various situations (DepEd, 2016, p. 1)." It is connected to the communicative competence goal seen in the K to 12 Curriculum Guide: English as a goal which showcases the integration of multiple language skills, spiral progression, interaction, contextualization, and construction towards communicative competence and multiliteracies (DepEd, 2016). Specifically the formative and summative assessment types are tasks for OCC and seen as opportunities to use communicative modes in the current SHS curriculum.

The Department of Education requires for teachers to do formative assessments before lesson proper, during lesson proper, and after the lesson proper. Formative assessments were defined as the information or feedback that teachers can get from learners to ensure that they are developing and understanding the competencies related to the curriculum standards (DepEd Order no. 8, S. 2015, pg. 7). The assessment tasks, also used to determine the grades of the students, is dependent on summative assessments as described in the Department of Education Order no. 8, series of 2015: 1) written work (WW)- ensures that students are able to express skills and concepts in written form; 2) performance tasks (PT)- allows learners to show what they know and are able to do in diverse ways; and 3)

quarterly assessment (QA) – measures student learning at the end of each quarter (pp. 7-8)”.

The choice of mode or the change in the mode used in a task creates differences in the understanding of meaning communicated. Because modes are recognized and understood by a social collective (Sanders and Albers, 2010), some modes then may not represent universal conceptions of the idea they carry within different speech communities. There is then a need to investigate what modes OCC teachers use in their tasks as well as the affordances that come with choosing those modes in their practice as well as the conditions that help facilitate the modes.

II. RELATED LITERATURE

Multiple teaching of modes within the same package creates an effective balance for students who do not understand one mode to turn to an alternative mode or modes that are suited to their preferences (Fleming, 2012). Jewitt (2009), Kress (2010), Kress and van Leeuwen (2001) introduce the multimodality theory as “broadly [a] semiotic approach to analyzing most communicative forms, including spoken and written language, still and moving images, sound, music, gesture, body posture, movement and the use of space and so on (as cited by Bazalgette and Buckingham, 2013).

The modes and mediums of communication are resources that aid in the learning, understanding, and production of language. Mode of communication is understood as a semiotic system of contrasts and oppositions, a grammatical system while a medium of communication is the physical means of inscription or distribution such as a printed or handwritten text, making the sounds of speech, body movements, or light impulses on a computer screen (Scollon and LeVine, 2004). These resources may either signify or carry meaning as physical mediums and are human generated through input and output, and use computer interaction and media (Bernsen, 2012). Gilakjani, Ismail, and Ahmadi (2011) support the use of communicative modes in the second language acquisition saying that, “Language is not only a cognitive phenomenon, the product of the individual‘s brain; it is also fundamentally a social phenomenon, acquired and used interactively, in a variety of contexts for myriad practical purposes (p.1325).”

The use of various combinations of communicative modes has the potential to tap into the biological makeup of the human body in order for language acquisition and learning to take place in a social environment. Marchetti and Cullen (2015) explain this as helping students attend to new information by creating a variety of stimuli channels through different modes to which students can attend to by often accessing different channels at different times over the course of a lesson or assignment.

Jewitt and Kress (2003) defined the term mode to be generally understood as a “regularized organized set of resources for meaning-making, including, image, gaze, gesture, movement, music, speech and sound-effect (as cited by Early,

Kendrick, and Potts, 2015). The proposition that modes and their possible roles and contributions to meaning relates to language learning in the 21st century reinforces the idea that communicative modes could be used in a language course like OCC.

While the importance and functions of communicative modes were extensively researched on by various proponents, the lack of a conclusive classification of communicative modes is where Fleming (2012) comes in with VARK, an acronym made for Visual, Aural, Read/write and Kinesthetic as modes used for communication. VARK was defined by Fleming as follows:

> Visual (V): This preference includes the depiction of information in charts, graphs, flow charts, and all the symbolic arrows, circles, hierarchies and other devices that teachers use to represent what might have been presented in words; Aural (A): This perceptual mode describes a preference for information that is spoken or heard; Read/write (R): These learners place importance on the precision in language and are keen to use quotes, lists, texts, books and manuals. They have a strong reverence for words; and Kinesthetic (K): By definition, this modality refers to the perceptual preference related to the use of experience and practice (simulated or real). (2012, p.1)

In order to optimize learning in the context of modal preferences, Fleming and Baume (2006) claim that modal preferences are not fixed, and that the use of learning strategies that are aligned with a modality preference is also likely to lead to persistence in learning tasks, a deeper approach to learning, active and effective metacognition, as well as an important condition for improving one's learning. In the 21st century, the elements that need to be taught in oral communication classes have become socially oriented. Awareness of broad rules that govern social interaction, non-verbal behaviors, and rules for listening and speaking (PDST, 2012) are only some of which that needed to be taught. These elements are holistic in
the sense that when learned, it can be used in academics, professional careers, and also everyday real-life conversations.

III. METHODOLOGY

Subjects

This research had the population 47 private teachers and 16 public senior high school teachers who taught Oral Communication in Context to grade 11 students in the school year of 2016 to 2017 as the respondents. At the end of the data gathering, there were 63 respondents from 37 different schools that offered senior high in Baguio City. The respondents were classified based on the type of school and educational attainment. Educational attainment was classified into two: baccalaureate and graduate. Baccalaureate was treated as the teachers who have finished their tertiary level education (32 teachers) while graduate was treated as teachers who have finished their master degree (31 teachers).

Research Design

The research design was descriptive by nature using a survey approach to collect data. In the survey research method, participants answered questions administered through questionnaires. The nature of this research needed the experiences of the past and its present effect on the population to be able to get data that allowed the researcher to investigate the statement of the problems and create a teaching guide for the use of communicative modes in OCC tasks. The data was collected through survey using a questionnaire in September 2017.

Treatment of the Data

The survey questionnaire had two parts. Part I comprised of 20 modes adapted from Flemming's (2012) VARK modes but was described in the tool to fit OCC tasks. The respondents were asked to identify the extent of use of each described mode by putting a checkmark in the box that corresponded to the extent of use of the tasks according to their practice. The general weighted mean was used to address the extent of use of communicative modes in OCC tasks along VARK. The Mann-Whitney U Test was used to determine the difference of the computed weighted mean in the extent of use of communicative modes along VARK in connection to type of school, and educational attainment. The statistical tool determined whether there is, or there is no significant difference in the extent of use of OCC teachers along types of schools and educational attainment through the U (computed value) to be interpreted by the P-value where if the p-value is lower than .05 or .01 shows a significant difference.

Part II addressed the existing conditions and instructional elements in the teachers' use of the described communicative modes in Part I. The respondents were asked to put a checkmark on the box which they found was true to their practice and an X-mark if the existing condition of instructional element was not true. The answers for each item on the part II checklist were tallied and the frequency and percentage was determined. The findings were analyzed and interpreted with their implications forming part of the teaching guide on the use of communicative modes in OCC tasks.

IV. RESULTS

The following were the major findings in the study:
1. The extent of use of the communicative modes was highly used for OCC tasks along:
   a) Visual was sometimes used pertaining to a high extent of use;
   b) Aural was frequently used showing a very high extent of use in OCC;
   c) Read/write was sometimes used having a high extent of use; and
   d) Kinesthetic was sometimes used proving that it had a high extent of use.

Table 1. Extent of Use of Communicative Modes in OCC tasks

Communicative modes	Mean	Extent of use	Qualitative descriptor
Visual	2.96	High	Sometimes used in OCC tasks.
Aural	3.38	Very high	Frequently used in OCC tasks.
Read/Write	2.87	High	Sometimes used in OCC tasks.
Kinesthetic	3.24	High	Sometimes used in OCC tasks.
Weighted Mean	3.11	High	Sometimes used in OCC tasks.

2. The differences in the extent of use of communicative modes in the OCC tasks among senior high teachers along VARK were compared between types of schools and educational attainment:

a) Type of school. The difference in the extent of use was highly significant for Aural and Kinesthetic communicative modes while Visual and Read/ Write resulted to no significant difference in the extent of use of the modes. The hypothesis was accepted for Aural and Kinesthetic but rejected for Visual and Read/ Write.

Table 2. Comparison of Communicative Modes between Types of School

Communicative modes	Mean		U	p-value
	Public	Private		
Visual	3.05	2.93	318.5^{NS}	0.3579
Aural	3.18	3.45	201^*	0.0053
Read and Write	2.64	2.94	267.5^{NS}	0.0851
Kinesthetic	3.01	3.32	208^*	0.0072

NS = not significant
* = significant at 1% level

b) Educational attainment. It was found that there was a significant difference in the extent of use of Visual and Read/Write communicative modes while no significant differences were found in the extent of use of Aural and Kinesthetic between educational attainment for OCC tasks. The hypothesis was accepted for the Visual and Read/Write communicative modes but rejected for Aural and Kinesthetic communicative modes.

Table 3. Comparison of Communicative Modes between Educational Attainments

Communicative modes	Mean		U	p–value
	Baccalaureate	Graduate		
Visual	2.82	3.10	338.5*	0.0283
Aural	3.38	3.39	495^{NS}	0.9889
Read/Write	2.71	3.03	351*	0.0451
Kinesthetic	3.19	3.30	401^{NS}	0.1860

NS = not significant
* = significant at 5% level

3. The type of oral communication tasks was the top condition which facilitated the use of communicative modes for OCC classes.

Table 6. Conditions that Facilitated the Use of Communicative Modes

Description	Item no.	Freque ncy	Percent	Overall Rank
Educational facilities				
The blackboard or whiteboard in my classroom is in good condition for writing or illustrating.	2	61	96.83%	2
There is a printing station for the teachers to print out materials needed for their classes.	8	56	88.89%	8
The classrooms are spacious enough for small group performances.	1	53	84.13%	11
Projectors that are provided by the school are available to be borrowed.	3	47	74.60%	13
There is an internet library with computers available for teachers to use when looking for resources.	9	40	63.49%	17
Availability of resources for tasks				
Print-based materials such as books, newspapers, and magazines are available resources within school premises.	1	50	79.37%	12
Literature based materials such as drama, short stories, poems, and essays are available resources within school premises.	3	42	66.67%	15
Maps, graphs, and charts are available resources for within school premises.	5	42	66.67%	15
Pictures, photographs, and images are available resources within school premises.	6	40	63.49%	17
Posters and illustrations are available resources within school premises.	9	39	61.90%	19
Oral Communication task types				
Collaborative small group speaking tasks such as role playing situations and advertisement making are done in OCC classes.	4	62	98.41%	1
Small group presentation and reporting tasks are done in OCC classes.	6	62	98.41%	1
Dyad speaking tasks such as think-pair-share are done in	3	61	96.83%	2

OCC classes.

One-to-many speaking tasks such as delivering speeches are done in OCC classes.	1	61	96.83%	2
Viewing to speaking and listening to speaking tasks are done in OCC classes.	10	61	96.83%	2

Material preparation				
One to two hours spent for material preparation	1	30	47.62%	20
In school planning and creation of materials for tasks	2	54	85.71%	10
Time to prepare instructional materials at home	3	46	73.02%	14
Materials produced, provided, or prepared by the teachers themselves.	4	58	92.06%	7
Materials are based or adapted from internet resources	5	56	88.89%	8

V. DISCUSSION

Extent of use of Communicative Modes

Each mode used in OCC contributes to meaning construction making communication more than just a task of speaking and listening but also creating visuals, reading information, writing out plans, and involving oneself in the task for communication. Ajayi (2012) supports this in her research where it was found that the use of a combination of communicative modes "…in ELL classrooms often foster greater student participation, freedom to communicate, collaboration and negotiation of meanings (p.17)." The teachers were able to actualize these modes of communication in their OCC classes at a high extent, thus giving much assistance to the development of the skills that the 21st century learner needs.

The use of communicative modes for OCC tasks allowed an array of information and concept presentation for meaning-making, understanding, and application. Visual, with a high extent of use, allows students to plan and present information through illustrations, diagrams, graphs, and charts. Aural, having a very high extent of use, gives opportunities to students to discuss concepts and issues among themselves as small groups and pairs, as well as listen to speak and discuss with each other. Read/write, with a high extent of use, gives students chances to have reading materials that are dense with texts and summaries to be able to have exemplars for speeches that need to be written with internal rationale for the purpose they intend it to have. Lastly, Kinesthetic modes had a high extent of use which give chances for students to use real-life examples and their senses in the observation of contexts to be able to use their meaning-making rationale for strategies that can be used in various situations.

Difference in the Extent of Use of Communicative Modes in OCC Tasks

1. *Type of school*

The use of communicative modes for OCC classes differ for Aural and Kinesthetic where private schools are more inclined to use Aural and Kinesthetic

in their OCC classes when compared to the public schools. When it came to Visual and Read/write, it was found that there was no significant difference in the use of the aforementioned communicative modes between schools. The difference in the extent of use of Aural and Kinesthetic between schools was associated to the available educational facilities of the schools. The absence of statistical difference for Visual and Read/write was associated to the regularized and organized set of resources available to both types of schools.

2. *Educational attainment*

Visual and Read/write has a significant difference in the extent of use due to the further professional and educational development that graduate teachers have over the baccalaureate teachers. In the results of educational attainment however it can be seen that regardless of availability of resources, the difference in the use of Visual and Read/write is not connected to the availability of the resources. This implies that the presence of these resources is somewhat irrelevant when compared to the educational attainment.

Aural and Kinesthetic showed no significant difference in the extent of use because of the understanding of the OCC's course objective by both baccalaureate and graduate teachers. The course objective is to develop the listening and speaking skills and strategies of students for effective communication in various situations (DepEd, 2016), the teachers use communicative modes that comply with the demands for development of the said skills. The implication is that educational attainment does not affect the fact that the said modes had the topmost mean (see table 1) for the extent of use of communicative modes for OCC tasks.

Conditions that Facilitated the Use of Communicative Modes

Oral communication task types, educational facilities, in-school material preparation, and creation by the teachers themselves based on internet resources were conditions that facilitated the use of communicative modes. These were the found conditions that facilitated the high use of communicative modes in Oral Communication in Context Tasks. Among the four however, the type of oral communication task was the top condition which facilitated the use of communicative modes for OCC classes. Since communicative modes aid in the understanding of concepts, and facilitates tasks in relation to content standards, the careful decision making and planning of OCC teachers on the types of OCC tasks proved to be empirical.

VI. CONCLUSION AND RECOMMENDATION

In light of the findings of the study, the following were the conclusions:
1. The extent of use of the communicative modes was highly used for OCC tasks along:

a)   Visual was used every so often by OCC teachers to plan and present information through illustrations, diagrams, graphs, and charts thus proving essential for in OCC tasks that require visual communicative modes;

b)   Aural was frequently used to discuss concepts and issues among students as small groups and pairs, as well as listen to speak and discuss with each other, hence making Aural the most integral communicative mode for OCC tasks;

c)   Read/write was at times used by OCC teachers in situations where reading materials that are dense with texts and summaries were employed as examples for speeches that need to be written with internal rationale for specific OCC tasks, hence was needed for specific content standards; and

d) Kinesthetic was used from time to time to exemplify real-life examples and in the observation of contexts to be able to use students' meaning-making rationale therefore needed for strategy learning that can be used in various communication situations.

2. The differences in the extent of use of communicative modes in the OCC tasks among senior high teachers along VARK relatively varied in terms of types of schools and educational attainment:

a) Private school teachers are more inclined to the use of Aural and Kinesthetic while no difference in the use of Visual and Read/write was found between types of schools.

b) Teachers who have finished their graduate, master degree, are more inclined to use Visual and Read/write. Educational attainment plays no role in the use of Aural and Kinesthetic for OCC.

3. Oral communication task types, educational facilities, and in-school material preparation and creation by the teachers themselves based from internet resources were conditions that facilitated the use of communicative modes.

In relation to the findings and conclusions of this research, the following are recommended:

1.   Further research should be done to measure the efficacy of use of VARK modes in OCC tasks within the multimodal theory.

2. Future researches should seek for differences in the actual practice or usage of VARK communicative modes for both private and public schools in comparison to a sample of teachers with undergraduate and postgraduate degrees.

3. Focused group discussion could be done by future researchers in relation to the conditions that facilitated the use of communicative modes that could not be reflected on questionnaires. This will allow researchers to give an in-depth understanding of what OCC teachers might have to deal with when teaching and giving tasks to students in relation to educational facilities present, availability of resources, oral communication tasks types, and material preparation.

 Other Recommendations:

4. A teaching guide for Oral Communication in Context tasks was developed with aims to maximize the use of the VARK communicative modes through

multimodality in the OCC tasks. The goal was to create tasks that are achievable regardless of type of school and educational attainment. Correspondingly, the teaching guide supports the maximization of conditions present in school for OCC teachers in using communicative modes in relation to Oral communication task types, educational facilities, and in-school material preparation and creation, and new technologies.

The output was made in such a way that teachers are familiar with the content, framing, and design. The teaching guide used the OCC curriculum guide of DepEd (2013) as its main model. To be specific, the OCC tasks described in the teaching guide were based on the provided content, content standard, performance standard, and learning competencies. From the curriculum guide, before lesson proper, during lesson proper, and after lesson proper were created to maximize the combination of communicative modes for formative assessments, written works, and performance tasks.

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Acknowledgements

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Does the Use of Digital Badges Affect the Frequency of Online Discussion Forum Participation in a Blended-Learning Class?

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Discussion forums can be a powerful tool with a positive impact on student outcomes in online and blended-learning classes. However, the benefits of online discussions are dependent upon the level of student participation. Student participation in online discussions can often be difficult to promote and many students participate only to the extent of the minimum requirement. This study sought to determine if the use of achievement badges, an online reward similar in appearance to a medal used as a gamification element, may have an effect on the frequency and volume of student participation in online discussions. The participants in this study were 21 students, divided into two classes of nine and twelve each, from all levels at a university in South Korea. Students engaged in mandatory, weekly, online discussions through Blackboard. The discussion requirements included a minimum number of posts per student. The control class received no extra reward or acknowledgement for posting beyond the minimum requirement, whereas the experimental class received achievement badges according to the number of posts they made beyond the minimum. After three weeks, the total number of discussion forum posts in each class and the number of posts per user were examined and compared. The results seem to suggest that little to no relationship exists between receiving achievement badges and the number of posts made nor the number of users per week. Students who received achievement badges made only 1.37% more posts than those who did not. As no test of significance was performed, the results cannot be generalized.

Keywords: discussion forum, achievements, badges, gamification

I. INTRODUCTION

Statement of the Problem

   The purpose of this study is to determine if the use of achievement badges has an effect on the frequency and volume of online discussion forum participation in blended-learning classes.

Significance of the problem

Discussion forums can positively impact student outcomes in online and blended-learning classes. However, the benefits of online discussions are dependent on the level of student participation. Student participation in online discussions can often be difficult to promote and many students participate only as much as the required minimum to earn full points.

Rationale

Online and blended-learning courses are becoming increasingly commonplace. Of the tools available in most learning management systems, discussion forums are often utilized as a digital substitute for interpersonal interaction between students and instructor as well as students and other students. Active participation in these discussion forums can often be challenging to foster. This action research study compared the participation of two groups of students in online forums to investigate if there exists any relationship between the use of digital achievement badges and the number of discussion posts and participants per week.

Definitions

- **Achievement badge:** a small, online reward similar in appearance to medals, trophies, and pins that are awarded for task completion or skill mastery
- **Blackboard:** a learning management system that consists of a virtual learning environment and a course management system
- **Blended-learning:** a mixture of traditional in-class and online learning
- **Discussion forum:** an asynchronous, online discussion organization format that allows parallel discussions in a threaded manner
- **Post:** a written contribution to an online discussion forum in the form of a new thread or a reply to an existing thread
- **Thread:** a sequential chain of written, related contributions displayed in the order received

Hypotheses

Students who receive achievement badges will participate with greater frequency and volume in online discussions than students who do not.

(Null hypotheses): Students who receive achievement badges will not participate with greater frequency and volume in online discussions than students who do not.

Research questions

What effect, if any, does the use of achievement badges have on the frequency of student participation in online discussions?

Can non-scored extrinsic motivators encourage increased participation in online discussions beyond the required minimum?

School and Community Resources

The researcher is a full-time instructor at a private university in South Korea. The participants in this study were two classes of students ranging between their first and fourth year of university education in a blended-learning elective course of differing topics. The researcher used the learning management system Blackboard and its discussion forum and achievement tools. Blackboard records relevant discussion forum metrics such as number of posts and number of participants per forum.

II. RELATED LITERATURE

Introduction

Online and blended-learning courses have become commonplace at higher education institutions. One of the many online tools available to these courses is the discussion forum, a type of asynchronous computer-mediated communication. Discussion forums, by their nature, require active participation. Digital badges, which are "akin to the physical scout badges that scouts earn" (Shields & Chugh, 2017, p. 1817) can be used as a gamification element to encourage participation.

Importance of Interpersonal Interaction in Blended and Online Courses

Discussion forums are a powerful tool that can allow interpersonal interaction in online and blended learning courses. In fact, Quality Matters, the Middle States guidelines, and nearly all other online quality frameworks emphasize interpersonal communication and collaboration (Jaggars & Xu, 2016). Khalif, Nadiruzzaman, and Kwon (2017) found that asynchronous communication in an online environment supports learning and knowledge building (p. 166).

Participation in online discussion has been found to correlate significantly with student grades and learning outcomes. Zacharis (2015) identified that only four variables predicted 52% of the variance found in final student grades. Of these four variables, "reading and posting messages on a forum board, email, and chat was found to be significantly correlated with course success, explaining 37.6% of the variation in the final student grade" (p. 51) and that this "highlights the importance of engagement with peers and instructors" (p. 52).

In a study by Jaggars and Xu, they determined that "the quality of interpersonal interaction within a course relates positively and significantly to student grades" (2016, p. 270). This position is further corroborated in research conducted by Green, Farchione, Huges and Chan (2014) that finds posting on discussion forums contributed to improved learning outcomes and higher marks (p. 75), and again by Alzahrani's research in 2017 that "shows that significant and positive direction relationships were found between student participation in online discussion forums and their final course marks" (p. 170) Alzahrani also found that participating in discussion forums may allow students to work collaboratively and engage in active learning (2017, p. 173). Additionally, Alzahrani notes that there was no statistically significant connection between student participation and their

prior GPA (2017, p. 170) which seems to imply that higher participation in forums is not merely a by-product of high-achieving students.

Investigating what students themselves find most effective in an online communication course, Jacobi (2017) determined that students overwhelmingly find "online discussion more effective than those in traditional classrooms". Specifically, 67% of the students surveyed thought online discussion more effective than live and 18.5% found them at least as effective as live discussions (p. 10).

Gamification, Digital Badges, and Motivation

The literature regarding the use of digital badges in online courses and discussion forums is divided. One study has found that interest improves and that there is a decrease in counter-productive motivations in a system using badges (Abramovich, Schunn, & Higashi, 2013, p. 228). While research by Gibson, Ostashewski, Flintoff, Grant, and Knight in 2013 found that earning badges can motivate some students to engage with online material and activities (p. 408).

According to a study performed by Ding and Orey in 2018, "students using gamification elements, including badges, in online discussions posted beyond the minimum requirement" as well as demonstrated "positive effects on behavioral engagement (p. 220). Specifically, these gamified elements showed the most effect on medium achievers, whereas high and low achievers were affected less (p. 220). This same study concluded that "students seemed to spend more time and put additional effort into writing their posts thanks to the motivation of earning valuable badges (p. 221).

Research performed by Chou and He in 2016 specifically aimed at the effectiveness of digital badges on student online contributions, found that awarding badges had a "statistically significant effect on the number of comments and replies", that they engaged students in online activities, made the learning process more enjoyable (p. 1106), and that they were effective in encouraging student interaction irrespective of delivery format (p. 1113).

Their study goes on to provide details of participant attitudes toward a badges reward system in online discussions. According to the study, 75% of respondents agreed that badges promoted them to provide peer comments, 66.7% agreed that badges helped with monitoring their progress and that badges "kept them on the right track", and 50% agreed that the badge system gave them a sense of accomplishment (Chou & He, 2016, p. 1104).

Conversely, Reid, Paster, and Abramovich found that "digital badges are viable as assessment tools but heavily dependent upon individual learner types" (2015, p. 377), and that the effectiveness of badges depends heavily on the motivation of the student (p. 392). In fact, they found that participants showed a statistically significant decline in intrinsic motivation after the first half of the semester, although motivation stabilized after the initial decrease for the remainder of the term (p. 389).

Their study continued to state that "the simple presence of digital badges did not enhance learner motivations. Rather, learners recognized the importance of badges as grade values since they were employed as both completion-contingent and performance-contingent rewards" (p. 392).

Despite these findings, they did find that overall "learners reported having a positive experience with the digital badge framework" although it was dependent on learner performance and that participants who earned many badges rated it more favorably than students who earned few to none (p. 393).

Furthermore, research in gaming personality and game dynamics in online discussions, which sorted participants into one of four gaming personality types, socializer, achiever, explorer, and killer, stated that different gaming personalities enjoy and respond to different motivations and enticements (Tu, Yen, Sujo-Montes, & Roberst, 2015, p. 159). It goes on to posit that achievers "appreciate positive reinforcements in gaining and exploring points, levels, or badges" and "are considered consumers who prefer rewards for their actions; therefore, they will perform activities to be rewarded with points or badges" (p. 160).

While badges might act as a motivation for learners with an achiever personality, the study found that the majority of participants, 64.79%, were of the explorer type and only 21.13% were of the achiever type (p. 166). This may indicate that most learners find their motivation unaffected by the use of badges.

Conclusion

Discussion forums can play a positive and vital role in online and blended-learning courses (Khalif et al., 2017). And, as shown by Zacharis (2015), Jaggars and Xu (2016), and Alzahrani (2017), are significantly correlated with student grades and outcomes. The literature surrounding use of digital badges to drive student motivation and participation in discussion forums is mixed.

Research by Abramovich et al. (2013) and Gibson et al. (2013) state that badges can improve students' interest and engagement with online activities. Chou and He (2016) and Tu et al. (2018) found that badges had a positive effect on the number of posts and comments as well as exceeding minimum requirements. Chou and He (2016) also demonstrate that the majority of students have positive opinions regarding badges and their effects.

On the other hand, Reid et al. (2015) found that the effectiveness of badges is heavily reliant on learner types which is further supported by the findings of Tu et al. (2015). While badges may motivate students with an achiever-type gaming personality, these personalities were a minority of the participants in the study.

III. METHODOLOGY

Settings and Participants

Participants in this study were 21 students from two blended-learning elective courses of 9 and 12 students each at a South Korean university. The content of the elective courses and therefore the topic of the online discussions differed. The

participants included students from all university levels, freshman through senior. The 9 participants from Class A received achievement badges related to online discussion participation and the 12 participants in Class B did not.

Ethics and Consent

Before commencing this research study, participants were informed of their possible involvement verbally and in writing using consent forms in both English and Korean. It was communicated to the participants via both languages that their involvement was completely voluntary and anonymous and emphasized that although participation in the online discussions was a calculated portion of their course score, choosing not to be a part of the study would have no effect on their grade. All consent forms were signed and returned.

Instrumentation

Both classes engaged in weekly, online discussions through Blackboard. Blackboard records the time and date of each student's posts as well as calculating the total number of posts and contributors per forum. The instrumentation in this study consisted of three levels of digital achievement badges, gold, silver, and bronze, awarded based on the number of posts made beyond the minimum as outlined by the discussion requirements.

Procedures

During this study, both classes were given mandatory, weekly, online discussions through Blackboard. The students' participation in the discussion required a minimum of three posts per week to receive full credit.

The control class received no extra reward, incentive, or acknowledgement for posting beyond the minimum number required. Conversely, the experimental class received achievement badges each week related to the number of posts they make in that week's discussion. Students who posted the minimum number of times required received a "bronze" badge, students with one to three posts more than the minimum received a "silver" badge, and students with four or more posts beyond the minimum received a "gold" badge. The achievement badges had no additional effect on their scores. Each student's badges were visible only to themselves and the researcher.

Over the span of three weeks, the total number of discussion forum posts in each class was recorded, particularly the total number of posts and number participants.

Limitations

As a result of convenience sampling, this study was limited by several factors. Firstly, it was of a small sample size of 21 students, and the samples sizes were imbalanced between Class A and B relative to each other, 9 and 12 respectively. Secondly, the study was conducted over a short span of three weeks due to external factors. A longer study may produce more worthwhile data. Furthermore,

the content and discussion topics differed between the two classes, which may have had some unforeseen impact on students' engagement and motivation. Lastly, all participants were non-native speakers of English with a variation in ability and confidence which may have affected the nature and volume of their contributions to the online discussions.

Delimitations

The participants in this study were chosen because of their enrollment in the researcher's courses due to ease of access to both the students and the means to measure their forum participation. The researcher in this study chose to evaluate only the volume and not the quality of posts in this study. This choice was made with concern to action research's iterative nature. Once the existence of a relationship between the use of achievement badges and post volume was determined, then a following study examining achievement badges and post quality could be conducted.

Bias

Due to the non-random selection of participants in this study and the differing nature of the two elective courses, unintended bias may exist.

Data Analysis

The total number of posts per week and average post per student for each class was graphed using Microsoft Excel. These results were compared to determine what, if any, relationship exists between the use of achievement badges and student participation in online discussions. Results will be presented in graphs. As no test of significance will be performed, generalizations cannot be made.

IV. RESULTS

Each student's weekly contribution to the discussion forums was recorded as well as the total number of participants and number of comments in each forum. This data was then entered in a spreadsheet where it could be evaluated and represented graphically.

In Class A, the sample of nine students that received badges, total posts dipped from 23 in week 1 to 16 in week 2 before rebounding to 22, in week 3. It is of note that week 3, while higher than week 2, did not exceed week 1.

The total number of participants engaged in the online discussions remained the same throughout all three weeks, and similar to the number of total posts, the number of posts per participant dipped from 3.29 in week 1 to 2.29 in week 2 and then rose to 3.14 in week 3.

**FORUM PARTICIPATION
CLASS A**

	Week 1	Week 2	Week 3
Total Posts	23	16	22
Participants	7	7	7
Posts/Parts.	3.29	2.29	3.14
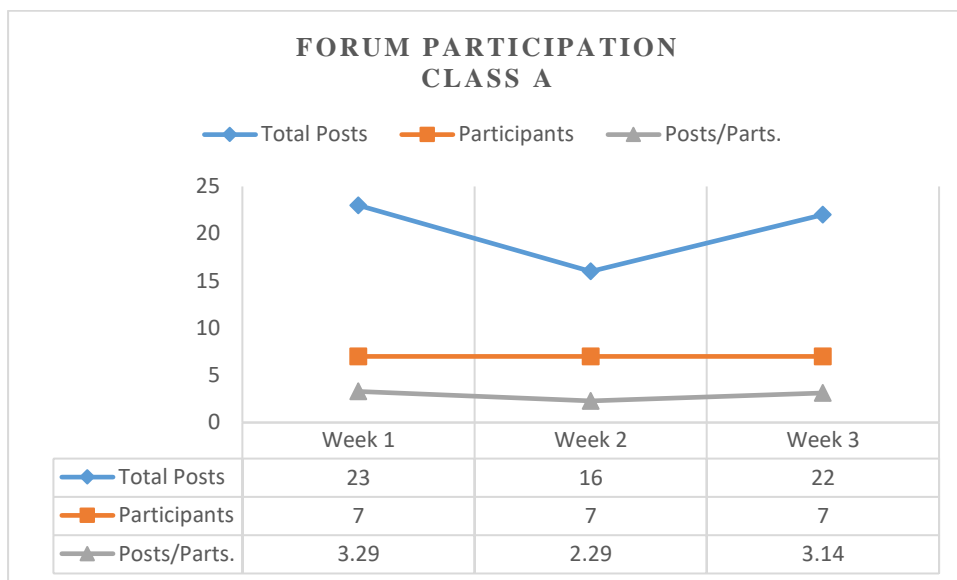
When looking at the number of posts per student, it can be seen that for nearly every student the number of weekly posts remained the same or was lower in week 3 compared to week 1. Only student 8, who did not participate in the first week's discussion, shows an upward trend in the number of posts, with four posts in week 2 and 3 each. Students 3 and 5 consistently made the same number of posts per week; student 5 never participating in the online discussions during the study while student 3 posted a consistent three times per week. Students 2, 6, and 9 show a drop in the number of posts over the study, whereas students 1, 4, and 7 display an initial drop after week 1 but rebound in week 3, albeit never higher than their contributions in week 1.

**POSTS PER STUDENT PER WEEK
CLASS A**
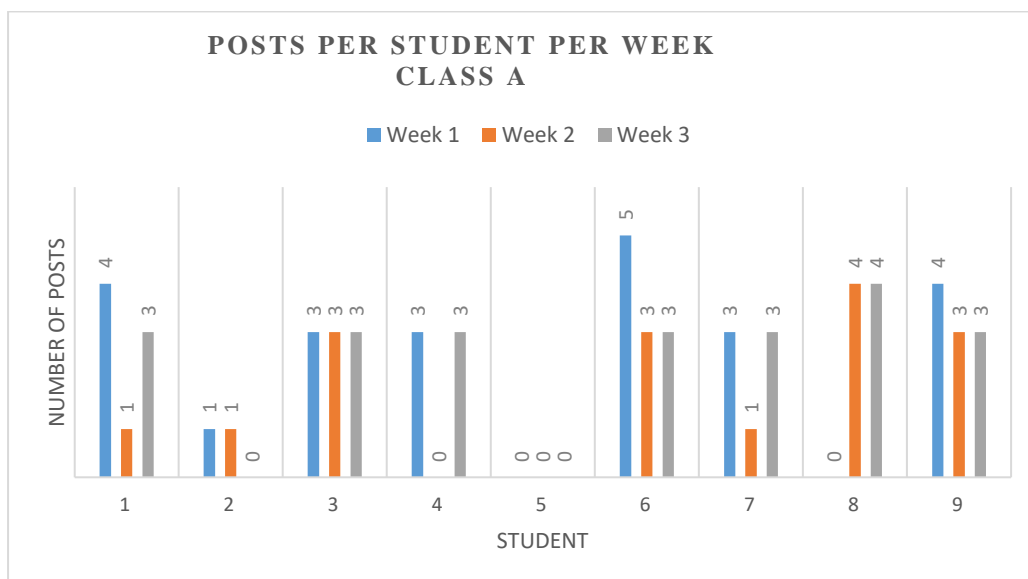
Badges were awarded based on the number of posts made per week. Bronze badges were given to any student who met the required minimum of three posts per week. Three bronze badges were given in week 1, five in week 2, and two in week 3. Students who posted one to three posts more than the required minimum received silver badges. There were three silver badges in week 1, three in week 2, and 6 in week 3. Students who posted four or more times beyond the minimum would have received gold badges, but no participants met this threshold.

BADGES PER WEEK
CLASS A

	Week 1	Week 2	Week 3
No Badge	3	5	2
Bronze	3	3	6
Silver	3	1	1
Gold	0	0	0
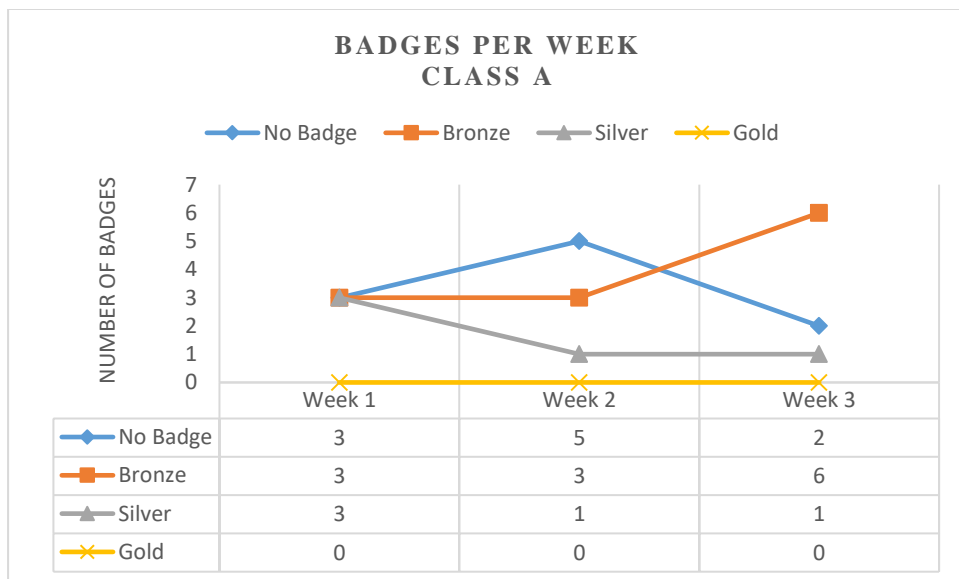
Class B, the control group of twelve students, did not receive any achievement badges relating to the number of posts made per week. The total number of posts made by Class B rose each week from 23 in week 1 to 28 in week 2 and 29 in week 3. Likewise, the number of participants also increased from eight in week 1 to ten in week 2 and 3. The number of posts per participants dropped from 2.9 to 2.8 between weeks 1 and 2 but returned to 2.9 in week 3.

**FORUM PARTICIPATION
CLASS B**

◆ Total Posts   ■ Participants   ▲ Posts/Parts.

	Week 1	Week 2	Week 3
Total Posts	23	28	29
Participants	8	10	10
Posts/Parts.	2.9	2.8	2.9
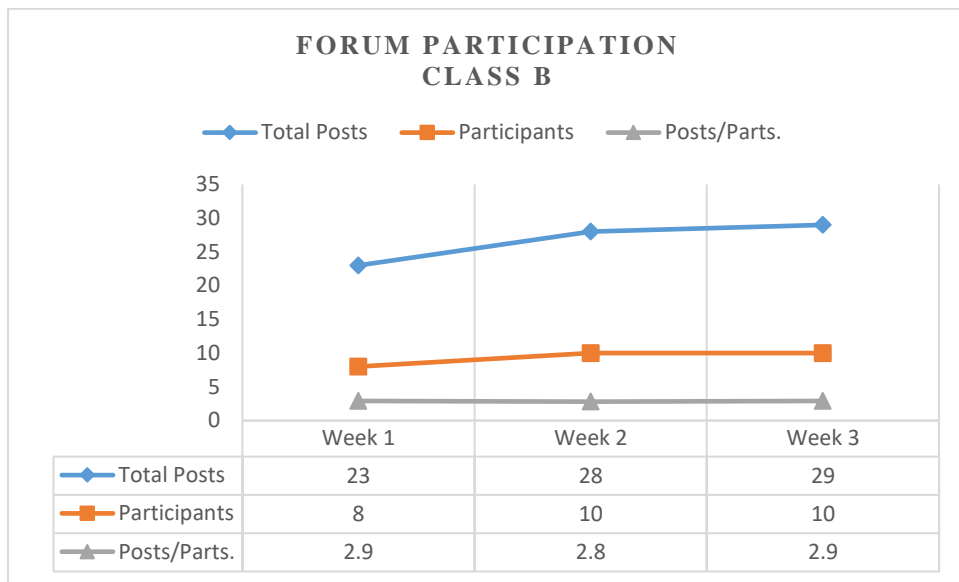
Regarding the number of posts per individual student made in Class B, students 2, 4, 6, 7, and 12 remained unchanged during the study. Students 6 and 7 made no posts for the duration of the study. Students 1, 3, and 11 each saw an increase in posts between week 1 and 3. Students 5 and 9 show a drop between weeks 1 and 2 but rebound in week 3 yet do not exceed week 1.

**POSTS PER STUDENT PER WEEK
CLASS B**

■ Week 1   ■ Week 2   ■ Week 3
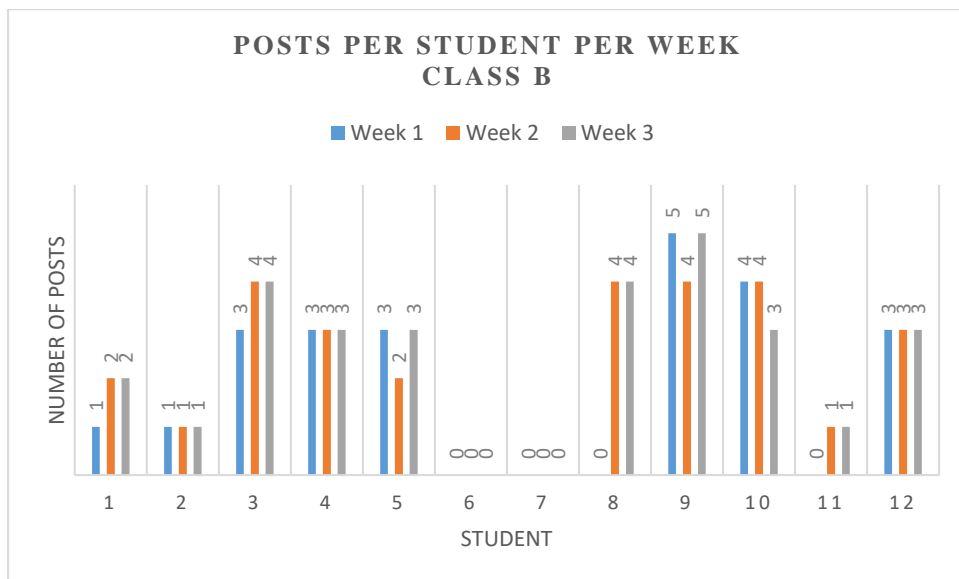
The following graphs compare posts per participant and participants per week between Class A and B. Class B remained largely consistent in posts per participant over the length of the study whereas Class A, although higher in weeks 1 and 3, dipped below Class B in week 2. Class A held steady with regards to

participants per week while Class B saw an increase between week 1 and week 2 that was maintained into week 3. Averaged over the duration of the study, Class A made 2.91 posts per participant whereas Class B made 2.87 posts per participant, a 1.37% difference.

POSTS PER PARTICIPANT: CLASS A VS CLASS B

	Week 1	Week 2	Week 3
Class A	3.29	2.29	3.14
Class B	2.9	2.8	2.9

PARTICIPANTS PER WEEK

	Week 1	Week 2	Week 3
Class A	7	7	7
Class B	8	10	10
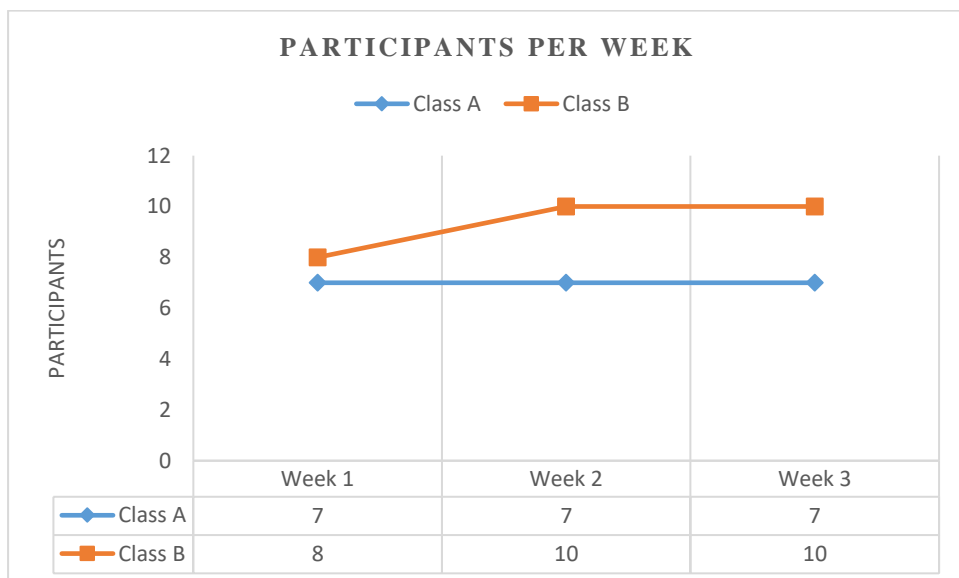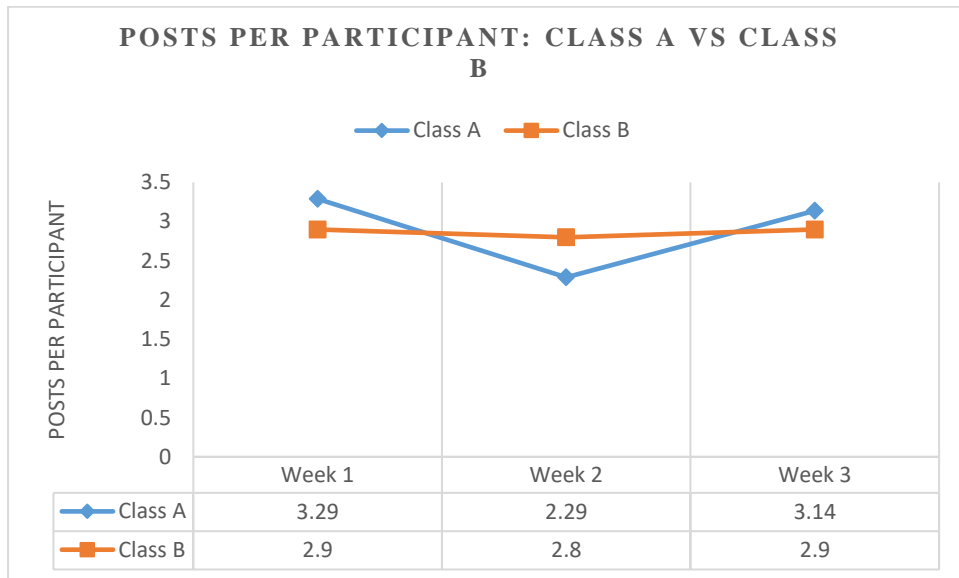
V. DISCUSSION

The results of this study indicate that the use of digital achievement badges had little to no positive effect on the number of posts per participant, nor the posts per

week. When compared to a control group that did not receive any badges, Class A showed only a 1.37% increase in the number of posts per participant. Further to the contrary, the control group demonstrated a more consistent number of posts per participant and an increasing number of participants per week than the experimental group, possibly indicating a negative relationship between the use of badges and student participation in online discussions. However, the length of this study and the size of the nonrandom sample is suboptimal and could be an important contributing factor to nature of this study's results.

VI. CONCLUSION

This study investigated the relationship between the use of digital achievement badges and online discussion forum participation in a blended-learning course by recording and comparing the number of posts per participant and participants per week in an experiment and control class. Students in the control class who made the minimum number of posts per week, as outlined in the course syllabus, received a bronze badge. Students who posted one the three times beyond the minimum received a silver badge, and students who posted four or more times more than the requirement received a gold badge. The control class received no badges or other extrinsic motivation related to the number of posts made beyond the minimum.

The results of this study indicate that there was little to no positive relationship between the use of badges and discussion forum activity in the experiment class. Contrarily, the control class demonstrated more stability in the number of posts per participant and an increase in participants per week.

However, the length of this study was short, and its sample sizes were small and nonrandom. Further research into this topic would do well to extend then length of the study and use larger samples with more robust selection criteria.

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The Effects of 8-week Plyometrics Training on Fitness and Soccer-specific Performance in Female Middle School Soccer Players

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The purpose of this study was to investigate the effects of 8-week plyometrics training on fitness and soccer-specific performance in female middle school soccer players. Twelve female soccer players participated in this study. These subjects were randomly divided into 2 groups: the control group, which performed interval training for 8 weeks, and the experimental group, which performed plyometrics training for 8 weeks. The training programs consisted of one-hour exercise sessions, 5 days per week. Tests were performed in two time periods: the first was done prior to the initial training (pre-test) and the second was done following the training program (post-test). The tests for fitness included muscle strength, endurance, speed (37m run), Wingate anaerobic power tests, and the tests for soccer-specific performance included agility running, dribbling speed, passing accuracy, and shooting abilities (shooting accuracy, shooting ball velocity, and shooting quality). The results were analyzed with independent samples T-test (P<0.05) using an SPSS 21 program. Our results showed that 8-week plyometrics training significantly increased the peak power of the Wingate power test (P<0.05) in female middle school soccer players. 8-week plyometrics training significantly increased the shooting ball velocity in female middle school soccer players (P<0.05). It was concluded that 8-week plyometrics training increased anaerobic muscle peak power and this increase may contribute to the increased shooting ball velocity in the female middle school soccer players in this study. It is suggested that plyometrics training may increase the shooting performance by increasing shooting ball velocity.

Keywords: plyometrics training, soccer, fitness test, soccer-specific performance test, Wingate anaerobic power test

I. INTRODUCTION

Soccer is a sport that requires various movements like many other sports. Soccer repeats various movements and plays the game through physical strength, skill, and tactics. The performance that determines the victory or defeat of a football game can be classified into tactical, technical, mental, and physical fitness factors (Shin et al., 1992). Tactical factors are dependent on formations which are divided into offense and defense through the placement and activity of players. Winning or losing the match depends on the individual's position in the field. In particular, the defense is largely divided into two types: interpersonal defense and regional defense. The game of interpersonal defense requires individual responsibility and aggressiveness, and there is a danger that the use of offside traps and pressure is limited, and the individual's strength is required. The regional defense-style game is easy to maintain stability, creativity, and turn around, and it has a numerical advantage around the ball when defensing, and it is easy to find a solution when pressing the opponent. However, adaptability and instant response are required when marking an opponent. Depending on the position of the soccer player, the defense and offense methods will be freely implemented. Depending on the capabilities of a soccer players, various systems such as 4-4-2, 4-3-3 and 4-2-3-1 will be created, and the role of the striker and defender can also be changed. For example, if you are relatively weaker than the opponent team, you can increase the number of defenders to focus on overall defense and gain a chance to score by counterattack.

Other than tactical factors, technical and mental factors are important, but fitness factors are the most important factors in winning or losing. Among the fitness factors related to soccer, there is a demand for endurance which can act continuously, and muscular power with instantaneous response, and agility and quickness with which to change directions quickly and accurately, which can be the basis of soccer skills (Vanderford et al., 2014). It requires 90 minutes of non-stop endurance, instantaneous power such as passing or shooting, ability to assess the situation of the opponent to read the flow of the game, the sense of balance and rotation for ball control, and various fitness factors such as coordination, agility, and power (Kim, 2000).

As the fitness factors of a soccer game cannot be omitted, leaders have been trying to improve their performance through training. In the 1970s, a training method called plyometrics was developed in Eastern Europe. Plyometrics training performed well in track and field events on the track, and leaders and athletes in many events began to build training programs by applying these training exercises to their sport (Ahn, 1995). Plyometrics training is very effective for sport or motor events that require rapid muscle contractions after a short stretch, and increase power, speed and agility by reducing the time required for these changes and enabling faster turnovers in motion (Choi, 2008). It is said that by using plyometrics training properly, it can help not only the efficiency of muscular activity, but also the skill improvement and physical fitness in the field. Plyometrics training is easy to learn and easy to teach, so it can also be taught to elementary school children as it can be done with a variety of strengths and may

compensate for the disadvantages of weight training that have little transfer to functional physical abilities (Kim, 2009).

Since plyometrics training is known for its effective training in many ways and has been studied on adult players, it is not well known whether plyometrics training is effective in improving physical fitness and performance for youth players. In particular, female middle school soccer players are in the process of growth, development, and maturation of the human systems, including the nervous system, skeletal system, muscle system, respiratory system, and metabolic system and may differ in response compared to adults, and may also show poor response to various training such as resistance training or aerobic training.

It has been questioned whether or not plyometrics training will cause a considerable or slight effect in female middle school soccer players. Specifically, it raises questions about what fitness factors plyometrics training can contribute to the fitness and performance of youth female soccer players. This study was conducted to investigate whether plyometrics training for youth female soccer players can improve physical fitness as well as performance.

II. METHODOLOGY

Subjects
Female soccer players from middle schools belonging to the Korea Football Association (KFA) and the Women's Football Confederation (KFA) were tested by dividing each of the 12 players who had been trained professionally for more than three years into an experimental group and a comparative group.

Experimental Design
The physical fitness and soccer performance indices were measured by the pre- and post-training sessions of female middle school soccer players. In addition to basic team training, the comparison group, which is the control group, conducted eight weeks of interactive training, while the experimental group, which is the plyometrics group, applied an eight-week plyometrics training program in addition to basic team training.

Experimental Methods

1. Body composition measurement
The height, weight, percent body fat, and fat mass of all subjects were measured using a bioelectrical impedance analyzer (Inbody 720, Biospace, Korea). This bioelectrical impedance analysis method can obtain the ratio and amount of body fat and fat-free mass by giving a high energy alternating current wave around both soles of the feet by using the difference of the electric resistance between body fat and fat-free tissue.

2. Training intensity

The intensity was controlled using a wireless heart rate system with a moderate intensity (HRmax 50-60%). The exercise intensity was set to 60 ~ 80% based on the individual's maximum heart rate, and then the target heart rate was substituted into the Karvonen formula. The Karvonen formula is as follows.

- ([HRmax-HRrest] × percent intensity) + HRrest.
- HRmax: maximal heart rate, HRmax=(220-age)
- HRrest: resting heart rate
- percent intensity: percentage of intensity

3. Plyometrics training methods

After the end of the afternoon training, the experimental group performed additional plyometric training 5 times a week for 40 minutes including a warm-up and cool-down. Training was conducted starting with 10 repetitions per set in the first 2 weeks, increasing the number of repetitions to 12 times over the next 3 weeks and the number of repetitions, again, to 15 over the last 3 weeks. The components and methods of plyometrics training are described in Figure 1. The comparative group conducted the interval training 5 times a week for 40 minutes, including a warm-up and cool-down, and the intensity of the exercise was like that of the experimental group. As shown in Figure 2, the interval training was initiated by starting at the corner of the soccer field and sprinting diagonally across the field, then jogging (rest) straight across to the other corner. The first 2 weeks of training consisted of 5 repetitions per set, 6 repetitions per set in weeks three and four, and 7 repetitions over the remaining four weeks.

1. Forward-Backward Cone Jumps
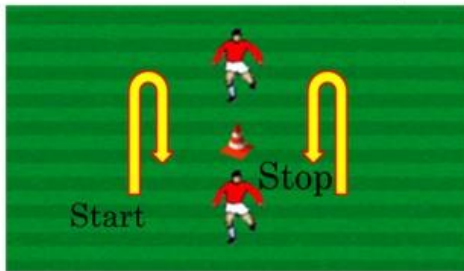
2. Lateral Cone Jumps
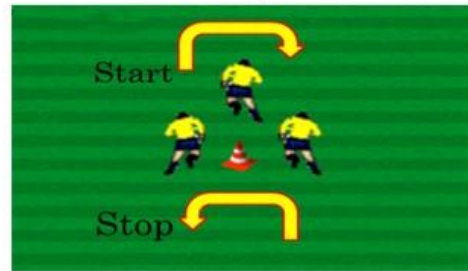
3. Continuous Hurdle Jumps (Forward)
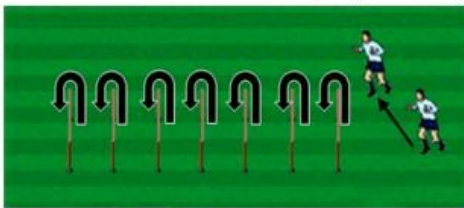
4. Continuous Hurdle Jumps (Lateral)
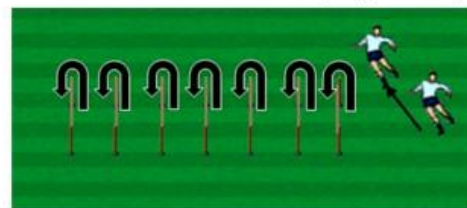
5. Box Jumps (Switching legs)

6. Lateral Box Jumps
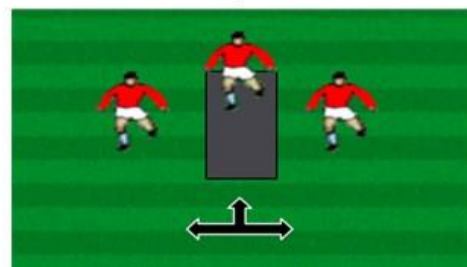
Figure 1. Plyometrics training program
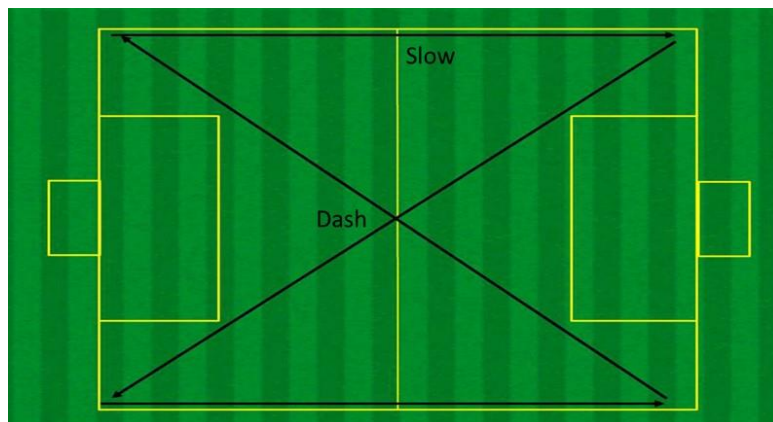
Figure 2. Interval training program

4. Muscular fitness indices

1) Strength test
   Muscle strength was measured using an isometric instrument (BACK-D, TAKEI, Japan).

2) Endurance test
   Using a 30 cm high bench, the stopwatch begins with a "pre-start" sign and the player jumps on the bench with two feet and then returns to the floor. The number of times a person performed a one-minute jump on two feet and down to the floor was measured.

3) Speed test
   The speed was measured through a 37 m running (shuttle run). This test, called round-trip running, performed like a game situation, using sprint and break time like those analyzed during soccer games. As the players got tired, they could sprint more and more quickly until they could no longer meet the target speed while having a break between sprints. The speed decision used the running speed of the last session.

4) Anaerobic power test
   Muscle power was measured by the Wingate power test. Wingate test is a test to measure anaerobic power using an electric resistance bicycle ergometer (Excaliber, USA).
Bike pedaling is carried out at 50 rpm for 1 minute in the preparation phase to warm up and the individual load is multiplied by 0.7 per body weight to determine the torque. Then a 5-second count is carried out and the bike is peddled as fast as possible for 30 seconds at the "start" signal. The maximum peak power, mean power, total work, and fatigue index are calculated. The maximum peak power, mean power, total work, and fatigue index were calculated.

5. Soccer performance tests

1) Agility test
   Agility was measured through agility run tests. This test measured the soccer-specific agility running test using a method developed by Vantinen et al. (2010). Agility was determined by measuring the elapsed running time of five flags as shown in Figure 3.
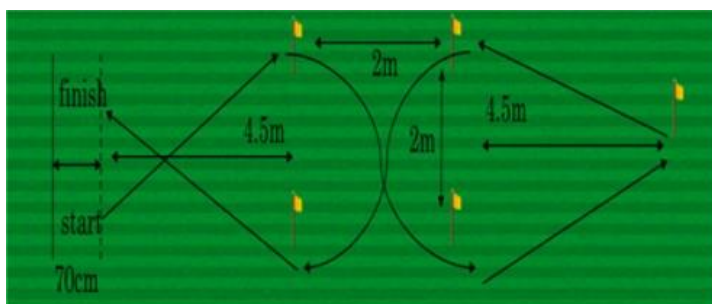
Figure 3. A diagram of soccer-specific agility test

2) Zig-zag dribbling test

   As shown in Figure 4, the dribble technique was measured by the dribbling test method used by Vanttinen et al. (2010). This test includes four dribbling procedures.

1. Straight running with the ball - Touch the ball at least three times before turning on the last flag.
2. Turn around at the last flag and dribble to the starting line.
3. Dribble again to move to the last flag - Touch at least 3 balls until the last flag.
4. Take turns dribbling the flags and reach the arrival line. The performance of the dribbling test is evaluated through the elapsed time during the entire dribble.

3) Pass accuracy test

   Pass accuracy was measured using the Loughborough Soccer Passing Test (LSPT) method (Figure 5). LPT is a test that can measure various aspects of soccer skills such as pass, dribble, control, and decisive power (Ali A. et al. 2007). This test was conducted using a method measured by BenOunis et al. (2013). Subjects were practiced four times to familiarize themselves with the LSPT test for one week. The subjects started with a soccer ball in the center, and the first tester uses a stopwatch to start measuring the time as soon as the ball comes out of the inner square box. The second tester orders the sequence of passes and shouts "special color" before the current pass is over. The result of the pass is determined by one of eight attempts. Each attempt consists of eight long (4m; green and blue) passes and eight short (3.5m; white and red) passes. The subject may only pass within the passing area between marked lines. The subject may only pass within the passing area between marked lines.
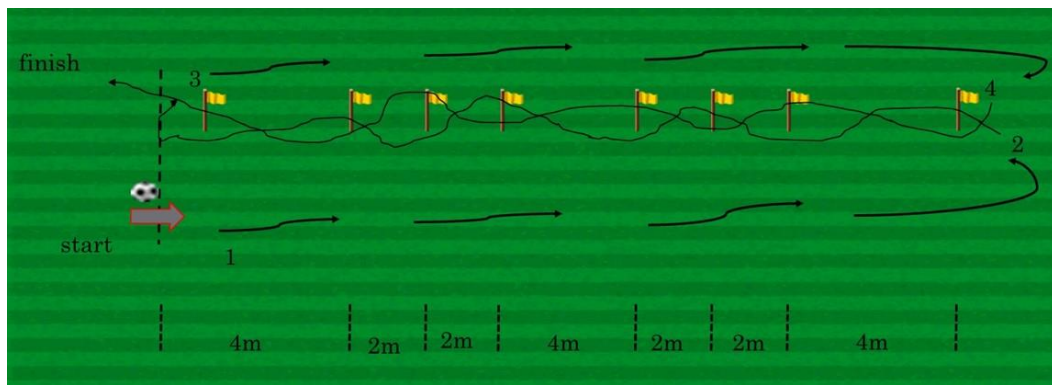
Figure 4. A diagram of soccer-specific zig-zag dribbling test

The subject may only pass within the passing area between marked lines. Upon receiving the ball from the previous pass, the subject must cross a line marked inside the two balls before attempting the next pass. Subjects should pass as quickly as possible with the least number of errors to achieve the best LSPT performance. The second tester should stop the stopwatch at the end of the last pass. The second tester records penalty time points that occur during the trial. The penalty time is obtained by:

5 seconds: When a bench is completely missed or passed (a pass is made) to the wrong target,

3 seconds: when the target area (0.6×0.3 m) is missed,

3 seconds: when the ball is handled,

2 seconds: when passing the ball outside the specified area,

2 seconds: When touching the ball in any cone,

1 second: every time the test is over one second from the allotted time of 43 seconds,

1 second (Bonus): When the 10cm line in the center of the target is hit with a ball, the entire time is reduced by 1 second.

The performance of the LSPT is calculated using 3 indices.

① Time required to complete 16 passes (LSPT time: LPT T)

② Penalties calculated by participants as mistakes during the trial (LSPT penalty: LPT P)

③ LSPT total performance (LSPT TP)

The participant makes two attempts and obtains the average and records it as a performance score.
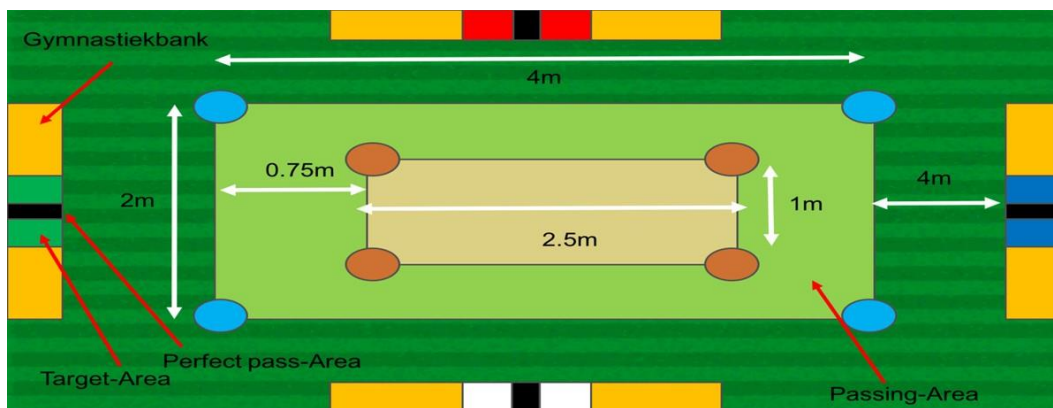
Figure 5. A diagram of Loughborough soccer passing test (LSPT)

4) Shooting test

The soccer shooting test consists of shooting accuracy (SA), ball velocity (BV), and shooting quality (SQ) tests. To test these three performance tests, we used the method of measurement of soccer kick performance developed recently by Radman et al. (2016). As shown in Figure 6, the subjects shoot in the box 16.6 m away from the goal line. The right footers shoot to the left goal area and left footers shoot to the right side of the goal. A grid-shaped net is installed at the front of the goal post, and the score of the goal-in point is described in Figure 6. This score is calculated by a score that is high for points that are difficult to defend by the goalkeeper in the center and low for those that are easy to defend. This score is recorded in meters. Each box is 48.8cm × 48.8cm in size and consists of 30 boxes in total. With 10 attempts, the average of the 7 best shooting scores is calculated. A speed gun is placed behind the goalpost and the ball speed (m/s) of each shot is recorded. The SQ test is calculated from the score of SA and the score of BV. SQ = SA / t, where t is the trajectory distance at which the ball is flying and is the time at which the ball flies. Theoretically, the trajectory distance the ball travels is obtained by the following equation (Radman et al., 2016).

$$D= \sqrt{(SA + 0.75)^2 + 273.74}$$

$$t \text{ (s)}=D \text{ (m)} / \text{ball velocity (m/s)}$$

The obtained t is inserted into the SQ = SA / t formula and the SQ value is calculated. The SQ is equivalent to the value given by the SA divided by the time it takes for the ball to reach the goal. The velocity of the ball was measured during shooting using the speed gun on the back of the goalpost. The accuracy of the shot is determined by the point at which the ball passes through the grid of the goalpost, and the average score of seven times is the value.

6. Data analysis

All data measured in this study were calculated using the IBM SPSS win 22.0 statistical program to calculate the mean and standard deviation, and the dependent variables of the experimental group and comparison group were analyzed through the independent samples t-test.
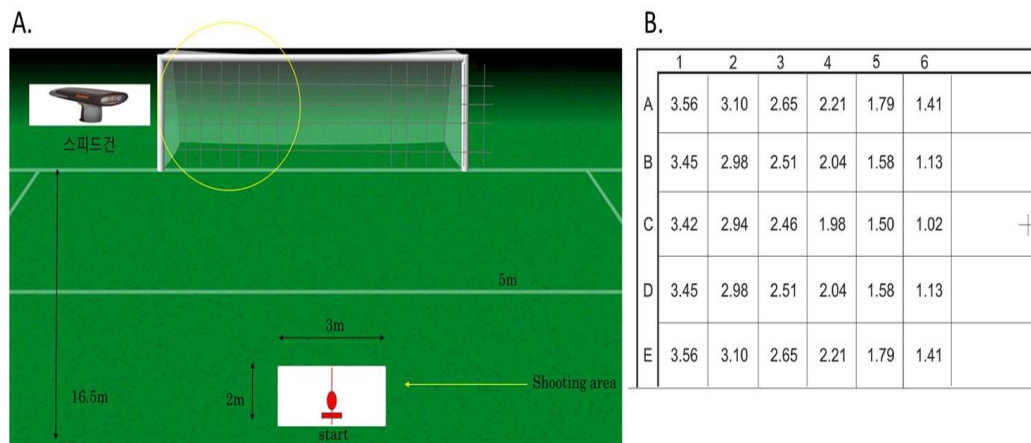
Figure 5. A diagram of shooting tests (A)
Shooting scores from the center of the goal poster (B)

III. RESULTS

Physical Characteristics of the Subjects

The physical characteristics of female middle school soccer players (n=12) who participated in the study are as shown in Table 1. The physical characteristics between the comparison group and the experimental group did not show statistically significant difference in all variables. The mean values of the variables of the two groups were 163cm in height, 55.6kg in body weight, 20.6% in percent body fat, and 24.4kg in skeletal muscle mass.

Table 1. Physical characteristics of the subjects

Group	Age (yr)	Height (cm)	Weight (kg)	% body fat (%)	Skeletal muscle weight (kg)
Control	15.4±2.1	162.8±4.8	54.3±3.7	19.4±2.5	24.4±1.7
Plyometrics	15.5±4.3	163.2±5.9	56.9±2.5	21.8±4.5	24.4±2.0

Muscular Fitness

1) Muscular Strength, Endurance, and Speed

The results of comparing the muscular strength, endurance, and speed of female middle school soccer players are shown in Table 2. The back muscular strength of the comparison group was 93.9 kg and the experimental group was 89.6 kg. There was no statistically significant difference in muscle strength between the two groups for the 8-week plyometrics training (P>0.05). The muscle endurance of the comparison group was 74.3 times and the experimental group was 72.8 times. There was no statistically significant difference in muscle endurance between the two groups for the 8-week plyometrics training (P>0.05). The muscle endurance of the comparison group was 5.7 seconds and the experimental group was 5.6 seconds. There was no statistically significant difference in speed between the two groups for the 8-week plyometrics training (P>0.05).

Table 2. Effects of 8-week plyometrics training on muscle strength, muscle endurance, and speed

Group	Strength	Endurance	Speed
	Back strength (kg)	Box jumps (reps/min)	37m dash (sec)
Control	93.9±14.3	74.3±5.5	5.7±0.17
Plyometrics	89.6±9.4	72.8±2.3	5.6±0.25

2) Anaerobic power

The maximum anaerobic power was 747.2W in the experimental group and 647.6W in the comparative group, showing a statistically significant difference (p <0.05), and the experimental group showed an increase of 15% over that of the comparative group. On the other hand, mean power, fatigue index and total workload did not show statistically significant differences between the two groups (p> 0.05).

Table 3. Effects of 8-week plyometrics training on Wingate anaerobic power

Group	Peak power (W)	Average power (W)	Fatigue index (%)	Total work (J)
Control	647.6±41.5	398.1±20.3	65.2±9.6	11849±599
Plyometrics	747.2±49.3*	420.9±30.2	73.7±8.9	12251±678

Soccer Performance Tests

The results of comparing the agility, the dribbling, and the passing accuracy of female middle school soccer players are shown in Table 4. The agility of the comparison group was 7.94 seconds and the experimental group was 7.64 seconds. There was

no statistically significant difference in agility between the two groups for the 8-week plyometrics training (P>0.05). The dribbling of the comparison group was 29.2 seconds and the experimental group was 28.1 seconds. There was no statistically significant difference in dribbling between the two groups for the 8-week plyometrics training (P>0.05). The passing accuracy of the comparison group was 50.7 seconds and the experimental group was 47 seconds. There was no statistically significant difference in passing accuracy between the two groups for the 8-week plyometrics training (P>0.05).

Table 4. Effects of 8-week plyometrics training on soccer-specific performance tests

Group	Agility	Dribbling	Pass accuracy
	Agility run (sec)	Dribble test (sec)	LSPT (sec)
Control	7.94±0.3	29.2±2.9	50.7±12
Plyometrics	7.63±0.2	28.1±1.9	47.0±5

The results of comparing the shooting performance of female middle school soccer players are as shown in Table 5. The shooting ball speed was 20.6 m/s in the experimental group and 21.4 m/s in the comparative group, showing a statistically significant difference (p <0.05), and the experimental group showed an increase of 4% over that of the comparative group. On the other hand, shooting accuracy and shooting quality did not show a statistically significant difference between the two groups (p> 0.05).

Table 5. Effects of 8-week plyometrics training on shooting performance tests

Group	Shooting accuracy (m)	Ball speed (m/s)	Shooting quality (m/s)
Control	2.8±0.7	21.4±1.6	3.5±0.8
Plyometrics	2.7±0.7	20.6±1.5*	3.9±0.9

IV. DISCUSSION

In the present study, we investigated the effect of plyometrics training on physical fitness and performance of female middle school soccer players. Twelve middle school female soccer players were trained 5 times a week for 8 weeks to determine muscular fitness, which is muscle strength, muscle endurance, speed, muscle power and specific soccer performance abilities. Soccer performance ability, consisting of agility, dribbling, passing accuracy, and shooting abilities,

were measured by dividing players into two groups: experimental group (plyometrics training) and comparison group (interval training). The 8-week plyometrics training did not show any significant difference in muscle strength (back muscle strength), muscle endurance (box jump, Wingate fatigue index), and speed (37 m running), which are indicators of muscular fitness of middle school female soccer players. In contrast to the results of this study, 12-week plyometrics training in adult men in their late 20s led to a significant increase in muscle strength by about 20% as measured by back muscle strength measurement (Park, 2003). The reason for these conflicting results may be attributed to differences in gender (male and female) and age. In addition, in the study of Park (2003), 12-week plyometrics training showed no significant difference in a pre- and post-training 30-second sit-up (muscle endurance) test. These results are consistent with the results of the box jump test conducted in this study. In this study, the number of 1-minute box jumps and the fatigue index (power endurance) of the Wingate test did not show any significant change when compared to the experimental group and the comparison group. Park (2003) evaluated the muscle endurance by measuring sit-ups. However, in this study, the plyometrics was a repetition of jumping-based lower body movements, measured by a box jump measuring lower extremity endurance rather than a sit-up measurement measuring upper extremity endurance. However, it may be more desirable for plyometrics to measure the endurance of the lower body rather than a sit-up measure, which measures the endurance of the upper lower body since plyometrics is a training that repeats jump-based lower body motion. This test is a reasonable method of measuring the effect of plyometrics training on muscle endurance by measuring the number of repetitions of the lower body.

In this study, there was no significant difference in the 37-meter speed running record of 8-week plyometrics training. A study on elementary school students reported by Jeong (2005), which reveal similar findings as our study, showed that the 8-week box jump training twice a week did not change the 50-meter running record. In this study, the only significant change in the 8-week plyometrics training was the peak power of the Wingate anaerobic power test variables, as shown in Table 3. Park (2003) showed that the 12-week plyometrics training of 20-year-old adult males increased muscle power by 13% (7.1 cm) (Sargent jumps) and significantly increased the Sargent jump record of the elementary school volleyball players of 10 weeks by 18% (Lee, 2003), and the results of these studies are consistent with ours. Therefore, it is believed that the plyometrics training is an important method of training to improve muscle power. And speed is also expected to increase when players' muscle power improves. This is because increasing power and power endurance based on improvement of muscle strength will improve speed. In this study, however, the plyometrics training increased muscle power but did not improve speed. The exact reason is unclear, but it may be due to the lack of muscle maturity or development of female middle school soccer players or short duration of the study.

In this study, 8-week plyometrics training did not show a significant difference between pre- and post-training and the comparison group in the soccer sport-

specific agility run test. According to Park (2003), the 12-week plyometrics training of 20-year-old adult male was increased by 4.4 repetitions for 20 seconds compared to the pre- and post-training session during a side step measurement for 20 seconds. In addition, in a study by Kwon (2001), 8-week plyometrics training on basketball players increased the whole-body reaction time by 86m/sec/ml, and this increase was caused by shortening of the muscle nerve reflex time. The shortening of muscle nerve reflex time seems to be a very effective way to improve agility. However, this study did not measure the response time of plyometrics training, so the change of reaction time did not show the relationship with agility and the 8-week plyometrics training did not seem to improve the agility of female middle school soccer players.

As a result of examining the effect of the 8-week plyometrics training on the soccer performance of female middle school soccer players, the dribbling test developed by Vanttinen et al. (2010) reported that there was no difference in dribbling time between the comparison group and the experimental group. Using the Loughborough Soccer Passing Test (LSPT) method developed by BenOunis et al. (2013), the results of measuring the accuracy of passes including soccer skills such as dribbling, control, and decision power also showed no significant difference between the two groups. Among the soccer sport-specific competence tests, the shooting test measures the shooting accuracy and the shooting ball speed, and through these two variables, the qualitative value of the shooting can be determined. The 8-week plyometrics training did not affect the shooting accuracy of female middle school soccer players but showed a significant difference in shooting ball speed (m/s). If both the accuracy of shooting and the speed of shooting balls increases, the chances of the goalie stopping the ball are reduced, which increases the quality of shooting. However, in this study, the shooting accuracy was not different between the two groups and only the shooting ball speed was improved. This may also increase the quality of the shooting sufficiently, but the improvement in shooting ball speed by the 8-week plyometrics training did not result in improvement in shooting quality. This showed that the change in specific football abilities in relation to the plyometrics training conducted in this study increased the speed of the ball when it was kicked and flown into the air. The ability to increase the kick speed of the ball is likely to occur because of the increased power (force/speed) of the kicked leg muscles. Yoon (1984) said, "kicking is a ball-impacting motion using the foot, and generally, the more experienced the player, the more the ankle is stretched by the forward movement of the waist, the greater the impact on the ball by the kicker. It is important to speed up the foot and fix the kicking foot without moving it at the moment of kicking. It is most effective when the energy consumption is low, the ball speed is high, and the kick accuracy is high.

V. CONCLUSION

In this study, the plyometrics training significantly increased the Wingate maximum anaerobic power. The increased muscle power is thought to have significantly improved the shooting ball speed of female middle school soccer players. These results suggest that continuous training of plyometrics will be a good training method to improve ball kick speed and shooting quality. In addition, if the coach's teaching and the players' efforts to improve the ball's accurate passing or accurate kicking ability are combined, the plyometrics training can be a very useful way to improve the shooting quality of a young female soccer player.

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Acknowledgements

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English Language Learners' Self-Esteem, Motivation, and Anxiety:
A Replication Study

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This is a replication study which aims to determine the general level of self-esteem, motivation, and anxiety of university English language learners and their differences according to gender, year, perceived English proficiency level and KSAT level. The respondents of this study were the 309 randomly selected college students enrolled in English classes from two universities in a metropolitan city in South Korea. A survey questionnaire consisting of 43 items was administered to the students. The mean was used to determine the level of students' self-esteem, motivation, and anxiety, followed by t-test, ANOVA, and Pearson's r analysis. The result revealed that the students have a "moderate" level of self-esteem, motivation, and anxiety. No significant differences existed in all three areas according to gender. When grouped according to year, no significant differences were found and according to perceived English proficiency significant differences existed in all areas. When grouped according to KSAT level, significant differences were found in the areas of self-esteem and motivation. It was found that the higher the level of perceived English proficiency of the students, the higher their self-esteem and motivation. There was a positive correlation between self-esteem and motivation but no correlation was found between self-esteem and anxiety as well as between motivation and anxiety.

Keywords: self-esteem, motivation, anxiety, language learners

I. INTRODUCTION

Learning a foreign language is not always easy for most students. If it is just possible not to learn it, many students would not do it. In South Korea, students start to learn English in elementary followed through in middle school then in high school. In college, they have to enrol in ESL 1 and 2 on their first year in the university. Given these years of study of English, it is expected that they have learned much and they are equipped with the skills to communicate in a foreign language.

Contrary to the expectation, many Korean college students have a different reaction when communication is done in English. ESL classes are silent when they are ask to speak in English although there are few who after a lot of prompting and encouragement would at least answer some questions. Still, it can be observed that they are nervous and not confident enough to speak in the foreign language. When ask why, the common answer would be, "English is difficult."

It is frustrating sometimes that no matter how you teach creatively and encourage the students to participate in class, they would rather just sit and look at you. They would just prefer to answer the book or worksheets and would not even ask even if they don't understand what they are supposed to do. As Ortega (2009) state, "Learning and using a foreign language poses a threat to one's ego. It makes people vulnerable – particularly grown-ups who are accustomed to function perfectly well in their own language" (p. 92).

Confidence in using a foreign language is one of the major issues that is evident among the ESL students. Some students would say that they are not sure if their answer is correct so they would rather not raise their hand nor even try. Some would say they are nervous or shy. Still others obviously don't care at all as long as they are present in class. On the other hand, there are still a small percentage of students who are interested to learn, active in class, and willing to take chances to be able to learn.

There are affective factors to be considered in learning a foreign language like English. Knowing these factors could help in dealing with the students and make teaching and learning more productive. There are quite a number of researches done on the affective factors affecting second language learning (Hashimoto 2002; Jang 2003, 2004; Koosha et al. 2011; Liu and Huang 2011; Capan and Karaca 2013; Khodadady and Khajavy 2013; Mamhot et al. 2013; Al-Ghandi 2014; Gopaz et al. 2013; Han 2015).

The present study is a replication of the study made by Basco, L. and Han, S. (2016) in a university located in a countryside city in South Korea. The researchers considered the idea of replicating the study in two universities located in a metropolitan city to find out if there are similarities and differences in the results of the present and previous studies considering the difference in the location of the universities where the respondents belong. It is an assumption that students in a metropolitan city have better performances because of the location and exposure of students in a bigger and more developed city compared to a smaller city located in a countryside.

In this study, the following questions will be answered:
1. What is the general level of the students' self-esteem, motivation, and anxiety?
2. What is the level of students' self-esteem, motivation, and anxiety according to gender, year, perceived English proficiency level, and KSAT level?

3. Are there significant differences in students' level of self-esteem, motivation, and anxiety according to gender, year, perceived English proficiency level, and KSAT level?
4. Is there a relationship between self-esteem, motivation, and anxiety?
5. Are there similarities and differences in the results of the present and previous studies?

II. REVIEW OF RELATED LITERATURE

Stern, H.(1983) posits that every person who wants to learn a particular language comes to the learning task with the cognitive and affective skills. Arnold and Brown (cited in Arnold, 1999) in their article, reiterate that the affective and cognitive aspects of learning does not oppose with each other and important consideration given on both aspects strengthens the learning process. They state further that how the person feels about himself and how he assess his potentials influence the learning process. Hurd (2008) cites Oxford's assertion that "the affective side of the learner is probably one of the most influential factors for the success or failure of language learning. Negative feelings can stunt progress while positive emotions and attitudes can make language learning far more effective and enjoyable" (p. 2).

Among the most common affective factors that are often studied in connection with language learning are self-esteem, motivation, and anxiety. Brown (2007) cites Coopersmith's definition of self-esteem as the "evaluation which individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy" (p. 154). Moreover, Ortega (2009) states that motivation is "usually understood to refer to the desire to initiate L2 learning and the effort employed to sustain it" (p. 168). Lastly, Arnold and Brown (cited in Arnold 1999) in their article state that anxiety is an "affective factor associated with negative feelings such as uneasiness, frustration, self-doubt, apprehension, and tension" (p. 8).

To provide a clear understanding of the concepts discussed in this study, it is better to connect it with some theories in second language acquisition. One of the most discussed theories is Krashen's five hypothesis about SLA. This study, however, will only focus on the fifth hypothesis which is the Affective Filter Hypothesis. According to Krashen (1982) this concept of Affective Filter Hypothesis proposed by Dulay and Burt in 1977, explains how affective factors relate to the process of second language acquisition.

Krashen (1982) further clarifies, quoting Stevick's statement that the "Affective Filter hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their Affective Filters. Those whose attitudes are not optimal for second language acquisition will not only tend to seek

less input, but they will also have a high or strong Affective Filter--even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device. Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter and they will be more open to the input"(p. 31)

Ni (2012) simplifies Krashen's idea of affective filter as a kind of psychological obstacle that impedes language learners to understand fully the target language. The filter refers to affective factors which include certain emotions such as self-confidence, motivation, and anxiety which influence the amount of language input the learner understands and in effect determines the intake the learner acquired. Positive emotions promote the efficiency of this process while negative emotions prevent it. Hence, a language learner with high motivation and self-confidence and low anxiety level, has low filters, therefore, obtains plenty of input. On the contrary, a learner with low motivation and self-confidence and high anxiety level, has high filters, thus obtains little input.

Brown (2007) opines that it is of utmost significance in the theory of second language acquisition to figure out how learners feel, respond and believe in a given situation. Jones (2008) cites Lightbrown and Spada's statement that Affective Filter Hypothesis refers to being incapable of obtaining input due to "affects" of emotions, attitudes, needs, or emotions hence, to acquire a second language, a low affective filter is essential. Oxford (1990) is in agreement that the success or failure of learning a language is remarkably influenced by affective side of the learner.

Moreover, Du (2009) explains that to make use of the affective filter hypothesis in second language teaching, first, the teacher should "analyze students' learning motivation, motivate them, and help them possess a positive attitude" and second, "boost up students' learning confidence and lower their language anxiety" (p.164).

Yang (2012) further states that as research in second language acquisition progresses, the affective filter hypothesis has identified three kinds of affective variables: motivation, self-esteem, and anxiety.

"Self-esteem is a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states, and which becomes developmentally stable but is still open to variation depending on personal circumstances" (Rubio, 2007, p. 5). Dornyei (2005, p. 212) posits that "self-esteem has traditionally been seen as having important educational implications." He cited Raffini who argues that "students with high self-esteem are more likely to succeed in learning because they have a clearer sense of direction regarding their priorities and goals. Students with positive views of themselves may strive to "live up to" their self-image and thus be more likely to achieve highly in school on this basis." Krashen (1981,

p.23) cited Brown's view that a person's high self-esteem enables him to reach out freely to others with less inhibitions and his ego strength, committing a mistake while learning a language is less threatening.

Brown (2007) considers self-esteem as an extensive aspect of how a person conducts himself. He claims that successful cognitive or affective activities have always some amount of self-esteem. He further states that self-esteem is acquired from one's experiences as well as from one's assessment of himself and the way others assess him. A study by Koosha, Ketabi, and Kassaian (2011) reveals that there was a significant relationship between self-esteem and speaking skill with fluency exerting the most influence. They concluded that fluency for the person who has a positive view of his worth comes before accuracy, something which can perhaps take care of itself in the process of communication. Somewhat similar result was also found in the study of Maleki and Mohammadi (2009) where more successful learners had higher self-esteem than the less successful ones in performing oral communication tasks.

In the study of Basco and Han (2016), university students had moderate level of self-esteem where males had higher level compared with the females. Self-esteem was found to be positively correlated with motivation and negatively correlated with anxiety. It implied that the higher the self-esteem the higher the motivation and the higher the self-esteem the lower the anxiety of students in learning English language.

Dornyei (2001) states that motivation explains "*why* people decide to do something, *how hard* they are going to pursue it and *how long* they are willing to sustain the activity." In the context of language learning, motivation according to Ortega (2009, p. 168) refers to the "desire to initiate L2 learning and the effort employed to sustain it." Arnold and Brown (in Arnold 1999) add that "motivation involves the learner's reasons for attempting to acquire the second language" (p.13).

Moreover, Dornyei (2001) elaborates that language learner's goals fall into two broad categories: first, *integrative orientation*, which is a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community. Second, *instrumental orientation*, where language learning is primarily associated with the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary.

Ortega (2009) cited Gardner's belief that the "highest and most facilitative form of motivation is integrative motivation which is attained only when three conditions are met. First, the antecedent of integrativeness itself is high; second, motivation quantity is also high; and third, attitudes towards the learning situation are positive. Thus he asserted that exceptionally successful learners who attain native-like competence are likely to be integratively motivated individuals" (p.171). Further, Root (2013) quoted Ellis' assertion that "motivation affects the

extent to which language learners persevere in learning, what kinds of behavior they exert, and their actual achievement"(p.1).

Al-Ghamdi (2014) presented the three distinct levels of elements in Dornyei's model of L2 motivation. The first is the language level which focuses on reactions and attitudes toward the target language. Second is the learner level which focuses on the individual's reaction to the language and the learning situation where diverse cognitive theories of motivation are included and regard motivation as a function of someone's thoughts, not as an instinct, need, drive, or state. The third element is the learning situation level where an individual interacts with the teachers, the course or classes, and the group of fellow learners.

Similarly, in a study done by Ni (2012), English major students were highly motivated in learning English which implies that they have high enthusiasm and spirit and can concentrate better in English learning. The result of a dissertation by Ahn (2007) reveals that Korean graduate students who were more motivated to learn English and had more favorable feelings toward the target language and culture, and positive attitudes toward the learning situation tended more likely to pursue productive, more interactive opportunities to use the English. Consequently, motivation and length of residence are stronger predictors of Korean ESL learner's English pragmatic abilities.

Further, the study of Li, Suleiman, and Sazalie (2015) on English major students revealed that their overall motivation was medium positively correlated with pragmatic awareness. This indicates that the increase in motivation can lead to more identification of the most appropriate utterances to make speech acts. Accordingly, highly motivated students are superior in their identification of appropriate language use.

Liu and Zhang (2011) administered a study on Chinese students discovered that majority of the participants were moderately or even strongly motivated to learn English. Specifically, they were moderately or strongly instrumentally motivated and moderately intrinsically motivated as well as integratively motivated to learn English.

Brown (2007) quotes Spielberger's definition of anxiety as "subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system" (p. 161). Dornyei (2005, p. 198) opines that "anxiety is usually not seen as a unitary factor but a complex made up of constituents that have different characteristics. It can be beneficial where in some cases it can actually promote performance or it can be trait anxiety which is a stable predisposition to become anxious in a cross-section of situations".

In her article edited by Arnold (1999), Oxford cites Gardner and Macintyre's statement that "language anxiety is fear or apprehension occurring when a learner is expected to perform in the second or foreign language." She further argues that "language anxiety ranks high among factors influencing language learning,

regardless of whether the setting is informal (learning the language on the streets) or formal (in the language classroom)" (p. 59).

Ortega (2009) postulates that learners with low self-esteem have heightened feelings of weakness when they are learning a second language. Anxiety rises when the learners can't manage these feelings of weaknesses resulting to poor performance as they expect failure when they are being assessed.

In a study of Korean EFL learners, Jang (2004) found that various reasons of learners' anxiety were low self-esteem, competitiveness, personality characteristics, lack of group membership, speaking English in front of the class, little declarative knowledge, lack of preparation, uneven allocation of turns, and overt explicit error corrections.

Another study by Jang (2003) revealed that Korean EFL learners show different anxiety scales relative to proficiency. Anxiety scores were significantly different between different proficiency levels with regard to all of the four factors of foreign language anxiety namely: speaking anxiety, low self-confidence on foreign language ability, native speaker anxiety, and foreign language test anxiety, as well as overall anxiety. There is a relationship between Korean EFL learner's proficiency levels and their foreign language anxiety which means that anxiety decreases as proficiency level increases. Similarly, the study of Han (2015) on Korean university students reported that the respondents have lower level of communication anxiety. Respondents with Intermediate and Advanced level of English showed lower anxiety level in all areas which indicates that the higher the level the lower the anxiety level.

A study conducted by Liu and Zhang (2008) on Chinese EFL learners revealed that the students did not experience anxiety in English classrooms. Specifically, they were not fearful of being negatively evaluated or apprehensive about both speaking and tests. Likewise, the result of the study of Javil (2014) showed that Saudi EFL learners have medium level of language anxiety topped by communication apprehension, followed by English classroom anxiety, then, fear of negative of evaluation, and lastly, test anxiety. Moreover, Ni (2007) concluded that students with a low level of anxiety tend to have a comfortable atmosphere in classes, thus they attend class attentively. While students attending classes with a high level of anxiety often worry about their performances in classes.

The study of Rajab, Zakaria, Rahman, Hasni, and Hassani (2012) on Malaysian L2 learners revealed that more than half of the total respondents have low level of reading anxiety and the rest have high reading anxiety. The average mean of L2 reading anxiety among the respondents was categorized as low. The authors cited one possible explanation for the low anxiety level could be because although some students may not be proficient in English language, they are not totally unfamiliar with English reading texts as they are exposed to the language at an early age.

An interesting study by Mamhot, Martin, and Masangya (2013) focused on Filipino ESL learners and Korean EFL learners showed that the respondents'

overall anxiety is neutral. Specifically looking at the three levels of anxiety, first, all ESL learners are neutral with their feeling on communication comprehension while the EFL learners agree that they are confident when they speak, disagree that they are shy, and neutral about their comprehension of what is being said. Second, despite the ESL learners' general feeling of neutral in their fear of negative evaluation, they always compare themselves with their classmates as better than them. On the other hand, EFL learners answered from neutral to strongly disagree. Third, on their general feeling of anxiety, ESL learners strongly agree on their feeling of worrying about failing their English classes, agree that they still feel anxiety despite their preparation. Moreover, EFL learners are excited to have more classes and strongly disagree about being anxious even when they are well prepared.

A replicated study by Manley (2015) on Korean students revealed that the vast majority of students experienced moderate to high levels of FLA in English class situations; the levels of anxiety for the Chinese and Korean students were similar but the causes varied significantly, and speaking in front of the class caused the highest level of anxiety while pair work and longer wait times for responses emerged as viable strategies for reducing reticence.

Similarly, Gopang, Bughio, Umrani, and Lohar (2015) in their study of Pakistani students, discovered that students' level of speaking anxiety as moderate inside and outside the classroom. The level of language anxiety is seen more than moderate when students happen to speak with any native speaker or native friend.

III. METHODOLOGY

Respondents

As shown in Table 1, the participants of this study were the 309 randomly selected college students from two local universities in a metropolitan city in South Korea who were enrolled in ESL classes. They were classified according to gender, year, perceived English proficiency level, and KSAT level specifically shown in the table.

Table 1
Distribution of the Respondents

Category	Respondents	Percentage
A. Entire Group	309	100%
B. Gender		
Male	170	55.02%
Female	139	44.98%
C. Year		
Freshmen	140	45.31%
Sophomores	74	23.95%
Juniors	53	17.15%
Seniors	42	13.59%
D. Perceived English Proficiency Level		
Advanced	4	1.30%
Intermediate	147	47.57%
Basic	158	51.13%
E. KSAT Level		
Level 1	10	3.23%
Level 2	27	8.73%
Level 3	65	21.03%
Level 4	79	25.56%
Level 5	56	18.12%
Level 6	38	12.29%
Level 7	19	6.15%
Level 8	15	4.85%

Instrument

A modified researcher-made questionnaire was used in the study. The questionnaire is composed of 43 items covering the areas of self-esteem (13 items), motivation (17 items), and anxiety (13 items). The items in the area of self-esteem were based on Rosenberg Self-Esteem Scale; the items in the area of motivation were based on Gardner's Attitude/Motivation Test Battery; the items in the area of anxiety were based on the Foreign Language Classroom Anxiety Scale by Horwitz, Horwitz, and Cope. Items in the three areas were modified and adapted by the researchers. Students were asked to rate each item with SA for strongly agree, A for agree, D for disagree, and SD for strongly disagree. For the interpretation of results in the areas of self-esteem, motivation, and anxiety the following scale and description were used:

Scale	Description
3.00 – 4.00	low self-esteem/motivation/anxiety
2.00 – 2.99	moderate self-esteem/motivation/anxiety
1.00 – 1.99	high self-esteem/motivation/anxiety

The questionnaire was submitted for validation to three professors who are experts in the fields of linguistics and research. After confirming the validity, the questionnaire was pilot tested to a group of university students who were not the

respondents of the study. The reliability of the questionnaire was tested using Cronbach's alpha with the result of .879 for which means that the questionnaire has a *good* internal consistency.

Data Collection and Analysis

The modified researcher-made questionnaire was administered to the students from two universities in a metropolitan city with the help of ESL professors. Upon retrieval of the questionnaires, the answers were encoded, tabulated, and interpreted.

In this study the Mean was used to determine the respondents' overall level of self-esteem, motivation, and anxiety and according to gender, year, perceived English proficiency level, and KSAT level. The t-test and ANOVA were used to determine differences and Pearson's r was used to determine the relationship between self-esteem, motivation, and anxiety.

IV. RESULTS AND DISCUSSION

1. Overall Level of Self-Esteem, Motivation, and Anxiety

Table 2
Students' Level of Self-Esteem, Motivation, and Anxiety

Category	Mean
Self-Esteem	2.09
Motivation	2.15
Anxiety	2.55

The students have a "moderate" level of self-esteem (M=2.09); motivation (M=2.15); and anxiety (M=2.55). Specifically, the result shows that in all three areas of affective factors in language learning, the students had a "high moderate" level of self-esteem and motivation and a "middle moderate" level of anxiety. It should be noted that in the area of anxiety, the scale interpretation is the opposite which means that the lower the level of anxiety the better. While in the areas of self-esteem and motivation, the higher the level the better. In this study, the result indicates that the students are just consistently in the middle level however there can be a chance for the areas of self-esteem and motivation to be higher and the area of anxiety to be lower.

Moreover, considering the mean scores for each item in the questionnaire, the top three items (10, 9, 8) in the area of self-esteem rated higher by the students show that "*they feel good when praised by a good performance*"; "*they believe that learning English language is important*"; and "*they believe that they will learn more if they push themselves*". In the area of motivation, the top three items (7, 8, 9) with high ratings show that "*the students are motivated to develop their speaking, reading, writing, and listening skills*". Lastly, in the area of Anxiety,

items (12, 2, 3) reveal that "*the students are most anxious when their grade in English is low*"; *when they are worried that they will make mistakes in their English class*; and *they feel nervous when their professor asks them to speak in English*.

This result corroborates with the study of Liu and Huang (2011) which showed that the first year university students enrolled in compulsory English course were moderately motivated to learn English. They credited this result to the students' increasing awareness of the importance of English in the globalization trend. On the other hand, the participants had below midpoint anxiety level which indicates that they did not experience anxiety in English classrooms. This was attributed to the fact that the learners had been studying English since the primary school and even kindergarten.

2. Self-Esteem, Motivation, and Anxiety According to Gender

Table 3
Students' Level Self-Esteem, Motivation, and Anxiety
According to Gender

	Self-Esteem	Motivation	Anxiety
Respondents = 309	2.09	2.15	2.55
Male = 170	2.08	1.99	2.55
Female = 139	2.12	1.96	2.50

The result shows that when the students were grouped according to gender, both male and female students had a "moderate" level of self-esteem and anxiety and "high" level of motivation. However, considering the mean scores, male students have higher self-esteem compared with the female students which according to the items in the questionnaire means that *the males welcome corrections for their mistakes so they will learn more*; *they always expect more from themselves*; *they are able to do things even the difficult ones*; and *they do their best in everything that they do*.

In the area of motivation, both male and female students had a "high" level. Female students are just a little more motivated than the male students and both are *motivated to develop their English speaking, reading, listening, writing, and grammar skills*.

Lastly, in the area of anxiety, both students had a "moderate" level. However, female students are more anxious than the males. This means that *they are very sad when their English grade is low*; *they find it difficult to express their ideas in English*; and *they are not sure if they are correct whenever they speak in class*.

Table 4
t-test Results in the Students' Level of Self-Esteem, Motivation, and Anxiety when Grouped According to Gender

Category	t-value	Df	Sig.
Self-Esteem	-1.15	630	0.53
Motivation	63	730	0.53
Anxiety	1.24	530	0.21

The t-test result shows that when the students were grouped according to gender, there are no significant differences in the level of self-esteem, motivation, and anxiety. This means that the students' self-esteem, motivation, and anxiety is not affected by their gender in their pursuit to learn the English language.

3. Self-Esteem, Motivation, and Anxiety According to Year

Table 5
Students' Level of Self-Esteem, Motivation, and Anxiety According to Year

	Self-Esteem	Motivation	Anxiety
Respondents = 309	2.09	2.15	2.55
Freshmen = 140	2.11	1.99	2.56
Sophomores = 74	2.08	1.92	2.45
Juniors = 53	2.10	2.06	2.56
Seniors = 42	2.07	1.95	2.49

The result shows that when the students were grouped according to Year, all have "moderate" level of self-esteem and anxiety and "high" level of motivation except for the Juniors who are moderately motivated. Considering the mean scores from highest to lowest, the order are as follows: self-esteem – seniors, sophomores, juniors, freshmen; motivation – sophomores, seniors, freshmen, juniors; and anxiety – sophomores, seniors, juniors and freshmen have the same mean score. This means that the seniors have the highest self-esteem and the sophomores have the highest level of motivation and anxiety. The juniors and freshmen belong to either third or fourth in rank among the three areas.

Similarly, the study of Capan and Karaca (2012) revealed that there was no significant difference in the mean scores of the participants' foreign language listening anxiety level which means that their year did not affect their levels of FLLA. However, it was found that there was a significant difference in the mean scores of the participants' foreign language reading anxiety. There was a moderately significant difference between FLRA levels of sophomore and junior students where the participants in the second year in ELT department had higher levels of FLRA than those in the third year.

Table 6
ANOVA Results in the Students' Level of Self-Esteem, Motivation, and Anxiety when Grouped According to Year

Sources of Variation	F	Sig.	Critical F
Self-Esteem	0.17	0.92	2.63
Motivation	1.48	0.22	2.63
Anxiety	1.75	0.16	2.63

ANOVA results show that when the students were grouped according to Year, no significant statistical differences were found in their level of self-esteem, motivation, and anxiety. This means that whether the students are freshmen, sophomores, juniors, or seniors, their level of self-esteem, motivation, and anxiety do not differ significantly.

4. Self-Esteem, Motivation, and Anxiety According to Perceived English Proficiency Level

Table 7
Students' Level of Self-Esteem, Motivation, and Anxiety According to Perceived English Proficiency Level

	Self-Esteem	Motivation	Anxiety
Respondents = 309	2.09	2.15	2.55
Advanced = 4	1.58	1.64	2.37
Intermediate = 147	2.03	1.90	2.60
Basic = 158	2.17	2.06	2.46

The result shows that when the students were grouped according to their level of perceived English proficiency the students in the advanced level have "high" level of self-esteem and motivation and "moderate" level of anxiety; the students in the intermediate level have "moderate" level of self-esteem and anxiety and "high" level of motivation; and the students in the basic level have "moderate" level in all three areas. It obviously follows that the higher the level of perceived English proficiency the higher the level of self-esteem and motivation. However, in the area of anxiety, students in the advanced level have the highest mean score which means that they are the most anxious in learning the English language which is the opposite of what is expected. This anxiety experience might be because the students have to cope with and maintain of what is expected of them considering their proficiency level.

Table 8
ANOVA Results in the Students' Level of Self-Esteem, Motivation, and Anxiety when Grouped According to Perceived English Proficiency

Sources of Variation	F	Sig.	Critical F
Self-Esteem	13.58	0.00*	3.03
Motivation	8.15	0.00*	3.03
Anxiety	5.79	0.00*	3.03

ANOVA result shows that when the students were grouped according to perceived English proficiency level, significant statistical differences existed in the level of self-esteem, motivation, and anxiety. This means that the students' level of perceived English proficiency influence their level of self-esteem, motivation, and anxiety. As evident, the higher the level of perceived English proficiency the higher the level of self-esteem and motivation. On the other hand, in the area of anxiety, even if the students in the advanced level have the highest level of anxiety, the difference is still statistically significant.

5. Students' Level of Self-Esteem, Motivation, and Anxiety According to KSAT Level

Table 9
Students' Level of Self-Esteem, Motivation, and Anxiety According to KSAT Level

	Self-Esteem	Motivation	Anxiety
Respondents = 309	2.09	2.15	2.55
Level 1 = 10	1.56	1.42	2.33
Level 2 = 27	2.02	1.88	2.55
Level 3 = 65	1.97	1.81	2.58
Level 4 = 79	2.15	2.02	2.55
Level 5 = 56	2.18	2.06	2.55
Level 6 = 38	2.19	2.11	2.48
Level 7 = 19	2.13	2.17	2.44
Level 8 = 15	2.07	1.86	2.41

The result shows that when the students were grouped according to KSAT level the students in level 1 have "high" level of self-esteem and motivation and "moderate" level of anxiety and have the highest mean scores in all three areas. The students in levels 2 to 8 have mixed "high" and "moderate" levels of self-esteem, motivation, and anxiety and the mean score rank does not follow the students' KSAT level.

Table 10
ANOVA Results in the Students' Level of Self-Esteem, Motivation, and Anxiety
when Grouped According to KSAT Level

Sources of Variation	F	Sig.	Critical F
Self-Esteem	3.76	0.00*	2.05
Motivation	4.26	0.00*	2.05
Anxiety	0.66	0.70*	2.05

ANOVA result shows that when the students were grouped according to KSAT level, significant statistical differences existed in the level of self-esteem and motivation. No significant statistical difference existed in the area of anxiety. This means that the students' KSAT level influence their level of self-esteem and motivation significantly but not their level of anxiety.

6. Correlations Between Self-Esteem, Motivation, and Anxiety

Table 11
Correlations of Self-Esteem, Motivation, and Anxiety

		Self-Esteem	Motivation	Anxiety
Self-Esteem	Pearson Correlation	1	.594**	-.172**
	Sig (2 tailed)		.000	.002
	N	309	309	309
Motivation	Pearson Correlation	.594**	1	0.089
	Sig (2-tailed)	.000	.0117	
	N	309	309	309
Anxiety	Pearson Correlation	-.172**	0.089	1
	Sig (2-tailed)	.002	.117	
	N	309	309	309

** Correlation is significant at the 0.01 level (2-tailed)

The relationships between self-esteem and motivation, self-esteem and anxiety, and motivation and anxiety were investigated using Pearson's product-moment correlation coefficient. The result shows that there was a "positive correlation" between self-esteem and motivation [r=.594, n-309, p=.000], which means that high level of self-esteem is associated with high level of motivation. However, there was no correlation between self-esteem and anxiety [r=-.172, n=309, p=.002] as well as between motivation and anxiety [r=.089, n=309, p=.0117]. This means that the students' self-esteem as well as their motivation are not associated with their anxiety. These results further imply that when the students have high self-esteem they are also highly motivated. However, the students' high self-esteem and motivation do not result in a low anxiety.

This result contradicts the study of Khodadamy and Khajavy (2013) on EFL learners which revealed a strong relation between foreign language motivation and foreign language classroom anxiety. The results indicated that different types of foreign language motivation are significantly correlated to foreign language anxiety subscales. Hence, students who lacked motivation to learn English had fear of English communication and negative evaluation, had negative attitude toward English class, and were not comfortable in their classes. In other words, motivated students feel less anxiety, and subsequently are more proficient in English. Similarly, Ni (2007) concluded in her study that the excellent students usually have high motivation, much self-confidence and a low level of anxiety, and they receive and take in plenty of language input.

Moreover, the study of Hashimoto (2002) disclosed that there was a significant negative correlation between communication anxiety and perceived competence and between communication anxiety and motivation suggesting that lower L2 anxiety is associated with higher L2 perceived competence and higher motivation. Motivation was positively correlated with willingness to communicate and perceived competence indicating that higher motivation is related to higher willingness to communicate and higher perceived competence. These indicate that students who have greater motivation for language learning and who are more willing to communicate are using the language more frequently in the classroom.

Likewise, Liu and Huang (2011) found out in their study that the students' fear of English class is related to their motivation to learn English. The more a student worried about the English language class, the worse he performed in English. By contrast, the more motivated a student was intrinsically, integratively and/or by interest in foreign languages and cultures, the better he performed in English. However, if a respondent was more motivated by language requirement, he tended to perform worse in English or vice versa. The authors concluded that foreign language anxiety and English learning motivation were closely related to each other and the students' performance in English.

V. CONCLUSION AND RECOMMENDATION

Conclusions

The respondents' moderate level in affective factors self-esteem, motivation, and anxiety implies that learning English is achievable for them. Their gender, year, perceived English proficiency level, and KSAT level are not even an issue in their learning. However, it is important to note that the higher the level of students' perceived English proficiency, the higher the level of self-esteem and motivation and the lower their anxiety. This means that the students who perceived that they are proficient in English have the tendency to perform better in ESL classes compared to those students who perceived that they have low proficiency in English. These students who perform better have the chances of

getting A grades as they are the most active and participative students in class. They are the students who are confident enough to ask questions, express their ideas and accomplish their tasks. Nevertheless, there is still a tendency for these students to have a certain anxiety in their learning of language.

This is a replication study, but the results are not perfectly similar for both studies. However, there are more major similarities and minor differences. Students in both studies have moderate level of self-esteem, motivation, and anxiety as well as when they were grouped according to gender, year, perceived English proficiency, and KSAT level; no significant differences existed in the three areas when the students were grouped according to year; there are significant differences in the three areas when the students were grouped according to perceived English proficiency; and there was a positive correlation between self-esteem and motivation.

On the other hand, the following are the differences in the results of the two studies: in the present study there are no significant differences in the students' level of self-esteem, motivation, and anxiety when grouped according to gender while in the previous study, there were significant differences in the students' level of self-esteem and motivation but none in their level of anxiety; there are significant differences in the students' level of self-esteem and motivation but no significant difference in their level of anxiety when grouped according to KSAT level while in the previous study, significant differences existed in all three areas; in the present study no correlations were found between self-esteem and anxiety and between motivation and anxiety while in the previous study correlations existed between these areas.

To conclude, affective factors like self-esteem, motivation, and anxiety are important considerations in the student's learning as well as in the teaching of a foreign language like English. The role and responsibility of both the students and teachers are to maintain moderate to high levels of self-esteem and motivation and low level of anxiety in order to achieve the desired performance in EFL or ESL classes.

Recommendations

Based on the results, the following suggestions are made:

The result of this study should be considered in a thorough planning of the curriculum. People in charge of curriculum planning should emphasize the necessity of increasing the students' self-esteem, motivating them, and decreasing their anxiety. One way to do these is to have a more friendly classroom environment where the students interact and support each other to finish the tasks. Be in touch with the students by having informal talks during break time and ask their opinions on how they can learn better in class. Professors should themselves be motivated and committed to implementing such plans in their interactions with the students.

Since the professors are the ones who have regular contacts with the students, they could offer "off class" sessions with the students to give them feedback about their performances in class. They can also check on the students' concerns or problems in their ESL classes, thus they can give suggestions and specific advice for improvement. Professors can encourage the students to visit during office hours individually or by group and just have free talking sessions to make the students more at ease with the language.

Apparently, affective factors play an important part in the students' learning. It would be better that this topic should be a part of the professors' orientation at the beginning of the semester. This way, they could think of ideas of making their classroom a conducive, stimulating, and non-threatening environment where students would be encouraged and motivated to learn.

Limitations of the Study

This study focused on the quantitative aspect of research only. Further study on this topic of affective factors that affect learning could be done and should include the qualitative aspect of research to have a deeper analysis of the students' answers. It is also the limitation of this study to have not included the final grades of the students to further validate the results and to give a stronger evidence on the significance of the present study.

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Narrative Ethics in Dickens' Novels

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Dickens' novels have always focused on social issues, involving the contradictions of different social classes. His novel narrative always follows the western tradition, emphasizing that the subject matter of a novel must come from social life and reflect social morality and social significance. In the creation stage, Dickens always adheres to the main line of ethical tradition. From the perspective of literary ethics, his novel can be regarded as the most direct expression of the interaction and exchange of ethical concepts during the Victoria age. This paper aims to give a clear explanation of the ethical traditions of that period through the analysis of his early work Oliver Twist, mid-term work David Copperfield, and later work Great Expectations. Not only do Dickens's novels reveal the lack of ethics and morality brought about by the rapid development of capitalist industrialization, but also show the evolution of the ethical and moral traditions of British society and his ethical concern for the social state.

Keywords: Charles Dickens, narrative, ethics

I. INTRODUCTION

A unique ethical tradition formed in the Victorian era. With the development of this kind of moral tradition, it gained more and more supporters, but for those who are sensitive, it was stifling and intolerable. Ethical choice is made by a person when facing a major event in life. To some degree, literature was originally created for ethical and moral purposes. Charles Dickens realized the social ills and gave full expression to the ethical tradition at that time in his novels. The ethical environment in his novels is highly realistic, the ethical choices of his characters reflect the complexity of the ethical ideas during the Victorian era, and the theme of "praising virtue" is mainly expressed through the plot of "punishing vice". Because of the edification and inspiration of his novel, readers and audiences of different nationalities resonate strongly in different eras.

For more than a century, scholars all over the world have been committed to studying Charles Dickens' works and have presented a lot of far-reaching arguments. From the perspective of research theory, there are mainly realistic criticism, biographical criticism, criticism of formalism, psychological criticism,

Marxist criticism, feminist criticism, new criticism, structuralist criticism, phenomenological consciousness criticism, and social and historical criticism, etc. From a research perspective, scholars mainly study from the aspects of creative idea, creative art, comparison of works and communication via translation. However, the literary criticism of Dickens' works is a zigzag journey, because both the subject and methodology are constantly changing. In terms of traditional ethics, most of the studies on Dickens' works start from the perspective of society, education, family, justice, and gender, etc., and there is no systematic literary research focusing on the changing process of traditional ethics. This paper systematically sorts out the traditional ethics during the whole creation period of Dickens, with an aim to make a helpful reference for academic circles to fully understand traditional ethics.

II. NARRATIVE ETHIC

Narrative, it might also be said, is that which produces a particular identity or meaning through the singular arrangement of a temporal and spatial series of incidents, figures, motifs and characters (Wolfreys 163). It is American scholar W. C. Booth who first links "narrative" to "ethics". He holds that "once a new text is made public, readers intend to read the text with our common sense, which may bring two responsibilities for readers, that is, readers are not only responsible for the text and the author, but also for the ethical qualities of his or her reading" (10). What Booth concerns is actually the ethical exchange between the author and the reader formed during the narrative process. Later, Adam Zachary Newton adopted this view and proposed the concept of "narrative ethics" by combining "narrative" with "ethics". He pointed out that narrative ethics is attributed to the various ethical orientations of narrative discourse on the one hand, and refers to a way that the ethical discourse relies on the narrative structure on the other hand. In other words, narrative ethics does not only refer to a series of superior theoretical ideas or transcendental ethical standards, but the style or manner of writing and attitudes of the author in specific texts, that is, the ethical relationship between the narrator, the reader or the audience and the author formed during the narrative process. Newton prefers to focus on the narrative ethics rather than the ethics beyond the text.

Professor Liu Xiaofeng divides ethics into rational ethics and narrative ethics in his *Heavy Body – Narrative and Modern Ethics.* He holds that narrative ethics is neither a general law that explores vital sensibilities and a basic moral concept that human should follow, nor making a rule for vital sensibilities. It is to show vital sensibilities by narrating touching life experience, and create specific moral consciousness and ethical appeals (8). His view of narrative ethics has something in common with Professor Nie Zhenzhao's elucidation of ethical literary criticism, while Nie Zhenzhao further emphasizes the moral particularity, that is, to realize the objectivity of ethical literary criticism, we must base ourselves on the background when the work is created (4-8). However, the emphasis on moral

particularity does not mean canceling moral evaluation; instead, we should suspend the judgment of the good and evil and carry out moral evaluation from a historical perspective. Professor Wu Maoguo holds that narrative ethics refer to how narrative process, narrative skills and narrative forms show ethical implication, and the interaction between the author and the reader, or the author and the narrator, or the ethical awareness and ethical narration of the novel. Therefore, he prefers to discuss narrative ethics from the perspective of narratology.

As a methodology, ethical literary criticism emphasizes the social responsibility of literature and literary criticism, and highlights the teaching function of literature, and from those ethical choices we can obtain edification and warnings. The Victorian literary works, both in terms of creation and criticism, are generally focused on the moralization function. In other words, they are beneficial to the people. Dickens highlights the importance of ethics while promoting the artistry of novels. Not only are his novels full of courage and justice to expose social evils, but also full of responsibility to rebuild social morality.

The ethics ideology of Dickens's novels lies in that it touches the most essential issues of capitalist society, exposing the evil of the upper class to the readers in a spicy manner. Therefore, the disclosure of hidden social contradictions, the revelation of moral decay of capitalist society, and the criticism of social stereotypes are the distinctive features of Dickens' novel. That's why his novels are most popular in the UK. Dickens holds that the primary task of novel is to reflect the social problems, and that the root of all social problems is the moral decay of people. As a member of the moderate reformists, Dickens believes that ethics can effectively resolve social conflicts. On this score, Dickens' novels are the most direct expression of the interaction between Victorian literature and moral concepts at the same period.

The social problem drama is the most important representative of his early creations, such as *The Pickwick Papers* and *Oliver Twist*, which reveal the living conditions and problems of the slums in London, and *David Copperfield* and *Little Dorrit*, which show predicament of the "Angel in the family" of the bourgeois society in their daily life and marriage. His later works *Great Expectations* and *Our Mutual Friend* reveal social evils such as money worship in a more critical way. Through the disclosure of various social problems, Dickens expresses his deep concern about the ethical issues of British society at that time. He insists that fiction is a tool for moral education and ethical advocacy, and its main function is to lash out social evils. Also, he holds that the subject matter of a novel must come from social life and reflect social morality and social significance. His innovation in writing techniques and concern for social issues, social awareness, and political awareness have greatly promoted the development and prosperity of British novels in the 20th century. He always believes that a novel must carry important social missions. Therefore, when writing the real life themed novels of Victorian era, the author should clarify its social significance and maximize the role of enlightenment and inspiration in the collision of ethical communication.

In summary, this paper attempts to combine narration with ethics in the study of moral and ethics, to explore the traditional ethics reflected in the narration strategies, narrative forms and narrative process of his novels. Dickens based himself on the Victorian era, and conducted a dialogue between ethical awareness and ethical appeals through novels from an ethical standpoint.

III. NARRATIVE ETHICS IN DICKENS' THREE PERIODS OF WRITING

During the three periods of his novel creation, Dickens paid close attention to and reflected on the traditional ethics of British society insightfully, constituting a clear clue and basic content of his novel. Therefore, it is necessary for us to re-examine and reinterpret the traditional ethics in his novels from the perspective of novel narration, in a bid to help his classic "gain a new life" in nowadays.

At the initial stage, Dickens mainly focused on the exploration of traditional social ethics, and wrote a series of representative works, such as *Sketches by Boz*, *The Pickwick Papers*, *Oliver Twist*, and *Nicholas Nickleby*. Social issues were undoubtedly the main theme of his novels during this period, and his concern for social issues opened the door for him to understand the real society. The style of Dickens' early novels is magnificent, popular, smooth, humorous, pungent and sentimental, in which, the revelation and criticism of social is generally limited to local system and field, mainly showing the customs of the London urban and rural areas and scenery, the love and hate to life and the immature and blind optimism about ethics.

In *Oliver Twist*, Dickens describes the hard life of the lower class people in the artificial prosperous in the Capitalism society. He shows great sympathy to the poor and meanwhile reveals and animadverts the dark corruption of the hypocrisy and unreasonable phenomenon. In this novel, Oliver was an orphan who grew up in an inhumane almshouse. However, no matter what happened, he was always kind to others, and eventually lived a happy life. For example, Oliver went to the prison to visit Fagin who would be hanged, facing the wicked who has attempted to instigate Oliver into his crime and made multiple designs against him, Oliver was never full of hatred and also never pleasant in the mind for the successful revenge. On the contrary from the bottom of his heart, he expressed his gratitude to Fagin's care and prayed for him sincerely. Little Oliver, tears streaming down his face, knelt down to the ground and prayed, saying: "Oh, God forgive this wretched man!" cried the boy with a burst of tears (*Oliver Twist*, 634). This scene showed fully Oliver's beautiful heart full of tolerance and love.

Dickens' early novels show the difficult life of the lower classes that live in the dilapidated slums, and reveal that the money-oriented value is a distortion of human nature by the capitalist system. Through a nearly perfect figure he depicted the bourgeoisie, Dickens was still with fantasy on the dominance of the bourgeoisie and looked forward to believing one day the evil bourgeoisie would find his crime with conscience. The creative ideas formed in this period basically

laid a foundation for his creation in the middle and late stages, i.e., feeling sympathy for the lower classes from the standpoint of the middle class, and expecting to influence them with morality and ethics.

During the middle stage, Dickens made profound reflection and exploration of the traditional ethics and abandoned the blind optimism at the initial stage. If Dickens' early works are to express his concern for issues such as British social ethics through social problem dramas, then after entering the middle stage, his concern for these issues becomes deeper and deeper, covering multiple aspects of traditional ethics, such as ethical identity, ethical environment, etc. The class identity problems in Victorian society are shown in his most works of this period, as well as close relations between class identity and social environment in the traditional ethics. Dickens showed a deeper understanding of the traditional ethics in his novel of this period, not only changing the blind optimism at the initial stage, but also directly exposing and criticizing the dark side of the traditional ethics.

In his well-known novels of middle period such as *Dombey and Son*, *David Copperfield*, *Bleak House*, and *Little Dorrit*, he exposed the dark side of social ethics and criticized the cruelty of the real world. In the autobiographical novel *David Copeprfield*, Dickens exposed the hypocrisy and greed of the upper class, and deeply criticized their money worship: "No words can express the secret agony of my soul as I sunk into his companionship; compared these henceforth everyday associates with those of my happier childhood — not to say with Steerforth, Traddles, and the rest of those boys; and felt my hopes of growing up to be a learned and distinguished man, crushed in my bosom" (*David Copperfield*, 166). At the same time, he represented the influence of moral deficiencies. *David Copperfield* shows that all the characters, rich or poor, cannot get away from the capitalist society. Dickens' original optimism about capitalist society was greatly shaken. This shock stung him into writing *David Copperfield*. It is worth noticing that the good characters in the novel are forced to face difficulties, disappointment, trial and affliction, and to suffer most cruelly, while the bad characters do not suffer so much.

By showing the life of the leading characters of the novel, Dickens showed the readers the hypocrisy of the upper class under the capitalist system, and his expectations for the return of the human's good nature and traditional ethics. Dickens showed a broader picture of Britain in 19th century, in order to expose the decadent judicial system and the education system stifling children's mind, condemn the selfish hypocritical despicable villain, besides he had much sympathy for low class people. The main feature of Dickens' novel during this period is the creation of typical figures of all classes, which can be attributed to his close attention to the traditional ethics in the real society.

Dickens' novels at the late stage construct the ideal of traditional ethics. During this period, he continued to focus on the exploration of traditional ethics and made deeper reflections. John pointed out that Dickens effectively determined the shape both professional and aesthetic expectations of the writer and reader in the production and reception of his work. As a result, he wrote many well-known

novels such as *A Tale of Two Cities*, *Great Expectations*, and *Our Common Friend*, and scored remarkable achievements. After experiencing the confusion of Victorian social ethics during the middle period, Dickens' creation in this period is becoming increasingly mature, and involves all aspects of social life.

Georg Lukcas claims that literature should not only reflect the world but also have to distort reality in order to represent the truth about society. The *Great Expectations* features with realistic and thrilling plot and vivid character portrayal, through which the true, the good and the beautiful are showed, drawing a sharp contrast with the real society and leaving readers a huge imagination space and a deep sense of morality. At the end of the story, Pip eventually realizes who the most important person in his life is. Pip misses Joe: "While all things changed, this one consistent feature did not change. Pip realized whoever came about him, still steeled down into Joe. He opened his eyes in the night; saw in the great chair at the bedside, Joe. He opened his eyes in the day, and sitting on the window-seat, smoking his pipe in the shaded open window, still he saw Joe" (*Great Expectations*, 461). It is to be noted that Dickens explored the dark side of the society in his novels. During this period Dickens had deeper and more realistic understanding of bourgeois, but he considered ethics is the only way to solve social ills.

Dickens pointed out that the negative nature of being a gentleman has constituted a major contradiction in Victorian society. The so-called gentleman ethics then has been extremely destructive. Gilmer claimed that it was exclusive, anti-intellectual, and anti-democratic, while advocating decent and formality to a larger degree than talent, energy and imagination. Although such kind of deep-rooted values were no longer what the British society needed. The Through meticulous observations and exquisite narrative techniques, Dickens presented the readers with an era of contradictions, conflicts and hypocrisy. His novels of this period attract more attention from the public, because they are created based on the unique political background, and they are not only a comprehensive representation of his artistry, but also a concrete manifestation of ethics.

Professor Zhao Yanqiu once pointed out that the criticism of social evils, the promotion of morality, and the exploration of human nature form the main body of Dickens's novels and constitute the three basic aspects of them. Generally, Dickens' novel creation can be divided into three stages. Although different stage has different focus, and presents different artistic and ideological characteristics, he always concerns social issues and adheres to the main line of traditional ethics in his novel creation. During these periods, Dickens paid close attention to and reflected on the traditional ethics of British society insightfully, constituting a clear clue and basic content of his novel.

IV. CONCLUSION

From a historical standpoint of the development of human civilization, literature is only a part of human history. It cannot transcend history or be

separated from history, but can only be part of it. As we know, Literature in different historical periods has its own attributes, ethical environment and ethical context. Therefore, to well understand literature, we must base on its ethical environment and ethical context. In the Victorian era when a unique ethical tradition formed, Dickens' literary works provided a way to know, read, analyze and interpret Victorian social literature from an ethical perspective. In the early days, Dickens mainly focused on showing the moralization function of ethics; in the middle period, he mainly portrayed the changes in ethical relations and social order, as well as various problems and results arising therefrom, which provided experience and lessons for the progress of human civilization; in the later stage, he dug deeper into the ethical relations, explored the profound ethical connotation contained in it, and revealed the root of social tragedy by analyzing the predicament of the leading character due to his/her ethical identity. In a word, Dickens' novels point out social evils in a critical way, and more comprehensively criticize the Victorian traditional ethics.

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Study on Chinese Haitao Intention

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China is the largest cross-border B2C e-commerce market. However, cross-border online shopping in China is not widely practiced and organizations investing in Chinese cross-border B2C e-commerce need to understand factors that affect Chinese consumers' online buying behavior. This research develops a framework to identify key factors explaining Chinese cross-border B2C purchase intention. The results identify and rank factors influencing the cross-border B2C purchase intention. Moreover, we conclude market segmentation and development strategies.

Keywords: cross-border E-commerce; haitao; haitao intention

I. INTRODUCTION

By 2020, a quarter of the population, amounting to more than half of all digital buyers, will be shopping either directly on foreign-based sites or through third parties. Both researchers and practitioners are paying closer and closer attention to the Chinese local and global ecommerce market. The major contribution of this study is to provide a specific and detailed information about Chinese cross-border B2C e-commerce (CBEC), which is also called haitao in China. The specific objectives are as follow:

1. to develop a comprehensive theoretical study of Chinese CBEC.
2. to review the research and evolution of Chinese CBEC.
3. to elaborate the future development of Chinese CBEC.

Paypal & Ipsos (2017) study on why more and more Chinese choose haitao, and conclude that high quality product, access to items not available inside and product trust are main motivations. In academic field, the related existed research are two kinds. One is studied on the online shopping adoption in China (Celemes,

Gan and Zhang, 2014) the other is Chinese consumers' behavior toward foreign product shopping (Zeugner-Roth 2015). Obtaining social status, social conformity, and wealth expression psychological mechanism such as consumer ethnocentrism, national identity and consumer cosmopolitanism (Xie, Batra, and Peng, 2015) are the influencing factors of oversea shopping. Product scarity, convenience and time are motivations of online shopping adoption(To, Liao and Lin, 2007) and hindrance of haitao. However, haitao is different as haitao consumers also face higher risk compared with usual oversea shopping, such as higher price including logistics fee and tariff, private finance information safety. Till 2016, the number of haitao customers accounts to 40% of the online shopping customers and is increasing year by year (emarketer, 2016). We aim to contribute to haitao field both practically and academically. This study offer management cues to the haitao marketers to better satisfy customer's value. For academic field, first, we give a clear and theoretic background of Chinese CBEC.

II. RELATED LITERATURE

Definition of Haitao

Haitao is a new trend in China, which is legalized since 2014. Haitao is the Chinese word for consumers shopping overseas or paying for third parties to buy products and ship them to China (Deng, 2015). Still here is no academic definition of haitao. Haitao is different from cross border ecommerce. Ecommerce wiki (2016) define the cross-border ecommerce as which entails the sale or purchase of products via online shops across national borders. Buyer and seller are not located in the same country and are often not ruled by the same jurisdiction, use different currencies, and speak different languages. However, China Cross-border E-commerce Application Appliances (2016) define that Chinese cross-border E-commerce industry is the main form of transaction in which Chinese business or individual consumers trade and pay with other countries (or regions) through Chinese cross-border e-commerce platforms, creating an international business environment. For haitao not only foreign direct online shopping, but indirect shopping via the inside online shopping mall. Hence, we define haitao as the process that individual consumers shopping oversea product through both the inside and oversea online shopping malls, which offer one step service including tax, tariff and logistics.

However, the definition of the foreign products is becoming increasingly ambiguous due to the globalization of the production (Thompson et al., 2013). Products are designed in one country, are manufactured in another, and are sold in a third. In this research, imported products are the products' brand or design outside of the domestic market. Further, for the shopping malls, we judge its country of origin by its brand. For example, Amazon origin from the US though it localized in China it's still foreign website, while Tmall Global and JD Global though its registered in Hongkong, they still local website. Therefore, the country of origin (COO) is an important piece of information for the consumers during

their decision-making process (Solomon, 2015). It embodies as symbolic value of significance to them such as product quality and social acceptability (Papadopoulos et al. 1990).

To elaborate haitao in detail, we introduce haitao process concretely.
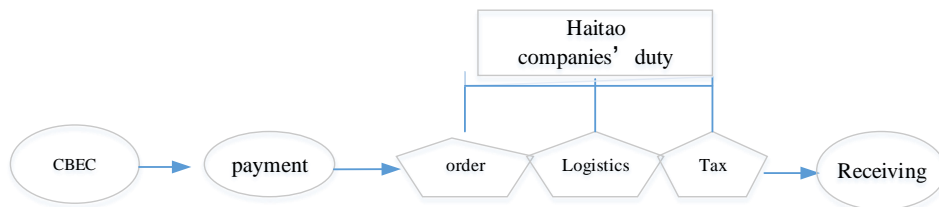
Figure1: Haitao Process

Firstly, they should select haitao shopping mall. Though there are many kinds of haitao shopping malls (Liu & Hong, 2016), customers know exactly whether they are haitao, the shopping mall to make our research easier understood. Table2 describe the haitao website and haitao shopping malls situation. In this research, we adopt 2 kinds of mainstream shopping malls method, One is Chinese online shopping malls which open haitao service in a certain area, such as jd.hk, tmall.hk and suning.com. The other is foreign online shopping malls which open haitao services too, such as amazon.com, lottedfs.com, gmarket.co.kr, and rakuten.com. Specially, amazon.com is localized similar to Chinese website. According to the survey by CNNIC (2015), 59.7% directly from the oversea websites, 56.7% from national websites, 26.9% from weichat and 18.7% from other Chinese intermediary websites. Amazon press (2015) claimed that over 50% Chinese haitao trade occur on Amazon.com, which is known as a localized foreign website in China. The common characteristics of those two kinds of shopping malls are that, they all promise that the products are resourced from oversea. Those two kinds of shopping malls also have their own advantages and disadvantages. For the first kind, their advantages are, good customer basis, familiar safe payment system, stable credit system. However, they also be known as local, for purchasing oversea product, may be risky of fake products. For the second kind, though they are not popular to most customers, their country of origin make sure their product origin (in-depth interview). Secondly, customers should select the product they intend to buy.

Background of Haitao

Driven by globalization and curiosity, more and more Chinese customers became cosmopolitanism and global oriented (Jian, Samuel, Guo and Li, 2010). However, for most Chinese shopping directly from the oversea shopping mall is difficult. They turn to daigou and haitao. Daigou means that customers ask the agent to shop for themselves, which is illegal because of the tax problem. "Haitao" is the Chinese word for consumers shopping overseas or paying for third parties to

buy products and ship them to China (Linda Deng, 2015). So that haitao became the easiest way for Chinese consumers to buy foreign product directly.

Chinese economic development and government policy have contributed to the increase in haitao. China's high GDP growth rate of around 7% from 2013 has increased the purchase power of Chinese consumers, who consider price and product quality as well. These demands coincide with the government's increasing emphasis on consumption and its measures to encourage e-commerce. The Free Trade Zone established in September 27th 2013 was extended to other cities. On July 23rd 2014, Announcement No. 56 of the General Administration of Customs – Announcement on Issues concerning the Regulation of Goods and Articles Entering and Exiting China through Cross-Border Trade E-Commerce became effective and legalized haitao. Secondly, the low trust level of the local product. Especially, in 2008, the Sanlu milk powder scandal finally evolved into a nationwide dairy-industry crisis in China (Chen, 2009). These examples of China's immature market gave Chinese consumers low levels of trust on local products and local brands, and increased respect for foreign products. In 2016, the amount of transaction hit $85.76 billion, up from $57.13 billion in 2015, as 40 percent of China's online consumers buy foreign goods (eMarketer, 2015).

Haitao Motivations and Hindrance

According to Paypal and Ipsos (2017) the hindrance of haitao mainly includes long logistics time (34%), logistics fee (33%), complicated return process (33%) and private finance information safety (33%). For the latent customer, fake product (35%) and unclear tax (33%) are their mainly hindrance. In the beginning, Chinese haitao customers mainly shop from American, however, Japanese and Korean online shopping malls became more popular from 2016. The motivation of haitao including high quality product, access to items not available inside and product trust compared with the global cross-border e-commerce motivation as better price, new and interesting products (Paypal and Ipsos, 2017). Hence, Chinese consumers differ from the global ones in their value perception.

Convenience and time are motivation of online shopping (Ghosh, 1998; Morganosky and Cude, 2000; To, Liao and Lin, 2007). Celemes, Gan and Zhang (2014) study on factors influencing Chinese online shopping adoption and conclude that perceived risk, consumer resources, service quality, subjective norms, product variety, convenience, and website factors influence Chinese online shopping positively. However, haitao as an online shopping has deficiency in time and convenience. Still many Chinese are crazy about haitao, until 2016, 40% of the online shopping customers use haitao (emarketer, 2016).

Haitao is Unique

Haitao is different from cross-border B2C ecommerce. From the above basic information of haitao we learned that haitao is different from cross-border B2C ecommerce. Local shopping malls are also important for haitao. The main channels for Chinese haitao are as follows: 59.7% directly from the oversea

websites, 56.7% from national websites, 26.9% from wechat and 18.7% from other Chinese intermediary websites website (CNNIC，2015).

Haitao is also different from local online shopping and overseas shopping. Compared with local online shopping, the cost is higher, which including tax and logistics cost, meanwhile, the return service is more difficult to conduct.
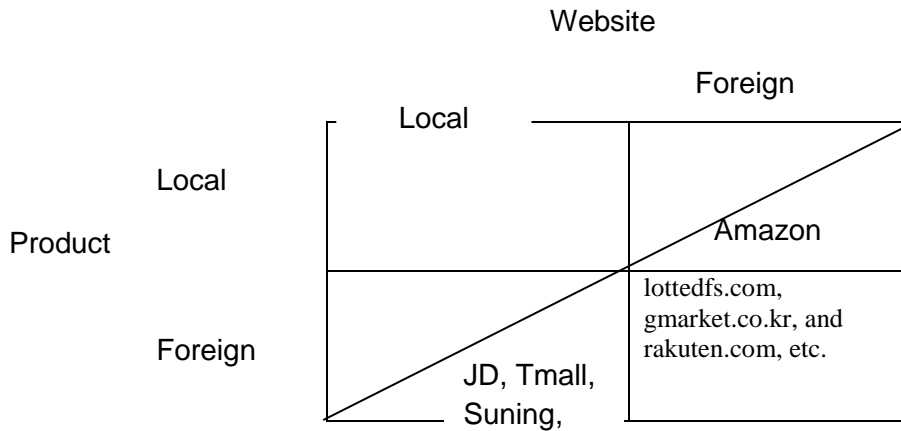
Haitao Intention

As Morinez et al. (2007) define purchase intention as a situation where consumer tends to buy a certain product in certain condition. As the purchase intention can be influenced by perceived value and perceived quality (Monroe and Krishnan, 1985). The higher the perceived value the higher purchase intention (Zeithmal, 1988). Haitao intention is a specific online purchase intention. However, haitao intention involves website choice, as consumers shopping from local. The concept of online purchase intention differed as the background differed. Online purchase intention is the situation when a customer is willing and intends to become involved in online transaction(Pavlou, 2003). In this research, haitao intention refers to the situation when a customer is willing and intends to become involved in haitao transaction. To fulfill the transaction, customers need information of the transaction (Pavlou, 2003). In haitao process, the transaction information is haitao shopping malls choice. The three kinds of haitao shopping malls are different, so in this research we divided haitao intention into three dimensions: foreign product local website haitao intention (FLHI), foreign product foreign website haitao intention (FFHI). As the definition of haitao is buying foreign product, local product through foreign website is not our research object.

Lee, Choo, and Lee (2016) study on Korean Fashion Consumers' Purchase Intention on Cross-border Online Shopping, and conclude consumer's hedonic motivation influence consumer's cross border online shopping intention. A large body of literature proposes that consumers in emerging markets prefer foreign products to local products to obtain social status, social conformity, and wealth expression (Batra et al. 2000; Ger and Belk 1996; Wang and Yang 2008; Guo 2013). Batra et al. (2000) mention that consumers in developing countries prefer nonlocal brands because of both perceived quality and social status. Furthermore, consumers prefer the developed original brand and products having a unique lifestyle and shopping orientation, and evaluate the products originated from developed countries or joint ventures highly and positively (Wang and Yang 2008).

Furthermore, existed studies have examined the initial reasons such as global orientation, consumer ethnocentrism, national identity and consumer cosmopolitanism; for consumers' preference to brands and products from developed countries (Guo 2013; Xie, 2015; Zeugner-Roth 2015; Swoboda 2012; Bartsch, Riefler, and Diamantopoulus's 2016).

Whether factors influencing Chinese customer's influencing overseas product shopping intention also influence haitao intention needs further study. As we study haitao intention from the customer perspective, we adapt consumer

characteristics factors such as materialism, consumer cosmopolitanism, ethnocentrism, status anxiety, Mianzi and Swift Guanxi as predicators of haitao intention and perceived value of haitao.

Website

Foreign

Local

Product

Local

Foreign

Amazon

lottedfs.com, gmarket.co.kr, and rakuten.com, etc.

JD, Tmall, Suning,

Figure 2. Haitao Website Category

Materialism

Consumer research on materialism has focused on conceptualizations developed by Belk (Belk, 1982, 1983, 1985; Belk & Ger, 1995; Ger & Belk, 1996) , Richins (e. g., Fournier & Richins, 1991; Richins, 1994a, 1994b; Richins & Dawson, 1992) and Ronald Inglehart (Inglehart, 1971; Abramson & Inglehart, 1995; Inglehart, 1977, 1990). Belk originally viewed materialism as a collection of three personality traits: envy, nongenerosity, and possessiveness (Belk, 1985). A fourth trait, preservation, was added in subsequent cross-cultural studies of the materialism scale (Ger & Belk, 1996). Richins and Dawson (1992) view this concept as a phenomenon where individuals have material acquisition at the centre of their lives and view these material possessions as the key(s) to their happiness. Concurrently, they believe that highly materialistic individuals judge personal success (and the success of others) as a function of the number and quality of possessions owned (Richins and Dawson, 1992). Operationally, the Richins and Dawson scale in 1992 contains three measures – Success, Centrality and Happiness. Further, they found that those high in materialism tend to place a higher value on items that can be worn or seen in public (Richins, 1994). Inglehart sees materialism as a chronic focus on lower order needs for material comfort and physical safety over higher order needs such as self-expression, belonging, aesthetic satisfaction, and quality of life (Inglehart, 1990, pp. 66–68). In this research, we adopt Richins definition and scale of materialism.

Materialism has become a growing issue of concern with regard to consumers in emerging markets (Chan 2005; Ger and Belk 1999; Lee and Workman 2011; Podoshen, Li, and Zhang 2011). According to the investigation (2013) Chinese materialism ranks first in the 20 countries, the average of consumer's crazy about materialism is 34% compared with 71% of Chinese (Wang & Zhu, 2016). In the

beginning of the People 's Republic of China 1949, Maoism controlled China, which emphasized egalitarianism and considered material affluence to be the stigma of a capitalist society and anathema to the values of the new China (Yang & Stening, 2012). During the Cultural Revolution (between 1966 to 1976) the values changed more, (McGregor, 2010). However, it changed after 1978 economic reform, as Deng advocate "To be rich is glorious''; ''It doesn't matter if a cat is black or white, so long as it catches mice''; ''Let some people get rich first''. The great change promoted the development of materialism.

Consumer Cosmopolitanism and Ethnocentrism

Bartsch, Riefler, and Diamantopoulus (2016) conduct literature review and conclude the positive consumer dispositions toward foreign countries and globalization. Cosmopolitanism, internationalism, ethnocentrism cultural openness, xenocentrism, etc. are all the positive dispositions. Among them, cosmopolitanism is the most prominent construct, which various authors have conceptualized using different levels of abstraction and breadth (Bartsch, et al. 2016). There are different kinds of definition on cosmopolitanism, we adapt Nijssen and Douglas' (2008) definition, cosmopolitanism is (consumer) world-mindedness, which describes openness to other cultures and a willingness to try unfamiliar products from foreign countries.

Ethnocentrism was originally conceived as a purely sociological concept that distinguished between in-groups and out-groups (Sumner, 1906). By definition, consumer ethnocentrism represents one's beliefs about the appropriateness and moral legitimacy of purchasing domestic products while against foreign products (Shimp & Sharma, 1987). A high tendency of consumer ethnocentrism is found to be associated with more patriotic and conservative (Sharma et al., 1995) but less world mindedness (Balabanis, Diamantopoulos, Mueller & Melewar, 2001). The tendency of ethnocentric consumers to exhibit preferences for domestic rather than imported products has been well documented in the literature (Cleveland et al., 2009; Rawwas, Rajendran, & Wuehrer, 1998; Sharma et al., 1995; Vida et al., 2008).

Mianzi and Swift Guanxi

Mianzi

The concepts of mianzi (face) and guanxi ("personal relationship" in English) have been widely recognized in psychology, sociology and the business literature as two of the most significant cultural values dominating Chinese people's behavior (e.g., Chan, 2006; Chen, 1988; Hwang, 1987; Luo, 1997). Chinese people's strong concern for academic efforts have focused on the organizational level of guanxi, whereas individual customers have hardly been recognized (e.g., Gilbert and Tsao, 2000; Leung et al., 2005;) face and their emphasis on guanxi have received increasing attention in international business (e.g., Barnes et al., 2011) and consumer behavior (e.g., Chan et al., 2009). However, these two

cultural values have not been comprehensively discussed in the extant literature on online shopping or oversea shopping, not mentioned haitao. In addition, previous studies in marketing have mostly investigated these values independently, even though their interactive and interrelated nature has been highlighted in the sociopsychology literature (e.g., Chan, 2006; Hwang, 1987).

The concept of face underlies the human need for social acceptance (Brown and Levinson, 1987). The classical sociopsychological research of Goffman (1967) defined face as a claimed sense of favorable social self-worth that a person wants others to have of her/him in a relational and network context. Face cannot be claimed unilaterally but can be gained, maintained or lost during social interaction. The degree of face is measurable on a continuous scale (Chen, 1988).

Chinese usually attach greater importance to face compared with other countries, influenced by confucian (Chan et al., 2009; Ho, 1976; Hu, 1944). Concern for face refers to the extent to which an individual shows regard for and interest in the protection and enhancement of face (Chan et al., 2009).

Swift Guanxi

Ou et al. (2013) study on computer media communication and put forward the conception of swift guanxi, which means the buyer's perception of a swiftly formed interpersonal relationship with a seller, which consists of mutual understanding, reciprocal favors, and relationship harmony. These three dimensions of swift guanxi help ensure transactions in online marketplaces where arbitration is relatively difficult and buyers and sellers cannot enjoy the luxury of face-to-face interaction (versus traditional guanxi). Mutual understanding refers to buyers' and sellers' appreciation of each other's needs. Reciprocal favors refers to positive benefits from buyers' and sellers' interactions (e.g., Lee et al. 2001; Lee and Dawes 2005; Leung et al. 2005; Luk et al. 1999; Wong 2007). Relationship harmony refers to mutual respect and conflict avoidance. Relationship harmony is a common component of guanxi (e.g., Lee et al. 2001; Leung et al. 2005; Su et al. 2000).

Perceived Value

Value is a subjectively perceived construct (Kortge and Okonkwo, 1993), as for the same product, different customer perceive different values. So is for the same channel. Perceived value is defined by Zeithmal (1988, p.14) as the consumer's overall assessment of the utility of a product, based on perceptions of what is received and what is given. So that perceived value depends on two aspects: benefits customers received and sacrifices customers make (Dodds, Monroe, & Grewal, 1991; Teas & Agarwal, 2000; Zeithaml, 1988). The existing research of perceived value, usually use the benefits variables such as price and quality as predictor of value (Baker et al, 2002; Chen and Dubinsky, 2003; Vieira, 2013). This research is from the perspective of benefits (Gupta and Kim, 2010). However, casted from consumer mental accounting theory, different consumers perceive benefits differently even for same product. We aim to study on the way how different consumers perceive value from consumer psychological factors

such as customer innovativeness, cosmopolitanism, materialism, Mianzi and Guanxi.

There are two mainstream about perceived value, one deem perceived value as one-dimensional construct Agarwal and Teas, 2002; Brady and Robertson, 1999;Chang and Wildt, 1994; Dodds, 1991; Hartline and Jones, 1996; Kerin et al., 1992;Sweeney et al., 1999), the other insist it as multi-dimensional construct(Babin et al., 1994; Holbrook, 1994, 1999; Huber et al., 2000; Mattsson, 1991; Sheth et al., 1991a; Sweeney and Soutar, 2001; Williams and Soutar, 2000).

Table 1: Research Stream on Perceived Value

Authors	Context	Main research questions/purpose	Method	Key findings
Sheth, Newman, and Gross (1991a, 1991b)	Different dimensions of perceived value	What we buy and why we buy	Quantitative analysis	Consumption value dimensions and that these dimensions make varying contributions in different choice situations. (social, emotional, functional, epistemic and conditional value)
Ankit & Mayur (2013)	Consumer Purchase Intention	How green advertising affects consumers purchase intention of green products	Quantitative analysis	Consumer attitude toward green advertising significantly influences consumer purchase intention of green products
Kim & Gupta (2009)	Perceived value, perceived risk and purchase Intention	This study is to examine the differences of consumer purchase decision between potential and repeat customers based on mental accounting theory and information processing theory.	Questionnaire, SEM	The authors find that value perception is more strongly influenced by the perceived risk factor than by the perceived price factor for potential customers, where as it is more strongly influenced by the monetary factor than by the non- monetary factor for repeat customers.
Chang & Tseng (2013)	Perceived risk, perceived value and purchase intention	This study to prove that perceived risk plays the role of moderating the influence of perceived value on purchase intention. And to find out which attributes are the most important for e-store image and whether	Questionnaire, SEM, AMOS	The authors find that store image influences purchase intention throughperceived value and utilitarian value exerts a larger influence than hedonic value; however, perceived risk does not moderate the relationships between two types of perceived value and purchase intention.

		utilitarian or hedonic value is more important in the online shopping process.		
Chi,Yeh &Tsai (2011)	Perceived value and purchase intention	To explore the effects of advertising endorser on perceived value and purchase intention	Questionnaire	The results show that advertising is significantly affected to perceived value, and perceived value is significantly affected to purchase intention.
Wu, Lai, Wu, & Fu (2012)	perceived value and purchase intention	The influence factors to the perceived value and purchase intention	Bundling theory, attribute model, and appraisal theory	Discount makes consumers to perceive higher value and more intention toward buying products for high level of perceived controllability. Hope moderates the effects of perceived controllability, discount and perceived risk on consumer's perceived value and purchase intention.

Brasherar et al. (2009), conclude that there is a large gap between developed and developing countries on understanding how consumers perceive online shopping value, by comparing 6countries. Lim and Cham(2015) developed this research by conducting research in 9 countries and conclude that the internet shoppers respond positively towards the motivational and attitude aspects of online shopping. In context with haitao, we choose consumer's perceived social value, emotional value, and functional value as our mediating variable. In online retailing settings not only the product itself, but also the website, the internet channel and the processes of finding, ordering, and receiving products contribute value to customers (Keeney, 1999).

Product Scarity

Broadly speaking, hedonic goods provide more experiential consumption, fun, pleasure and excitement (designer clothes, sports cars, luxury watches, etc.), whereas utilitarian goods are primarily instrumental and functional (microwaves, minivans, personal computers, etc., Hirschman and Holbrook, 1982; Dtrahilevitz and Myers, 1998; Dhar & Wertenbroch, 2000)

III. METHODOLOGY

To test the hypothesis, we conduct the investigation among 264 Chinese CBEC customers. This paper adapts scales that have been used in past research for this

study. Then the investigation group collects feedback from survey respondents and revised the questions based on their suggestions. All the items are measured on a seven-point Likert scale with anchors ranging from "strongly disagree" to "strongly agree." The detail information of the investigation is shown in Table 2.

Table 2. Descriptive Statistics of Respondent Characteristics

Variable	Item	Count	%
Gender of respondent	Male	91	39.49
	Female	140	60.6
Age of respondent	18-25	16	6.9
	26-30	97	42
	36-45	105	45.5
	46-55	13	5.6
Monthly income	<5,000RMB	54	23.4
	5,000-10,000	114	49.4
	10,000-20,000	46	20
	>20,000	17	7.4
Product category	Baby care	54	23.4
	Cosmetics & Personal Care	82	35.5
	Food & Health	30	13
	Fashion & sports	23	10
	Electronics	42	18.2
Distribution of respondent	Tier1 city	57	24.7
	Tier2 city	51	22.1
	Tier3 city	104	45.2
	Others	19	8.2

Reliability and Validity of the Measures

We use SPSS to test the reliability and validity of the variable, the result shows a good fit. All the Cronbach's alphas are near or higher than 0.7 for all constructs, which shows a good reliability. Confirmatory factor analysis (CFA) indicates one factor model for each construct are as follows: $\chi2 = 301.596 (p < 0.001)$, df = 195, IFI = 0.964, CFI = 0.963, GFI = 0.887, AGFI = 0.852, NFI = 0.914, RMSEA = 0.054.

Then this study estimates the hypothesized relationships using structural equation modeling, and estimated the structural model described in Table 11 and Figure4 using Amos 24 with maximum likelihood estimation method. The results show that $\chi2 = 301.596$, df = 195, $p < 0.001$, IFI = 0.97 > 0.9, CFI = 0.970 > 0.9, GFI = 0.893 > 0.85, AGFI = 0.861 > 0.8, NFI = 0.92 > 0.9, RMSEA = 0.049<0.05.

Thus, the overall goodness of fit statistics shows that the structural model fits the data very well.

IV. RESULTS

Consumer Materialism

Follow Richins and Dawson (1992), materialism consumers view material possessions as the key(s) to their happiness. Materialism has become a growing issue of concern with regard to consumers in emerging markets (Chan 2005; Ger and Belk 1999; Lee and Workman 2011; Podoshen, Li, and Zhang 2011). Consumer's materialism influence purchase intention positively (Kamal, Chu, & Pedram, 2013), and influence consumer's perceived value on global product and brands (Alden, Kelly, Riefler, Lee and Soutar , 2013).

Hence, we hypothesize that

H1a: Consumer materialism positively influence consumer's haitao intention.

H1b: Consumer materialism positively influence consumer's perceived value on haitao.

Consumer Cosmopolitanism, Ethnocentrism

Cosmopolitanism influence consumer's oversea shopping positively (Bartsch, Riefler, and Diamantopoulus's 2016). Consumer cosmopolitanism may perceive higher value from haitao, compared with the normal consumers. The tendency of ethnocentric consumers to exhibit preferences for domestic rather than imported products has been well documented in the literature (Cleveland et al., 2009; Rawwas, Rajendran, & Wuehrer, 1998; Sharma et al., 1995; Vida et al., 2008). A normative response to brand of originmay influence consumer preference formation and induce consumers' compliance to the feeling of nationalism (Pecotich & Rosenthal, 2001). So we hypothesize that,

H2a: Consumer cosmopolitanism positively influence customer's haitao intention.

H2b: Consumer cosmopolitanism positively influence customer's perceived value.

H3a: Consumer ethnocentrism negatively influence customer's haitao intention.

H3b: Consumer ethnocentrism negatively influence customer's perceived value.

Mianzi and Swift Guanxi

Concern for face leads to face consumption, which means consumers buying to enhance maintain or save face (Su and Li, 2006). Previous studies have indicated that Chinese consumers are strongly motivated to enhance or protect face by showing off luxury possessions, telling prestigious stories and hiding their misconduct (e.g.,Hsuand Lam, 2003; Li and Su, 2007; Ma, 2009; Hwang et al., 2003; Zhou and Belk, 2004). Still, there are some exceptions (Bao et al., 2003; White et al., 2004). Li and Su (2007) put out face consumption, which including face conformity consumption, face distinctiveness consumption and other-

orientation (give others face). Haitao as an oversea consumption, pursuing innovative items is one of the main motivation. Unique and innovative items is a kind of face distinctiveness consumption. Furthermore, mothers buying baby product, may also face conformity consumption. However, there is no certification. Hence, we hypothesize that,

H4a: Mianzi influence consumer's perceived value positively.

H4b: Mianzi influence consumer's haitao intention positively.

Swift guanxi emphasize how an informal buyer–seller relationship can be established in online marketplaces that consists of mutual understanding, reciprocal favors, and relationship harmony (Ou et,al, 2013). The online shopping malls swift guanxi with the customer positively influence customers' perceived value and purchase intention. Online shopping the website is easier to get the consumer's information, hence, retaining guanxi with the consumers is of importance for the development of the shopping malls. Maintaining guanxi with consumers may positively influence haitao intention and consumer's perceived value of haitao. Hence, we hypothesize that,

H5a: Swift Guanxi positively influence consumer's perceived value

H5b: Swift Guanxi positively influence consumer's haitao intention

Product Category

Consumers tend to perceive different value from different types of product. They differ in their preferences for online and traditional outlets based on the varied importance associated with different product attributes (Levin et al. 2003 and 2005). Thus, researchers propose that online products can be categorized by whether their dominant product attributes are digital or non-digital (Biswas and Biswas 2004; Lal and Sarvary 1999).

According to Iresearch (2016), the top 4 popular haitao products are: Baby care - 32%

Cosmetics and personal care - 25% Food and health - 24% Fashion - 13% other - 6%. However, the result of amazon press (2016) is different, the top is baby care, Cosmetics & Personal Care, Fashion, and Food & Health, and electronics. So that in this study, we choose these four categories as moderating variable.

The result shows that our all hypothesis except H1b and H3a and H3b, others are supported. That means consumer materialism positively influence consumer's haitao intention. However, the relationship between consumer materialism and perceived value is not significant.

Consumer cosmopolitanism positively influence both consumers' perceived value and their hitao intention. But, there is no significant relationship between consumer ethnocentrism and consumers' perceived value and their haitao intention. Furthermore, Mianzi and Swift Guanxi positively influence consumers' perceived value and haitao intention.

V. DISCUSSION

From the result we learn that, consumer materialism and consumer cosmopolitanism positively influence consumer's haitao intention and the perceived value of Haitao. That means customers have higher pursue standards of material and open to the world will be the haitao customers. Then customers who pay more attention to Mianzi and Guanxi will be the target customers. Which indicate that the CBEC marketers should carefully establish Swift Guanxi with the customers, and help the customers to improve their Mianzi.

However, we hypothesized that consumer ethnocentrism negatively influence consumers' perceived value and haitao intention, the result shows that consumer ethnocentrism failed to influence perceived value and haitao intention. This maybe the future research about consumer ethnocentrism. Even ethnocentric customers still have haitao intention and evaluate haitao highly.

VI. CONCLUSION

In this paper, we study on the current cross-border e-commerce situation in China. We find out that customer cosmopolitanism, ethnocentrism, customer materialism, mianzi and swift Guanxi influence Chinese customers' perceived value towards CBEC product. Furthermore, customers' perceived value mediated the relationship between customer cosmopolitanism, ethnocentrism, materialism, mianzi, swift Guanxi and Haitao intention. However, the sample of this research is not enough and the analyzing process is not rigorous. In t

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Values Home Orientation, Awareness and Behavioral Manifestations of Students

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This descriptive study focused on home orientation values, awareness and behavioral manifestations of students in the university. It determined the place of origin, course, and parents' educational background of the respondents and tried to find out whether there were significant difference and relationships among variables. The respondents of the study were the 321 randomly selected college students. A validated researcher-made questionnaire which contained items related to values on honesty, kindness, good manners, respect, helping others, prioritizing family and care for the environment was used in this study. Results showed that appropriate behavior in all occasions in private and public places was observed by over 97 percent, over 93 percent on the values of helping was manifested, giving high regard and prioritizing family got 90 percent. Care of the environment such as being responsible of one's garbage and care of resources such as food, water, air, shelter among others the result was over 96 percent. Regardless of the respondents' place of origin, values home orientation were described as well-oriented; however, on behavior manifestations, those from the province were described as often manifested. When parents' educational background was considered, respondents were well oriented, and very much aware of their values. On differences of the home orientation, awareness, and behavior manifestations of values of the respondents, home orientation variable showed a significant difference. Generally, results showed no significant relationship among variables of the study.

Keywords: home orientation, behavior manifestations, awareness

I. INTRODUCTION

Man is an unfinished project. He is always in the process of becoming (Corpuz et.al. 2010). Human development is the pattern of movement or change that begins at conception and continuous throughout life span, hence development can be positive or negative (Santrock, 2002).

Human behavior is complex and varies from one individual to another. Some sources of these behaviors could be the genetic characteristics that are inherited by the person from his offspring and come may be the result of his exposure, observation, and

modeling of people and in his environment. This may mean that behavior maybe a product of nature if not nurture.

Some thoughts declare that there are inborn urges, tendencies and wants. Some may refer these instincts as drives. Drives include hunger, thirst, lust or sex, rest among others which creates tension in the individual. These tendencies develop moves which determine the actions and reactions of individual towards a certain situation.

Behavior is considered the result of various responses to stimulation and should be controlled or directed by modifying either the stimulus or the response. In this, the stimulus may in the form of the individual training in the home and may be through education among others.

It is believed that individual varies in terms of behavior. This behavior may be traced in one's orientation, education, upbringing, religious affiliation, family structure among others. However, this should be verified.

As observed, students of Iloilo Science and Technology University show their individuality in their everyday engagement in the university. This individuality is translated on their manifestations of behavior related to honesty, kindness, good manners, respect, helping others, prioritizing others, care for the environment among others. Hence, this study is conceived.

Objectives

The purpose of the study was to determine the values home orientation, awareness and behavioral manifestations of students in the university. Specifically, this study aimed to determine the following:

1. home orientation, awareness and behavioral manifestations of students when taken   as   a
    whole and considering their place of origin, course, parents educational
    background;
2. whether if there is a significant difference on the home orientation, awareness and
    behavioral manifestations of the respondents considering their place of origin, course,
    parents educational background;
3. whether there is a significant relationship on the home orientation, awareness and
    behavioral manifestations of the respondents considering their place of origin, course,
    parents educational background;

Theoretical Framework

This study is anchored on Schwartz (2012) theory of basic human values. It discusses the nature of values and spells out the features that are common to all values and what distinguishes one value from another. The theory identifies basic personal values that are recognized across cultures and explains where they come from. At the heart of the theory is the idea that values form a circular structure that reflects the motivations each value expresses.

Applying the theory to the concept of the study, the schematic diagram below presents the values orientation of the respondents on variables such as home orientation, awareness, and behavior manifestation. Each of the area consists of values on honesty, kindness, good manners, respect, helping others, prioritizing families and care for the environment. Variables on place of origin, parents' educational background and college where the respondents belong are considered. Below is the schematic diagram illustrating the framework of the study.
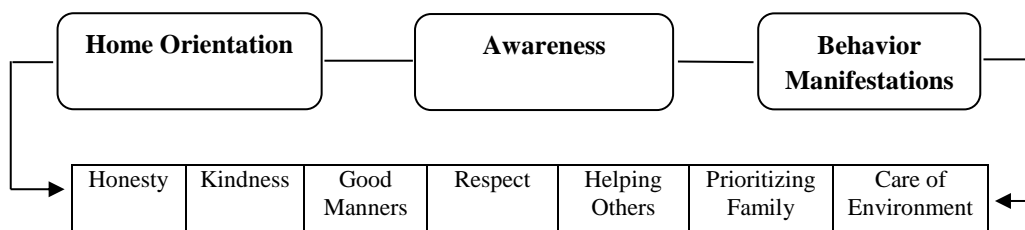
Figure 1. Schematic Diagram Illustrating the Framework of the Study

II. RELATED LITERATURE

What people need in education is a genuine faith in the existence of moral principles which are capable of effective instruction. Moral and spiritual values need to be stressed in the educational institution. With the advent and influence of social media no teacher should afford to remain complacent and unconcerned with values orientation and modeling learners.

Palispis (1995) says "that among the roots of the Filipino character, the educational system positively contributes to the building of character of students as they are in school more hours". This is supported by Role (1993) in her study on integrating Christian Values and learning in the teaching of mathematics where it was stressed among various fields of human endeavor, education is one of the fertile grounds for the realization of the values of the individual as well as in society. It was also implied that the school possess great challenging role to educate and to clarify values for the students' total development.

Goble and Brooks (1983) contend that most children, by the time they reach junior high school age, have acquired values to a point where the needed approach shifts from prevention to rehabilitation for those who have internalized negative values. They believe that for character education to be effective at the secondary level students must be taught to change negative attitudes into positive attitudes.

Kirchenbaum (1994) identifies four strategies for teaching values. He observes that as well as teaching about values, teachers can demonstrate good values, teach skills for acting ethically and morally, and encourage young people to internalize values and make their own god decisions. Teachers as good role models, who set a positive example and share their convictions on core values can have a positive effect on their students. Skills include on how to resist peer

pressure, maintain self- respect, resolve conflicts in nonviolent ways, and start up for what we believe in.

A study on the status of teaching values to high school students was conducted by Omboy et al. (2012). The focus of the study was to assess the status of the teaching of core values to high school students' behavior of the San Isidro College Community. It also aims to find out how often the seven values included in the study. It also aims to find out how often these values were actualized in the classroom instruction, and how students behaved, practiced, and lived out values taught to them. The findings revealed that the seven core values such as human person, industry and work, uprightness and discipline, nationalism and cultural integration, social concern and responsibility creativity and competence and spirituality were integrated in the teachers' learning plans, concretized in the actual classroom instruction and could be observed in the high school students' behavior.

A study of Punzalan (2006) on the evaluation of the implementation of 2002 BEC values integration program revealed that values of spirituality, truth and tolerance, love and goodness, peace and justice are almost neglected or given very little consideration in the different learning competencies based on the seven core values of 1997 values education program framework identified by the department of education.

The Knower's Paradox and Representational Theories of Attitudes was conducted by Asher and Kamp (1988). This paper is about a well-known problem concerning the treatment of propositional attitudes. Results obtained by Kaplan and Montague in the early sixties imply that certain propositional attitude theories are threatened with inconsistency. How large the variety of such theories really is has been stressed by Thomason (1980). It includes all those attitude accounts that are often referred to as "representational." It was found out that that many non-representational theories avoid those paradoxes only so long as they refrain from incorporating certain further notions which seem as worthy of formalization as those they contain. In view of these artificial limitations that must be imposed to keep the paradoxes out, such non-representational theories offer no genuine advantage over representational alternatives. The Kaplan-Montague results therefore require a different response than has often been thought appropriate. Rather than taking refuge in a non-representational theory one should adapt the representational approach in such a way that the threat of inconsistency disappears. The paper ends with a sketch of how this might be accomplished.

Brown and Ogden (2004) conducted a study on Children's eating attitudes and behavior: a study of the modeling and control theories of parental influence. This study compared the modeling and control theories of parental influence on children's eating attitudes and behavior with a focus on snack foods. Matched questionnaires describing reported snack intake, eating motivations and body dissatisfaction were completed by 112 parent/child pairs. Parents completed additional items relating to control in terms of attempts to control their child's

food intake and using food as a tool for controlling behavior. The results showed significant correlations between parent and child for reported snack intake, eating motivations and body dissatisfaction, indicating an important role for modelling. Parents were then divided according to their control scores. Children whose parents indicated greater attempts to control their child's diets reported higher intakes of both healthy and unhealthy snack foods. In addition, those children whose parents indicated a greater use of food as a means to control their child's behavior reported higher levels of body dissatisfaction. The results provide some support for both the modeling and control theories of parental influence. However, modeling appears to have a consistent impact, parental control has a differential impact depending upon whether this control is focused on the child's diet or on other aspects of their behavior. It was concluded that a positive parental role model may be a better method for improving a child's diet than attempts at dietary control.

Values, attitudes, and interpersonal behavior study was conducted by Triandis (1980) of Nebraska. The study attempts a conscious move toward synthesis in social psychological theory and focuses on the relationship of attitudes, values, and other behavioral dispositions to action or behavior. An attempt is made to present a theoretical framework that pulls together relationships involving these concepts. The study defines a list of concepts—what is meant by each concept, what relationships the concept may or may not have with other concepts, and what kinds of dimensions of variation are likely to emerge when studying the particular concept. It also presents a theoretical network consisting of theorems and propositions –a relationships that require testing.

A study on values as predictors of environmental attitudes: evidence for consistency across 14 countries was conducted by Dunlap *et al.* (1992). This multinational study reported on the relationship between values and attitudes. Environmental attitudes were measured using the revised New Environmental Paradigm and Thompson and Barton's (1994) egocentrism–anthropocentrism scales. Other measures included gender, SES, religion, and Schwartz's (1994) universal values scale. Survey data were obtained from college students in 14 countries. A sample of 2,160 participants was obtained through university contacts in each country. Results found support for the distinction between different types of environmental attitudes. Regression analyses revealed a consistent pattern of findings across countries. Scores on the NEP scale and the egocentrism scale were predicted by universalism (positively), power (negatively), and tradition (negatively). In contrast, anthropocentric concerns were significantly related to benevolence (negatively), power (positively), tradition (positively), and security (positively). Overall, these findings support the value-basis theory of environmental attitudes.

III. METHODOLOGY

Research Design

A quantitative–descriptive method was used in this study.

Respondents

The respondents of the study were the sample population of the college students in the university during the second semester of the School Year 2017-2018.

Table 1: Distribution of Respondents

Colleges	Total Population	Sample Population	Percentage
College of Education	365	78	4.91
College of Arts and Sciences	356	71	4.47
Computer Information and Technology	584	116	7.3
College Engineering and Architecture	284	56	3.5
	1,589	321	20.0

Instrument

A researchers-made questionnaire was the instrument used in the study. The first part included the personal profile of the respondents which was utilized in the treatment of the data gathered. The second part was the questionnaire proper which comprised three major parts, namely: home orientation, awareness and behavior manifestations with 21 items each. The items for each part were related to the values on honesty, kindness, good manners, respect, helping others, prioritizing family and care for the environment. Each of the values comprised 3 items each. The total number of items is 63.

Data Gathering Procedure

To gather the data, the researcher personally administered the questionnaires to the respondents in their respective classes.

Data Analysis

In order to obtain the results of home orientation, awareness, and behavior manifestations of the respondents, responses were treated as bases for analysis and interpretation utilizing SPSS.

IV. RESULTS AND DISCUSSION

This chapter presents tables and discussions of the data gathered in the study.

Table 2: Itemized Values on Home Orientation of the Respondents

	f	%	f	%
1. Always tell the truth	250	77.9	71	22.1
2. Do what is true	304	94.7	17	5.3
3. Be true to all my dealings with others	302	94.1	19	5.9
4. Being kind to my family members	313	97.5	8	2.5
5. Treat other people, neighbors and friends with respect	318	99.1	3	9
6. Maintain kindness to everyone in any condition or situation	294	91.6	27	8.4
7. Behave appropriately in all occasions	300	93.5	21	6.5
8. Display appropriate behavior in private and public places	309	96.3	12	3.7
9. Observe rules of behavior at home, school, church and other places	314	97.8	7	2.2
10. Show respect to people in authority like teachers, ministers, community officials etc.	318	99.1	3	9
11. Use appropriate name calling (*e.g. manong, manang, sir, ate, lola*) to elders and persons in authority	307	95.6	14	4.4
12. Manifest appropriate words, gestures and tone of voice in dealing with parents including other people	313	97.5	9	2.5
13. Extend help to anyone who needs help	313	97.5	8	2.5
14. Help others unconditionally	299	93.1	22	6.9
15. Do act of helpfulness in favor to others	207	92.5	24	7.5
16. Give premier importance to family	318	99.1	3	9
17. Place a high regard to my family	300	93.5	18	5.6
18. Prioritize family over and above anything	301	93.8	16	5
19. Take care of the environment such as nature and edifice	276	86	41	12.8
20. Be responsible of my garbage	300	93.5	17	5.3
21. Take care of God's resources such as food , water, and electricity among others	309	96.3	8	2.5

Table 2 shows the itemized values home orientation of the respondents of the study. Out of 321 respondents, items 1 to 3 that comprise values on honesty, the response on "yes" obtained a 77.9 percent and the remaining 22.1% for" No". Meanwhile items 2 and 3 obtained a 5.3 No response and 5.9 respectively and the other percent falls on yes responses. The items related to kindness are items 4 to 6. Results show that respondents with a greater percentage are oriented in their homes on kindness. These values are being kind to family members; treat other people, neighbors and friends with respect and maintaining kindness to everyone in any condition or situation.

Good manners are on the items 7 to 9. These stress behavior which are appropriate for all occasions, displaying appropriate behavior in private and public places; observing rules of behavior at home, school, church and other places where less than 6 percent of the respondents manifested the No response. On the values of respect, in items 10 to 12, respondents display over 97 percent of yes response and there are related to respect to authority, use of appropriate name calling and or labeling to people and appropriate gestures in any condition.

"Yes" responses on the values "helping others" garner over 93 percent and which has a very negligible percent for "No' response. These responses stress on extending help to anyone who needs help; helping others unconditionally; and doing an act of helpfulness in favor of others.

Giving premier importance to family, giving high regard to my family and prioritizing family over and above anything else, which are found on items 16-18 transparently manifest "No" responses lower that ten percent observed on items 16- 18.

The last three items are on the "care of the environment" specifying the "care of the environment such as nature and edifices has 86 percent on yes; being responsible to one's garbage of 93.5 percent and care of God's resources such as food , water, air, shelter among others has 96.3 percent. Obviously, "No" responses has the least percentage.

Table 3: Results of Values Orientation, Awareness and Behavior Manifestations of the Respondents

Specific Values	Values Home Orientation		Values Awareness		Behavior Manifestations	
	Mean	Description	Mean	Description	Mean	Description
Honesty	1.94	Well oriented	4.35	Very much aware	4.16	Often manifested
Kindness	1.96	Well oriented	4.15	Very aware	4.05	Often manifested
Good Manners	1.95	Well oriented	4.38	Very much aware	4.33	Always manifested
Respect	1.97	Well oriented	4.66	Very much aware	4.37	Always manifested
Helping Others	1.94	Well oriented	4.43	Very aware	4.01	Often manifested
Prioritizing Family	1.95	Well oriented	4.61	Very much aware	4.33	Always manifested
Care for Environment	1.92	Well oriented	4.49	Very much aware	4.26	Always manifested

Table 3 is specifies values on honesty, kindness, good manners, respect, helping others, prioritizing family, and care of the environment.

When home orientation is considered, the respondents, as described in their responses, are well oriented. Respect obtains the highest with the mean of 1.97 and the lowest is the "care of the environment. In terms of values awareness, respondents in most areas are described as very much oriented except that of "kindness" with a mean of 4.05 and 4.01 on helping others. When respondents responded on the area of behavior manifestations, values on honesty and kindness as well as helping others are often manifested, but are lower than good manners, respect, prioritizing families and care of the environment. The lowest among the values is "helping others' followed by kindness as the second to the

lowest. Meanwhile, the highest is the value on respect followed by prioritizing family and good manners.

Furthermore, the data reveal that while specific variables on values on home orientation describe respondents as well oriented, quantitatively the mean result varies. The highest of all the specific values is respect, followed by kindness and the third in rank is good manners and helping others.

Table 4: Values on Home Orientation, Awareness, and Behavior Manifestations According to Respondents' Place of Origin

Variables	N	Home Orientation		Awareness		Behavior Manifestations	
Place of Origin	321	Mean	Description	Mean	Description	Mean	Description
Barangay	270	1.94	Well oriented	4.44	Very much aware	4.21	Always manifested
Town	31	1.91	Well oriented	4.46	Very much aware	4.16	Often manifested
City	20	1.96	Well oriented	4.53	Very much aware	4.32	Always manifested

When variables were considered in the study, the result shows that regardless of the place of origin of the respondents their home orientation is described as well- oriented, meanwhile those from the city have a higher mean of 1.96. In terms of awareness, those who are living in the barangay in the lowest mean of 4.44 and the highest is 4.46. On the other hand, when behavior manifestations are considered, those from the town has the lowest mean of 4.16 described as often manifested. Both from the barangay and city are best described as always manifested.

Table 5: Values on Home Orientation, Awareness, and Behavior Manifestations   According to Respondents' Parents' Educational Background

Variables	N	Home Orientation		Awareness		Behavior Manifestations	
Parents' Educational Background	321	Mean	Description	Mean	Description	Mean	Description
Elementary	34	1.95	Well oriented	4.29	Very much aware	4.09	Often manifested
High School	108	1.95	Well oriented	4.43	Very much aware	4.21	Always manifested
College	179	1.94	Well oriented	4.49	Very much aware	4.25	Always manifested

Table 5 above shows that when parents' educational background is considered, the mean obtained a description of well oriented with a very slight difference on the score. Respondents whose educational background are classified as college level, the mean score is 4.49. Whereas those whose parents are in the elementary level have the lowest mean of 4.29. It is noticeable that regardless of the parents' educational background of the respondents the description is very much aware.

The behavior manifestations of the respondents whose parents are college and high school level, it is described as "always manifested" with a mean of 4.21 and 4.25, respectively. Meanwhile, the lowest are those respondents whose parents are elementary, obtaining a mean of 4.09.

Table 6: Values on Home Orientation, Awareness, and Behavior Manifestation   According to College

Variables	N	Home Orientation		Awareness		Behavior Manifestations	
College	321	Mean	Description	Mean	Description	Mean	Description
COE	78	1.95	Well oriented	4.53	Very much aware	4.32	Always manifested
CAS	71	1.94	Well oriented	4.50	Very much aware	4.20	Always manifested
CIT	116	1.94	Well oriented	4.40	Very much aware	4.28	Always manifested
CEA	56	1.93	Well oriented	4.38	Very much manifested	3.96	Often manifested

Table 6 shows the values on home orientation, awareness, home orientation and behavior manifestations of the respondents considering the course they are enrolled in. The result shows that in terms of home values orientation of the respondents, all colleges have a description of well oriented; however, the mean varies. The same observation with awareness of all results of the mean is described as very much manifested. In terms of behavior manifestations, three colleges are on the description of always manifested and one college described their behavior manifestations as often manifested with the mean of 3.96.

Table 7: Significant Differences Between Values on Home Orientation, Awareness, and Behavior Manifestations of the Respondents

Variables		Sum of Squares	Df	Mean square	F	Sig
Home orientation	Between Groups	.045	2	.023	2.62	.074

	Within Groups	.273	.318	.009		
Awareness	Between Groups	.153	2	.077	.457	.634
	Within Groups	53.2	318	.168		
Behavior manifestations	Between Groups	483	2	.241	.997	.037
	Within Groups	76.99	318	.242		

Table 7 shows the significant differences between home orientation, awareness, and behavior manifestations of values of the respondents. The mean square between variables is .023 and within aspects of variables is .009 falls on home orientation with the f of 2.62 with .074 significance. In terms of awareness, the mean square between variables is .077 and within aspects .168 in the f of .457 which resulted to a significance on .634. On the values transparently observed in the behavior manifestations between groups the mean square is .241 and within aspects is .242 with the result of the f of .997 which resulted to a significance of .370.

Table 8: Significant Relationship Between Respondents' Home Values Orientation, Awareness and Behavior manifestations

Variables	Home Orientation	Awareness	Behavior Manifestations
Home Orientation	1	.282**	.285**
Awareness	.262**	1	.548**
Behavior Manifestations	.295**	.548**	1

*** Significant at the 0.01 level (2 tailed)*

The table above is on the significant relationship of the variables considered in the study. The table shows that the result between home orientation and awareness is .283 and behavior manifestation is .285. When values awareness of the respondents is considered, the result of home orientation is .262 and behavior manifestations is .548. Between behavior manifestations and home orientation the result is .295 while behavior manifestations and awareness obtain the result of .548. The general result declares no significant relationship among variables in the study.

V. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

1. Out of 321 respondents, items 1 to 3 that comprise values on honesty, the response "yes" obtained a 77.9. Results show that respondents with greater percentages are oriented in their homes on the value of kindness include being kind to family members, treat other people, neighbors and friends with respect and maintaining kindness to everyone in any condition or situation.

2. Values on kindness on Items 4 to 6, results shows that respondents in greater percentages are oriented in their homes. These are manifested in their being kind to family members, treat other people, neighbors and friends with respect and maintaining kindness to everyone in any condition or situation.

3. Less than six percent of the respondents manifested the No response on good manners that stress behavior on appropriate in all occasions, displaying appropriate behavior in private and public places, observing rules of behavior at home, school, church and other places where on the values of respect, respondents displayed over 97 percent of yes responses.

4. Over 93 percent of the respondents answered "yes" on the values of "helping others" while very negligible in "No' responses. These responses stress on extending help to anyone who needs help; helping others unconditionally; and doing an act of helpfulness in favor of others.

5. Giving premier importance to family, giving high regard to my family and prioritizing family over and above anything else transparently manifest least on "No" responses which is lower than ten percent .

6. Care of the environment such as nature and edifices got 86 percent on yes; being responsible to one's garbage of 93.5 percent and care of God's resources such as food, water, air, shelter among others of 96.3 percent.

7. When home orientation is considered, all of the specific values are described as well oriented where respect obtained the highest with the mean of 1.97 and the lowest is the "care of the environment with a mean of 1.92.

8. On values of awareness, mostly of the areas are described as very much oriented except that of "kindness" and helping others.

9. Manifestations of values on honesty and kindness as well as helping others are often manifested but which are lower than good manners, respect, prioritizing families and care of the environment. The lowest among the values is "helping others' followed by kindness as the second lowest. Meanwhile, the highest is the value on respect followed by prioritizing family and good manners.

10. When variables are considered in the study, the result shows that regardless of the place of origin of the respondents their home orientation is described as well- oriented, meanwhile those from the city are having a higher mean. Those who are living in the barangay had the lowest mean and the highest is 4.46. When behavior manifestations are considered, those from the province has the lowest mean of 4.16 described as often manifested. Both from the barangay and city are best described as always manifested.   Meanwhile, when grouped according to college, in terms of home values orientation of the respondents, all colleges have a description of well oriented; however, the mean varies. The same observation with awareness of all results of the mean are described as very much manifested. In terms of behavior manifestations, three colleges have on the description of always manifested and one college describes their behavior manifestations as often manifested.

11. When parents' educational background is considered, the mean obtained a description of well oriented with a very slight difference on the score. Respondents whose parents' attained college has the highest mean and the lowest are those parents have educational background in elementary. It is noticeable that regardless of the parents' educational background of the respondents the description is very much aware

12. In terms of significant differences any home orientation, awareness, and behavior manifestations of values of the respondents, home orientation with the f of 2.62 with .074 significance; in awareness, it resulted to a significance on .634, while on values, it was transparently observed in the behavior manifestations, the result of the f of .997 resulted to significance of .370.

13. When significant relationship of the variables was considered in the study, the result   revealed that there is No significant relationship among variables in the study.

Conclusions

    Relating the result to the findings of the study, the following are the conclusions:

1. Majority of the respondents practice values on honesty, kindness and are well oriented in their homes hence, it shows that most parents of the respondents are doing their roles to their children.

2. Good manners are well manifested by the respondents in public places and occasions or situations.

3. On values of helping others, the respondents simply manifest of extending help to anyone who needs help; helping others unconditionally; and doing an act of helpfulness in favor of others.

4. Giving premier importance, having high regard and prioritizing family over and above anything else transparently manifest among respondents behavior.

5. Care of the environment such as nature and edifices, being responsible to one's garbage and care of God's resources such as food, water, air, shelter among others are also among the values of the respondents. Though care of the environment is the least concern of the respondents due to home orientation.

6. On values of awareness, mostly of the areas are described as very much oriented except that of "kindness" and helping others.

7. Manifestations of values on honesty and kindness as well as helping others are often manifested which are lower than good manners, respect, prioritizing families and care of the environment.

8. The respondent's home orientation on different values vary due to exposure in their respective home origin whether barangay, town and or city. Furthermore, the educational background of parents has an influence on the home orientation of the respondents.

9. The home orientation, awareness, and behavior manifestations of values of the respondents differ. However, when significant relationship of the variables was considered in the study, the result declares No significant relationship among and between variables in the study. This implies that values on home orientation do not necessarily relate to the other variables.

Recommendations

The following are the recommendations of the study:

1. Values on honesty, kindness and other areas considered in the study may be integrated in the classroom.

2. Studies on these areas may be conducted to parents in a larger scale.

3. A seminar on ethics, and good manners may be conducted sequentially to college students so that they would be able to embrace appropriate behavior in all occasions; display appropriate behavior in private and public places and observe rules of behavior at home, school, church and other places.

4. The school should provide programs and activities related to human relations and interpersonal skills and concern to others such as extending help to anyone who needs help, helping others unconditionally and doing an act of helpfulness in favor of others.

5. A symposium on giving premier importance to family giving high regard to my family and prioritizing family over and above anything else may be conducted

6. As part of values formation and enhancement related to environment, the school should design a program or participate in activities related to responsible garbage collection and disposal, care God's resources such as food, water, air, shelter among others.

7. A guidance program may be designed to enhance values home orientation, awareness and manifestations of the university students.

8. A module may be written for use in the university which can be integrated in the classroom.

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Challenges, Needs, and Dreams of Parents who have Children with Special Needs

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This is a quantitative-descriptive study on the challenges, needs and dreams of the parents who have children with special needs in the Holy Cross Parish, Barangay Krus na Ligas, Diliman, Quezon City, Philippines. The participants of the study were 30 parents of children with varying special needs under the Social Development Program for Persons with Disabilities. The data needed for the study were gathered using researcher-made interview questionnaires. The questions were built around ascertaining the different challenges, needs, and dreams within each household. The results reveal that one of the main challenges and needs are financial, behavioral and medical issues; the dreams differ per condition with mobility and medication for cerebral palsy, behavior management ADHD, Autism, and Down syndrome, and communication for hearing impairment. The recommendation of the study is to improve the community, academic and family support for the special needs' cases.

I. INTRODUCTION

The family is the most fundamental social institution, the cornerstone of society. It is also the primary arena in which an individual, whether disabled or not, is socialized, educated, and exposed to the beliefs and values of his or her culture. This crucial responsibility is generally assumed by the youngster's parents, who serve as principal caregivers and the child's first teachers (Gargiulo, 2012).

Families are an important part of every person's life, but for students with disabilities, their roles in their children's education is greater than it is for typical learners. Most parents do want to participate in their children's education, but sometimes they do not understand the educational system. (Smith and Tyler, 2010).

As observed, many parents from different walks of life who have children with special needs find it difficult to accept the fact that they have such a child. Who, on their own, do not even know how to take care of the child and fulfill their needs. Yet, many of these parents, despite their helplessness and frustrations are trying their best to provide what their child's needs: be it emotional, physical, behavioral, or intellectual. Some would even seek professional advice and assistance if they can afford.

Cook, R. E. et al. (2012) cite certain needs basic to all parents who seek professional help. First, they want to be recognized as caring, intelligent people. They need to be viewed as individuals capable of effective parenting, and they want to know they are seen in that way. Second, they want to be assured they are receiving the best and most up-to-date information possible. They want to have confidence in those who profess to know how to help their child. Third, they want and urgently needs guidance in what to do in the immediate now.

It is a fact as well that many private organizations are providing material and non-material assistance to some families who have children with special needs. It could be financial provision for the children's education and medication and sometimes include parents' counseling. The church is into this advocacy as well – raising funds to help the children especially those whose families cannot afford to have professional evaluation and proper therapy sessions.

However, even if the children with special needs are given assistance, it is also difficult for the people in charge to get the cooperation of some parents, even just to bring their children to the center. This factor makes it difficult to provide assistance to children because the parents themselves are not supportive. They are giving many excuses when confronted.

It is of this information that this research is conceived. This study aimed to identify the challenges, needs, and dreams of the parents who have children with special needs.

Statement of the Problem

This research aimed to identify the challenges, needs, and dreams of the parents who have children with special needs.

Specifically, this research intended to answer the following questions:

1. What are the challenges, needs and dreams of the parents who have children with special needs?

2. What are the challenges, needs and dreams of parents who have children with special needs according to the specific category of disability?

Theoretical Framework

This research is anchored on the Family Systems Theory which says that members of a system is focusing in the interrelation of each other to form a whole rather than focusing in each parts. The point of view of the system is to emphasize the connectedness, interrelation and interdependence of each member in a system. This is to understand the involvement of the families and the interaction between the members of the family. This theory focuses on how the members of the family affect each other's emotional aspect like thoughts, feelings and actions within the family. As a member of the family changes in roles or character, the other member is also affected. When the pressures and problems in the family increase, the relation of the family is affected in terms of their teamwork and their unity and this leads to more problems.

Family Systems Theory emphasize that everything that happens in a family has an impact in each member (Goldenberg and Goldenberg, 2003). The family is considered as a whole and functioning as one. It means that each member in the family is interdependent to one another. Internal influences include the mother-father relationship, father-child dyad or the child-sibling relationship, all which are conceived to influence each other (Turnbull & Turnbull, 2001).

Being a parent of a child with disability is not a role most parents willingly choose for themselves. Generally speaking, few individuals ever ask to be a parent of a person with special needs, and most parents are never fully prepared for this tremendous responsibility. Parenting a child with disability can be a difficult, demanding, and confusing job; yet many believe it is a role that can also be filled with joy, triumphs, and satisfaction (Gargiulo, 2012).

II. RELATED LITERATURE

Special Education

Special Education (SPED) means specially designed instruction that meets the unusual needs of an exceptional student (Huefner, 2006). During the closing years of the 18th century, following the American and French Revolutions, effective procedures were devised for teaching children with sensory impairments. Early in the 19th century, the first systematic attempts were made to educate "idiotic" and "insane" children - those who today are said to have intellectual disabilities and emotional or behavioral disorders (Kauffman and Landrum, 2006).

According to the World Bank (2013), UNESCO's Education for All (EFA) is a global commitment launched to bring the benefits of education to "every citizen in every society." In order to realize this aim, a broad coalition of national governments, civil society groups, and development agencies such as UNESCO and the World Bank committed to achieving six specific education goals: (1) Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. (2) Ensure that by 2015 all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free, and compulsory primary education of good quality. (3) Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs. (4) Achieve a 50 % improvement in adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults. (5) Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring full and equal access of girl, to and achievement in basic education of good quality. (6) Improve all aspects of the quality of education and ensure the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The Philippines: EFA Mid-Decade Assessment (2008) reports that, to attain the 2015 goals and targets of Education for All, the implementation of policies, programs and projects is needed to address the needs of specific learners. Children with Special Needs is under reaching the Un-Reached and Underserved Groups of Learners. This means providing children in difficult/different circumstances access to quality and relevant basic education is still a big challenge that the country should immediately address. In a report to the UNESCO, the Philippine Education for All stated that "with the limited coverage of existing government educational facilities, Department of Education (DepEd) together with other agencies and partners need to work on the expansion of basic education services to reach more persons with disability. DepEd should specifically work on the strengthening and expansion of its SPED classes in the existing public elementary and secondary schools and the strengthening and enrichment of its regular classes to mainstream the people with disabilities."

Children with Special Needs

Children with Special Needs come in many forms as each condition is as varied as the person. During the interview phase, the particular conditions encountered are ADHD, Autism Spectrum Disorder, hearing impairment, Down syndrome and Cerebral Palsy.

Attention Deficit Hyperactive Disorder (ADHD)

Attention Deficit Hyperactive Disorder (ADHD), is a condition where individuals have difficulty staying focused and paying attention, difficulty controlling behavior, and hyperactivity. ADHD has three subtypes: (1)

Predominantly hyperactive-impulsive; (2) Predominantly inattentive; and (3) Combined hyperactive-impulsive and inattentive.

The unchanging high levels of impulsivity, hyperactivity and inattention are the basis of ADHD. They are all based on observations about how children behave: 'impulsivity' signifies premature and thoughtless actions; 'hyperactivity' a restless and shifting excess of movement; and 'inattention' is a disorganized style preventing sustained effort (The British Psychological Society & the Royal College of Psychiatrists, 2009).

Exact causes are unknown but many studies suggest that genes play a large role in addition to a combination of other factors such as environment, and the possibility of cause through brain injuries, nutrition and social environment (NIMH, 2013).

Autism Spectrum Disorder (ASD)

Autism, or Autism Spectrum Disorder, is a group of developmental brain disorders, and refers to the wide range of symptoms, skills and levels of impairment or disability that children with ASD have. According to the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition - Text Revision (DSM-IV-TR), there are five disorders, sometimes called pervasive developmental disorders (PDDs): (1) Autistic disorder (classic autism); (2) Asperger's disorder / syndrome; (3) Pervasive developmental disorder not otherwise specified (PDD-NOS); (4) Rett's disorder / syndrome; and (5) Childhood disintegrative disorder (CDD)

ASD pertains to a group of interconnected disorders that results in impaired communication and socialization and a limited scope of interest. Sometimes it is not diagnosed until schooling. It develops in the early years and are life-long situation with implications for education, social development and community adjustment. The diagnoses of ASD is based on behaviors and not medical test. The unusual development is identified in socialization and communication that the child displays repetitively. It affects children differently the usual ASD occurs with other disorder such as cognitive impairment, fragile X syndrome, Down syndrome and tuberous sclerosis (Ruble, L., Gallagher, T., & Westfall, A. 2004).

The exact causes of ASD are still unknown but research suggests that genetics and environment play roles in its occurrence (NIMH).

Hearing Impairment (HI)

Hearing Impairment is a physical impairment where someone cannot hear on the same range as a regular person; this can range from mild, moderate, severe to profound, can affect one or both ears, and leads to difficulty or inability in hearing conversational speech or loud sounds.

HI is divided into 'Hard of hearing', where there is mild to severe hearing loss, and 'Deafness', where there is profound hearing loss (very little to know hearing).

Causes of HI are divided into Congenital and Acquired causes. Congenital Causes, which are present at or acquired soon after birth, and can be caused by

hereditary or non-hereditary genetic factors or by certain complications during pregnancy and childbirth. Acquired Causes lead to hearing loss at any age, and is affected by illness, infection, head trauma, repeated exposure to loud noise, blockage in ear canal, and age (WHO, 2013).

Down Syndrome

Down syndrome is a developmental condition where an individual has a full or partial copy of chromosome 21. This additional genetic material alters the course of development and causes the characteristics associated with Down syndrome. Some common physical traits include low muscle tone, small stature, an upward slant to the eyes, and a single deep crease across the center of the palm - although each person with Down syndrome is a unique individual and may possess these characteristics to different degrees, or not at all.

There are three types of Down syndrome: (1) Trisomy 21 (nondisjunction) where there are 3 copies of chromosome 21. (2) Mosaicism, where nondisjunction of chromosome 21 happens in one –but not all- cell divisions after fertilization. (3) Translocation, where part of chromosome 21 breaks off and attaches to another chromosome.

The cause of Down syndrome is identified with chromosome 21 but the cause of nondisjunction is unknown, but research shows that it increases in frequency as a woman ages (NDSS).

Cerebral Palsy (CP)

Cerebral Palsy is a group of disorders that affect the ability of a person to move and maintain balance and posture. It is known to be caused by abnormal brain development or damage to the developing brain that affects muscle control. Symptoms vary from person to person, from mild awkward movement to needing special equipment to walk to having no mobility and needing lifelong care. People with CP may also have other illnesses and conditions, ranging from intellectual disability, seizures, vision, hearing or speech impairment, spinal conditions or joint problems (CDC).

Challenges and Needs of Parents who have Children with Special Needs

It has been reported by families with a child with special needs that rearing a child as such is a unique parenting experience that can have a great impact on the family, can be a source of ongoing stress, and can disrupt the routine of the family (Hughes, M., Valle-Riestra, D., and Arguelles, M. 2008). Having a child with a disability can have profound effects on the family and may place a set of extra demands, challenges and burdens on the family system as well as on the disabled child. Such experience affects the dynamics of the lives of all the other members of the family in different ways during the different life-cycle stages (Kirk, S., Gallagher, J., Coleman, M., and Anastasiow, N. 2002). For families who have a child with special needs, the everyday routines that most families take for granted are frequently disrupted (Keogh, B., Garnier, H., Bernheimer, L., and Gallimore,

R., 2000) Additionally, the risk of parents developing numerous acute and long-term emotional challenges in comparison to families with no disable children increases. One survey of families with children with special needs found that over half reported that one or more family members altered their work hours, worked fewer hours, changed jobs or quit working altogether because of having a child with a disability (Larson, S.A., Lakin, K.C., Anderson, L.L., Kwak, N., Lee, J.H., Anderson, D. (2001).

Many challenges like behavioral challenges of children, involvement in caring, communicating with professionals, preparation and training, and social interaction are drawn by parenting a child with special needs (Brown, J. and Rodger, S. 2009). Moreover, other challenges like feelings of incompetence, feelings of anxiety, facing financial difficulties, role changes, poor social adjustment, increase in social isolation during the life cycle of the family Dealing with the feelings of their children about himself and dealing with the reactions and attitudes of others toward them and toward their child are daily responsibilities that create a number of stress sources for parents (Heather, Desmond, and Maryalice, 2006).

With regards to what is said about the needs of parents who have children with special needs, there is proof that they perceived higher needs in the aspect of information that they long to get about the status of their child and how their child views the world they live in. Parents who have children with special needs require adequate information about their child to help them with their future. They should also be made aware of how they can deal with behavioral problems their children exhibit. Researchers like Brown, J., Moraes, S. and Mayhew, J. (2005) state that parents need much information about the nature of the disability of their child, along with the appropriate programs that best support and address the needs of the family members. Parents also mentioned that they need to know and understand the steps of the social, health, and educational services and systems available for their children.

According to a research conducted by Hughes (2005), most of the families that were interviewed recognized that they treat their children with special needs in a normal way. One of the respondents stated that being a parent of a child with special need was difficult because it requires a lot of time and commitment. As a whole, the parents expressed mixed feelings of worry, frustration, sadness and helplessness in engaging in the life of their children.

III. METHODOLOGY

Research Method

This research used the qualitative-descriptive research design. Creswell and Plano Clark (2013) state that qualitative research explores a central phenomenon or one key concept that collects detailed views of participants in the form of words. It also analyzes and codes the data for description ad themes. Moreover, it interprets the meaning of the information and describe life experiences and give them meaning.

Participants

The participants of this research were the parents who have children with special needs belonging to the Holy Cross Parish in Brgy. Krus na Ligas, Diliman, Quezon City. The parents were randomly selected by Ms. Zenny Oblifias, head officer for Social Development Program for PWD of the Holy Cross Parish. The study was limited to 30 participants who have children with special needs and are recipients of the program of the parish.

Research Instruments

The instrument used to gather the data was a researcher-made interview schedule. The instrument was divided into two parts. The first part is about the profile of the participants of the study and the second part is about the three main questions asked by the researchers to the participants and were categorized as to Challenges, Needs, and Dreams of parents of children with special needs. Follow up questions were given by the researchers in the course of the interview. Interviews were done by pair and were allotted 15 minutes per parent. Results of the interview were tabulated generally and specifically according to the category of the disability.

Data Gathering Procedure

A letter containing the proposal of the study was submitted to the Parish Priest, Rev. Fr. Ronald M. Roberto of the Holy Cross Parish of Krus na Ligas in Diliman, Quezon City. Upon the permission to conduct the study in the Parish was given by Rev. Fr. Ronald M. Roberto, the researchers wrote a letter asking permission to conduct the study to the dean of Saint Pedro Poveda College, Dr. Salvacion Villavicencio. When the dean approved the study proposal, the researchers scheduled an interview with the parents through Ms. Zeny A. Oblifias. The series of interviews were conducted within three days.

Data Analysis Procedure

This research used frequency count, percentage and rank.

Frequency Count is the number of times a certain value or class of values occurs. Items are classified according to a particular scheme and arithmetical count is made of the number items within the text which belong to each classification or type in the scheme (Crawley, 2000). Frequency count is used in this research to determine the numbers of times an answer to a question was repeated in the interview.

Percentage is a rate or proportion per hundred. It is just one way of expressing numbers that part of a whole. (http://www. statcan.gc.ca, 2012) Percentage is used in this research to get the number of parents who have the same challenges, needs or dreams.

Rank refers to a relative position or degree of value in a graded group. It is also a listing of items in a group that is according to a system of rating or a record of performance; a position in such a list. (A Dictionary of Statistical Terms, 5th

Edition, 2002) In this research, ranking is used to name and group the top 5 challenges, needs and dreams of parents who have children with special needs.

IV. RESULT

This part presents the results, analysis, interpretation of the data gathered. Specifically, it contains discussion on the challenges, needs, and dreams of parents who have children with special needs in Holy Cross Parish, Krus na Ligas, Diliman, Quezon City.

Challenges of Parents

Parents of children with special needs face great difficulty in rearing their children. These parents experienced different challenges and problems in caring their children with special needs. The interviewees expressed the challenges such as having a hard time to take care and control of their children, cannot afford to send their children in SPED school, difficulty to understand each other, health issue and sibling conflict. These challenges are the concern of the parents who participated in this research. Each of challenges have corresponding reasons why parents experienced this.

33% of the parents have the main concern as having difficulty in taking care and controlling the behavior of their children with special needs because most of them do not know how to handle the behavior of their children. Furthermore, some parents who participated in this research stressed that their child often misbehaved and are hyperactive.

Also, the interviewees included that some of their children with special needs exhibit aggressive behavior towards them and sometimes this negative behavior lead the children to hurt their parents specifically their mother and other closest relatives. In terms of the education of their children, it is a challenge for the 23% of the parents to send their children in SPED school since they do not have sufficient money to support the education of their children with special needs. Most interviewees wanted to have an extra work to address the basic needs of their children with special needs which is education.

17% of the parents who have children with special needs struggled in communicating with their children because they have difficulty in articulating words and are having speech delay caused by their disabilities. Thus, parents could not relate to their children because of difficulty in communicating with them. In order to understand their children with special needs some of the parents mentioned that they rely on the gestures and movements of their children with special needs. In addition, most of the parents give time to educate themselves in learning sign language so that they can easily understand their children with special needs.

13% of the parents stated that the health issue of their children is the second to the last challenge to them. Some of the children are malnourished and easily get

sick. Thus, parents of these children find ways to prevent the illness and try to give vitamins for them.

Lastly, 10% of the parents mentioned sibling conflict is present in rearing their children with special needs. Rivalry is one of the reasons why siblings have conflict with each other since their parents are giving more attention to their brother/ sister with special needs, the tendency some of the siblings might develop jealous and think that they are not important. With these challenge parents stressed that they tried to explain the situation of their son/daughter why they give more attention to their siblings with special needs. The parents who participated in this research are favorable that these challenges and problems are present and evident in rearing their children with special needs based on their interview statements.

Needs of Parents

In line with these challenges, the parents also need assistance in raising their children and to address the needs of their children with special needs. Based on the interviews conducted by the researchers, it appears that their needs are essential in supporting their children with special needs. The essential needs of the parents such as to teach the children with special needs the basic life skills such as dressing up, feeding their selves, regular therapy, parent's education, financial support and medication.

30% of the parents mentioned that training of basic life skills to their children with special needs such as dressing up on their own, how to lace their shoes, and other personal necessities is one way to learn how to live on their own. The parents desire is to help their children learn the skills they needed to survive in everyday life even without the presence of their parents. As shown in the responses, the parents would be glad and satisfied if their children with special needs are able to acquire the skills that they wanted to impart to their children.

23% of the parents wanted to have a regular and continuous therapy for their children with special needs. Therefore, the parents try their best to send their children to a specialist and have consultation once in a while. But some of the parents are low-wages earners cannot afford private consultation so they depend on the blessings and free services coming from the parish. In line with these needs, the parents who have children with special needs are ready to educate themselves in learning the therapist skills that is needed for the treatment of their children. A proper workshop or seminar are the basic needs of parents in terms of handling the situation of their children with special needs. Also, the parents understand the importance of giving therapy to their children with special needs.

17% of the parents stated that their needs are financial support and medication in rearing their children with special needs. Medication includes the vitamins and medical tools for their children like hearing aid, wheel chair and other tools that is needed for the situation of their children. They really want an assurance to support the maintenance needs of their children with special needs and bear a hope that these needs would be granted. The parents are strongly believed in the interview

that giving them a proper assistance to their needs would be great contribution for them to lessen and face the challenges in rearing their children with special needs.

Dreams of Parents for their Children with Special Needs

The parents are still having ambitions and goals to their children with special needs. Dreams for their children are fuels for them to continue living and striving hard to attain these dreams.

As the result, 33% of the parents said that to educate their children with special needs is an act that makes them live like the normal children. In addition, 27% of the parents wished that their children with special needs able to learn how to write, speak and walk properly like normal children.

The challenges, needs and dreams of parents who have children with special needs according to the specific category of disability

Attention Deficit Hyperactivity Disorder (ADHD)

The main challenge of ADHD according to the parents is primarily behavior such as unable to control their children with ADHD in terms of being hyperactive. Behavior Modification is the best option to improve child's discipline and self-control, as well as searching for child's interest (interests can help take advantage of ADHD's hyper focus when dealing with certain tasks). The only need of this parent is to be able to control his child with ADHD. The dream of the parent is to have someone that can help her taking care of his child with ADHD.

Autism

The main challenges of parents who have children with autism tend to be along the areas of discipline and communication such as computer addiction, lack of respect, too hyperactive, cannot restrain, expensive care and difficulty in understanding. Counseling, Behavior Modification and Speech therapy are the main needs that should be addressed according to the interviewed parents of children with autism. Also, to teach their children to follow their parents the way they follow the teacher. Getting their children with Autism to a level of social and physical independence is a priority goal.

Hearing Impairment

The main challenges of parents who have children with hearing impairment are primarily communication problems (the child's lack of knowledge in sign language). These challenges are hard to understand as the children don not really know sign language; hangs out with friends too much, financial burden; sickly, irritable, temperamental and takes a lot of effort to understand. In addition to this, physical ailments and personality problems (children have abrasive personality) are present as well. The main needs to be addressed are communication, with sign language to help others understand their children (and for the children to express him/herself) and hearing aid (for hard of hearing) being the primary concerns.

Though for the personality issues, Behavior modification is necessary to reorient the child towards self-improvement and via studying. The dreams of the parents for their children with hearing impairment is to be able to speak and hear. Also, to finish their study despite of their disability.

Cerebral Palsy (Physical Disability)

The main challenges of the parents who have children with cerebral palsy are the lack of mobility, difficulty in carrying their children, their children with cerebral palsy is getting heavy (weight); lack of medicine due to insufficient money, so medication is intermittent and their children are sickly. Lastly the lack of understanding, either from intellectual disability, hearing or visual impairment, or physical disability (no muscle control), hurts both the children and the family the most. The main needs to be addressed are regular therapy (physical, speech, etc.) vitamins and maintenance medication (especially for pain relief and other co-morbid conditions), frequent or regularized medical check-ups and access to mobility (from crutches for hemiplegic CP to wheelchairs for paraplegic and quadriplegic CP). The dreams of parents to their children with cerebral palsy is to be able to see, walk and stand on their own is a primarily wish of the parents as well as to go to school and learn how to read and write.

Down Syndrome (Mental Retardation)

The main challenges of the parents who have children with Down syndrome are primarily the children's behavior, problems like none purposively hurting others and speech development problems. Behaviorally, children with Down's syndrome are no different from younger children but are usually magnified by limited communication skills. But with proper strategies in behavior management, speech and physical therapy, their needs can be addressed. The dreams of the parents who have children with Down syndrome are to speak properly and able to take care of their selves.

V. CONCLUSION AND RECOMMENDATION

Conclusions

The major challenges of parents who have children with special needs generally and specifically according to the disability are how to take care and control the behavior of their children. It is followed by education of the children; communication, health problems and sibling conflict.

The parents expressed the needs for their children who have special needs generally and specifically are to teach the children the basic life skills such as dressing up, feeding their selves, regular therapy, parent's education and support and medication.

The dreams of parents who have children with special needs are to have proper education so they will be able to survive on their own. They also wish that despite their financial difficulties, their children can have continuous medication. From

the result, it was very clear that parents faced a lot of difficulties in order to deal with their child's disability. These parents needed support and assistance for their children.

Recommendations

The program of the Parish should be aligned with the challenges, needs and dreams of parents who have special needs. Generally, the parents expressed the importance of education for their children, the parish could help facilitate the educational provision for their children with special needs. The parish can also provide seminars for parents because they should be educated and guided as well on the disability of their children so that they will be able to deal correctly with their children.

The members of the community of Krus na Ligas should provide programs that builds bridges and encourage relationships among individuals with and without disabilities in the community. The community members should ensure full access to different facilities and services like physical, personal care, communication and behavior support for child with disabilities. They should also establish policy that will give support and protection against abuse with individuals with special needs.

The school should provide extra attention and supervision to their students with special needs. It will definitely help these children with special needs to improve with their academic standing. The school may build facilities that would cater to the needs of these children with special needs. Also, the guidance program of the school should be designed in such a way that they can assist the parents by providing schedules for conferences, follow-up assessments and progress report of their children so that they will be aware of the development of their children in school.

Parents, may join seminars and programs for parents of children with special needs so that they can better take care of their children. If it is possible, they may join or bring their children in certain activities or camps that is intended for children with special needs because it also develop their social life.

This research added information and new learnings to the researchers. However, this research only focused on the basic information on the parent's challenges, needs, and dreams. It is recommended therefore that further research exploring wider and deeper scope on Special Education concerning the parents, children and the whole community will be done to have extensive information that would be used for future planning of the different social institutions.

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A Metasynthesis of Filipino Youth Challenges in Globalization

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There are different articles and papers published regarding globalization or Filipino youth but done on separate manner. The objective of this metasynthesis is to get a broader, deeper and sensible understanding and comprehension on the current status of how Filipino youth cope with the challenges for globalization. There are more than ten (10) references gathered online to support the data of observation to reality. Data collected for this study is gathered through the utilization of: objectives, sampling, research design, research results and guidelines. In the parts of conclusion and recommendations, the whole process of conducting metasynthesis on the subject being studied at hand will lay down both the positive and negative effects of each sub topic identified at hand at the experience of Filipino youth.

Keywords: Filipino youth, metasynthesis, globalization, challenges

I. INTRODUCTION

Background of the Study

    This study follows the type of Research or evaluation technique known as metasysnthesis. Consist of additional input to the development of knowledge in definite observable fact. Most of the findings are all interpreted in narrative form minus all the quantitative or countable data.

    This metasynthesis research output consists of comparison, descriptive and comprehensive summary on Filipino youth challenges for facing Globalization. The subtopics identified are based on the context and relational connection of the study at hand. Coping with globalization's demands have implication on how the future generation shape the context of the nation.

    There are different kinds of studies conducted separately on globalization and Filipino youth. According to Lanuza, despite the steady phase of modernization in the larger Philippine society, the youth culture of the students in UP Diliman still betrays dominant traditional values and traits. This study comparing to some other findings that may support or negate such allegation will be discussed along the way as to how directly affect globalization a typical Filipino youth, as they are the future of this society.

    The historical, political, economical and cultural phenomenon in the Philippines wherein the focus of this study is focused on has big comparison for who are the youth during different regimes and experiences experienced in

everyday living. In the context of Filipino society, large number or percentage of Filipino youth are affected by the social anxiety caused by globalization defined in different themes and concepts.

These social realities added to the nonstop challenges that Filipino youth experience aside from neglect of some other social means. Filipino youth will not just experience all the norms mentioned above because there are far worse conditions added on that.

Challenge but could be turn into opportunity if proper planning; thinking and contemplation will be initiated by the youth themselves supported by Filipino think tanks. Research findings from this paper on how to overcome these challenges will develop full grown Filipino youth successful, confident and worthy playing its role will benefit the many.

Statement of the Problem

There are lots of challenges towards self development and betterment of the Filipino youth but one of them is globalization as it has two faces of the coin. This study has these following questions to narrow down and find answers to this research:

1. Who are the Filipino youth in globalization?
2. What are the globalization challenges faced by Filipino youth?
3. How would Filipino youth turn the challenges into opportunities for advancement?

Objectives

In this study, the objectives to attain are:

1. To conduct metasynthesis to different findings regarding the globalization challenges to Filipino youth to come up with common themes that will suit the aim of the study.
2. To have a summary of a helpful developmental approach for Filipino youth initiate and implement agenda to overcome globalization challenges, turning them into opportunities.

II. RELATED LITERATURE

Filipino Youth Theory: As defined for the study

Filipino youth have suit in the following criteria:

According to Palantino (2005) on Philippine Youth Situation

- The Philippines is dominated by young people aged 13-35. Almost 20 million are enrolled in schools; 10 million are out-of-school youth; and 12 million are part of the labor force.
- The Constitution, which recognizes the important role of young Filipinos in nation-building, guarantees the protection of the youth's welfare. But the government continues to implement policies which hamper not only

the progress of society but also the realization of the full potential of the youth.

- A bright future for today's youth is no longer possible under a regime which accepts and propagates the cardinal principles of the World Trade Organization: liberalization, deregulation and privatization. Never has there been a government so callous in glorifying the WTO-sponsored programs of globalization even if there is an overwhelming evidence to show how these policies are destroying the education, employment and culture of the nation.

Being in the realm of everyday changes and challenges, Filipino youth evolved from:

- Being traditional into practical minded especially to work ethics.
- Modernized through its ability to speak English, then challenged to be back on learning the mother native tongue.
- Exposed to social realities, forced to not just gain knowledge but be part of the whole changing process.

Globalization and its components

According to Globalization 101, Globalization is a process of interaction and integration among the people, companies, and governments of different nations, a process driven by international trade and investment and aided by information technology. This process has effects on the environment, on culture, on political systems, on economic development and prosperity, and on human physical well-being in societies around the world.

It is a reality that all the people around the world must deal with as it has the good intention of making modern life way much better than the crude way. The process of globalization pour in better chances for development to many states but there are some negative side in this. It mostly affect the youth if left unattended in the right way. Policy makers must always make certain that they take care to what youth needs to turn globalization as an opportunity more than a challenge with strong hold.

III. METHODOLOGY

The criterion regarding the choice to use in the study included all related studies from online journal and articles that have "Filipino youth" and "Globalization" keywords. The goal is to get more than ten studies for much more meaningful metasynthesis that suits the criterion demanded. It seeks to find out how Filipino youth attain betterment in globalization despite its challenges.

Each and every data encoded for metasynthesis forms part in the integrative outcome of the whole study.

The following data collection was formed in this manner:

1. Drafting the statement of the problem,

2. Forming sampling through secondary data all gathered from online sources.

IV. RESULTS

Table 1. Objectives of the study regarding Youth and Globalization

Authors of the Study	Objective of the Study
Lanuza, 2007	Aims to explain the phenomenon of retention of Filipino youth traditional and family values in the modern world and at the same time connecting it wider issue of Globalization.
George, 1999	It seeks to explain the youth culture in the context of understanding the future of globalization and religion.
Gidley, 2001	The study aims to define the current challenges of youth recognizing the importance for search of spiritual values.
Batan, 2011	It tries to explore the significance of globalization in the growing up process of Filipino young people compared to other countries. It will also identify the problem of globalization in the Filipino culture.
Herrera, A. & Robias, J. 2010	This exploratory study intends to explore the views of the youth of Baguio on Filipino national identity and nationalism in the age of globalization.
Palatino, 2009	It seeks to define and set the connection of provocative and important insights regarding the effect of free-market economic policies, privatization, and neo-liberal globalization on Filipino youth.
Oreiro, 2014	The paper will look at the history and development of Asian American identity, specifically that of Filipino-Americans including the inferiority of youth and the ways in which it is being formed today.
Cruz G., Laguna E., Raymundo C. (2001)	The paper attempts to do the following: (1) describe the nature of Filipino adolescent lifestyle in terms of mass media consumption, engagement in social behaviors and risk behaviors; (2) describe the familial context of the adolescent as a possible determinant of adolescent lifestyle; (3) determine the correlates of distal, proximal and risk behaviors of the adolescents particularly focusing on the role of family structure, family control variables and parent-adolescent interaction process; and (4) identify the precursor variables to adolescent risk behavior.

Table 2. Research Output on Youth and Globalization

Authors	Research Output on Youth and Globalization
Herrera, A. &Robias, J. 2010	**Theme 1**: The study found out that that the youth relatively feels very positive on being Filipino. While respondents exhibit a positive personal preferences for things Filipino, these preferences have not yet been lifted to a level of consciousness that would make the manifestation of such personal preferences as expressive of their identity as Filipino, or as charters of national identity. **Theme 2**: It also appears that ignorance or lack of information on the cultural affinities of ethnic groups and on their membership in the national community is the most problematic area.
Lanuza, 2007	**Theme 1**: The cumulative effects of the family and religion outweigh the

	onslaught of modernizing and globalizing forces at work within and outside UP Diliman. **Theme 2**: The influence of the globalizing forces such as mass media intrusion, the introduction of the new information technology, the inroads of mass culture and the consumerist values being fostered by the growing "mall culture" are already being both within the dominant Filipino culture.
Unesco, 2010	**Theme 1**: There is a real great danger that the Philippines will fail to achieve universal primary education by 2015 given the extreme economic inequalities fuel education inequalities, notably pushing many children out of school into employment.
Batan, 2011	**Theme 1**: The homogenization of growing up Youth culture
Miranda, 2003	**Theme 1**: Filipino youth inconsistent relationship with Filipino government and the option of "going abroad".
Palatino, 2009	**Theme 1**: Filipino youth face Paradox of education **Theme 2**: Filipino youth deal with cheap labor **Theme 3**: Filipino youth challenges cynicism **Theme 4**: Filipino youth handle dissent
Voice Master, Philippines (2003)	**Theme 1**: Media and technology are the other big things in their life. TV and radio have the highest reach. **Theme 2**: Technology is still a function of class, but the Internet Cafes mushrooming in our midst will democratize their availability to the youth. Globalization will happen faster in this generation as the world opens up though media and technology. According to the youth, with the Internet, they can learn about anything.
Oreiro, 2014	**Theme 1**: This new generation of Filipino-Americans, labeled under the 'Asian American' title, would come to embrace their Asian panethnic identity, but not without developing efforts to maintain their uniqueness as Filipino-American. **Theme 2**: With the increased access to global media, many American-born Filipinos are beginning to further question what type of identity they wish to adopt. This has created what has been described as a type of 'cultural limbo' for many Filipino-American youth.
Leon, L. (2004)	**Theme 1**: Filipino-American youth do not feel connected to the culture of their ancestral homeland, and at the same time they find themselves excluded from the culture and history of their host society. Although parents may push their children to adopt and embrace the American system, culture and norms, Filipino American youth find themselves caught between their parents' immigrant dreams and the American realities of race and racism".
Cruz G., Laguna E., Raymundo C. (2001)	**Theme 1**: The Philippines like the rest of the world is experiencing pervasive socio-economic and cultural transitions brought about by globalization. Continuing modernization, increasing levels of urbanization and industrialization along with the worsening level of poverty in the face of a ballooning debt burden have drastically changed the face of the Filipino society. The impact of such trends cannot be more dramatic than its effect on the Filipino family. **Theme 2**: Lack of economic opportunities has led to massive movements resulting in some adjustments in family structure. Newly emerging forms of living arrangements have compromised the interests of many particularly the younger members of the family. This is evident in the marked increase in the number of children who are growing up under the care of either solo or surrogate parents. **Theme 3**: The generally urban ward movement particularly among the young has spelled greater independence for them as early nest leaving

	diminishes parental control and influence on these young people's lives, which may pose undesirable consequences for their behavior. Such changes, along with the rapid development in information technology and the spread of the mass media provide a unique context for Filipino adolescents.

Table 3. How to Turn Globalization Challenges to Opportunities

Author	How to Turn Globalization Challenges to Opportunities
Lanuza, 2007	The family and religion institutions have spawned new forms of disciplinary mechanisms that now serve as mini pan opticons that keep surveillance to the youth.
Herrera, A. &Robias, J. 2010	The refusal of the majority of the population and especially of dominant groups within the society to confront questions within the society, to confront questions of neo-colonial domination and to gain lessons from the country's historical experiences will most certainly be reflected in the nature and content of national identity formation especially through the schools.
Batan, 2011	The author insisted on the concept of "Cultural Competence" training from the concept given by Hanley J.H which means to work towards cultural competence, looking within for deeper understanding of ourselves and the cultures of the people we serve. To also act on the knowledge, turning understanding into more effective programs and services.
Palatino, 2009	The youth movement is prepared to sustain its earlier victories in opposing some of the WTO policies in education. It can learn from the creative and sustained actions of high school students when they opposed the proposal of the government to impose additional year for unqualified students even though there is no increase in funding for education. The public indignation over the bloated funding of debt service at the expense of social services must be harnessed into one potent force. The government's earlier admission that they failed to regulate fees must be maximized to demand more reforms in tuition collection. Indeed, the future is bleak for Filipino youth because of a government subservient to foreign dictates. But this does not mean the fight is already over. Because the Filipino youth is at the forefront of the battle for a better nation, humane world and a prosperous future.
Oreiro, 2014	However, as individual self-representation continues to grow stronger and new avenues Filipino identity are currently being discovered, I would urge the scholarly community to pay attention to the ongoing phenomena that are affecting Filipino and Filipino-American youth today. While the question of identity is certainly not limited to a single racial or cultural group, it is quite possible that these phenomena may possibly serve as the foundation for discovering a new transnational identity in the coming years.
Cruz G., Laguna E., Raymundo C. (2001)	The Filipino family which serves as the primary social group of the adolescent is showing initial traces of stress, marked by substantial levels of absentee parenting and unstable marital unions. This is largely the result of options taken by parents as they deal with the pressures of a changing environment (such as overseas migration). Such change coupled by the increasing levels of migration by the adolescents have given rise to new forms of living arrangements which have taken youth away from their family environment—a condition that makes them vulnerable to risk behaviors. As family control over the young people recedes in importance during the

	adolescent years, alternative influences, particularly peers and mass media, gain prominence. With the increasing westernization of mass media which threaten traditional values inculcated by the family, its increasing appeal to the young poses serious implications. It is worth noting however, that family values and parental guidance continue to show significant influence in trying to neutralize the effects of media and peers. Particularly, a strong, stable and intact family environment of the adolescents tends to diminish the impact of outside influences on the adolescent. In the face of the growing environmental threats on adolescents, it is thus important to further strengthen the family as a primary refuge for the adolescent. Specifically, fathers who are viewed as heads of the family but functionally distant due to their work outside the home should strive for greater involvement in domestic affairs. As role models for their sons, their presence in the home is necessary.
Voice Master, Philippines (2003)	The Internet is a great tool for building youth empowerment. We can create our own web pages to promote youth participation. Youth can develop international solidarity by participating in online discussions. We can use the Internet to connect with international youth organizations such as Advocates for youth, International Student Activism Alliance, and Global Youth Action Network.

V. DISCUSSION

For the first objective, the overall objectives of authors accumulated are to define, describe, set the connection, identify and explain youth challenges on Globalization. Each and every aim of the authors finely suit the criteria of it falling under the category of Metasynthesis. All the authors are focused in establishing the defining point between youth and globalizations. Most of the concepts have the following keywords: Family Values, Youth Culture, Comparison of Growing Up Process, National Identity, Perception on Global Market and Behavior Patter trends.

For the second objective, different authors with different themes speak of connected Globalization issues effect on Filipino youth. Almost all of these challenges or issues are usually observed in the society given its practical effect in reality. The problems of Filipino youth in this Modern day Globalization era sprouted from the time of Colonial times as the same concepts are still part of the argument such as nationalism, self-identity, media, education and information technology. The influences of those what are usually seen in the practical world pattern on what is moulded in the minds of Filipino youth.

No one could really say that working abroad is right or wrong. No one can set the real parameter if the how far technological innovations cause positive or negative effect to the future of Filipino youth. No one have the power to measure if a Filipino behaviour in the modern time is accepted compared to the traditional thinking in the past. Filipino youth in Globalization can do so much more for

themselves to become equipped if the discretion go beyond thinking the right or wrong into what would rationally give great for the common good.

The considerations for defining who the Filipino youth under Globalization would take too much stream lining along the line given that there are different kinds of Filipino youth. There are rich, middle class, poor and under poverty line Filipino youth in the Philippines. Each and every defined class have different sets of values that they follow, believe and consider. The effect of Globalization for each of them may have difference or sameness so; the challenges need to be contextualized. As such, Filipino youth's challenges under the concept of globalization come out from different perceptions and must be considered in the latter parts of international relations studies as it gives implication to the status quo.

For the last table, despite the criticisms on Filipino youth because of Globalization and vice versa, there are still liberations available for Filipino youth to overcome all these challenges. Having some coping mechanisms in the given problematic schemes would liberate Filipino youth from the bondage of thinking that downside of globalization. There are avenues to showcase the possibilities of having better change rather than considering the victim paradigm on the constant change this world embraces now.

VI. CONCLUSION AND RECOMMENDATION

In this metasynthesis, common themes on youth's challenges on Globalization has both positive and negative road towards opportunities. The whole process of metasynthesis gave clarification the consistency defined in the materials that are being assed. Filipino youth and globalization has laid down the concepts which are all reliable, cost-conscious, prolific and practical, though very broad if assessed deeply. Each and every objective in the metasynthesis was openly defined by the authors included in the study. The research outputs were enriching – full of explanation to the phenomena. The inclusion criteria procedure to collect data, sample description and methods for data analysis and interpretation were also presented.

In line with concepts of Filipino youth and globalization, the following recommendations are made:
- Traditional influence of Academe. Educators need to be exposed more on the practical and subjective supervision of Filipino youth as changes are rapidly felt or experienced from now and then.
- Strengthening of Barangay based activities for Youth most specifically Out of School Youth and Children such as Pag-Asa Youth Association of the Philippines.
- Further researches for youth empowerment. Deep and narrow research need to be done on Filipino youth's challenges or coping mechanisms for Globalization.

- Youth factor play for policy promulgation. Policy makers and think tanks should include the relevance of Filipino youth.

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Attitudes of Children Toward Mathematics

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One of the hardest subjects in school is Mathematics that some of the children are having a hard time dealing with it. Childhood is a sensitive stage for the development of attitudes and feelings toward Mathematics. At this stage children may form positive or negative attitudes toward any subject hence these attitudes may last all throughout their school years. This study determined the positive and negative attitudes of the children toward Mathematics. The participants who took part in this research were Grade 2 students in a public school in Mandaluyong City. They are 7 to 8 years of age. This qualitative study used descriptive survey method to gather data. Three research-made instruments, namely the Attitude Scales, the Observation Guide and the Interview Schedule were use in gathering the data of this study. The results of this study show that 79% of the samples possess positive attitudes toward Mathematics, such that they like the subject and feel the joy, happiness and excitement while dealing with it. On the other hand, 21% of the samples possess negative attitudes toward learning Mathematics such that they experience fear, difficulty, anxiety and frustration on the subject. Therefore, this study recommends carefully-planned Mathematics' instruction where children are neither feel threatened nor frustrated but get into the excitement of exploring the helpful and useful subject called the Mathematics.

Keywords: positive, negative, attitudes of children, Mathematics

I. INTRODUCTION

Most studies on attitude toward Mathematics have focused on secondary students or adults. However, according to Cockcroft Report (1982) Mathematics may also elicit reactions from children. McLeod (1994) adds that childhood is a critical stage in the development of attitudes and emotional reactions toward Mathematics. It means that children may exhibit positive or negative attitudes when they experience happiness or frustration on that subject and retain that attitude until adulthood.

Furthermore, attitudes may change throughout school, generally, once formed, negative attitudes, anxiety and fear are difficult to remove and may carry into adult life. That leads to reduce children's willingness to persist on a problem. Children who have negative attitude may weaken their concentration in learning Mathematics. The studies on motivation in Mathematics indicate that children

who are motivated and driven are more likely interested in Mathematics regardless of their mathematical skills. Children who have positive attitude can do things in Math even if they experience failure. They take risks in order to understand the concept of Mathematics.

Hence, this research aimed to identify the positive and negative attitudes and detect the possible factors that influence the attitudes of children toward Mathematics.

This study determined the positive and negative attitudes of the children toward Mathematics. Specifically, the researcher answered the following questions:

1. What is the attitude of the students toward Mathematics?
2. What are the positive attitudes of students toward Mathematics?
3. What are the negative attitudes of students toward Mathematics?
4. What are the possible factors that influence the attitude of students toward Mathematics?
5. What interventions could be offered to those having negative attitude toward Mathematics?

II. RELATED LITERATURE

In education, attitude is one of the important elements which determine the students' success. Most children dislike Mathematics where negative attitudes have been created in their minds. In line with Ashcraft's views (2002) primary school children who are anxious about Mathematics should be the teacher's priority group as it is likely that they will go on to underachieve mathematically during their secondary years. Children may carry their anxiety and fear into adulthood limiting their chance to explore the subject and further opportunities to learn. As stated in Newstead (1998), young children are beginning to develop anxiety toward Mathematics in the primary school. It might be possible that children may not understand and consequently not be interested in the subject. If a child already gives up studying mathematics in the early stage of learning, this will result in anxiety, fear and frustration in solving mathematical problems.

Children's perceptions in mathematics were quite revealing. Their statements show negativity on the subject. In addition, when young children already developed negative attitudes toward the subject in their primary years it would be very difficult to change them when they have already reached adulthood. Newstead (1998) supports that attitudes formed at or by this stage will be hard and may well persist into adult life. Moreover, in the case of frequent failures, attention is needed for the protection of children from the danger of disappointment. On the other hand, Bandura (1977) posits children's self-efficacy as becoming more accurate and stable over time and are very difficult to change. Children often hate mathematics because of the teacher factor, the subject itself or the student factor. Some researchers found that fear, anxiety and dislike of Mathematics are caused by the teaching approach, poor skills in math, and

negative attitudes (Mohd, N., Mahmood, T., and Ismail, M., 2011 and Zan, R. and Di Martino, P., 2007). Furthermore, causes of negative attitude also include teacher anxiety, educational or environmental factors, and innate characteristics of Mathematics, failure in it and the influence of early school experiences on the subject.

Based on the research of Stodolsky (1985), the beginnings of anxiety can often be traced to negative classroom experiences. It proves that one factor of negative attitude of children toward Mathematics begin at school. This research mentioned that the roots of negative attitudes lie in the instructional method and/or in the quality of mathematics teaching in the elementary level. Children might experience failure because of poor performance in Math class.

Another contributing factor why negativism on the subject is developed is when the children would not easily understand the language of Mathematics that may lead to their loss of interest. So, children might do some work while having their math class and pay attention to their irrelevant work. Skemp (1986) suggests that rote learning of mathematics can cause children to develop anxiety and fear toward Mathematics. He also notes the problem being faced by teachers who are hoping to teach the children with understanding the process "how" and connection "why". Primary Mathematics should be taught in a way that the children see a connection in their everyday lives where they can apply the mathematical skills they learned rather than emphasizing memorization. Moreover, children should understand not only the concept but the processes involved in learning Mathematics. McLeod (1994) explains that active learning, the novelty and difficulty of non-routine problems, and the need to communicate about problems are expected to give rise to more intense affective responses and are expected to simplify it for the students who have difficulty in answering mathematical problems. Where pupils feel at ease to ask questions and take risks without fear of criticism.

Educators believe that children who see a connection of their lessons to their lives are motivated to learn, a condition where they achieve a higher level of performance in class and that which lessens the build-up of negative attitudes toward their lessons and tasks at hand.

According to Effandi and Normah (2009), negative attitudes toward Mathematics need to be processed, so that later in life, the students will not suffer from it. They assert that in order to live a competent life, it is important to master the basic Mathematics concepts and operations. Their claim is supported by O'Connell (2000) who points out that students must have positive attitude toward Mathematics if they are to succeed. O'Conneell proposes that facing mathematics problem requires patience, persistence, perseverance and willingness to accept risks. Thus, students who come to enjoy mathematics will increase their self-esteem and intrinsic motivation to learn. Zacharos, K., Koliopoulos, D., Dokimaki, M. and Kassoumi, H. (2007) share that students with positive attitude towards Mathematics will generally excel in it.

A study conducted by Faridah (2004) shows that students with high level of perseverance will not stop trying until they manage to get the answer and they will continue to work on a problem until they succeed in solving. Education Matters (2008) asserts that confidence toward–Mathematics play a significant role in Mathematics achievement. When the children are confident, they are capable of developing their own strategies on how to perform in Mathematics. More importantly, the right guidance of the teacher and his various teaching styles in Math would help the children to be active and eager in the mathematics subject. Attitudes of children have an impact on their learning because it influences how they perceive and like the subject. Some young learners who may have already established positive attitude toward Mathematics will do their best to arrive at the correct solution to their problem, despite initial-failures. Thus, failures do not pose a threat in their process of learning the subject whether the positive and negative attitudes towards mathematics are directly influenced by children's learning process in Mathematics.

III. METHODOLOGY

Research Method
The researcher used the quantitative design, particularly the descriptive survey design which describes the nature and characteristics of the phenomenon. This design was selected to meet the objectives of the study, to determine the positive and negative attitudes of the subjects.

Respondents
The respondents were children aged 7 - 8 years old and consisted of 13 boys and 17 girls in Grade 2. This study was conducted in a public school in Mandaluyong City. The study was limited to 30 participants who were capable of reading and the samples were all in the same class. The samples were purposively selected for their readiness skills in reading and carrying out a group administered test. It is assumed that the subjects selected are representative samples of the Grade 2 population in the public school where the study was conducted.

The Instruments
The instrument used to gather the data was a researcher-made, such as an attitude scale, an observation guide and an interview schedule. The Attitude Scale consisted of both positive and negative statements; the statements were shuffled to ensure reliability of the answers. It adopted a Likert Scale format where statements were rated according to the following degree of responses: SD – Strongly Disagree, D- Disagree, A- Agree, and SA- Strongly Agree. This Attitude Scale was used to measure the attitudes of the samples toward Mathematics. The researcher translated the survey into the respondents' mother-tongue so they would easily understand the statements in it. The second instrument that was used was an observation guide. This featured a table consisting of student's attitude,

teacher's instructional technique and the classroom setting. It was used to cover the overall observation during the class instruction of Mathematics. The last instrument was an interview schedule. The questions in the schedule were as follows: *Do you like Math? Why or why not?* And *can you describe what Mathematics is for you?* The three (3) students who gave the highest positive rating and the three (3) who gave the lowest or negative rating within the samples became the participants of the interview.

The Data Analysis Procedure

The data from the attitude scale provided the bulk information in determining the attitude of the subjects toward Mathematics. The researcher processed the data from the Scale using the weighted mean. The total score for the positive and negative attitudes were interpreted and analyzed using a measure of central tendency, the mean. The information obtained from the observations and interviews enriched the results that–answered the research problem. Also, this study used the frequency count, percentage and rank in processing the data.

IV. RESULT

A student's attitude towards Mathematics can have positive or negative effects on the learning processes and outcomes in Mathematics. From the data gathered, 79% of the shows positive attitude toward Math while 21% of the respondents show negative attitude toward it.

Table 1: Highest Mean of Attitude

Item Number	Statement	Mean
14	I listen carefully in Math class.	4.0
23	I'm happy doing Math problems.	3.5
1	I like Mathematics.	3.3
3	Learning new things in Math is fun for me.	3.3
5	Math is important throughout life.	3.1

Table 1 indicates the five highest mean in the attitude scale which means that the respondents who have positive outlook toward Mathematics enjoy solving mathematical problems. This means they have the interest to pay attention to what the teacher is sharing in class if they think and sense that Math is good. In addition, O'Connell (2000) who points out that facing mathematics must have patience and perseverance explains a common belief that children who sustain their interest in math are likely to have a better disposition in acquiring mathematical skills. Even though they get low grades in the subject, they still like it and never lose interest in it.

The respondents who gave a high positive rating in item no. 5 (Math is important throughout life) reveal that they give more importance to the details of the discussion to make Math understandable to them. The Item no. 14 which tackles the listening disposition of the students shows a perfect rating of 4.0. This

implies a good possibility appreciating Math because the more they listen, the more they know about the subject, and the more they learn skills and concepts, provided that the delivery of instruction is clear and accurate. This positive listening attitude keeps the students interested in learning mathematics. In support of this result, Faridah (2004) stresses this idea where she explains that students with high level of interest and perseverance will not stop trying until they manage to get the answer and will continue to work on a problem until they succeed in it.

Item numbers 1, 3 and 23 show that the samples feel the happiness and enjoyment in learning Mathematics. This implies that they are happy when solving Math problems. The attitude of being happy in solving problems can be helpful even if sometimes it appears to be very hard to grasp. With a happy and positive disposition, they persist in trying to answer and understand the particular concept being studied. As shown in the response, exposes importance of having the attitude of happiness and enjoyment for this helps sustain the interest in dealing with any Mathematics concept. For the educators who believe that children learn more when they are interested and happy incorporate the element of connecting to the students interests in their instruction. A positive response such as "*we enjoyed doing activities and playing numbers in Math."* proves that happiness and enjoyment fuel the children to like the subject. To have better understanding of Mathematics, as this study has found out is to make the students feel comfortable in facing Math problems and furthermore, to enjoy what they are doing.

The respondents repeatedly gave high rating on the items in the attitude scale that pertain to math as a tool in everyday life. These results communicate children's strong preference to the practical application of Mathematical skills rather than on rote learning. All the things that they learn in their Math class they would like to use in their everyday life. The 76% of them agreed that Math is very useful because they can use it when they buy something or when they are able to compute accurately. On the other hand, 24% of the students disagreed on the usefulness of mathematics.

The high rating that the samples gave to Item no. 23 proves that children can enjoy the subject because they have the confidence to try mathematical problems. These data are in total agreement to what the Education Matters (2008) belief that confidence toward mathematics play a significant role in mathematics achievement. As O'Connell (2000) posits students who come to enjoy Mathematics will increase their self-esteem and intrinsic motivation to learn and to connect Mathematics into their lives. This makes the subject more meaningful to them.

Table 2: Lowest Mean of Attitude

Item Number	Statement	Mean
19	I'm afraid of Mathematics.	1.4
21	I don't want to participate in Math class.	2.0
22	I easily get upset when I can't understand the lesson.	2.0
12	I hate math because it's so hard to understand.	2.0
6	I didn't like Math.	2.0

Table 2 shows the lowest means. These five items are negative attitudes. This means the respondents strongly disagree with the statements. Being in disagreement with the given statements means the following: they are not afraid of math, they want to participate in Math class, they do not get upset when they do not understand, they do not hate Math, and that they like Math. Item number 19 displayed the fear in math with 63% and 33% who rated the item with strongly disagree and disagree, respectively, and a meager 3% of the students rated it strongly agree. These ratings imply that the big majority of the sample populations are not afraid of mathematics, they have the confidence to face Math problems and they never fears Mathematics. Item numbers 21, 22, 12 & 6 indicate that the participants disagree with the statements that regard mathematics negatively. These data show that the participants, though they received low marks in Math, they are not afraid of it and are willing to understand it for they deem it important in their daily lives. These data were consistent even if they experience difficulty in Mathematics, they strive to understand its concepts. Despite this attitude they still believe in themselves and try their best to solve mathematical problem.

Positive and Negative Attitudes toward Mathematics

As the results show, twenty-four (24) or 79% of the respondents demonstrated positive attitude regardless of the difficulty on the subject. The respondents relay that they enjoyed and get excited to learn the subject. The things that they learned in Math are fun for them thus children who have high level of positive attitude toward Mathematics will have a high level of success in life. Attentions should be directed towards creating, developing and reinforcing positive attitudes. The respondents agreed that they ask for clarification if they do not understand the lesson in Mathematics. Perseverance and confidence are keys to have a better position on the subject.

In contrast, six (6) or 21% of the respondents possessed negative attitude such as anxiety, fear, frustration, difficulty in understanding and did not like mathematics. According to them, sometimes, they easily get upset if they do not get the right answer in the problem given to them. They also pretend that they understood the lesson but deep inside they really did not get the idea and confused. As one of the interviewees had share, he does not want to ask for help from his teacher because the latter might scold him. Feelings of anxiety can lead to panic, fear, nervous, frustration, helplessness and loss of ability to concentrate. Therefore, students with these attitudes may avoid engaging in Mathematics experiences. In

the study of Sweeting (2011) he asserts that students may develop either positive or negative attitudes toward mathematics during their school experiences. Thus, attention is needed for the protection of children from the danger of disappointment. To be able to overcome negative attitude, children should possess the positive attitude to reduce anxiety, fear and frustration. Prior to this, young learners should be implanted with positive attitude toward Mathematics so that in their adult life it is not hard for them to like the subject and perform well in class. Therefore, the respondents of this study perceived Mathematics with positive attitudes than with negative attitudes. They do not mind the difficulty of mathematics as long as they experience positivity in learning the subject through the use of proper approach and method of the teacher, it comforts for the students to easily like and understand mathematical concepts.

V. CONCLUSION

Based on the results obtained from the research, the conclusions were formed. The participant's level of positive attitude in Mathematics influenced them to like the subject and feel the joy, happiness and excitement in learning it. It is a good sign that the children's attitude toward Math may help them face the subject positively in their future endeavors with it. The small percentage of the respondents still possess negative attitudes such as fear, anxiety and frustration toward the subject. The 21% of the children rated that they feel that they are having a difficult time in math. It shows that these negative attitudes affect the student's liking of Math.

Thus, teacher's intervention such as addressing the needs of the children in terms of solving mathematical problems, giving feedbacks, discussing the important concepts in Math and helping to solve Math problems might contribute to have positive attitude toward the subject. Classroom atmosphere greatly affects the students' attitude toward the subject where praise is offered, and features clear and effective motivation yield the development positive attitudes. Overall, teaching approach of the teacher must available and responsive in helping children to answer mathematical problem that may have positive attitude of the children toward mathematics.

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Electronic Gadgets: Beneficial or Distractive?

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Electronic gadgets are becoming more and more a part of every person's life. People of all ages from different walks of life become dependent on gadgets like laptop, notebook, tablets, mobile phones or cellphones or smartphones, just to mention the most common ones, and seems could not function at all without these. Observe what keeps people busy in different places. Mostly, texting, playing games, reading, talking, and many other activities they can do with their phones. This is a common everyday scenario at homes, workplaces, schools, inside the vehicles, and even on the streets.

Uses of Gadgets

Apparently, gadgets are invented for different uses and purposes. It created a need as well as a want to people. Cellphone, as the most common gadget is very useful for communication which is either charged or free through social media. These days, as technology becomes more upgraded, more features of cellphones are enjoyed by users. Students can do research work in their phones, read e-books, record presentations, download and save files, shop and many more especially if it is connected to the internet. Phones are also avenues for entertainment like watching movies and videos, listen to and record music, and play games. As Watson, (2015) states, "electronic gadgets help us stay personally and professionally connected by providing access to email, text messages, phone services, video chat and social media. We use them to make new connections, both online and in the real world."

The Digital Natives

Young people, especially students, are the generations to grow up with new technology and use it with ease and confidence. They are what Prensky (2001) call "digital natives". They are spending most of their time using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Essential part of their daily existence are computer games, e-mail, social networking sites, cell phones and instant messaging.

In school, teachers find it difficult to hold the students' attention. Reading a book seems to be a very heavy burden for both young and old students especially if the book has no colors and pictures. It is not entertaining for the students and they feel bored. As Prensky (2001) emphasize, "today's average college grads have spent fewer than 5,000 hours of their lives reading, but over 10,000 hours

playing video games." They would always find excuses not to study their lessons unless there is an exam because they are so much preoccupied with their phones. The gadgets that the students use are more interesting and entertaining so they pay more attention and spend more time using those gadgets. One research finding states that students' screen time spent on smartphones and tablets has gone from 4% in 2011 to 35% in 2017 (Rideout, 2017). Thus, the teacher has to compete with technology in order to gain their students' attention and willingness to learn. Sometimes, students are allowed to use their phones during classes but only for a specific purpose or for an activity where it is needed.

Additionally, at home, parents would complain about their children being lazy, irresponsible, inattentive, and so on. From the time they wake up until they go to bed, they are with their phones. Some would even pressure their parents to buy them new and latest model of phones. Call it peer pressure or social acceptance or simply just a want. Many of these children don't just realize the difference between a need and a want or don't even know what to prioritize. Gone were the days when family would gather together and just watch television and enjoy it, when children would interact with each other through physically active games, and when they can focus more to one task at a time. These days children would just enjoy games on their phones for long hours without minding what is happening around them. It is just very common to see them doing multi-tasks with different gadgets in front of them: watching television, playing games and listening to music on their phones, and working on laptops or computer.

Effects of Gadgets

Gadgets are helpful in the sense that it makes life easier. Obviously, communication and becomes easier for almost all people. Messages are just sent in a matter of seconds anywhere in the world. In like manner, transportation has been facilitated by technology through online bookings, checking, and guiding (GPS). Time spent in shopping and business transactions become shorter and convenient which is favorable for both the clients and business people or companies. It is undeniable as well that in the field of education, gadgets are a lot helpful as it can facilitate in class and online learning. Thus, making learning more interesting to many students.

On the other hand, League (2015) cites long-term effects of modern gadgets on a kid's brain as well as their overall development. First, it is not good for the brain. She quotes that researchers at the University of Washington reveal that modern gadgets are not necessary in child development. Overexposure to gadgets has been linked to attention deficit, cognitive delays and impaired learning. Second, it causes language delay for toddlers since according to American Academy of Pediatrics (AAP) there is no such thing as educational TV for kids under 2 years old. Third, less active play equals delayed development which means spending more time in front of screen results in delayed development and affects brain functions. Fourth, not good for bedtime as the late-night glow of laptops and mobile phones are depriving children a good night sleep. Fifth, not good for

school because being sleep-deprived affect the child's performance in school. Sixth, terrible child aggression as found out in one study the increase in use of modern technology can break the old boundaries of family, values, behavior and children's well-being. Seventh, kids suffer mental illness as revealed in one study, children who spend longer than two hours in front of a screen or another entertainment medium are more likely to suffer psychological difficulties. Lastly, gadgets cause tantrums because some kids are too attached to gadgets so they throw a tantrum when their electronic devices are taken away from them.

Similarly, gadgets can also affect the environment. The manufacture and disposal of electronic devices have a significant impact on the global environment. Many devices contain hazardous materials such as lead, cadmium and mercury that can contaminate ground soil if not disposed of properly (Watson, 2015). In addition, too much use of gadgets is also dangerous to health. Persistent use of gadgets encourages a sedentary lifestyle and may lead to poor posture and weight gain among users. In extreme cases, this may cause obesity, neck and back issues and wrist and hand pain (Gillespie, 2019).

Implication to Teaching and Learning

In this modern era, teaching and learning need to be adjusted to cope with the kind of attitude and thinking the students have. Teachers need to be "digital immigrants" to be able to be more effective to teach the "digital native" learners. As Prensky (2001) define, "digital natives" were not born into the digital world but have, at some later point in their lives, become fascinated by and adopted many or most aspects of the new technology. Along with this, teachers need to be equipped with technological skills to be able to deal with the digital natives who are used to receiving information really fast and most of the time would like to parallel process and multi-task. Parents have also the responsibility to instill to their children the proper use of technology. They should include in their parenting the dos and don'ts of gadgets both in their education and everyday life.

To conclude, technology brings ease to life as it makes work easier and faster. Gadgets are helpful to some degrees but it steal time, focus, interaction, and most of all healthy lifestyle from people especially children. Anything that is too much is not good. Proper use of these gadgets are just fine but spending most of one's time, energy, and sometimes resources are not good at all. Reports of accidents and untoward incidents due to gadget use are widespread, yet many don't give much attention into it. Unless maybe it has a big personal impact to an individual. So the question whether gadgets are beneficial or distractive has obvious answers depending on what a person gives values in life. Things created or invented have always its advantages and disadvantages so it is up to the user how to make use of these things wisely.

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Development: A Trend of Misconception in the 4th Industrial Revolution

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The purpose of this paper is to take part in altering the notion of Economic Development by bringing in a wholesome model. In order to move market economy active and to stay consumerism alive, the extraction of natural resources is increased, environmental degradation is volume up, unemployment and homelessness are ascended. It demands a crucial deal to redefine Development in the 4th industrial revolution era. The vibe of development is overwhelmingly prevalent across the globe whereas the voice against its side effects remains much weaker and unheard. Through the proposed roadmap in the form of a tree, the topic and its related variable are discussed in this paper. The Development itself is the trunk, and human mentality of economic-socio-political ideologies in terms of Market Economy, Capitalism, Profit and Greed are the roots whereas, Consumerism, Environmental Degradation, Inequity, Unemployment and socio-psycho-somatic challenges are the branches. By looking into them, there found a necessity of a bigger symphony to voice for the indoctrination of a good understanding at all the level of educational institutions; policy changes and implementation at the national, regional and international domains.

Keywords: development, economy, sustainability, environment, market

I. INTRODUCTION

In order to move market economy active and go consumerism alive, the world emitted 37 billion tons of CO2 in 2017 (CarbonBrief). The extraction of natural resources increased from 22 billion tons in 1970 to 70 billion tons in 2010 (Reuters); now, it is 180 billion tons annually.

In the operation of the liberalization, privatization and globalization, we fail to escape from the profit making forces controlled by a minority of extremely rich people. More unfortunately, we fail ourselves to relate the electric cars and machines and to the tragedies of Chernobyl in 1986 and Fukushima in 2011 that cost thousands of lives and poisoned the Mother Nature.

In the fourth industrial revolution wave, we look losing grip of hope and confusing ourselves what the happiness is. A whole bunch of products and gadgets are nothing but becoming very momentary pinch of glee. Consumerism makes us go shopping for the items we don't need actually. The becoming is, do it with the money we don't have – the credit culture. We buy even we won't use once or weeks later. Soon, we feel bad then buy more to keep aside our boredom a while.

Fig. 1 Tree of Development

Development is misunderstood. It is because of human mentality of economic-socio-political ideologies in terms of Market Economy, Capitalism, Profit and Greed. Therefore, we are suffering from Consumerism, Environmental Degradation, Inequity, Unemployment and other socio-psycho-somatic challenges.

There is a great necessity of the indoctrination of a better understanding at all the level of educational institutions; policy changes and implementation at the national, regional and international domains; curbing of the propaganda from the commercial advertisements; rephrasing of the goals and objectives of the market economy; and reset the consumerism refresh.

II. TREE OF DEVELOPMENT

A. The Trunk

Development

The crucial concern is – what is a meaningful Development. Definitely it should be that, "the changes by humans for humans from the difficulties to the conveniences doing no harms to nature and ourselves".
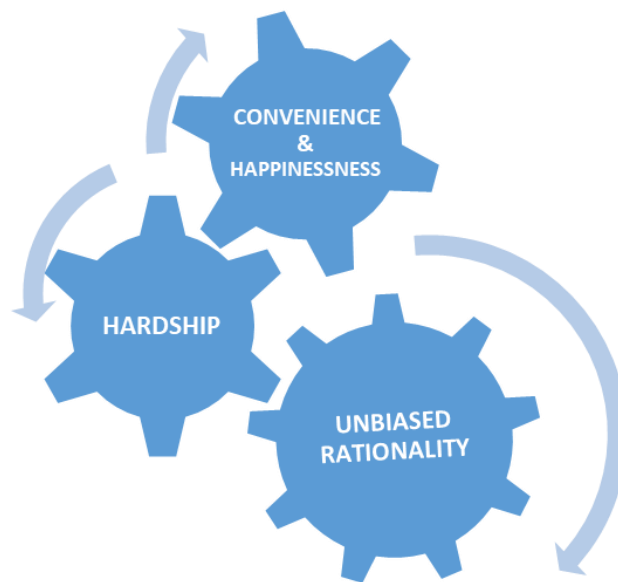
C=Change
H=Hardship
U=Unbiased
R=Rationality
C=Convenience
H=Happiness

Fig. 2 CHURCH

CHURCH: Change the Hardship by Unbiased Rationality to Convenience and Happiness

When humans attempt to live better, we encounter various hardships. These hardships are of nature and man-made as well. They are of harsh manual works

ranging from agriculture to extractive industries and constructions; extreme encounters with medical conditions, hunger and homelessness; degrading treatments and captivities of human trafficking for industrial work, sex trade and begging; cultural religious cruelty; man-made and natural disasters; etc.

First, rationality and convenience can be of the production and use of farming tools and machines that reduce physical effort, and use of aids and methods to manage natural calamities in food production; production and use of required clothes and other wears, public transportations; design the buildings which sunlight enters and so that no electric light is required during the day; medical care and aids for public health; etc.

Second, will be of the policy and the system that be free from market monopoly and profiteering; curb the commercial propaganda and consumerism; end of commercialization of health and education; etc.

Lastly, happiness is to lead a peaceful life in a healthy social and natural environment where free from any kind of fear and violence triggered by human hands and policy, and nature's rages.

B. The Roots

1. The Confusion: Need, Want or Greed?

The needs are of food, clothing, shelter, health care, education, and peace, availability of time for relaxation, family and friends.

Wants are not that important because without them lives can be still managed meaningfully. One needs clothes, but one may not need designer clothes. One needs food, but does not have to have steak or dessert. One does not need private car, ornaments, online games, etc.

While a need is specific and does not have a substitute, a want may have several possible substitutes. Wants can be artificial and superfluous. Often they are market-governed and market-determined. We learn about them from others, especially from advertisements and commercial propaganda.

2. Murky Market and GDP Gimmick

In order to make profit, many sacrifice lives and time to make new ideas or products, sometimes out of thin air to sell to someone.

If all people are healthy, doctors and chemist related industry will lose their market and business, people in health sector are not happy when there occur little diseases and deaths. So, more medicines by pharmaceutical companies in order to generate job employments and business growth.

Coffin makers are not happy when less deaths happen there. Hence, do we need maintain a potential gap between where the demand and supply flow to run market dynamic always profitable?

In regard to Gross Domestic Product, ruling politicians want to show that their GDP is more than that of the previous records. They show it to their oppositions and financial stakeholders to give an impression to retain power position. Usually nominal GDP shows a country's economic output without an inflation adjustment.

When there comes out more money from the printing machines of a government or private reserved banks, people will have more money; though more goods and services are produced only to be sold at the higher prices than the previous.

3. Capitalism

There are 100 barrels of water mean for 100 people every day. Capitalists got 90 barrels, and they are 2 only in number. We got 10 barrels, and we are 98.

Capitalists convince us – "Capitalism creates competition. Competition leads to innovation. Innovation leads to invention. Invention creates new industry. New industry advances the world."

What are the goals and objectives of the competition?

In the business direction to move to the goals and objectives, we can dissect the psychology that conceives a constant self. This self is before moral concerns concentrating on the motive for "get more". They fail to see the harm done to the natural environment, live-able future, and ever widening gap between the haves and have-nots.

Innovation, invention and new industry merely create that commercial propaganda to the masses which seduces the consumers in buying the products. Greed advances well to make it like real needs.

The 100 barrels of water are not used as resources being equally allocated to achieve the needs and wants of the consumer in creating a market of employees and employers.

4. Commercial Propaganda

We can see and hear about 1500 advertisements every day in print media, online/SNS, TV, radio, live, billboards, festoons, handouts, etc. They are all over following us everywhere from pillars to posts; they have been alive on the walls and floors. More miserably, the media, the fourth pillar of democracy is fed by this commercial space.

Usually, to the active cognitive people, commercial ads are disturbing. Companies always underestimate our temperaments and situations. They are

active enough with a kind of aggressive greedy attitude by focusing on selling their goods and services in order to make profit at any cost.

5. Consumers Mentality

We do not walk where we can – simply saying, "Don't have time." We always want to drive cars to buy McDonald's and KFC food. Step on the escalators and get in the elevators to move up and to go down in the buildings. Then, need to work out and have time too to make lose our weights and keep shapes. Drive cars again to go to the digitized gyms to do exercise.

Should we not ignore that - cars, elevators, gyms consume energy, and this energy comes from hydrocarbon, coal and nuclear. Natural environment has been deteriorated so badly in the process of producing energy and making profit for few only in running market economy. Why is it not an absolute absurdity to show that we are too lazy to move our hands and legs? Is it sick of our modern mentality always to use electronic buttons instead?

Fig. 3 Journey of Consumer Items

III. THE EFFECTS

A. Environment

The earth is losing 18.7 million acres of forests annually impacting increased greenhouse gas emissions and climate change, disruption of water cycles and water scarcity, increased soil erosion, disrupted livelihoods and overall ecosystem of the blue planet (WWF).

Air pollution kills more than 6 million people every year leaving more millions suffering from air polluted health problem. Airborne pollutants are responsible for about one third of deaths from stroke, chronic respiratory disease, and lung cancer, as well as one quarter of deaths from heart attack.

The global solid waste generation is to increase 70% by 2025, rising from 3.5 million tons in 2010 to more than 6 million tons per day in 2025 making unclean the mother earth. Every minute, one garbage truck worth of plastic is dumped into the ocean. Yearly, a colossal 1.4 billion pounds of trash end up in our

beautiful oceans. Of this waste, much of it is plastic. There have been 275 billion plastic bags produced worldwide in just 2017 alone. Every second, a massive amount of 160,000 plastic bags are being produced and used. By the end of this year, we will have used 5 billion plastic bags. According to The World Count of these 5 billion bags, 5 million of them will make their way into the ocean.

Global water pollution caused by untreated toxic industrial discharge, contamination with chemicals from modern market and human waste makes 80% of wastewater of the planet. This impacts the habitat and quality of life of fish and other   wildlife.

About 1.2 billion world population live in water-stressed areas. Some 600 million Indians are facing sever water crisis. Indian 21 cities are likely to run out of groundwater by 2020 (NITI). To achieve its goal of becoming a leading global power by 2050, China which hold 20% of the world's population is also facing its looming water shortage.

B. Irrational Consumerism

America has 3.1% of the world's children, but they own 40% of the toys consumed   globally.

The average American woman owns 30 outfits – one for every day of the month. In 1930, that figure was nine. According to the EPA Office of Solid Waste, Americans throw away more than 68 pounds of clothing and textiles per person per year and clothing and other textiles represent about 6.3% of the municipal solid waste (in major cities like New York and Chicago alone, textiles make up a whopping   10%   of   all   municipal   waste).

Americans spend $1.2 trillion annually on nonessential goods – in other words, items they do not need.

As a result of the increasing global consumerism trend, the cities around the world dump out wastes that is already enough to fill a line of trash trucks 5,000 kilometers long every day.

We consume twice as many material goods today as we did 50 years ago.

C. Servitude over Sovereignty

Industrial revolutions and market economy have structured social system, government and education accordingly. Then, the role of money and banking have created a coercion for the world to be part of the consumerism and labor force.

Ultimately, the coercion makes us all work behind the bar of goods and services. In such environment, employee should work under a fixed format prescribed by employer wherein freedom and dignity are usually compromised with pay.

Pressure and tension become routine as the employer's desires and objectives are materialized under their hierarchical power. Thus employment paradigm has become of mere a paid slavery system. The independent and autonomous taste of live has vanished all over; creativity, time for family and friends, and relaxation are getting way far off the reach.

Small farmers are diminished as their products fail to get into the market controlled and designed by the corporate powers. Millions of farmers fail to survive the cruel monopoly of agro-based production and market. In India, hundreds of thousands farmers have committed suicide highlighting the very dangerous reality in the green economy sector.

D. Inequity

Why government's austerity and citizen's thrift can't be a good policy? What about sharing someone's 50000 dollar work with other 4 qualified people. Even though these 5 people will receive less, so, less things should be consumed but given the modest needs for food, clothes and shelters. Usually government should take care of health and education. Entertainment, recreational activities during the leisure can be created with little or no money. In Indian experience, an officer draws about 20000 USD annually whereas their runner or watchman gets about 3000 USD. They both work equally in terms of time spent and energy exerted. There is no point of less work for less paid job.

Has the officer the bigger responsibility to operate the office in justifying the higher pay? In fact, the watchman also has critical responsibility to guard the office property off the bad guys as India got plenty of such where the possibility of burglary is extremely high. In terms of responsibility, watchmen and workers at the city water supplies are much crucial because, once the water is poisoned, millions lives will be at such a risk. And, what about the magnitude of the responsibility of the people who are directly taking care of nuclear weapons? Do these people get the highest pay?

E. Unsustainability

Again, in a perspective of equality and sustainability, summer in the northern part of the India is becoming real horrible that temperature soars up to little less than 50 degree Celsius. Every summer kills poor people. Rich people are fine, they can afford the heat. During the summer days, air-condition machines send out hot air from the houses and buildings in the process of keeping some people inside the houses and buildings. Therefore, simple fact is that hot summer days become hotter for those who cannot afford air-con and also ecological environment affects aversively. The condition is worst in the countries like Indian subcontinents.

Suppose, to bring equality among the people living in Delhi, every household is guaranteed the right to equality to work, earn money and gets air-condition installed that produces coolness inside, and blow hot air out in the environment. Does it make sense since the situation cause an aggregate harm for the environment sooner than later?

Causing hot outside our rooms does not sustain a good and live-able surroundings since the adverse impact does harm to ecological system and moreover people in Delhi cannot live always indoor.

IV. CONCLUSION

By 2030, the world will require 40 per cent more water, 50 per cent more food, 40 per cent more energy and 40 per cent more timber and fiber. The only way we can meet these demands is by managing our ecosystems smartly and sustainably.

Quality of life should count socio-psycho-somatic health, collective wellbeing, time availability for family and friends, less stressful work, clean environment, less dependent on others, justice and equity which GDP doesn't help.
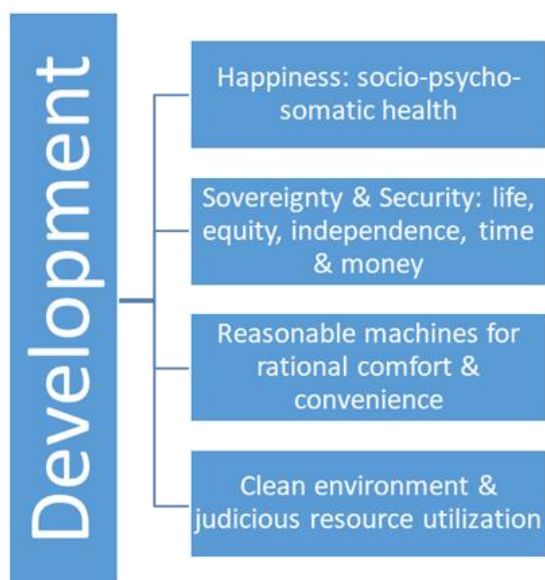
Fig. 4 Organs of True Economic Development

The United Nations, other international and regional bodies, and all nations need to speed up taking responsibility and intensify in spreading education and awareness. An effective endeavor to inculcate the alarming sense of responsibility through pluralistic mechanisms should be realized. Although it is most confrontational challenge to engage and negotiate with the corporate forces, fix the responsibility is unequivocal demand by the situation. Therefore, the urgent reinforcement will be of the enactment of the adequate global litigations, universal declaration of principle and standard to curb the market economy activities, to abolish the commercial advertisement/propagandas, to axe consumerism culture.

Again, education is the most powerful and effective tool for the change. Notwithstanding, what education in schools and higher academic domain feeding young minds is nothing but harm the mother earth ever more and sucking everything, extract anything to sell in the market.

It is extremely important to let young minds know the negative nature of the so called development, corporates forces, bankers intention, market economy and their critical impacts in era of 4th industrial revolution.

At the same time the demonstration of livelihood sovereignty in homestead setting – food, shelter and energy off the grid is much needed. Hence, quality felicitation for school students to understand and take responsibility should be mandatory.

Higher education should minimize the scope of the profit and market oriented disciplines by redefining what the productive higher education mean. From all available quarters and spheres this education should be adopted that will trigger consciousness towards a meaningful economic development.

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Chinese & Korean Articles

甲骨文"不其凶"釋文商榷**

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摘要：廣州市南越王宮博物館與中國社會科學院考古研究所、西安市秦阿房宮遺址博物館在 2017 年聯合舉辦了"園冶——秦漢上林苑與南越國宮苑文物展"。但其原文所引甲骨文材料"不其凶"的隸定有誤，而且不符合當時字詞使用習慣。本文通過對比甲骨文"凶"和"𰎚"字字形和辭例，將其改釋為"不其𰎚"，"𰎚"對應的是"禽"字，即"擒"字初文。本文認為卜辭"不其𰎚"的大意應該是"他們不會被擒獲嗎"。本文希望通過解決類似問題，對歷史文博相關領域的研究與教學起到促進作用。

關鍵詞：古文字, 商代, 甲骨文, 上古文明, 釋文補證

I. 緒論

　　廣州市南越王宮博物館與中國社會科學院考古研究所、西安市秦阿房宮遺址博物館於 2017 年聯合舉辦了"園冶——秦漢上林苑與南越國宮苑文物展"。這次展覽精選了陝西西安上林苑遺址與南越國宮苑出土的 71 件（套）文物。其初衷是以秦漢上林苑為主題，結合南越國宮苑遺址的考古發掘情況與研究成果，意在向公眾展示中國先秦至漢朝時期的皇家園林風貌。在追溯中國古典園林歷史的時候，相關文案引用了一段甲骨文作為例證，現照引文摘錄如下：

　　　　乙酉卜：‖豕，不其凶。十〔月〕。 一 二 三
　　　　乙酉卜：‖豕… 一 二 三 四

　　策展文本在附註中對這段引文的解釋是："‖字在甲骨文中具有人名、地名、國族名等多個含義，這段卜辭的大致意思是："商王於十月的乙酉日占卜，在'‖'地能否獵到豕。"

II. "凶"字的誤釋

　　文案相關段落引用的四張甲骨文圖片都與引文不符，而引文的隸定本身又存在著相互矛盾的地方。根據其附註，ǀǀ可能有人名、地名、國族名幾種解釋，都是名詞用法，不能用作動詞。

　　甲骨文此處的"其"作副詞，表示疑問語氣，用來表示對客體的行為和變化進行或發生的可能性，可翻譯為"會……嗎"、"能……嗎"。而在這一類貞辭里，否定副詞一般都出現在"其"字之前。

　　如此一來，在整句作謂語的就變成了"凶"。 甲骨文的"凶"字作 形（《甲骨文合集》5691），是一個象形字。"凶"字從凵從乂，"凵"形是"坎"字的初文，表示地面下陷，"乂"形泛指掉進坑裡的東西。"凶"字的本義是地面的坑洞、陷阱，引申為災禍。《說文》："凶，惡也。象地穿交陷其中也。凡凶之屬皆從凶。"段玉裁注："凶者，吉之反。" 如果說"凶"字的的意思仍用作不吉利，那麼"不其凶"的意思應該是"會不不吉利嗎"，不符合甲骨文行文習慣，而且跟打獵乃至園林都沒有關係。

　　在目前已經的公佈的甲骨文當中，沒有發現有"不凶"乃至"不其凶"的表達。由字形倒推，這個字不應該解釋為"凶"。而且，逐字對照原釋文，會發現"狩獵"之義便沒有了著落，而又多出個"凶"字來。

III. 相關卜辭的字形與出處

　　策展文本未有標明引用出處的這段甲骨文材料 ，實際上來自《甲骨文合集》第 10249 號甲骨。在甲骨文的分類屬於師賓間，年代在商王武丁統治階段的中期。這段卜辭的內容與田獵有關，記錄的是商王武丁在打獵之前，對有沒有可能捉到特定狩獵區域的豬隻進行占卜貞問。

　　卜辭原文的核心概念（也是主句的謂語動詞）被釋為了"凶"字，這會使其不符合有關狩獵乃至園林的策劃主題，也會產生一系列的誤導。為了更好講解其內容，現將其出處的圖版列舉如下：

對照《甲骨文合集》的圖版，本文將其摹本列舉如下。其字形從《殷墟甲骨文摹釋全編》選取，並且省略了與本文討論內容無關的兆序辭（原釋文的一、二、三和一、二、三、四）。圖版"十月"的"月"字殘缺，根據辭例補全。

不同的甲骨文著錄對前文所引的"凶"字隸定不一：《甲骨文校釋總集》、《甲骨文合集釋文》隸定為"半"字、《殷墟甲骨文摹釋全編》隸定為"禽"字，而《殷墟甲骨刻辭摹釋總集》隸定為"擒"字。單從字形角度而言，半字上從凶，下從十，可嚴格隸定為"半"字。

IV. 相關卜辭釋文的更正

根據辭例，"半"字可對應"禽"字，即"擒"字的本字。甲骨文的"禽"字像一把捕捉鳥類的長柄網具。"禽"字的本義是"捕捉"，例如：
《甲骨文合集》9575："□□〔卜〕，爭*〔鼎（貞）〕：令木眔防，以囚防，出（有）半（禽—擒）。"。
《甲骨文合集》10308："禽(擒)鹿五十又六"。
其後的金文延續其用法，如敔殷（《殷周金文集成》4323）："告禽(擒)馘百。"
黃天樹先生認為甲骨文"禽"字有時加上了聲旁"今"，例如作半形，見《甲骨文合集》10273："□□卜，□貞：…鹿…其禽（擒）…"這種構

形一直延續至今，例如西周早期麥方尊（《集成》6015）的"禽"字寫成了
🔮。

傳世文獻"捕捉"義的"禽"字相關語例可參考《左傳·哀公二十三年》："齊師敗績，知伯親禽顏庚。"《戰國策·魏策二》："戰必不勝，不勝必禽。"漢枚乘《上書重諫吳王》："然秦卒禽六國，滅其社稷，而並天下。"《史記·淮陰侯傳》："陛下不能將兵，而善將將，此乃信之所以為陛下禽也。"

後來，"禽"字產生詞義轉移，由捕捉的行為轉移至捕捉的對象，表示鳥類的總稱。後來，"禽"字轉指引申出鳥獸義（指被捕捉的對象）之後，反而佔據了"禽"字原有的字形，於是後來便在"禽"字加上了提手旁"扌"作"擒"字以示區別。

值得一提的是，甲骨文暫時還沒有出現後世用來表示"不吉"義的繁體字 "兇"字。"兇"字是"凶"字的同源分化字，王鳳陽先生認為分化出來的"兇"字不用於表達災禍、年成、壽命、徵兆之類的概念，而用於形容人兇惡的個性以及兇惡的事。由於人們表示兇惡義時，仍然經常用"凶"字，使"凶"、"兇"二字的使用高度重疊，所以後來的簡化字將二字歸併為"凶"。

V. 結語

綜上所述，原被釋為"凶"字的"�"字，應該被隸定為"�"字，即"擒"字初文，意為捕捉。釋文應該改作：

乙酉卜：‖豕，不其�（禽-擒）。十〔月〕。一二三。
乙酉卜：‖豕...一二三四。

本文對卜辭大意的翻譯稍加改動如下：

（商王武丁）在乙酉日占卜，在'‖'地的豬隻，不會被捕捉到嗎？十月。占卜了第一次、第二次、第三次。

（商王武丁）在乙酉日占卜，在'‖'地的豬隻......占卜了第一次、第二次、第三次、第四次。

卜辭後端雖有殘缺，但是如果以正反對貞視之，那麼其內容可作如此解釋：

在十[月]的乙酉日占卜，在'‖'地的豬隻，不會被捕捉到嗎？占卜了第一次、第二次、第三次。

（在十月）的乙酉日占卜，在'‖'地的豬隻，（會被捕捉到嗎？）占卜了第一次、第二次、第三次、第四次。

類似"不其凶"釋文的這樣類型的問題，在歷史文博的相關領域仍然時有出現。如果要引用字形和辭例的原文，那麼在核心概念的表述過程中，有必

要展示嚴格的隸定以免產生誤解。本文也試圖通過對此類訛誤的糾正，更好地服務於古典文明歷史的推廣和普及工作。

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Abstract

In 2017, the Nanyue Kingdom Palace Museum in Guangzhou and the Institute of Archaeology, Chinese Academy of social science (IA CASS) and the E-pang Palace Site Museum in Xi'an jointly held the "Shanglin Garden in Qin and Han Dynasties and the Nanyue Palace Cultural Relics Exhibition". It is worth noting that their explanations of the oracle bone inscriptions"不其凶"need to be corrected, and there are some issues that do not conform to the usage habits of the words at that time. By collating the characters of "Xiong(凶)" and "Qin(禽)" in oracle bone inscriptions with their lexicons, this paper interprets them in the initial version. The word which originally interpreted as "Xiong(凶)" should be corrected as "Qin(禽-擒)". The etymological meaning of "Qin(禽)" is a kind of hunting tool with nets, so it has the meaning of capture. It became the name of a classification of prey ultimately, referring specifically to aves. The inscription "不其禽(擒)" means "can't them be caught? " This paper also promotes the research and design for relevant instructional systems by solving similar problems.

Key words: Ancient Chinese characters, Shang dynasty, oracle bone inscriptions, Ancient civilization, Correct the previous explanation

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從《師虎簋》、《虎簋蓋》銘文看西周中期的官制發展

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摘要：西周時期基於氏族社會的背景，官制以世代繼承的「世官制」為主要，服事者可終生擔任官職，且將官職傳予後代。世卿世祿的繼承方式，穩定了西周政體。白川靜舉《師虎簋》銘文記載，認為虎所受命的職位，是繼承其祖考。然而與虎相關的銘文，還有《虎簋蓋》，虎被任命為師戲的助手（副職），顯示虎在接替其祖、父職位之前還有經歷過其他職位。虎擔任副職的經歷，是重要的歷練過程。可見此時西周的官員任命，不是單純的世襲，也有考量個人的專業能力。而西周中期以後，政府基於管理需要，加強人事任命的主動權，世官制度必定有相應的調整。本文即透過《師虎簋》、《虎簋蓋》冊命銘文的考察，試論西周中期的官制發展。

關鍵詞: 西周史,青銅器,師虎簋,虎簋蓋,金文

I. 前言

　　西周初期的社會形態屬於氏族社會，官制普遍是世卿世祿制，也稱世官制，服事者可終生擔任官職，且經由父傳子的途徑，將官職傳予後代。而宗法的架構與繼承制度，也穩定了西周政體。楊寬舉虢季氏及微氏兩大家族的例子，說明西周的重要官爵世襲制。白川靜舉《師虎簋》銘文記載，認為虎所受命的職位，是繼承自其祖考。然而與虎相關的銘文，還有《虎簋蓋》，《虎簋蓋》中虎被任命為師戲的助手，顯示虎在接替其祖、父職位之前還有經歷過其他職位。可見此時西周的官員任命，不是單純的世襲，可能也有考量個人的專業能力。

　　官員的任命與世襲脫離，是西周中期以後走向官僚化的徵兆，透過對《師虎簋》相關銘文的研究，可看出虎的職官生涯。同時比對西周銘文中其他與繼承職官有關的記載，能夠對西周官員任命的實質情形有更深入的認識。

II. 殷周時期的世官制

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[3] 台灣政治大學歷史系博士候選人。

　　在原始社會中，由於生產力低下，人類靠著集體勞動維持生活，一起勞動，在生活上享有平等的權利，共同面對大自然。氏族社會的結構是依賴血緣關係連結而成的，那時不需要複雜的管理，也沒有官吏。儘管氏族內有為公社服務的首領，但首領可能沒有報酬，或制度上的權力。

　　夏朝開啟了父死子繼、兄終弟及的世襲制，以王為最高統治者，王位是世襲的，貴族的特權也是世襲的，形成世卿世祿的官吏制度。世世代代家族承襲為官，王與臣署都是以血緣親疏來分配權力，在立國之初任官、選官之後，就世代不變。在這種制度下，除了王族，也不排除有少數的外族能被拔擢，授以重要的官職，例如商代的伊尹及周的姜尚。[4]

　　傳世文獻中伊尹又稱阿衡，以舅氏身分輔佐商湯推翻夏王朝，建立商，與商湯王族存在聯姻關係。根據甲骨文的研究，伊尹的後代在推翻夏王朝的三百年後，即武丁時期，仍是強大的宗族。甲骨文中「多尹」是跟「王族」與「多子族」相對的政治團體，武丁時屬於伊尹後代的郭、彗、鳴也相當活躍。[5]

　　甲骨文中，可見卜問是否繼承父官的記載。《合集》5624「龏㠯业父工」，龏是人名。㠯，胡厚宣釋為屎，張政烺釋為肖，李家浩釋為徙，裘錫圭釋為選。李家浩進而將禹鼎中的㠯，讀為與「選」字古通的「篡」，訓作「繼」。因此，㠯有繼承的意思，《合集》5624意為卜問是否繼承父官。《合集》21717「辛未侃卜：我入商㠯我御事」是子在卜問是否繼承父輩或祖父輩的「御事」一職。[6]

　　而西周時期的官制，傳世記載有限，多需依賴青銅器銘文的考證進行研究。較早以金文考釋為主體研究西周史的首推白川靜，1971年出版《金文的世界》，認為西周官職多為世襲，乃社會基礎尚以氏族社會為主之結果。[7]這種族權與政權相結合的血緣政治，至少持續了上千年，並且對秦漢以後的政治制度，有深遠的影響。1980年代，許倬雲先生在《西周史》一書中，利用金文資料對西周的職官類型及內涵進行分析。許先生透過對冊命金文的研究，表示西周中期以後多了很多新的官職。冊命金文中詳列出授命官員的職位及其所管理的事務，即便是繼承祖先的工作，冊命中仍列舉工作內容。許先生認為這可能是世官制向官僚制度化演變的徵兆，王朝的組織越來越確定化。[8]

　　1986年張亞初、劉雨出版《西周金文官制研究》，詳列出西周金文中的職官架構，並作了完整的材料彙整，便利了後人的研究。以銘文材料考證西周的世官制，可惜本書未針對單一個人擔任不同職位或家族進行研究，未

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[4] 鄭海峰，《中國古代官制研究》（天津：天津人民，2007），頁63。

[5] 蔡哲茂，〈伊尹（黃尹）的後代—武丁卜辭中的黃多子是誰〉，「出土文獻與古文字研究中心講座」，上海：復旦大學出土文獻與古文字研究中心，2014年10月14日。

[6] 孫亞冰，〈從甲骨文看商代的世官制度〉收錄於宋鎮豪主編，《甲骨文與殷商史·新四輯》（上海：上海古籍，2014），頁30-31。

[7] 蔡哲茂、溫天河譯，《金文的世界》（台北：聯經，1989），頁119。

[8] 許倬雲，《西周史》（北京：生活·讀書·新知三聯書店，1993），頁229-231。

發現其中例外的情形。[9]此後持續數年西周官制發展的研究未有新說，直到二十世紀末楊寬提出重要官爵世襲制，列舉出多個金文中的例證。最顯著的例子就是虢季氏世代為「師」、微氏世代為「史」，認為師與史這樣重要的官職，都是世襲的。[10]

朱鳳瀚在《商周家族形態研究》利用出土青銅器研究，更進一步表示，貴族因世襲官職而有資格繼續保有土田、民人，世官制是世族的基礎，除前人舉出的虢季氏、微氏外，還指出世族出身的具體情況有，與王同姓宗親、周王舊臣、前代望族之後等三種狀況。因此，西周世族的發源與職官拔擢，主因已不是血緣關係，而有政治因素了。世官制是西周初期建設王朝的根本制度，但隨著王朝的發展，官員拔擢會受政治因素影響，也就不再是絕對的世襲官制。檢視金文資料可見，西周有如南宮氏、微史家族、散氏、虢季氏這樣延續兩百年之久的強宗大族，也有一些氏族在經歷一、二個王世或兩三代人以後就消失了。透過朱鳳瀚的研究，可看出世官制自西周初至西周中期的發展脈絡，世官制的影響也隨著西周官僚制度的完善而衰弱。[11]

在西周的賞賜銘文中，有一種稱為「襲命賞賜」，即是某貴族可繼續接替其先祖官職，或他人職務的一種賞賜。景紅艷經過對此類型金文的整理後，提出在周共王之後，因襲祖考的賞賜漸被因襲他人職務的賞賜所取代。[12]金文中被認為具有世官制特徵的語句為「更乃祖考」、「嗣乃祖考」、「纂乃祖考事」，何樹環在《錫命銘文新研》中，對銘文的世官制進行檢驗，申論承繼祖考官職，並不一定是完全繼承所有職務。在世官制的形態下，西周官職繼承持續在「釐𠭯乃命」、「更乃祖考」，[13]也就是職務的增益、職官繼承的過程中，長期交互遞進，進而發展成西周龐大、複雜的職官體系。

隨著金文研究的進展，西周官制的發展逐漸清晰，李峰表列明確提到作器者被任命政府職位或職責的銘文共 63 例，其中屬世襲任命的佔 38.1%、新任命佔 47.62%，顯示出雖然世襲任命官職仍存在，但是更多的任命是在不考慮其家族服務史下進行的。經由文例的整理，說明了官制發展的趨勢。[14]官制發展逐漸的脫離家族背景，更重視個人的能力與表現，對官員能力的考核就有必要。何景成詳述西周貴族官員的官宦生涯，認為西周時期有周王對朝廷官員考評的記錄，也有貴族對家臣的考評方式，顯示類似考績這樣的制度已經是普遍存在的。[15]

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[9] 張亞初、劉雨，《西周金文官制研究》（北京：中華書局，1986），頁 145。
[10] 楊寬，《西周史》（上海：上海人民，2003），頁 364-372。
[11] 朱鳳瀚，《商周家族形態研究》（天津：天津古籍，2004），頁 390-396。
[12] 景紅艷，〈西周賞賜制度研究〉，西安，陝西師範大學歷史文化學院博士論文，2006，頁 71。
[13] 釐𠭯乃命，指的是對任命職務的增益。更乃祖考，指的是對先祖考職務的繼承。見何樹環，《西周錫命銘文新研》（台北：文津，2007），頁 295-316。
[14] 李峰，《西周的政體—中國早期官僚制度和國家》（北京：生活·讀書·新知三聯書店，2010），頁 204。
[15] 何景成，《西周王朝政府的組織與運行機制》（北京：光明日報，2013），頁 228。

　　綜觀整個殷周時期的官制研究，對於世官制的看法，都認為殷周時期存在這樣世代繼承官職、俸祿的制度。只是殷商時期的研究，由於資料的缺乏，能夠描述的較少。而西周以後的研究，從白川靜開始的多位學者，皆肯定西周時期的官制是以世官制為基礎的，隨著金文研究的深入，學者們逐漸發現諸多材料顯示，西周時同一人擔任不同官職，或者同一人繼承他人官職的記載，論述出西周官制由世官制為基礎發展出的其他可能性。銘文中像《師虎簋》、《虎簋蓋》這樣同人，不同職位的材料並不多見，筆者希望以這兩件銘文為基礎出發，再對世官制的發展進行討論，並試圖解釋世官制鬆動的背景。

III. 《師虎簋》、《虎簋蓋》銘文考釋

　　《師虎簋》，[16]銘 10 行，124 字，重文 3。為潘祖蔭、丁麟年舊藏，現藏上海博物館。[17]銘中有井白，即邢伯，邢伯多出現於穆王以後的銅器。文中有記日，元年六月既望甲戌，學界大多同意做於懿王元年，推此器為西周懿王時器。銘中記載關於冊命虎的事跡，周王令虎司職左右戲繁荊，繼承其先祖的官職，牽涉冊命及西周官制研究，十分重要，為學界時常徵引之重器。銘文：

> 隹（唯）元年六月既望甲戌，王才（在）杜居，[18]祦于大室，[19]井（邢）白（伯）內（入）右師虎，[20]即立中廷，北鄉（嚮），[21]王乎（呼）內史吳曰：「冊令虎」，[22]王若曰：「虎，龢（載）先王既令乃祖考事，[23]啻（適）官司左右戲繁荊，[24]今余隹（唯）帥井（型）先王令，[25]令女（汝）更乃祖考啻（適）官，[26]司右戲（繁）（荊），敬夙夜，勿灋

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[16] 西周的師根據何景成的分析，可分兩類，一類是周王室軍隊長官師氏，另外一類是掌管由鄉邑編成的軍隊。見何景成，《西周王朝政府的組織與運行機制》，頁 176。

[17] 馬承源主編，《商周青銅器銘文選》（北京：文物，1988），頁 167。

[18] 周王在杜都，杜，在今陝西西安東南，春秋初年為秦寧公所滅，杜國器傳世有杜國盨。見馬承源主編，《商周青銅器銘文選》，頁 168。

[19] 祦，同各，至也。《 鼎》有王各於大廟，意為王至大廟。

[20] 井伯即邢伯，邢國始封在今河南省溫東縣，即是漢之平皋縣，春秋早期遷移至夷儀，才是河北 的邢台縣。《續漢書·郡國志》，平皋有邢丘，故邢國，周公子所封，是正確的。見唐蘭，《西周青銅器銘文分代史徵》（北京：中華書局，1986），頁 163。

[21] 鄉，為饗之初文，引申為嚮。此文北鄉，意為北向。見周法高主編《金文詁林》（香港：香港中文大學，1975），頁 5623。

[22] 乎，讀為呼，召喚之意。內史，史官，大約出現於昭王以後，掌管作冊，奉王命冊命諸侯、臣僚，還兼記周王活動事跡。文中內史吳，又稱作冊吳。見王輝，《商周金文》（北京：文物，2006），頁 120。

[23] 龢，同載字。見周法高主編，《金文詁林》，頁 1590。

[24] 左右戲，即左右偏軍。繁荊，讀為繁纓，馬飾，高職位諸侯方能服之。適官司左右戲繁荊，此指前往任職左右軍高級御馬官。見馬承源主編，《商周青銅器銘文選》，頁 168。

[25] 帥型，遵循之意。

[26] 啻，讀為敵，一說讀為適，適官意即前往任某官職。見周法高主編《金文詁林》，頁 638。

（廢）朕令，[27]易（賜）女（汝）赤舄，[28]用事。[29]虎敢拜首，對揚天子不
丕魯休，[30]用乍（作）（朕）剌（烈）考日庚尊簋，子子孫孫其永寶用。

　　銘文提供了世官繼承的有力證據，但若是結合其他與虎相關的銘文一起
考慮，則世官繼承的問題顯然沒有這麼單純。《虎簋蓋》於 1996 年在陝西
省丹鳳縣西河鄉山溝村出土，現藏於陝西省博物館，銘文：

　　隹（唯）卅年四月初吉甲戌，王才（在）周新宮，各于大室，密弔
（叔）內（入）右虎即立（位）。王乎（呼）入（內）史曰：「冊令
虎。」曰：䵼（載）乃且（祖）考事先王，嗣（司）虎臣，今令女（汝）
曰：「更（賡）乃且（祖）考，疋師戲嗣（司）走馬馭（馭）人眔五邑走
馬馭（馭）人，[31]女（汝）毋敢不善于乃政。易（賜）女（汝）載市、[32]
幽黃、玄衣屯（純）、[33]䜌旂五日、[34]用事。」虎敢拜（稽）首，對揚天
子不（丕）（丕）魯休。虎曰：不（丕）顯朕剌（烈）且（祖）考粦明，
[35]克事先王。嗣天子弗望毕孫子，[36]付毕尚官，[37]天子其萬年 䚄（申）茲
命，[38]用乍（作）文考日庚尊簋，子孫其永寶用，夙夕享于宗。

　　兩篇銘文作者相同，皆為已故父親日庚所作，且銘文用詞形式多相同，
學界一般認同它們的作者虎是同一人。《虎簋蓋》銘文記載，唯三十年，可
以肯定應作於穆王時期，因為西周中期沒有其他的王在位如此久。《虎簋蓋》
作於穆王三十年，而《師虎簋》作於懿王元年，《虎簋蓋》顯然較早。李峰
推論《虎簋蓋》可能較《師虎簋》早了 25 年，若將兩篇銘文的內容聯繫起
來，可以發現虎在繼承先祖職官前，還曾掌管虎臣。[39]且在虎接管左右戲繁
荊之前，顯然也有其他人擔任此職位。殷周時期的世官制，隨著西周官僚體
系的發展，早已不是單純的世代繼承了。

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[27] 灋 為法之篆文，讀為廢，意通「廢」，猶治亂謂之亂也。勿廢朕令，不要廢了我的命令。見周法
高主編《金文詁林》，頁 5912。
[28] 金文中赤舄即赤履也。見周法高主編《金文詁林》，頁 2422。
[29] 金文中常見，意為履行職務。
[30] 丕，古顯字，從二不。對揚天子不丕魯休，同對揚天子丕顯魯休，金文常見。意為稱頌天子的
休美。見周法高主編《金文詁林》，頁 6519。
[31] 疋，輔佐之意，疋師戲，即是輔佐師戲。
[32] 載市，與朱市、赤市同例，載應為顏色。但究為何色，尚無定說。玄衣，一種赤黑色的絲衣。見
周法高主編《金文詁林》，頁 3639。
[33] 玄衣䜌純，指在衣緣之縫中飾有以彩色絲織辮成的線條的赤黑色衣服。見王輝，《商周金文》，頁
125。
[34] 日，繪畫在旗子上的太陽。
[35] 粦明，大意為英明或者賢明。
[36] 望，讀為忘。弗忘，意思是不忘記。孫子為子孫倒文。
[37] 尚，讀為常，尚官即是常官，付毕尚官，給予常守世襲之官。見周法高主編《金文詁林》，頁 454。
[38] 䚄，金文常見，讀為申，重也。天子其萬年申茲命，意思是說王永遠重申先王之命。命虎繼承先
祖職官。
[39] 李峰，《西周的政體—中國早期官僚制度和國家》，頁 198。

IV. 《師虎簋》、《虎簋蓋》銘文中所反映的官制問題

　　從虎的兩篇銘文中看來，虎繼承其父祖，但其所受命的職位並不相同，可能是虎的祖、父兩個職位都擔任過。為了能夠更了解西周時期世官繼承的狀態，

筆者對繼承父、祖任命的相關銘文進行考察表列如下：

器名	冊命	語譯	受命職官
師奎父鼎	用嗣乃父官友	任命你掌治你父親所主司的官署中的僚友	僚友[40]
豆閉簋	用俜乃且（祖）考事，嗣（司）筵俞邦君，嗣（司）馬弓矢。	繼承你祖、父，司馬，弓矢之職	司馬，[41] 弓矢之職
師虎簋	虎，歔（載）先王既令乃祖考事，[42]啻（適）官司左右戲繁荊	虎，繼承你先祖、父，前往任職左右戲繁荊[43]	任左右軍御馬官
虎簋蓋	更（賡）乃且（祖）考，疋師戲嗣（司）走馬馭（馭）人眔五邑走馬馭（馭）人	任命繼承擔任輔佐師戲的職務。師戲掌管的是駐紮京畿的軍事單位走馬及駐紮在五邑的走馬和邑人	輔佐師戲掌管走馬及邑人
師釐簋	既令女（汝）更乃且（祖）考嗣（司），今余唯𤔲（申）𤰔乃令（令），令（令）女（汝）嗣（司）乃且（祖）舊官小鑄、鼓鐘	繼承你祖、父擔任小鑄、鼓鐘之職	擔任樂師
輔師釐簋	更乃祖考嗣鑄	繼承你祖、考鑄師之	擔任樂師

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[40] 金文中的友、朋友、多友，也是指僚屬、僚友。僚，是指擔任副職負責輔佐正職的官員。友，是指一般官吏。僚友這類官職，主要是同族兄弟擔任的。見何景成，《西周王朝政府的組織與運行機制》，頁 190。

[41] 司馬，作為「三有司」之一，負責與軍事有關的事務。見李峰，《西周的政體—中國早期官僚制度和國家》，頁 312。

[42] 歔，同載字。啻，讀為敵。一說讀為適，適官意即前往任某官職。見王輝，《商周金文》，頁 120；周法高主編《金文詁林》，頁 638、1590。

[43] 同前註 18。

			職 [44]
申簋	更乃且（祖）考疋 （胥）大祝，官嗣 （司）豐人眔九𤖾 祝	繼承你祖、父擔任輔 佐大祝之職。管理周 都豐人和九戲的祝官	輔佐大 祝，[45]管 理豐人和 九𤖾的 祝人
曶壺	更乃且（祖）考乍 （作）冢嗣土于成 周八師	繼承你祖、考司土之 職，管理成周八師	任冢司土 於成周八 師[46]
曶鼎	曶，令女（汝）更 （賡）乃且（祖） 考嗣（司）卜事。	繼承你的祖、父，從 事占卜之事	繼承卜事
詢簋	則乃且（祖）奠周 邦，今余令女 （汝）啻（嫡） 官：嗣（司）邑 人、先虎臣後庸、 西門尸（夷）、秦 尸（夷）、京尸 （夷）、𦮃尸 （夷）	命你任職管轄邑人， 管轄其他人的順序是 先虎臣至最低級的庸 （此庸即銘文中的諸 夷）[47]	奉命邑人 [48]及其他 人諸夷
師酉簋	嗣（司）乃且 （祖）啻（嫡）官 邑人、虎臣，西門 尸（夷）、𦮃尸 （夷）、秦尸 （夷）、京尸 （夷）、舁身尸 （夷）	繼承先祖職位，管理 邑人、虎臣等多地居 民	管邑人虎 臣[49]
郘𣄰簋	用嗣乃且（祖）考	繼承你祖、父，擔任	任司土[50]

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[44] 擊鎛的樂師，見許倬雲，《西周史》，頁 221。

[45] 大祝，即太祝，周朝中央政府的主要宗教類官員，掌管國家的各種儀式及祭祀周人先祖的儀式，可能是周朝政府眾多祝官之長。李峰，《西周的政體—中國早期官僚制度和國家》，頁 316。

[46] 冢司土是成周各師的司土之長。見何景成，《西周王朝政府的組織與運行機制》，頁 146。

[47] 馬承源主編，《商周青銅器銘文選》，頁 150。

[48] 邑人，鄉邑的長官。見何景成，《西周王朝政府的組織與運行機制》，頁 161。

[49] 虎臣，即王身邊的禁衛部隊。見何景成，《西周王朝政府的組織與運行機制》，頁 159。

[50] 西周早、中之時，司土主管土地及其附生物品，又管軍事，西周中期以後，職掌範圍擴大到土地上的人員，顯示西周在政治體制上仍未完全脫離軍政合一的階段。見王治國，〈金文所見西周王朝官制研究〉，北京，北京大學歷史學系博士論文，2013，頁 132。

	事，乍（作）嗣（司）土（徒）	司土	
宰獸簋	今余隹或（又）龖（申）暴乃命，更乃且（祖）考事，敖嗣（司）康宮王家臣妾	繼承你祖、父，管理康宮王家臣妾	管理康宮王家臣妾
害簋	用養乃且（祖）考事，官嗣尸僕、小射、底魚。	繼承你祖、父，管理夷僕、小射、底魚	司夷僕、小射、底魚
伯晨鼎	（嗣）乃且（祖）考侯于𧊒	繼承你祖、父，在𧊒任侯	在𧊒地任侯
師克盨	今余隹龖（申）暴乃令，令女（汝）更乃且（祖）考，攝嗣（司）左右虎臣	繼承你的祖、父，管理虎臣	司左右虎臣
四十三年逨盤	今余隹（唯）巠乃先且（祖）考，有爵于周邦，龖暴乃令（命），女（汝）官嗣（司）歷人	繼承你的先祖考，管理歷人	管理歷人[51]
逨盤	今余隹（唯）巠乃先聖且（祖）考，龖暴乃令，令女（汝）疋榮兌，嗣四方吳（虞）替（林），用宮御。	繼承你的先祖考，輔佐榮兌，管理四方虞	輔佐榮兌[52]

第一器，《師奎父鼎》，受命者為師奎父，師奎父繼承僚友之職。金文中的友，本義指同族兄弟。僚指的是擔任副職、負責輔佐正職的官員，這類屬吏由同族兄弟充任。《豆閉簋》受命者豆閉，繼承的司馬，軍事相關職位。《師虎簋》、《虎簋蓋》、《師克盨》，四器中銘文所記，受命者所承也屬軍事類職官。《師嫠簋》、《輔師嫠簋》中，受命者所任為樂師。《申簋》、《訇鼎》，受命者所繼承為宗教類官職。綜觀繼承先祖、考的相關銘

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[51] 歷人，或以與監察、刑獄有關；或以使用囚犯、俘虜、奴隸於製造業和土木工程有關；或以為掌管官奴隸；或以為是《周官·秋官》之「司隸」。參見何樹環，《西周錫命銘文新研》，頁 261。
[52] 李峰，《西周的政體—中國早期官僚制度和國家》，頁 218。

文，所繼承的職官包含有軍事類、管理類、音樂類、宗教類等多種。由於冊命銘文，多為西周中期以後出現，推測在西周前期，世官制的職位繼承方式應是最主要的方式，大多無需再進行冊命。經過資料考察，確認世官制是普遍存在於各種職官類型的，這點與楊寬所提「重要官職世襲制」有出入。

前文所述《虎簋蓋》、《師虎簋》記載，虎先受命輔佐師戲，後任職左右戲繁荊。而兩篇銘文中，虎的父、祖，曾掌管虎臣，也曾任左右戲繁荊。李峰認為從虎的例子來看，虎先擔任輔佐師戲的副職，後 25 年後再晉升到繼承先祖左右戲繁荊的正職。這是西周官制中，官員被拔擢的一個例子，說明官員不是被固定在某一個職位上的，而是可能因其個人表現，調整職位的。[53]何景成也認為，由輔佐別人到主管一個部門，反應了官宦生涯的升遷軌跡，是西周中期官僚化的一個指標因素。[54]

許倬雲表示，冊命金文的出現，是西周中期世官制走向官僚化官制的徵兆。從虎的例子中，也看見虎雖然繼承其祖、考的職位，但也不是一繼承，就只固定在一個職位上，還是有可能透過考核制度，隨著個人表現晉升或調整。根據《西周金文官制研究》，西周中期比西周早期增加了四十餘種新職官，官僚體系相較西周初期擴大。[55]針對官僚體系的擴大與變化，何樹環解釋，這時期的官制，是在世官制的基礎形態下，貴族的仕途一方面繼承職官、一方面增加職務，兩者長期交互遞進的過程。[56]銘文中 47%以上包含各類型職官新任命的例子，正是因應職官體系不斷擴大的背景下，需要任命更多的人加入職官體系，為更多官員進入政府服務製造機會的結果。此時周王的任命大部分情況已經不考慮受命者的家族背景，而是重視個人能力表現。[57]

綜上所述，可知原先存在於西周各類型職官的世官制，到了西周中期，隨著官僚體系發展，發展出職官晉升、拔擢的原則，也出現了很多的新官職冊命。而傳承自商代的世官體制，到了西周中期，為什麼開始發生變化呢？這又是值得更進一步討論的問題。

筆者認為，應該再回到殷周社會的本身探討起。商代的社會形態比較單純，以子姓的王族為主，雖如胡厚宣所論述，也有點狀的小規模的地點性質分封，在外服設立職官。外服的職官，與其說是世官制，不如說就是氏族社會中父死子繼的基本社會特徵。而西周的狀況較商代複雜許多，不再是單純一個或少數幾個宗族的社會，周初封建除姬姓五十五國外，尚有非周人之封國，如宋、陳、杞之類，各宗族仍保有自己的組織。

歷史發展由商到西周，國家組織也漸趨複雜，職官數量增加，分工更細。比如早期只設內史，中期出現作冊尹、內史尹，即是作冊與內史之長。下再設有作冊內史、作命內史，專司作冊與作命。史官的分工也更細膩了，早期

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[53] 李峰，《西周的政體─中國早期官僚制度和國家》，頁 214。

[54] 何景成，《西周王朝政府的組織與運行機制》，頁 236。

[55] 張亞初、劉雨，《西周金文官制研究》，頁 106。

[56] 何樹環，《西周錫命銘文新研》，頁 311。

[57] 李峰，《西周的政體─中國早期官僚制度和國家》，頁 204。

大史之下只有史及右史，中期增設了省史、中史、書史等。還有新設邑人、奠人、公族等職官。[58]面對官僚體系的發展，職官的選用制度也必須有所改變，或從世族中選拔，或從新人任命。在這個發展脈絡下，從商到周延續數百年的世官制度，必然漸漸地起了變化。

V. 結語

　　從《虎簋蓋》、《師虎簋》兩篇銘文的記載中，分析出西周中期的職官繼承已經不是單純繼承先祖考後就不改變的世官制。而考察繼承先祖考職官的相關銘文記載，可歸納出西周時期的世官繼承應是遍及各類型職務的。西周中期的官制處在一個變動的狀態，不是楊寬所述的重要官職世襲，整個西周王朝職位也不都是世官制繼承。延續數百年的世官制，到了西周中期為什麼起了變化？隨著西周官僚體系的擴大，在世官制以外，發展出更多的官員拔擢方式。冊命銘文中，繼承先祖考的記載僅剩下不到40%，更多的是新職位的冊命或甚至職務更改的冊命。西周政權穩定發展，到了西周中期政府組織的分工細膩，職位職務應著發展增加，世官繼承制已無法滿足政府的人才需求，世官制也就在這樣的背景下逐漸衰微了。

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2.論文

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[58] 張亞初、劉雨，《西周金文官制研究》，頁107。

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建安士不遇詩考察

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摘要：建安詩歌上承《詩經》、楚辭等古詩之源，下啟六朝唐代等近體詩之盛世。在內容題材及表現手法上，既有對《詩經》等經典的繼承，也以高揚的獨創性標示出其時代特徵和文學成就。特別是在《詩經》中就已經出現的士不遇題材的詩歌，正是經過了建安詩人們的不斷革新和發展，才趨於成熟，成為中國古詩的一種獨特類型。基於以上原因，本文對建安詩歌中的士不遇主題作品進行考察，進而界定這一時期的士不遇詩的範疇，並梳理出三種不同類型詩的內涵及特點。

關鍵字：建安，士不遇詩，範疇，類型及內涵

Ⅰ．緒論

　　一般來說，中國文學作品中的士不遇詩是指以表達古代士人懷才不遇為主要內容的詩歌。 這類詩是隨著中國古代士階層的出現而出現，即最早的"士不遇"詩是出現在春秋時代的《詩經》中。後來雖然在楚辭和漢賦中也出現了一些寫"士不遇"的作品，但就詩歌創作來看，戰國和兩漢時期幾乎沒有什麼作品。直到漢末建安時代，"士不遇"詩才又重新煥發生機。 由於建安時期特定的時代背景等因素的影響，士不遇詩既繼承了《詩經》、楚辭等作品的傳統，也表現出了新的特點。 因此成為研究建安文學時不可忽視的一個重要部分。

　　但縱觀現代建安詩的研究歷程，學者們對士不遇詩的研究卻是"若即若離"。大部分的學者都認同建安詩中存在著這一類士不遇詩。特別是建安七子等文人在建安前期四處漂泊時曾寫過一些，但對此卻沒有太深入的研究，而且研究方式大同小異，大多是為了說明建安文人們政治上的變遷或精神感傷等而淪為史料 。1990 年以來有學者從曹操和歸附曹操的文人之間的關係進行研究。如孫明君的《漢末士風與建安詩風》[60]，施建軍的《曹操與建安諸文士》[61]等，指出建安文士們歸附曹操後政治上並不得意，並且這種怨言在詩歌中有所表現。但他們沒有明確地將這些作品歸類為士不遇詩，也就沒有

從士不遇的角度進行深層次的研究。此外， 雖然曹植的後半生極度失意，並且在其作品中多有表現，但由於其貴為王子的特殊身份，很少有學者將其失意和士不遇聯繫在一起。 這些都是建安士不遇詩研究中尚待解決的問題。

因此，針對上述研究中存在的問題，本文通過對建安士不遇詩範疇的界定來重新梳理建安士不遇詩的類型和內涵。

Ⅱ．建安士不遇詩的範疇設定

懷才不遇是士不遇的基本內容，但不同的時期、不同的社會環境、 不同的個體經驗，士不遇的情況也不同。因此，研究建安士不遇詩的前提條件就是對建安士不遇詩的範疇進行整理和設定，這樣才能明確建安士不遇詩到底是什麼。

建安士不遇詩的範疇設定主要涉及以下幾個問題：

首先是時間的界定。一般研究建安文學或建安詩歌，其時間斷限與歷史上漢獻帝建安時期並不完全一致，時間的上限往往回溯到漢獻帝初平年間，時間下限則要到魏黃初、太和年間，但因這時期重要作家的創作活動主要在建安年間，因此統稱為建安文學。筆者設定建安士不遇詩的時間與此相符，大致歷時 40 年左右。

其次，是對建安士不遇詩的創作主體的界定。也就是說建安士不遇詩中的 "士" 究竟指那些人？根據史料記載，漢末建安前期社會動盪，政治不穩，皇帝無權，軍閥割據。在這種情況下，士人們為了得到一個做官的機會常常輾轉他鄉，漂泊客居。然而即使這樣，他們也很難得到自己理想的官職，發揮自己的才幹，因此，這一時期的文士們大都有不遇之悲。但由於建安時期距今久遠，一部分文士們的詩歌已經亡佚，筆者僅就今天仍有作品存世的文人進行考察。主要有王粲，劉楨，陳琳，阮瑀，徐幹， 繁欽等人。

除此之外，還有一個問題是如何看待曹植的不遇。這關係到能否將其失意詩作歸納到士不遇詩的範疇中。建安文人中，要數曹植才氣最盛，人稱之 "建安之傑"、 "才高八斗"。他不但是位才華卓越的文學家，而且有著宏偉的政治抱負。早年的曹植和曹丕一樣過著貴公子的生活，雖然少年也曾經歷戎馬，但他們的青年時期主要處於曹魏政權蓬勃發展的上升時期，甚至曹操一度想立曹植為繼承人。因此，早期他有著 "流惠下民，建永世之業，留金石之功"[62]的宏願。但當爭奪繼承權失敗，曹操死後，曹丕對其壓制防範， 名為王侯而實為庶民，甚至連人身自由也沒有，動輒得咎，屢遷封地，生計維艱。但在他心裏仍然希望能得到任用，能報國立功，希望曹丕及後來繼位的曹叡能給自己機會。正如他在《雜詩》中所說 "閒居非吾志，甘心赴國憂"[63]。可權力的頂端往往是最殘酷的， 作為最高統治者不會允許任何人

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[62] 曹植《與楊德祖書》， 趙幼文，《曹植集校注》，人民文學出版社，1998 年，p154。

[63] 曹植《雜詩》，趙幼文，《曹植集校注》，人民文學出版社，1998 年，p380。

覬覦自己的權力和地位，尤其是曹植這個曾經爭奪王位的敵人。因此，他們始終沒有給曹植任何機會，而是曹植心中那建功立業的理想也只能被壓抑。王位爭奪是造成曹植不遇的根本原因，但不能成為考察曹植失意詩作的唯一標準。事實上，"三曹"與"七子"概念的提出，明顯可見曹植與建安七子等一般建安文人的地位是不同的。這種不同恐怕不只是文學成就上的不同，還有政治地位的差別，即三曹是屬於統治階層，而曹植貴為王侯。因此，傳統的學者礙於"士"的等級觀念，而往往將曹植的不遇詩與一般建安文人的士不遇詩劃分開來，單獨論述。然而，從詩歌本體來看，曹植的不遇詩與一般文人的不遇詩本質上是一致的，都是由於各種因素導致自己無法施展才能而鬱悶。今天來看，如果仍然按封建社會的等級觀念來劃分作家或文學作品的屬性似乎不太合適。因此，筆者在本篇論文中將曹植和其他建安文人們一起考察。然而這並不是說曹植的不遇就完全等同於其他建安文人的不遇。造成不遇的原因不同，個體的經歷不同，曹植的士不遇詩還是與其他文人有一定區別的。

　　第三是對作品內容的界定。既然是士不遇詩，詩歌的主要內容是述說自己懷才不遇。但迫於各種因素，文士們有時候難以直抒其言，而是將這種壯志難酬的情感寄託於景物等婉轉地表達出來。因此，這類借景或借物抒情的詩實際上是士不遇詩的另一種類型。還有一種比較特殊的遊仙詩，其內容雖是寫遊仙但表達的實質卻是借遊仙來抒發不遇的無奈。表面看起來似乎遊仙和不遇沒有太大關系，但結合詩人的人生境遇來分析就很容易破解詩歌的真實內涵。雖然這類遊仙詩不多，但卻是從建安詩歌才出現的，具有一定的示範意義。

Ⅲ.　建安士不遇詩的類型及內涵

　　中國的詩歌大致可分為寫實和抒情兩種風格，這兩種風格都源於《詩經》。孔子在評論《詩經》時曾說：詩可以怨。這種怨實質上就是"對自己所遇事物、所處環境等不滿而產生的一種否定性情緒"[64]，正是這種情緒成為中國古代文人的創作動力，表現"士不遇"主題的文學作品便是其中之一。不遇導致文人內心無限哀怨，這種情緒無處釋放，只能借助詩來抒發，因而士不遇詩往往具有特別強烈的抒情性。因此，筆者以表達不遇情感的方式為標準，將這些士不遇詩劃分為三種類型。

(1)直抒胸臆型

　　顧名思義，直抒胸臆即將心中所想或情感直接抒發出來。這是中國古代士不遇詩最常見的一種抒情方式。但自楚辭以來抒發不遇主要是以賦的形式，由於詩的篇幅結構等與賦差異較大，因而士不遇詩不僅主題更加突出，而且

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[64] 趙國乾 ，《中國文學"士不遇"主題的文化審美闡釋》，《雲南社會科學》，2004 年 3 期，p118.

也更重視情感的抒發。至於士不遇詩的類型化以及抒情模式的建立大多開始
於建安詩歌。

　　由於建安前期社會動盪，文人大多四處避難，戰亂頻繁，難免重武力而
輕文治，因而文士不遇的狀況時有發生。陳琳正是這類文士的代表，他才華
橫溢，一直想在亂世中尋找立功揚名的機會，但始終不過一介刀筆書吏，壯
志難酬。如其《詩》：

>　　春天潤九野，卉木渙油油。紅華紛曄曄，發秀曜中衢。
>　　仲尼以聖德，行聘徧周流。遭斥厄陳蔡，歸之命也夫。
>　　沉淪眾庶間，與世無有殊。紆鬱懷傷結，舒展有何由！
>　　轗軻固宜然，卑陋何所羞。援茲自抑慰，研精於道腴。

　　此詩是陳琳早年之作，原為單獨四段，今人逯欽立在《先秦漢魏晉南北
朝詩·魏詩》卷三種認為：“以上四詩《韻補》通入尤韻，當是一篇之
辭。”[65]“從意義上判斷，四段之間亦有聯繫，後三段之間聯繫尤為緊
密。”[66]因此，筆者此處將其視為一首詩。詩中先描寫了春天的勃勃生機，
之後便寫了孔子也曾四處漂泊，甚至困厄於陳蔡間。陳琳以孔子自比，像孔
子這樣的聖賢也會不遇，自己雖然才華出眾也難免淪落到與普通人一樣的境
地。但這種不遇還是讓他憂傷鬱悶，無法釋懷。最後，詩人說到貧賤坎坷並
不是什麼羞恥之事，以此來安慰自己，在困窘中專研道的真諦。雖然此時最
後歸之於道，但卻不是消極的逃避，而顯露出自我涵養、蓄勢待發的氣勢。

　　歸附曹操後，建安文人在鄴下最多的活動就是宴集唱和，宴會詩也就成
為他們文學創作的重要形式。但不同於六朝宴會詩的浮華和空洞，建安詩人
沒有沉淪於輕歌曼舞和美酒佳餚，即使在遊宴中也無法抹去心中不遇的惆悵，
如陳琳的兩首《遊覽詩》。其一：

>　　高會時不娛，羈客難為心。殷懷從中發，悲感激清音。
>　　投觴罷歡坐，逍遙步長林。蕭蕭山谷風，黯黯天路陰。
>　　惆悵忘旋反，歔欷涕沾襟。

　　詩人身在遊宴之中並不快樂，客居的生活讓他並不稱心。滿懷傷感漫步
長苑林，然而這裏只有蕭蕭的山風和陰暗的天際。這樣的場景正代指自己的
前途灰暗，沒有希望。從而流落出詩人數載漂泊而功業無成的感傷。可以說，
陳琳此時的心境與早期不遇時的心境是不同的，早期他還能氣定神閑的專研
道義，但這時卻是真的惆悵起來。此時的陳琳已經歸附曹操，但這並不是完
美的結局，不過是陳琳四處為宦的人生中最後的一站，而這一站卻也並不能
志得意滿。此時的陳琳似乎已經看到自己人生的盡頭，因而更加感傷，甚至

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[65] 逯欽立，《先秦漢魏晉南北朝詩·魏詩》，中華書局，1993 年，p368.
[66] 吳雲主編，《建安七子集校注》，天津古籍出版社，2005 年，p131.

絕望。晚唐詩人溫庭筠在其《過陳琳墓》一詩中說"詞客有靈應識我，霸才無主始憐君⋯⋯莫怪臨風倍惆悵，欲將書劍學從軍。"正說出了陳琳一生的不遇和失意。又如《遊覽詩》其二：

> 節運時氣舒。秋風涼且清。閒居心不娛。駕言從友生。
> 翱翔戲長流。逍遙登高城。東望看疇野。回顧覽園庭。
> 嘉木凋綠葉。芳草纖紅榮。騁哉日月逝。年命將西傾。
> 建功不及時。鐘鼎何所銘。收念還寢房。慷慨詠墳經。
> 庶幾及君在。立德垂功名。

　　此詩也寫於歸附曹操之後，安居鄴下時，內容與其一相似。表達了歸附曹操後，並沒有得到重用，而過著閒居的生活，這樣的生活讓他不開心，於是和友人一起遊園。然而看到樹葉即將凋落，繁花也即將枯萎，詩人不禁聯想到自己年華將盡卻志向不遂而無限感傷。但與其一無法釋懷的結尾不同，此詩在最後還是鼓起信心，希望能夠追隨曹氏可以建功立業。同時遊覽詩，同是表達自己不遇的境遇，但前後兩首的情感卻也不盡相同，表現了詩人豐富而細緻的情感變化。

　　被譽為"七子之冠冕"的王粲出身名門，十四歲拜見東漢大學者蔡邕，蔡邕稱其"有異才"。然而王粲年少便曹遇董卓之亂，十七歲離開長安赴荊州依附劉表。從初平三年（192）到建安十三年（208）也就是他從十六歲到三十二歲期間，一直避亂於荊州，但劉表因嫌棄王粲相貌不美、性格放達而不重用，這使自命才高的王粲在漫長的避亂生活中產生了無窮的懷才不遇之感。如他在《贈士孫文始》一詩中說到："龍雖勿用，志亦靡忒。"龍雖勿用，出自《易》"潛龍勿用"，此句意為雖然不被重用，但不要改變自己的志向。雖然詩表面說孫文始，但實際上何嘗不是王粲對自己的勉勵。 另如《贈蔡子篤》中的"人生實難 ，願其弗與"一句，也表達了他在荊州時懷才不遇的心境。

　　表達更為直接的如《雜詩》其四：

> 鷙鳥化為鳩，遠竄江漢邊。
> 遭遇風雲會，托身鸞鳳間。
> 天姿既否戾，受性又不閑。
> 邂逅見逼迫，俯仰不得言。

　　這首詩應寫於王粲歸附曹魏之後。詩中首先回顧了荊州時期的不遇。詩人以鷙鳥自喻，表明自己本是具有雄才偉略之人，但卻不得不委曲求全化為普通的鳩，躲避到江漢邊的荊州。後來風雲際會，得遇明主曹操，也經常往來於權貴之中。但自己天性桀驁不遜，拙於世故，常常被受壓抑，不能達成所願。 王粲於建安十三年歸於曹操。早在他之前劉楨、徐幹、陳琳、阮瑀 、

楊修、路粹、吳質等人已抵鄴城，和他同年來到的有應玚、繁欽、邯鄲淳、仲長統等人。值得注意的是人們往往認為王粲在歸附曹操之後，官至侍中，應該仕途順暢，但這一首詩卻表明了歸曹後，詩人仍然生活得十分壓抑。

　　曹植的詩歌創作以曹丕繼位為界大致可分為前後兩個時期．前期的公子生活使其詩作大都慷慨激昂，後期由於曹丕及曹叡的政治打壓使其常有感懷身世，抒發懷才不遇之詩作。其中，直接抒發情感的詩作如《雜詩》其五：

　　　　僕夫早嚴駕，吾將遠行遊。遠遊欲何之，吳國為我仇。
　　　　將騁萬裏塗，東路安足由。江介多悲風，淮泗馳急流。
　　　　願欲一輕濟，惜哉無方舟。閒居非吾志，甘心赴國憂。

　　詩的開篇便直言作為軍士早備行裝，自己將要遠行去征討吳國。“江介多悲風”代指長江兩岸戰勢失利，“淮泗馳急流”指淮泗流域軍情緊急。這種形式下，曹植內心焦急，希望馬上渡過長江，但卻可惜沒有大船。這也是表達自己想要報國卻無門的遺憾。最後，他直接表明閒居生活不是自己想要的，寧願為國而戰。黃節的《曹子建詩注》：“蓋黃初四年，吳仍未下……文帝征吳，不得已而休兵。植徙封雍丘後，見江表未平，思渡淮泗以勤王，故有此詩。”[67] 因此，這首詩表達了自己閒居生活的無奈，更突出了急於報國的心情。可見即使處於不遇的境遇，曹植仍不改初衷，一心為國。也正是因為曹植對於國家的關注和忠誠，使其不遇沒有局限於一己的怨恨情感中，而具有了更深沉的愛國主義內涵。

　　又如其《怨歌行》一首：

　　　　為君既不易，為臣良獨難。忠信事不顯，乃有見疑患。
　　　　周公佐成王，金滕功不刊。推心輔王室，二叔反流言。
　　　　待罪居東國，泣涕常流連。皇靈大動變，震雷風且寒。
　　　　拔樹偃秋稼，天威不可幹。素服開金滕，感悟求其端。
　　　　公旦事既顯，成王乃哀歎。吾欲競此曲，此曲悲且長。
　　　　今日樂相樂，別後莫相忘。

　　此詩開篇便化用《論語・子路篇》“為君難，為臣不易”句表明自己的無奈，自己的忠心君王不明白，反而被懷疑。接著，用周公輔成王的典故比喻自己心向報國，卻壯志難酬。詩中有“公旦事既顯，成王乃哀歎”之句，表明此詩應作於魏明帝即位後。魏明帝曹叡即位後，曹植以為自己的境遇會有所改變，希望有機會被人用，於是幾次上疏求自試，但明帝繼承了其父曹丕對曹植的政策，對曹植的請求不予回應並繼續嚴加防範。當時又有小人進讒言誣陷曹植，其境遇堪憂，於是曹植憤慨之下，寫了這首詩一吐心中的鬱結。但曹植借用周公輔成王的典故來比喻自己似乎不十分恰當，曹植沒有機

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[67] 趙幼文，《曹植集校注》，人民文學出版社，1998 年，P380。

會像周公一樣輔佐新君，這裏只是借周公也曾遭人懷疑一事來影射自己。詩以表白忠心為主，同時也說明了自己的不遇和壓抑。這種借詠史來抒發自己志向或表達自己不遇的寫作方式對南北朝左思等人的詠史詩具有示範意義。

(1)含蓄隱喻型

含蓄隱喻型士不遇詩是指詩人不直接表達自己的不遇，而是通過場景的描寫、意象的運用等手段間接地表達情感。建安詩人們繼承了楚辭和樂府詩的寫作特點，融合在自己的詩歌中，表現出了建安士不遇詩的一種新的風格。如劉楨的《贈徐幹》：

> 誰謂相去遠。隔此西掖垣。拘限清切禁。中情無由宣。
> 思子沉心曲。長歎不能言。起坐失次第。一日三四遷。
> 步出北寺門。遙望西苑園。細柳夾道生。方塘含清源。
> 輕葉隨風轉。飛鳥何翻翻。乖人易感動。涕下與衿連。
> 仰視白日光。皪皪高且懸。兼燭八紘內。物類無頗偏。
> 我獨抱深感。不得與比焉。

這是一首與徐幹相互贈答的詩作，此時徐幹為太子文學，正居住在西園，而劉楨因平視甄氏被禁省中。詩中抒發了對徐幹的想念，同時也表達了自己內心的壓抑。結合徐幹的答詩和本詩的格調來看，二人在精神上都有種壓抑、苦悶的感傷。詩中以情感為線，以思友為序，前四句寫詩人困於禁錮，接著寫為消憂悶而漫步西苑，感於細柳輕葉隨風飄轉，喚起了作者對精神自由的嚮往，不禁遙望徐幹所在的西園，看到園中景物而更加感傷。他將曹氏與日光相比，日光照耀萬物，公正而不偏頗，但曹氏卻不像日光一樣，這也導致了詩人懷才不遇，甚至遭遇刑罰，從而加重了感傷的情緒。全詩情感濃烈，憂傷但不頹廢，景物描寫具有樂府民歌的淺近自然，情感抒發又有文人詩的細膩深沉。

劉楨出身官宦世家，少年便以才學知名，其性格剛直孤傲。《三國志·魏志·王粲傳》載："太子嘗請諸文學，酒酣坐歡，命夫人甄氏出拜。坐中眾人鹹伏，而楨獨平視。"[68]正因為"平視甄氏"，劉楨"以不敬被刑"。這首詩應作於此次事件之後。然而劉楨自詡品性高潔，為何會做出這樣不合理的行為？筆者認為，劉楨平視甄妃之舉正是因為他的失意和不甘心，他清楚的意識到自己依附曹氏只是御用文人之身，並不能得到重視，這一舉動明顯帶有反抗的意味。因此，這看似簡單的事件實際上說明了文士歸曹後的真實命運。

再看王粲的《雜詩》：

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[68] 吳雲主編，《建安七子集校注》，天津古籍出版社，2005 年，p553

日暮遊西園，冀寫憂思情。曲池揚素波，列樹敷丹榮。
上有特棲鳥，懷春向我鳴。褰衽欲從之，路險不得征。
徘徊不能去，佇立望爾形。風飆揚塵起，白日忽已冥。
回身入空房，托夢通精誠。人欲天不違，何懼不合並！

　　此詩是建安十六年曹氏兄弟與七子的西園系列之作中的一首。“日暮遊西園”，明確點明是西園之作。而與《雜詩》四首中一樣，“鳥”意象再次成為此詩的中心意象。這只鳥似乎鍾情與詩人，但詩人卻無法與其“比翼雙飛”，於是久久佇立，望著遠去的鳥。忽然風卷塵起，白晝如夜，奇異的天象似乎是對現實的暗示。作者無奈回房，雖然失落卻又有信心等待希望的實現。有學者肯定此詩寫詩人對愛情的追求，但不確定是否有深層的涵義。[69]然而，王粲作此詩時已經三十五歲，這個年紀的古代人已經相當於現在的中年人，無論是思想還是感情上都已十分成熟。同時，建安文士重視傳統道德修養，很少言及兒女情長，因而在王粲年輕時也未見其寫過關於愛情的詩，卻在中年突然萌生情愫，這顯然不合理。而且詩的題目名為“雜詩”，也就是今天的隨感，若是真有愛情因素，應該不會以隨感的形式來寫作。因此，此詩並不是寫對愛情的追求，而是詩人對於現實境遇的不滿和憂慮，只是以戀慕的形式寫出仍然抱有期望。《三曹年譜》引《三國志》卷二三《魏書·杜襲傳》：“魏國既建，（杜襲）為侍中，與王粲、和洽並用。粲強識博聞，故太祖遊觀出入，多得驂乘，至見其敬不及洽、襲。襲嘗獨見，至於夜半。粲性躁競，起坐曰：‘不知公對杜襲道何等也？’……知粲雖為侍中，然亦悒悒不安。”[70]由此可知，王粲雖歸附曹操，但仍然如履薄冰，不受重用。因而，曹植在《贈王粲》一詩中安慰王粲說：“重陰潤萬物，何懼澤不周？誰令君多念，遂使懷百憂。”意思是說，只要魏的事業興旺發達，就不必擔心父王的恩澤雨露不沐浴到你的頭上，您還是太多想多慮了，這才有這麼多的憂愁。可與此詩互為參照。

　　又如徐幹的《室思詩》中“展轉不能寐，長夜何綿綿。躡履起出戶，仰觀三星連。自恨志不遂，泣涕如湧泉。”等句。雖名為室思，實為借思婦而喻不遇，曲折隱晦的吐露心聲。這與其《情詩》有異曲同工之處。詩人入仕十餘年，而只是長期充當侍從文人，這與他的初衷相去甚遠，不能不在年華老去之中有所鬱結，這也是鄴下文人們對時事和人生感傷的源頭。

　　以上的含蓄隱喻型士不遇詩幾乎都是建安文人們歸附曹魏政權之後創作的。建安中後期，當曹操勢力逐漸強大，由於曹氏父子對文學的愛好和政治的需要，招攬了大批文人。這就造成了天下雖三分，而文人名士卻多集於魏。其中王粲於建安十三年歸於曹操。早在他之前劉楨、徐幹、陳琳、阮瑀、楊修、吳質等人已抵鄴城，和他同年來到的有應玚、繁欽、 仲長統等人。當建安諸子齊聚鄴下後，滿懷熱情的投身於政治，但曹操看中的是他們的文

[69] 吳雲主編，《建安七子集校注》，天津古籍出版社，2005 年，p266。
[70] 張可禮編，《三曹年譜》，齊魯書社，1983 年，p131。

學才華，這與衝鋒陷陣的將士和運籌帷幄的謀士相比，實用性就不足了。因此，他們擔任的也大多是文學侍從等虛職，地位實同倡優，正所謂"一時名勝，累遭摧折，若禰衡辱為鼓吏，阮瑀屈列琴工，劉楨滅死輸作，皆見遇伶優，僅保首領。文舉、德祖情事稍而相關，便嬰大戮，嘗有尺寸憐才之意！子恒猜忌彌深，二丁騈首，子建幾希，皆幸中之不幸也。"[71]本來建安文士們以為歸附曹氏這樣的明主是自己的幸運，但沒想到曹氏雖重視文人但卻不重用他們，這也是他們的不幸吧。這樣的境遇是導致歸曹文人們常有不遇之感，而礙於曹氏的權威，這種感慨也只能借寫他物而含蓄婉轉的抒發出來。

此外，繁欽也有兩首這種類型的士不遇詩。

《生茨詩》：

　　　　有茨生蘭圃，布葉翳芙蕖。寄根膏壤隅，春澤以養軀。
　　　　太陽曝真色，翔風發其臭。甘液潤其中，華實與氣俱。
　　　　族類日夜滋，被我中堂隅。

《詠蕙詩》：

　　　　蕙草生山北。托身失所依。植根陰崖側。夙夜懼危頹。
　　　　寒泉浸我根。淒風常徘徊。三光照八極。獨不蒙餘暉。
　　　　葩葉永雕瘁。凝露不暇晞。百卉皆含榮。己獨失時姿。
　　　　比我英芳發。鷦鵠鳴已衰。

由於繁欽生平事蹟不詳，這兩首詩的創作時間不明確，是否是歸附曹操後之作不得而知。但據《灌畦暇語》評《生茨詩》曰："後漢繁欽，傷世道剝喪，賢愚隱情。上之人用察不至，而小人得志，君子伏匿，於是賦生茨之詩。"[72]後一首《詠蕙詩》也同樣都是借物喻人。詩人用茨和蕙草的美好來比喻自己的才華和品格，借它們惡劣的生存環境來比喻當時淒風寒泉般的政治環境。也表現出自己在這種環境中難有所為的悲哀心境。

曹植後期表現士不遇的詩作也明顯具有含蓄隱喻的特點。最突出的特點就是運用美人、思婦、棄婦意象來隱喻自己的不得志。如《種葛篇》：

　　　　種葛南山下，葛藟自成陰。與君初婚時，結髮恩義深。
　　　　歡愛在枕席，宿昔同衣衾。竊慕棠棣篇，好樂和瑟琴。
　　　　行年將晚慕，佳人懷異心。恩紀曠不接，我情遂抑沉。
　　　　出門當何顧，徘徊步北林。下有交頸獸，仰見雙棲禽。
　　　　攀枝長歎息，淚下沾羅襟。良馬知我悲，延頸代我吟。
　　　　昔為同池魚，今為商與參。往古皆歡遇，我獨困於今。
　　　　棄置委天命，悠悠安可任。

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[71] 河北師大中文系古典文學教研組，《三曹資料彙編》，中華書局，1980 年，p15。

[72] 逯欽立，《先秦漢魏晉南北朝詩》（上），中華書局，1993 年，p385。

此篇明為寫棄婦，實為寫己，油然而興身世之感。以興起篇，先描寫了初婚時的恩愛，繼而寫年老遭棄而悲傷不已。詩中還借用了琴瑟，交頸獸，雙棲禽等意象來比喻初婚時的恩愛，象徵著詩人與曹丕同為公子時的手足之情。但在政治的舞臺上，情誼是不值一提的，因此，當政治地位變化後，這種情誼就蕩然無存了。此詩詩人最後發出"往古皆歡遇，我獨困於今。棄置委天命，悠悠安可任。"的悲歎，正是點明了此刻詩人所處的現實狀況及因為政治壓迫所無處發洩的鬱悶。

又如《美女篇》：

> 美女妖且閑，采桑歧路間。柔條紛冉冉，落葉何翩翩。
> 攘袖見素手，皓腕約金環。頭上金爵釵，腰佩翠琅玕。
> 明珠交玉體，珊瑚間木難。羅衣何飄飄，輕裾隨風還。
> 顧盼遺光采，長嘯氣若蘭。行徒用息駕，休者以忘餐。
> 借問女安居，乃在城南端。青樓臨大路，高門結重關。
> 容華耀朝日，誰不希令顏。媒氏何所營，玉帛不時安。
> 佳人慕高義，求賢良獨難。眾人徒嗷嗷，安知彼所觀。
> 盛年處房室，中夜起長歎。

曹植心懷壯志，不甘心碌碌無為，一再上表要求"自試"而不得，但又不能直接洩憤，便借美女的不幸來抒發詩人不遇的胸臆。這種美女喻君子的比興方式來源於楚辭，《離騷》託芳草以怨王孫、借美人以喻君子。前一部分對美人的描寫也可以理解為詩人自喻自己才華和品格的美好；這樣美麗的佳人一心"慕高義"，可想要找到理想的配偶卻很難，儘管自己正當年輕貌美，但卻整日獨處深閨，長歎於深夜不眠之中。全詩含蓄不露，而所怨已很明顯。詩人的心情正如這美人般，心懷一腔熱血卻只能在深夜獨自歎息。

還有一篇《雜詩·南國有佳人》，也是採用比喻的手法，表現懷才不遇的苦悶。但這首詩較《美女篇》更為簡約，寥寥數筆就將佳人"俯仰歲將暮榮耀難久持"的複雜心情刻畫出來。因此，元代劉履《文選詩補注》（卷二）解釋此篇題旨時說："此亦自言才美足已有用，今但遊息閒散之地，不見顧重於當世，將恐時移歲改，功業未建，遂湮沒而無聞焉。故借佳人為喻以自傷也。"[73]

此外，曹植還有《閨情》、《七哀》、《浮萍篇》等詩作，也都是以美人或思婦自喻來婉轉地表達自己懷才不遇的哀怨情緒。

(3)寄託遊仙型

建安士不遇詩中的寄託遊仙類型主要是曹植的詩。遊仙詩帶有典型的道教、神話以及文學色彩。建安時期，曹操開始大量寫作，之後曹丕、曹植均

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[73] 河北師大中文系古典文學教研組，《三曹資料彙編》，中華書局，1980 年，p121。

有遊仙詩。事實上，不僅曹植，包括曹操和曹丕對遊仙的態度也很矛盾，他們一方面渴望長生不老一方面有否定神仙存在的可能性。特別是曹植，曾多次表示對神仙之說的否定，如他在《辯道論》中說：“不信之矣”，在《贈白馬王彪》中也說：“虛無求列仙，松子久吾欺。”[74]等。既然如此，為何曹植後期又創作了大量的遊仙詩？正如李豐楙所說：“關於遊仙詩的動機，最能反映出詩人的創作意圖；一為空間因素，有現實世界的拘限……”[75]曹植的遊仙詩中的確存在這樣的情況。現實的壓抑讓他無法排遣，一生的志向也無從施展。然而遊仙則提供了一個絕好的途徑，可以讓詩人借助想像來解脫不遇的無奈。如其《遊仙詩》：

> 人生不滿百，戚戚少歡娛。意欲奮六翮，排霧凌紫虛。
> 蟬蛻同松喬，翻跡登鼎湖。翱翔九天上，騁轡遠行遊。
> 東觀扶桑曜，西臨弱水流。北極玄天渚，南翔陟丹丘。
> --

詩開篇即說人生在世，難以歡娛。那麼曹植所希望的快樂的生活是什麼樣的？就是可以讓他發揮所長，施展才華。回顧曹植一生，其最鮮明的特點就是才高而志向遠大。對於這樣的人來說，生活條件上的艱辛是無所謂的，但精神上的壓抑，理想無法實現才是最痛苦的。因此，曹植說明了自己的這種痛苦無法釋懷才寄託遊仙。他像蟬蛻一樣脫離人間而成仙，飛臨鼎湖，翱翔在九天上，遊覽東西南北四處。在神奇的仙境中他仿佛自由了，然而詩卻沒有結局，正如遊仙也只是一種慰藉一樣，不能解決根本問題。

又如《磐石篇》：

> 盤盤山巔石，飄颻澗底蓬。我本太山人，何為客淮東。
> 蒹葭彌斥土，林木無芬重。岸岩若崩缺，湖水何洶洶。
> 蚌蛤被濱涯，光彩如錦虹。高彼凌雲霄，浮氣象螭龍。
> 鯨脊若丘陵，須若山上松。呼吸吞船欐，澎濞戲中鴻。
> 方舟尋高價，珍寶麗以通。一舉必千裏，乘颻舉帆幢。
> 經危履險阻，未知命所鐘。常恐沉黃壚，下與黿鱉同。
> 南極蒼梧野，遊眄窮九江。中夜指參辰，欲師當定從。
> 仰天長太息，思想懷故邦。乘桴何所志，籲嗟我孔公。

詩作開篇以磐石起興，然後自述身世，說道自己本生於山東，為什麼客居淮東呢？暗指自己被徙居雍丘一事。這裏蒹葭長滿了鹽鹼地，林木也不茂盛，描寫了雍丘的貧瘠。接著以遊仙的視角描寫了滄海風物的瑰麗壯觀，有如螭龍的蚌蛤、巨大的鯨等。這樣的仙境卻不能平復詩人內心的感傷，一生歷經艱險，卻命運不濟。如今常擔心老之將至，如何面對死亡。這樣的人

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[74] 袁行霈，《中國文學史》第二卷，高等教育出版社，1999 年，p34。

[75] 李豐楙，《憂與遊——六朝隋唐遊仙詩論集》，臺灣學生書局，1996 年，p9。

生進退何從，因此仰天歎息，思念故鄉。最後借用孔子乘桴浮海的典故
（《論語·公冶長篇》："子曰：道不行，乘桴浮於海。"），來指代自己
的"道"無法施行，感歎懷才不遇。

此外，如其《五遊詠》中有"九州不足步，願得淩雲翔"飽含不遇之情，
不禁讓人聯想起《楚辭·遠遊》中的"悲時俗之迫厄兮，願輕舉而遠
遊！"[76]

總體來看，建安士不遇詩並不像一般文學史所說的那樣簡單，而是具有
多樣的寫作風格和情感態勢。正因如此，也形成了建安士不遇詩中的多重內
涵。

首先，表現了建安文士們對自我價值的體認。即他們所憂患的不是傳統
儒家的"道不可張"，而更突出對個體價值的關注。這也說明了建安時期文
士開始了作為個體的人的自覺。在中國傳統文化中幾乎沒有個體的人的概念，
儒家學說重視的是"為臣"、"為子"，卻沒有"為我"。"為臣"、"為
子"強調的是群體性的人的社會概念和宗族觀念，"為我"強調的則是人的
本體概念。建安文士們不僅意識到了自我的存在，更要張揚自我存在的價值，
即要實現自己的理想。這種意識在士不遇詩中表現得特別明顯。同時，帶有
這種意識的建安士不遇詩對於六朝時期大量的懷古、詠史等凸顯詩人個體價
值觀念的詩歌大量出現有很大影響。

其次，建安文士們的不遇詩中隱含著對國家的憂患意識。建安前期，社
會的動盪、政治的不穩不僅導致文士們仕途上的波折，也加深了他們對國家
前途的憂慮。一方面他們已經意識到了自我的存在和價值，強調主體意識；
另一方面傳統儒學對中國古代知識份子的影響是何其深遠，面對悲慘的社會
現實，即使自己暫時不能發揮能力，也仍然會生髮出為國為民的憂患。這一
點特別在曹植的詩作中表現較多。

再次，對待不遇，建安詩人的處理方式也不同，這反映了建安時代思想
的變化。有的悲憤絕望，有的還對前途懷抱希望，有的則表現出向道解脫的
意象。這中多樣化也反映了建安時期士人思想發生了一定的變化，有對傳統
儒家"三不朽"觀念的執著，也有對道家遊仙的嚮往，更多的是對現實人生
的反思。也是從這一時期開始，文士們重視從自己的經歷出發，對人生進行
思考和反思，這對於文學創作表現詩人的世界觀、價值觀等有重要意義。

Ⅳ. 結論

綜上所述 ，對建安士不遇詩的考察可以得出如下結論。

第一，從文學的角度來說，建安士不遇詩與之前的士不遇作品相比具有
新的特點。 其抒情的方式呈現出多樣化的特點，詩歌的內涵也更加深刻。

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[76] 李慶甲校，《楚辭集注》，上海古籍出版社，1987，p105。

這不僅是建安詩歌創作多樣化的表現，也對後世的士不遇題材的詩歌創作具有示範意義和重大影響。

第二，從思想的角度來說，建安士不遇詩中表現了與傳統儒家思想不同的價值觀。這反映出了建安時代的思想變動的實際，對中國古代社會思想發展變遷提供了研究的直接資料。

第三，通過對建安士不遇詩的重新解讀，對傳統的研究角度進行了轉換。就建安文人們士不遇詩的創作數量來看，以含蓄隱喻的方式表現的詩作最多，這種類型的詩作大多是文人們歸附曹氏政權之後寫作的。可見，建安文人們在歸附曹魏政權後並未能真正獲得實現自我價值的機遇。因此，深層的人生危機才是引發他們傷逝情懷的根源。在本質上，三曹與建安文人的這種傷逝其實是一樣的。因此，研究建安士不遇詩不應只限於一般的建安文人。

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文化认知视角下的韩国语新词的特点及其教学

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摘要： 本文通过对近 10 年来韩国语词汇中产生的部分新词的分析，尝试讨论高级韩国语学习者学习该类新词时的理解过程，同时，尝试讨论高级韩国语学习者学习该类新词时的理解过程，通过对韩国语学习者把握该类型词汇时体现出的特点，讨论有针对性的、有效的教学模式，希望对韩国语词汇教学起到一定的参考偶用。并希望从文化认知视角对学习者在习得过程中体现出的特点进行分析，以期达到提高课堂教学效果，帮助学生更快更好地理解词汇的特点，以及更深层地理解韩国文化的目的。

关键词：文化认知视角，韩国语教学，新词，词汇结构

众所周知，在一种语言的语法、语音、词汇系统里，受外界影响最大、变化最快的部分是词汇可以说任何一种语言在其自身发展过程中，无法避免与其他语言的接触和交流。萨丕尔(1997:173)指出"语言，像文化一样，很少是自给自足的。交际的需要使说一种语言的人和说邻近语言的或文化上占优势的语言的人发生直接或间接接触。……与外界的交往中，任何语言都受到外语成分的影响，这种影响在语音、词汇、语法各个层面都存在，其中最明显、最直接的影响就是词汇层面的影响。"77， 从外语教学角度来看，词汇教学则相对于其他层面的教学将会面临着更多的新的变化，可见在外语教学中词汇教学是非常重要的一个环节。目前，随着韩流文化持续不断地大量涌入，以及新时代下韩国语教学面临的各种新课题的出现，韩国语教师不得不学习大量新词以应对瞬息万变的课堂教学环境。而作为外语教学，怎样教授新词就成为韩国语教学中的一个需解决的研究课题。而从另一个角度来看，对新词研究的同时也可从逆向推理的角度让我们了解韩国人的语言逻辑模式，从而更好地驾驭韩国语。

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77 萨丕尔，《语言论》，北京：商务印书馆，1997，p173。

Ⅰ. 韩国语新词的构成

韩国语中对新词的概念有广义和狭义的区分。本文采用广义新词的概念，即包括随社会发展出现的新生词汇，也包括固有词的意思转用，或旧词新用。新生词按构词的语源可分为固有词、汉字词、外来词，如 "된장녀(固有词组合)、폭탄주(汉字词组合)、싱글룸(singleroom，英文词)"，还有一部分是混搭新词，如 "먹토(韩语+汉字)，줌마렐라(韩语+外来词)，건테크(汉字+外来词)，밥터디족(韩语+汉字+外来词)"。另外，有些新词是历史术语，包括人名、地名，还有一些历史事件名词，如 "鸣梁海战（명량해전）"，这些只在历史课堂上才能接触得到的词汇重新成为人们关注的焦点。因此从文化认知角度对新词进行研究，能够让我们找到与经济生活相关的信息，这对深入了解日新月异变化着的韩国社会有一定的助益。

Ⅱ. 韩国语新词的文化内涵

人们对文化的定义不尽相同，本文所指文化内涵包括韩国人日常生活衣食住行各个方面。这些体现文化内涵的词汇广义上可表达宏观概念，狭义上可描述某种特定领域内的特定现象。那么，二语习得过程中，特别是高阶学习过程中为什么要强调文化内涵呢？

一般认为语言是交流的工具，随着学习者语言能力的提升，词汇量的不断增加，欲表达的句子复杂程度也不断提高。二语习得的高级阶段，学习者面临的学习难点不仅仅局限于语法、词汇等方面，语言背后的文化心理作用更是凸显的淋漓尽致。信息在编码、输出、输入、解码过程中时刻都伴随一个隐形因素，那就是情感。人们在进行新旧信息互换时彼此可以从语言的物质外壳——音色、音强、音质、音长中感受话者的情感起伏，而影响情感起伏的因素除了人类共通的心理素质之外，还有就是民族文化心理在起作用。举例来说，韩国人用 "한（恨）이 많다" 这个短语，即可表达不共戴天的家仇国恨，也可传递个人庭前月下的儿女闲愁。久而久之，"恨" 成为韩民族的一种名族符号，从脍炙人口的艺术作品 "阿里郎"，到催人泪下的韩剧 "蓝色生死恋" 都表现出了 "恨" 这个文化元素。在面临危难关头的时 "恨" 的文化心理总能以各种语言形式表现出来，并形成强大的民族凝聚力。所以不能单纯地理解语言表面 "恨" 传达的信息，更应该理解语言背后的文化内涵，这样才能和目的语使用者产生更好的文化共鸣，进行更深层次的交流。

另外，本文研究用文化词汇有以下特点：

　　第一，新造词。顾名思义，随时代发展新出现的新鲜词。如：해외직구。第二，一直被人们熟知，忽然成为焦点。如：명량。综上所述，本文从经济文化视角将热门词汇、新造词或人们熟知现又重新获得关注度的词汇定义为广义新词。

　　外国人在学习韩国语时，不仅要了解掌握字面信息，隐藏在文字背后的信息也同样重要。所谓文字背后的信息包括经济、政治、文化等多方面内容，作为学习者在不同阶段要求对其有不同程度的掌握。如果说语言学习是对异文化的一种理解过程，那么新词的学习就不仅仅是学习新词汇，而是学习一种文化。作为韩国语学习者在接触这些新词时，不应该只停留在理解意思阶段，更应深度剖析其产生背景及原因，只有这样才能更好地了解新词体现的文化现象。下面通过具体的例子来分析韩国语新词给我们带来的文化启示。使用新词有"'꽃보다'남자、명량、빙수 전문점、타요버스、해외직구"等，这些都是 2014 年流行于韩国社会，在韩国经济生活当中具有广泛影响的新词。这些流行语产生及传播的深层原因到底是什么，又传递着怎样的文化信息，这些信息又反应出了韩国人怎样的文化动向呢？

1. '꽃보다'남자（花样男子）

　　"花样"系列节目是 2014 年娱乐圈最火的关键词之一。"花样姐姐"、"花样爷爷"、"花样青春"这些韩国本土的娱乐节目，如今在中国也遍地开花。从修辞角度来说这是一种比喻，可为什么加了"花样"的节目就会受到全民的喜欢呢？到底里边有什么"花样"呢？

　　以"花样爷爷"为例，按说娱乐节目都是以 10~20 岁左右的年轻人为主要受众，老人群体为什么会在社会上受到欢迎呢？其实看过节目的人都知道，节目无非就是找了明星到处旅游，可是关注一下这些艺人的年龄层，不难发现一些问题。韩国是个比较传统的国家，尽管现代化程度比较高，但父权制度下长辈们的形象一直是严厉和不苟言笑的代名词。如果你在韩国坐过地铁就会发现，老人席永远不会有年轻人的身影，如果你不慎坐到老人席就会招来老人们的非议，所以老爷爷和娱乐节目组合是很有深意的。通过节目年纪大的爷爷们被还原成一个个正常人，他们也有和普通人一样的喜怒哀乐，社会对老人们宽容了许多。收视率上升，节目被社会广泛接受，这一切都说明韩国社会价值取向正在变得多元化，社会对老年人的态度也变得更宽容。在韩语课堂上教师有必要把上述现象作为知识点体现在教学环节的设计上。

2. 명량（鸣梁）

学习过韩国历史的人一定对地名"鸣梁"不陌生，通过电影"鸣梁海战"这个承载着厚重历史事件的地理名词再次成为人们关注的焦点。影片讲述的是朝鲜名将李舜臣抗击倭寇的英雄事迹。我们知道李舜臣在韩国家喻户晓，可仅凭这点就解释了历史剧票房居高的原因未免分析的太过肤浅。那么，高票房的背后反映了韩国哪些社会问题呢？

文化评论家们分析李舜臣历史剧票房居高的原因主要是它反映了现代韩国社会对领导力缺失的担心以及对真正领导力的渴望。2014 年韩国国内接连发生各种悲剧事故，悲剧面前政府在进行救助时略显力不从心，动员没有力度，救助进度拖沓。国民们深刻呼唤一个力挽狂澜的政府能够给予自身信任感与安全感。而这正好与影片的内容相契合，使国民的心灵找到了一种慰藉。影片中主人公高呼："必死则生，必生则死"，将一种对社会担忧的情绪完完全全的传递给了观众们。

甚至从中我们还会看到一部历史剧背后隐藏着的"中年危机"。我们知道一个社会的中坚力量是 40~50 岁年龄段的人群。在韩国社会，这个年龄段的人群亲身经历了从落后国家到发达国家转变的全过程，在国家遇到考验之际，这个年龄段的人群自然受到了人们的关注，如同"鸣梁海战"中百姓和官兵都关注着李舜臣将军的一举一动。综上所述，影片受到欢迎不能单纯认为是片子的拍摄手法独特、演员演技高超，更应透过"鸣梁"一词看到韩国社会的异动。教师在授课时可以询问学生韩国社会遇到的各种危机事件，然后再播放影片，这样学生会有更深刻的理解。

3．빙수 전문점（冰沙专卖店）

这个词对大家来说并不陌生，炎炎夏日买杯冰沙解暑是一个非常不错的选择。韩国的冰沙种类繁多，不同类型的连锁店多达 50 多家。这种稀松平常的词汇也有必要关注吗？答案是肯定的。因为韩国餐后甜点文化和冰沙专卖店的高人气是相通的。韩国餐后甜点文化其实比较简单，因为在吃饭穿衣都很困难的日子，主食能不能吃饱是个令人纠结的问题。不过随着韩国社会经济的发展，餐后甜点文化也蓬勃发展起来，而且分化迅速，花样翻新，近些年来几乎成为人们避暑时的主要话题。

冰沙甜点在韩国人的日常生活中已经占据了主导地位，有的人宁愿花比一顿饭还贵的钱来体验这种美食。抛开现象看本质，我们发现韩国消费者的心态正在发生巨大变化，《品牌韩国 2015》的研究表明韩国消费者群体的价值观正在从"物品占有型"向"体验、经验型"转变。比起买名品包，他们更喜欢体验更多的美食。也许将来商店吸引韩国顾客的方法就是卖美食。

类似这样的词汇，在教学时教师可以先展示图片，然后对韩国人生活方式的变化展开讨论。

4. 타요버스（Tayo 小巴士）

Tayo 卡通公交车是以"Tayo 小巴士"动画片为创作题材的公交车。2014 年 4 月在首尔的街道上亮相，受到小朋友和家长们的喜爱。起初公交车只分蓝、红、黄、绿四种颜色，受到热捧之后类似的公交车数量巨增。这一现象给我们的启示是行业发展靠自身改造固然重要，但混搭后的效果更为明显。众所周知，韩国社会比较保守，严肃呆板的环境不利于人们放松身心。这种改变首先从文化艺术领域掀起混搭风开始，这无异于给韩国社会注入了一股温情，冰冷的铁皮更有人情味了。韩国社会从保守的呆板中觉醒，社会变得更加有人文主义关怀精神。类似这样的词汇，教师在授课时可以先提问学生对韩国社会的印象，之后图文并茂举例让学生思考这些现象发生的社会大背景是什么，又传递给我们哪些新信息。

5. 해외직구（海外网购）

中国淘宝走出国门，韩国的网购也不甘示弱。据了解 2014 年韩国从海外网购的数量、种类和规模都大幅增加。从 20 岁到 50 岁，不同年龄层的人都热衷于这样的购物方式。有些韩国顾客甚至使用中国淘宝购买物美价廉的商品。海外网购的人数不断增加催生了一个新词：직구족(网购族)。类似这样的词汇在教学时我们可以先向学生说明现象，之后分组讨论这种现象给韩国人的生活带来了哪些改变，以及未来的发展趋势。

Ⅲ. 韩国语新词的教学

通过以上例子的分析，我们在讲授韩国语新词时，应从文化角度以三个步骤实施教学。

1. 导入阶段

导入	目的	内　　容
10 分钟	激发学习动机	a 问学生是否了解什么是新词？ 　介绍社会现象，并向学生询问该类现象反映出了哪些问题。 b 针对目前的新词向学生提问。 　让学生思考现象中涉及的新词汇有哪些。 　这些词汇是否也同样出现在我们的生活中。

		c 向学生介绍韩国新词汇（学习目标）

2. 讲解介绍

展开	目的	内　　容
35 分钟	提示学习目标	a 展示新词，说明词语本身意思。 　可分组将学习材料分给大家。教师先集中讲义（5 分钟） b 讨论为什么会产生这样的词语，讲解韩国社会生活文化。 　学生为主，教师利用 2、3 分钟讲解下韩国社会生活文化，之后让学生自行找出新词汇出现的原因。 c 讨论构词方式上的特点。（此步骤可略） 　如遇到造词能力强的词汇可在此处讲解。如出现高频汉字词词根，常用前缀，后缀，活跃的合成词等。 d 讨论韩国社会类似词语是否存在，存在原因。 　单词学习过后开始对文化进行剖析。此处可单纯进行韩国文化分析，也可进行中韩，韩日，中日韩，英韩等多语言文化对比。 e 展示其他新造词，分组讨其产生背景，意义。 　根据所讨论的结果让学生尝试自己新造文化词汇。此练习没有标准答案，目的在于训练学生发散思维，活用语言文化内涵，表格自己的"新"声。 f 发表各组讨论结果。 　让学生以小组形式发表。这是考核阶段，要给学生打分。也可以让学习者互相评价组员，教师最后调节。这种方法既可以调动每位学生的积极性，也可以活跃课堂气氛。如：满分 20 分，5 位同学讨论如何分配这 20 分，最后教师根据观察根据需要调节分数。另外，开始前，教师应分配好角色，如：组长、观察者、速记员，信息员等。在分好小组后让学生自行选择相应角色，此方法可避免学习死角。 g 思考今后会有哪些新词汇产生。 　根据学生自己创造的词汇，让学生反向思考，新词汇会在怎样的社会背景下产生。看似无厘头的练习，却可让学生加深学习印象。

3. 结尾

结束	目的	内容

5 分钟	收集分析	a 整理课堂所学新词语。 b 作业：从文化角度思考，收集一些新词汇，并分析其产生原因。（以论述形式整理）

　　导入阶段可以给出新词，但不加以解释，先让学生思考这些词汇可能是什么意思，必要时可以让学生临时查找一些资料。对语法结构上独特的新造词可以说明其语法特点，之后让学生以讨论或搜集材料，整个过程以学生为主教师为辅。当学生有了一定了解之后进入讲解介绍阶段。介绍不可冗长，给学生留有思考与发现的机会。整个过程可以分组，给每组不同的新词进行分析。当一组发表结束后，教师先不评价，由其他小组点评。当全部发表结束，教师给予点评并讲解如何从文化角度思考新词。最后整理课堂所学，留作业。整个过程中教师是"主持人"的角色，主角就是学生。

　　本文从文化认知角度探讨了韩国语新词汇的构成及其教学方法，对于韩国语学习者来说记忆新词本身的意思是远远不够的，对新词背后隐藏着的各种文化符号也应有所了解。学习外语，其实就是学习文化，无论是教师还是学生都应该了解时事，在语言的变化中寻找规律，这样才能更好地掌握和使用语言。

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재한 유학 경험 중국인의 미래거취에 영향을 주는 요인분석

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Since Korea and China have established diplomatic relations in early 1990s, relations between two countries in politics and economics had achieved. Two countries will provide big market for each other as before. The relationship will be closer between two countries. And the foreign students that know well about language and culture of two countries will act as a bridge. Especially, THAAD problem made the tension between two countries severely recently. It is important that government of two countries speak to each other to achieve rapprochement. And the role of people of two countries, especially foreign students are important too.

As the quantity of foreign students increases, more studies about foreign students appeared. The studies are mainly about Korean language, studies in college (graduate school), the satisfaction of college (graduate school) life, and the pressure of studying overseas. But it is difficult to find the studies about foreign students' life after they graduated from university. The study about future whereabouts of the foreign students that do not go back motherland but settle down in Korea is probably meaningful.

The study will focus on whereabouts of Chinese students that have high level education in Korea to narrow scope. The purpose of this study is to find the factors that affect Chinese students make decision over their future after they stay at Korea for several years.

Keywords: Korean foreign students, Chinese students, factors , make decision

Ⅰ. 서론

아시다시피 한국은 1990 년대부터 본격적으로 외국인들을 수용하기 시작했다. 당시 한국에서의 외국인 수용 형태는 국제결혼과 이주노동이 주를 이루었으며, 외국인 유학생도 점차 증가하는 추세였다. 1990 년대 초 한·중 수교가 이루어지고 난 이후 양국의 정치,

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경제적 관계가 본격화 되었다. 과거에도 그랬듯이 한·중 양국은 앞으로도 높은 기술력으로 서로에게 커다란 시장을 제공함으로써 그 긴밀성이 더욱 높아질 것으로 기대된다. 그런데 양국 사이에서 이러한 긴밀한 관계의 실제적인 가교역할을 할 수 있는 집단은 다름 아닌 양국의 언어와 문화를 잘 이해하고 있는 유학생이다. 이들의 역할은 한중간의 정치경제적 역학구도가 확대될수록 더욱 커질 것으로 기대된다. 따라서 양국은 이들을 좀 더 체계적으로 활용할 수 있는 방안을 모색할 필요가 있다. 특히 한국의 사드 배치 문제 때문에 한·중 관계가 긴장 상태에 접어들었는데, 이 시기에 양국 우호 관계를 회복하기 위해서는 한중 정부 간의 대화도 중요하지만 유학생들을 비롯한 민간 교류의 역할도 매우 중요하다.

　　2000년 중반 이후부터 외국인 유학생들, 특히 중국인 학생들이 학업을 목적으로 한국에 봇물처럼 쏟아져 들어오기 시작했다. 한국은 자국 내 외국인들이 증가하면서 변화하는 사회에 효과적으로 대처하기 위해 이들을 위한 취업제도 및 여러 가지 관리방안을 내놓기 시작했다. 더불어 이주 외국인에 대한 실증적 연구도 확산되었다. 그러나 한국에서 외국인을 대상으로 한 연구는 대부분 현재 학생의 신분인 유학생을 대상으로 하거나, 혹은 이주민 집단의 연구도 이주노동자, 국제결혼이주여성 위주인 경우가 대부분을 차지하였다. 최근 한국사회에 외국인 유학생 증가와 함께 늘어난 외국인 유학생 연구들을 살펴보면 이들의 학업, 학교생활 적응 및 적응과정에서의 스트레스 등이 주요 관심사이다. 즉, 외국인 유학생을 한국에서 학업만을 목적으로 해 단기적으로 머물다가 떠나는 사람들로 보고 진행한 연구들인 것이다.

　　외국인 유학생에 관한 연구는 재 한국 중국인 유학생을 대상으로 진행한 연구가 다수를 차지한다. 외국인 유학생 규모를 살펴보면, 실제로 절반 이상을 중국인 유학생이 차지하고 있다. 1992년 한·중 수교 이후 두 나라 간 경제, 문화교류가 많아지면서 한국에 공부하러 온 중국학생이 증가하는 추세를 보이고 있다. 그러나 90년대에 한국에 들어오는 중국유학생은 중국정부가 보내는 국비유학생들이다. 이들은 한국에서 공부를 마치고 귀국하여 정부가 배정해주는 일자리를 얻을 수 있었다. 2000년대 중반부터 한·중 관계가 좋아질수록 양국교류도 점차 확대되었고, 중국 개혁개방 이후 국민 소득이 늘어나면서 자녀를 자비유학으로 보내는 가정도 증가했다. 이에 2000년 들어와서는 한국으로 유학 온 중국학생들 중에도 자비유학생이 급증하기 시작했다.

　　2018년 12월까지 한국에 체류 중인 유학생은 160,671명이고 그 중 중국유학생은 69,875명(43%)이다. 중국학생들이 한국을 유학지로 선호하는 이유로 다음 세 가지를 들 수 있다. 첫째, 중국 내 대학 경쟁이 매우 치열하다는 점이다. 중국의 공립대학 입학 정원은 전체 고교 졸업생의 30%정도 밖에는 되지 않는다. 따라서 중국에서 험난한 입시과정을 치르는 대신 한국에서 비교적 손쉽게 대학에 가는 길을 택하는 경우가 많아진 것이다. 일부 중국대학 졸업생들은 중국에서의 학력이 불만족스러워 한국에 와서 다시 진학하기도 한다. 게다가 자녀를 하나만 둔 중국 학부모들은 경제적 부담을 안고서라도 자녀를 한국에 유학 보내려고 한다. 경제성장 덕분이겠지만 중국 학부모의 교육열은 한국인 교육열에 못지않다. 둘째, 한류의 영향으로 한국의 이미지가 더 매력적으로 느껴지게 되었다는 점이다. 중국은 한류의 시발지로서 청소년을 중심으로 한국 대중문화 애호층이 폭넓게 형성되어 있는 나라이다. 자신이 동경하는 배우나 가수를 만나기 위해, 또는 그들의 언어와 문화를 배우기

위해 한국을 찾는 사람도 적지 않은 것이다. 셋째는 경제적 여건을 비롯한 기타 사정 때문에 미국이나 유럽으로 가지 못하고 한국으로 들어오는 것이다. 중국의 우수한 학생들은 미국을 비롯한 서구 국가를 더 선호하고 있으며, 아시아 지역에서도 한국보다는 아직 일본이 더 인기를 끌고 있다. 그러나 경제적 여건 때문에 그곳에 갈 수 없는 학생들이 한국을 차선책으로 선택하는 경우가 있다. 또, 서구권 국가들보다 한국비자를 더 쉽게 받을 수 있어서 한국으로의 유학길을 택하기도 한다.

한국은 외국인 유학생을 보통은 한국사회에 정착해서 거주하는 집단이 아닌 단기 거주민으로, '곧 떠날 이방인'으로 간주하고 있다. 이에 최근 한국이 외국인 유학생을 적극적으로 흡수하고 있긴 하지만 이런 유학생들을 대상으로 하는 연구는 주로 그들의 학교생활에 중점을 두고 있을 뿐, 그들 생활 전반에 대한 연구가 부족한 실정이다. 2000년 중반 이후 자비유학생 중에는 한국에 들어와 지금까지 한국에서 지내며 정착한 유학생들도 있는데 이들 관련 연구는 거의 이루어지지 않고 있다. 이들이 한국유학을 마친 후 한국에서 거주하는 사례도 증가한 만큼, 졸업 후 한국 사회와 문화에 적응하는 모습, 그리고 미래 거취에 대한 연구도 이루어져야 할 것이다. 특히, 유학생활을 끝내고 한국사회에 남은 유학생들의 삶에 관한 연구는 외국인 유학생 유치에도 도움이 될 수 있으며, 문화다원성을 강조하는 현대 한국사회에 새로운 의미를 부여해 줄 수 있을 것으로 기대된다.

2000년 후반 들어 한국에 외국인 유학생이 늘어나면서, 한국 국내 외국인 유학생을 다루는 연구도 증가하고 있다. 특히 중국인 유학생 수가 빠르게 증가하였다. 국제 유학생 논의의 필요성과 중요성은 박은경과 Kim 의 연구에서 찾을 수 있다. 박은경은 기존의 연구는 이주노동자나 국제결혼여성이 주를 이루고 있는데 반해, 다수집단을 구성하는 외국인 유학생에 대한 연구가 미비하며, 이들을 다루는 연구의 필요성을 제기하며 재한 중국유학생에 대한 실증적 연구를 실시하였다. Kim(2012)은 '유학(studying abroad) 혹은 초국가적 교육(transnational education)은 고등교육연구에서 부상하고 있는 연구영역"이라 보고 이 분야의 중요성을 지적하였다. 필자는 본 연구에서 논의의 범위를 좁혀 한국 내 고학력 중국인 유학생들의 졸업 후 거취를 질적 연구를 통해 살펴보고자 하였다. 이 글은 한국 거주 유학 경험 중국인이 유학생활을 끝나고 한국사회에 몇 년을 정착하다가 미래거취에 영향을 주는 요소를 발견하는 데 그 목적이 있다.

유학생들이 증가하면서 학업 이후 이들의 방향도 점차 다양해졌다. 2014년 법무부 통계에 따르면 유학생들의 졸업 후 거취는 한국체류가 46.7%, 출국이 53.3%의 비율로 출국비율이 좀 더 높긴 했지만, 유학생의 약 절반에 가까운 수는 한국에 잔류하는 길을 택했다. 중국인 유학생이 가장 많았으므로 당연히 잔류를 선택한 학생 수에서도 중국인 학생이 가장 많았던 것으로 알려져 있다. 외국인 유학생 수가 증가하면서 이들에 대한 연구도 확산되었는데, 중국인을 비롯한 외국인 유학생에 관한 연구를 살펴보면, 주로 한국어, 대학(원) 학업, 대학(원)생활 만족, 그리고 유학생활 스트레스 등 유학생활을 다루는 경우가 다수를 차지한다. 하지만, 늘어나고 있는 학업 이후 한국 체류의 모습을 보여주는 연구는 아직까지 찾기 어려운 실정으로, 졸업 후 모국과 한국, 선택의 기로에서 한국에 정착하게 된 유학생들의 미래 거취 논의는 한국의 이주민 연구에서 의미 있는 시도가 될 것이다.

이 글은 중국 Wechat(SNS) 이용하여 재한 중국 직장인 chatting room 에서 연구대상자 5 명을 뽑고 1:1 심층면접을 실시했다. 이는 한국에 정착한 중국유학생들이 처해있는 환경과 그 상황에서 자신과 그들의 주변세계에 대한 경험, 개념, 지각, 이해 등에 내재해 있는 의미와 경험을 이해하기에 유용한 방법이라고 할 수 있다. 연구대상자들은 한국 서울과 수도권인 경기도 지역의 대학교에서 졸업하여 한국에 10~11 년 거주하며, 석·박사 학위를 취득한 사람들이다. 그리고 현재 직장인으로 한국사회에 정착한 사람들이다. 필자는 이 chatting room 에서 참여관찰을 통하여 이 글에 관련 자료들을 수집하였다. 이 글은 귀납적으로 기존의 이론이나 선행연구에서 나온 개념이나 가설을 적용하여 분석한 것이 아니라, 면접자료 자체에서 주제별 공통점과 결론을 도출해내고자 하였다. 이 chatting room 의 사람들은 대부분이 귀국하고 싶은 마음이 있었지만 귀국 못 하는 사정이 있었다. 5 명 연구 참가자들의 일반적인 사회 인구학적 특성은 <표 1>에서 별도로 정리하였다. 아래 5 명 연구대상자의 인터뷰 내용 분석을 통해 이들의 미래 거취 결정에 영향을 주는 요소들을 살펴보겠다.

<p align="center"><표 1> 연구 참가자의 일반적 특징</p>

번호	이름/성별	나이	거주지	학력	현재직업	재한기간	혼인	자녀
1	[가]/여	35	서울	박사	대학교강사	10 년 9 개월	기혼	있음
2	[나]/남	35	경기도	석사	회사원	11 년 2 개월	기혼	있음
3	[다]/남	35	서울	석사	회사원	11 년 1 개월	기혼	있음
4	[라]/여	33	서울	석사	사업	10 년 2 개월	기혼	있음
5	[마]/남	34	경기도	박사	대학교직원	11 년 3 개월	기혼	있음

*연구대상자의 이름은 모두 가명이며, 참가자들에 관한 내용은 2018 년 8 월을 기준으로 한다.

면접대상은 30 세 초반 청년층이다. 연구자 본인도 재한 유학생으로서 이들과 유사한 사회적 맥락 속에 위치하고 있기 때문에 주변 고학력 직장인 친구로부터 면접을 시작해 눈덩이표집(snow-bowling)에 의존하여 여러 경로를 통해 연구를 확산해 나갔다. '조선족'이라고 불리는 한국계 중국인의 경우 한국문화에 대한 관점 및 배경 등이 다른 중국인들과 큰 차이가 나기 때문에 연구대상자들을 확대해 가는 과정에서도 이들은 제외시켰다. 지인들의 소개와 이들이 같이 참여하는 모임을 통해 연구대상자들을 만나기도 했다. 그런 점에서 본 연구는 연구자의 위치(subjective position)를 잘 반영하고 있다고도 할

수 있다. 그러다보니 조사과정에서 어쩔 수 없이 연구대상자들의 의견에 동조되기도 하고 감정이입이 생기는 부분도 있었지만, 최대한 객관적인 입장을 유지하고자 하였다.

연구는 2018 년 8 월부터 2019 년 4 월까지 비정기적으로 진행되었으며, 인터뷰는 주로 연구대상자의 집이나 조용한 카페에서 이루어졌고, 만남은 최소 2~3 시간 정도에 걸쳐 이루어졌다. 그리고 그 후 보충자료가 필요한 경우에는 다시 면담을 진행하는 방식으로, 여러 번 만난 연구대상자도 있다. 또는 통화로 계속 연락해서 보충자료를 받기도 했다. 가능한 주말에는 같이 활동하면서 본 연구에 필요한 이야기를 들었다. 면접은 편한 분위기에서 이야기하는 방식으로 연구대상자의 집안상황, 성장환경부터 시작해 유학시절에 대한 기억을 이끌어냈다. 연구자가 미리 질문을 정하고 연구대상자들에게 답을 얻는 것이 아니라 한국에 대한 인식과 한국생활 적응에 대해 자유롭게 이야기를 풀어내고자 했다. 언어적 제한이 없도록 연구 참가자들과 중국어로 인터뷰를 했으며 이야기 내용을 한국어로 번역하였다.

인터뷰 진행 전 녹음기 사용에 대해 설명하고, 연구대상의 허락 하에 인터뷰를 진행했다. 지인들의 소개를 받은 연구대상자에 대한 인터뷰는 녹음, 기록되었지만, 나머지 연구대상자들의 경우 인터뷰 녹음을 꺼려하기도 해서 연구자가 구술하는 대로 받아 적는 방법을 사용했다. 또한 일부 면접대상자의 경우는 아예 녹음하거나 필기하지 않고 중요한 대화 내용을 기억하여 자료에 활용했다. 이러한 문제는 중국 사회주의 체제의 특성상 민족 혹은 종족 정체성과 같은 민감한 주제를 공적인 장에서 언급하기 싫어하는 중국인의 성향이 반영된 것으로 여겨진다. 연구대상자들은 2006 년 3 월~2009 년 3 월 사이에 한국에 들어왔다. 그 시기는 바로 한국이 '스터디 코리아 프로젝트(Study Korea project)'를 실행한 이후 중국유학생이 한국으로 들어온 첫 번째 시기에 해당한다. 그러나 한국은 외국인 유학생을 보통은 한국사회에 정착해서 거주하는 집단이 아닌 단기 거주민으로, '곧 떠날 이방인'으로 간주하고 있다. 실증 조사를 통해 한국유학생활을 끝나고 한국에 남아있어 한국에 정착하는 중국인도 있는 것이다. 이 사람들은 한국을 떠나지 않은 이유, 그리고 이들의 미래거취에 영향을 주는 요소를 분석하기 통해 한국 외국인집단 연구에 도움이 되는 것이다. 연구대상자들의 인터뷰 내용을 분석하여 아래 4 가지 요소가 이들의 미래거취 결정에 영향을 주는 것으로 본다.

II. 자아 발전에 도움이 되는 사회자본

퍼트남(Putnam)에 따르면 사회자본(social capital)은 사회구성원 상호간의 이익을 위해 조정 및 협동을 촉진하는 규범, 신뢰, 네트워크 등을 가리킨다. 사회자본은 생산을 가능케 하는 물리적 자본이나 인적 자본 등으로 인간관계 내에 존재하는 것이다. 사회자본은 사회구성원들에게 공유된 행동 규범 및 공통적인 문화 정체성을 부여해 사회 질서가 유지될 수 있도록 해 주는 매우 중요한 요소이다. 또한 사회자본은 정보 공유의 역할을 담당하며 공식·비공식 제도가 정확한 정보를 제공해 줄 수 있도록 하고, 개개인의 상호작용으로 인해 구성원 간의 신뢰를 회복하게 하는 조정 역할 역시 담당하며, 집단적

의사결정을 통해 외부효과를 창출하는 일을 하기도 한다. 이 글의 연구대상자들은 한국에 정착하는 동안 개인의 네트워크를 이용하여 유학생활을 마치고 직장생활을 하며, 일부는 개인 창업도 이루어냈다. 한국생활 적응 과정은 이러한 사회자본 이용과 의뢰의 정도를 통해서도 살펴볼 수 있다.

> '졸업하고 한국에서 4, 5 년 정도 일했어요. 물론 우리 아빠는 제가 한국에 있는 것에 찬성해요. 그리고 한국에서 많은 친구들을 알게 되었죠. 한국에서 회사 다니는 중국고향 친구들과도 자주 연락하고 지내요. 인터넷 채팅방에서 자주 뭐에 대해 토론하고 주말에 모임도 있고요. 제가 계속 한국에 있을 수 있는 이유 중 하나가 되는 거예요. 심적으로 서로 배려하고 지지해주는 사람들이죠. 사이가 괜찮은 한국친구도 있는데 자주 못 만나요. 근데 제가 한국에서 힘든 일이 있으면 한국친구들이 많이 도와줘요.' ([가])

인적 자본을 볼 때 연구대상자 [가]는 한국에 있는 친구들 때문에 한국생활을 더 수월하게 하고 있다고 했다. 이들은 같은 한국유학, 한국생활 경험을 가지고 있기 때문에 서로 이해해 주는 것이다. 그리고 같은 목표를 갖고 서로 도우며 지내는 것은 타국 생활을 하는 과정에서 같은 어려움을 경험한 이들의 관계를 강화시킬 수 있다. 퍼트남(Putnam)은 가족을 비롯한 친족 인적교류와 친족 외 지인교류, 기타 교제활동 시간을 포함하여 대면커뮤니케이션 기반의 인적교류 항목을 설정한다. 가족자원을 사회자본의 개념요소로 구체화하는 근거는 자본 생성의 가치에서 찾을 수 있다. 인적 교류는 일반적으로 사회자본 개념요소 중 네트워크에 속한다. 시회자본 측정지표로서 가족지원 형태의 자원은 협력관계 네트워크 등의 사회자본 요소를 분류되어왔다. 연구대사자[가]는 현재 한국에 있는 인적자원이 기지고 있기 때문에 한국을 쉽게 떠나지 못 한다고 본다. [가]는 자신이 10 년 만에 쌓이는 인맥관계를 기대고 이런 생활을 즐기는 모습을 보았다. [가]에게 이런 사회자본은 경제적인 면보다 정신적인 힘을 주는 것이 더욱 중요하다. 그러니까 이전 연구들에 재한(在韓) 중국인들은 경제적인 어려움이 때문에 한국에 남아 있는 관점도 적당하지 않다고 본다.

그리고 한국에 [가]자신 가지고 있는 사회자본이 외에 [가]가 한국에서 학업을 끝내고 남아 있는 원인 중 가장 큰 것은 그 부모인 것으로 보인다. [가]의 부모는 자식이 귀국하는 것보다 외국에서 정착하는 것이 가문의 영광이라고 생각한다. 그리고 현실적으로 [가]가 귀국해도 취직하는 데 있어 부모, 친구들의 도움을 기대하긴 어렵다. 그래서 [가]도 귀국해서 일자리를 구하는 것보다 한국에 있는 것이 더 좋다고 했다. 현재까지 [가]는 한국에 거주한 지 10 년 9 개월이 되었다. 한국에서 쌓은 인적자원이 [가]에게는 중요하다. [가]가 이야기했듯이, 한국에 마음을 터놓을 수 있는 중국인 지인과 친구가 있고, 직장이나 한국생활에 문제가 생길 때 도움을 받을 한국인 친구도 있다. 이들이 있기 때문에 [가]는 원활하게 생활할 수 있다. 이런 인적 네트워크가 [가]에게는 중요한 사회자원이 된다. 그리고 이러한 요인으로 인해 [가]가 귀국 마음을 쉽게 내리지 못하고 있는 것으로 보인다.

최근 10 년간 중국이 비약적인 발전을 이어나가던 시기에 중국 국내에 없었기 때문에 현재 중국의 경제 상황, 취업상황, 생활모습 등 여러 분야에 대해 정확하게 파악하는 것이

어려워 보인다. 면담을 하면서 [가]가 중국을 묘사할 때 계속해서 "변했다", "발전했다"라는 단어를 사용했기 때문에 모국에 대해 새롭게 인식하기 시작했다는 것을 알 수 있었다. 모국임에도 불구하고 다시 배울 시간이 필요해진 것이다. 그리고 귀국 후 모국의 발전을 따라가기에 자신 없어 하는 모습을 엿볼 수 있었다. 이것이 [가]가 현재까지 귀국하지 못하고 있는 이유 중 하나였다. 문화 재적응에 대한 두려움 때문에 귀국을 선택하기 힘든 것이다.

> '지금 하는 사업은 한국을 떠나면 못 해요. 한국 물건을 중국시장으로 수출하는 거니까 한국에 있어야 한국공장 사장, 도매업 사장 등 계속해서 대화할 수 있고, 또 협상, 계약 등 일이 있기 때문에 한국에 있어야 해요. 제가 아는 인맥이 다 한국에 있기 때문에 계속 이 사업을 하려면 지금은 한국을 떠날 수 없죠. 돈을 벌 수 있도록 여기서 사업을 할 생각이에요. 한 번 도전해 보는 거죠.'([라])

연구대상자 [라]역시 출산 후 자녀 양육문제로 회사를 그만두고 자신의 사업을 시작했다. [라]는 주로 자녀 양육, 집안일을 하는 주부여서 on-line 사업을 재미로 시작했지만 예상외로 사업이 잘 되고 있는 상황이다. [라]는 중국 젊은 여성들 대상으로 한국화장품을 판매한다. 최근에 한류 영향을 받아 한국제품을 사용해 보고 싶어하는 중국 고객들이 많아졌다. 중국고객들은 한국제품을 사용하면서 괜찮은 품질과 저렴한 가격을 인정하게 되었고, 그에 대한 관심은 점점 높아져 가고 있다. 그에 발맞추어 최근 이 사업을 시작한 중국인들도 늘어나고 있는 추세이다. 특히 중국유학생들이 사회에 나가 아르바이트를 하는 것보다 대행구매가 더 편하게 돈을 벌 수 있어 선호하고 있다. [라]는 가정, 자녀를 고려하여 앞으로의 거취를 결정을 하려고 한다. 남편의 발전을 중요시 여겨 남편을 따라서 한국에 장기 정착을 해도 되고 귀국을 해도 상관없다고 했다. 그래도 자신 사업을 생각하면 당분간 한국에 있는 것이 최선의 선택이라고 한다.

상당수의 재한 중국인들이 한국에 있는 이점을 살려 한국제품을 중국에 판매하는 사업을 하고 있다. 이러한 사업 번창과 함께 한국에서의 생활을 포기한 채 중국으로 돌아갈 것을 결정하기는 쉽지 않은 일이다.

III. 중국문화 재적응에 대한 두려움

재 한국 유학생 출신 중국인들은 한국문화 경험을 쌓은 상태로, 자신의 나라로 다시 돌아가면 본국생활에 대한 적응 문제와 새롭게 대면하게 된다. 일반적으로 타국으로의 이주경험은 국가 간, 지역 간 문화 소통의 문제를 새롭게 제기한다. 이 같은 문화 접촉과 소통은 모국을 떠나 외국에 도착했을 때뿐 아니라 타국 생활을 마치고 모국으로 돌아올 때도 마찬가지의 문제를 야기한다. 오랜 시간 떨어져 있던 자국 문화에 대한 재적응을 요구하게 되는 것이다. 연구대상자들이 한국에 정착해 있던 10년 간 중국 국내의 변화 속도는 실로 놀랄 만큼 빨랐으며, 경제 성장과 함께 생활방식도 달라졌다. 연구대상자들

역시 귀국하면 문화 재적응을 경험하게 될 것을 인식하고 있다. 현재 중국문화와 중국사회, 심지어 오랜 기간 직접 만나지 못했던 중국에 있는 친구들까지도 낯설게 느껴지는 것이다.

> '작년에 집에 들어가는데 길거리에서 택시를 못 잡아 짜증이 났어요. 친구한테 연락해서 불만을 얘기했더니 그 친구가 나보고 바보라고 시골에서 나왔냐면서 절 비웃었어요. SNS로 DIDI Taxi에 미리 연락하면 딱 그 시간에 고객 앞에 온다는 거예요. 직접 나와서 택시를 잡을 필요 없어요. 결제도 핸드폰으로 할 수 있다고 하고. '중국이 진짜 많이 발전했구나'라는 생각과 함께 못 따라가면 어떡하나 걱정했죠.' ([나])

연구대상자 [나]는 고향의 변화가 신기하기도 하고 낯설었다고 한다. 11년 간 국내에 없었기 때문에 그런 발전에 기뻐하기도 했다. 하지만 이런 빠른 속도를 따라가지 못 할까 봐 걱정하는 모습도 보였다. 이런 변화에 적응하지 못하면 중국이 자신의 모국이 아니라 먼 곳처럼 느껴질 수도 있다. 결국 이들은 '모국문화-한국문화'를 거쳐 다시 '모국문화'에 적응하는 과정을 지나야 하는 것이다. 하지만 재적응 과정이 모국임에도 불구하고 그리 쉽지 않으며, 오히려 모국에 대한 부적응 현상을 겪게 될 수도 있다. 따라서 모국 문화의 변화에 이들은 민감하게 반응할 수밖에 없다. 중국의 변화가 계속 이어질수록 이들의 귀국 선택은 점점 더 어려워지게 될 것이다.

> '설날 때 우리 중학교 동창들이 모였는데, 너무 어색했어요. 친구들이 하는 얘기도 잘 모르겠고, 대화하기 어려웠어요. 예전에는 친했던 친구들인데, 이젠 같이 있어도 그냥 '요즘 어때?' 하고 질문하고 장난만 치다가 끝나요. 공통 화제를 찾기 힘들어요. 그러니까 점점 국내에서는 친구 만나는 것보다 집에서 부모님을 모시고 있는 시간이 더 편해지고 있어요.' ([가])

문화는 한 개인의 행위와 인식의 기준이며, 사회적으로 공유한 가치 기준에 의해 공통되는 일종의 판단 기준이 된다. 즉, 문화는 행위와 의식을 규정하는 보편적 가치기준의 성격을 지니는 것이다. 따라서 문화가 상이하면 가치판단의 기준이 달라지며, 의미부여나 해석의 체계에서도 차이가 나타난다. 한국에 10년이나 있었던 이들이 중국에 들어가서 친구들 사이에 아무렇지 않게 바로 섞여 들어가기에는 사고와 행동에서 차이가 있을 수밖에 없다. 문화적 배경이 서로 달라졌고, 이러한 상황에서는 충돌이나 갈등이 존재할 수도 있다. 그리고 중국 사회 환경의 변화 속도를 따라가기 힘든 점과 함께 서먹해진 인간관계로 친구와 인맥이 부족해졌다는 점 역시 큰 걱정거리가 된다.

> '10년 전에 한국은 우리나라보다 많이 발전된 나라라고 생각하고 들어왔는데 최근에는 우리나라의 발전 속도가 훨씬 빨라서 지금 중국에 들어갈 때마다 새롭다고 느껴요. 도시 시설도 좋아지고 서비스업도 많이

발전했어요. 중국에 있는 친구들의 생활방식, 사고방식 등도 많이 개방적이고,
현대적으로 바뀌어서, 부럽기도 해요.' ([바])

중국의 발전에 대해 이들은 걱정과 함께 불안을 느낀다. 이들이 한국으로 유학 온 이유 중 하나가 한국이 중국보다 발전된 나라라고 생각했기 때문이었는데, 이제는 중국이 더 빨리 발전하고 변화하는 모습을 보면서 부담을 가지게 되는 것이다. 따라서 계속 한국에 있으면 중국에 들어왔을 때 따라가지 못할 수도 있다는 생각이 앞서게 된다. 10년 전에 한국으로의 유학은 다른 사람들의 부러움을 살 수 있는 일이었을지 모르지만, 이제는 더 이상 자랑거리가 되지 못한다. 중국인들이 한국에 대해 가지고 있던 인식 또한 달라진 것이다. 결국 이들은 중국에 돌아가 다시 배우고 적응하는 새로운 출발선에 설 수밖에 없다.

이러한 변화 속에서 연구대상자들은 귀국할 경우 중국 사회에서 소속감을 가지기 힘들 수 있다. 익숙한 모국이 아니라 낯선 생활환경에 던져지는 것이다. 친구들과의 대화도 쉽지 않고, 새로운 인간관계를 맺기에도 모국의 환경과 화젯거리에 대해 정통하지 못한 그들은 주류집단에 편입되지 못한 채 겉에서만 맴돌게 될 수도 있다.

중국의 발전에 대해 이들은 걱정과 함께 불안을 느낀다. 이들이 한국으로 유학 온 이유 중 하나가 한국이 중국보다 발전된 나라라고 생각했기 때문이었는데, 이제는 중국이 더 빨리 발전하고 변화하는 모습을 보면서 부담을 가지게 되는 것이다. 따라서 계속 한국에 있으면 중국에 들어왔을 때 따라가지 못할 수도 있다는 생각이 앞서게 된다. 11년 전에 한국으로의 유학은 다른 사람들의 부러움을 살 수 있는 일이었을지 모르지만, 이제는 더 이상 자랑거리가 되지 못한다. 중국인들이 한국에 대해 가지고 있던 인식 또한 달라진 것이다. 결국 이들은 중국에 돌아가 다시 배우고 적응하는 새로운 출발선에 설 수밖에 없다.

이러한 변화 속에서 연구대상자들은 귀국할 경우 중국 사회에서 소속감을 가지기 힘들 수 있다. 익숙한 모국이 아니라 낯선 생활환경에 던져지는 것이다. 친구들과의 대화도 쉽지 않고, 새로운 인간관계를 맺기에도 모국의 환경과 화젯거리에 대해 정통하지 못한 그들은 주류집단에 편입되지 못한 채 겉에서만 맴돌게 될 수도 있다.

이들이 귀국 후 중국사회의 발전, 변화, 새로운 문화를 접하면서 위화감이나 불안감을 느끼고 이에 따르는 신체적, 정신적 불편을 경험할 때 이를 문화충격(culture shock)이라고 부른다. 베넷(Bennett)은 문화충격의 의미를 확대해 과도기적 충격(transition shock)의 한 부분으로 간주하는데 그는 새롭고 변화된 환경과 효율적으로 상호작용하지 못하는 데서 오는 자연스러운 결과로 보았다. 문화 충격과 과도기적 충격의 두 개념은 일정 가간 해외 체류를 마치고 귀국하면서 겪는 감성적, 생리적 어려움을 의미하는 재입국(re-entry)의 충격까지 포함한다.

중국의 급속한 변화는 귀국해야 하는 이유인 동시에 귀국을 미루는 원인이 되고 있다. 모국이 빠르게 발전하고 변화하면서 이 속도에 뒤처지지 않고 발맞추어 가고자 적극적으로 변화에 적응하고 자신을 발전시키겠다는 마음으로 귀국을 선택할 수도, 반대로 이미 적응이 어려워진 상태니 새로운 출발보다는 한국에서의 안정적인 직장과 가정을 지키겠다는 일념으로 귀국을 포기할 수도 있는 것이다. 그러나 한국에서의 삶에 익숙하다 하더라도 주류사회에 속하기는 어려워 영원히 정착할 수 있다는 확인은 들지 않는다.

반면에 중국인이지만 자리를 오래 비워 중국사회에 속해 있다는 느낌은 약하다. 이렇게 계속되는 이중적인 감정 속에서 이들이 온전히 한쪽을 선택하기는 쉽지 않아 보인다. 결국 이들의 생활은 한국과 중국을 오가면서 이루어지고, 경계인으로서 양쪽 사회의 관계를 형성해 나가는 역할을 당분간 수행할 것으로 여겨진다.

IV. 본국 환경오염 및 위생에 대한 태도

중국은 개혁개방 이후 시장경제체제로 신속히 전환하였고, 이 과정에서 지속적인 고속성장을 누리고 있지만 급속한 도시화와 공업화의 진행으로 환경오염과 생태파괴가 큰 문제로 떠오르게 되었다. 현재 중국 환경오염은 매우 심각한 수준이다. 특히 미세먼지가 심해지면서 공기의 질이 떨어져 호흡기질환에 걸리는 사람이 매년 증가하는 추세를 보이고 있다. 심각한 환경오염으로 많은 중국 국민들이 가능하면 외국으로 나가려 하고 있다. 그러나 중국 환경을 벗어나는 것은 쉽지 않은 일이며, 특히 돈이 없는 사람들이 외국으로 이민하는 것은 거의 불가능한 일이라고 할 수 있다. 중국의 심각한 환경오염 문제 역시 연구대상자가 귀국결정을 내리기 힘들어 하는 이유 중 하나라고 볼 수 있다.

> '산동 서북지역에 공장이 많아서 환경오염이 심한 편이에요. 제 고향은 광물자원이 풍부해서 유명하지만 화학공장도 많이 있어요. 이런 공장들에서 나오는 폐기물이 사람 몸에 되게 안 좋은 거예요. 미세먼지 문제도 갈수록 심해질 수밖에 없어요. 특히 봄, 가을에 바람이 불 때는 꼭 마스크를 쓰고 다녀요. 고향에서 능력이 있는 사람, 부자들은 다 외국이나 다른 지역으로 옮기고 있는데, 저도 다시 고향에 돌아가기 싫죠. 한국 환경이 비교적 좋은 거죠. 아이도 있으니까 한국에서 키우는 게 더 안심이 돼요. 그리고 우리 부모님도 제가 귀국하고 일자리를 찾는 것에 대해 반대하세요. 특히 우리 아빠는 능력이 없는 사람이나 고향에 다시 돌아가서 사는 거라고 해요. 고향이 아주 작은 도시니까 돌아가서 발전을 이루긴 힘들죠. ([다])

연구대상자 [다]는 중국의 환경문제를 귀국하지 않는 이유로 꼽았다. [다]의 고향은 산동성 서부에 있는 내륙도시이고 규모도 작고, 인구도 적은 편이다. 최근 중국에서는 큰 도시에 있었던 공장들이 주변의 작은 도시로 옮겨가는 현상이 나타나고 있다. 큰 도시를 현대화적, 발전적 모습으로 꾸미기 위해 옛날 공장들을 없애고 있는 것이다. 그러나 작은 도시에 공장들이 모이면 그 지역의 환경은 계속 나빠질 수밖에 없는 것이다. 대기오염뿐만 아니라 많은 폐기물들이 쏟아져 나와 강과 토양오염도 심한 편이다. 특히 아이가 있는 가정은 그런 환경에서 사는 것을 피하고 싶어한다. [다]는 한국에서 거주하며 익숙해진 탓에 중국에 다시 들어가 중국 환경을 받아들이기는 힘들다고 했다.

위 3 가지 이유는 연구대상자들은 한국을 떠나기 힘든 요인으로 본다. 그리고 이들은 한국에서 졸업해도 귀국 안 하는 위의 3 가지 이유가 연관성이 있다고 본다. 연구대상자들은 한국에 있는 10 년 동안 한국현지에서 자신의 인적 네트워크 등 사회자본을 만드는 동시에

본국의 사회자본을 잃는 것이다. 이점은 이들이 한국에 떠나지 않는 이유가 되고 또는, 떠나지 못 한 이유도 되는 것이다. 이어서 두 번째 요소가 나타난다. 본국에 없는 10 년간에 모국발전이 빠르기 때문에 자신이 따라가기 힘들어서 문화재적응이 필요하다. 첫 번째, 두 번째의 요인분석을 통해 연구대상자들은 이미 한국생활을 적응한다는 것을 보인다. 한국자연환경, 시설, 서비스 등도 익숙해지기 때문에 다시 본국을 볼 때 불만이나 불안, 부적응이 생긴다. 한 마디로 연구대상자들은 한국생활을 이미 적응한 생태니까 한국을 쉽게 떠나지 못 한다.

그러나 이들의 미래거취에 영향을 주는 요소는 하나 더 있다. 이 요소는 이들의 미래거취결정에 절대적인 요소로 볼 수 있다. 이 바로 중국에 거주하는 가족 요소이다.

V. 중국에 거주 중인 가족

재한 중국인들이 미래 거취에 대해 구상할 때, 가장 크게 고려하는 요소는 가족, 특히 중국에 살고 있는 부모 봉양에 대한 부분이라고 할 수 있다. 중국의 계획출산정책은 1956 년 처음으로 시행되었다. 중국국무원은 1971 년 처음으로 국민경제발전계획에 인구통제에 대한 내용을 포함시켰다. 이는 문화대혁명 등 큰 사회변화 속에서도 지속적으로 추진되어 1979 년경에 제도로써 확립된다. 중국정부는 1982 년 국가정책으로 계획출산을 실시하고 12 월에 중국 헌법에 명시하였다. 그리고 2013 년 이 인구제한 정책은 완화되어, 규정상 부부 두 사람 중 한 사람이 외동자녀라면 부부는 둘째 아이를 가질 수 있게 되었다. 본 연구의 연구대상자들은 29~36 세로 1981~1988 년 사이에 태어난 사람들이다. 당시는 정부에서 계획출산정책을 실시하던 시기로 대부분 가정은 자녀가 한 명뿐이었다. 특히 도시에 거주하며 직장을 다니고 있는 경우 둘째를 낳으면 직장을 잃을 수도 있었기 때문에 그 시기 도시의 일반적인 가정은 한 명의 자녀가 대부분으로, 본 연구의 연구대상자들은 계획출산 정책 실시 후 외동 자녀로 성장한 첫 세대이다.

> '부모님은 손자를 보러 한국에 들어왔는데 어느 날 새벽에 엄마가 갑자기 배가 아프다고 하셨어요. 모시고 응급실에 가서 검사를 다 받았는데 급성 담낭염이라고 했어요. 바로 입원해야 하는데 부모님이 단기 여행비자로 들어오셔서 보험도 없고 비용이 많이 나올 수도 있다고 했죠. 결국에는 부모님 두 분이서 중국에 들어가서 치료 받으시라고 하고, 저는 같이 못 갔죠. 아이가 있고 일도 있으니까, 걱정 많이 했죠. 외동딸이라서, 부모님이 아프신데 옆에 도와주는 사람도 없어요.' ([가])

연구대상자 [가]의 부모는 단기여행 비자를 받아 한국에 들어온다. 한국에 한 번 오면 30 일 밖에 체류할 수 없다. 그리고 한국에 머무는 보험을 가입하지 못해 한국에서 병에 걸리면 중국에 들어가서 치료를 받을 수밖에 없다. 어머니가 아픈 상태에서 귀국해야 하는데 하나뿐인 딸임에도 불구하고 같이 가 드리지 못했던 탓에 자책도 했지만, 가족과 함께 한국에서 살고 있는데다 아이는 어린이집에 다니고 있고, 본인은 한국 모 대학교에서

중국어 강의를 하고 있으며, 남편도 회사를 다녀 많이 바쁜 상황으로 당시 같이 갈 수 없는 형편이었다고 한다. [가]는 부모를 따라 귀국하지 못했던 것을 내내 후회하고 있다고 했으며, 이 사건으로 인해 처음으로 한국에서 사는 것에 대해 다시 생각해 보게 되었다고 한다. 연구대상자들은 외동자녀로 부모, 심지어 온 가족의 기대이자 희망으로, 자녀가 부모의 도움을 필요로 하자 노부모는 자신의 노후생활을 희생하더라도 먼 이국에 와서 기꺼이 생활하며, 손자, 손녀의 양육을 도왔다. 손자, 손녀를 위해 자식이 있는 한국까지 오는 노력을 감수하는 것은 [가]의 부모뿐만이 아니다.

> '우리 가족은 다 한족이어서 부모님이 한국에 계시는 동안 재미가 없다고 하세요. 전 아침부터 회사에 가서 회식이나 야근이 없어도 저녁 8시쯤에 집에 와요. 회식, 야근을 하면 새벽에나 집에 들어오고요. 부모님이 말이 안 통하니까 밖에 못 나가시고 그냥 집근처에서만 활동해요. 대화할 수 있는 사람도 없고, 한국에 오래 계시지 못해요.'([나])

> '우리 부모님은 다 퇴직하셨는데 맨날 운동하기 바빠요. 퇴직금도 잘 받고 계시고 두 분끼리만 생활하셔도 괜찮은 것 같아요. 그러나 부모님 나이가 많아질수록 건강문제도 생기고 노후생활에 대해서 제가 아직 생각을 많이 못했어요. 만약 부모님이 늙어서 아프시면 저는 당연히 옆에 있어줘야죠, 외동아들이니까. 부모님께 효도를 다하는 거죠.'([다])

조선족이 아닌 중국인이 한국에 온 경우 언어는 큰 문제가 된다. 특히 한국에 왔는데, 자녀는 회사를 다니고 있어 집에 없는 경우가 많으니, 부모는 혼자 집에 있어야 하는데, 이때 많은 불편을 겪게 된다. 대화할 사람은 없고, 사회활동도 할 수 없는 것이다. 이런 환경에서 오래 지내는 것은 쉽지 않은 일이다. 그들의 자식은 한국에서 유학생활을 거쳐 오랜 기간 머물면서 자리를 잡은 상태지만, 부모는 한국에서 의사소통의 거의 불가능해 한국생활에 적응이 불가능하다고 보아야 한다. 자식 된 도리로 부모를 모셔야 하는데, 한국생활에 적응해 본국보다 한국을 더 편하게 여기며 한국에 정착하려는 생각을 가지고 있는 경우 부모와 한국에서 함께 살기는 어려운 것이다. 부모세대가 한국에서 지내기에는 언어소통의 어려움, 비자 갱신여부, 사회복지 혜택 불가 등 수많은 문제가 생기게 된다. 외동자녀인 이들에게 부모의 노후문제는 미래 거취에 대해 고려할 때 무엇보다 중요한 요소가 되는 것이다.

1990년대 이후부터 중국에서는 도시화와 산업발전이 비약적으로 이루어졌다. 동시에 국가의 계획출산정책과 함께 '핵가족'이 많아졌다. 중국전통 대가족과 달리 현대 중국가정은 대부분이 부모와 자녀만 같이 사는 핵가족이라고 한다. 그럼에도 불구하고, 중국에서는 여전히 가족이 우선시되며, 특히 부자관계, 가족에 대한 자부심, 조상숭배, 가족재산의 공동소유 등은 여전히 중시되는 가치이다. 그리고 부모를 모시고 사는 것은 무엇보다 중요한 일이었다. 면접에서도 다들 부모의 노후생활을 걱정하고 있고, 부모를

모시고 사는 것이 여전히 효도라고 믿고 있음을 확인할 수 있었다. 그러므로 이들 외동자녀들이 앞으로 계속 한국에서 정착할 수 있을 것인지를 고민할 때는 부모에 대한 고려를 함께 할 수밖에 없다.

> '부모님 옆에 남동생이 있으니까 저는 마음 편하게 한국에 있는 거죠. 부모님도 제가 한국에서 더 잘 될 수 있으면 한국에 남아 있으라고 하세요. 특히 아빠는 제가 외국에서 일하고 사는 것이 우리 가족의 영광이라고 생각하세요. 그래도 평생 한국에 살 수는 없잖아요. 제가 우리집 장남이니까 부모님께 효도해야 해요. 부모님 노후를 생각해서 나중에 중국에서 일자리를 찾고 싶어요. 아니면 앞으로 한국, 중국에 왔다갔다 생활하는 것도 괜찮아요. 제가 지금 일하는 대학교가 중국 캠퍼스를 만들고 제가 귀국해서 계속 이 학교에서 일할 수 있으면 제일 좋을 거라고 생각하는데요. 한국과 관련된 일자리가 제일 좋아요. 앞으로 한국에 정착하지 않아도 계속 한국과 어떤 관계를 유지하고 싶어요.'([마])

집에 형제자매가 있는 연구대상자 [마]는 부모 노후생활에 대한 걱정을 덜 하고 있는 것으로 보인다. [마]는 부모에게 효도를 다하고자 귀국할 생각이 있지만, 한편으로는 [마]자신은 내심 한국에 머물고 싶어 했다. 한국에 직장이 있고, 작년에 승진도 했다고 한다. 아내도 직장이 있고 아이도 어린이집을 다닌다. 경제적 문제가 없고 비교적 안정된 생활을 유지하고 있는 것이다. 그래도 부모의 노후를 고려하면 미래거취가 불확실하다. 반면, [마]의 부모는 자녀가 외국에 정착하는 것이 가문의 영광이라고 생각하며, 아들이 한국에서 공부를 성공적으로 마치고, 일자리까지 갖게 된 것을 자랑스러워하고 있었다.

이처럼 부모의 노후문제는 연구대상자들이 앞으로도 한국에서 지속적으로 거주할 수 있을지를 정하는데 있어 매우 중요한 요소이다. 본 연구 5명 연구대상자들 중 4명이 외동자녀로, 부모를 봉양하는 문화가 이들에게는 일종의 스트레스가 되고 있음을 발견할 수 있었다. 부모의 노후 생활에 대한 고려가 미래 거주지를 선택하는 데 결정적인 영향을 미치고 있는 것이다.

연구대상자들이 중국으로 돌아가지 않은 채 한국에 남아 있는 이유는 이렇게 다양하게 나타난다. 귀국하지 않는 이유가 단순히 경제적 조건이나 지위에 의해서 결정되는 것만은 아니다. 삶의 우선순위는 사람마다 다르게 나타나며, 환경과 생활의 질 역시 살아가는 데 중요한 조건이 된다. 그러한 요소들 중에서도 특히 환경오염이나 식품위생문제로 인한 삶의 질 저하는 모국이 중국이라 발생되는 특수한 사례라고 볼 수도 있다. 귀국 후 생활환경에 대한 염려는 이들의 귀국결정에 큰 영향을 미치는 요인인 것이다.

VI. 결론

기본적으로 외국인 유학생을 바라보는 한국인들은 그들을 한국사회 구성원의 일부가 아니라 잠시 스쳐 지나가는 사람으로 여기며, 그들이 학업을 마친 뒤 당연히 귀국할 것으로

믿는다. 하지만, 모든 유학생들이 귀국을 꿈꾸는 것은 아니며, 이들 중 일부는 다양한 목적으로 학업을 마친 뒤에도 유학한 곳에 남는 쪽을 선택한다. 특히, 본 연구에서 조사했던 고학력 중국인 유학생들은 그렇게 한국에 남는 길을 선택했으며, 이들은 단순한 외국인으로서 한국사회에 머무는 것이 아니라 한국과 중국을 넘나들며 두 사회 모두에 기반을 둔 채 삶을 유지하고 정체성을 구성하는 초국가적 이주자로 살아가고 있음을 확인할 수 있었다.

'단기 거주자'로 간주되어온 외국인 유학생들은 실제로 두 개의 국가에 걸쳐 사회적 역할과 의무, 감정적 밀착을 유지하고 있었다. 유학을 목적으로 한국에 들어왔지만, 그들이 한국에 남기로 결심했을 때, 생활을 꾸려가기 위해서는 일을 할 수밖에 없다. 그리고 그들이 산업현장에서 한국인과 경쟁했을 때 우위를 점할 수 있는 부분은 그들의 고국과 관련된 분야로 결국 한국과 중국의 경계를 넘나드는 존재로 살아가게 된다. 하지만, 이들이 처음부터 이러한 미래를 예상하고 유학을 온 것은 아니었다. 그들의 입국 배경과 학교생활, 직장생활은 다양한 양상으로 전개되었지만, 그러한 과정을 거치면서 취업에 이르고 한국에서 정착하는 과정에서는 오히려 자연스럽게 한국과 중국 사이에 위치하는 삶으로 그 방향이 흘러갔던 것이다.

연구대상자들과의 면담 내용들을 살펴보면, 이들의 거취결정 문제는 딱 잘라 결론내리기 어려운 문제로 보인다. 이들은 한국에 10년 이상 살아오면서 이미 적응을 한 상태이긴 하지만, 한편으로는 한국인이 아니기 때문에 한국 주류사회에 완전히 자리를 잡는 것은 어려운 일이다. 외국인이어서 여러 가지 복지 정책에서 제외되고, 진급에서도 어려움을 겪는 등 한계점이 노출될 수밖에 없다. 그러나 이들이 소속감을 느낄 수 있는 대상은 현재 상태에서는 중국사회보다는 오히려 한국사회라고 볼 수도 있다. 연구대상자 [다]역시 '현재로서는 중국에 들어가 사는 것보다 한국에 있는 것이 더 편하다.'고 했다. 여기서 '편하다'는 뜻은 한국에 있는 10년 동안의 익숙한 생활 속에 그대로 사는 것이다. 물리적인 집이 있는 모국과 정신적인 안정감을 가져다주는 양국 사이에서 이들은 계속해서 갈등하게 될 것으로 보인다.

그러나 연구대상자들은 모두 80 后(1980년대에 태어난 사람)사람들이라는 시대적 특징을 가지고 있다. 중국의 계획출산 정책 하에 태어나고 자란 이들은 대부분이 형제자매가 없는 외동자녀들로 부모의 사랑과 기대를 한 몸에 받고 있는 존재다. 부모를 봉양하는 것은 외동자녀의 의무이고 책임이지만, 자신의 자녀가 있는 경우 이들 교육도 무시할 수 없는 부분이다. 부모가 나이가 들면 모시는 것이 당연한 일이라고 생각하며, 자신의 모국에 대해 어느 정도 애국심도 가지고 있는 세대이다. 80 후 사람들은 어렸을 때부터 국가관에 대한 교육을 많이 받았으며, 모국에 대한 충성심과 그리움이 있어 '현재 타국에서도 잘 살고 있지만 언젠가는 귀국할 것이다'(연구대상자[라])라는 생각도 갖고 있는 사람들이다. 그리고 중국사회의 급속한 변화와 발전에 발맞춰 나가기 위해 노력하는 세대이기도 하다.

한국에 거주하는 중국인 고학력 직장인들은 졸업 후 한국 거주를 선택했지만, 영구 정착을 확신하지 않고 있으며, 언젠가 한국을 떠날 수 있다는 생각을 가지고 있다. 현재 이들이 살아가는 모습을 보면 지금 살고 있는 유입국과 모국 모두를 연결하는 더 넓은

초국적 공간에서 생활하며, 두 사회 모두를 준거로 삼아 삶을 유지하고 정체성을 구성하는 초국가적 이주자들이라고 할 수 있다. '단기 거주자'로 간주되어온 이들은 실제로 두 개의 국가에 다리를 걸쳐 사회적 역할과 의무, 감정적 밀착을 유지하고 있는 것이다. 이들은 앞으로도 계속해서 한중양국을 왕래하면서 삶을 영위할 것으로 보인다.

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전자자료

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통계청 http://kostat.go.kr

教育科学技術部 http://www.moe.go.kr.

中国国务院侨务办公室 http://www.gqb.gov.cn

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Figures

- Diagrams should have a caption appearing directly beneath it on the same page, be numbered successively, and must be referred to in the text. An example of how to provide an annotation for a diagram of a figure is given in Figure 1.

Figure 1. Example of a figure

Tables
- Use Table commands to produce tables.
- Tables should have a caption appearing above the table, be numbered successively, and be referred to in the text.
- Use table borders conservatively, generally only using horizontals.

Table 1. Student to Teacher Ratio
Enrollment in Local Colleges, 2015

College	New students	Graduating students	Change
Undergraduate			
Cedar University	110	103	+7
Elm College	223	214	+9
Maple Academy	197	120	+77
Total	530	437	+93

Referencing

Referencing must follow the updated APA reference style. To reference in the body of the manuscript, cite authors' last name and the year of publication in parentheses: for example, (Baker, 2019). When citing several authors within the same set of parentheses, use alphabetical order. Include only items cited in the text in the list of references.

Reference list entries should be alphabetized (no label such as book or journal) by the last name of the first author of each work. Remember to include a 6 point gap before the first reference (after the heading) under the Format menu in the Paragraph commands. References should be listed at the end of the paper.

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