

Implementation of Physical Education and Health Towards 21st Century Skills

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Abstract: *There is a disparity in teaching Physical Education (PE) in the Junior High School and the Physical Education and Health – Health Optimizing Physical Education (HOPE) in the Senior High School. Aside from the standards and competencies, the curriculum is being implemented through online classes due to the pandemic which can affect the development of the primary skills among students as the expected outcomes across the four exits. Therefore, the researcher aimed to identify the level of implementation by the teachers in delivering the subject and the perceived development of the 21st-century skills among students in the University of the Cordilleras Senior High School (UC-SHS). This study employed a quantitative analysis method to gather relevant information from all UC-SHS PE teachers and students from Grade 12 through stratified sampling. There was a high level of implementation during the online distant learning specifically on the aspect of professionalism where the teachers take into consideration the professional development to meet the demands of the 21st-century learners along with a satisfactory level of the implementation towards the primary skills where students identified the personal responsibility, ethical behavior and character are the only outstanding among the skills. Based on the findings of the researcher, the curriculum was being implemented with high levels of instruction, student learning, management/organization, learning climate, and professionalism. While the 21st primary skills were assessed by the students with a satisfactory mark for the use of technology, communication, collaboration, innovation, and personal character.*

Keywords: *competencies, curriculum, evaluation, primary skills, standards*

I. INTRODUCTION

Physical literacy provides the foundation for lifelong fitness which is essential in maintaining and promoting health. Physical Education (PE) and Health – Health Optimizing Physical Education (HOPE) is one of the core subjects in the senior high school curriculum with its four areas namely: fitness, sports, dance, and recreational activities. HOPE employs experiential learning, age-appropriate ideas, and activities that are engaging to improve students' fitness, health, and well-being, and useful citizens of society (Porto et al., 2016). Students are expected to lead and organize various physical activities through self-determining quest and influence others positively.

During the implementation of the K-12 program, the term HOPE was created. According to Dewhurst (2015), HOPE aims to engage students in physical activity not only during PE classes but also as part of their daily living. Highlighting the importance of quality physical activity programs on and off campus including before, during, and after school, and unstructured leisure activities of free play are the primary objective of the subject. According to the Department of Education's (DepEd) curriculum guide, students are expected to empower themselves by applying the acquired knowledge, facts, program, and safety in each

situation create a physical activity that demonstrates the new pattern to a given situation, and imbibe self-efficacy, perseverance, and product-driven in an organized event.

Over the years, PE is not merely concentrated on physical development. In grade school and junior high school, the subject incorporates the preparation for life and recognition of moral and character training in the students while in the senior high school, students should develop the primary skills across the four exits namely, higher education, entrepreneurship, employment, and middle-level skills. Students are supposed to build self-efficacy in selecting a distinct fitness program to improve the total wellness for life. Senior high school students should set fitness goals, participates in varied physical activities, and evaluate fitness performance integration to one's lifestyle across all exits (K-12 Curriculum Guide).

Despite the disparity in terms of standards and competencies, both curriculums have the same objective to accomplish, to provide a variety of physical activities to diminish the increasing numbers of deaths related to non-communicable diseases and the occurrence of sedentary life among the youth. Because of this objective, there is a need to shift the focus of health-related physical education to a health-optimizing physical education (Tolitol et al., 2016). The students are encouraged to be physically active and establish understanding in optimizing one's health as a habit both inside and outside of school. Regular exercise can improve cognitive function and through physical education classes, students can achieve the right health information on life-threatening diseases and in the promotion of a healthy lifestyle.

Now more than ever, active physical activity is highly encouraged to fight against the COVID-19 Pandemic. This will help individuals to boosts their immune system and a way to relieve stress brought by this global event. The pandemic made a huge impact on everyone's life, economy, and education.

The purpose of this study is to assess the curriculum implementation of Physical Education and Health in senior high school particularly during these most challenging times. Also, this research will gauge the students' perceived development of 21st century skills as they are expected to be developed in preparation for the four exits.

This will also serve as a reflection and self-assessment to the teachers and school administrators after the evaluation on its implementation particularly on instructions, evidence of student learning, management/organization, learning climate, and professionalism under online distant learning. Furthermore, this paper will identify what are the dominant skill is being established among students during online distant learning.

The study aimed to evaluate the HOPE curriculum in UC-SHS in terms of its implementation across fitness, sports, dance, and recreational activity. Specifically, the study focuses the online distant learning to evaluate its implementation in the different areas that will ensure the development of the 21st century skills of the learners.

As a MAPEH major, the researcher would like to answer the following questions:

1. What are the factors undertaken by the PE teachers in ensure effective implementation of the subject across all areas of HOPE during the online distance learning?
2. What 21st century skills are being developed among learners during the implementation of HOPE in an online distant learning?

The results of the study will be utilized to further improve the implementation of the curriculum and targeting most of the required skills to be developed among students.

II. RELATED LITERATURE

Most schools in America use interdisciplinary approaches and the integration of progressive concepts like gamification in delivering physical education and health. Kaitani et

al. (2017) stated that the prime focus in primary and secondary school education is the interdisciplinary approach where the teachers collaborate in connecting the subjects and activities of physical education with another subject. Thus, the students were able to link one subject to another in cultivating skills and values. On the other hand, the Philippines has remained on the traditional approach - as a separate course, treated as a minor subject, paper and pen approach, and not considered as a national priority for development as technology rapidly changed the education system.

With the present situation happening around the world because of the pandemic, daily physical activity has become even more substantial even before. Generally, PE is being imparted through online modality but for some countries, they opted not to include the subject since it requires a lot of considerations in terms of implementation. In the Philippines, physical education and health is being delivered in different modalities, online and offline, to suit any type of learner. For online, the teachers demonstrate the activities and instructions in a pre-recorded video, and all assessment activities are uploaded in the learning management system. For offline, however, all instructions and assessments are transcribed into a module. Teachers must use an adaptive approach to consider the present situation in terms of instructions, learners need, do's and don'ts, communication, and modified lesson plans.

Since the importance of PE was clearly established, it is necessary to evaluate the implementation of HOPE from pre-pandemic up to the present day. According to Nevenglosky et al., (2019), curriculum implementation is the delivery of instructions and assessment of the teachers using a definite resource in the program. Teachers must consider the different aspects of instructions, evidence of student learning, teacher's management, and organization, learning climate, and professionalism to help on the successful implementation of the curriculum.

Instruction is an effective mechanism to help learners expand their learning areas to accommodate the most complex cognitive domains (Yasser & Eltantawy, 2019). Through instructions, it will offer a range of methods, forms, and strategies to monitor the development of the students towards the highest-level knowledge and understanding from the content, activities, and assessment.

Interest, style of learning experiences in life, cultural backgrounds, and personal problem are the concentration students learning. Student-centered learning is a system that is unbiased to meet the student's unique needs to achieve success (Kaput, 2018). This will cater to the uniqueness of the students acquiring new knowledge and skills, and their level of performance on the different assessment activities. To be effective, teachers also must have an understanding of their students' interests and styles of learning (Sieberer-Nagler, 2015).

Management and organization of the teachers are crucial in the implementation of any subject. Teachers who are experts in their respective fields in terms of pedagogical content must also have skills in classroom management. Proficiency in the subject matter alone is not adequate for the success of the implementation, especially during online distant learning. Effective classroom management starts with relationship building, when students feel a greater sense of belonging, they're more likely to be academically engaged and demonstrate positive behavior (Terada, 2019).

Professionalism refers to the professional development of teachers pertaining to their teaching (Darling-Hammond et al., 2017). The success in teaching 21st century skills depend on teachers' complex skills through professional learning to meet the demands from the expected outcomes on critical and creative thinking, problem-solving, communication of information, collaborations, and self-direction.

It is also equally important to study the alignment of the implementation towards the primary skills as the expected outcomes based on the Department of Education K-12 Program and 21st Century Skills. Collaboration, communication, creativity, critical thinking,

communication, flexibility, information literacy, initiative, leadership, media literacy, productivity, social skills, and technology literacy are the aptitudes for 21st century. The following skills are expected to be developed in every student to prepare them for the four exits. Bri Stauffer (2020) believes that students need these skills to succeed in their careers during the age of the internet.

The use of real-world digital and other research tools affects the way individuals communicate, learn, and think. It helps society and determines how people interact with each other daily. Technology plays an important role in society today. It has positive and negative effects on the world, and it impacts daily lives (Allen, 2019). In response to the current situation, the digital world has a significant impact in many fields including education brought by this pandemic. Technology made learning more interactive and collaborative, this makes a difference individuals way better engage with the material that they are learning and have inconvenience with.

Working in a group allows an individual to become mindful of their qualities including weaknesses. Through collaboration, the student is learning things from other groups of individuals. As the old saying goes two heads are better than one, this will simplify the workload to be completed like assignments and projects with the support of your group mates. Nowadays, collaboration is a key to success. According to the article Indeed Editorial Team (2020), collaboration skills are essential for nearly every job role and industry. Knowing how to cooperate well with others will support workplace efficiency, aid in career advancement, and help you and your team achieve a quality product.

Communication includes reading, writing, speaking, and listening as the sub-domain which has multiple and diverse considerations both for verbal and non-verbal proficiency (Thompson, 2020). Through these sub-domains, people understand one another in creating clarity on the information that is being transferred or express. In a way communication educates people. Communication skills are considered essential under the 21st century skills as they will allow the students to prepare themselves to comprehend more precisely and promptly. As one of the objectives of the K-12 program, students are geared to find a better job opportunity despite this current situation.

As flexible learning is being implemented across all levels, students are expected to become adaptive in acquiring new learning. The term adaptive learning is an approach to online instruction that regulates the needs of the students to progress in the course content based on prior knowledge (Shelle et al., 2018). It is a technique to provide a personalized approach in the teaching process, depends on the needs of the students. This approach aims to assist the students to continuously become efficient and effective learners. Using the learning management system, students were able to establish self-paced learning that suits the kind of modality they have. Online classes and printed modules are the most common modality that every institution is using. In these changes, students are expected to enable innovativeness in terms of deliverables and to become flexible students on the available platforms and resources.

Aside from the development of the basic skills based on the Department of Education K-12 Program and the 21st Century Skills, the institutions also want to improve the personal skills of the students which are anchored on its philosophy, mission, and vision. The value of responsibility, respect, and trust are some of the standards that are crucial in increasing the competitiveness of the students in preparation for the four exits. Neman (2019) and Johnson (2018), believe that students play an important role in creating learning through acquiring the sense of accountability, and when students feel that they are being valued through respect and trust. In this most challenging time, it is also important to develop these skills for the students for them to become holistically equipped individuals in promoting an engaged and productive learning experience during this online distant learning.

III. METHODOLOGY

This chapter discusses the research design and methodology, respondents, instruments, procedure, measurement, and data analysis.

Research Design and Methodology

The study employed a quantitative analysis method to find out the level of implementation by the teachers in Physical Education and Health and the level of the implementation perceived by the students towards the 21st century skills. A quantitative analysis specifically a survey method was used in summarizing the responses of the respondents. According to Kento (2020), a quantitative analysis provides analysts with tools to examine and analyze past, current, and anticipate future events involving numbers can be quantified. Through questionnaires, the different criteria and indicators was presented that pertains to its implementation both on teachers' evaluation on teaching physical education and students' perceived performance of the 21st century skills.

Respondents

The research was conducted in the University of the Cordilleras Senior High School (UC-SHS) Department. Employing total enumeration for the teacher respondents, all the seven (4) Physical Education teachers served as the respondents in answering the survey questionnaire on teachers' evaluation on teaching physical education. The selected teacher respondents are those who were handling HOPE subjects across all areas: fitness, sports, dance, and recreational activity.

Also, the researcher selected two hundred sixty-three (263) students representing the six strands namely, Science Technology, Engineering, and Mathematics (STEM), Accountancy and Business Management (ABM), Humanities and Social Science (HUMSS), General Academic Studies (GAS), Information and Computer Technology (ICT), and Technical Vocational and Livelihood Program (TVL). The respondents were Grade 12 students who were currently enrolled with good attendance and a passing grade in all areas of the subject. This was to ensure that they have valid and reliable experience in all the areas of physical education. The three (3) representative respondents from each section were randomly selected employing simple random sampling. The list of names of students that was used in the randomized sampling was provided by the Senior High School Office. The respondents were asked to answer the questionnaire on students' perceived performance of the 21st century skills. The study was conducted in the second trimester of the school year 2020-2021.

Instruments

To assess the implementation of Physical Education and Health towards the development of the 21st century skills among learners in teaching HOPE across all areas, a questionnaire was administered to the Physical Education teachers being the facilitator of the curriculum and to the Grade 12 students in measuring the development of the skills. The survey questionnaire utilized was validated by the adviser and the panelists who are currently teaching in the College of Teacher Education – Physical Education Department and professors under the Research Department in the University of the Cordilleras, Master Teachers from the Department of Education – Division of Baguio, and Subject Coordinators in Physical Education from two private schools.

The researcher used questionnaires adapted from the following: National Association for Sports and Physical Education – Physical Education Teacher Evaluation Tool (NASPE, 2012) in evaluating the curriculum implementation, which was composed of five parts, instructions, evidence of student learning, management/organization, learning climate, and

professionalism. The purpose of this evaluation tool is to ensure that there is a meaningful learning experience for the students in taking HOPE, especially during this online distant learning. This will also safeguard the quality of delivering the subject in acquiring new knowledge, skills, and attitudes, and serve as a guide to PE teachers to reflect and self-assess on their performance.

For assessing the primary skills of the students, the researcher used the rubrics from the Implementing 21st Century Skills in Health and Physical Education (Serafin, D. and Guerrini, L. 2016) on developing the preparatory skills of the students focusing on the use of real-world digital and other research tools: the ability to work independently and collaboratively to solve problems and accomplish goals, communicate information clearly and effectively, innovation, flexibility, and adaptation, and personal responsibility, ethical behavior and character. The criterion aimed to identify what are the perceived skills that are being developed on the students both online and offline modalities. Moreover, the questionnaire validated the alignment of the curriculum implementation of Physical Education and Health by ensuring that students are equipped with these skills to be honed.

And for the informal interview, the researcher used a direct semi-structured interview with the respondents to validate the result of the data collected. This will be used as a confirmation in the data analysis and interpretation.

Procedure

A letter of permission to implement data gathering was first pursued to the Academic Director of UC Senior High School. The letter comprises particulars about the study such as the purpose, objectives, and questionnaires for the consent.

Upon the approval, the researcher personally informed all the respondents for their availability and handled the questionnaire personally or through email to assist them in some items they need to be clarified. During the distribution, the researcher explained to the respondents that the survey will solely be used for the purpose of the study.

After answering the questionnaire, numerical data collected from the rating scale and questionnaire were both statistically handled, analyzed, and interpreted. Moreover, the research conducted a casual interview with the respondents to further validate the results of the study.

Measurement

The study used a 5-scale in reviewing teachers' implementation of the curriculum in physical education, while a 4-scale was employed in gauging the perceived development of the 21st century skills. These two scales allow the respondents to convey their responses on the implementation of physical education and health towards 21st Century Skills during online distant learning.

Data Analysis or Treatment of Data

The researcher used statistical tools to arrive at valid conclusions and recommendations. This study was centered on answering the two objectives of the study.

Table 1 focuses on assessing the implementation of the curriculum. A 5-point scale was used to determine the performance of the teachers in terms of instructions, evidence of student learning, management/organization, learning climate, and professionalism under online distant learning.

The total scale of the respondents is the sum of the value of response in each item. To examine the teacher's implementation of Physical Education under online distant learning, the weighted mean and rank of the means are obtained followed by assigning the necessary interpretation using the rating scale. Four types of descriptive equivalency were used

according to the criteria which are based on its indicators. Nevertheless, they possess the same possible interpretation from exception to unacceptable.

Table 1.a concentrates on the course instruction in teaching physical education during online distant learning.

Table 1.a
Scale of Interpretation for Teachers' Evaluation on the Physical Education Curriculum (Course Instruction)

<i>Score</i>	<i>Statistical Range</i>	<i>Descriptive Equivalent</i>	<i>Interpretation</i>
5	4.21 – 5.00	Outstanding	The teachers' evaluation of the physical education curriculum is exceptional.
4	3.41 – 4.20	Above average	The teachers' evaluation of the physical education curriculum is beyond the standards.
3	2.61 – 3.40	Satisfactory	The teachers' evaluation of the physical education curriculum is acceptable.
2	1.81 – 2.60	Below average	The teachers' evaluation of the physical education curriculum is below the standards.
1	1.00 – 1.80	Unsatisfactory	The teachers' evaluation of the physical education curriculum is unacceptable.

Table 1.b evaluates the implementation of the curriculum centered on student learning in Physical Education during the online distant learning.

Table 1.b
Scale of Interpretation for Teachers' Evaluation on the Physical Education Curriculum (Evidence of Student Learning,)

<i>Score</i>	<i>Statistical Range</i>	<i>Descriptive Equivalent</i>	<i>Interpretation</i>
5	4.21 – 5.00	Mastery	The teachers' evaluation of the physical education curriculum is exceptional.
4	3.41 – 4.20	Proficient	The teachers' evaluation of the physical education curriculum is beyond the standards.
3	2.61 – 3.40	Basic	The teachers' evaluation of the physical education curriculum is acceptable.
2	1.81 – 2.60	Needs Improvement	The teachers' evaluation of the physical education curriculum is below the standards.
1	1.00 – 1.80	Unacceptable	The teachers' evaluation of the physical education curriculum is unacceptable.

Table 1.c appraises the contribution of the management / organization on the implementation of the curriculum in Physical Education during the online distant learning.

Table 1.c
Scale of Interpretation for Teachers' Evaluation on the Physical Education Curriculum (Management / Organization)

<i>Score</i>	<i>Statistical Range</i>	<i>Descriptive Equivalent</i>	<i>Interpretation</i>
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5	4.21 – 5.00	Clearly exceed standards	The teachers' evaluation of the physical education curriculum is exceptional.
4	3.41 – 4.20	Strong	The teachers' evaluation of the physical education curriculum is beyond the standards.
3	2.61 – 3.40	Meet standards	The teachers' evaluation of the physical education curriculum is acceptable.
2	1.81 – 2.60	Developing	The teachers' evaluation of the physical education curriculum is below the standards.
1	1.00 – 1.80	Does not meet standards	The teachers' evaluation of the physical education curriculum is unacceptable.

Table 1.d measures the implementation of the curriculum centered on learning climate and professionalism in teaching Physical Education during the online distant learning.

Table 1.d
Scale of Interpretation for Teachers' Evaluation on the Physical Education Curriculum (Learning Climate and Professionalism)

<i>Score</i>	<i>Statistical Range</i>	<i>Descriptive Equivalent</i>	<i>Interpretation</i>
5	4.21 – 5.00	Exemplary	The teachers' evaluation of the physical education curriculum is exceptional.
4	3.41 – 4.20	Very Good	The teachers' evaluation of the physical education curriculum is beyond the standards.
3	2.61 – 3.40	Good	The teachers' evaluation of the physical education curriculum is acceptable.
2	1.81 – 2.60	Poor	The teachers' evaluation of the physical education curriculum is below the standards.
1	1.00 – 1.80	Needs significant attention	The teachers' evaluation of the physical education curriculum is unacceptable.

Table 2 presents the 4-point scale to measure the perceived development of the 21st century skills among learners on the following: use of real-world digital and other research tools, ability to work independently and collaboratively to solve problems and accomplish goals, ability to communicate information clearly and effectively, innovation, flexibility, and adaptation, and personal responsibility, ethical behavior, and character.

Once again, the total scale of the respondents is the sum of the value of response in each item. And to check the development of these 21st century skills, weighted mean and rank of the means are obtained followed by assigning the necessary interpretation using the rating scale. The specific statistical tools are described in the following paragraphs.

Table 2
Scale of Interpretation for Students' Perceived Performance of the 21st Century Skills

<i>Score</i>	<i>Statistical Range</i>	<i>Descriptive Equivalent</i>	<i>Interpretation</i>
4	3.25 – 4.00	Outstanding	The respondents have a remarkable confidence on the perceived performance of the 21st century skills during the online distant learning.
3	2.50 – 3.24	Satisfactory	The respondents have a trust on the perceived performance of the 21st century

2	1.75 – 2.49	Below Average	skills during the online distant learning. The respondents have difficulty on the perceived performance of the 21st century skills during the online distant learning.
1	1.00 – 1.74	Unsatisfactory	The respondents failed to develop on the perceived performance of the 21st century skills during the online distant learning.

IV. RESULTS AND DISCUSSION

This section presents the analysis of gathered data from the respondents on Teachers' Evaluation on the Physical Education Curriculum and Students' Perceived Performance of the 21st Century Skills. Discussion was made followed by the tables and the corresponding interpretation on the implementation of Physical Education and Health.

Teachers' Evaluation on the Physical Education Curriculum

Teachers were surveyed on their experience and practices concerning the implementation of the curriculum program of the UC-SHS. This research determined the implementation of curriculum across all the areas in HOPE: fitness, sports, dance, and recreational. The teachers rated the instruments quite high, with all aspects except for Teachers' Professionalism under the range of the highest possible response.

Table 3 presents PE teachers' evaluation of the instructions in PE and Health during the online distance learning program. The highest evaluation possible is "outstanding" followed by "above average".

Table 3
Evaluation of Physical Education Teachers on the Course Instructions

<i>Indicators</i>	<i>Mean</i>	<i>Interpretation</i>
Instruction is based on local, state and/or national physical education standards	4.50	Outstanding
Supports school improvement goals	4.25	Outstanding
Supports physical education program goals	4.25	Outstanding
Lesson introduction is appropriate	4.50	Outstanding
Learning expectations/objectives/instructional goals are clearly communicated to students	4.25	Outstanding
Content is accurate and current	4.50	Outstanding
Content and tasks are developmentally appropriate and properly sequenced	4.00	Above Average
Content and tasks are presented concisely and clearly, emphasizing key elements	4.00	Above Average
Engages students in learning by enabling all learners to participate through multiple modalities	4.25	Outstanding
Opportunities for teachable moments are recognized and utilized	4.00	Above Average
Instruction is differentiated for all learners	4.25	Outstanding
Specific, meaningful, and timely feedback is provided to students	4.50	Outstanding
Content is linked to and promotes the transfer of learning within physical education units and among other subject content areas	4.50	Outstanding
Student performance is continually assessed to guide instruction	4.25	Outstanding
Lesson presentation is changed in response to observation of student performance and/or information from formative assessment	4.25	Outstanding
Independent learning is promoted, encouraged, and reinforced through daily assessments	4.25	Outstanding
Technology enhances instruction	4.00	Above Average
Lesson pace is appropriate	4.25	Outstanding
Appropriate closure is provided	4.50	Outstanding
Overall Mean	4.28	Outstanding

The overall evaluation of P.E teachers on the course instruction was outstanding represented by a mean of 4.28 ($\bar{x} = 4.28$). Out of the 19 indicators, 15 were found to be outstanding and the remaining four instruction indicators were rated by teachers as above average. The highest mean was identified on the following indicators with a mean of 4.5 ($\bar{x} = 4.5$): instruction is based on local; state and/or national physical education standards; lesson introduction is appropriate; content is accurate and current; specific, meaningful, and timely feedback is provided to students; content is linked to and promotes the transfer of learning within physical education units and among other subject content areas, and appropriate closure is provided. On the other hand, the lowest mean of 4 ($\bar{x} = 4$) was revealed on the following indicators: content and tasks are developmentally appropriate and properly sequenced; content and tasks are presented concisely and clearly, emphasizing key elements; opportunities for teachable moments are recognized and utilized, and technology enhances instruction. This implies that the teachers are well equipped on the implementation of the subject in terms of course instructions and considered as an integral part of the learning process. Modified syllabus and a well-crafted teaching guide help the teachers in delivering appropriate lesson, activities, and assessment that is suited for the learners. In identifying the performance task which is aligned with the standards of the Department of Education, the teachers carefully identified topics and enabling activities that will ensure the accomplishment of the task. This safeguards the acquisition of learning competencies and the 21st century skills. According to Yasser and Eltantawy (2019), instructions scaffold an effective mechanism to help the learners expand their learning areas to accommodate the most complex cognitive domains. UC-SHS PE teachers' outstanding coursed instructions help the students towards the four exits.

Table 4 presents PE teachers' evaluation of the evidence of student learning in PE during the online distance learning program. The indicators are focused on students' assessments and student progress. The highest evaluation possible is "mastery" followed by "proficient". Table 4 presents PE teachers' evaluation on the evidence of student learning in PE during the online distance learning program. The indicators are focused on students' assessments and student progress. The highest evaluation possible is "mastery" followed by "proficient".

Table 4
Evaluation of Physical Education Teachers on the Evidence of Student Learning

<i>Indicators</i>	<i>Mean</i>	<i>Interpretation</i>
Assessment is based on mastery of learning expectations which are aligned with local, state, and national standards	4.25	Mastery
Grading is based on assessment of student learning	4.25	Mastery
There is ongoing formal and informal assessment	3.75	Proficient
Assessment criteria is communicated to students	4.50	Mastery
Multiple assessment strategies and tools are used (formative and summative) to monitor student learning	4.25	Mastery
Students can self-assess and are aware of their own progress toward learning goals	4.00	Proficient
Students are able to articulate relevance and transfer of learning	4.00	Proficient
Students demonstrate creative and critical thinking skills	4.00	Proficient
Evidence of students' independent learning outside of class is part of assessment	4.50	Mastery
Student progress is documented in a retrievable record-keeping system	4.50	Mastery
Student progress and achievement is communicated regularly to relevant stakeholders	4.50	Mastery
Overall Mean	4.23	Mastery

The result on evidence of student learning gained a mean of 4.23 ($\bar{x} = 4.23$) with a descriptive equivalent of mastery. From the 11 indicators, 7 were observed with mastery and the remaining four indicators were rated by teachers as proficient. The highest mean was identified on the following indicators with a mean of 4.5 ($\bar{x} = 4.5$): assessment criteria are communicated to students; evidence of students' independent learning outside of class is part of the assessment; student progress is documented in a retrievable record-keeping system, and student progress and achievement is communicated regularly to relevant stakeholders. On the other hand, the lowest mean of 3.75 ($\bar{x} = 3.75$) was revealed on the indicator - there is ongoing formal and informal assessment. This implies that the teachers observed a student-centered learning environment in planning, implementation, and assessments in physical and health curriculum in fostering meaningful learning. The success of the implementation is not based solely on the pedagogy of the teachers but also must understand student's interests and style of learning. On this note, the teachers carefully examine the formative assessment and enabling activities where the students find it more engaging and helpful in the accomplishment of the standards delegated by the Department of Education and 21st Century Skills. Also, the PE teachers considered the lifelong learning that students will attain in performing all activities and not just about simply complying with the requirements. This can be attributed to the study of Kaput (2018) on student-centered learning in providing the unique needs of each learner. Students should be assessed under the seven principles of student-centered learning namely, positive relationships, whole child needs, positive identity, student ownership and agency, real-world relevance, competency progression, and anytime, anywhere. On the implementation of online distant learning, the word flexible is being observed by the PE teachers to ensure that there is learning, both process, and product, across all types of modalities.

Table 5 presents PE teachers' evaluation of their management/organization during the online distance learning program. The indicators reflect the teachers' activities that will reflect their class management. The highest evaluation possible is "clearly exceeds standards" followed by "strong".

Table 5
PE Teachers' Evaluation on Their Management/Organization

<i>Indicators</i>	<i>Mean</i>	<i>Interpretation</i>
Lesson plans and curriculum are aligned w/ current local, state, and national standards	4.50	Clearly Exceeds Standards
Instructional area is safe, orderly, and supports learning activities	4.25	Clearly Exceeds Standards
Adequate and developmentally appropriate equipment is accessible and utilized	4.50	Clearly Exceeds Standards
Instructional support materials are utilized to enhance the lesson.	4.50	Clearly Exceeds Standards
Students understand and adhere to class rules, routines, and behavioral expectations	4.00	Strong
Class routines maximize instructional time	4.00	Strong
There is a behavior management plan that is fair, firm, and equitable	4.50	Clearly Exceeds Standards
Appropriate behaviors are reinforced consistently	4.25	Clearly Exceeds Standards
Effective management strategies are used	4.00	Strong
Students are actively monitored and closely supervised	3.50	Strong
Students are appropriately grouped	3.75	Strong
Effective and smooth transitions are apparent	4.25	Clearly Exceeds Standards

Allocated time is used effectively and efficiently allowing students to remain focused on the lesson and task expectations.	4.50	Clearly Exceeds Standards
Students are engaged in relevant, meaningful physical activity a minimum of 60 % of the instructional time.	5.00	Clearly Exceeds Standards
Progress toward school improvement goals is documented	4.50	Clearly Exceeds Standards
Accurate records are maintained	4.25	Clearly Exceeds Standards
Overall Mean	4.27	Clearly Exceeds Standards

Teacher management and organization were overall evaluated by PE teachers with clearly exceed standards mean of 4.27 ($\bar{x} = 4.27$). Among the 16 indicators, 11 were remarked with clearly exceeds standards and five were rated by teachers as strong. The highest mean was identified on the indicator - students are engaged in relevant, meaningful physical activity a minimum of 60 % of the instructional time with a perfect mean of 5 ($\bar{x} = 5$). On the other hand, the lowest mean of 3.50 ($\bar{x} = 3.50$) was revealed on the indicator - students are actively monitored and closely supervised. This implies that the teachers applied exceptional practices in creating a focused and nurturing classroom atmosphere, especially during online distant learning. They were able to consider the possible challenges that students may experience on this online learning and as the result of applying flexibility in terms of instructions, activities, and assessment, the UC SHS teachers were able to impart a sense of belongingness to which students feel valued. Creating good relations between teachers and students and capitalizing on the sense of belongingness attribute to an engaged and active completion of learning. Effective classroom management starts with relationship building, when students feel a greater sense of belonging, they're more likely to be academically engaged and demonstrate positive behavior (Terada, 2019). Teachers' management and organization skills are significant to the success of the implementation of the curriculum towards its goals among learners.

Table 6 shows PE teachers' evaluation of the Learning Climate during the online distance learning program. The indicators on the learning climate both apply to the teachers and their students. The highest evaluation possible is "Exemplary" followed by "very good".

Table 6
PE Teachers' Evaluation on the Learning Climate

<i>Indicators</i>	<i>Mean</i>	<i>Interpretation</i>
Lifelong physical activity and skillful movement are promoted	4.50	Exemplary
There is a safe, secure, learning environment that promotes, success, appropriate risk taking, positive self-expression and enjoyment	4.50	Exemplary
High expectations for learning and behavior are evident	4.50	Exemplary
Climate of courtesy and respect is established	4.25	Exemplary
Students demonstrate respect and appreciation for individual difference	4.00	Very Good
Students accept responsibility for their learning and actions	3.50	Very Good
Students support the learning of others	3.25	Very Good
Students are recognized and praised for efforts & positive contributions	4.50	Exemplary
All interactions are positive	4.25	Exemplary
Overall Mean	4.14	Very Good

Learning climate was assessed as very good with an overall mean of 4.14 ($\bar{x} = 4.14$). After the teacher's evaluation on the nine indicators, six were commented as exemplary and three were stated as very good. The highest mean was identified on the following indicators: lifelong physical activity and skillful movement are promoted, there is a safe, secure, learning environment that promotes, success, appropriate risk-taking, positive self-expression and enjoyment, high expectations for learning and behavior are evident, and students are recognized and praised for efforts & positive contributions with a mean of 4.5 ($\bar{x} = 4.5$). On the other hand, the lowest mean of 3.25 ($\bar{x} = 3.25$) was revealed on the indicator - students support the learning of others. This implies that the teachers adopted a positive learning culture during this online modality where the students can still be able to acquire motivations towards a successful learning outcome. The subject physical education usually involved group performances and collaboration; however, because of the current situation activities are now individualized and through video recorded documentation. The usual "support" and peer-teaching/practice is no longer being practiced, but the teachers were able to bridge the gap by providing positive interaction, opportunities, and encouragement from the teachers. "Strong teacher-student relationships have long been considered a foundational aspect of a positive school experience" (Cook, 2020) where it broadens and builds more positive experience, engagement, and performance to the students. Teachers established a good relationship with the students to maintain a harmonious teacher-student relationship for the success of the delivery of the subject and academically engaged.

Table 7 presents PE teachers' evaluation of their own professionalism during the online distance learning program. The result depicts the teachers' own self-evaluation on their professionalism in class. The highest evaluation possible is "exemplary".

Table 7
PE Teachers' Evaluation on their Professionalism

<i>Indicators</i>	<i>Mean</i>	<i>Interpretation</i>
Teacher is a lifelong learner within the profession	4.75	Exemplary
Teacher is an advocate for the profession	4.75	Exemplary
Teacher adheres to professional and ethical standards	4.75	Exemplary
Teacher is receptive to feedback and seeks opportunities for personal growth	4.50	Exemplary
Teacher participates in professional organizations	4.50	Exemplary
Teacher establishes professional objectives each year	4.50	Exemplary
Teacher reflects upon and incorporates new learning into practice	4.50	Exemplary
Teacher shares information, resources, and expertise with peers	4.50	Exemplary
Teacher is collegial and interacts appropriately with staff, parents, and school volunteers	4.50	Exemplary
Teacher is an integral, contributing member of the school community	4.50	Exemplary
Teacher collaborates with community, colleagues, staff, and resource persons	4.75	Exemplary
Teacher models appropriate appearance and behavior	4.75	Exemplary
Overall Mean	4.60	Exemplary

The teacher's professionalism was Learning climate had received an exemplary remark with an overall mean of 4.60 ($\bar{x} = 4.60$). All 12 indicators were evaluated as "exemplary" by the PE teachers and received the highest mean of 4.60 ($\bar{x} = 4.60$) among all others in the questionnaire. The highest mean was identified on the following indicators: teacher is a lifelong learner within the profession, the teacher is an advocate for the profession, teacher adheres to professional and ethical standards, teacher collaborates with community, colleagues, staff, and resource persons, and teacher models appropriate appearance and

behavior with a mean of 4.75 ($\bar{x} = 4.75$). On the other hand, the lowest mean of 4.5 ($\bar{x} = 4.5$) was revealed on the following indicators: teacher is receptive to feedback and seeks opportunities for personal growth; teacher participates in professional organizations; teacher establishes professional objectives each year; teacher reflects upon and incorporates new learning into practice; teacher shares information, resources, and expertise with peers; the teacher is collegial and interacts appropriately with staff, parents, and school volunteers; and teacher is an integral, contributing member of the school community. This implies that the teachers are mindful of the significance of professionalism. They possess a professional demeanor in taking responsibilities as teachers in teaching Physical Education and Health. It is vital to demonstrate professionalism in facilitating the curriculum to ensure the success of the implementation, especially during online distant learning. Teachers served as role models and were required to always demonstrate ethical behaviors to work together with students, colleagues, parents, and others. Professional learning can increase the interest of the teachers to support as a critical way to support the progression of the complex skills of the students which they need to learn (Darling-Hammond et al., 2017). This is a way to enable teachers and enhance teaching strategies in teaching subjects in attaining their goals and objectives. It can make or break a student, that is why it is important to maintain exemplary professionalism.

Students' Perceived Performance of the 21st Century Skills

The University of the Cordilleras has fully implemented an online distance learning scheme for the 1st trimester of the school year 2020-2021. With the new normal, the students were asked to evaluate the evaluation of the curriculum towards the 21st century skills.

This research determined the implementation of the curriculum of Physical Education and Health in developing the primary skills of the 21st century learners. Overall, all though PE classes were being taught in an online platform, due to the pandemic, the implementation of the curriculum along different aspects was found out to be satisfactory for the students. No indicator and areas of the curriculum were rated lower than the satisfactory range from the students. An aspect of the curriculum even received an outstanding evaluation from the students which involves Personal Responsibility, Ethical Behavior, and Character as they immerse themselves in the new normal.

The students' use of digital and other research tools as evaluated by the learners with respect to the subject Physical Education during the online learning program was presented in Table 8. The highest evaluation possible is "outstanding", followed by "satisfactory".

Table 8
Students' Use of Real-World Digital and Other Research Tools

<i>Indicators</i>	<i>Mean</i>	<i>Interpretation</i>
Student demonstrates ability to access a variety of digital resources, electronic media, and technology tools.	3.21	Satisfactory
Student critically and competently evaluates the accuracy or reliability of digital, electronic, and technology resources.	3.07	Satisfactory
Student uses information accurately and creatively for the issue or problem at hand	3.11	Satisfactory
Student demonstrates an understanding of the ethical and legal issues related to proper citation of source material.	3.07	Satisfactory
Overall Mean	3.12	Satisfactory

The overall evaluation of the students on the use of real-world digital and other research tools had a satisfactory remark with regards to the alignment of the implementation towards

the development of the 21st century skills with a mean of 3.12 ($\bar{x} = 3.12$). All four indicators were marked with a satisfactory rating. The highest mean was identified on the indicator - the student demonstrates the ability to access a variety of digital resources, electronic media, and technology tools with a mean of 3.21 ($\bar{x} = 3.21$). On the other hand, the lowest mean of 3.07 ($\bar{x} = 3.07$) was revealed on the following indicators: student critically and competently evaluates the accuracy or reliability of digital, electronic, and technology resources; and the student demonstrates an understanding of the ethical and legal issues related to proper citation of the source material. This implies that the adeptness of the respondents in the use of digital tools is no surprise as Grade 12 students belong to Generation Z. Technology plays an important role in society today. It has positive and negative effects on the world, and it impacts daily lives (Allen, 2019). They are on track to be the most well-educated generation however, despite being technologically advanced, the study identified this primary skill as the lowest. In the article entitled 5 Problems with Technology in Classroom (Unknown author, 2019), mentioned the possible challenges and can be the rationale why technology got the lowest rank, pace of change and cost, different social dynamics, limited perceived effectiveness of technology, lack of alignment between technology, curriculum, and instructions, and lack of clarity about the purpose.

Table 9 presents the ability of the students to work independently and collaboratively as evaluated by the learners with respect to the subject Physical Education during the online learning program. Indicators focused on learner's participation during collaborative activities.

Table 9
Students' Ability to Work Independently and Collaboratively to Solve Problems and Accomplish Goals

<i>Indicators</i>	<i>Mean</i>	<i>Interpretation</i>
Student contributes to collaborative tasks by active listening and sharing relevant information.	3.14	Satisfactory
Student assumes shared responsibility for collaborative work and values the individual contributions made by each team member.	3.11	Satisfactory
Student seeks to understand how new or different ideas will benefit the group.	3.21	Satisfactory
Student demonstrates ability to change direction, incorporate new learning/ideas, and reach workable solutions when appropriate or applicable.	3.20	Satisfactory
Overall Mean	3.17	Satisfactory

Students also evaluated the implementation of the curriculum in terms of the ability to work independently and collaboratively to solve problems and accomplish goals had a satisfactory remark with regards to the alignment of the implementation towards the development of the 21st century skills with an overall mean of 3.17 ($\bar{x} = 3.17$). All four indicators were marked with a satisfactory rating. The highest mean was identified on the indicator - student seeks to understand how new or different ideas will benefit the group with a mean of 3.21 ($\bar{x} = 3.21$). On the other hand, the lowest mean of 3.11 ($\bar{x} = 3.11$) was revealed on the indicator - student assumes shared responsibility for collaborative work and values the individual contributions made by each team member. This implies that the students were able to work independently in most of their works and activities due to the current situation. Nevertheless, through a mindful plotting of its curriculum, instructions, and assessments, the teachers were able to inject collaborative learning on its most creative and innovative teaching pedagogy to enables the development of solving problem skills toward accomplishing a goal. Collaboration is a process where an individual works interdependently by sharing his or her knowledge and skills to achieve common goals. According to the article

Indeed Editorial Team (2020), collaboration skills are essential for nearly every job role and industry. A student who is into collaboration has the advantage in terms of planning and decision-making; group communication; involvement of resources, concepts, efforts, and support; monitor, reflect, and adaptability for the benefit of the group; and collaboration of skills.

Table 10 presents the ability of the students to communicate information clearly and effectively as evaluated by the learners with respect to the subject Physical Education during the online learning program.

Table 10
Students' Ability to Communicate Information Clearly and Effectively

<i>Indicators</i>	<i>Mean</i>	<i>Interpretation</i>
Student presents ideas (written, oral, visual) accurately, articulately and in an organized manner	3.14	Satisfactory
Student demonstrates effective awareness of audience, task, and purpose in final project/product.	3.18	Satisfactory
Student communicates using a variety of methods and tools appropriate to audience, task and purpose and audience.	3.16	Satisfactory
Student uses vivid and precise language or graphical choices to communicate.	3.20	Satisfactory
Overall Mean	3.17	Satisfactory

The ability to communicate information clearly and effectively was found to be satisfactory among students regarding the alignment of the implementation towards the development of the 21st century skills with an overall mean of 3.17 ($\bar{x} = 3.17$). All four indicators were marked with a satisfactory rating. The highest mean was identified on the indicator - student uses vivid and precise language or graphical choices to communicate with a mean of 3.20 ($\bar{x} = 3.20$). On the other hand, the lowest mean of 3.14 ($\bar{x} = 3.14$) was revealed on the indicator - student presents ideas (written, oral, visual) accurately, articulately, and in an organized manner. This implies that the students were still able to exchange ideas, information, views, opinion, and even feelings effectively even during online distant learning. And these are considered as communication since teachers were able to address students' concerns by listening and by providing feedback. Communication includes reading, writing, speaking, and listening as the subdomain which has multiple and diverse considerations both for verbal and non-verbal proficiency (Thompson, 2020). It focuses on students in developing student's comprehension of information, sharing of information, implementation of information communication technology, and recognition of cultural differences. The clarity and effectiveness of the communication can be effortless if there is a regular exchange of message which can be easily understood, engaging, active, inspiring, and most importantly respectful.

Table 11 presents students' evaluation of their innovation, flexibility, and adaptation during the online class set-up. An "outstanding" is the highest possible interpretation followed by "satisfactory".

Table 11
Students' Innovation, Flexibility, and Adaptation

<i>Indicators</i>	<i>Mean</i>	<i>Interpretation</i>
Student demonstrates originality, inventiveness, and/or creativity in work.	3.23	Satisfactory
Student maintains a positive attitude toward task completion as demonstrated by asking questions and editing and revising work.	3.11	Satisfactory

Student is willing to take on a challenge, make mistakes and improve quality and creativity of work through experience	3.39	Outstanding
Overall Mean	3.24	Satisfactory

In terms of innovation, flexibility, and adaptation, the overall evaluation of the students had a satisfactory remark with regards to the alignment of the implementation towards the development of the 21st century skills with a mean of 3.24 ($\bar{x} = 3.24$). Among the three indicators, one was appraised as outstanding and the remaining two were marked with a satisfactory rating. The highest mean was identified on the indicator - Student is willing to take on a challenge, make mistakes and improve quality and creativity of work through experience with a mean of 3.39 ($\bar{x} = 3.39$). On the other hand, the lowest mean of 3.11 ($\bar{x} = 3.11$) was revealed on the indicator - the student maintains a positive attitude toward task completion as demonstrated by asking questions and editing and revising work. This implies that the students are adapting to online distant learning or to the flexibility of teaching modalities. The term adaptive learning is an approach to online instruction that regulates the needs of the students to progress in the course content based on prior knowledge (Shelle et al., 2018). Because of this global pandemic, the online environment compelled both teachers and students to be well equipped with technology to meet the demand of society. This innovation, flexibility, and adaptation will provide better chances for students once they start working because of experiences brought by this unprecedented time.

Table 12 presents students' evaluation of their personal responsibility, ethical behavior, and character during the online class set-up. An "outstanding" is the highest possible interpretation of the responses.

Table 12
Students' Personal Responsibility, Ethical Behavior and Character

<i>Indicators</i>	<i>Mean</i>	<i>Interpretation</i>
Student demonstrates social and academic responsibility through personal actions and behaviors.	3.35	Outstanding
Student demonstrates respect for self and others as well as for personal property and school equipment.	3.47	Outstanding
Student demonstrates respect for persons from other cultures, different background, and beliefs.	3.47	Outstanding
Overall Mean	3.43	Outstanding

As compared to all other aspects, only the students on the personal responsibility, ethical behavior, and character received an outstanding remark with regards to the alignment of the implementation towards the development of the 21st century skills with a mean of 3.43 ($\bar{x} = 3.43$). All three indicators were marked as outstanding. The highest mean was identified on the following indicators: student demonstrates respect for self and others as well as for personal property and school equipment; and the student demonstrates respect for persons from other cultures, different backgrounds, and beliefs with a mean of 3.47 ($\bar{x} = 3.47$). On the other hand, the lowest mean of 3.11 ($\bar{x} = 3.11$) was revealed on the indicator - student demonstrates social and academic responsibility through personal actions and behaviors. This implies that the online distance learning scheme of the university has forced students to become responsible and respectful. Students are responsible for their actions and decision particularly on the accomplishments of the activities. Neman (2019) stated that teachers are ultimately responsible for classroom management, however, students play an important role as well in creating a culture of learning, accountability, and inclusivity. The uploading of new

learning modules is every Friday and must be accomplished and submitted before the following week. Students developed a sense of responsibility in accomplishing the task. Also, the students realized the value of respect for oneself and others, and for other cultures, backgrounds, and beliefs. According to Johnson (2018), respect and trust are foundational for learning. When there is respect and trust, learning is more engaging and productive. As we are still adjusting to this new normal of delivering the curriculum, we should practice the value of respect and trust to anyone including our students.

V. CONCLUSION AND RECOMMENDATION

This chapter presents the conclusions and recommendations of this research established from the interpretation of the gathered data.

Conclusion

Based on the findings of the study, the researcher came up with the following conclusion:

1. The UC SHS PE teachers are equipped in ensuring effective implementation of the subject. They have well planned and prepared the curriculum of Physical Education and Health across fitness, sports, dance, and recreational activities. This paper made evident that teachers consider their profession, the purport of becoming a professional, and their professional development as the contributory factors on the successful implementation of the subject during online distant learning.
2. Generally, the students were able to develop different skills which are expected in every senior high school student upon reaching the four exits. These preparatory skills are in accordance with the goals of the Department of Education K-12 Program and the 21 Century Skills. Based on the finding, founded that UC SHS students have acceptable development on the identified skills. Moreover, students perceived that the dominant skills that were developed on personal responsibility, ethical behavior, and character development during the implementation of online distant learning.

Recommendation

Based on the findings and conclusions of the study, the following are recommended:

1. To maintain the outstanding evaluation in implementing the subject, teachers must continue their approach in delivering the subject most especially in this time of online distant learning to set standards and maintain quality of education.
2. PE teachers, with the support of the school administrators, must continuously conduct activities that are student-centered that will promote an active, engaging, and motivated learning process and product that guarantee the development of all 21st century skills.

Other recommendation:

3. This teachers' evaluation of the curriculum implementation should be adopted by the other subject/department to improve further.
4. Review the curriculum in terms of alignment from the standards, competencies, performance tasks, essential topics, enabling activities, and assessment that assures the development of the 21st century skills.

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Effects of Creative Writing Activities on Students' Mathematics Anxiety

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Abstract: *This study investigated the effects of using creative writing activities in Mathematics on students' Mathematics anxiety. Using a quasi-experimental design, the data were collected from 60 respondents from three intact classes of college freshman students from a university in Iloilo City, Philippines. Results of the study showed that significant differences were noted in the mathematics test anxiety of students who were exposed to Treatment 1 (traditional method of instruction with creative individual writing activities), Treatment 2 (traditional method of instruction with creative group writing activities), and Conventional set up (traditional method of instruction without creative writing activities). The post hoc test revealed that students exposed to Treatment 2 had significantly lower mathematics test anxiety than the Conventional group. The paired-samples t-tests showed that there was no significant decrease in the mathematics anxiety of students after exposure to Treatment 1 and the Conventional set up. However, there was a significant decrease in the mathematics anxiety of students after exposure to Treatment 2.*

Keywords: mathematics anxiety, creative writing, test anxiety

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I. INTRODUCTION

Day after day realities and experiences strongly indicate that survival in this continuously changing world necessitates application of mathematics. Mathematics is a vital tool in everyone's existence for its usefulness in all types of human endeavors. At work and at home, while reading, relaxing, shopping, interacting with others, and making practical decisions, people are compelled to make use of mathematics, and often to employ its language and methods. The goal of mathematics education is to prepare students for these tasks, as well as to provide for further development of new mathematics knowledge (Walker and Karp, 2005).

While it is true that mathematics is an indispensable tool in every personal pursuit and in the employment arena, problems in learning and acquisition of mathematical knowledge and skills continuously occur inside the mathematics classroom. The UNESCO National Education Support Strategy (UNESS) Report in 2009 shows that the achievement rates of grade six and fourth year Filipino students in mathematics are way below the proficiency level. Results also of the Trends in International Math and Science Survey (TIMSS) reveal that the Philippines performed poorly in Mathematics. This under performance may indicate that students are struggling with some mathematics disabilities. According to Shaikh (2013) research-based math disability characteristics include: learned helplessness, passive learners, memory problems, attention problems, cognitive thinking deficits, low level of academic achievement, and mathematics anxiety.

Mathematics anxiety is a reoccurring problem for many students, and the effects of this anxiety on college students are increasing (Andrews and Brown, 2015). This mathematics disability is often mirrored in most incoming tertiary students' choice of programs or career path. They either intentionally shun programs with mathematics or that they would prefer taking up programs with the minimum number of required mathematics courses. Avoiding mathematics courses severely restricts the fields a student can study and the jobs one can find (Shaikh, 2013).

The 1989 NCTM's *Curriculum and Evaluation Standards for School Mathematics* encouraged teachers to incorporate writing into the teaching of mathematics (Quinn and Wilson, 1997). McIntosh (1991, cited in Quinn and Wilson, 1997) pointed out that a variety of writing activities-including logs, journals, expository writing, and creative writing can be used to help students learn mathematics effectively. Stix (1994, cited in Quinn and Wilson, 1997) found out that the use of pictorial journals by elementary and middle school students promotes a better understanding and retention of mathematical concepts, decreases "math anxiety," and gives students a feeling of ownership of the material.

Thus the researcher pursued this investigation to find out the effects of the use of creative writing activities on mathematics anxiety among college freshmen students. Specifically, this study sought answers to the following questions:

1. Are there differences in mathematics anxiety among students who are exposed to the traditional method of instruction with individual creative writing activities (Treatment 1), traditional method of instruction with group creative writing activities (Treatment 2), and traditional method of instruction without creative writing activities (Conventional set up)?

2. Is there a significant decrease in mathematics anxiety of students before and after exposure to:

- a. Treatment 1? b. Treatment 2? c. Conventional set up?

II. RELATED LITERATURE

Many research works have been conducted that espoused the use of writing in content areas such as Mathematics as a means to enhance the understanding and learning of the content. At the same time, many theories have been proposed to explain the root-causes of mathematics anxiety and its influence on mathematical performance. This review encompasses certain themes that have significance in understanding the variables of this study. These themes include: creative writing, use of creative writing activities in mathematics, writing as a process and a learning tool, writing in the mathematics curriculum, mathematics anxiety and mathematics achievement. Although the literature presents these themes in a variety of contexts, this investigation will primarily focus on their application to or association of writing with mathematics achievement.

What is Creative Writing?

Creativity is comprised of some qualities such as originality, extraordinariness, exceptionality, composing things in hitherto unseen ways (Ömeroğlu, 1990; Üstündağ, 2002; Yıldırım, 1998, cited in Temizkan, 2011). San (2002) and Torrance (1998) define creativity as an ability which is present in all emotional and cognitive activities and in all kinds of work and endeavor, laying the foundations of all aspects of human life and development (Temizkan, 2011). At the heart of creativity lies the ability to make new connections among hitherto unassociated items and to come up with new experiences, new and original thoughts within this novel thinking scheme (İzgören, 1999; Kale, 1994; May, 1994; Sylvan, 1997; Turla, 2004, cited in Temizkan, 2011).

Directly associated with creativity, creative writing means one's putting his or her ideas and feelings about a particular topic on paper by using his or her imagination freely (Oral, 2003, cited in Temizkan, 2011). Creative writing, although done mostly in connection with language arts, is a form of writing that can strengthen learning in mathematics (Education World, 2012). The term 'creative writing' may be defined as: having the power to create an imaginative, original literary production or composition and can be applied to a very broad spectrum of writing genres (Ramet, 2007).

Creative writing involves going beyond the ordinary without deviating from the normal values, creating ideas that are different from everyone else's ideas with the help of one's imagination, achieving originality, and writing fluently while taking pleasure in the act of composing, and going beyond the standards (Küçük, 2007, cited in Temizkan, 2011). Creative writing is characterized by originality and imagination rather than truthfulness or standardization of thoughts (Brookes & Marshall, 2004, cited in Temizkan, 2011). Creative writing requires organization, planning, and discovery of thoughts and it rejects restrained thinking. "Recreating emotional experiences freely in mind" is a fundamental philosophy of creative writing (Sharples, 1996, cited in Temizkan, 2011).

Factors motivating students to become involved in creative writing activities include a higher order of thinking, exploration and observation skills, knowledge, a regular habit of reading, innovativeness, a critical eye for things happening around, richness of emotions and experience, sufficient use of information, communication technologies, and diversity of methods (Küçük, 2007, cited in Temizkan, 2011).

Use of Creative Writing Activities in Mathematics

Ideas for integrating creative writing activities in mathematics are provided by Janzen (2000) in her article "*Integrating Writing into the Mathematics Classroom*" published by Glencoe (2000) and Education World (2012) in the article "*Incorporate Language Into Math Instruction*". Both articles are available online.

Janzen (2002) provided ideas for mathematics writing activities including mathematics journals and creative or expressive writing activities. According to Janzen (2000) these are "the activities that are a snap to incorporate, and can kick-start writing in the teachers' mathematics class." As teachers feel more comfortable, they can try incorporating a few longer, more involved writing activities (Janzen, 2000). Teachers can use writing activities in mathematics class to diagnose learning difficulties, assess student mastery of concepts, and to enable students to express their thoughts and feelings about mathematics in reflective or creative ways. Writing also provides an interesting and varied instructional activity for the students (Janzen, 2000).

According to Education World (2012) creative writing appropriate for mathematics can include poetry, stories and skits. Poetry, because it has a meter, already has a mathematical component. Two forms of poetry, the haiku and the cinquain were discussed in the article. The Japanese-inspired haiku is a non-rhyming little wisp of language consisting of three lines, seventeen syllables, in the pattern of 5–7–5. Authentic haiku captures an image from nature, but in this case, a concept in mathematics is captured (Education World, 2012). A mathematics term can be used as a title and then it is described in the haiku, or the mathematics term is included within the haiku. The mathematics term can be used literally or metaphorically.

Writing as a Pedagogic Tool in Mathematics

Jeppsen (2005) observed that mathematics education researchers have noted several distinct characteristics of writing that seem to make it a useful tool for developing mathematical knowledge. These characteristics include the potential of writing to engage

students in mathematical learning, to structure thought, and to make the learner's thought process explicit. She explained these characteristics individually.

First, writing is thought to be a natural way to engage students directly in the processes involved in thinking and learning about mathematics. When students are asked to write about their solution process in addition to solving a problem, they are required to think about their reasoning and about the underlying mathematical concepts (Jeppsen, 2005).

Second, the structuring of abstract thought inherent in the process of writing suggests that writing can play a role in structuring students' knowledge and understanding. Vygotsky (1962) referred to writing as a "deliberate structuring of the web of meaning", and Emig (1977) emphasized that "the medium of written verbal language requires the establishment of systematic connections and relationships". This characteristic of writing is particularly appealing to mathematics educators because the precision and structure of writing appears to parallel the precision and structure of rigorous mathematics (Elsholz & Elsholz, 1989; Morgan, 1998 cited in Jeppsen, 2005).

Third, from a cognitive perspective, writing is frequently seen as a way for students to be made aware of their own thought processes and to thereby learn from and become able to control those processes (Jeppsen, 2005).

Similarly, Morgan (2001) suggested that the concreteness of written records allows students to reflect upon and revise what they have already written, and to bring together texts to be compared and discussed. In this way, when the thought process of a student is written down, it itself becomes the object of thought (Jeppsen, 2005).

Langer and Applebee's *How Writing Shapes Thinking* (1987) is an influential study on the pedagogical practice of using writing as a teaching tool. According to Langer and Applebee (cited in Reilly, 2007), writing allows students to think and reflect in a focused way on the content about which they are writing. In fact, Langer and Applebee argued that whenever students are asked to write about a particular concept, they gain a greater understanding of that concept because writing requires active thinking: "Thinking skills are taught best when related to some content, the argument goes, and writing provides a particularly welcome context for thinking deeply about such content" (Langer & Applebee, 1987, p. 1). Langer and Applebee also argued that writing can be an invaluable means for evaluating student understanding: Writing "can be used to diagnose students' needs and it can reflect students' ability to apply what they know" (p. 57) (Reilly, 2007).

Challenges with Writing in Mathematics

One of the difficulties of examining student writing for evidence of mathematical learning and reflection is the unavoidable question of whether the writing itself is actually aiding the understanding, or whether the writing is merely a reflection of understanding that students arrive at through other means. This issue is addressed directly by Cooley (2002), who states that, "It is not clear, nor could it ever be absolutely clear, if the questions asked of the students or the thinking they do in order to write a response are the catalysts or if the writing assignment is a conduit by which they can demonstrate that the process has occurred".

A second difficulty is that the evidence of student learning is not entirely consistent. Journal entries or written responses that seem to reflect students' thinking processes and increased understanding are used to show that writing can impact mathematical learning, but in general only a small portion of the students who are engaged in writing actually do demonstrate this type of learning process (Jeppsen, 2005).

Furthermore, the belief that writing can promote learning, as well as proposed theories on precisely how such learning might occur, seem intuitive and speak to our experiences as writers and as learners (Jeppsen, 2005). Hill (1994) pointed out that, even lacking an

empirical foundation, the use of writing as a learning tool “is a commonsense notion, not just in the writing community, but in the larger educational community” (Jeppsen, 2005, p. 20)

Writing in the Mathematics Curriculum

Reilly (2007) emphasized the role of communication in the mathematics classroom that in the National Council of Teachers of Mathematics (NCTM) *Curriculum and Evaluation Standards for School Mathematics* (1989) and *Principles and Standards for School Mathematics* (2000) communication is addressed as a standard.

Communication is an essential part of mathematics and mathematics education. It is a way of sharing ideas and clarifying understanding. Through communication, ideas become objects of reflection, refinement, discussion, and amendment. The communication process also helps build meaning and permanence for ideas and makes them public. (NCTM, 2000, p. 60).

Thus bringing writing into the mathematics classroom is one way to achieve NCTM’s goal of teaching students effective communication (Reilly, 2007). NCTM (2000) suggests that students write explanations about how they solved a problem, solutions to exercises as if they were writing a textbook, essays about what it means to prove something, or reports describing the significant contributions of well-known mathematicians (Urquhart, 2009).

Strategies for Incorporating Writing in the Mathematics Instruction

Burns (2004) recommended some classroom strategies for teachers who want to incorporate writing into their math instruction:

1. Establish the purpose for writing in math class. Making sure students understand the two basic reasons that writing is an important part of math: to support their learning and to help the teacher assess their progress.
2. Establish yourself (teacher) as the audience. Letting students know that their writing will help the teacher teach them better by providing valuable insights into their understandings, misconceptions, and confusions.
3. Ask students to include details and to explain their thinking as thoroughly as possible. Encouraging them to use words, numbers, and, if they like, pictures to provide as much information as possible.
4. Have students discuss their ideas before writing. Providing opportunities to students to talk about their thinking to help them formulate ideas that they will then try to explain in writing.
5. Post useful mathematics vocabulary. Maintaining a class chart showing pertinent mathematics vocabulary that comes up in class discussions.
6. Write a prompt on the board to get students started on a writing assignment.
7. Give individual assistance as needed. Providing additional reinforcement for some students who may have difficulty starting with the writing task.

Writing may provide clues as to why a student is unable to complete an assignment by oneself. Teachers can assign writing tasks that may reveal attitudes, anxieties and beliefs about mathematics that might be interfering with a student’s learning. Through such an assignment, the student can express to the teacher, in a private and direct way, concerns about learning the material (Dodd, 1992). A quick and caring response to these concerns may increase the motivation of the student and strengthen the student-teacher relationship. Dodd maintains that this may be of particular importance in disciplines such as mathematics, where there tends to be a large amount of student anxiety.

According to Bryan (1996), in a writing course, cooperative writing groups are very effective because students establish a supportive, comfortable environment, are more actively engaged in the content of the course; and experience greater gains in mastering course

content. Writing groups encourage students to take increased responsibility for their learning (David, 1985, cited in Bryan, 1996), give students confidence in the value of their own words and ideas (Bruffee, 1994, cited in Bryan, 1996), provide a less threatening environment (Elbow, 1981; Gere, 1987, cited in Bryan, 1996) and give students an opportunity to rehearse changes on their own writing by participating in discussion of others' writing (Bruffee, 1980; Coleman, 1987, cited in Bryan, 1996).

Mathematics Anxiety and Mathematics Achievement

Tobias (1989) suggested that "getting students to write about their feelings and misconceptions would relieve their anxiety and unlearn models and techniques that were no longer useful to them" (p. 50). LeGere (1991, cited in Menon, 1992) too, concurred that writing does seem to diminish stress and anxiety about getting the "correct" answer, and allows risk-taking. Morrow and Schifter (1988, cited in Menon, 1992) had this to say about the "anxiety-reducing" role of writing in mathematics:

Turning to a more familiar and often more comfortable mode, such as writing, can provide a sense of security to a math-anxious student. Alternating among various modes of discourse (writing, talking, drawing, and symbolic representation) builds bridges between formal mathematics knowledge embedded in students' everyday experiences; insistence that mathematically valid thought is restricted to rule-governed manipulation of strings of symbols keeps the mathematics insulated from their personal knowledge (p.380).

Mathematics anxiety has been the object of attention of several researchers when studying students' dilemma in Mathematics. Ashcraft defined mathematics anxiety as a "feeling of tension, apprehension or fear that interferes with math performance" Facun, Mati, & Bautista (2014, p.195). Byrd (1982) opined that mathematics anxiety is a fear state while D'Ailly and Bergering (1992), Trujillo and Hadfield (1999), and Levine (1995) argued that mathematics anxiety is a feeling of stress and fear of apprehension which hinders mathematical problem solving and calculation in both regular and academic life (cited in Ajogeye, Borisade, Aladesaye, & Ayodele, (2013, p.16). Buckley and Ribordy described mathematics anxiety as "an inconceivable dread of mathematics that can interfere with manipulating numbers and solving mathematical problems within a variety of everyday life and academic situations" (Smith, 2004, p.4).

Students' mathematics anxiety may occur due to their belief of incapability to do math, if they have bad or negative attitude towards mathematics, if they experience an intensifying fear of answering a teacher's questions incorrectly, if they have never experienced success in their mathematics classes and if students are in the freshman year of college (Smith 2004). Furthermore, students may have the tendency to compare their grades to their peers' more and worry more about how their peers will react to them if they give a wrong answer in mathematics class (Smith, 2004).

Jackson and Leffingwell (1999) identified causes of mathematics anxiety as occurring throughout a student's formal education. Although the experiences are spread over several years, the nature of the experiences indicates that mathematics anxiety is directly related to the interactions of students within the classroom (Smith, 2004). Jackson and Leffingwell (1999) identified some of the causes of math anxious feelings. These include difficulty of material, hostile instructor behavior, gender bias, perception of instructors as insensitive and uncaring, and communication and language barriers (Allen, 2001).

According to Smith (2004), mathematics anxiety is caused by poor test grades, inability (or unwillingness) to complete difficult assignments, negative predisposition of parents, and even the mathematics teacher. Orton and Frobisher (1996) declared that the abstract nature of mathematics could be a cause of anxiety (cited in Jackson, 2008, p.36) Furner and Duffy (2002) asserted that teachers and parents that are afraid of mathematics pass that on to their students and children (cited in Smith, 2004, p. 7). Usop, Sam, Sabri, and Wah (2009) found

out that the teacher has the greatest influence in the development of undergraduate students' anxiety and teaching strategies such as individual and competitive activities also contributed to the existence of mathematics anxiety among their respondents.

According to Williams (1988), mathematics anxiety has its roots in teaching and teachers and has been tied to poor academic performance of students, as well as to the effectiveness of elementary teachers (cited in Woods, 2006).

Yenilmez, Girginer, and Uzun (2007, cited in Usop et al., 2009) asserted that mathematics anxiety can occur in all levels of education from primary school to higher education, and once established, can persist in life, interfering with everyday activities involving numeracy and further learning of mathematics.

Mathematics anxiety in particular of college students had been widely studied in the past decades. Revak (1996) cited the works of Dreger and Aiken (1957) who reported that one-third of college students enrolled in basic mathematics classes suffered from number anxiety while Adams and Holcomb (1986), Betz (1978), and Richardson and Suinn (1972) found out that up to half of all college students are intensely anxious about mathematics at one time or another. Zakaria and Nordin (2008) reported that almost one-third of the matriculation students they studied had high level of mathematics anxiety.

Usop et al. (2009) found out that mathematics anxiety existed among undergraduate students and Helal and Hamza (2011) investigated mathematics anxiety across undergraduate majors. Among pre-service teacher education students Ballado (2014) found out that majority of them had moderate to high anxiety levels and Facun, et al. (2014) reported that the Psychological/Emotional Domain of mathematics anxiety has the greatest effect on the achievement of BSED students in mathematics. Vitasari, Herawan, Wahab, Othman, and Sinnadurai (2010) pointed out that female engineering students were more anxious than their male counterparts while Kargar, Tarmizi, and Bayat (2010) added that female university students have higher anxiety level than the male group and the investigation of Ajogbeje et al. (2013) further supports that female college students have higher mathematics anxiety level than male students. In an investigation carried out with vocational college students, Rameli, Kosnin, Said, Tajuddin, Karim, and Van (2014) found out that a high percentage of their respondents experienced a relatively high level of mathematics anxiety.

Research has shown that mathematics achievement in students is influenced by psychological factors such as mathematics anxiety (Zakaria, Zain, Ahmad & Erlina, 2012). In the mathematical context, it appears that many students who are weak in mathematics worry while attempting to use mathematics skills to solve problems (Mohamed & Tarmizi, 2010; Arem, 2003; Rahim, 2002; Tobias, 1995, cited in Zakaria et al., 2012). The findings of Marsh and Tapia (2002) indicate that students with low levels of math anxiety feel more excited, more confident and highly motivated to learn mathematics when compared to students who have high anxiety levels (Zakaria et al., 2012). Coleman (1991) and D'Ailly and Bergering (1992) established that there is a direct relationship between level of mathematics anxiety and math avoidance. Pourmoslemi, Erfrani and Firoozfar (2013) cited that the relationship between mathematics anxiety and mathematics achievement was investigated by Ma and Xu (2004) and students with higher level of mathematics anxiety perform at a lower level of mathematics achievement (Tocci & Engelhard, 1991).

Jackson (2008) reported the works of Kogelman & Warren (1978) on the influence of mathematics anxiety on mathematical performance by affecting memory and Tobias (1978) by creating nervousness and an inability to concentrate. According to Sherman and Wither (2003), a five-year study conducted on students from the age of 6 to the age of 10 revealed that the level of mathematics anxiety in students is strongly related to student achievement (Zakaria et al., 2012). Zakaria et al. (2012) found out that mathematics anxiety is one factor that affects student achievement. Hembree's (1990, cited in Pourmoslemi, Erfrani &

Firoozfar, 2013) meta-analysis reported an average correlation of $-.34$ between mathematics anxiety and mathematics achievement.

A recent work on meta-analytic review on the relationship between mathematics anxiety and mathematics achievement, Ma (1999, cited in Pourmoslemi, Erfrani & Firoozfar, 2013) found that the common population correlation for this relationship is $-.27$. This magnitude was associated with a prediction that “measures (or treatments) that resulted in the movement of a typical student in the group of high mathematics anxiety in the group of low mathematics anxiety would be associated with improvement of the typical student’s level of mathematics achievement from the 50th to the 71st percentile” (Pourmoslemi, Erfrani & Firoozfar, 2013). Also a negative correlation between mathematics anxiety and mathematics achievement was reported by (Ashcraft, 2002; Ashcraft & Kirk, 2001; Bandalos, Yates, & Thorndike-Christ, 1995; Cates & Rhymer, 2003; Miller & Bichsel, 2004, cited in Pourmoslemi, Erfrani & Firoozfar, 2013).

Sheffield and Hunt (2006) supported the notion that mathematics anxiety has a direct impact on mathematics tasks (Helal, Hamza & Hagstrom, 2011). Daneshamooz, Alamolhodaei and Darvishan (2012) found a significant negative correlation between mathematics anxiety and mathematical performance while Zakaria and Nordin (2008) and Ojogbeje et al. (2013) found out that a significantly low negative correlation coefficient existed between mathematics anxiety and mathematics achievement. This means that college students with high mathematics anxiety scored significantly low in mathematics achievement and those with low mathematics anxiety scored significantly higher than college students with moderate or high mathematics anxiety. This is supported by studies by Elenchothy (2007, cited in Zakaria et al., 2012), which showed an inverse relationship between mathematics anxiety and student achievement. This inverse relationship means that students with high mathematics anxiety will realize low achievement in mathematics. The results conform to the findings of Khatoon and Mahmood (2010); Yuksel-Sahin (2008); and Satake and Amato (1995) (Zakaria et al., 2012). The investigation of Facun et al. (2014) revealed that there is a significant relationship between mathematical achievement and the psychological domain of mathematics anxiety. Student’s feelings have a great impact on their performance in mathematics. Fear hinders a person to think logically which grounds him to a low performance (Facun et al., 2014). Ballado (2014) found out that there was a significant negative relationship between anxiety level and mathematics achievement.

Using the Abbreviated Mathematics Anxiety Scale (A-MARS) developed by Alexander and Martray (1989). Valle-Tourangeau, Sirota, and Villejoubert (2013) found out that mathematics anxiety negatively affects performance in simple arithmetic tasks. They observed that mathematics anxiety was significantly correlated with mental arithmetic performance in the static condition while in the interactive condition, mathematics anxiety and working memory did not significantly correlate with performance- as mathematics anxiety increased, the participants made fewer errors in the interactive than in the static condition.

Ajogbeje et al. (2013) who also adapted the abbreviated version of Mathematics Anxiety Rating Scale developed by Alexander and Martray (1989) reported that college students with high mathematics anxiety scored significantly low in mathematics achievement and those with low mathematics anxiety scored significantly higher than college students with high mathematics anxiety. Rameli et al. (2014) found out that mathematics anxiety was a significant predictor of mathematics achievement.

Revak (1996) reported that the interaction between mathematics anxiety and distributed practice homework cannot explain a significant proportion of variance in Pre-calculus achievement. Josiah & Adejoke (2014) argued that the level of anxiety does not affect the achievement of college students in Algebra.

III. METHODOLOGY

Research Design

The three-group pretest-posttest quasi-experimental design was employed in this study.

$$\begin{array}{cccc} G_1 & O_1 & X_1 & O_1' \\ G_2 & O_1 & X_2 & O_1' \\ G_3 & O_1 & X_3 & O_1' \end{array}$$

where:

G_1 : traditional instruction with Individual Creative Writing Activities

G_2 : traditional instruction with Group Creative Writing Activities

G_3 : traditional instruction without Creative Writing Activities or Conventional group

X_1 : exposure to traditional instruction with Individual Creative Writing Activities

X_2 : exposure to traditional instruction with Group Creative Writing Activities

X_3 : exposure to traditional instruction without Creative Writing Activities or Conventional group

O_1 : Pretest of the Abbreviated Mathematics Anxiety Rating Scale (A-MARS) for the three classes

O_1' : Posttest of the A-MARS for the three classes

The Sample

The participants of this study involved sixty students from three intact classes of freshmen students in the College of Nursing enrolled in MATH 102 - College Algebra offered at a university in Iloilo City, Philippines.

The participants were from the same college, same year level, 16-17 age bracket, and obtained a score of 100 or better in the College Admission Test. The required minimum score of 100 (out of 250) in the CAT is set by the College of Nursing. Nine of the participants were male and fifty-one were female.

To establish the degree of equivalence among the groups, the researcher administered the Abbreviated Mathematics Anxiety Rating Scale (A-MARS) (pre-test) before the treatment period. The participants of the study may not be comparable at the start of the study and this can influence their scores in the Abbreviated Mathematics Anxiety Rating Scale (A-MARS) (post-test). After the implementation of the treatments, twenty students from each treatment group were randomly selected as participants. The treatments were administered to the entire class. However, only the data collected from the twenty participants who were randomly selected from each of the treatment groups and the conventional group were utilized for statistical analysis and interpretation. This was done because the class and the participants themselves were not informed that the teacher is conducting research to maintain the natural setting of the classroom.

To justify the utilization of the data of the twenty randomly selected participants, preliminary tests were conducted to check whether the data could meet the assumption for the statistical test. In particular, paired-samples t-test assumes normality and if the distributions of the pre-test and post-test data on the A-MARS are normal the use of the data of the twenty respondents is justified.

The results of the normality tests showed that the pre-test and post-test data on the Abbreviated Mathematics Anxiety Rating Scale were normally distributed. Thus the use of the data of the twenty respondents on this instrument is justified.

The Instruments

Abbreviated Mathematics Anxiety Rating Scale (A-MARS). This is a 25-item questionnaire developed by Alexander and Martray (1989) adopted in the study. The instrument had reliability coefficient of 0.96 on Factor I (Math Test Anxiety), 0.86 on Factor II (Numerical Test Anxiety) and 0.84 on Factor III (Math Course Anxiety). Cronbach's alpha was used to test the reliability of this instrument and an alpha of 0.797 was obtained. Pallant (2015) emphasized that the ideal Cronbach alpha coefficient of a scale should be above .7. Thus the instrument is considered to be reliable with the sample.

In the A-MARS administered to the students, items 1 to 13 and 16 to 17 belong to the mathematics test anxiety component, items 18 to 22 belong to the numerical anxiety component, and items 14 to 15 and items 23 to 25 belong to the mathematics course anxiety.

The following scale was used to interpret the means obtained in Mathematics Anxiety.

<u>Scale</u>	<u>Description</u>
3.01 – 4.00	High
2.01 – 3.00	Moderate
1.00 – 2.00	Low

The instrument was administered before and after the implementation of the treatments.

Career Research Report. This is a five-part instrument used by the students to accomplish the research activity about careers that require the use of mathematics. This instrument which can be accessed online was developed by Hurley (no date) and adopted in the study.

Creative Writing Activities

The types of creative writing activities done by the students included *Vocabulary Paragraphs*, *Numbers Stories*, *Poems*, *Advice Columns*, and *Research Activity*, which was limited only to *Careers That Require the Use of Mathematics*. The choice for these creative writing activities took support from the articles of Janzen (2000) and Education World (2012).

Criteria Scale

To score each creative writing activity including the students' research activity, a set of criteria was developed. Each creative writing output was rated by the teacher in each criterion from 1 to 4 with 1 as the lowest and 4 as the highest. The criteria were presented to the chairperson of the English Department of the University for suggestions and comments to improve its validity. The scoring was patterned from the writing rubrics used by the faculty members of the English Department in their respective classes. Students' written outputs were given comments and returned to them.

Data Collection Procedure

Prior to the treatment period, the A-MARS was administered to the three classes to collect the pre-test data. The A-MARS was administered at the start of the class and took about 10 to 15 minutes of the class period. Right after the administration of the A-MARS, the teacher started to discuss the first topic of the course which was about *Sets*.

After the discussion of all the subtopics on *Sets* the first creative writing activity, the Vocabulary Paragraph, was given. Since it was the first creative writing activity, the teacher gave some sample vocabulary paragraphs and discussed these with the students. The teacher addressed some questions that were raised by the students after which he gave the first set of Mathematics vocabulary taken from the subtopics on *Sets*. The time allotted for the activity was 20 minutes but was later extended to 30 minutes for students who experienced creative writing activities in mathematics for the first time.

This approach was followed all throughout the duration of the treatment period for the rest of the creative writing activities except for the career research report which was done outside the class hours.

A colleague of the researcher was requested to randomly observe the classes to assure quality of implementation of the creative writing activities. She was requested to be present during the period of the class when the students would write a creative writing activity. She observed the students in the two treatment groups on three occasions. The researcher informed her when the discussion of the topic was about to be concluded and that the next activity would be the creative writing.

At the end of the treatment period, the Abbreviated Mathematics Anxiety Rating Scale (A-MARS) was administered by the teacher to the three groups to collect the post-test data.

Data Analysis Procedure

All data gathered were reported in the aggregate form to protect anonymity. Means and standard deviations were employed as descriptive statistics. Analysis of Covariance (ANCOVA) and paired-samples t-test, set at .05 alpha levels were used as inferential statistics. All statistical computations were processed through the use of IBM SPSS Statistics 20.0.

Statistics from the A-MARS pre-test and post-test scores were examined using Analysis of Covariance (ANCOVA) to determine significant differences in attitude towards writing in mathematics of students exposed to Treatment 1, Treatment 2, and Conventional set up. The pre-test scores from the instrument (A-MARS) were treated as the covariate since the researchers assumed that the three groups were not comparable at the start of the treatment period. Preliminary checks were likewise conducted to ensure there was no violation of the assumptions of normality, linearity, homogeneity of variances, homogeneity of regression slopes, and reliable measurement of the covariate.

Paired-samples t-tests were conducted to determine whether there was a significant decrease in mathematics anxiety of students exposed to Treatment 1, Treatment 2, and the pure traditional teaching format (Conventional set up) before and after the implementation of the intervention.

IV. RESULTS AND DISCUSSION

Effects of Creative Writing on Mathematics Anxiety

The Abbreviated Mathematics Anxiety Rating Scale (A-MARS) was administered to the three classes before and after the implementation of the intervention to collect the pre-test and post-test data, respectively. In the pre-test, the Abbreviated Mathematics Anxiety Rating Scale (A-MARS) mean scores of the students in Treatment 1 range from 1.32 to 3.32. Before the introduction of the treatment, 3 or 15% of the students had high level of mathematics anxiety, majority (15 or 75%) had moderate level of anxiety, and 2 or 10% had low level of mathematics anxiety. In the post-test, the mean scores of students range from 1.70 to 3.30. After the implementation of the treatment, 2 or 10 % of the students had high level of

mathematics anxiety, majority (15 or 75%) had moderate level of anxiety, and 3 or 15% had low level of mathematics anxiety.

In Treatment 2, the A-MARS pre-test mean scores range from 1.40 to 2.72 which indicates that students had low to moderate levels of mathematics anxiety before the introduction of the intervention. In the post-test, the mean scores of students range from 1.40 to 2.92 which indicates that students had low to moderate levels of mathematics anxiety after the intervention. After the implementation of the treatment, 10 or 50 % of the students had moderate level of anxiety, and the other 10 or 50% had low level of mathematics anxiety.

In the Conventional group, the A-MARS pre-test mean scores of students range from 1.52 to 3.56. Before the start of the study, 1 or 5% of the students had high level of mathematics anxiety, 12 or 60% had moderate level of mathematics anxiety, and 7 or 35% had low level of mathematics anxiety. In the post-test, the mean scores of students range from 1.12 to 3.00. After the period of the study, none obtained high level of mathematics anxiety, 14 or 70% had moderate level of mathematics anxiety, and 6 or 30% had low level of mathematics anxiety.

A one-way between-groups analysis of covariance was performed to find out the effects of the interventions on the participants' mathematics anxiety (test anxiety). Participants' mean scores on the pre-intervention administration of the Abbreviated Mathematics Anxiety Rating Scale (A-MARS) (test anxiety) were used as the covariate in this analysis. Preliminary checks were likewise conducted to ensure there was no violation of the assumptions of normality, linearity, homogeneity of variances, homogeneity of regression slopes, and reliable measurement of the covariate. After adjusting for pre-intervention scores, it was found out that there was a significant difference on post-intervention scores on the Abbreviated Mathematics Anxiety Rating Scale (A-MARS) (test anxiety) [$F(2,56)=3.53$, $p=.036$, partial eta squared=.11] among students who were exposed to Treatment 1, Treatment 2, and Conventional set up.

The results also revealed that there was a strong relationship between the pre-intervention and post-intervention scores on the Abbreviated Mathematics Anxiety Rating Scale (test anxiety), as indicated by a partial eta squared value of 0.35. This also means that the covariate, mathematics anxiety (test anxiety) pre-test is significantly related to the mathematics anxiety (test anxiety) post-test, $F(1, 56)=30.34$, $p=.000$. This goes to show that an increase in the mathematics anxiety (test anxiety) of students before the intervention would likely have a corresponding increase in their mathematics anxiety (test anxiety) after the intervention. The ANCOVA results are presented in Table 1.

Table 1
ANCOVA Results and Descriptive Statistics for Mathematics Anxiety
(Test Anxiety) by Method of Instruction and A-MARS Pre-test

Method of Instruction	Mathematics Anxiety (Test Anxiety)			
	Observed Mean	Adjusted Mean	SD	N
Treatment 1	2.61	2.50	.62	20
Treatment 2	2.18	2.20	.50	20
Conventional Group	2.49	2.57	.59	20
Source	SS	df	MS	F
A-MARS Pre-test	6.66	1	6.66	30.34*

Method of Instruction	1.55	2	.77	3.53*
Error	10.31	56	.18	

Note: $R^2=.41$, Adj. $R^2=.38$, adjustments based on A-MARS (Test Anxiety) Pre-test mean=2.58. Homogeneity of regression tested and not significant: $F=1.38$, $p>.05$.

* $p<.05$

Legend:

Treatment 1- traditional method of instruction with individual creative writing

Treatment 2- traditional method of instruction with group creative writing

Conventional Group- traditional method of instruction without creative writing

Since the main effect for the method of instruction is statistically significant, the Bonferroni test was used to interpret it. The group with the lowest mean was composed of respondents who undertook group creative writing activities the effect is interpreted based on this category. The Bonferroni pairwise comparison of the difference between Treatment 1 and Conventional group (0.37) was statistically significant ($p=0.047$), but the Bonferroni pairwise comparison of the difference between Treatment 2 and Treatment 1 (0.30) was not statistically significant ($p=0.148$). Based on the mean mathematics anxiety (test anxiety) adjusted by A-MARS (test anxiety) pre-test mean scores, respondents who did group creative writing activities in class had significantly lower mathematics anxiety (test anxiety) ($M=2.20$, $SE=0.11$) compared with the respondents who did not do any creative writing activities in class ($M=2.73$, $SE=0.07$).

Likewise, based on the mean mathematics anxiety (test anxiety) adjusted by A-MARS (test anxiety) pre-test mean scores, respondents who did group creative writing activities had lower mathematics anxiety (test anxiety) ($M=2.20$, $SE=0.11$) compared to the respondents who did creative writing activities individually ($M=2.50$, $SE=0.11$), but the Bonferroni pairwise comparison of the difference (.30) was not significant ($p=0.15$). The results of the post hoc analysis are presented in Table 2.

Table 2
Multiple Comparisons and Mean Differences in Mathematics Anxiety (Test Anxiety)
by Method of Instruction Controlling for A-MARS (Test Anxiety) Pre-test

Comparison	Mean Difference	s.e.	Bonferroni Adjusted 95% CI
Treatment 1 vs. Treatment 2	-.30	.150	-.069, .671
Treatment 1 vs. Conventional Group	-.07	.150	-.444, .306
Treatment 2 vs. Conventional Group	.37*	.149	-.737, -.003

Note: Comparisons based upon ANCOVA adjusted means controlling for A-MARS (Test Anxiety) Pre-test mean of 2.58.

* $p<.05$, where p-values are adjusted using the Bonferroni method.

Legend:

Treatment 1- traditional method of instruction with individual creative writing

Treatment 2- traditional method of instruction with group creative writing

Conventional Group- traditional method of instruction without creative writing

This result agrees with Steele and Arth (1998) who argued that students who are anxious about sharing their mathematical thinking with the entire class may have success working in cooperative groups. In small groups, students who are anxious are more likely to participate and share their thinking during discussions. Working in cooperative groups of three or four also reduces anxiety because students do not have the sole responsibility of finding the answer or completing the activity (Steele and Arth, 1998).

Mathematics Anxiety of Students Before and After Exposure to the Treatments

Paired-samples t-tests were conducted to evaluate the impact of the intervention on students' scores on the Abbreviated Mathematics Anxiety Rating Scale (A-MARS). On Treatment 1, there was no significant increase in A-MARS scores before ($M=2.48$, $SD=0.50$) and after [$M=2.64$, $SD=0.42$; $t(-1.30)$, $p=0.210$] the exposure to creative individual writing activities. The eta squared statistic (0.08) indicated a moderate effect size. This result agrees with Stewart (1993, cited in Jurdak and Zein, 1998) who reported no significant change in the anxiety level of students as a result of including writing activities in mathematics.

On Treatment 2, there was a statistically significant decrease in A-MARS scores before ($M=2.31$, $SD=0.34$) and after [$M=2.01$, $SD=0.50$; $t(2.41)$, $p=0.026$] the intervention. The eta squared statistic (0.23) indicated a large effect size. This finding supports the work of Tobias (1989, cited in Menon, 1992) who suggested that "getting students to write about their feelings and misconceptions would relieve their anxiety and unlearn models and techniques that were no longer useful to them" (p. 50). LeGere (1991, cited in Menon, 1992) concurred that writing does seem to diminish stress and anxiety about getting the "correct" answer and allows risk-taking and Morrow and Schifter (1988, cited in Menon, 1992) who had this to say about the "anxiety-reducing" role of writing in mathematics:

Turning to a more familiar and often more comfortable mode, such as writing, can provide a sense of security to a math-anxious student. Alternating among various modes of discourse (writing, talking, drawing, and symbolic representation) builds bridges between formal mathematics knowledge embedded in students' everyday experiences; insistence that mathematically valid thought is restricted to rule-governed manipulation of strings of symbols keeps the mathematics insulated from their personal knowledge (p.380).

This investigation agrees with Steele and Arth (1998) who argued that students who are anxious about sharing their mathematical thinking with the entire class may have success working in cooperative groups. In small groups, students who are anxious are more likely to participate and share their thinking during discussions. Working in cooperative groups of three or four also reduces anxiety because students do not have sole responsibility for finding the answer or completing the activity (Steele and Arth, 1998).

On the Conventional set up, there was no significant increase in A-MARS scores before ($M=2.21$, $SD=0.48$) and after [$M=2.24$, $SD=0.53$; $t(-.389)$, $p=0.702$] the duration of the study. The eta squared statistic (0.01) indicated a small effect size.

Findings from the three paired-samples t-tests are summarized in Table 3.

Table 3
Descriptive Statistics and Paired-samples t-test Results for the three Methods of Instruction (Mathematics Anxiety)

Method of Instruction	Pre-test		Post-test		n	95% CI for Mean Difference	p	t	df
	M	SD	M	SD					

Treatment 1	2.48	.50	2.64	.42	20	-0.42, .10	.21	-1.30	19
Treatment 2	2.31	.34	2.01	.50	20	0.04, 0.56	.03	2.41*	19
Conventional Group	2.21	.48	2.24	.53	20	-0.23, 0.16	.70	-.39	19

* $p < .05$

Legend:

Treatment 1- traditional method of instruction with individual creative writing

Treatment 2- traditional method of instruction with group creative writing

Conventional Group- traditional method of instruction without creative writing

V. CONCLUSION AND RECOMMENDATION

Conclusions

In view of the above results, the researchers conclude that creative writing activities may be considered as a medium for students' discussions about their own feelings concerning mathematics especially about taking exams. Creative writing activities when done in small groups could significantly reduce students' mathematics anxiety (test anxiety) as established in this investigation. Furthermore, mathematics anxiety of students, as revealed in the present study, cannot be influenced by exposure to the traditional method of instruction with individual creative writing activities and to the pure traditional teaching format.

Recommendations

Teachers need to allot more time in doing the creative writing activities such as the vocabulary paragraphs, numbers stories, poems, and advice columns for these have the benefit to reduce mathematics anxiety (test anxiety) of students when done in small groups. Invariably, students benefit from the interdependence and interaction that occur in cooperative learning groups. Since the anxiety level of students who worked on the creative writing activities individually increased, the teacher should allow the students to discuss their ideas before writing. This is to provide them the opportunity to talk about their thinking to help them to formulate ideas that they will then try to explain in writing. Future researchers may investigate the influence of other types of writing activities on mathematics anxiety such as traditional stories and fairy tales where a mathematics problem is inserted as part of the story, parodies of song lyrics where math words and concepts replace some of the words, haiku, and cinquain.

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Rent Utilization in a Centrally Planned Economy: A Case Study of China's Auto Industry

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Abstract: *This paper discusses rent-seeking phenomenon in China's centrally planned economy before 1978 with a case study on auto industry. The analytical model of rent-utilization comprising three phases of rent-creation, rent-allocation and rent-seeking is used to extend the classical rent-seeking concept. Under the centrally planned economy system, there was a kind of rent in the form of "surplus" or "institutional rent" created by the central government, and rent-seeking activities by local governments emerged as a common phenomenon due to the objective existence of an "M-form hierarchical structure" while State-owned auto enterprises also became rent-seekers with the help of local governments. The multilayered mode of rent utilization had already emerged in the auto industry under the traditional planned economy system.*

Keywords: *rent seeking, rent creation, rent allocation, rent utilization, China's auto industry, centrally planned economy, multilayered mode of rent utilization*

INTRODUCTION

Although rent seeking has been a hot research topic in social science such as Economics, Politics and Public Administration since the mid-1970s, most of the literature has focused on market-based economies, with rare focusing on plan-based economies. Initially, rent-seeking theory is closely related to monopoly under market-based economies (Krueger, 1974). All the rent-seeking studies of Virginian mainstream such as Tullock, Rowley, Tollison, Congleton etc. follow this tradition while most empirical studies pay attention to rent seeking in market-based economies, focusing on the interaction between "private sector" and "government" (Boyd, 2006; Khan and Jomo, 2000; Yoon, 1991). Then does it mean that non-market economic system is so healthy that it has no relation to rent-seeking phenomena? The answer is No. In fact, rent is created and rent-seeking is ubiquitous in every economy, whether market-oriented or plan-based. Rent and rent-seeking are twined with government intervention, and where there is regulation whether by capitalism or socialism, there is rent and rent-seeking.

Quite a few scholars deny that the existence of rent-seeking activities, even the existence of rents, in China's centrally planned economy, while they argue that rent-seeking activities by local governments and state-owned enterprises were widespread in economic development after Chinese economic reform from 1978. On the contrary, a very few scholars, including Fung (1987), Hu (2009), Lin, Cai and Li (2003) and Wedeman (2003) argue that substantial rents had already existed in the centrally planned economy before the reform. However, they did not hold a same view on whether there were rent-seeking activities under the centrally planned economic system on the one hand, and on the other, all the scholars just theoretically analyzed rent-seeking in the centrally planned economy, failing to provide empirical studies based on historical fact.

This brings us a series of questions: were substantial rents actually created in China's centrally planned economy? If so, in what form and by what means were they created? How were the rents allocated? Did the rent-seeking activities exist? If existing, who were the rent-seekers? Were the state-owned enterprises the main rent-seekers as they were in the economic

context after Chinese economic reform from 1978? What about the local governments? What effect did the rent-seeking activities exert on the industrial development?

This paper is to identify these aspects of rent-seeking in China's centrally planned economy before 1978 with a case study on auto industry. The primary purpose is to find out whether there were rents and rent-seeking activities in development process of China's auto industry in the centrally planned economic context. The central purpose is to find out what roles the central government, local governments and enterprises play in the development process of China's auto industry in the centrally planned economic context with a broader analytical model of rent utilization comprising three phases of rent-creation, rent-allocation and rent-seeking (Gao, 2016, 2019).

The auto industry was chosen as object of analysis for the following reasons. Firstly, the auto industry had been under heavy-handed control by the state from the very beginning until recently, famous for a "living fossil" of planned economy in China. Secondly, the auto industry is one of the important "pillar industries" in China nowadays, so it could represent the development of similar sectors and even the whole national economy. By so doing, this would contribute to complete understanding how the rent utilization in the centrally planned economic context shaped the development of China's auto industry. This would also help to understand how rent seeking in a plan-based economy are different from those in the market-based economy. This would contribute to extend the validity of rent-seeking theory.

The Zigzag Development of Auto Industry in China's Centrally Planned Economy

Under the traditional planned economy system in Before Reform stage, Chinese central government itself directly created its auto industry by establishing State-Owned Enterprises (SOEs) following the way of the Soviet Union. Although the auto industry benefited a lot from the rent-producing macro-policy in obtaining investments and materials under supply shortage, the auto industry developed zigzag with low level of production capability and technology under planned economy system.

Considering the importance of the auto industry to the national economy and military mobility, the newly born China government moved quickly to create its own auto industry. China planned to build large-scale state-owned auto enterprises under direct control of the central government, following the way of Soviet Union. China started to build its The First Auto Works (FAW) with the help of Soviet Union in 1953, and the first truck was produced in 1956 under the brand of "liberation (jiefang)". In 1958, a limousine model named "red flag (hongqi)" was made and since then "hongqi" has become the famous homegrown brand to service the top-ranking leaders.

During the "Great Leap Forward" movement (1958 to 1960), some local state-owned auto factories were built thanks to the first-time reform of decentralization. Four of them were built in Beijing, Shanghai, Nanjing and Jinan which have become the main auto manufacturing bases since then. It is worth noting that a sedan named "phoenix (fenghuang)" was made for middle-level cadres by Shanghai Auto Factory and then was renamed "Shanghai".

From the mid-1960s, with the increasing military demand for motor vehicles, the Chinese government started to build new truck factories in relatively isolated mountainous inland regions. Sichuan Auto Works and Shaanxi Auto Works were built to manufacture military off-road vehicles. The building of Second Auto Works (SAW) was also approved, then ultimately finished in 1978.

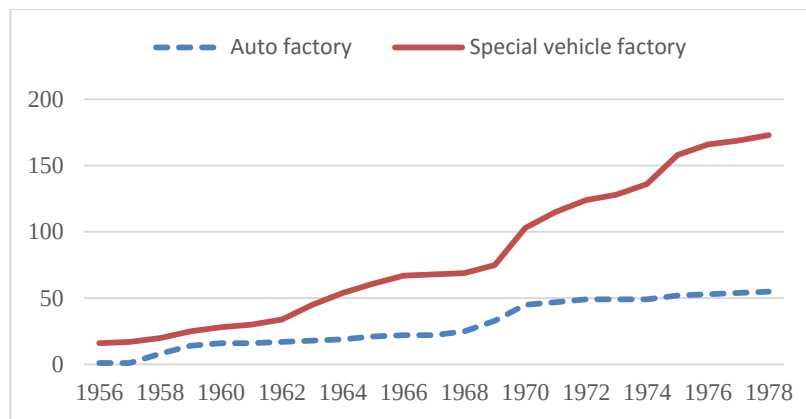


Figure 1. Number of Auto Plant and Special Vehicle Factories, 1949-1978

Source: *China automotive industry yearbook 1992:94*.

From 1969, the second wave of building local state-owned enterprises started. All of the provinces except Tibet and Qinghai established their own auto factories and parts factories, but most of the parts could only be used for the vehicles made in the same locality. By the end of 1978, the number of auto factories increased to 55, producing various types of trucks and buses, and there were 173 special vehicle factories, making different kinds of special utility vehicles (See Figure 1). The auto production amounted to 149,062, of which sedans accounted for 2640, merely about 1.77% (See Figure 2).

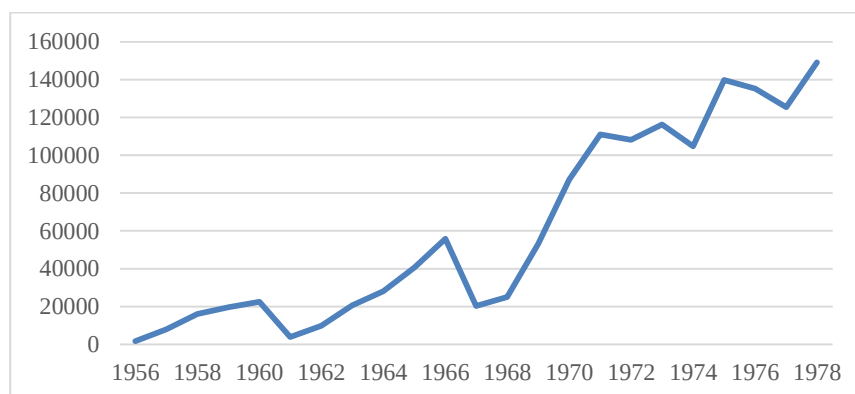


Figure 2. Output of Automobiles, 1956-1978

Source: *China automotive industry yearbook 2009:46*.

Before the market-oriented reform era, there were several characteristics of the auto industry as follows. Firstly, the main products were trucks, some buses and only a few sedans with homegrown brands. A small number of “red flag (Hongqi)” sedans were produced by FAW for top leaders, a few “Shanghai” sedans for middle-level cadres. Secondly, like many other manufacturing sectors, the auto industry had a highly scattered and fragmented structure. During that time almost every province, further down to each prefecture and even to county, had a relatively complete auto industry facility. Thirdly, most of the auto factories were small in scale, with low level of production capability and technology.

In fact, the actual development of the auto industry was badly different from the initial goal. It took about 25 years from 1953 to 1978 to increase the yearly production to about 150 thousand, and what’s more astonishing, this small amount was from more than 55 auto plants. The auto industry in the initial stage did not achieve much, ending with a low production capacity under the scattered production.

This differed dramatically from its forerunner. Although Soviet Union began to make their

own vehicles from 1924, the auto industry started in the true sense in 1929 by building its first large-scale auto manufacturing plant, which was also governed in the form of SOE under direct control of the central government. Only 10 years later in 1939, the auto production already amounted to 200 thousand units, and there were no more than 5 main auto factories(not including special vehicle factories). About 28 years later in 1957, the production hit 495 thousand and only about 5 new auto plants(not including special vehicle factories) increased (Ji,1985).

Rents and Rent Creation

In this initial stage when China was under capital-scarce situation since its very foundation, the China government adopted a heavy-industry-oriented development strategy in 1953 which is termed by Lin et al. (2003:29-67) as “the leap-forward strategy.” In order to lower the costs for development of heavy industries characterized with a capital-intensity, the central government had to suppress artificially the capital formation costs. Therefore, macro-policy tools with distorted prices were implemented by artificially lowering the prices of credit, foreign exchange, energy, raw materials, labor and so on.

Thus a great many of rents, a special form of “surplus”, were created. “surplus” refers to the price gap between the market-clearing price and the artificially lowered price fixed by the government (Ngo, 2009). Different from monopoly rent, surplus type rents come from the direct price control. In theory, the beneficiaries are the buyers who receive the rationed goods at a lowered price (Fung, 1987; Hu, 2009), but the state is the monopolistic legitimate owner of the rents (Wedeman, 2003:60-68). However, which individual or industry can get the rationed goods at what price depends on the political authority and responding institutional arrangement in the planned economic context. In this sense, surplus type rent can be termed as “institutional rent” (Lin et al., 2004:210-214).

Regarded as one section of the general heavy industries, the auto industry under this political economy context was running under same situation. Institutional rents, particularly in the auto industry, were created mainly in forms of (i) interest rates of bank loans,(ii) foreign exchange rates, and (iii) price gap of products.

The first kind of institutional rents in the form of interest rates in bank loans were caused by a low-interest-rate policy. In order to develop the capital-intensive heavy industries including auto industry requiring long construction cycle, a low interest rate was maintained for the whole plan-economy stages (See Table 1). In May 1950, the monthly rate of industrial credit fell down to a normal level of 3.0%. However, in the following years, the interest rates were adjusted quite a few times and fell dramatically (Zheng, 1991:115-120).

Table 1
Interest Rate of Industrial Credit Adjustments(Monthly rate)

Date	Monthly rate(%)	Extent of Adjustment(%)
May,1950	3.0	-
July 31, 1950	2.0	-1.0
April, 1951	1.5~1.6	-0.5~-0.4
January, 1953	0.6~0.9	-0.9~-0.7
January, 1954	0.456	-0.144~-0.444
June, 1960	0.6	0.144
August, 1971	0.42	-0.16

Source: Zheng (1991:115-120)

The second kind of institutional rents in the form of foreign exchange rates between the official and the market rates were created by a low-exchange-rate policy (See Table 2). In the initial stages of development in China, foreign exchange was as scarce as capital because exportable goods were highly limited. However, a lot of capital-intensive equipment for heavy industries needed to be imported, requiring payments in foreign exchanges. Therefore, if the foreign exchange rate had been determined by the market, it would have been too costly for the auto industries. To ensure the key projects could import critical equipment at low prices, the China government continued to suppress foreign exchange rate by artificially overvaluing domestic currency ever since 1950. In a little more than one year from March 1950 to May 1951, the exchange rate of RMB against U.S. dollar was adjusted downward 15 times (Lin et al., 2003:42).

Table 2
Exchange Rate Adjustments (US\$100 and Sterling £100=RMB ¥)

Date	U.S. Dollars		Pounds Sterling	
	Exchange rate	Extent of adjustment(%)	Exchange rate	Extent of adjustment(%)
March 13, 1950	420.00		-	-
July 1, 1950	375.0	-10.71	989.00	-
July 8, 1950	360.00	-4.00	956.00	-3.34
July 26, 1950	360.00	0.00	932.00	-2.51
August 7, 1950	350.00	-2.78	914.40	-1.89
September 5, 1950	322.00	-8.00	812.20	-11.18
May 23, 1951	223.00	-30.75	-	-
December 1971	246.18	10.39	-	-
July 1978	172.00	-39.07	-	-

Source: Lin et al. (2003:42)

The third kind of institutional rents in the form of price gap was created by price control in varieties of products. During the traditional economic system, most of the products, especially the agricultural products, energy and raw materials, were put under price control by the government. In 1953, the State Planning Commission (SPC) was established to fulfill the heavy industry strategy by implementing the low-price-control policy. The commission classified the materials into three categories: (1) Category □ materials under unified allocation of the state and ministries; (2) Category □ materials under allocation by state industrial ministries and commissions under the State Council; and (3) Category □ materials under the allocation of the local administration. From 1953 to 1957, Category □ materials increased from 110 to 231 items, while Category □ materials increased from 227 to 301 (Wang, 2010). The main energy materials such as coal, hard coke, steel and iron used in the auto industries were under Category □ materials whose price were fixed artificially at a lower level.

As one important section of the general heavy industries, the auto industry was running under the same situation in this political and economic context. These three kinds of rents were also applied in the auto industry that attracted great attention from the top-level leaders, and benefited from the rent-producing macro-policy by comparatively easily obtaining the investment, foreign exchanges, and raw materials that were generally in short supply. For the auto industry, the investment by the government, central and local, accounted to RMB 0.546 billion from 1953 to 1957, 0.86% of the national total investment, and the investment

increased to RMB 2.257 billion, accounting to 0.99% of the national total investment in the late years of this stage (*China Automotive Industry Yearbook 2009*:45). Thus, the related auto enterprises benefited a lot in the capital-scarce context. In the initial stage to build its own auto industry, China imported large-sized machines and equipment that could not be manufactured by itself. 80% of the processing equipment for manufacturing trucks was imported from Soviet Union when FAW was built in the late 1950s, and Sichuan Auto Works also imported manufacturing technologies and processing equipment for heavy-duty trucks from Berliet in France in 1965 (Sun, 2009). These enterprises received a large sum of rents in the form of foreign exchange rates. The target auto enterprises also benefited from the raw materials with large price gap. For example, steel is one of most import raw materials for auto industry, and it was reported that the target auto enterprises could get steel at 50-70% of the market price in the late 1950s and the early 1960s (Fu, 1993:114).

Rent Allocation

The rent was mainly in form of surplus bound to all kinds of resources. In the centrally planned economy, “the ‘state’ extracts rents from producers and consumers by controlling purchasing, production, and distribution. Rents, however, are only monetized when a finished product is sold to a consumer. Prior to that, rents derived from both the underpricing of inputs and overpricing of outputs exist only in theoretical terms” (Wedeman, 2003:64-65). Therefore, the ultimate realization of rents cannot depend only on the state per se but calls for division of labor and cooperation among the three separate agents of procurement and manufacturing and distribution. The procurement and manufacturing agents actually pass along a “shadow rent” to the distribution agent who then monetizes the rent and then deposits the cash rent in the state’s coffers controlled by the central government, and each of them may ultimately obtain a share of the rents they generate and monetize. This process needs tight control by the central government because each of them can obtain a greater share by hijacking the rents rather than passing them intact. Even with a little bit of relaxation of control, each of these agents could become a rent seeker.

In order to fulfill the heavy-industry-oriented development strategy by utilizing these rents, China adopted a centrally planned economic system to realize the tight control, following the way of Soviet Union. Under the orthodox centrally planned economic system such as Soviet Union, the central planned mechanism was based on a U-form in which hierarchical information flow and control were organized into a unitary form by functional or specialization principle, and the authority was in the hand of a unitary agency of central government. In such a system, “most enterprises were grouped by industry and under the direct supervision of ministries, and regional governments were primarily subordinates of the center and their roles were limited to collecting information from below and implementing plans from above without much autonomy” (Qian and Xu, 1993).

For the auto industry, the Soviet Union set up a particular unitary ministry under the central government to govern the whole auto industry in the late 1920s. Although the name of this agency changed over time, it had an extensive and centralized authority of governing the whole auto sector. It took charge of all the authority of procuring, manufacturing and distribution for the whole auto industry, and built state-owned auto factories by types of automobiles under its direct control and supervision with a tight control over the number of total auto enterprises (Ji, 1985; Jia, 2003). In other words, the authority of rent allocation was in only one single agency. By so doing, it intended to diminish the fierce political contention over the authority of rent allocation, and make good use of specialization and economies of scale, therefore promote a fast development of the auto industry.

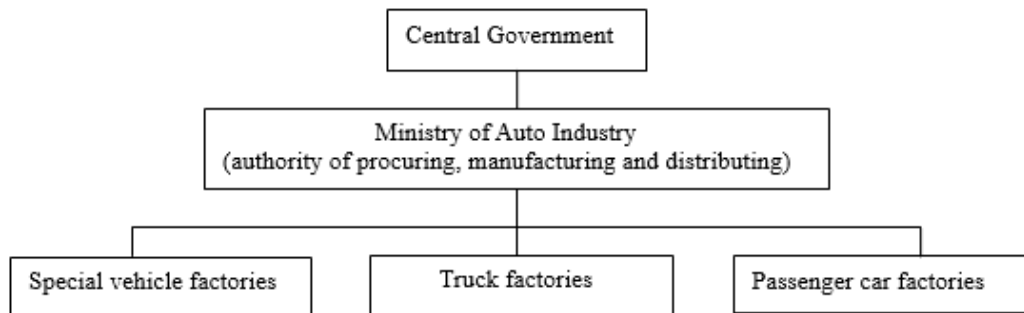


Figure 3. Governing Structure of Soviet Union's Auto Industry

Fragmented Structure of Rent Allocation in the Central Level

Like Soviet Union, China also adopted a similar institutional arrangement to allocate rents. China established the vertical lines of authority based on function over various sectors reaching down from the ministries of the central government. Auto Industry Administrative Bureau (AIAB) under the First Ministry of Machine-Building (FMMB) took charge of the auto industrial development. However, as the main agency for auto industry, FMMB did not have a centralized governing authority like its counterpart in the Soviet Union. During most time of this period, FMMB only had part authority of planning and governing manufacturing process, while authority of procuring and distributing were scattered in different agencies under central government. The procuring authority was in charge of Materials Bureau under direct control of the central government, and the distributing authority was more complicated which changed among three different agencies in the central level from time to time. Most of the time, Materials Bureau took charge of the authority of distributing completed autos while Ministry of Transport (MOT) was responsible for the production and sales of auto parts. In a word, the rent-allocation structure in the central level for the auto industry was very fragmented from the beginning. Compared to Soviet Union, FMMB under such a fragmented structure could not enforce a strict control over the auto industry. Through multiple authorities, it was much easier for rent-seeking activities to occur.

The authority of planning and governing auto industry was also shared between the central government and local governments. As the governing industrial ministry for the auto industry, FMMB governed directly only First Auto Works and several other auto-parts factories at the beginning. Even in the most centralized time in 1964, there were only 15 auto related enterprises under FMMB while the total number amounted to 417. The decentralization between the central and local governments aggravated this situation. During the second wave of administrative decentralization from the late 1960s, most of the auto plants and parts factories including FAW were put under the charge of local governments. The authority of planning, procuring, governing production and distributing also were divided between the central and the provincial governments. The production of automobiles under the planning of the FMMB used materials from the central materials agency, and correspondingly the automobiles were also distributed by the central materials agency. The production under local governments' planning used the materials from local governments and the distributing authority was also in the hand of local governments. In other words, there was a multilayered structure of rent-allocation in the auto industry between the central government and local governments. This complicated structure made it much difficult to control over local governments of different levels due to the inherent information asymmetry and geographical remoteness.

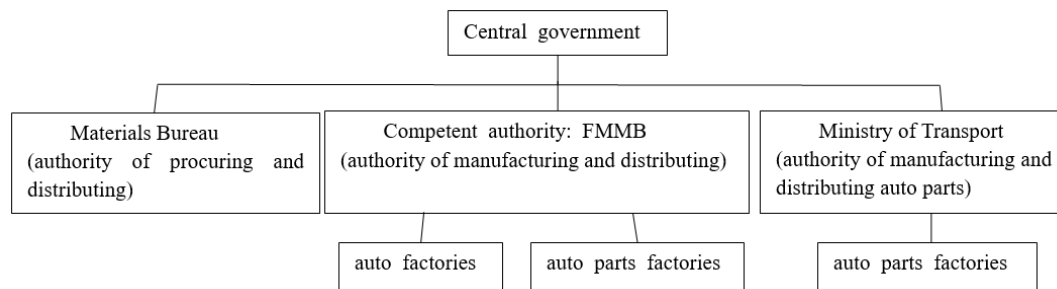


Figure 4. Fragmented Structure of Rent Allocation in the Central Level

Multilayered Structure of Rent Allocation between Central and Local Level

The authority of planning and governing auto industry was also shared between the central government and local governments from the very beginning. As the governing industrial ministry for the auto industry, FMMB governed directly only FAW and several other auto-parts factories at the beginning. In addition, some special purpose vehicle factories and auto-parts factories already existing in Shanghai and other cities were not under the charge of FMMB. By 1957, the local special purpose vehicle plants had increased to 17 and the auto-parts factories (including motorcycle-components enterprises) had increased to 95 (*China automotive industry yearbook 1992:94*). Only a few of these enterprises were under the direct control of the FMMB. Even in the most centralized time in 1964, there were only 75 auto related enterprises under direct control of FMMB while the total number amounted to 417(*China automotive industry yearbook 1992:95*).

The decentralization between the central and local governments aggravated this situation. During the first wave of decentralization reform from 1958 to 1960, most of the central auto related enterprises except for FAW and Nanjing Auto plants were transferred to the local governments. During the second wave of administrative decentralization from the late 1960s, most of the auto plants and parts factories including FAW were put under the charge of local governments. The authority of planning, procuring, governing production and distributing also was divided between the central and the provincial governments. The production of automobiles under the planning of the FMMB used materials from the central materials agency, and correspondingly the automobiles were distributed by the central materials agency. On the contrary, the production under local governments' planning used the materials from local governments and the distributing authority was also in the hand of local governments (Liu, 2003).

In other words, there was a multilayered structure of rent allocation in the auto industry between the central government and local governments. This complicated structure made it much difficult to control over local governments of different levels due to the inherent information asymmetry and geographical remoteness.

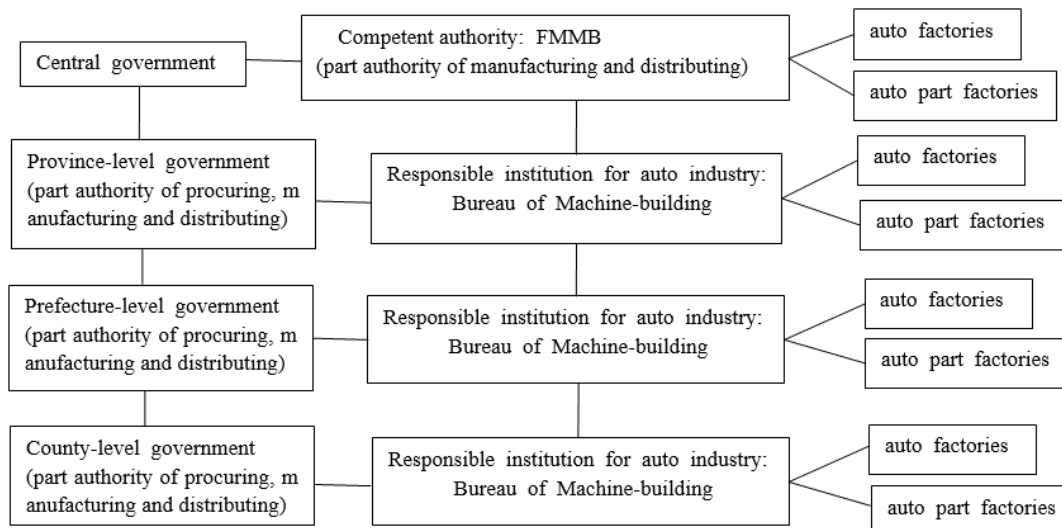


Figure 5. Multilayered Structure of Rent Allocation between Central and Local Level

Rent Seeking

Local Governments as the Principal Rent-seekers

When making the development plan for auto industry at first, in order to meet the needs of development of national economy and military mobility, the central government attempted to build large-scale state owned auto enterprises under its direct control. When FAW started in 1953, a second large-scale auto plant, Second Auto Works(SAW), with a double capacity during the late period of the first FYP(1953-1957) was also being prepared and a preparatory group for it was quickly set up. Then, a third large-scale auto plant was put on the agenda even when the SAW was being prepared in the mid-1960s.

In order to make sure that the limited resources could be put into the selected SOEs, the central government issued a strict administrative regulation for the project approval in 1952. It stipulated that the central government itself should approve all the projects, including basic construction projects and technical transformation projects, above the limited amount. The limited amount for the auto industry is RMB 300 million, and the approving authority for auto projects between RMB 200 thousand to RMB 300 million is in the hand of FMMB. Considering the huge investment for auto projects, almost all the new auto related factories should be approval by the central government or FMMB. In other words, auto industry was protected by strict barrier to entry by the central government.

Despite such strict regulation, the result was beyond expectation. The auto industry as a whole ended up with fragmented production structure and low production capability. By the end of 1978, the number of auto plants increased to 55, producing various types of trucks, buses and special utility vehicles, and there were 173 special purpose vehicle factories(See Figure 2). Although the reasons for such bad results are complicated, rent-seeking by the local governments are important responsible factor to explain it. As mentioned above, the kind of rents was in the form of surplus bound to all kinds of resources. The local governments knew well that if they built their own enterprises and kept the managerial authority in their own hand, they could obtain more resources of these kinds. Thus, they wished to obtain greater share of these rents, by inviting in their own jurisdiction more auto enterprises that were supposed to be built and financed with national capital but to benefit mainly to the local units. This activity exactly constitutes the typical rent-seeking model. The difference is that in China auto industry the principal actor of rent-seeking activity was not entrepreneur, firm nor interest group but local government itself.

One clear aspect of rent-seeking in auto industry is how local governments avoid the strict regulation of project approval of the central government to build auto enterprises (See Table

3). Before 1958, almost all of the investments in auto industry were done by central government. From 1958, the investment by local governments increased. In the period from 1958-1963, the share of local governments' investment even exceeded a half, and from 1963-1965, the share of local governments' investment was close to a half. By the end of 1978, the accumulated investment by the local governments amounted to RMB 1.18 billion which accounted for 24% of the total investment RMB 4.88 billion (*China automotive industry yearbook 1983*:186-187).

Table 3
Central and Local Investment in the Auto Industry, 1949-1978(RMB Billion)

Years	1949	1953	1958	1963	1966-	1971-	1976	1977	1978
Investment	-52	-57	-62	-65	70	75			
Total investment(T)	0.02	0.66	0.20	0.19	0.84	1.94	0.36	0.32	0.35
Central investment(C)	0.02	0.66	0.09	0.10	0.61	1.57	0.23	0.20	0.22
Local investment(L)	0	0.09	0.11	0.09	0.23	0.37	0.13	0.12	0.13
L/T(%)	0	0	55.0	47.3	27.4	19.1	36.1	37.5	37.1

Source: *China automotive industry yearbook 1983*:186-187

On the other hand, the periods of more central investment coincident with the periods when FAW, Sichuan Auto Works, Shaanxi Auto Works and SAW were built. Only these 4 of the entire 55 auto plants were directly built by the central government. Most of the auto plants, the special purpose vehicle plants and auto-parts plants were built by local governments, and basically run by SOEs lacking any of entrepreneurial spirit. These auto plants in small-scale with low technology and wrong motive could not make good use of economies of scale. It resulted in huge waste of scarce capitals that was so short in this stage of China, and hampered the efficiency in auto industry.

Local governments not only built auto plants, auto related enterprises by themselves but also struggled to avoid the takeover of their enterprises by the central government from time to time. For example, in the process of concentrating auto structure by the CNAIC in 1964, local governments exerted to retain the control of their own auto related enterprises by all means (Chen, 2003). The initial purpose of building CNAIC was to integrate all the principal auto plants and auto-parts factories scattered in different ministries and locals into one big corporation as a trust. By the end of 1963, there were more than 300 auto-parts enterprises (including motorcycle-components enterprises). Almost all of them were under the charge of local governments except 97 factories were under direct control of MOT. At last, CNAIC took over 49 auto-parts factories from MOT, a little more than a half. On the contrary, it only took over a few auto-parts factories from the local governments. Many local auto related enterprises, such as 55 in Shanghai, including the finished auto plant Shanghai Auto Factory, were not taken over because of the strong power of Shanghai Municipal Government. When the CNAIC planned to take over the other local auto-parts enterprises, many local governments changed the names of their auto-parts enterprises into repair shops or special purpose factories by inquiring the information on the takeover in advance. The result was that CNAIC only took over 11 factories from local governments when the total local auto related enterprises exceeded 300. This aspect constitutes the rent-protection activity by local governments, which is a special form of rent-seeking by resisting to transferring the previously acquired rents to other agent like the central government.

State-owned Enterprises Became Rent-seekers with Help of Local Governments

The rents in the first stage were mainly in the form of price gap between the lower planned prices and the higher market prices. Any enterprise would benefit once it obtained investment, foreign exchange, and materials supply permission from the governing authority of auto industry. Recognizing this point, the state made two different institutional arrangements. The first one is the state ownership. There were only two kinds of enterprises: SOEs and collective enterprises (owned by township governments and villages). The SOEs were classified into two categories according to their importance and size: central SOEs, large and important, governed directly by different industrial ministries under the State Council; and local SOEs, small and less important, governed by different levels of local governments. Due to the nature of auto industry, almost all the auto related enterprises were SOEs, central or local.

The second one was an accounting system of unified revenue and unified appropriation, which was enforced in all the SOEs to make sure they loyally follow the state's direction. Under such circumstances, all materials used by SOEs were supplied by the government through planning, and all their output were sold to the state, which then allocate them according to plan. All revenue was remitted to the state. SOEs remitted not only profits but also depreciation to the state, both of which were included in the government revenues. Investment in basic construction, funds for renovating fixed assets and for technological upgrading, expenses for pre-production tests, and funds for miscellaneous capital acquisition were all appropriated in fixed amounts by the departments of finance in government. The seasonal and temporal capital beyond the pre-approved amount were provided by the bank. Both workers' recruitment and their wages were arranged by the state according to plan (Lin et al., 2003:55). In a word, the SOEs, central or local, would be only a kind of manufacturing shop without any decision power and managerial autonomy. In this sense, rent-seeking activities by enterprises under the centrally planned economy were uncommon. If there was any, rent-seeking of enterprises were only intended to expand their business (Lin et al., 2003:211).

However, there is always an exception to every rule. Some small-size auto enterprises, with the help of local governments, became rent-seekers. During the two waves of administrative decentralization, especially the second one started from the late 1960s, quite a few central state-owned auto factories and even FAW were degraded as local enterprises, and many small-sized auto plants and auto parts factories were built by the local governments. In the two years of 1971 and 1972, the numbers of auto plants reached a highest record of over 100, and one province (Jiangxi) even had 14 auto plants (Liu, 2003:12). Because Culture Revolution (1966-1976) crippled central plan system, input allocations to some small SOEs were not secure. Some small enterprises were outside the central planning scope, so they could not get raw materials and other resources within the plan from the beginning. Therefore, horizontal cooperation emerged between these enterprises and different regions with the help of local governments. The small auto enterprise exchanged their auto products for raw materials by barter trading in a semi-legal black market (Liu, 2003:13). "Semi-legal" means that those exchanges were support from local governments, but did not obtain a formal approval from the central government. Thus a dual price system, the planned price and the black market price, emerged. Many of the small-sized auto enterprises survived under the dual price system. In this situation, auto enterprises without sustainability to secure profits for themselves had become rent-seekers searching for the support of the local governments.

CONCLUSION

Many studies deny the existence of rent-seeking activities, even the existence of rents, in the centrally planned economy before the market-oriented reform. They argue that, under the

centrally planned economic system, almost all the production factors were controlled by the central government and their production and distribution were strictly implemented according to the plan. Under such circumstance, individual ministry and local government did not have its own interests and there was no need to seek rents (He,1994; Liu, 2008: 164-173).

However, this paper finds that under the centrally planned economy system, there was a kind of rent in the form of “surplus” as confirmed by the studies of Fung (1987) and Hu (2009) or “institutional rent” in Lin et al. (2003) created by the central government in order to fast build an auto sector with state owned large-scale auto plants like Soviet Union. The surplus in the form of interest rates of bank loans, foreign exchange rates, and price gap in varieties of resources that is the major one in auto industry, were created by the low-interest-rate policy, the low-exchange-rate policy and the low-price-control policy. The target beneficiary of it was the whole auto industry.

The traditional governing system in the auto industry under the centrally planned economy, following the model of Soviet Union, started from the mid-1950s, but unlike its counterpart in Soviet Union, the structure of rent allocation for auto industry was fragmented in the central and multilayered among the central-local governments from the day of its birth. From the beginning, there was a fragmented structure of rent allocation in the central level, and a multilayered structure between the central government and local governments. Compared to Soviet Union, this complicated structure could not enforce a strict control over local governments.

Therefore, rent-seeking activities by local governments emerged as a common phenomenon due to the objective existence of an “M-form hierarchical structure” which made local governments own some autonomy (Qian and Xu,1993). To obtain a greater share of the rents, local governments did not only create their own auto plants and auto related enterprises ignoring the central government’s strict regulation but also avoided the takeover of their enterprises by the central government. The two waves of administrative decentralization strengthened the local governments and rent-seeking activities by local governments became more widespread under the centrally planned economic system prior to the reform starting from 1978. State-owned auto enterprises also became rent-seekers with the help of local governments despite of tight control by the central government through a whole state ownership and an accounting system of unified revenue and unified appropriation. Many small local state-owned auto enterprises captured rents by barter trading in a semi-legal black market.

In other words, the multilayered mode of rent utilization had already emerged in the auto industry under the traditional planned economy system. Rent creator and allocators scattered in the different levels of the central government and local governments. In the central level, as the principal rent creator and allocator, the central government did not have the authority of creating and allocating rents in one integrate agency but dispersed in different ministries. In the local government level, local governments, especially provincial governments became the main types of rent allocators as well as rent seekers during the periods of decentralization reform. The fragmented and multilayered mode of rent utilization lasted a long time through the mixed economy after the market-oriented reform until it disappeared in the early 2000s.

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Confucius and Confucianism's Influence Reflected in Voltaire's Ideology

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Abstract: Confucius and Voltaire were both living in a period of transformation when the old systems and cultures were replaced with new ones. Although there is an insurmountable space-time distance from Yin to Zhou dynasties of China to 18th century France, people's awareness of reasonable religious cult is increasingly improving, which becomes the common anxiety of these two great thinkers. Confucius' and Confucianism's influence not only justifies the antiquity and universality of the natural religions, but also greatly enlightens Voltaire and enriches his thoughts. In essence, Voltaire sincerely admires Confucius' realistic pursuit that displays humanity, and speaks highly of the purity and nobility of Chinese Confucianism, which make his ideological content full of humanity.

Key words: Confucius, Confucianism, Voltaire, Chinese government, French autocratic monarchy system

INTRODUCTION

Confucius and Confucianism's influence has not only had a great impact on Chinese culture, but also played a great role in promoting the development of the world (Schwartz, 1985). Voltaire's enthusiasm towards Confucius and Confucianism make the serious and full-scale Voltaire related research impossible without mention of the name of Confucius. When Voltaire reads supreme God who rewards good and punishes bad in *Higher Education*, an important work of Confucianism, he immediately identifies with this "God" who is reasonable and makes people have intelligent power, and cannot wait to claim that Confucius' interpretation of God is as pure and beautiful as the human mind can conceive. Moreover, Voltaire also finds that what he yearns for in Confucianism are also advocated by fellows of the Society of Jesus. He joyfully said that people would not see any miracle, any prophecy, or even any political trick played by forefathers of other countries, which makes the earliest classics in China much superior to all the other books of national origin. Although there exists obvious exaggeration in these praise words, the Five Classics compiled by Confucius outclass other national ancient classics in terms of its realistic features.

Confucius and Confucianism's Influence Reflected in Voltaire's Ideology

Confucian "View of Destiny" corresponding to Voltaire's "Deism"

In the literature about China popular in France, fellows of the Society of Jesus believe that the religion in China is sort of theism similar to that of Christianity, which combines oracle and nationalization. However, fellows of Paris Foreign Missions Society cites that Chinese religion is polytheistic and superstitious, which such enlightenment scholars as Nicolas Malebranche believes that Chinese is atheist. Voltaire, however, scoffs at these views and differentiates the materials by means of his own philosophy and then sets up such a view of China for the Europeans as follows: if there is religion in China, then it must be Confucianism represented by Confucius.

Voltaire holds that Chinese religion refers to the belief of "view of destiny" proposed by Confucianism. Voltaire thinks that people misconstrue this view at that time and gives a

series of examples to prove that Chinese government and Confucian scholars, identify with the concept of “Heaven”, which is regarded as another name of “God”. Confucius believed that heaven, earth and man are consistent, and man should live in harmony with nature (Hall and Ames, 1998). This saint is the unshakable law of nature instead of a personalized idol. That’s why he holds that Confucianism corresponds to this sort of deism.

Therefore, the religion in China can by no means be confused with Christianity. Because eternal soul and future world do not appear in the Confucianism that gets rid of all traces of superstition and barbarity. Moreover, Chinese people’s belief in Confucius is different from the worship in God. The reason why people respect him is just because he creates the most sublime thought for humans under the revelation of Heaven. Compared with religions in the West, Confucianism is the reproduction of human happiness and peace and is the best philosophy compatible with human reason.

Confucius emphasizes that people should show their respect for “Heaven”, and proposes the thought of “fear of destiny” (Confucius, 1989). Destiny is also referred to as fate. Confucianism advocates that the birth and death, weal and woe, poverty and affluence are all fated. “Heaven” here does not refer to the Personality God who speaks out all his wills, but the force which can make four seasons change and all living things grow. Therefore, the “Mandate of Heaven” proposed by Confucius is no more the wills of Supreme Personality God worshiped by people in Shang Dynasty, but an object that can be understood by concentrating one’s efforts.

Consequently, the “Mandate of Heaven” refers to a sort of irresistible and unchangeable natural force with certain mystique, and draws a clear distinction from all that is humanly possible. Once “Heaven” refers to the sky, it rarely appears in our daily life. Here, Confucius considers the operation of Heaven as law of nature that can be followed, which represents his rationalism. He points out that Heaven cannot speak, which implies that the human beings who can use language to express their thoughts are more distinguished than natural objects, and the dominance of Heaven over the humans is limited (Confucius, 1989).

Confucius remolds the connotation of personality of “Heaven” to grant it with the features that surpass the Personality God are to create continually and to eternally create the lives from the perspective of human beings (Confucius, 1989), which is much similar to Voltaire’s deism. In Dictionary of Philosophy, Voltaire makes clear his ideal religion. A religion teaches humans to worship God, justice, benevolence and humanity, which is also his view of natural religion. It contains two important principles: respect God and practice virtue. He believes that there exist a sovereign entity between earth and Heaven, and does not resort to God until he encounters difficulties or cannot explain the complicated phenomena. However, a passive and indifferent God does not conform to his positive attitude towards life.

All in all, Voltaire’s God is a rational Supreme God, which exists for the needs of logical reasoning and social reality, and is totally different from that peremptory and blind supreme ruler in Western religion. On the contrary, it is very close to Confucian concept of natural law. He also thinks that Chinese Confucianism established by Confucius makes ordinary people own the purest cognition towards God, and instruct people by virtue. He proves that humans have a nature, which is essentially good, so to act according to one’s nature is called law, and to practice virtue according to its principles is called instruction. People should be instructed to act according to his/her nature and practice virtue according to its principles. Voltaire expresses his aspiration and pursuit towards the rational or natural religion through heartfelt praise of Chinese Confucianism which considers rationality, nature and being good as law.

It is for this reason that Confucian culture is mingled with Enlightenment and Voltaire goes for the pursuit of Chinese spirit. In essence, Voltaire’s deism takes the emancipation of humanity and this-worldly happiness as the ultimate objective. So except admitting a rational

supreme god, he refuses any metaphysical speculation which is not related to human world and any religious doctrine or teaching which treads on the humanity. It is this kind of realistic pursuit of displaying humanity and objecting to theocracy that makes Voltaire admire Confucius heart and soul and speak highly of the purity and sublimity of Chinese religion, which consequently enriches his view of the natural religion that is full of humanity and breaks away from superstition and prejudice. With the publication of works written by Voltaire, the view of deism publicly comes out in France, which has been already disconnected with theology and becomes a loose formulae. It survives because of its function of safeguarding maintaining politics and moral principles and defending against the attack of atheism. The deism provides a means to harmonize the needs of religion and reason from the society. These fruits cannot be achieved without the “view of destiny” proposed by Confucius.

Confucius and Confucianism’s “Rationalism” Corresponding to Voltaire’s “Enlightenment Thoughts”

Under the entry of “China” in Encyclopedia, Diderot introduces Chinese culture represented by Confucius and Confucian thought from the Spring and Autumn Period to Ming Dynasty and draws a conclusion that the basic concept during that period is “rationality”. He particularly speaks highly of only by means of rationality or truth to manage state affairs and administer a country. Consequently, the Enlightenment scholars represented by Voltaire all utilize “Confucius and his Confucian thought” as a weapon to attack and criticize the religion system and feudal system in days to come (Eno, 1989). Through adoption of Confucius and his Confucian thought and inspired by Chinese ancient cultivation, they object to the badness of Western feudal system through Chinese ancient civilization. Especially the “rationality” concept advocated by Enlightenment thinkers, greatly coincides with the ethics of the concept of natural law that expounds the concept man is an integral part of nature and takes “Heaven” as its core, as well as the “rationality” which is regarded as the highest and permanent principle and rule in the universe.

Confucius is one of the philosophers admired by Voltaire, and his thought exerts a great influence on Voltaire, especially his rationalism. First of all, Confucius once said he who wants to establish himself helps others establish themselves, and don’t do others what you don’t want others to do to you. We can see that he prefers to be benevolent in manner of considering others in his own place. But this must base on two conditions, one is similarity of humanity which makes it possible for one’s desire to be the same as others’ desire, and the other is that things common to human nature must be judged by rationality so as to guarantee that those who establish themselves” or “help others establish themselves are all the benevolent.

As an integral cultural structure, Confucianism is distinctly characteristic of tending to be practical reason, which is used by En-lighteners to draw Confucian culture. The so-called practical reason mainly refers to a sort of rational spirit, i.e. to interpret and treat things and tradition by means of a kind of rational or reasonable attitude, to guide, satisfy and abstain from lust by means of reason, as well as one’s or other’s nihilism and egoism, and to maintain certain balance in the pursuit of humanity and personality. One who has rational spirit refuse to follow God’s order, to blindly obey non-rational authority, to detest and reject the world, and to disgrace himself; instead, he returns good for evil, and measures and deals with all things by reason.

The practical reason is without doubt greatly attractive to Voltaire. The Confucian culture, such constructed, has relatively independent personality once it comes into being, and keeps a certain form structure stable and possesses comparatively independent function and effect which can be adapted to all kinds of different class contents. Therefore, it is

possible for the Confucian culture awareness branded with Chinese gentile aristocracy to be assimilated and used by French Bourgeois En-lighteners in 18th century.

The mainstream of Confucianism is rationalism. As an En-lightener, Voltaire explores every domain of human social activities with his own wisdom and questions all existent social and ideological rules and systems in history and in reality with his own reason. Voltaire's religious tolerance and Confucius' doctrine of benevolence both represent in source. That is what they share in common. Voltaire's thought appears with the development of capitalism and modern natural science. The 17th and 18th centuries are times when European capitalists sing the song of victory and also the times of reason. At first, Voltaire and his colleagues start with cognition field and claim that reason is the standard of knowledge instead of religious revelation or authority or human will and emotion. They put the rationalism into each aspect of social and political fields and make it into the banner of times. So reason functions as a theoretical weapon in the fight against autocracy and obscurantism.

They hold high the banner of rationalism and use it to fight against the superstition of Middle Ages and criticize or measure everything; they adopt the reason as the standard of all the others. In their view, human beings are born to be free. The so-called freedom is the ability to make decisions based on one's own reason and stems from demands of reason, so everyone should behave according to his own reason. To respect everyone is to their rational freedom, they optimistically believe human can know the inevitability of the world by reason, and science plays a key role in promoting social progress, strengthen human happiness and finally making the state into a "rational state", and the society into a "rational society". The reason here is not simply considered as a phase of human cognition or an aspect of thinking, but the basis of knowledge, of morals, of all human rights, and the criteria of judging things, so it becomes the basis of value.

It is also a sort of human philosophy and worldly ideal because it considers reason as human nature and believes that the most beautiful life is lived by following reason. Voltaire advocates reasonable enjoyment while is against carnality and asceticism. If human beings can behave based on their own reason, it will be freedom; if they can lead a life of reasonable pleasure, it will be happiness. Finally, Voltaire's rationalism is also a sort of cultural tradition, which advocates reason, science, logical thinking and the power of knowledge. As a very important content in the West, cultural tradition, still continues up to now despite the impact of new trends.

Confucianism's "Benevolence" Corresponding to Voltaire's "Religious Tolerance"

The most prominent cultural feature in Confucianism is its religious tolerance. The Confucian scholars in China (including ruling class) worship a unique God, namely, the Heaven. In addition to Confucianism, common people in China are allowed to profess other religions such as Taoism, Buddhism, etc. (Graham, A.C., 1989). Here Voltaire adopts Confucius and his Confucian thoughts to attack and criticize the power rule among European religions. The religions professed by Chinese emperor and officials are never blemished by the hypocrisy, nor interfered by quarrels between politics and religions and smeared by the reformist. However, the reformists in the West often attack each other by equally absurd arguments when their fanatic disciples are incited to fight against each other. Therefore, Chinese are much better than any other nation especially in this aspect.

Voltaire realizes the importance of Confucian thought in Chinese society and deems that the Confucian thought is the basis of political rule in China. He holds that the source from which so good systems stem in China is the moral principles made by Confucius, which is combined into one with Chinese laws. The Confucian moral principles advocate that people

should adopt the methods used to manage the family to administer the country because the whole country is just like a big family and the emperor rules over the country just like the patriarch, so people should respect the emperor just as they treat with their fathers. Therefore, the patriarchy closely connects the whole empire. In addition, the Confucianism integrates into Chinese customs, laws and etiquette, which is widely accepted by common people. They use these moral criteria to restrain their own behaviors and improve their moral cultivation. Confucian moral thoughts, in Voltaire's view, make Chinese society tolerant and harmonious, and make Chinese empire prosperous for thousands of years.

In the religious view cherished by Voltaire, the most important principle is the moral principles. In terms of the doctrine of benevolence, the thinkers in 18th century Europe call themselves the beginner. As we know, the core of Confucianism is "benevolence", which is the highest principle advocated by Confucian. It is thus seen that "benevolence" is the sum of interpersonal relations. When Voltaire and other European thinkers look for a sort of moral principles which can improve social progress and human happiness at the turning point of transition from dialogues between human and God to interpersonal dialogues, they cannot help praising the profundity of the benevolence theory of Confucius, and exclaim that "none of morals is left out in his dialogues and all are concerned with human happiness". Many dialogues as regards Confucian ethics are quoted by Voltaire, including all important moral standards he learns in the translation of Confucian works, among which the most frequently quoted and commented that he wants to establish himself helps others establish themselves. However, many research papers at home claim that Voltaire speaks much highly of "don't do to others what you don't want others to do to you."

Voltaire attaches importance to the significance of morals towards the society. He thinks to himself "What is virtue? It is to 'be good to others'" when he discusses the virtue. Such moral principles advocate the awakening of human self-consciousness and the establishment of interpersonal relations of mutual assistance based on equality. In order to show the importance of setting up harmonious interpersonal relations, Voltaire frequently quotes another dialogue saying justice in return for injustice and return good for good. He believes that Confucian ethics which are very beneficial to the human society appear much nobler for their tolerance. It seems that the reason why Voltaire advocates the Confucian thoughts is to wake up his compatriots whose beliefs are twisted because of religious disputes. It cannot be said that the ideal of cosmopolitanism cherished by Voltaire is rooted from Confucius, but it is definite that it is nurtured, enriched or even inspired to be more vigorous and attractive by Confucian thought. However, the world of universal harmony Voltaire aspires is by no means a world where people can enjoy real equality. Although he advocates respect for human rights and demands freedom, he still represents the profits of capitalists throughout within confines of times and class.

The core of Confucian thoughts is "benevolence", whose basic connotation is "to love others". What Voltaire pursues unremittingly all his life is exactly this humanism which considers human as human who can establish harmonious interpersonal relations. It is common love for others that leads Voltaire to enter Confucian castle and make him modestly call himself "Confucian disciple". From 1738 when Voltaire began to study China for writing *Outlines* to his death in 1778, Voltaire never changes his admiration for China. Once losing his heart, he will never change until death. The reason why this sincere love for China is enduring is because his complete identification with Confucian benevolence.

CONCLUSION

Voltaire advocates the policy of benevolence and rule of virtue of the Chinese government, aiming to overthrow the autocracy of the French government. Louis XIV rules the country the longest and promotes the autocracy to an unprecedented stage. Voltaire holds

that wise and tolerant Chinese emperors, rational law and the perfect administrative system can't do without Confucian ethics and morality, which integrates the whole empire together and constitutes the foundation of the country's harmony. This huge empire builds its law and peace on this natural and sacred principle, i.e., younger generation should respect their elders in the way that they respect the Master of ethics such as Confucius. Voltaire admires Confucius so much that he regards him as Jesus or Socrates.

In the enlightened monarchy advocated by Voltaire, there is no privileged class, except the emperor who has absolute power. He hopes to promote the freedom of religion belief with the help of authority of monarchs. In the political system of China, all men are equal except the emperor, and they also have a chance of stepping into the ruling class through the imperial competitive examination. The official position and privileged class cannot be inherited. This creates opportunity for those intellectuals and the third estate to take part in politics or the government. In China, there is no privileged class, and everyone has the right to take part in politics or the government. That's one of the reasons why Voltaire speaks highly of China's political system.

From here we can see that Voltaire regards Chinese government as the ideal one and uses traditional morality and ethics of China to criticize French autocratic monarchy system, exerting great influence at that time. The Roman Catholic Church is not only the spiritual pillar of French autocracy, but also a feudal lord who has great political power. Monks and priests use the organizations and economic power of the religion to poison people's mind, rob their fortune, protect the system of exploitation, and maintain their dissolute and dissipated life. They set so-called charity organizations and schools to control people's mind. They spread the Divine Right and the absolute truth, theology, and didn't allow any thoughts to change the existing order. They also establish religious court and inquisition to persecute heretics, atheists, and the liberals brutally. Voltaire holds that the feudal society is the archenemy of the ideological liberation movement. In this aspect, he also uses traditional morality and ethics of China as the weapon to expose and criticize them.

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Diachronic Changes in the Filipino Stories of the Selected PMA Cadets

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Abstract: *This study focused primarily on morphohico-diachronic, syntactico-diachronic and semantico-diachronic to analyze the extent of linguistic change over a period of time. It aimed to analyze the language change in Filipino short stories to determine the morphohico-diachronic, syntactico-diachronic, and semantico-diachronic characteristics in the selected short stories of the cadets. This study used qualitative research and descriptive method to describe facts and characteristics using diachronic analysis. The following were the major findings of the study: 1.) The morphohico-diachronic characteristics were seen along lexical preference, categories, density, and morphological affixations. On lexical preference, Filipino was preferred using variants like literary, slang, colloquial; borrowing; derivatives; and clippings. On lexical categories, words were used based on universal norms; on Lexical Density, Content Words were greater than Function Words, and lastly morphological affixations were used to signify nouns, verbs or adjectives. 2.) The syntactico-diachronic characteristics in sentence orders and type structures have not changed in attributes and structures. Synchronically, the functions of sentence orders and sentence structures were contributory to ways of focusing for impact, intensity, and artistry. 3.) The semantico-diachronic characteristics were focused on social and affective meanings. Along social meanings, greetings were incorporated with non-verbal communications culturally adapted as social tools. Diachronically, affective meanings were seen with the use of figurative speech. The 21st attributes of literary writing such as fragmented narrative, fragmented perspective, story of the city and writing from the margins were employed. These were illustrated through careful choice of words depending on formality, situation, and theme of the short stories.*

Keywords: *diachronic, synchronic, morphology, syntax, semantics*

I. INTRODUCTION

Language gives a capacity for spreading ideas about a great variety of things. People get benefits from the knowledge of experience of one another through language. In times when there was no language the ideas were transmitted by signs or cries which are not easy to interpret. Humans felt great difficulty in the clear expression of states of emotion or signs. But with the invention of language, a number of ideas and states of emotion can be conveyed in an easy and simple way

Moody (2003), posits that people use language to communicate whether the intention is either informative, expressive, or directive; thus language is an essential tool in communication. And yet, all languages are changing and evolving along with time making it dynamic; so new words appear, pronunciations are altered, contextualized meanings or new grammatical forms are derived; whereas old forms and meanings happen to be relatively dropping out of use (Thomason, 2010). Aside from that, language is also a living entity in the process of constant change which is a universally an accepted fact. Change is one of the

inevitable facts in any language. Human languages, which are actively used, experience change over time (Wilhelm von Humboldt, 1963 in Aitchison, 2001).

In the Philippine Military Academy, one of the responsibilities of the cadets as future officers is to maintain peace and order using the language. Activities are conducted in different areas and provinces such as Civil Military Operations (CMO) where they reach out, perform services, interact, teach and train using Filipino. Thus, cadets in the academy are honed to gain mastery in Filipino both in written and oral communication as it is a socially learned behavior. In the portals of the academy, cadets express their thoughts and emotions using Filipino. Their command in the use of language is seen in the classroom especially in their writings of poems, short stories, novels and other literary pieces. In using the Filipino language, cadets reflect how confident they are in their writing skill and how well they are in getting across their ideas.

Furthermore, learners use language differently to communicate, but apparently their diction and style differ. This is seen when language is compared based on a given time. Barker and Barker (1993) elucidate how language connects the past, the present, and the future. Consequently; the old generation may be lost, but by language, an understanding on how they expressed their thoughts, successes, failures and future plans are glimpsed. In this study, the linguistic features on morphohico, syntactico, and semantico-diachronic are diachronically analyzed.

This study aims to analyze the language change in the Filipino short stories. Specifically, it aims to answer the following:

1. What are the morphohico-diachronic characteristics in the selected short stories of the cadets?
2. What are the syntactico-diachronic characteristics?
3. What are the semantico-diachronic characteristics?

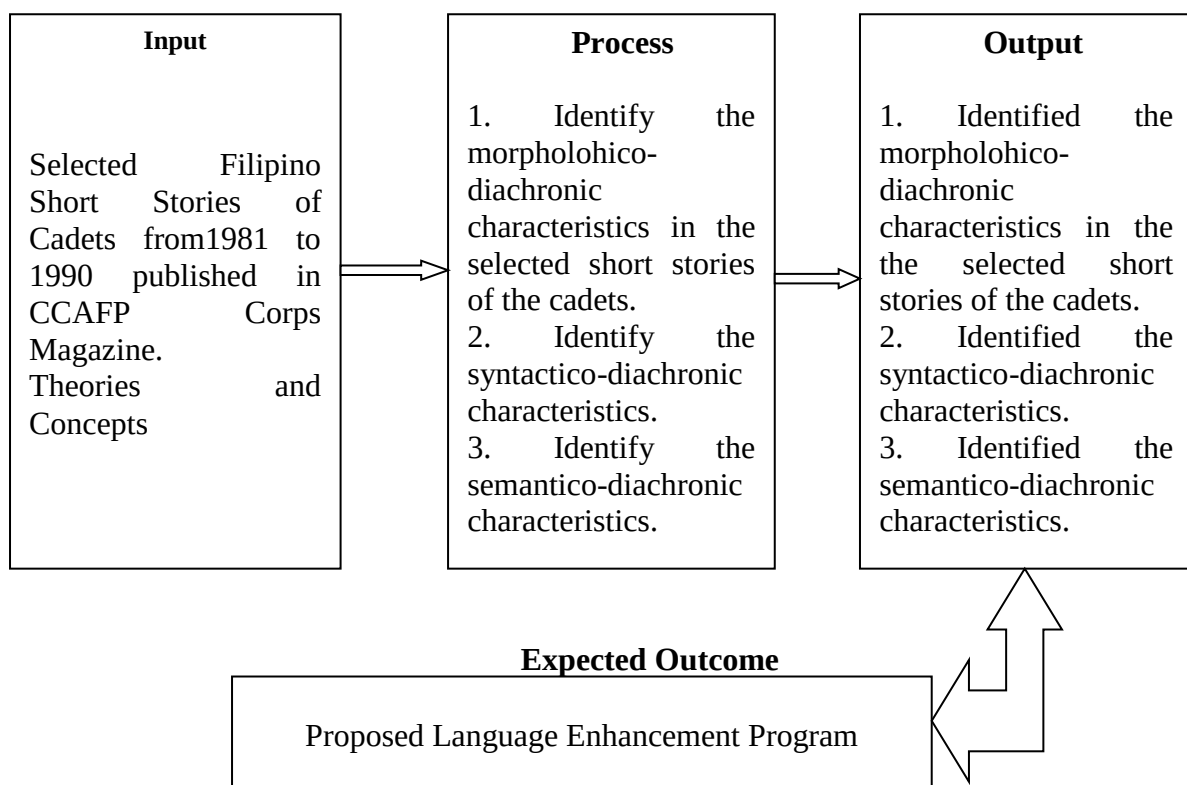


Figure 1. Paradigm of the study

II. RELATED LITERATURE

This chapter includes a brief discussion of relevant concepts and theories that were deemed necessary to understand this diachronic study which include language change, diachronic linguistics, syntax, semantics and style attributed to 21st writings.

Language Change: The Syllable of Time. Harya (2016) on Language Change and Development: Historical Linguistic explains that language can change and develop by itself because of adaptation to development, pattern change, and system of society, such as educational level, social status, culture and technology mastery. Language change is the phenomenon by which permanent alterations are made in the features and the use of a language over time. All natural languages change which include sound, lexical, semantic, and syntactic changes (Nordquist, 2019).

According to Holmes (1992), as a new form develops and begins to be used along with an existing form the possibility of linguistic change exists. Variation has its origins in spatial or regional and social variation. Language changes because language is not fixed; it is always evolving. English, for example, often borrows from other languages known as loanwords like avatar, tsunami, and sudoku. In technology new words are also invented like fusion of two words or portmanteau for example, *blog* comes from the combination of *web* and *log*.

Diachronic Linguistics. Diachronic linguistics or historical linguistics is the study of the changes in language over time. Its analysis can be the general evolution of all languages or the evolution of a particular language or dialect (Nordquist, 2019).

As observed, when using own language, one can communicate information, ideas, and jokes easily to a wider audience. It helps transmit cultural heritage to younger speakers, and are empowered about how they perceive their language. Thus short stories as part of culture are the best sources to study how Filipino has changed over time considering the diachronic and synchronic characteristics.

Sobolewski (1982) posits that there has not been much loosening of code-switching syntactic constraints of the Tagalog-English. There is, but, given the time frame, the loosening has not been as significant to strikingly alter the constraints. Amidst the seeming presently low acceptability of the Tagalog-English code-switching syntactic constraints. Those constraints are: 1. Tagalog subject pronoun + Tag inversion marker *ay*+ Engl main verb, 2. Tagalog verb + Engl infinitive complement that is a direct object, 3. Engl main verb + Tagalog infinitive complement that is a direct object, 4. Tagalog negator *di* or *hindi*+ Engl main verb, 5. Engl verb + Tagalog verb enclitic+ Engl object pronoun, and 6. Tagalog pseudo-verb + Engl main verb. This sheds light on Tag-Engl syntactic constraints that were exhibited in the short stories written by selected cadets.

Synchronic Linguistics. Synchronic linguistics is the study of a language at one particular period known as descriptive linguistics or general linguistics. It is concerned with the events or phenomena at a particular period without considering historical antecedents. (Nordquist, 2019).

Morphology: The Words of Language. “Words are an important part of linguistic knowledge and constitute a component of our mental grammars...”. To know a language is to know the morphemes of that language, which are the elemental units that constitute words (Fromkin, Rodman and Hyams: 2010).

Labov, (in Reppen, Fitzmaurice, and Biber, 2002) elucidates further on sociolinguistic variation. According to him class, ethnicity, and gender are three social factors that play a role in language variation. In Filipino, this consists of colloquialism, blending, clippings, use of figures of speech, and slang. Variability is inherent in human language: a single speaker will use different linguistic forms on different occasions, and different speakers of a language will express the same meanings using different forms....".

Syntax: *The Sentence Patterns of Language*. Fromkin, Rodman and Hyams (2010) cite that the sentences of a language cannot be stored in a dictionary format in our heads. Rather, sentences are composed of discrete units that are combined by rules. The system of rules explains how speakers can store infinite knowledge in the brains. Syntax is the part of grammar that represents a speaker's knowledge of sentences and their structures.

Semantics: *The Meaning of Language*. Semantics is the study of the linguistic meaning of morphemes, words, phrases, and sentences. The study is focused only on social meaning and affective meaning. These two meanings are concerned with two aspects of communication which are derived from the situation. Social meaning was that information which a piece of language conveys about social circumstance of its use.

Style Attributed to 21st Century Writing. Holmes, J. (1992) agrees that language varies according to its uses and users, where it is used and to whom it is intended for including style. Style affects the choice of code or word variants. He further cites that younger speakers tend to use more of the newer or innovative forms, and the older speakers use more of the older, conservative forms. It is easy to see the evidence of its spread, when the change involves the spread of a prestige form or an admired usage. Language use is evident in the writings based on categorization as seen in the fragmented structure, fragmented perspective, story in the city and writing in the margins (Coodin, 2017).

III. METHODOLOGY

Research Design and Methodology

The research used qualitative research employing the use of descriptive method which is an attempt to determine, describe or identify the characteristics or behavior of a sample population. It aims to describe facts, characteristics, and the relationship among the variables being observed systematically, factually, and accurately (Jackson, 2009). Diachronic analysis which is the focus of this study is focused on the interplay of historical events and language changes. Areas on morpho-diachronic, syntactico-diachronic and semantico-diachronic were primarily analysed using synchronic and diachronic analysis.

Sources of Data

The sources of data in this study were the ten (10) selected Filipino short stories written by selected cadets of the CCAFP which were officially published in The Corps Magazine of PMA.

Data Gathering Instrument

Descriptive method was employed in the analysis of this study. Findings were described in details based on their diachronic attributes.

Data Gathering Procedure

Selection of the Filipino short stories was based on the parameters as approved by the evaluators. Stories were written in Filipino language, original composition, consisting of not less than 20 paragraphs, time element is within 1981-1990, and elements of short stories were apparent. The stories were analyzed by the researchers according to the design of this study. Cluster sampling was used which clusters the participants that represent the population being identified and included in the sample.

Treatment of Data

For the first question, the morpho-diachronic analysis was employed by determining the changes on lexical preference, lexical categories, lexical density, and lexical formations as seen in morphological affixation. For the second question, the syntactico-diachronic characteristics of Filipino language was focused on changes that were observable in sentence order and sentence type structures. For the third question, the semantico-diachronic was analysed and focused on the changes in the social and affective meaning. Along the attributes of 21st century writings, the short stories were identified if fragmented structure, fragmented perspective, story in the city or writings in the margins is employed. As an outcome, a Language Enhancement Program in Filipino using Hutchinson and Waters Model and Nunan Model were used in the design of pedagogical tasks based on the findings of the study on morphology, syntax and semantics.

IV. RESULTS

This chapter presents an analysis and interpretation of language data from the short stories of PMA cadets focusing on morphohico, syntactico, and semantico-diachronic. Analysis was supported by related studies, philosophical insights and theories.

Morphohico-Diachronic Characteristics

This subsection presents the lexical preference, Filipino variants, lexical categories, lexical density and lexical formations.

Lexical Preference: Pilipino vs Filipino

Changes in word choice as used in the short stories had been apparently diachronic brought forth by linguistics innovations. These changes were the results of interactions between language use and social structures as influenced by politics, technology, social media, and interactions with different people locally and internationally. As posited by Brown (1994), acculturation is the process of becoming adapted to a new culture. Cadets come from different places in the Philippines; thus adaptation and adoption of words were employed for easy access in order to cope with a new culture. Maxwell (2002) added that acculturation is the process whereby the attitudes of people from one culture are modified as a result of contact with different culture. In addition, Schumann defines acculturation as social and psychological integration of the learner with the target language, (Gusti, 2009). Cadets made adjustment with the use of Filipino where the principles of acculturation were embraced. This implies that exposure influences communication as it is a learnt behavior as attested by the behaviorists. The theory of acculturation and assimilation affect the linguistic repertoire of the target learner where the cadets exhibited this phenomenon.

Cadets both adopt and adapt what they consider appropriate on a given situation. Generally, before 1981, the use of Pilipino language is common that lent tone of literariness and style while the cadets who were exposed to language change in 1981-1990 adopted Filipino. Exposure to Filipino language was rife, linguistics innovations were introduced,

social exposures were frequent, and technology was in - these were all contributory to the adoption of Filipino; thus writing has gone a paradigm shift.

Filipino Variants

Filipino variants include the analysis of literary language (makata), slang, colloquial, borrowing, derivatives, clipping, acronym, and initials. Diachronically, the use of literary language was observed in 1981-1990. These words were considered deep and attributed as poetic craft by seasoned writers. Slang is identified as social talk and is further categorized as *siyokoy*, street talk and cadets' lingo. Cadets lingo is a language of encryption acquired by the cadets of PMA upon entry for military training. People learn how to use words effectively and through these words it manifest the extent of what had been learned. He further added that we communicate not only what was expressed, but in effect what is meant through diction; thus, the intention is achieved when one communicates. In the process, we form and not only as individual but as a culture. Social talk like cadets lingo becomes a culture in the academy that facilitated communications among them. The study of Macaraeg (2018), *Military milieu in Poetry*, unfolds some terms in cadets' lingo and some practices in the academy. Its mechanics of creating new words remain the same like adding or subtracting suffixes or prefixes, transposing syllables so words are read backward, and borrowing from foreign languages. This concept added to the diachronic attributes of language used by cadets. Diachronically, slang terms have changed in forms, owing to foreign terms and environmental influences. The use of slang words in 1981 was limited; ironically from 1981-1990, social talk became common and a familiar manner of communication.

Colloquialism was evident in the study that is indicative of cadets' style. Sometimes cadets relied on their mother tongue when expressing themselves without being conscious of the process; thus automaticity principle sets in especially if they are not native speakers of Filipino. Automaticity principle is governed by automatic use of words where knowledge is based on the first language. This explains Bialystok's analysis or automaticity model which means that the cadets can render themselves well using the language because of their implicit and explicit linguistic knowledge. Diachronically, colloquial words are still used in communication as an access to the Filipino language that offered the cadets a wide array of choices. Synchronically, colloquial terms are considered informal, but widely accepted in literary writings of which sample representations were manifested.

Borrowing (loaned words) is influenced by the interactions with other countries and races. Filipino language welcomes borrowing as part of intellectualization. The use of foreign words as form of borrowing is in accordance with Haughen's principle on communicative norm. He explains that in a language, a variety exists that is used in daily interaction that clearly shows what is needed by the user of the language depending on the situation and goals in the communicative process. Baklanova (2017) cites that Filipino as the National Language, is widely famous for its high ability to adopt lexical units from various languages in contact that became part of Filipino language. Filipino language is dynamic and as such borrowing has been part of Filipino evolution. This implies that changes in Filipino continue to enrich its lexicons and provided various ways to expedite communication. Diachronically, borrowing and derivatives were accessible in the communication process as seen in the study which are mostly English terms.

Moreover, new words can enter a language in only two general ways which are either borrowed from another language or they are created from elements that already exist in that language. The use of derivatives explains linguistic change affected by geographical considerations. Adoption of derivatives is a way of expanding the Filipino language especially the language of the colonizers. Blending as Filipino variant was not used as it is usually used in oral communication calling for informal scenario. Registers that call for

creativity and practicality like the use of acronym, abbreviation and clipping are still to be experienced and formally introduced to the cadets as minimal sample is seen and/or absence of such in the stories that were analyzed.

Filipino variants which were employed in the creative writing of the cadets provided them with more strategies and style in writing; thus, making their writings more enriched, updated, and stylish. Diachronically, variants were used in accordance to what was acceptable and appropriate to the occasion, objectives, setting, society, and time.

Lexical Categories (LC)

The most tangible element of a language is its words as posited by Finegan (2008). Lexical categories are referred as parts of speech. Lexical words are primarily categorized as either content words (CW) or function words (FW) and are combined to form a sentence. Before, parts of speech were referred as ten (10) parts of speech. In the study, LC were either determined as CW or FW. Diachronically, the varied parts of speech in Pilipino were divided into ten (10), but in the study lexical categories were mainly categorized into two (2) as either CW with subcategories or FW with subcategories. Synchronically, lexical functions were still the same in all categories of the word class. Cadets displayed keen awareness on the functions of lexical categories and these have been used correctly and appropriately across texts. LC were grammatically structured as means to express their thoughts and emotions.

Lexical Density (LD)

LD refers to the ratio between the use FW and CW in sentence construction (Kleifgen, J. 1997). LD gave varying style on the appearance of the printed words that constituted the text which were contributory to the individual's style. This ratio was used to determine the length of the sentences of stories written by cadets. Analysis was grouped into three (3) using the Coulthard Model and identified as $CW > FW$, $CW < FW$ and $CW = FW$.

Out of the ten sample texts, 9 were $CW > FW$ and just one was $CW < FW$. This implies that it is the thought that is being expressed that carries weight and the ratio between CW and FW is relative depending on the style and manner of expression. LD implies that CWs and FWs are essential in sentence construction in conveying clear, vivid, organized, and unified ideas as long as they are logically connected. LD is dominantly $CW > FW$ and are emotionally and figuratively-laden literary texts. The findings of the study of Kim (2013) and Vicente (2010) are similar in LD where the use of CW was greater than FW or $CW > F$ was dominant. The LD affected the style that was reflective of the effective narration used in the short stories. This implies that effective narration is a well balance use of CW and FW. No $CW = FW$ ratio was seen in the study.

Diachronically, the LD before 1981 and in 1981-1990 did not exhibit dramatic change as $CW > FW$ remained dominant where CWs took the lead against FWs. Synchronically, the dominance of $CW > FW$ attested that LD is more than ratio or numerical figures as LD represented the application of the principle on unity, organization, and coherence in written form which was acquired through constant practice and serious considerations of grammatical rules that reflected a scholarly output.

Lexical Formations in Morphological Affixation

According to Fromkin, Rodman and Hyams (2010), morphology is the study of the internal structure of words, and of the rules by which words are formed. In addition, Santiago and Tiangco (1991) explained that noun is made up of a free morpheme and affixes. These concepts guided the analysis of morphological affixation as used by cadets in the stories. It was found out that cadets have knowledge on lexical formation and the principles of

changing words to form nouns, verbs or adjectives using appropriate bound morphemes were cautiously applied.

Van Goethem (2017) revisits the notions of lexical category and category change from a constructionist perspective. His study shows that the constructionist approach offers the advantage of accounting for the variety of input categories (ranging from morphemes to multi-word units) as well as for some problematic characteristics related to certain types of category change, such as context-sensitivity, counter directionality and gradualness of the changes. The cadets used morphological affixation depending of its appropriateness whether used as noun, adjective or verb as lexical category that is in parallel with Van Goethem's constructionist perspective. They were able to conjugate verbs correctly and were able to use correct verb tenses across their short stories. The ergative attributes of Filipino language is seen in the verb phrases with infinitive and present tense where the subjects and verbs do not change in number. This implies that the verb tense contributed to the effective flow of thoughts logically and chronologically. The expanse of cadets' knowledge was shown with the use of inflectional morphemes. There were occasions that deviations occurred, but did not make a global error as readers can still relate and understand what was going on.

Diachronically, the lexical formations using morphological affixation before 1981 and those ranging in 1981-1990 were still the same which were primarily categorized as noun, adjective and verb forms. Furthermore, the use of inflectional morphemes governing rules and usage are still the same in functions and forms and no deviation was observed. Synchronically, the cadets adopted the varied morphological affixations and exhibiting the agglutinating morphological forms in Filipino across texts. Agglutinating in a way that varied words were formed based on affixes attached to free morphemes that exhibited their creativity and open-mindedness which were apparent in the use of language.

Syntactico-Diachronic Characteristics

This subsection presents the syntactico-diachronic characteristics in sentence orders and type structures.

Sentence Orders in Filipino Language

In Filipino there are only two main sentence orders which are the natural order and the inverted order. The natural order has the predicate-subject order (P+S) while the inverted order has the subject-predicate order (S+P). It was found out in the study that the length of the sentences were varied depending on how the lexical categories were combined and organized and what strategies were used in highlighting a given thought that lent impact whether ideas were literally or figuratively expressed. The effect was impressive relative on the manner of which words were syntactically structured using juxtaposition in some instances.

Based from the samples, cadets used both the natural and inverted order that lent sentence variations. Some would strictly adhere to simple and short syntax while others would go for lengthy constructions. This only showed that they have their own style constructing sensible sentences. The use of Filipino language syntactically included the cadets' choices of words, details, sequence of lexicons, stress, vocabulary, and so forth. Writer's choices express one's values, the experience to which they are most responsive, their judgment of what really counts where style and experience build into each other; and these were apparent that brought about differences in syntax. In addition, he posits that the slightest variation of words could change the whole feel of any writing. This slightest variation was remarkably shown in the study by cadet's coinage of some words – creative yet not uncouth.

As observed, stories were enlivened as sentence lengths were varied. Lexical categories were positioned in multiple ways as lexical items had various roles and functions depending

on the cadets' creativity and style exhibited in an unusual manner. Diachronically, sentence orders adopted by cadets did not change across periods. Synchronically, sentence orders were still used to bring about the artistic sense of the cadets. Profound style was built as expressed figuratively in an intensified literary writing. Linguistic features associated with character styles and personality traits were embodied in the syntactical characteristics in this particular area of concern.

Sentence Type Structures in Filipino Language

In Filipino, sentence structures are primarily constructed in four common ways like simple, compound, complex and compound-complex. Some cadets employed simple sentence type structure which is commonly short and simple, but the length varied depending on their style as some made use of modifiers to expand the sentence making it lengthy. Style varies as style is unique to a person. The sentence type structure using simple sentences unified the story and structured the continuity of thoughts that composed the entirety of the text. Compound sentences were also and implies that cadets exhibit linguistic competence in sentence structure and were able to correctly compose syntactically compound sentences in narrating a particular event for impact and detailed scenario. Complex sentence structure was employed to connote or imply a conclusive thought. It was also used as an assertive language driving at a cause and effect relationship that highlighted a particular incident. This type was also used to convey ideas that were effectively founded on a cause and effect pattern that increases impact or intensifies a sensation. This implies that cadets have varied ways of focusing their thoughts aided by sentence structures that they find appropriate. This was deliberately constructed to create a sense of relaxation or a time-dragging technique and make vivid connections so that readers can sensibly follow through the storyline.

The use of sentence type structures depends on the cadets' way of expression. This implies that no two writers are the same in the use of techniques, styles, and manners of presentation. These sentence type structures were distributed across the stories that affected the varying sentence lengths and no clear cut standard was followed in the demonstration of creative writing making it a novel literary craft.

Semantico-Diachronic Characteristics

This subsection presents the semantico-diachronic characteristics as focused only on social and affective meaning and styles attributed to 21st writings like fragmented structure, fragmented perspective, story in the city and writings in the margins.

Social and Affective Meaning

These two meanings are concerned with two aspects of communication which are derived from the situation in which an utterance or sentence was produced in a language. Social meaning was that information which a language conveys about the social circumstance of its use. Social meaning was understood through the recognition of different dimension and level of style within the same language.

Greetings come in different manners depending on races and places, in this study, greetings in the Philippine setting is the sole focus. The social context of greetings was analyzed considering its social implications. Greetings in whatever circumstances are more than a gentle form of manners as it connect people. Social meaning of greetings is not merely restricted on lexical meaning, but founded on the circumstances as well.

Fowler (1981) cited that literary genres are forms of social discourse where both reader and literary text are included in a social frame. As such, narrative culture affected the style of writing considering the way of expressing thoughts to drive at a certain meaning whether implied or connotation. Cadets exhibited these greetings by citing instances of kissing the

forehead “pagmamano”, kissing the hand, a tap on the shoulder or facial expressions which were indicative of Filipino greetings. The habits and ideals of different human groups differ widely. As such, many linguistic facts must be connected with such social habits like social meanings. Synchronically, social greetings are still part of communications; at times, it becomes cliché and yet it is still practiced with accompanying gestures or nonverbal communications. Diachronically, accompanying gestures are still part of the social greetings as indicated by the cadets in their stories. Synchronically, social greetings still play important roles in the communication process which can either be formal or informal and culture-bound which were captured in detail in the writings of the cadets.

Style in writing is seen in the use of words that involved how a particular meaning was expressed. Style differed ranging from deviation from the standard use of grammar, diction, and preferences that manifested the writer’s style. Whorf referred to this variation as fashion of expression that was inherent to the writer. He further explained that each language is peculiar, unique and exhibits distinct style, and Filipino has its own attributes as shown in the study where cultural overtone is manifested like words as “pagmamano” (form of respect shown to elders by younger generation), “tapik sa balikat” (tap on the shoulder), and “paggamit ng opo, po, at oho” (particles to signify respect).

Greetings are act of communication where social beings make their presence known to each other and seek attention that is usually cordial or social. In terms of communication strategies, Meniado’s (2019) findings showed that direct appeal to authority (native speakers) and use of gestures, facial expressions, and translation tools were employed. These gestures and facial expressions were manifested when social greetings are engaged in. This implies that the loads of the registers are affected by custom and traditions of the users of the language. Cadets were aware of the natural way of greetings among Filipinos, and this awareness was deliberately employed in their short stories. The use of varied words together with certain acts were well illustrated that captured the social contexts and lent intensity, impact, and profoundness in areas of semantics. Diachronically, social greeting are still practiced across times tied to Filipino culture like the use of gestures or pathic language such as kissing the hands or forehead, hugs, and a tap on the shoulder. Synchronically, social greetings are still intended to connect Filipinos in a genteel manner. These social contexts were captured creatively in the short stories where illustrations were remarkably rendered.

Affective meaning is the aspect of meaning which reflects personal feelings of the speaker that includes the attitude of the listener or his attitude to something the listener was talking about. The emotive component of the expression is referred to as its affective meaning, (Zdravkovic, 2018). Affective meaning was seen in the use of figurative language. This was implied by employing creative use of words and exploring on something new by considering juxtaposition and incorporation of attributes. The stories written by cadets were replete with the use of figures of speech specifically personification, simile, and metaphors that lent artistry, drama, and picturesque language to the text embodying affective meaning. The cadets’ ability to create new words, different from what is common or trite, but unique and fresh language brought beauty as a work of art in their creative writing. They were bold in experimenting with language use and not merely confined with traditional norms. This implies that cadets are affected by linguistic change in relation with the concept that languages change for various reasons. This change in language can also be accounted that a language has a distinct characteristic that can be accounted as style.

The use of figurative language is relevant which manifested the historical attribution of a particular place. This way of capturing the past through the use of figurative language is what referred to as relevant function, meaning that it has the ability to preserve the history of a country as expressed in the text. This was seen in the study as manifested by cadets in their stories ranging from the scenarios that were captured, time frame that were relived, and

characters that were brought to life. This affective meaning is also seen in the study where the choice of lexicons and adaptation of semantic stylistic were apparent which were carefully written and focused to add to the overall effect.

Transcultural creativity was employed by the cadets where the word choice contributes much to the tone and mood as conveyed in the texts. Considerations of the use of appropriate terms had been taken into account as shown in the registers that were used like those touching on insurgency and poverty. The use of appropriate figures of speech as transcultural creativity device created an emphatic, effective, and artistic totality of one's thought and a mark of freshness and beauty.

De Saussure (1959) explains that the use of literary language is a special form of communication. It is difficult to understand the stylistic features of literature because it contains higher incidence of special or deviant features, uses language as artistic medium, more than just communication or expression. As such, styles in the use of language differs like the use of figurative language in the short stories. This implies that the ability of the cadets to use words play an important role to bring about a style by creating a vivid picture in the mind of the readers as words were creatively composed to bring to life an important event or imaginative scenario. This means that the cadets were actually using the literary language in a creative manner which could be the result of transcultural creativity which was employed as a linguistic weapon to get across the message for the purpose of emphasis and artistry.

Style involves the method to convey meaning, tone and emotion using the language. Cadets' styles in the use of figurative language differ because some respondents were sensitive and triggering in expression while others were unaffected, naïve, cautious, and conservative in their rendition. This implies that cadets have relatively different styles in expressing themselves. Diachronically, figures of speech were important devices in literary writings that resulted to more impact, clarity, creativity, and style and these effects have not changed over time. Connotations and implied meaning are still similar in functions except with the use innovative terminologies. Synchronically, connotations and figurative language functions have not yet altered, but still remain to be effective and relevant devices in literary writings.

Style Attributed to 21st Century Writing

Maass (2012) asserted that much is changing in the new century, and that is true of fiction, too. And that, literary fiction is a forecast of where fiction is heading. It is personal, impassioned, and even downright quirky, yet through its rebellious refusal to please it paradoxically achieves universal appeal that embodies style. With these, writers then have relatively different styles in expressing themselves as seen in their literary works. This study analyzed how literary style of the cadets is seen with the diction and its semantico-diachronic characteristics along the 21th attributes specifically on the use of fragmented structure, fragmented perspective, story in the city and writing in the margins based on the four (4) categorizations of Coodin, 2017.

21st century writers experimented with manners of narration. Characteristics like the use of flash back and adoption of jumbling up the sequence of the story were illustrated in the study where the protagonist went back to the past in some instances like citing that he remembered the past then continue to narrate on what had happened at a given time then continuing to connect to the present scenario. Fragmented structure is apparent as the cadet challenged the readers to piece together the different instances and events in the story to understand where it is heading through. Dramatic plot, artistic rendition, and literariness were captured in the short stories. Synchronically, effective function to imitate the feeling of how time is truly experienced had been manifested and subjectively captured using the fragmented structure.

Fragmented perspective addresses a creative writing approach to exploring reader's empathy through the critical analysis of writing devices. It explores the ways in which writers can implement specific literary devices to potentially affect a reader's emotional reaction to a character or situation. Through creative application it aimed to show the ways in which devices explored by narrative theorists can create the possibility for reader's empathy, (Hamilton, 2017). Fragmented perspective is illustrated in the story *Errata* where empathy is solicited from the readers. One feels with Mang Lino. The style was apparent of exaggerating his situation where vivid description of event was intended to get the sympathy of the readers. Hopelessness was highlighted. The cadet built up the feeling of anger, restlessness, hopelessness, fear, and disappointment then intensified by an outburst of emotion - stunning and striking rendition using vivid and detailed descriptions using the power of awe. These were illustrated by employing assertive irony both verbal and dramatic. Emphatically rendered grabbed the readers' attention to feel with the characters.

In a study that was conducted, (Bigler, 2017) creative writing approach to explore reader empathy through the critical analysis of writing devices was scientifically analyzed. This relates on how empathy was solicited from the readers through various literary devices which were used by the cadets. Through the use of appropriate literary devices in the creative work, the cadets cleverly used the narrative perspective and the fragmented perspective to affect reader's empathy. Emotional landscapes moves the reader's hearts and conjures reader's imagination, the truth that goes with the point of view of Maass (2012) who further explains that when readers feel little or nothing, then a story is just a collection of words.

Diachronically, the fragmented perspective is employed in a more dramatic pattern in the study where tragedy is presented into more intensified manner using cliff-hangers unlike before 1981 that the reader is able to guess what happens next due to cues and hints which are too leading. Synchronically style that is varied is important and contributory to the story that captured the readers' attention and engaged them actively and effectively in literary scheme which only shows that changes in style come along with time.

The 20th and 21st centuries are distinguished as centuries of urbanism. These were illustrated in some Philippine literature where the characters move from the rural places to the highly urbanized society to seek their fortunes. The subject is urbanism where one battles with life in a highly urbanized city. It also shows how an individual is projected as an entity in a social frame in a vast array of differences, indifferent, alienated, and dehumanized society to highlight urbanism. This choice of vantage point that refers to the position from which the writer sees his readers had been effectively used with the with-relationship of the writer as speaking for and out of the audience which he belongs left a didactic tone to the readers as elucidated by Maass (2012) that guided the discussion on urbanism.

This is further supported by Fowler (1991) when he cited that literature is a social discourse where the audience and the literary text are included in a social frame that is open for interpretation in terms of their vital cultural function. Maas (2012) and Fowler (1991) concepts clearly explain the roles on how the strategies adopted by the cadets worked well in their short stories. This implies that their stories have cultural implications which were better understood by readers who can relate to their culture as connection exists where events were observed or experienced. These stories were deliberately written for that purpose of getting across the message of poverty by going to the cities. This implies that cadets are aware of social issues and are able to adopt real places to bring about a story in a real life situation. Social issues were subtle in the sample stories and discreetly written nevertheless readers have a feel as the issues relate to present conditions on poverty, injustice, oppression, and alienation. In this way, literary writing becomes a voice that calls for attention. Diachronically, before 1981 and 1981-1990 urban places were symbolically attributed to struggles and dreams, and the prevalence of urban places as settings were preferred to

highlight the adventurous spirit of the Filipino people. Adventurisms, struggles, desire to overcome hardship, poverty and one's dream of having a better life all add up to this characteristic of adopting urbanism. Early writings before 1980 made use of story in the city, but only places known to them were used to signify events; on the contrary, this time name of places are changed and even going abroad to earn for a living as OFW is rife, but the main objective of bringing about an idea on urbanism is still the same. Synchronically, urbanism is used as a means to highlight the difference between modern and simple living and journey motif was adopted by cadets to highlight events to intensify what the characters have gone through.

The 21st century gave voice to marginalized people who previously got little recognition for their literary contributions as shown in the writings from the margins. Literature is not simply a matter of personal expression or taste. It somehow relates to the social and political conditions of the time specifically on Marxist Literary Theory as seen in the study in the story on Primo who used to be bullied and belonging to the marginalized group emerges as protagonist in the story. Maass (2012) keenly observed that revealing human truths means transcending tropes, peering into the past with fresh eyes, unearthing all that is hidden, and moving beyond what is easy and comfortable to write and focus on what is hard and even painful to face. Writing from the margins is a style that embodies the concept of truism. Aristotle explains this along Plato's notion where the text is as obvious truth in a way that this form of art must be true to life. It means that the situation, characters and emotions portrayed strike the readers as true, so that the recognition of the model in the imitation solicited response from the readers conforming to the idea that social issues that were delineated and pinpointed come to reality as the cadets captured what is true to life on the basis of truism or *ad poetam* by Plato.

The cadets adopted varied styles attributed to the 21st century writing which is reflective on the choice of topic, tone, mood, manner of emphasis, diction, sequencing of events, and style. This implies that styles are affected by their personality and social factors ranging from the psychological make-up of an individual, exposure to the target language, social variables like location, age, gender, education, personality, and religious affiliation. Kachru (1996) elaborated that communication depends upon socio-cultural factors and writings from the margins exhibits this when the story was written. With this, literary writings mirrors the social environment of the cadets as manifested in their literary writings. This further explained De Saussure's (1959) claim on utility of linguistics. This means that language plays a considerable role in human societies, and it is a factor of importance for both the individual and human society. Diction was reflective of the cadets' feelings, ideas, philosophies, and views about the world that embody their voices in writing.

Diachronically, the concept on writing in the margins that focuses on poverty, oppression, social and political issues before 1981 are still addressed in 1981-1990. This manner of writing is still reflected and employed where strong emotions of injustice, anger, fear, loneliness, and hopelessness were dramatically and intensely exhibited. Synchronically, writing in the margin added to the style that relates to the readers where characters gave life to the stories that do not only reflect the current situations, but us, - we are the ones being mentioned that make up the stories; thus connection is emphatically and effectively created with the audience.

According to Palencia and Cruz (2019), Philippine literature withstood time and periods and has evolved through generations. For every period that passed, different genres appeared, and these literary works rooted from all regions reflecting their culture, society and lifestyle that gave rise to varying styles in writing narrations. Reading imaginative literature is not just a visual process of discerning symbolic signs on a piece of paper; it is also a process of hearing sounds, either in the mind's ear or through oral recitation. It is a response

to the human voice, to the human breath and pulse, to the throbbing life, which no electronic reading machine can detect or interpret. Through the physical sound and rhythm of words, as well as through their logical sense, imaginative writers engage our imagination and feelings and afford us enjoyment. This supports the fact that the short stories written by the cadets were forms of imaginative literature where semantic meanings were beyond words. This implies that the art of writing is reflective of Filipino's way of life as observed, read, and experienced by the cadets; thus literary devices were well-appropriated. As illustrated, the stories were either plot-driven or character-driven where clever twists and turns, high tension, and cliff hangers served as attention-grabbing techniques as elucidated by Maas (2012) and cadets were able to create enormous impact in their stories as the attributes of their writings relate to the aforementioned characteristics. Style was customized by the cadets, adoption of registers were the products of social situation, and awareness on current issues. Every style used by the cadets was governed by cadets' competence in the use of Filipino and linguistic features associated with their personality traits reflective of style.

The short stories exhibited the essential characteristics of literary language. There were cases when overlapping of characteristics occur. This only implies that stories are not merely confined to a single style of writing. This is attained where imaginative literature was crafted to bring about readers' imagination at work. Figurative speech was appropriately employed, imagery was used to evoke pictures in the minds of the readers through attribution, association, symbolism, comparison, and exaggeration. The use of imagery clarified meaning and reinforced the theme of the short stories. The short stories were stylized in manner exhibiting uniqueness. Generally, the use of literary language was a response to the demands of a changing time. The 21st attributes of literary writing such as fragmented narrative, fragmented perspective, story of the city and writing from the margins were adopted through careful choice of words dependent to the overall goal, type of audience, formality, situation, and theme of the stories. In the study, the cadets were bold and straightforward to drive at the message that they wanted to convey banking on their creativity, personal, and profound way of expression as young men of the corps.

V. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations based from the analysis and interpretation of data.

Conclusions

Based on the findings of this study, the following conclusions are drawn:

1. Morphohico-diachronic characteristic is affected by the way how the Filipino language was used by cadets as social entity. Filipino variants affected the impact of stories where language structures were based on social status in communicative situations. Lexical density is not merely a combination of CW and FW, but a well-appropriated merging of lexical categories to effect balance, impact, and style. Lexical density is beyond ratio as it represented the application of unity, organization, and coherence acquired through constant practice and application of grammatical rules. Morphological affixations exhibited the agglutinating morphological forms in Filipino where words are formed depending on the affixes attached to free morphemes.
2. Syntactico-diachronic characteristics are relative to cadets' style in highlighting prominence and literate flow of narration to render focus, clarity, and impact. Sentence orders yield sentence variations. Sentences which are either short or lengthy are not merely form of grammatical structures, but syntactically thought of and artistically composed to achieve functional benefits to determine proper placement of words and highlighting events. Sentence

types unify the story and structure continuity of thoughts. Adapting varied sentence structures, syntax and using clause structures bring about a well-written story.

3. Semantico-Diachronic is dependent on the interaction between language and use. Use of figurative language and social structures like who uses the language, style, language peculiarity, and culture intensify meanings and contexts. Furthermore, literary characteristics are dependent on what is currently adopted and adapted in the literary realm as culture, environment, and history define the scope of semantics. Styles are affected by cadets' personality and social factors from their psychological make-up, exposure to the Filipino language, location, age, gender, education, personality, and religious affiliation.

Recommendations

From the results mentioned, this study offers some suggestions:

1. Language instructors need to focus on Filipino morphology to reinforce language competence and performance among students, as to know a language with its morphemes is indispensable in language mastery.
2. Varied opportunities in writing which are explorative should be provided to hone students' syntactical knowledge and language creativity without deviating from syntactical and grammatical norms.
3. Learners should be exposed to 21st century writings in order to fully adapt to the demands of the current time. Teachers should instill among students the love for reading literary works as a sublime form of educating the spiritual, intellectual, and moral worth of an individual.
4. Further research on diachronic studies be conducted to determine other significant diachronic characteristics and the meaningful connection between the past and the present.
5. The Proposed Language Enhancement Program, as an output of this study, can be used as a guide in the conduct of bridge classes or language intervention tool for teachers who deemed it necessary to expedite awareness in morphology, syntax, and semantics. This is designed based on the results of the study to improve knowledge on linguistic features in Filipino.

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Management Dilemma and Governance Innovation of Secondary Colleges of Public Universities in Mainland China 中國內地公立大學二級學院的管理困境與治理創新

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Abstract: The internal management structure of public universities in mainland China is gradually formed along with the reform of education system, and it has formed the college management system commonly used in comprehensive public universities. In the internal management structure of colleges and universities, secondary colleges are not only the extension of the top management level, but also the middle force of the grassroots management. No matter how many levels the management structure of colleges and universities has, the secondary colleges need to deal with the structural relationship with school level institutions and grass-roots executive departments. In this structural relationship, the identity role, management boundary, management alienation and autonomy weakening of secondary colleges are still prominent. Therefore, it is necessary for the connotative development of colleges and universities in the new era to innovate the governance mechanism of secondary colleges, to construct the spirit of service and to carry out classified management, to implement the organization reengineering and value innovation, and correctly regulate the authority relationship among the management levels.

Key words: public university, secondary college, managing dilemma, governance innovation

I.前言

高校二級學院的管理績效直接影響著中國內地公立高校（以下簡稱“高校”）教育現代化的進程，也是高校實現內涵式發展的重要保障。二級學院的是國家各項教育制度和政策實踐具體的場域，也是提高高校管理效能的中堅力量。1952年，我國高校進行院系調整，實行校系二級管理的模式，這一改革對高校教育教學的發展起到了積極的作用。院系管理模式隨著辦學規模擴大化及辦學層次的多元化發展，其局限性也越來越突出。如何整合教學資源，實現學科之間相互支撐，拓寬人才培養的口徑成為高校管理模式改革的必然要求。圍繞這一管理現實，20世紀80年代起，我國越來越多的綜合性大學開始實踐並推進學院制的建設。高校之間的合併使學院制在我國得以發展起來，並成為今天眾多大學的主流管理模式。由此，二級學院的管理結構和體系

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建構成爲高校管理體制改革中的重要組成部分。隨著管理權力的調整和管理事務的下沉，二級學院從管理走向治理過程中越來越要求達到規範化、科學化和高效化的治理境界。

2015 年 9 月，在全國推進簡政放權放管結合職能轉變工作電視電話會議上，李克強總理指出：“今後轉變政府職能、深化行政體制改革的具體要求是：通過簡政放權、放管結合以及優化服務三個方面，實施‘放、管、服’三個方面同步推進”。這一會議精神也在一定程度上指導著高校二級學院管理職能的調整與變革。高校二級學院作爲家庭、學生與學校之間的橋梁，其管理能力和服務水平影響著整個學校的形象塑造和管理水平，因此，正確認識高校二級學院管理中存在的困境，並針對所面臨的管理難題尋求有效的管理策略，是高校實現內涵式發展，培養社會主義接班人的重要保障。從文獻上來看，學者們更多地從規範性視角分析二級學院的管理實踐和管理情境，對管理實體的結構性因素和路徑依賴性因素的分析鮮有涉及。本研究將從這種結構和功能角色入手，探析中國內地公立高校二級學院管理的結構優化和治理創新策略。

II. 高校二級學院研究的文獻分布

二級學院是高校管理結構的重要組成部分，也是高校管理鏈條上一個重要的環節，隨著高校治理理念的引入和實踐，高校治理體系中的執行層、管理層的功能實現均需要依靠二級學院這一結構模塊來實現。因此，二級學院在整個高校管理體制中角色定位和性質安排影響著高校的治理績效和內涵式發展。

1. 研究文獻“關鍵詞”與主題分布情況

關於中國內地高校二級學院的研究，通過中國知網的檢索，在 1998-2020 年間共有 1138 篇（參見圖 1）。1998 年以前對於高校二級學院的研究鮮有查及，這在一定程度上說明二級學院的產生與我國高校教育體制改革有著非常密切的關係。

不同年份高校二級學院文獻發表的曲線峰值不一致，總體上呈現出增加的趨勢，部分年份的文獻發表有下降趨勢。內地高校設置院級管理層次是我國高校管理體制改革的重要舉措。高校在完善自身結構功能和要件配置中增加管理層級、拓展管理幅度之後，二級學院管理體系和管理職能才逐步完善起來。但從目前已經公開發表的文獻來看，關於高校二級學院的研究還沒有呈現出顯著的研究熱潮。究其原因，一方面可能是缺乏足夠的學術關注；另一方面可能是因爲教育事業管理是一個交叉的知識領域，

對其展開研究需要多學科知識背景和研究技術作為支撐。同時，從事二級學院管理的人員是對高校二級學院管理實踐進行研究的最有利群體，但是他們因處於官僚制的末端，基層工作壓力大，管理事務繁瑣，展開研究工作的精力和時間比較有限。

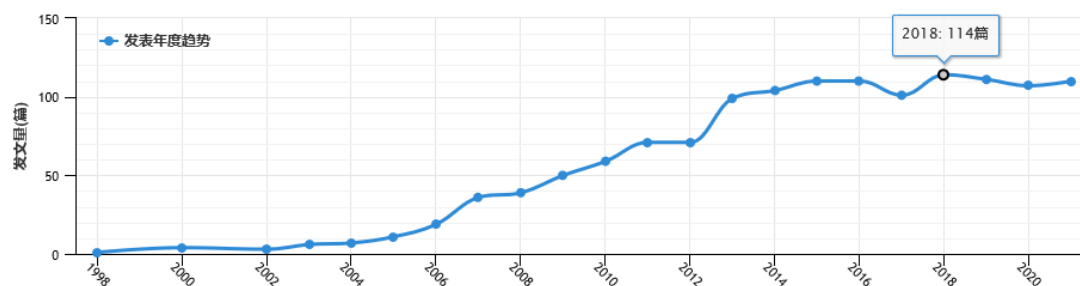


圖 1：“高校二級學院”為關鍵詞的研究文獻分布情況

從文獻設計的研究主題和關鍵詞來看（參見圖 2），關鍵詞為“高校二級學院”的文獻有 1138 篇，關鍵詞為“二級學院”的有 489 篇，“二級學院辦公室”為關鍵詞的有 80 篇。從研究中涉及的主要關鍵詞來看，教學、行政是高校二級學院管理中的工作中心，近年來，黨建工作和科研管理的重要性日趨凸顯，隨著這兩個管理項目在整個高校績效考核體系中的比重增加，由此產生的管理任務和管理活動也隨之增多。

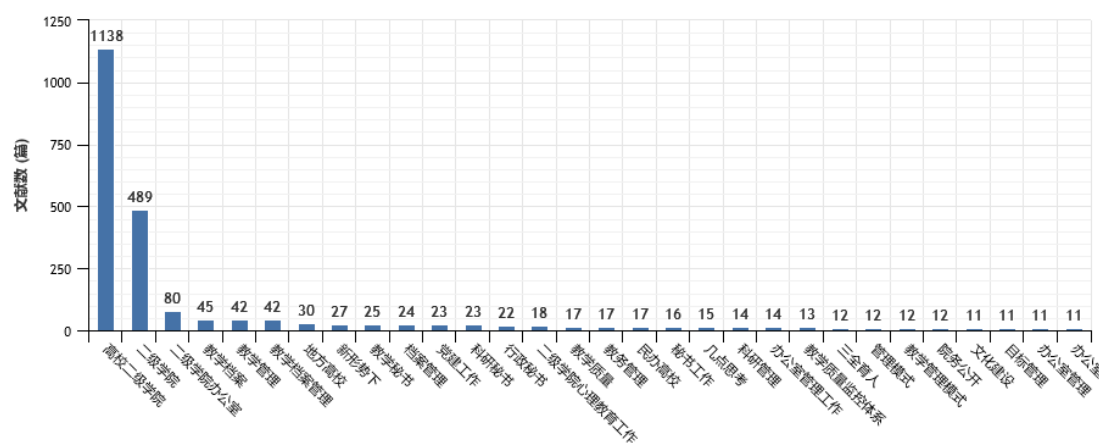


圖 2：高校二級學院研究主要主題的文獻分布情況

研究中的次要關鍵詞也能在一定程度上反映出研究聚焦點和落腳點。從近三十年的研究文獻來看，高校二級學院研究中的黨組織建設與管理、檔案管理、制度建設也是學者關注的領域。從二級學院管理到二級學院治理的提法轉變中，反映出高校不斷探索新的管理理念并隨之進行相應的制度安排。黨政聯繫會議制度將高校二級學院治理的理念通過制度化的形式建構起來，為治理的理念落實提供規範化支撐。高校治理中的分級治理與權力清單制度為二級學院的精細化、精準化治理提供了制度保障。

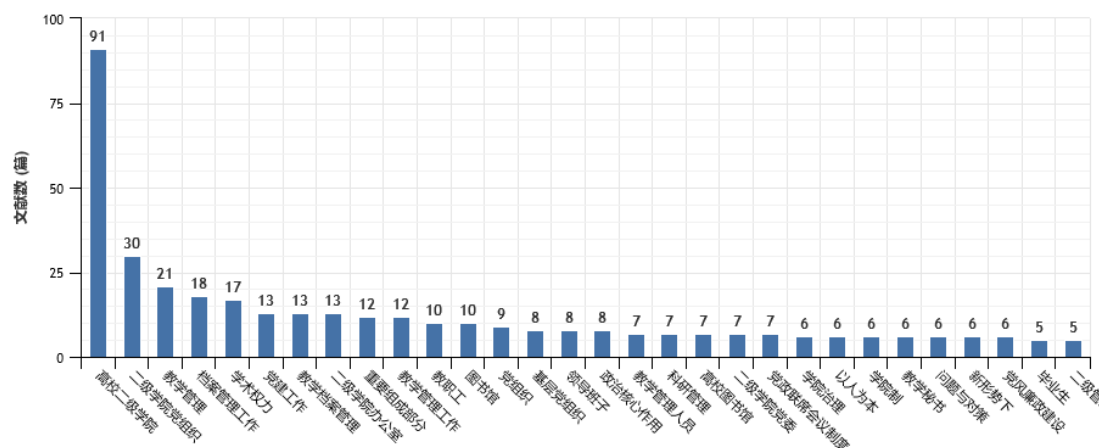


圖 3：高校二級學院研究次要主題的文獻分布情況

關於高校二級學院的研究，文獻發表來源主要表現為（參見下圖 4 和圖 5）：

《教育教學論壇》占發表論文的比重為 9.69%、《辦公室業務》占比 6.30%、《文教資料》占比 6.30%、《才智》占比 5.81%、《科教導刊》占比 5.08%、《教育現代化》的比重為 4.84%等等。這些期刊在學術界的地位都不算太高，文獻等級和層次有待提高。已發表的高校二級學院研究文獻來自于權威性期刊的比重較小，影響因子不大，文獻研究價值有待于進一步提高。

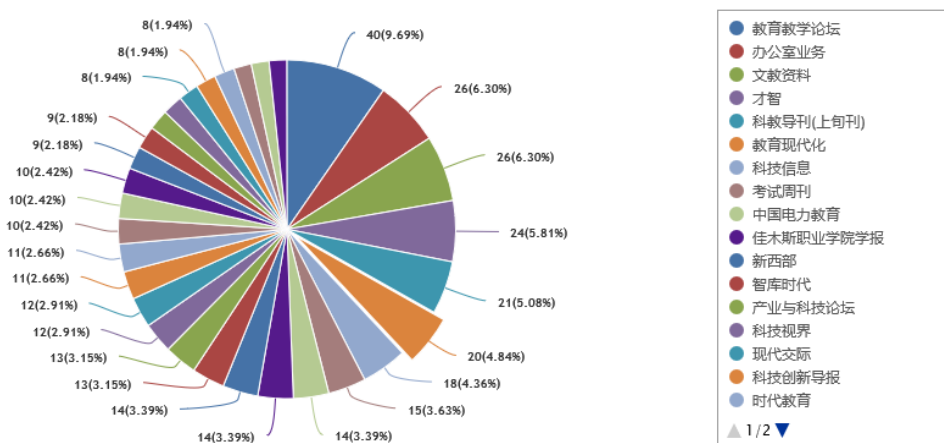


圖 4：高校二級學院研究文獻來源分布情況

2. 文獻研究學科和基金支持分布情況

高校二級學院研究的學科分布在一定程度上反映了學者的研究興趣和關注傾向。教育學領域是高校二級學院文獻來源的主要領域，占檢索到的已經發表文獻的 75.80%；其次是中國共產黨黨建領域，占檢索發表的文獻的 11.32%；再次是圖書情報和數字圖書館建設領域，占檢索發表文獻的 2.41%。從文獻涉及的學科領域來看，教育管理仍然是高校二級學院管理的關鍵性任務，而黨建管理、檔案管理已然成為高校二級學院

管理重要內容。另外，高校二級學院的大部分管理任務是由官僚制管理方式延伸到基層而產生的，是管理事務在管理鏈條上的傳遞和拓展。

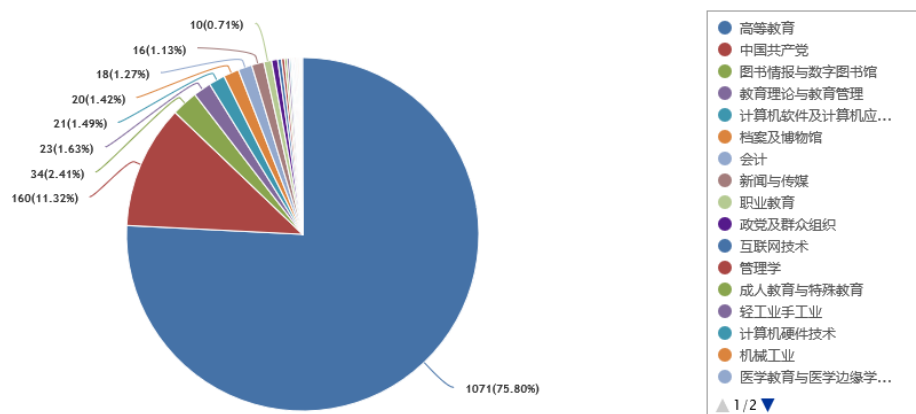


圖 5：高校二級學院研究文獻學科分布情況

基金支持是研究工作得以順利開展的重要保障。從高校二級學院管理研究的檢索文獻獲得的基金支持來看（參見圖 6），大部分研究是立足于地區研究基金的支持和幫助，國家級的項目基金支持下展開的高校二級學院研究文獻數量并不多。針對於基金支持的領域，高校二級學院研究基金支持方向主要是教育學學科，從教育規律和教學規範化管理角度展開研究的文獻占大部分比例。可見，中國內地高校二級學院的仍然以教學教育管理為核心，其他管理職能的分配主要圍繞教育活動的計劃、組織、監督、協調等職能而生成。在不同歷史時期，二級學院的政治、教育、科學研究、共產黨組織建設等職能的重要性和影響力有所不同。

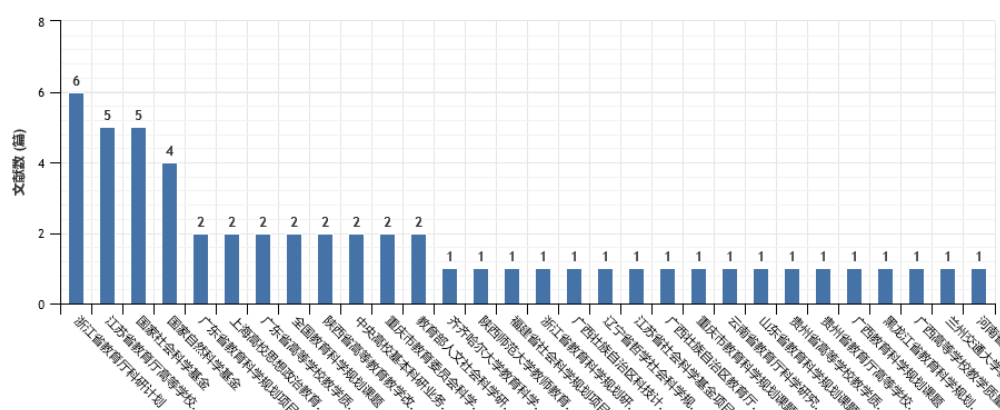


圖 6：高校二級學院研究文獻基金分布情況

總體上看來，自 1998 年以來，我國學者們對高校二級學院管理的研究已有一定的研究成果，研究所聚焦的主題和範圍領域也主要集中在教育管理、中國共產黨的建設和行政管理等方面。隨著我國高等教育管理體制改革的全面推進，高校二級學院管理結構和管理制度的安排也伴隨著改革的進程逐漸凸顯出了時代的特徵和改革的精神。

雖然中國內地高校校院二級管理結構已經存續多年，但是就文獻級別和研究價值而論，此領域的研究還有待于進一步提升檔次并形成一定的知識譜系。

III. 中國內地高校二級學院管理的範疇與內容

通過對高校二級學院管理研究文獻的分析，這些文獻從不同側面探討了高校二級學院管理的相關維度和管理策略。從二級學院管理的範疇和管理內容來看，二級學院的職能角色和權責分配是整個管理活動的核心要素，且伴隨著時代變遷其管理職能和內容有所調整和變化。

1. 高校二級學院管理中的角色分配與職能定位

學校層次上的管理更多應該集中于宏觀層面，從總體上把握發展方向，制定教育、黨建、檔案管理計劃和規劃，監督考核下級部門的執行力和管理效能。長期以來，教學管理一直是二級學院管理的中心任務，教學管理“必將以二級學院管理為主，擔負教學管理的主要任務”，高等學校教學管理改革應該使“二級學院實現精細化、規範化管理”³。“提升高校二級學院管理效益，應從科學治院、和諧辦院、集約理院、育人于院等方面著手”⁴。可見，二級學院的管理仍然不能脫離一般管理活動擬將實現的教育願景和發展期待。無論二級學院的角色如何分配，職能如何劃定，都在一定程度上表徵著一般化管理和標準化管理的價值取向和倫理要求。

二級學院的職能定位和配置在實踐中往往會以管理問題或管理困境的形式展示出來。故而分析二級學院管理中的職能履行狀況，可在一定程度上洞察二級學院的職能實踐的管理境界。“二級學院的人才引進管理和財務管理制度建設”⁵是二級學院管理中亟待解決的典型問題。“二級學院存在管理秩序混亂、權責關係不清、運作機制不暢、人員素質不高”⁶等問題，需要構建符合二級學院管理情境的現代管理制度。二級學院“因自身的特點表現出差异化的情況，想要在最終的行政管理上取得預期效果，並不是一件容易的事情”⁷。綜上所述，學者們普遍認為當前我國高校二級學院的行政管理中存在“權限分配不合理，職責分工不明確，權責利有待平衡”等問題。在管理實踐中解決這些問題可在一定程度上理順職能分配，達成治理效能。

2. 高校二級學院管理的維度與管理機制

³ 高岩，《創新高校教學管理模式，實行精細化二級學院管理》，《理論觀察》，2014(8):141-142.

⁴ 肖柯，《高校二級學院管理效益提升思考》，《工會論壇》，2008(14)4:112-114.

⁵ 曲志麗、王殿華，《高校二級學院管理中凸顯問題探討》，《中國輕工教育》，2010(2):48-63.

⁶ 許文、肖家欣，《現代大學體制下二級學院管理優化策略研究》，《現代教育管理》，2017(6):8-12.

⁷ 李荃，《關於高校二級學院行政管理創新的分析》，《辦公室業務》，2009(9):139-140.

高校二級學院管理研究中涉及的研究維度和研究層面主要集中于：教育行政與質量監控⁸、中國共產黨基層黨組織建設、學科發展建設、科學研究、師資培養、資產管理、日常辦公及後勤管理、社會服務等方面。其中，教育行政和教育質量監控評價是高校二級學院管理的中心任務和主要職能；教育行政主要涉及教學計劃制定、教學活動組織、教學過程監控、教學效果評價等。黨政綜合功能包括中國共產黨基層黨組織建設、黨的政策執行、黨員規範化管理等具體性管理工作。隨著基層黨組織建設的與時俱進，“黨建+”質量管理⁹活動在高校各二級學院管理中被引入和推行，引發二級學院管理的創新性改革。

中國內地高校二級學院管理需要依據一定國家教育標準而展開相應的管理活動。國家教育標準的六個方面：“學校建設標準、學科專業和課程體系標準、教師隊伍標準、學校運行和管理標準”¹⁰。從這個意義上來說，高校二級學院的管理就是執行國家教育標準，達到國家教育目標的管理過程。當然，除了執行國家教育標準之外，高校二級學院還承擔著“傳達決策、負責聯絡、思想政治教育、處理教風與學風、提高工作效率”¹¹的職責。辦公室管理是高校二級學院管理中的重要方面，也是二級學院組織結構架設中的重要組成部分，學院辦公室承擔了“行政管理、服務師生、信息管理”¹²和組織協調、監督檢查等職能。

高校二級學院的管理因組織文化不同而有所不同。高校二級學院按照管理方式的不同，可分為：“民主自治型、權威自治型、民主集中型、官僚管理型、集權專制型、類無政府型”¹³。在具體管理實踐中，二級學院管理方式的形成受到領導人格、歷史傳統、學科氛圍等因素的影響。不管是哪種二級學院的管理方式，最終需要通過一定的運行機制來實現。一般而言，二級學院管理運行機制由以下要素構成：“合理的權力分配機制、優化的資源配置方式、完善的內部管理體制”¹⁴。作為二級學院，其擁有的權力主要為政治管理權、行政執行權、學術管理權、資金使用權和一定的自身發展決策權等等，這些權力一般來源于學校一級組織的授權或賦權。而實際上，不同學

⁸ 鄒裔忠，《基于 IFAHP 的應用型本科高校二級學院教學評價體系研究》，產業與科技論壇，2021（5）：48-51。

⁹ 劉風長，李鳳英，《“以黨建+”工程引領高校二級學院高質量發展》，河北經貿大學學報（綜合版），2021（03）：88-91。

¹⁰ 羅金鳳、王亮亮，《標準三維屬性空間視域下的高校行政管理工作標準體系構建》，《上海教育評估研究》，2018（5）：15-23。

¹¹ 李丹，《淺析高校二級學院管理職責——基于大連高校的實證研究》，《求知導刊》，2018（9）：156。

¹² 李燕，《淺析高校二級學院辦公室管理》，《文教資料》，2017（10）：147-149。

¹³ 林志卿，《高校二級學院管理系統的熵處理》，《衡水學院學報》，2013（15）2：113-115。

¹⁴ 龔月紅，《關於完善高校二級學院管理模式的思考》，《內蒙古師範大學學報（教育科學版）》，2010（23）9：33-35。

院在整個學校體系中權力的大小和多寡，往往又與二級學院在整個學校組織體系中地位、作用、學院領導力、歷史積澱等要素密切相關，二級學院想要發展就必須具備在這種長期形成的“內部競爭市場”中生存的能力。

3. 高校二級學院管理的質量監控與績效評價

關注結果已成為當下教育管理的價值訴求，管理效率一直以來是各種管理實踐中關注的焦點。高校二級學院的管理效率一方面是由其所承擔的管理工作所決定的，另一方面則受到官僚設置對效率提升的“結構二重性”約束。要解決職責不清、效率不高、工作落實，需要抓好以下制度建設：“崗位責任制、首接負責制、否定報備制、限時辦結制、及時反饋制、服務承諾制、工作公開制、效能考評制、失職追究制”¹⁵。這些制度的設計為二級學院管理的規範化、科學化提供基礎和保障。與此同時，這些制度的引進也在一定程度上促使二級需要自身的結構變動和管理場域的變遷。

將績效管理理念引入高校教育教學實踐，其初衷之一是改變院校二級管理結構關係不清晰、責任不明確，主體缺乏工作積極性等困境。然而，二級學院的績效管理需要圍繞管理目標“將二級學院管理細化為教學管理、科研管理和學生管理三個部分”¹⁶，才能實現分級考核、分類考核的目的。根據管理內容設定崗位數量、崗位職責及考評標準。而質量監控過程與績效考核點緊密結合，實現教育教學管理過程監控與結果反饋的有機統一。從目前高校二級學院的實踐情況來看，績效考核點的設置和教學質量監控責任主要是學校一級教學行政管理部門，而學院一級更多地是扮演執行、被監控考核的角色。

IV. 高校二級學院管理中的困境

高校二級學院的管理工作由校級行政管理、專業建設管理、課程建設和開發管理、教師管理和學生管理等方面構成。在這些工作層面上職責、制度、程序是管理工作中重要的方面。這些要素之間的耦合能否產生積極的效用，還得依靠二級學院管理場域來實現。一所高校在全國高校中的地位和權利能力決定了其在管理中的有效性。

1. 二級學院的管理身份和角色定位不明確

高校的二級學院管理主要表現為兩種形態：一是以專業或是學科為基礎建立起來的學院——即專業型學院或學科類學院。這類學院因學科相近、專業聯繫緊密、教育

¹⁵ 王秀成、方宏建，《論高校管理效能建設》，《中國行政管理》，2005（9）：62-64。

¹⁶ 梁秀娟，《基於績效管理視角應用型本科院校二級學院管理研究》，《現代商貿工業》，2021（07）：64-65。

資源特別是師資力量可以共享而把相關專業整合在一起。它往往是以一級學科或是二級學科為核心組建學科群，能夠發揮學科合力優勢，專業之間互相幫扶，具備集中力量辦教育的功能。當然，有的專業型學院的成立並沒有太多地考量專業聯繫和學科群，這些學院的成立是所在學校機構改革的生成物，學院成立往往依據歷史傳統或是領導偏好。單個二級學院跨 2-5 個一級學科的情況也不罕見。這一問題的出現歸根結底是因為一些高校的學科優勢不突出，難以形成學科群效應，為了節約資源，把幾個弱小的專業合併起來成立學院。二是行政型學院。這類二級學院主要是針對高等教育層次的多元化辦學而建立起來的，涉及研究生教育、成人教育、繼續教育和職業技術教育等。

不管是哪一類型的二級學院，在行政管理過程中都需要明確其管理角色。作為教育管理的中堅力量，教育教學管理應然是二級學院管理的重心。但實際上，高校二級學院的管理重心是什麼，決定權往往並不在學院一級。教育行政管理與教學管理相衝突時，經常出現教學活動讓位於行政活動或是政治活動。不僅如此，作為學生自治組織的學生會也在行政擴張過程中協助二級學院承擔了大量的行政管理工作。由於“上級命令”的急促性和及時性，甚至需要借助學生來完成相應的管理工作。

2. 二級學院的行政管理邊界不確定

高校內部管理結構在一定程度上是我國教育管理結構的體現，也是官僚制管理模式在高校的延伸與拓展。二級學院在管理實踐中需要指涉以下幾種內部結構形式：（1）學校——學院——系——教研室的四級管理；（2）學校——學院——系的三級管理；（3）學校——學院——教研室的三級管理；（4）混合型。同一學校內部不同學院採用不同的管理模式。不管採用哪種管理模式，在管理實踐中均需要處理管理層次和管理幅度之間的適配問題。哪些是學校層次上的管理任務，哪些是二級學院的管理職責，這一問題到目前為止，也沒有一個確定性的共識框架或是指導性的制度框架。

內地高校普遍接受“雙重管理”，既有上級政府部門的領導，又接受業務主管部門的領導。政治結構中的“條塊關係”在高校管理體制中同樣存在，由此帶來二級學院的大量管理任務是由上級領導部門的政治管理、行政管理等活動的衍生出來的。與此同時，有的學院在建設過程中缺乏科學論證，僅僅是原來系的“翻版”或“升級”，或是若干個系的簡單組合，難以走出長期形成的管理慣習；學校與二級學院之間的責、權、利不清，管理事務下放，但相應的管理權利並沒有下放，二級學院在具體管理實踐中缺乏財務權和決策權。從組織結構上來看，各高校目前仍然依托於“職能部門+學

院”形式，當“官本位”思想比較濃厚，“教授治校”不凸顯時，一些職能部門隨著權力擴張而凌駕于二級學院之上，對二級學院的管理活動“指手畫腳”。按理來說，職能部門在組織結構上應該與二級學院是平級的部門，它們之間更多的應該是業務合作的關係，而不是上下級關係；但在實踐中因權力下放沒有制度性保障，職能部門把事權下放了，但是決策權和財權並沒有隨之下放給二級學院，二級學院管理中的重要資源都掌控在職能部門手中，導致其不得受制于職能部門的局面。一些高校行政人員借助行政權力的擴張凌駕于教學和科研之上，把二級學院的領導和教師看作是“可以馴服的工具”，并用純粹的等級關係來展開相應的工作。

3. 二級學院管理异化的問題

二級學院領導的選拔和任命方式，衆多學校均以“學而優則仕”為考量主要方面，這些領導在科研、學科影響力方面確實表現出了優秀的特質。這樣的領導作為學術的帶頭人能夠營造良好的學術氛圍，對於專業學科建設能發揮極大的號召力。但是對於二級學院管理效能的實現也會產生一些弊端。學術研究與管理壓力之間的矛盾是困擾這類二級學院領導的主要因素。從科學管理和專業化管理角度來看，學術研究所需要具備的知識基礎和學院管理工作所需要的知識基礎之間還存在一定的差異，這兩種工作所要求的技能也是不同的。在學術發展中比較優秀的領導班子成員，未必懂得并能熟練運用管理科學與技術。無論是二級學院的教育管理、學生管理、財務管理和人力資源管理，還是建章立制、組織文化建設等方面都需要領導者具備相應的學科知識和技術。二級學院的學術型領導們一方面要繼續開展自己的研究工作，另一方面還需要承擔大量的行政管理工作，不同的角色要求同時發生，領導們容易出現角色緊張和角色衝突。這種身兼數職的現實迫使二級學院領導圍繞上級部門的要求把更多的精力放在“如何讓上級滿意”這一管理焦點，而不是放在“如何把事情做好”這一點上。久而久之，二級學院的行政管理偏離了管理的初衷，出現了异化的問題。

4. 二級學院管理中的“身不由己”

目前，我國高等教育管理體制主要以官僚制為管理方式。馬克斯·韋伯的官僚制理想模型中指出官僚制的特點主要有：規章成文，照章辦事；層級分明，權責明確。這些特點是理想模型中假設的，在管理實踐中，有時層層下發的行政命令到二級學院相關人員手裏時已經“時過境遷”、“為時已晚”。制度化和非制度化的行政命令都需要尋找管理的責任人，上級部門可以把下級部門列為責任人，下級部門再把更下級的部門列為責任人；二級學院是高校層級體系中最為基層的單位，大量的工作都是這

一官僚體制層層下放而來的，即“被安排的”工作。二級學院的大部分工作都是爲了迎接上級部門的各種管理而生成的，很難有自己的時間和空間結合二級學院的發展需求來確定工作重心。經過調查，高校的每個二級學院一年來要接受各種上級部門的檢查工作達數十起之多。有檢查就必然要有回應，而“文山會海”就是最簡單的交代。行政管理的重心放到了保留各種痕迹方面，名曰“有據可查”，實則給二級學院製造了更多管理中的負熵。

“被工作”是官僚制管理模式下衆多基層部門的實踐場域。這一場域的形成與我國高等教育行政管理的慣習以及行政人格密切相關。“要求官僚機構做應該做的事，相比制止它正在做的不應該做的事，更有難度”。上級部門對二級學院的管理更多地集中于制止二級學院或者爲錯誤的決策進行補償的程序性管理，而對二級學院進行積極督促和激勵的管理相對較少。這造就了“經濟人”假設下“不管就亂，一管就死”的局面。

V.實現高校二級學院的治理創新

長期以來，二級學院學院主要以“管制”和“制約”作爲各項管制的價值取向和管理偏好，不能有效地動員各級人員參與治理的過程。由“管理”向“治理”的理念過渡，可在一定程度上緩解官僚層級設置帶來的管理壁壘。要實現高校二級學院的治理創新，需要強化“以德樹人”的教育理念，加強二級學院服務社會的公共職能。這一系列新時代下教育發展的藍圖需要二級學院基于治理範式展開適應性變革，適應國家治理體系、治理能力現代化的管理場域進行創新性變革。

1. 培育二級學院的公共服務精神

二級學院是高校與學生、家庭和社會溝通的橋梁，二級學院的行政管理水平如何直接影響著整個學校的組織形象和品牌塑造。二級學院的行政管理活動不應以“官本位”思想爲價值取向，而應該以行政服務精神指導行政管理實踐。高等教育是以“服務社會”爲宗旨的，如果在二級學院管理中過分強調“等級觀念”、“官本位”思想，會扭曲高校教育管理實踐中的公共理性，造成不良的教育風氣和不健康的高校文化。

二級學院在日常的教育教學管理中應該擺正自己的服務態度，明確自身的職責使命。管理者在與學生進行交流互動過程中，應該尊重學生的利益，通過自身的人格魅力和學術涵養引導學生、教育學生和管理學生，把服務性的公共價值在整個二級學院的管理過程中體現出來。

2. 分類對二級學院進行管理

在綜合性大學中，二級學院因學科類型不一致，所從事的教育教學管理活動也存在一定的差異。人文科學、社會科學和自然科學三大學科所對應的教育教學活動原則上是存在差異的。如果按照一套教育標準對三大學科實施整齊劃一的管理，難以凸顯學科的特色並促進學科的科學發展。從學校層面上看，資源配置中肯定存在優先權的選擇問題，凸顯優勢學科的地位，補齊弱勢學科的短板，才能讓學校從整體上得到發展。針對不同的類型二級學院採用不同的管理方式，雖然可能與標準化的統一的管理相比要更加費時費力，但對於激發二級學院的參與積極性，突出學科優勢和特色有著積極的意義。因此，不能為了達成短期的管理效率而犧牲學科長遠發展的可能性；對二級學院進行分類管理是保證高等教育可持續發展的有效方式。

3. 建設現代大學制度與規範管理層級間的關係

現代大學制度是一種各層級管理都有“擔當意識”的制度形式，它不僅要求在頂層設計中主動體現上級部門的責任意識和擔當典範，而且在基層管理實踐中也彰顯社會責任和公共義務。它要求學校層面的相關主體在實施管理時做到用規範、用制度來約束人，而不是用強制、用特權來約束下屬的二級學院。現代大學制度要求學校層面的相關職能部門合理放權、實現權責利之間的平衡，給二級學院更大的自主權和管理空間。校院兩級管理主體的管理權限不僅需要通過制度建設明確下來，而且需要建設有效的機制促進校院兩級主體的合作治理。

4. 鼓勵二級學院進行組織再造與價值創新

傳統的二級學院管理是一種脫離社會、脫離市場的管理，這種管理基本上是“關起門來搞教育”，導致培養的學生不能很好的服務社會，服務大眾。由於缺乏社會的支持和市場的激勵，二級學院普遍面臨著嚴重的資源瓶頸，致使管理活動很難有效地展開。因此，新時代下，二級學院需要引入“營銷”理念，在保證教育的公共性前提下，對學院進行經營，增強二級學院與同行的競爭力，並形成有自身特色的品牌文化，發揮自身的優勢特長實現內涵式發展。

當然，二級學院在謀求發展的過程中，應該把人才發展戰略作為管理的重心。二級學院的管理能力很大程度上依賴於師資隊伍的聚合力。改變長期以來的“等、靠、要”的發展模式，自力更生通過人力資本的聚集發揮群策群力的功效。圍繞市場需求和人才發展趨勢對師資隊伍建設進行投資與培養，為教育現代化發展積累相應的社會資本。

VI. 結語

二級學院管理中困境可能不完全是二級學院本身造成的，而是我國長期以來所形成的高校行政管理慣習和場域所塑造的，這些問題如果單靠二級學院本身的改革是難以祛除的。高校行政管理中的不確定性風險往往會通過行政層級轉移到基層學院，而二級學院作為兜底的部門無條件進行風險的再度轉移，所以成為管理衝突的爆發點。雖然外源性的因素客觀存在，但是二級學院作為高校管理的中堅力量，可以在新時代背景下進行管理創新和自我發展。

隨著全面深化改革的推進，中國內地高校在實現教育現代化過程中，其治理體系和治理能力現代化也隨之而演進，高校內部治理結構的現代化將進一步要求二級學院在自身價值創新和組織再造中踐行“教育服務于經濟社會發展”的職能定位。通過二級學院治理機構和治理機制的完善，推進高校實現內涵式發展，為建設高水平大學提供基礎條件。

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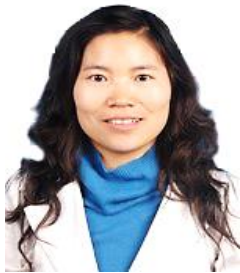
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The current situation and Development of Korean Language Education in Chinese Universities 中國高校韓國語教育現狀及發展

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Abstract: More and more Chinese universities have established Korean language and literature majors, with the deepening of the political, economic and cultural exchanges between China and South Korea. At the same time, the development of Korean language majors in Chinese universities is also promoting exchanges between the two countries in all aspects. This article analyzes the current development status of Korean language majors in Chinese universities from multiple perspectives such as the number of colleges and universities offering Korean language majors, the number of high-level majors, faculty, employment, and curriculum construction. It also discussed the development direction of Korean language teaching in China and the trend of Korean language talent training based on the actual situation.

Keywords: Higher education, Korean language education, Korean language and literature majors, development trends

I. 前言

中國的韓國語教育始于 1945 年南京國立東方語文專科學校開設韓國語系。回顧韓國語教育 70 餘年的歷史，以 1992 年的中韓建交為契機，可分為建交前、建交後的韓國語教育進行考察。對 1945 年到 2009 年的國內韓國語教育現狀，包括中國韓國（朝鮮）語言教育研究學會在內的眾多學者已進行了大量先行研究，因此本研究主要以 2009 年後韓國語教育現狀為重點進行考察。其主要目的為通過觀察從 2009 年開始至今 10 餘年來韓國語教育的變化和韓國語學系統科學的變化，並指出中國高校目前在韓國語教育上存在的問題，並嘗試提出解決方案。

與此同時，本研究還從韓語專業開設現狀、教師現狀、學生現狀、課程現狀等四個方面來進一步說明中國高校的韓國語教育現狀。

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II. 高校韓國語系開設現狀

對中國大陸地區高校韓國語專業開設現狀進行考察，依據 2009 年中國韓國（朝鮮）語言教育研究學會發表的《中國大學韓國語教育實況調查報告》顯示²，1945 年始，中韓建交前共開設 4 個韓國語專業，但中韓建交後發展到了 18 個。之後由于 1996 年末的金融危機，韓國語專業一度減少到 10 個，但從 2009 年至現在，韓國語專業仍然取得了令人矚目的增長。另外，韓中兩國的貿易額在 1992 年為 63 億美元，2000 年為 184.5 億美元，2005 年為 1119.3 億美元，2010 年為 2000 億美元，2019 年為 2845.4 億美元。由此可看出，韓國語專業的開設和中韓兩國貿易額的增加是基本上為正比關係。

對各大高校韓國語學科開設現狀相關統計如下：

山東地區設有韓國語專業的 64 家，江蘇地區設有韓國語專業 35 個地區、吉林有 25 個、黑龍江地區 19 個，15 個地區，요녕，這 6 個地區就當前韓國語專業的情況。由此可以看出，韓國語專業幾乎分布在中國全境。特別是山東、江蘇、吉林這三個地區在中國國內韓國語專業中占 47%。據山東省商務廳透露，2019 年，韓國作為山東省第三大貿易夥伴，山東省與韓國的進出口貿易額達到 283.2 億美元。隨著韓中貿易額的增加，韓國語人才需求量增加，可以說是韓國語專業開設激增的結果。另外，從地理位置上接近山東的江蘇省來看，韓國作為江蘇省第四大貿易夥伴和最大的進口來源，2019 年江蘇省與韓國的進出口貿易額達到 688.3 億美元，占韓中進出口貿易總額的 24.2%。由此可看出，在江蘇開設大量韓國語專業與中韓兩國經濟及通商交流的擴大，特別是韓國企業大量進入中國市場有著密切的關係。

從地緣上來看，與韓國較近的地區交流，直到 2009 年前，韓國語專業主要在大陸沿海地區開設，但後來出現一些新變化。據陝西省商務廳統計，以 2009 年韓中貿易洽談會為開端，2015 年第 1 季度韓國投資項目有 9 個，總金額達到 10.77 億美元，超過中國大陸地區韓國投資總額（16.2 億美元）的一半。因此，2009 年之前西北地區沒有開設韓國語專業，但 10 年後西北地區高等院校共開設了 7 個韓國語專業。由此可以看出，韓國語專業開設逐漸由沿海地區擴散到內陸地區。

² 本文中引用 2009 年前韓國語教育相關數據均來自于中國韓國（朝鮮）語言教育學會 2009 年發布的《中國大學韓國語教育實況調查報告》。

高校韓語專業中，有依託於名牌高校設立的專業，下面集中討論名校韓國語專業開設現狀。

中國大陸高等教育機構中的一流大學大體分為幾類，即雙一流大學、985 大學和 211 大學。雙一流大學是 2017 年國家教育部推行“建設世界一流大學和一流學科”政策而產生的新的大學類別，985 大學則是伴隨著建設具有世界先進水平的一流大學的重大政策而產生，因該政策實行日期為 1998 年 5 月，故簡稱為 985。211 大學是 1995 年根據為應對 21 世紀建設 100 所左右的大學和部分重點學科，以科學復興國家的戰略政策而出現的大學分類。985 大學可視為名牌大學中甄選出的名牌大學，可以看作是 211 大學的進化，但雙一流大學既不是 211 和 985 的翻版也不是升級，而是根據不同時期的新計劃而出現的分類。其中既有同時擁有三個頭銜的大學，也有同時擁有兩種或一種頭銜的大學。目前，中國有 3005 所大學，其中雙一流大學 42 所，占 1.4%，開設韓國語專業的學校占雙一流大學中的 19%。另外，985 大學在全國占 1.3%，開設韓國語專業的學校在 985 大學占 20.5%。最後，211 大學占全國的 3.9%，其中開設韓國語專業的學校占 12.9%。

根據 2017 年教育部實施的“建設世界一流大學和一流學科”的政策，可整理一流學科如下。目前在中國開設的韓國語專業共有 266 個³，其中被選為一流學科的學校有 7 個，占 2.6%。僅從統計數據來看，雖然不多，但以語言為主的外語大學韓語專業均被評為一流專業。

III. 高校韓國語系教師及學生現狀

1. 高校韓國語系教師現狀

2009 年中國韓國（朝鮮）語言教育研究學調查公立和民辦本科大學韓國語專業教師人數為 231 名男性和 513 名女性。這一性別比率變化不大，韓語係女教師較之男教師多。但與 10 年前相比，出現較大差異的部分在於教師的學歷。

據統計，2009 年全體教師中博士學位持有者占 16%，碩士學位持有者占 45%，學士學位持有者占 39%左右，但 2020 年全體教師中博士學位持有者占 63%，碩士學位持有者占 30%，學士學位持有者占 7%左右。2009 年，中國教育部《高中外語專業本科教

³數據來源：中國陽光高考專業庫：<http://gaokao.chsi.com.cn>

學評價方案（試行）》中所說的教師隊伍的碩士學位持有者比例未達到 90%以上，但 2020 年碩士學位持有者比例為 93%，達到了中國教育部的要求。這說明與 10 年前韓國語專業在短期內劇增、急于組建教師隊伍相比，10 年後韓國語專業教師隊伍正從合理的結構穩定發展。

但與高學歷化的現象相反，教師的職稱並沒有太大差異。中國大學的職稱一般分為教授、副教授、講師、助教，統計結果顯示，2009 年全體教師中教授占 14%，副教授占 29%，講師占 57%左右，2020 年全體教師中教授占 17%，副教授占 35%，講師占 48%。在中國教育部《規範》中，教師隊伍的職稱比例要求副教授以上高級職稱持有者必須達到全體教師的 30%以上，但在這方面，無論是十年前還是十年後變化不大。從比較教師的學歷和職稱來看，僅是高學歷化現象與十年前相比現在發生了很大的變化，但職稱並無太大改變。

2. 高校韓國語系學生現狀

中國教育部規定，大學外語專業班級人數應設為 30 人以內，師生比例為 1:18。2009 年中國韓國（朝鮮語）教育研究學會發表的報告顯示，全國本科韓國語系學生數為 13237 人，教師和學生比率為 1:27，由此可見，未能達到教育部規定。此外，根據韓國語系教師和學生相關數據的統計，雖然在規定頒發的 10 年後，即 2019 年達到了 1:20 的比例，但仍無法達到中國教育部的規定，這一問題仍需解決。

IV. 高校韓國語系課程現狀

從中國大陸地區高校韓國語系開設的科目來看，不同地區略有差異，總體並無太大差異。本文主要以大連民族大學韓國語系為參考，梳理分析2009年和2019年的開設科目，考察課程設置上所體現出的異同。

高校韓國語系開設的科目中，一般將聽、說、寫等語言基礎科目安排在專業低年級，翻譯、翻譯、文學等專業科目主要安排在高年級。大連民族大學韓國語系也遵循了這一設置。

下面我們通過對比 10 年前的課程和現行的課程分析其中的差異。

表（1） 2009 年畢業學分要求

課程屬性 課程類別	必修		選修	
	學分	比例%	學分	比例%
通識教育	43	21.08%	8	3.92%
專業教育	106	51.96%	14	6.86%
實踐教學	20	9.80%	13	6.37%
合計	169	82.84%	35	17.15%
畢業要求學分	204			

表（2） 2019 年畢業學分要求

課程屬性 課程類別	必修		選修	
	學分	比例%	學分	比例%
通識教育	45.5	27%	8	5%
專業教育	85.5	50%	22	13%
實踐教學	5	3%	4	2%
合計	136	80%	34	20%
畢業要求學分	170			

從表格中可看出差異較大部分為畢業學分。從 2009 年的 204 分到現在的 170 分，出現了 34 分的變化。這一變化可看作是教育部實施審議評價後帶來的直接變化。

目前，中國正致力於實行以 OBE 成果為基礎的教育。其核心在於作為以學習者實現目標為重點的教育，將目標和實施過程、成果評價三者緊密結合起來，逆向設計教授-學習過程的方式。本著這樣的教育理念，大連民族大學韓國語系將語言實踐科目與大賽融合在一起進行。例如，“演講”就明確表示最後會以演講比賽形式進行評價，從演講稿到演講技巧進行指導。在該過程中，教師被置于指導者的位置，而學習者則被置于實踐的主體位置。教師進行方法論指導，使學習者更有主動性，具有自主學習、協作學習、出成績的目標意識。

授課形式上也出現了一些變化，通過線上和線下結合的方法進行授課逐漸成為新的方式。使用“學通、騰挪、QQ、微信、雨滴堂等”APP，在上課前將預習內容通過網絡

傳送給學生，確認學生的完成進度，在課堂上通過實時測試的形式確認學生的實際理解程度。此外，還以課後通過在線傳送作業，確認授課效果的方式進行，這比起現有的線下授課，具有更客觀的考察學生平時成績的優點。

目前中國教育部正在全國範圍內實行 2021 年大學入學考試中按學科分類招生的方案，這樣一來，各學科承受的壓力將進一步加重。因此，在適者生存的時代，只有有特色、有實力的學科才能生存下來，因此大陸地區的高校急需改革韓國語教育。因此，韓國語教育從外向型數量擴張到內涵實現再到實現飛躍，需要推進的是在中國大學教育和外語教育的大框架下漸進式改革“韓國語+α”方案。具體如下。

1. 作為韓國語+職業教育，與 10 年前的課程相比較，開設了結合當前職業目的的韓國語教育的課程。例如，應用文寫作方法、職場禮儀、韓國企業文化等。

2. 在“一帶一路”、“中國文化走向世界”的時代背景下，提供語言服務，為中國文化走向世界，需要優秀的翻譯人才。因此，在大學本科課程中增設翻譯課程，其比重逐漸擴大。在宣傳中國文化、將富有魅力的現代中國介紹到韓國等層面，韓國語學習者要做的事情不少。大連民族大學韓國語系也在 3、4 年級開設了翻譯科目，對翻譯技巧、翻譯戰略進行教學，學生反應積極。

3. 到目前為止，大連民族大學韓國語系積極開展與韓國大學的交流，構建了“韓國語+專業知識”和“韓國語+專業”模式。韓國專業採用“3+1”、“2+2”、“2+1+1”的教育模式，在讀完 2 年級升入 3 年級時，將學生送往韓國的 15 所優秀大學。從統計結果來看，每年平均有近一半以上的學生在目的語國家留學，最多的時候有 80%-90%的學生選擇了赴韓國高校留學。

最後，從大連民族大學韓國語專業就業現狀來看，近一半的學生選擇出國和升學。出國不是指就業，而是指留學，升學是在國內讀研究生。其中，相比較國內攻讀研究生，大部分學生選擇在韓國讀研究生，2018 年 46%、2019 年 45%、2020 年 51%的畢業生是本科時選擇留學的比率。可以看出本科時選擇留學的學生幾乎全部在畢業後再次選擇了留學。

V. 結語

隨著中韓兩國政治、經濟、文化交流的日益深化，越來越多的中國高校設立了韓國語專業，而韓國語專業的發展也進一步促進了兩國各方面的交流。本文從開設韓國語專業的高校數量、一流專業數量、師資情況、就業情況、課程建設等多個角度對當前中國高校韓國語專業的發展現狀進行了分析，並結合實例簡要探討了中國韓國語專業教學發展方向 和韓國語人才培養的趨勢。

我們發現韓國語的發展基本符合中韓交流的發展趨勢，其中也體現為地域性的擴散，主要以沿海到內陸的形式出現。此外，開設韓國語係的高校逐漸增多，要求也越來越高，質量也越來越好，學生在就業及深造方面均和韓語的實用性有著緊密的聯繫。而韓語係課程的設置也逐漸從理論走向實用性增加，學生的自主性得到更多的發揮。但是在師生配比，學歷與職稱等方面，韓國語係仍然存在著一些問題，需要進一步分析研究。以期能夠更好地推動韓國語係在新時代背景下的科學發展。

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**Study on the Design of the Learning Situation of the Training Course of
"Food Service and Management" in Secondary Vocational Schools -
Take G school in Kunming as an example**

**中職學校“餐飲服務與管理”實訓課程的學習情境設計研究
——以昆明市 G 學校為例**

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Abstract: Paying attention to the teaching of practical training courses is an important feature of vocational education as a type of education. At present, the content system of practical teaching in secondary vocational schools is not perfect. The teaching content of "catering service and management" practical training course is out of line with the needs of the hotel catering industry, and the teachers have not carefully designed the teaching process according to the type characteristics of vocational education. The key premise of designing the learning situation is to go deep into the hotel catering department to investigate the specific tasks of the restaurant attendants, and then establish a design team of hotel catering industry experts, vocational education teaching and curriculum experts and secondary vocational school professional teachers. Through the analysis of typical work tasks, the formation of action areas, the determination of learning areas and the completion of learning situations, the four processes are realized. The learning field of this course is catering service, and its learning situation is composed of catering service skills, Chinese food service, Western food service, coffee shop service and room service. Teachers in secondary vocational schools are able to complete the learning situation design of practical training courses. Only when every teacher in vocational school has such consciousness and action, can get rid of the past disciplinary teaching method.

Key words: secondary vocational school, training course, catering service, learning situation

I. 前言

改革開放 40 多年來，我國頒布了一系列法律法規，實施了一系列措施推進我國的職業教育教學與課程的發展。揚棄傳統的課堂教學模式，重新設計課程中的教學內容，是這個轉變過程中的重要一環。2014 年《國務院加快發展現代職業教育的決定》頒發，其中提到“在進行教學的工程中要推進工作過程導向教學、項目教學等一系列關於職業教育教學模式的使用，將實訓、實習擺在重要的位置，逐漸的增加其比重，並且實

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訓、實習的考核評價方式多樣，突出育人這一教育本質”。³2019年1月24日，國務院印發《國家職業教育改革實施方案》，即職教二十條中，也提到要打造一批高水平實訓基地。這些政策的出臺、法規的頒布，無一例外都顯示出實訓教學在整個職業教育體系中的重要性。

2007年以姜大源研究員為主的職業教育專家，撰寫了《當代德國職業教育主流思想研究—理論、實踐與創新》一書，書中介紹了學習領域以及學習情境的相關概念、理論，打開了我國學者學習和研究德國學習領域課程方案的大門。此後我國出現了不少基于工作過程系統化理論對其進行學習情境設計的課程研究成果⁴。此後，隨著研究的深入，越來越多的學者將其應用于具體的課程之中，形成以工作過程系統化為基礎，經歷行動領域→學習領域→學習情境的一系列轉換，在典型工作任務的基礎上，設計出學習領域課程與學習情境的研究範式。例如呂友萍對“數控機床故障診斷與維修”課程進行設計⁵，而孫紅緒、王群益則以園林技術專業為例進行了具體實施⁶。當前，職業教育中實訓課程的學習情境設計已經形成一套相對穩定且可模仿的操作程序。⁷一般都是先進行企業調研，然後根據調研結果確定典型工作任務；接著對典型工作任務仔細斟酌，確定職業能力并歸納，為行動領域的確定打下堅實的基礎；最後經過一定的轉換得到學習領域，并結合具體課程進行學習情境設計。例如，李俊榮的電子技術應用專業課程的開發研究⁸；張笑晨的以工業物聯網項目為例進行了綜合實訓課程開發⁹；王平均、王偉、吳恒玉以維修電工的實訓課程為例，對其進行學習情境設計研究等¹⁰。他們的設計過程就是遵循上述的開發流程完成的研究成果。

目前，對職業院校“餐飲服務與管理”課程的相關學習情境設計的成果有：田哩對高職的“餐飲服務與管理”課程為例進行了學習情境設計、實施的探索¹¹；祝曄的以“餐飲服務與管理”課程為例詳述了學習情境設計方案，并提出自己的實施建議¹²；張麗萍通過企業調研，確定典型工作任務這一流程對該門課程進行了項目課程設計，

³ 国务院. 国务院关于加强加快发展现代职业教育的决定[Z]. 2014-05-02

⁴ 申文緒. 基于“學習領域”課程方案的德國職業教育教學大綱研究[C]. 天津大學, 2007.

⁵ 呂友萍. 工作過程導向下的學習情景設計[C]. 湖南農業大學, 2016.

⁶ 孫紅緒; 王群益; 白遠國. 園林技術專業學習領域課程體系及學習情境設計探討[J]. 安徽農業科學, 2010, v. 38; No. 322, 628-630.

⁷ 沈忠紅; 胡焱. 關於高職學習領域課程學習情境的開發[J]. 職教論壇, 2011, No. 447, 56-57+60.

⁸ 李俊榮. 基于工作過程系統化的電子技術應用專業課程開發[C]. 河北師範大學, 2018.

⁹ 張笑晨. 基于工作過程系統化的工業物聯網綜合實訓課程開發及裝備設計[C]. 廣東技術師範大學, 2019.

¹⁰ 王平均; 王偉; 吳恒玉. 基于工作過程的維修電工實訓學習情境設計與實施研究[J]. 哈爾濱職業技術學院學報, 2013, No. 108, 95-96.

¹¹ 田哩. 基于工作過程系統化的高職“餐飲服務與管理”課程開發[J]. 職教通訊, 2010, No. 231, 70-73.

¹² 祝曄. 基于工作過程的高職《餐飲服務與管理》課程開發與設計[J]. 職業教育研究, 2011, No. 96, 87-89.

其并且整個設計圍繞工作過程與典型工作任務¹³；田一涵也依據崗位具體工作任務來對“日餐餐飲服務與管理”進行學習情境創設，整個設計過程以中職學校的實際情況為基礎，對於該門課程的目標設置、內容劃分、方法確定、實施與評價等進行設計與規劃¹⁴。可以看出，現有的成果中從大多數的學者都是從比較宏觀的層面對實訓課程進行學習情境設計，並按照工作過程系統化的實訓課程設計流程進行敘述，但是幾乎沒有涉及到一個具體的操作過程，整個設計不夠細緻；沒有呈現整個學習情境的行動過程，因此一線的教師難以運用于教學實踐。本文以中職學校一線教師的視角對昆明市內部分酒店餐飲企業、中職學校師生進行調研，在學習領域職業教育教學理論的基礎上嘗試完成該門實訓課的學習情境設計。限于筆者實踐教學和調查的便利，在本文所指的實訓課程主要為校內實訓課程。

II. 昆明市中職學校“餐飲服務與管理”實訓課程教學現狀的調查

本次調查主要以訪談的形式進行。調查的對象除了教師與學生兩個主體之外，還涵蓋了酒店工作人員，這主要涉及部門經理、主管以及領班等。總的來看，當前中職學校“餐飲服務與管理”這一實訓課程教學內容與酒店餐飲業需求脫節；教師沒有依據職業教育的類型特點精心地設計實訓教學過程，遠不能滿足學生的學習需求以及酒店的用人要求。

1. 調查過程

本研究主要選取了昆明市內開設“餐飲服務與管理”課程的中職學校教師與學生以及三家酒店的餐飲部經理、主管進行調查，調查時間為2019年9月至2020年3月。三所院校中以G職業高級中學為主，K學院以及D學院為輔。三家酒店分別為T國際酒店、F酒店集團以及Y賓館。對教師訪談主要是瞭解“餐飲服務與管理”課程的課時、是否開設實訓課程及其情況、上課採用的教學方法以及對於職業教育的相關理論與教學方法的瞭解程度等。對學生訪談主要是瞭解學生對於所學專業以及“餐飲服務與管理”這門課程的開設情況、實訓課程的具體教學情況以及對於實訓和實習的看法等。對酒店工作人員，如餐飲部經理、主管以及領班等進行訪談，主要是瞭解酒店業的大體情況以及酒店對於餐飲服務員的需求情況。重要的是，通過與酒店相關專家交流總結出進行學習情境設計最需要的具體工作任務與職業能力。

¹³ 張麗萍. 基于工作過程的《餐飲服務與管理》課程設計[J]. 新課程研究(中旬刊), 2010, No. 204, 29-32.

¹⁴ 田一涵. 中職《日餐餐飲服務》實訓課程設計與規劃探究[J]. 佳木斯職業學院學報, 2018, No. 183, 10-11.

2. 中職學校“餐飲服務與管理”課程的現狀

根據調查瞭解到，目前這三所學校的該門課程均由一位老師擔任，沒有單獨的實訓教師。G 學校按要求一周六節課，其中實訓課四節，但是由于條件有限，學生學習以理論課為主，基本沒有實訓教學。但是安排學生到相應的酒店進行實習，讓學生能够在實際的工作中進行操作訓練，工學結合。K 學校和 D 學校目前是一周開設四節課，其中理論課與實訓課各占一半，都有相應的實訓室供學生學習需要，但是由于實訓設施有限，在一學期的實訓課中只對學生進行了中餐擺台相關技能的訓練，兩所學校在實訓教學的整個過程中也是以講授法為主，即教師講授、演示一遍之後由學生自己操作。在該課程的成績考核方面，G 學校的考核采用書面考試，最終成績是試卷分加上平時分，和一般的理論課程考核沒有區別，沒有體現出《餐飲服務與管理》這門課程的实操性，也沒有體現出職業教育對於中職學生技能掌握的要求。而 K 學校和 D 學校都是采用理論與实操相結合的方式進行期末考核。實訓部分的考試內容為“全台”，是“餐飲服務與管理”課程中最基本的技能訓練，難以凸顯學生全面職業能力培養的職業教育特點。

在教育部頒布的《中等職業學校相關教學標準》中明確表示，“對於專業技能課的教學建議采用項目教學、案例教學、任務驅動、角色扮演、情境教學等方法，創新課堂教學方法”¹⁵。從調查來看，三所學校的相關專業課教師對於相關的職業教育理論有一定瞭解，聽說過項目教學法，但是對於學習領域、學習情境等知之甚少。總的來看，三所學校教師對於“餐飲服務與管理”實訓課程的教學，是在國家頒布的中等職業學校專業教學標準下，依據標準，按照教師自己的教學計劃進行教學，教學過程靈活、形式多樣。

三所學校該專業大多數的學生對於選擇該專業比較隨意，半數的同學對“餐飲服務與管理”實訓課程比較感興趣，但只有極少數的同學認為該門課程對於以後的工作有作用。三所職業學校相關專業的大多數學生都認為應該先實訓，然後在到酒店進行實習。因為提前掌握相關技能，學生就更能適應酒店的工作，能更快的上手。G 學校學生強烈要求去酒店實習，而不願意呆在學校。因為學生認為在學校學不到什麼東西，但是在酒店的學習就很充實，能够學到東西，而且有工資。

¹⁵ 中華人民共和國教育部, 中等職業學校飯店運營與管理專業教學標準[Z]. 2014

3. 中職學校“餐飲服務與管理”實訓課程教學實施中存在問題與原因

“餐飲服務與管理”是一門操作性以及實踐性都極強的課程。但是根據我們的相關調查，有的職業學校沒有開設制度化的實訓課程，一般涉及的相關內容就由老師在課堂上展示，學生幾乎沒有機會進行實操。有的學校開設實訓課程，但是實訓設施有限，學生在一學期的實訓課程中只能學習最基本的操作技能，不能滿足職業崗位對於學生的要求。同時，任課教師還是按照以往學科化的教學模式按部就班地進行教學，無法根據學校現有的教學條件最大程度地依據職業教育的相關理論進行《餐飲服務與管理》實訓課程的教學設計，儘量使實訓課程的教學效果達到教學預期及專業教學標準。三所學校都沒有專門的實訓教材，教師僅僅採用講授法和操作示範法，通常就是教師講解基礎的餐飲服務知識與技能操作要領，然後由教師做示範，學生在下面觀察、模仿，最後讓學生根據教師的演示進行訓練，教師在一旁予以指導糾錯。總的來看，三所院校在“餐飲服務與管理”實訓課程中都存在下述共性問題：實訓設施有限，無法滿足學生的學習需要；教師教學設計能力相對較弱，無法體現職業教育的特點；教學以講授法為主，無法保障實訓課程的教學效果。

“餐飲服務與管理”實訓課程開設中缺憾的形成，既有客觀因素的限制導致中職學校不能展開實訓課程，但主要是實踐教學的內容體系不夠健全。有的學校將實訓這一塊完全拿到企業進行，沒有體現出學校在培養學生方面的作用；有的學校沒有對接現代餐飲服務員的崗位需求，技能培養較單一；學校相關的“雙師型”教師缺乏，任課老師在進行實訓課程設計的過程中還是以傳統學科的教學模式為主，沒有考慮當前社會對於餐飲服務員崗位的職業需求；有的學校對實訓教學沒有投入足夠的資金，缺乏相關的實訓場地或者實訓設施，導致實訓教學無法正常地進行或者達不到應有的教學效果。

4. 酒店餐飲人員職業情況調研

根據訪談，該專業的畢業學生在酒店都是從事服務員的崗位，其具體工作任務如表 1。

工作崗位	具體工作任務
餐 飲 服 務 員	任務 1. 負責中西餐廳的餐前擺台
	任務 2. 負責引領客人到指定位置并且對菜單作解釋
	任務 3. 負責上菜、倒酒，并做適當的推銷，諮詢客人要求
	任務 4. 負責餐後的收台以及打掃衛生
	任務 5. 按要求布置宴會場以及會議室

表 1 具體工作任務

從三家酒店來看，他們對的餐飲服務人員的職業崗位要求是首先要能夠為顧客提供不可替代的人文關懷與溫情的服務，即在態度、禮貌、語言等方面都要給顧客一種賓至如歸的感覺；其次是具備高情商、溝通交流能力佳；最後是有耐心、有活力，充滿朝氣的精神狀態。

III. 中職學校“餐飲服務與管理”實訓課程學習情境設計的一般流程

設計學習情境的關鍵前提是深入酒店餐飲部對餐廳服務員的具體工作任務進行調研，然後再根據具體崗位的工作任務來確定授課內容以及知識的展開順序。因為實際的工作任務是不可能直接運用在教學之中，這就需要進行一定的“加工”。通過行動領域和學習領域“加工”之後才能進行學習情境設計。而在進行實訓課程的學習情境設計時，要遵循以職業崗位的典型工作任務作為學習任務的原則，必須要將實訓課程的內容重新組合，不是按照以往的學科體系，而是根據具體崗位的工作任務需要來進行編排。因此，“餐飲服務與管理”實訓課程的學習情境設計需要經歷分析典型工作任務→形成行動領域→確定學習領域→完成學習情境的四個過程。

1. 分析典型工作任務

筆者深入酒店與餐飲部經理以及中餐部的主管進行深入訪談後發現該專業的學生在酒店具體從事的崗位是餐廳服務員。因此，我們在瞭解這餐廳服務員的基本工作任務的基礎上，通過對工作任務以及勝任能力的分析提煉出典型工作任務。不是任意的工作任務都能稱之為典型工作任務，“典型”二字就表明該工作任務必須是該職業最具代表性的，一個典型的工作任務必須具有完整的工作過程、典型的工作任務、大有可為的設計空間以及職業成長的規律性。

2. 形成行動領域

對行動領域進行歸納不是任意的，必須在一定的條件與標準下進行。要對餐飲服務員的典型工作任務進行排序、歸納就構成了《餐飲服務與管理》實訓課程學習情境設計需要的職業行動領域。最後所得到的行動領域是否符合要求，就要看餐飲服務員崗位工作任務所對應的全部知識與技能是否能够在歸納後的行動領域中予以體現。

3. 確定學習領域

學習領域由行動領域轉換而來，並反映行動領域的需求，是一種既包含理論知識也包含實踐操作的綜合性學習任務。餐飲服務員崗位中的工作任務所對應的全部知識與技能就是學生的職業能力，即學生在餐飲服務中知識與技能掌握方面的專業能力、

在學習與服務過程中的方法能力以及與同事顧客等交往的社會能力，每一能力在不同的職業發展階段應有不同的表現。但是怎樣才能具備這些能力呢？缺乏理論的實踐是機械的，只是重複的完成一些動作，我們必須把培養學生的各種能力實踐過程中知識和技能進行理論化，即確定“餐飲服務與管理”課程的學習領域為“餐飲服務”。

“餐飲服務與管理”實訓課程中的典型工作任務，行動領域和學習領域的關係我們可以從表 2 看出來。

崗位	典型工作任務	行動領域	學習領域
餐 飲 服 務 員	中、西餐零點服務 自助餐服務 客房送餐服務 VIP 包房服務 咖啡廳服務 中、西餐宴會服務	餐飲服務與管理	餐飲服務

表 2

4. 創設學習情境

學習情境是學習領域的具體化，得到相應的學習領域之後就可以進行學習情境的設計了。筆者依據學習情境的設計原則，將該學習領域的學習情境劃分如表 3。當然，學習情境不是“終點站”，最終是爲了將學習情境應用于教學活動中，實現培養學生的職業能力的初始目標。學習情境的實施者最好是職業教育中一直所提倡的“雙師型”教師。因爲“雙師型”教師既具備相應的理論知識，又具備一定的實踐經驗與能力，他們能够在進行學習情境的設計的同時掌控教學的整個過程，能够達到最佳的教學效果。

學習領域	學習情境	子學習情境
餐飲服務	餐飲服務技能（公共情境）	
	中餐服務	中餐零點服務 中餐 VIP 包房服務 中餐宴會服務
	西餐服務	西餐零點服務 西餐自助餐服務 西餐宴會服務
	咖啡廳服務	
	客房送餐服務	

表 3

IV. 中職學校“餐飲服務與管理”實訓課程學習情境的設計示例

要想實現中職學校“餐飲服務與管理”實訓課程的學習情境開發，我們需要組建科學的開發團隊，依據當前學習情境設計的範式，確定該門課程的學習領域為餐飲服務，其學習情境由餐飲服務技能、中餐服務、西餐服務、咖啡廳服務與客房送餐服務五部分組成。而在教育過程中實踐“餐飲服務與管理”實訓課程，還需要完成其學習情境的教學設計與學習考核。

1. “餐飲服務與管理”實訓課程學習情境設計的人員組成

在進行“餐飲服務與管理”實訓課程學習情境設計的過程中，不僅需要職業教育課程專家、學校的專業課教師的參與，同時更需要餐營業的行業人才的參與。

首先是酒店餐飲業行業專家，“餐飲服務與管理”實訓課程的學習情境設計就是要將實際工作中不能直接用于學生教學過程的工作任務轉化成學生在整個實訓課程教學中能夠實現的學習任務。因此第一步就需要瞭解餐飲服務員的具體工作任務，然後才能夠進行隨後的設計。酒店餐飲業行業專家給予的信息是學習情境設計的基礎。

其次是“餐飲服務與管理”這門課程的專業課教師，他們熟悉該門課程的教學過程，也瞭解學生的學習情況，對於整個實訓課程的學習情境設計也能夠根據學校的實際教學情況給予建議，以便能更好的進行實訓課程的學習情境設計，也使其更加的符合學校的實訓教學。因此，中職學校該門課程的教師是該學習情境的最佳設計者。

再次是“餐飲服務與管理”實訓課程學習情境教學活動中的主體——酒店服務與管理專業的學生。實訓課程學習情境設計的目的就是為了增加學生的學習興趣，提高學生的學習效果以及增強學生相應的職業能力。因此，對於學生的調查結果占據重要的比重。從學生那裏得到的調查結果是進行教學設計的一個基礎。設計出學生滿意的、想要的學習情境，是整個教學設計的出發點，也是回歸具體教學活動的落腳點。

最後，需要職業教育課程專家對於“餐飲服務與管理”實訓課程學習情境的設計進行評估，然後根據相關專家的評估進行相應的優化調整，然後就可以在具體的教學實踐中進行實施了。

2. “餐飲服務與管理”實訓課程學習領域課程的確定

通過對酒店餐飲業的行業專家訪談後，我們遵循著從具體工作任務到典型工作任務，再到行動領域，經過學習領域的分析，我們最終確定了餐飲服務的學習領域課程，並且劃分出了具體的學習情境，具體見表 4。

學習領域課程	餐飲服務
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學期	3	基準學時	96
職業能力要求： 1) 專業能力： (1) 餐飲服務領域相關知識的掌握；(2) 餐飲服務的相關操作技能；(3) 菜肴、酒水推銷能力；(4) 對客服務能力；(5) 處理餐飲突發問題以及客人投訴的能力；(6) 外語交流能力；(7) 宴會布置與設計能力； 2) 方法能力： (1) 獲取并處理信息的能力；(2) 綜合運用專業知識的能力；(3) 創新與設計能力；(4) 現代化辦公設備及軟件的應用能力；(5) 計劃、決策能力；(6) 邏輯思維與判斷能力； 3) 社會能力： (1) 心理承受能力；(2) 酒店文化適應能力；(3) 良好的溝通與協作能力；(4) 人際交往能力；(5) 自我管理、評價能力；			
學習目標： 1) 學生掌握中西餐點菜知識、服務方式、文化與禮儀等；2) 學生能夠按照標準進行餐飲服務技能的基本操作；3) 學生能按標準完成中西餐的各種服務；4) 學生養成誠實守信、善于溝通、積極樂觀的職業品格；5) 學生學習能力、職業能力等的培養；			
學習內容： 餐飲服務人員為賓客提供各種服務，包括進餐前的預定服務、餐前準備服務、迎賓領客服務、餐前服務；就餐時的各種席間服務；以及用餐完畢後的結帳、送客服務等。			
專業工作的對象： 1) 掌握餐飲服務各項操作技能；2) 根據賓客的用餐需求，提供對應的服務方式；3) 餐飲服務過程中突發事件的處理。		專業工作的組織： 1) 餐前服務的各種用具、工具準備；2) 情境設計、模擬；3) 各學習小組對情境的設計與實施。	
專業工作的工具： 中西餐實訓室、模擬賬單、各種餐飲操作用具（如餐桌、碗碟、各種酒杯等）、多媒體。		對專業工作的要求： 1) 能獨立或合作的完成餐飲崗位的各項工作；2) 能夠通過自我學習獲取新知識，提高業務能力；3) 能夠不斷地總結經驗，提升自身技能以滿足餐飲及其他崗位的需求。	

表 4 “餐飲服務”學習領域課程的描述

3. “餐飲服務與管理”實訓課程學習情境的劃分

餐飲服務學習領域課程可以劃分為餐飲服務技能（公共情境）、中餐服務、西餐服務、咖啡廳服務、客房送餐服務等五個學習情境。根據需要還可以將上述學習情境進一步劃分為若干個學習子情境（見表 5）。需要注意的是，本文將餐飲服務技能單獨拿出來作為一個公共學習情境，因為不論在中餐服務、西餐服務等學習情境中都會

涉及基本的餐飲服務技能，由于校內實訓課課時等原因，不可能在進行中餐服務和西餐服務等學習情境時才開始學習基礎的餐飲服務技能，因此將其單獨拿出來作為公共情境進行學習，也為後面學習情境的學習打下基礎。其中在各學習情境學時的安排中，依據教學標準規定的 128 學時，實訓課的設定學時為 96 學時。同時將各學習情境的課時安排為 4 的倍數，方便教學活動的開展。

序號	學習情境	學習子情境	情境描述	學時
1	餐飲服務技能（公共情境）		餐飲服務技能是與餐飲業務相關的規範的基本技能或技巧。標準掌握托盤、擺台、餐巾折花、倒茶水、接受預定等基本的餐飲技能，以及就餐過程中的酒水服務和菜肴服務。	16
2	中餐服務	中餐零點服務	接受預定並做好餐前準備，以便客人在不同的時間段內的用餐需求，然後當客人到來時熱情地迎接客人到相應的位置就坐，詢問用餐需求，接著給客人提供用餐服務；在客人用餐之後結帳並送客離開。	12
		中餐VIP包房服務	準時到崗，在客人用餐之前做好各種餐前準備，如擺台、檢查各項設施設備等；在各項準備工作完成之後站在包廂門口迎接客人的到來，當迎賓人員將客人迎接到包房門口之後帶領客人入包房就坐；然後根據客人需求做好餐中服務，在客人就餐完畢之後結帳，檢查包房最後送客人離開。	12
		中餐宴會服務	首先接受任務通知書，瞭解該場宴會的主題、規模等然後就要求進行宴會布置並做好餐前準備，如餐具、烟酒等；接著在宴會當天站在門口迎接賓客，並將客人帶領到相應的位置安排就坐；然後對客人進行席間服務，在用餐完之後為宴會主辦者辦理結帳服務，並送客人離開；最後在全部賓客離開之後收拾宴會場，恢復場地。	12
3	西餐服務	西餐零點服務	首先接受預定，並記錄與安排；接著做好各項準備工作，當客人來臨時詢問是否預定，然後引領客人到相應的位置安排就坐；接著讓客人各自點餐並做好記錄；然後為客人做好菜肴與酒水的服務，並且隨時根據客人需要為客人提供相應服務；最後當客人用餐完畢之後根據客人需求進行結帳，並送客人離開。	8
			按時到崗，並做好各項檢查，當客人到來時將客人引領到相應的位置就坐，然後為客人指明取菜	8

		自助餐服務	區域；接著為客人進行餐中服務，比如及時的撤空盤、倒食物殘餘等；當客人用餐完畢之後安排結帳，并送客人離開；最後做好檯面的整理與清潔工作。	12
		西餐宴會服務	當客人到達的時候將客人引領到相應的位置，拉椅、讓座，當客人坐下之後為客人鋪餐巾等。接著為客人服務頭盤、湯、主菜、甜點以及咖啡茶和餐後的酒等席間服務；當客人用餐完畢之後為客人結帳并送客；最後檢查、收台并整理清潔。	
4	咖啡廳服務		在客人到來之前做好相關的擺台工作；當客人到來之時，迎接客人到相應的位置就坐，然後給客人上一杯水；接著將飲品單呈遞給客人詢問客人的需求，并適當的進行推薦；當客人點完之後給客人開單，然後送飲品上桌；在客人享用的過程中時刻留意客人需要；最後當客人用完之後帶領客人進行買單，然後送客人離開。	8
5	客房送餐服務		首先接受客人預訂并瞭解客人的用餐需求；在接到訂單之後根據時間要求及時將訂單送至廚房或者酒吧，并準備好賬單、簽字筆等相應的物品，核實賬單之後將餐車或者托盤送到相應的客房；然後請客人核對并簽字，詢問客人是否還有其他需要，若沒有則禮貌離開；在規定之間之後打電話詢問客人是否用完餐，并準備收餐。	8

表 5 “餐飲服務”學習情境及學習子情境

4. “餐飲服務與管理”學習情境的教學設計

學習情境在中職學校教學中的具體描述，是本文研究的最終目的與落腳點。學習情境的設計涉及學習目標、學習內容、教學方法的確定；餐飲服務相關教學材料的準備；中西餐實訓室中實訓設施、設備的檢查與準備；任課教師和上課學生相關知識與能力的要求；檢驗學生學習效果的各種考核表。由于整個學習領域下的學習情境較多，有的學習情境還可以劃分為學習子情境，不能逐一介紹每一個學習情境，因此，我們選擇中餐宴會服務子情境來完成具體的教學設計內容。

4.1 學習目標

能依據宴會通知單掌握顧客需求，做好各項宴會前的準備工作；能依據迎賓、領客的操作要領，為客人提供宴會前迎賓、領客服務；能遵循宴會就餐服務的程序和要領，為客人提供滿意的餐中服務；能依據宴會結束工作的操作要領，為客人提供結帳服務、送客服務；能正確、安全的撤換以及放置各種餐具；能從各種渠道獲取顧客在

就餐過程中的需求；具備團隊協作能力；能依據宴會主題對其進行策劃與布置的能力；具備一定的審美能力。

4.2 學習任務

主要包括接受任務通知書、餐前準備、迎賓領客、就餐服務以及餐後服務等五個學習任務，各項學習任務分別對應的主要工作過程包括：接受任務通知書，瞭解賓客情況和宴會的相關內容；餐前準備，包括布置場地、宴會擺台、相關物品準備、餐前各項檢查等；迎賓領客，包括熱情迎賓、引客入席、拉椅讓座、存放衣物、確認人數等；就餐服務，包括斟酒服務、上菜服務、撤換餐具、餐間服務等；餐後服務，包括結帳準備、送客服務、收台檢查、清理現場、工作總結等

4.3 教學方法建議

講授法：在實訓課的教學中，講授法也是必不可少的。講授法主要用于教師剛開始對於整個教學任務的發布、相關問題的說明以及在實訓教學過程中的提問等。

情境模擬教學法：情境模擬教學法是師生共同創造的一種人爲的或者虛擬的情境，在該情境中學生能夠學習所從事職業的相關技能，從而培養職業能力。在學生學習中餐宴會服務的各項知識與技能之後，教師給學生創設中餐宴會服務的學習情境，學生則在這樣的學習情境中進行模擬練習。讓學生的各項知識與技能能夠融會貫通并且培養學生在職業場景中的應變能力與業務能力，讓其能夠快速的適應酒店的工作環境。

角色扮演法：角色扮演法是一種在教學中經常會用到的一種行動導向教學法。角色扮演法是培養交際能力的職業中經常用到并有效的教學法。在該學習情境中，教師給學生創設中餐宴會服務的學習情境，而學生則扮演服務員、顧客等角色，將其所學的專業知識運用在實際場景中，并培養學生的交際能力。

4.4 教學材料及實訓工具準備

該環節主要完成考核評價表、多媒體課件（其中包括各種宴會視頻）、各種中餐宴會服務餐飲用具以及在整個教學過程中需要的教具、工具（如模擬的賬單等）的準備。

4.5 教師知識與能力要求

首先教師要具備一定的理論知識，對於中餐宴會服務的各種流程、注意事項有一定的認識；同時教師要具有豐富的酒店服務實踐經驗并掌握相關技能，在一些突發情況下能夠及時的給予學生提示與幫助，并且最後能夠給出自己的解決方案。

4.6 學生知識與能力要求

學生熟悉各種不同類型的宴會、會議、展覽等的服務標準和布置擺設的要求，掌握銷售策略；對於中餐宴會服務的基本知識有一定的瞭解，知道整個操作流程；同時學生對於擺台、對客服務等各種服務技能熟悉並且具有靈活運用的能力。

4.7 考核與評價

中餐宴會服務的整個考核分為教師評分、小組評分以及學生自評三個部分，注重實訓教學中的過程性考核。

5. “餐飲服務與管理”實訓課程學習成績的考核

本課程採用過程性考核與終結性考核兩種考核方式，其中過程性考核占 60%，終結性考核占 40%，考核的項目為五個主要的學習情境。其中餐飲服務技能所占比重為 30%，中餐服務與西餐服務的比重各占 20%，咖啡廳服務與客房送餐服務所占的比重為 15%。對於“餐飲服務”五個學習情境的過程性考核，除了“餐飲服務技能”這一學習情境以外，其他四個學習性情境的過程性考核沒有很大的差別，因為在整個教學過程的實施中大體的步驟是相同的，不同學習情境的最大不同在於“操作過程”。雖然都以“操作過程”這幾個字表示，但是內容確完全不一樣。

V. 結語

中等職業學校酒店服務與管理專業的畢業生的就業崗位主要是餐飲服務員，因此我們也就只調研了這一崗位的具體工作任務，然後進行一系列的轉換得到學習情境設計需要的內容。在學習情境的劃分上按照“學習情境的劃分應當由學習領域框定，應是一個完整的工作過程”等原則，將餐飲服務學習領域可以劃分為中餐服務、西餐服務、咖啡廳服務、客房送餐服務、餐飲服務技能五個部分。文中主要探討了中餐服務學習領域中的中餐宴會服務學習子情境的設計，為中職學校實訓課程教學的開展提供思路。實訓課程教學內容設計的核心最終是要落到具體的學習情境之上的，最後要應用於教學實踐，然後不斷地進行完善與補充。

雖然在整個學習情境的設計中存在這樣或那樣的一些問題，使得情境的設計不是很完善，但是我們終究走出了實訓課程學習情境設計的第一步，也為職業學校的教師，特別是“雙師型”教師的實訓課教學提供了相關的借鑒。實際上，只要真正的花時間與精力深入的瞭解酒店餐飲業相關崗位的具體工作過程，同時對工作過程系統化理論有一定的理解，中職學校的教師是能夠嘗試進行實訓課程的學習情境設計的。只有職業學校的每位教師都有這樣的意識和行動，才能擺脫過去的學科化教學方式，真正地

促進教學內容與方式進行改變，為職業教育的發展做出自己的微薄力量，助力我國職業教育的發展。

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The Application of Game Teaching Method in University Literacy Class 遊戲教學法在大學教養課上的應用

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Abstract: This article is about the research of the game teaching method. A reasonable game teaching method is helpful for enlivening the classroom atmosphere and improving learning efficiency. At present, the game teaching method is often used in the classrooms of middle school and elementary students, and there are not many researches on the game teaching of college students. Through theoretical analysis, this article attempts to provide some ideas for college students' game teaching.

Keywords: game teaching method, Chinese class, college Students

I. 提出問題

在教育領域遊戲教學的理念由來已久，無論國內外都在很久以前提出過類似觀點，并在針對兒童教育方面取得了諸多成果。張文娟（2012）中指出國外最早提出“寓學習于遊戲”觀點的是古希臘的柏拉圖，在他的著作《理想國》中提出不强求孩子學習，而提倡用做遊戲的方法合理解放孩子天性。同樣的教育理念也出現在亞裏士多德的講學中，同時亞裏士多德²強調要丟棄鄙俗的遊戲。這說明遊戲對於學習是具有正面意義的，精心設計的遊戲不僅可以活躍課堂氣氛，更能培養學生的學習興趣。在國內，我們熟知的孔子也是倡導教育趣味性的大家，孔子在《論語》中：“知之者，不如好之者，好之者，不如樂之者。”等一系列學說也印證了教育過程中趣味的重要性。

對外漢語教學中遊戲作為一種寓教于樂的方法被廣泛應用在聽說讀寫各個環節。優秀的遊戲設計能够增加學習者自信心、培養對漢語的興趣，提高課堂學習效率。目前課堂上可以應用的遊戲種類繁多，有自學型、互動型、混合型等等。并根據聽說讀寫不同課程采取相應策略。因為遊戲在人們心中有刻板印象，即“只有孩子才會做遊戲”的觀念導致遊戲教學法的受眾具有局限性，所以目前大部分的研究主要針對小學到高中的學生，課程主要以英語和體育為主，另外還有數學、物理，美術等科目。我

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² 提倡游戏教学的还有昆体良、夸美纽斯、卢梭、巴西多、福祿培尔、可乐利、杜威等。

們知道遊戲可以培養學習興趣，激發學生創造力，那麼大學生在學習漢語時是否適用遊戲教學法？是不是遊戲具備趣味性就可以直接引用到課堂上呢？這些答案值得我們討論。課堂教學千變萬化，未經設計的遊戲雖然具有趣味性，但學習效率會打折扣，一個教學目的明確，參與度高的遊戲才是理想選擇。那麼遊戲如何設計？需要哪些注意事項？本文針對韓國大學生教養課的特點，主要從理論層面對目前研究成果進行了梳理，之後例舉了漢語方位詞“上下左右前後”等的遊戲設計方案。希望拙文能給漢語口語及相關教學提供一些有價值的參考。

II. 遊戲教學法相關研究

國內如今在多個領域都開發出了許多質量頗高的遊戲課程，拿漢語國際教育來說比較常見的是針對外國兒童、青少年進行的遊戲教育。目前，針對漢語遊戲教學法的研究還處在初始階段，并在不同國家呈現不同活躍度。本文根據知網的搜索引擎，以“漢語、口語、遊戲教學”為關鍵詞進行檢索。下面以國別形式，將本文收集到的研究現狀整理如下（見表1）。

國家	研究成果
澳大利亞	冉小雨（2016）陶琳琳（2019）等
愛沙尼亞	葉承隽（2020）等
東帝汶	王雪芸（2018）等
菲律賓	徐呵呵（2019）王碧君（2017）馮美珍（2018）等
格魯吉亞	張 雪（2016）王玉婷（2015）等
韓國	毛 宇（2016）張文娟（2012）張 越（2014）于夢雪（2016） 郭 芯（2018）曾小麗（2017）彭 航（2020）張可蒙（2019） 曹鈺嬋（2018）周鈺燁（2013）李 菲（2018）何 苗（2017） 王艷婷（2018）王俊瑩（2017）王亞新（2019）田 佳（2018） 蔣茹蓓（2018）王 迪（2019）鄭曉偉（2016）龐 成（2017） 劉子鈺（2017）李斯琪（2019）昔河那（2011）張 靜（2017） 羅 元（2020）田 鑫（2012）等
吉爾吉斯斯坦	俞雯雯（2016）等
盧旺達	田 文（2018）等
蒙古	王美琦（2016）等

馬達加斯加	曹俊君（2018）等
緬甸	王茫茫（2020）尤華英（2017）胡玉妹（2016）等
美國	劉 瑩（2013）等
尼泊爾	李婷婷（2017）等
泰國	王碧霞（2012）馬夢瑩（2014）胡舒婷（2014）李雪艷（2016） 李如梅（2016）張娟娟（2015）田 家（2016）殷 嬌（2020） 朱 虹（2019）姚永峰（2019）趙 妹（2017）魏 巍（2019） 王 婧（2018）覃瑩瑩（2015）屈海軍（2015）李亞萍（2018） 鄭日節（2019）胡孟君（2017）郝淑敏（2016）王京旌（2019） 趙 楠（2017）劉鑫樂（2018）孫晴清（2017）任思潔（2018） 倫樹蔭（2017）馮 斌（2017）田勝勝（2016）宋 爽（2018） 蘇聰聰（2013）劉峪誠（2018）趙培培（2017）高雅靜（2018）等
新西蘭	彭 崢（2017）等
匈牙利	紀卓群（2016）等
悉尼	趙一凡（2018）等
英國	張 璐（2019）袁小穎（2015）等
意大利	婉 麗（2018）等
印尼	魯俊峰（2014）林偉納（2018）楊婷婷（2019）等
智利	邵樂樂（2016）等

表 1

根據上述表格我們得知目前³遊戲教學法的研究已在 20 多個國家相繼展開，其中韓國和泰國的研究成果最豐。數量上韓國相關 70 余篇，泰國相關 30 餘篇。韓國相關 70 餘篇論文中研究對象大部分是小學到高中這個階段的學習者，針對大學生或者成人的遊戲教學研究并不多見。或許這只是時間問題，隨著相關研究的深入會出現更多成果。說到時間，無論韓國還是泰國，遊戲教學法受到關注也就是近 5 年來的事情。遊戲教學法在泰國為何受歡迎還需要進一步瞭解，但在韓國遊戲教學法研究如此受關注和國情不無關係，包括漢語在韓國的影響力，漢語學習普及程度，漢語課程設置，教材選擇等因素。在韓國遊戲教學法研究對象從幼兒園到大學生均有涉及，此外還有龐

³ 截止 2021 年 4 月 30 日

成（2017）關於孔子學院的相關調查。下面主要看一下從幼兒園到高中游戲教學法的相關研究情況。

1. 幼兒園游戲教學研究

整體來看針對幼兒園的研究有昔河那（2011）、鄭湔尹（2012）、黃穎（2013）、王歡（2014）、樸弘敏（2018）、曹鈺嬋（2018）、王埔芳（2018）等。幼兒園是最早的教學現場，在語言學習關鍵期通過游戲強化語言能力已成為共識，並且從年齡段上看游戲教學法最適合兒童，這一點在研究文獻的數量上可以得到佐證。昔河那（2011）中特別針對韓國兒童設計了幾款本土特色的游戲，並指出語言學習關鍵期兒童的好奇心、好動等特點是游戲教學的原動力。可見語言與游戲的關係密不可分。

Levy⁴指出語言與游戲的關係有以下 5 點：

- (1) 刺激新語言形成。
- (2) 明確單詞感念。
- (3) 誘導使用、練習語言。
- (4) 提高對語言的認知。
- (5) 激勵用語言思考。

語言是交流的工具，更是思考的工具。作為表意文字的語言在兒童智力開發方面有許多值得借鑒的地方。漢字學習與游戲教學合理結合會使兒童身心得以鍛煉，真正做到寓教於樂，在不知不覺中發展兒童的語言能力。同時，游戲教學在設計時應注意教學要具有連續性，認為游戲教學法只限于幼兒園的這種想法是狹隘的。另外，鄭湔尹（2012）中認為目前韓國兒童漢語教學方面存在的問題主要有（1）師資問題。主要是缺乏專業的漢語教師，特別是發音教育方面不太理想。（2）教學法問題。由於教師缺乏的問題導致教學法落後，缺乏專業教師的結果導致學習效率低，難以做到以學生為中心。在問卷調查中很多老師傾向於唱歌和看動畫片的教學方法，游戲互動排在第三位。不得不說教學法確實存在很大改善空間。（3）教材問題。教材內容呆板，不能吸引兒童，同時為了吸引孩子用韓國語標注發音的方法影響了語音教學效果。除以上原因外課程安排不合理也是很大的問題。

2. 小學游戲教學研究

⁴ 轉引：昔河那（2011：7）

針對韓國小學生的漢語遊戲教學研究有田鑫（2012）、周鈺燁（2013）、王岩（2013）、張越（2014）、穆甜甜（2014）、王征（2015）、張夢茹（2016）、樸美穎（2016）、鄭曉偉（2016）、胡婉（2016）、吳曉喬（2017）、倫樹萌（2017）、程誠（2017）、徐芳（2017）、王俊瑩（2017）、周媛（2018）、郭芯（2018）、郭蕊（2018）、王欣（2018）、李菲（2018）、丁信惠（2018）、薛慧媛（2019）等。小學開始兒童的母語能力與外語能力急劇提高，這個階段可以看作漢語學習黃金期的開始。隨著母語單詞量的增加韓國兒童對外語的學習能力也隨之提升。小學生處在好動的年齡段，遊戲教學可以促進兒童身心成長，在運動的過程中不知不覺地習得語言，強化概念。韓國教育部要求小學生畢業之前需要認讀 1000 漢字，書寫 500 漢字。雖然這裏的漢字指的是韓國漢字詞中的漢字，既有中國的簡體字也包含繁體字和韓國本土造漢字，但不容置疑韓國小學生學習的漢字詞中的漢字與漢語學習有想通之處。在教學過程中漢語學習和漢字（韓國漢字詞）學習是兩門課，但根據正遷移理論無論哪種漢字學習最終都將有助於漢語能力的提升。我們知道遊戲教學法可以用于單詞教學，句子教學，篇章教學等領域，這樣看來針對韓國小學生的遊戲設計有多種選擇。

田鑫（2012）中為提高漢語聽說能力，收集列舉了 16 種適合小學生的課堂遊戲，分別為（1）聽聲變調做動作（2）角色扮演（3）逢四避開（4）句子接龍（5）拍蒼蠅（6）比手畫腳（7）唱歌比賽（8）快速舉卡片（9）一閃而過的 PPT（10）猜數字（11）熊貓主子搭橋遊戲（12）魔力箱（13）翻炸彈（14）賓果遊戲（15）句子回答（16）盲人摸象。並在問卷調查後，根據實際情況設計了教學內容，遊戲設計的過程值得參考。

張越（2014）中根據遊戲教學法的 6 項原則，對韓國小學生遊戲教學法的具體實踐方式做了說明，並根據問卷結果展示了教案。其中的 6 項原則有（1）針對性原則（2）適度性原則（3）趣味性原則（4）實踐性原則（5）時效性原則（6）發散性原則。此外，這部分研究大多從理論分析，問卷調查，遊戲設計，結果評估等幾個環節上切入。各學校情況雖有不同，但整體上反映出在小學階段使用遊戲教學法的必要性，同時也指出了現階段存在的問題，改善矛頭大多指向教師資質、教材、課程設置（課時安排）等領域。

3. 初中遊戲教學研究

針對韓國初中生漢語學習的研究有毛宇（2016）、蔣茹蓓（2018）、王迪（2019）、王夢珂（2020）、彭航（2020）、白瑞娟（2019）、李一萱（2019）、陸

雯娟（2018）、蔣茹蓓（2018）、田佳（2018）、李妙玲（2017）、王嫻怡（2017）、陳敬（2017）、張靜（2017）、曾小麗（2017）、鄧蘇娟（2017）、王逸秋（2017）、王靜姝（2015）、王琳（2019）、羅元（2020）等。初中生處在青春期的孩子期望同齡人的認可，渴求合作又嚮往獨立。在遊戲設計方面除了知識性、趣味性之外，還要強調合作與協同。

王迪（2019）中根據國內外對“遊戲”的理解做了整理，並引用了曾建（2016）⁵中對遊戲的定義“...廣義而言，指外語或二語課堂教學中一切有組織的語言活動；狹義而言，可指在外語或二語課堂教學中為調動學生積極性，鞏固運用所學語言知識，以趣味性、靈活性和多樣性的內容穿插在教學過程中的語言活動。”，可以說這個定義是比較客觀的。

彭航（2020）、鄧蘇娟（2017）、蔣茹蓓（2018）、王逸秋（2017）、白瑞娟（2019）、李一萱（2019）、張靜（2017）、王嫻怡（2017）、羅元（2020）等研究都圍繞問卷調查，從老師、學生、校方的角度分析問題後，嘗試設計了遊戲教學的各個環節。王琳（2019）⁶、陸雯娟（2018）、田佳（2018）雖然沒有問卷調查，但在教學現狀、教學設計、師資、教學模式、教學法等內容上作了詳細的研究。

毛宇（2016）針對首爾兩所學校的師生分別做了問卷調查，並結合課堂實際情況對遊戲教學法做了分析。文中指出了在遊戲設計過程中存在的問題，並介紹了韓國學生的特點與漢語課在初中教學中的地位。其中通過對初中教師問卷調查得知，大多數教師認同課堂遊戲最佳時間應該控制在 15 分鐘左右。初中生處在青春期的學生，面對遊戲時，初一和初三的學生呈現出不同偏好，初一學生喜歡手脚并用的遊戲，而初三的學生更有競爭意識，喜歡競猜類遊戲。

王靜姝（2015）中以教材編寫為出發點，通過問卷調查和偏誤分析的方式對韓國學生學習問候語時存在的問題提出了解決方案。文中指出針對問候語學習可採用遊戲教學法和文化教學法，這樣可改善教材對話脫離實際的問題。

曾小麗（2017）中也提到了教材問題，文中指出 2009 年 8 月 19 日韓國教育課程評價院審核通過了 13 種《中國語 1》漢語教材，2010 年開始各學校在 13 種教材中任意選擇。但這些教材存在相同問題：（1）教材難度大，沒有因材施教。（2）教材針

⁵ 轉引王迪（2016：9）

⁶ 韓國於 2011 年成立了在韓對外漢語教學“CPIK”（Chinese Program in Korea）項目，2018 年有 334 名漢語教師志願者被派往韓國中小學進行為期 11 個月的漢語教學。該項目報名的大多是研究生，所以研究成果以碩士論文為主。

對對象不明確，很多初中和高中使用同一教材。（3）教材類型劃分不明顯，很難根據不同需求選擇合適教材。除了以上問題外教師資質、教師資源不足也成為了頭等問題。

此外，陳敬（2017）、李妙玲（2017）以教材《生活中國語》為基礎設計了幾款遊戲，特別是後者別出心裁的針對初中男生的特點設計了具有特色的遊戲環節。

4. 高中遊戲教學研究

針對高中生的有于夢雪（2016）、張可蒙（2019）、王亞新（2019）、李斯琪（2019）、樊丹（2018）、王艷婷（2018）、劉子鈺（2017）、何苗（2017）、謝妮（2017）、張琳（2017）、安佳逸（2016）、趙敏智（2015）、周子璐（2015）、史雲霄（2014）、李銀珠（2013）、李玲（2017）等，其大部分研究者為國家 CPIK 項目的志願者。

于夢雪（2016）中在研究遊戲教學法授課時引入了協同教學。本土教師和原語民共同授課既改善了本土教師授課時發音不准、文化教學不足等問題，又培養了學生學習興趣，調動了學習積極性。協同教學最早起源于美國，主要以中小學為主，在韓國也有不同形式的應用，例如：中韓的“寫作教學”模式。

李斯琪（2019）中針對 18 名參加 CPIK 項目的中國老師做了問卷調查，在列舉語音、詞匯、漢字，語法等遊戲教學的實例後，根據問卷結果給出了改善意見。調查顯示參加項目的老師大部分是對外漢語專業，上課時和韓國老師進行分工，中方教師有時輔助，有時通過翻譯進行教學，有時獨立教學。大部分志願者韓國語水平是零基礎，但溝通上並無大礙。

王艷婷（2018）、張可蒙（2019）基于教學現狀及師生問詢結果設計了個別教學案例，並進行了評估。學校的師生對於遊戲教學法的調查都十分配合，這證明遊戲教學對於韓國高中生也是很適用的。

史雲霄（2014）、趙敏智（2015）、周子璐（2015）安佳逸（2016）、劉子鈺（2017）、何苗（2017）、王亞新（2019）圍繞問卷調查進行了教學反思，具體來說先進行理論研究，之後通過問卷調查的形式瞭解情況，為下一步課堂遊戲做了鋪墊，並在最後做了反思總結。總結的環節不可小覷，無論是理論研究，還是現場教學，及時總結才會有所提升。

此外，樊丹（2018）除了做問卷調查，圍繞獎懲制度進行的研究也十分有借鑒意義。張琳（2017）、謝妮（2017）圍繞詞匯與遊戲教學的關係展開研究，考慮到詞匯教學在二語習得過程中的地位，類似研究有深挖的必要。除上述研究外，李銀珠

（2013）以教材為中心，研究韓國高中使用的漢語教材《中國語 1》⁷，對其中游戲環節做了詳細描述，目前，面向韓國高中生的漢語教材目錄可參看表 2。

區別	作者	出版社	出版時間
A	박용호 外 5 人	넥서스 CHINESE	2012 年
B	최규발 外 2 人	朴英社	
C	심형철 外 4 人	時事中國語社	
D	우인호 外 3 人	正進出版社	
E	박흥수 外 3 人	(株) 教學社	
F	임승규 外 4 人	(株) 多樂園	
G	김난미 外 2 人	(株) 朴英社	
H	최재영 外 3 人	天才教學社	
I	박덕준 外 4 人	天才教育	

表 2⁸

5. 大學游戲教學研究

針對大學生的游戲教學法研究並不多，或許是因為大學生漢語教育屬成人教育，使用游戲教學法欠妥。因為大學生教育屬成人教育，所以國外很多漢語教學現場使用的是“聽說領先”的教學法，而國內多使用“聽說讀寫”綜合教學，出現這種現象呂必松（2007）⁹認為有 4 個原因。一是大學生是成人，理解能力強；二是課時多，多種訓練分課時進行學生比較感興趣；三是成年人語言學習不能完全依靠聽覺，要借助其它感官強化記憶；四是消除漢語難學意識，用各種形式多接觸、多練習。基于以上原因我們可以窺見韓國大學內游戲教學法研究為什麼不活躍的原因。筆者認為除了以上原因，從幼兒園到高中教學階段存在的問題，在針對大學生的漢語課堂上依然存在。

我們知道韓國漢語課分為專業課和教養課。根據教學目的，教學法應靈活多變，特別是對教養課而言，培養學生對漢語的學習興趣，打下良好的基礎才是重要的。張文娟（2012）是為數不多針對韓國大學生游戲教學法進行研究的。研究從理論依據、實際作用、特點，原則等問題出發，對韓國大學生教養課性質和特點做了分析，並依據座位排列法將語音、漢字、詞匯、句子，篇章教學分別設計了教案。

⁷ 2012 年起，依照《第七次教育課程（2009 年修訂版）》編撰了 9 種教材統一命名為《中國語 1》

⁸ 引自李銀珠（2013:14）

⁹ 轉引整理於呂必松（2007:81）

綜上所述，我們發現遊戲教學法的研究成果大部分是中國志願者在韓國任教期間根據自己的經歷整理所得，並以碩士論文為主。內容上大體以研究必要性、重要性、遊戲教學特點、學生特點、課程設置、問卷、教材、課堂遊戲設計、反思等順序為主。在此本文將借鑒張文娟（2012）中的遊戲思路，利用網絡遊戲進行漢語口語訓練的探索。

III. 針對韓國大學生實施遊戲教學法的可行性與必要性

1. 民族特性

韓民族是能歌善舞的民族，同時國民對寓教於樂這種教育形式帶有與生俱來的親近感，風靡全球的韓國流行音樂和娛樂節目讓我們窺見在韓國實施遊戲教學法的可行性。韓國十分注重寓教於樂，從小學到大學每個階段都會根據年齡特點設置不同文體類遊戲。無論學生郊遊還是公司團建都少不了遊戲。遊戲過程中，不僅可以加深彼此間相互瞭解，還可以加深友誼，結交志同道合的朋友。無論學校的小環境還是社會大環境娛樂性無處不在，在韓國街道隨處可見的卡拉 OK 就充分說明遊戲教學法在韓國會有很大潛力。

2. 課程設置

目前，韓國漢語課程主要有專業課和教養課兩大類。相對於前者，後者的教育課程設置不具有長期性與連貫性。教養課與選修課的性質差不多，學習者或因興趣、學分，好奇等諸多原因選擇漢語課，在此過程中過於困難的教學內容或呆板的教學法會讓學習者缺乏動力，放棄學習。怎樣挖掘漢語中精華的部分，設計巧妙的遊戲，拉近與學習者間的距離，讓他們喜歡上漢語，敢于表達，樂于表達，消除對學習漢語的恐懼心理，這些都值得我們去探究。

3. 語言環境

儘管韓國經濟發達，通訊技術也處於全球先進行列，但學習中文的學生很多都沒有到過中國，平時接收到的碎片化信息很難起到有效促進學習的作用。特別是口語環境缺失，導致學生更不容易開口說漢語。害怕自己說錯，社交障礙症等問題促使韓國學生錯失開口說話的機會。怎樣在自然狀態下培養韓國學生的自信心，讓學生對漢語學習產生興趣，從“要我說”到“我要說”，要想實現以上目標遊戲教學法尤為重要。

4. 學習者特性

正如呂必松（2007）指出的，大學生教育屬成人教育，其邏輯思維能力與理解力都優于高中階段，因此這個階段的遊戲教學法明顯區別于其他階段。筆者認為通過遊戲欲達到的目標應包括：

（1）對當堂課學習知識的鞏固。遊戲時間不宜過長，可以放在課堂結束前，利用5到15分鐘即可。

（2）利用邏輯推理能力強的特點開動腦筋，提高課堂參與度。大學生有競爭意識，合理利用會讓學生成為教育的積極參與者。

（3）通過互動，增強彼此之間的瞭解，包括師生關係與同學間關係。大學生嚮往認識新朋友，為學生創造合作的機會，能給課堂帶去新鮮感。

（4）增加開口說漢語的機會。大學生因缺乏自信等原因不愛開口說話，通過團隊的遊戲活動可減輕壓力，緩解緊張心理。

（5）給學生展示個性的機會。大學生身上具有時代氣息，尊重學生，在遊戲開發時給學生獨立展示個性的機會。

IV. 遊戲教學法的相關理論

遊戲教學法相關理論大致整理如下：

① 學習動機

學習動機是指激勵并維持學生朝向某一目的的學習行為的動力傾向（張文娟2012）。學習動機受內部因素（興趣、需要、價值觀、態度），外部因素（教師期待、鼓勵、學生間合作、競爭）等因素影響。動機根據性質又可分為社會性動機和生理性動機，前者對語言學習效果的影響顯著。社會性動機包括興趣動機、成就動機、交往動機。以遊戲教學法舉例，學習者對進行的遊戲感興趣時，學習的動力就很足，即使沒有教師指導，沒有任何獎勵，學習者也願意主動探尋答案，這就是興趣機制在起作用。網絡遊戲正是利用了這一點，在升級打怪的設計上為玩家設計好了一套激勵機制，這套方法運用到教學上，我們稱其為成就動機達成。最後，語言的學習是為了溝通，無論是從書籍裏獲取知識，還是和朋友談話，都能實現交流目的，交往目的達成屬正向反饋，會刺激學習者繼續保持學習興趣，并在自願自覺的狀態下不斷增加學習難度，交際的效果在這個過程中會越來越好。

② 交際理論

應用語言學的基礎理論，也是語言的重要功能。交際理論強調要在真實的語言環境中，多樣的交際任務中鍛煉語言能力，同時交際能力的實踐不是一次完成的，要在多次，不同的內容，不同形式下進行實踐。交際理論告訴我們，遊戲教學法不能只圖有趣簡單，要劃分難易度，在設置教學目標時要分階段去教學。同一個遊戲規則不變的情況下不能套用到多個知識點。一成不變的遊戲會讓學生產生膩煩心理，同時在面對不同難度的交際任務時把握不好分寸的話，自信心會受挫。綜上所述，一個交際任務要逐漸變化難度與實現方法，讓學習者擁有成就感的同時順利完成交際任務。

③建構主義理論

建構主義理論強調教師的意義是幫助者、促進者而不是傳授者與灌輸者。學生是信息加工的主體，學習者在一定的背景下借助知識（社會文化等）、通過溝通合作等方式達成意義構建。學生是學習的主體，教師可以制定遊戲規則，學習者根據規則發揮其主觀能動性完成學習任務，用所學語言知識實現交際的功能，這與翻轉教學、以學生為中心的教學、翻轉課堂的設計原理也很契合。

V. 實施遊戲教學法的注意事項

遊戲教學法需要根據具體教學需求進行設計，怎樣才能科學設計出具有效率的遊戲環節，我們需要從教學原則、注意事項等方面入手。首先需要對成功的遊戲教學做出定義，陳思萌（2014）中提到成功的遊戲教學應該具備以下四點：引導性：我們常說的教師的作用，即引導學生完成教學任務。這裏需要注意引導也包括了對遊戲規則的詳細說明與課堂進度的把控。遊戲開始前如果沒有對遊戲規則說明清楚會導致遊戲效果不佳，同理，遊戲結束後如果沒有總結和分析的環節，教學水平就很難提升。有效性：是否對知識獲取，語言訓練有幫助。多數時候遊戲被貼上了消磨時間，教師不作為的標籤。怎樣讓遊戲的效果最大化值得教師們去摸索其中的方法。針對性：明確遊戲針對的知識點。遊戲需要根據所學知識進行針對性訓練，盲目娛樂輕鬆無異於浪費時間。想要做到有針對性，需要教師花時間去設計。互動性：即語言的溝通功能。所有學生都要參與進來，并能得到有效溝通。遊戲要避免個別人積極活躍，要讓大家都動起來，都參與到語言交際中來。

同時，陳思萌（2014）中例舉了遊戲教學法的幾個原則，值得大家參考。（1）簡單性原則：主要針對初級班學生。初級班基礎薄弱，儘量用簡單的表達說明問題。（2）適用性原則：遊戲難度的考量。太容易或太難都達不到教育效果。（3）文化性原則：在

遊戲中加入文化元素。（4）全面性原則：讓每個學生都得到參與的機會。（5）適度性原則：控制遊戲時長與次數。

遵守以上原則進行遊戲教學時，還應該注意幾點，昔河那（2011）中指出了遊戲教學法的 9 點注意事項：（1）遊戲要有意思。（2）遊戲不能只具有趣味性（3）盡可能全體參加（4）遊戲從簡單到複雜（5）遊戲時間不要過長（6）調節學生競爭心理（7）教師主導（8）同樣遊戲不重複做（9）遊戲可作為評價手段。雖然陳思萌（2014）和昔河那（2011）的內容有相似之處，但都反映出遊戲教學法並不是輕鬆可以實施的，必須經過前期設計，後期總結才能日臻完善。

田鑫（2012）中提到了遊戲教學法實施步驟，這些步驟具有代表性，有一定參考價值。步驟分別為（1）發現問題（2）分析問題（3）提出解決問題的辦法（4）制定具體行動方案（5）實施行動方案（6）觀察并收集數據（7）分析反思評價效果。其中筆者認為最後一步“分析反思評價效果”十分重要，很多時候因為時間關係我們都會放棄分析，使很多有價值的東西失去了繼續研究的可能性。

綜上所述，一個成功的遊戲教學需要經過精心設計，並且要不斷觀察改進，時刻銘記以學生為中心，教師只起到輔助和引導的作用。

VI. 遊戲教學法實際案例分析

鑒于遊戲教學法在大學階段應用的案例不多，這裏特別針對“方位詞”設計了一堂課，以下就是面向大學生教養課設計的課堂遊戲。下面將以“問路”為主題展示遊戲教學法的具體實施步驟。

游 戲 類 別	選修課（漢語口語課）	訓練目的	掌握“問路”基本表達
參 與 人 數	每組 2~3 人，共 15 人	座次排列	自由排列（在綫授課）
學 生 水 平	具有 6 個月以上不連續學習經驗者	道具準備	PPT, zoom, 遊戲“推箱子”“停車”
時 長	50 分鐘	使用教材	스마트중국어 2
	課前： 將要學習的單詞，特別是方位詞整理好，製作一個精煉的小視頻，視頻長度在 3 分鐘左右。把重點簡明扼要的介紹清楚。并將視頻發送至班級群裏，以便學生及時學習。 （這部分有翻轉教學的特點，但內容更簡潔）		

遊戲過程

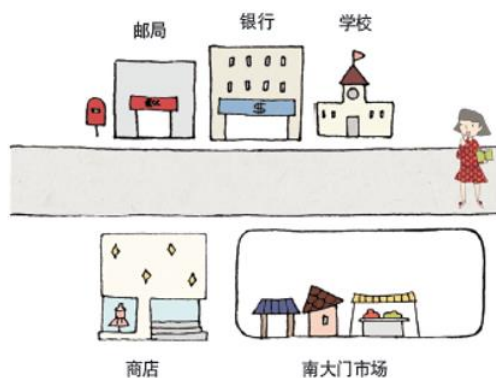
課上：導入階段

（開始放 1 分鐘的問路視頻。）

教師：同學們，大家都喜歡旅游。我們到不熟悉的地方旅游會遇到問路的情況。用漢語怎麼問路，怎麼指路，今天我們就來學習一下。

（確認課前學習情況）

1. 在 PPT 上展示本課重要詞匯“上、下、左、右、前、後、旁邊、往~一點”，并領讀，喚起學生記憶。
2. 在 PPT 上展示慣用表達方式：“往~走”（第一節課），“向~拐”（第二節課）
（上述過程 5 分鐘，并讓個別學生大聲跟讀。）
3. 讓學生分組，每組製作一個簡易的城市地圖。如圖 1（教材例圖）：



（圖 1）

教師根據每組學生製作的地圖，選擇目的地，讓學生描述“怎麼走”。

記錄學生在表達過程中的偏誤，待所有組發表完後集中糾正。沒有馬上糾正錯誤是因為怕打擊學生的積極性，影響後面小組的發揮。（5 分鐘）

進行第一輪遊戲：往+上、下、左、右+（走）

首先讓學生以小組形式登錄網站¹⁰。



（圖 2）

¹⁰ 游戏网址：<http://www.4399.com/flash/210179.htm>

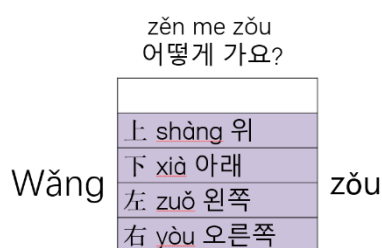
遊戲過程

教師給出幾組難度相近關卡，每組選擇 1 組關卡，學生們用自己的電腦登錄頁面。隨後教師在主屏幕上打開圖 1，講解規則，領學生們讀一遍需要輸出的表達句式：往上、往下、往左、往右。當熟悉表達後，教師給 1 分鐘時間，讓每組攻克關卡，并用漢語表達通關過程，記錄每個步驟。（5 分鐘）

用“往上、往下、往左、往右”分組發表自己是怎麼通關的。具體方法如下，讓 B 組學生大聲問“怎麼走？”，A 組學生口頭下達指令。之前 A 組將自己的關卡圖發給 B 組，B 組同學根據 A 組同學的指令邊問“怎麼走？”邊完成關卡。這樣 A 組練習口語表達，B 組練習了聽力。（5 分鐘）

教師在此過程中不打斷，只做觀察者。

第二階段，當學生對遊戲方法熟悉後，增加表達難度，如圖 3。



（圖 3）

遊戲過程

加上動詞“走”構成“往上走，往下走，往左走，往右走”的短語。本次訓練教師給出一個難度稍大一點的關卡，並將同一關卡分給所有小組，當聽到開始時，所有組一起開始通關，教師在一旁計時，最先完成組獲勝。稍微等待後，當所有組都完成時，由獲勝組發表通關的所有步驟。（5 分鐘）

整理目前為止出現的偏誤，糾正表達句式和發音。拿出課文對話進行講解，並追加詞匯“前、後、旁邊、往~一點”（5 分鐘）

用同樣的流程和方法，換成停車遊戲¹¹，再次進行兩次遊戲，如圖 4（15 分鐘）。



（圖 4）

最後總結，領讀發音、課文，常用表達句式。（5 分鐘）

課後：

留作業，將本堂課學到的表達式每句念兩遍發送到群聊框中。

¹¹ 游戏来自：<https://dr-parking-4.en.softonic.com/iphone>

反思總結	遊戲教學是輔助課堂教學，活躍課堂氣氛的手段。適當使用會有奇效，但在時間把控上需要不斷練習，摸索規律。遊戲並不能完全替代傳統教學。正常一個遊戲的時間控制在15分鐘左右最佳。另外，規則的說明要到位，根據課堂效果隨時調整節奏。 大學生推理能力強，同時缺乏開口說話的機會。正好借此遊戲可以增加互動，提高大腦活躍度，競爭關係又讓學生發自內心的、愉悅地參與到知識活用的環節中來。
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VII. 結語

本文對遊戲教學現狀進行了梳理，並為韓國大學生設計了一堂遊戲教學課。雖然對遊戲教學整體認知上有幫助，但因時間關係未能對大學生進行問卷調查，以瞭解大學生心理需求。欠妥之處將在今後研究中不斷完善。

寓教於樂是自古就有的教育理念，不僅適用於兒童也適用於成人。成人的邏輯思維能力強，但礙於面子不愛開口，將這些問題綜合起來，根據教育目標找出恰當的遊戲將會有不錯的教學效果。適合成人的遊戲可以從現有的，針對青少年的遊戲中篩選。北京奧運會後漢語學習在全球升溫。未來隨著國際間合作的日益深入，漢語必將在世界範圍內吸引更多學習者。同時，我們也該意識到漢語確實對於一般學習者來說太難，還沒有學習之前就知難而退了。培養學習者的興趣，讓漢語變得有趣易學是漢語作為第二外語教學的重點工作之一，不僅能讓世界人民看到中國經濟的強大，也能讓大家具有認同感，輕鬆接近漢語，這項工作任重道遠。相信未來會有越來越多新穎的遊戲出現在我們的漢語課堂上，藉以吸引更多的學習者。

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Research on the Application of Chinese Films Teaching in General Chinese Courses in Korean Universities 韓國高校通識課程中文影視教學應用略論

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Abstract: *The learning purpose of Chinese learners is to continuously improve Chinese communicative ability and complete communicative activities. In traditional teaching, activities are mostly carried out from several aspects of listening, speaking, reading, writing and practicing. Among them, the teaching application of excellent Chinese films and television programs is also the most used method. This paper is mainly based on the actual teaching, and discusses some viewpoints on the application of Chinese language learners in the general education of Korean universities in the Chinese films teaching, hoping to provide references for related research methods.*

Keywords: *Teaching Chinese as a foreign language, Chinese films, cross context teaching, listening teaching*

I. 前言

漢語學習者的學習目的在於通過不斷提高漢語交際能力並完成交際活動。呂必松(1986)認為語言教學的目的是培養學生運用所學語言進行交際的能力，劉珣(2000)指出針對非母語者的漢語教學目的在於培養學習者掌握漢語基礎知識和聽說讀寫的基本技能，培養其運用漢語進行交際的能力。傳統教學中多從聽說讀寫練幾個方面展開活動。其中，華文影視作品的教學應用也是較多採用的手段。

視聽教育(Audio-Visual Education)最早出現成熟於美國。主要指依據教育理論，運用多種媒體，充分發揮視聽感官的功能，有目的地傳遞教育信息，以實現最優化的教育活動。近來韓國各大教學機構正廣泛地使用影視這一手段作為外語教學的輔助，其中也包括漢語教學。影視作品呈現出的戲劇情節、人物形象、音效場景等素材生動有趣，往往使得漢語學習者在觀看影視資料的同時除了潛移默化地進行語言學習外，還能夠對其中所蘊含著的特有的歷史社會風情文化進行瞭解，並進一步激發學習動力，有著良好的教學效果。但就筆者的調查結果來看，大部分的漢語影視教學仍然局限於播放

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漢語原聲影片，並在觀影結束後讓學習者針對影片進行討論的狀態，教學模式較為單一且隨意。從漢語習得的角度來看，大部分學習者的學習效果并不理想。我們知道漢語影視教學作為一種正在興起的語言教學手段，由于其內容豐富，趣味性强，可全面培養漢語學習者聽說讀譯，以及對影片傳達出的歷史文化知識學習深化的能力，正逐漸進入到對外漢語教學的課堂中。但只是目前尚處發展階段，暫時沒有統一的標準，也沒有較為完善的教材，模式簡單，缺乏深入的研究成果，所以暫時很難保證較好的教學效果。因此如何運用影視教學這一教學手段進行科學高效地教學，如何針對這一新興的教學手段設計合理的課程計劃是本文想討論的問題。由此，本文在既有研究成果基礎上，利用筆者在教學中所使用的中國影片《大魚海棠》為例，分析針對韓國漢語學習者漢語影視學習的實際情況，並在此基礎上簡要討論對外漢語影視教學的課程設計，根據實際情況討論課程中出現的問題以及應對方法。希望通過該研究，對韓國高校通識教育中漢語學習者的影視教學應用談一些看法，同時也希望可以對相關研究方法提供一些思路，對同行提供參考。

II. 漢語教學中影視教學的作用及選擇

1. 影視教學的作用

有關影視作品對於外語教學的作用，部分西方學者已進行了一些研究。如 Carr(1989)認為片段電影是目的語國家特有文化濃縮，讓學習者帶著興趣進行學習，在一個片段中與自有文化的衝擊使學習者記憶更深刻。由此，關於影視作品教學法上，還有引發了一場影視材料片段與整體運用的爭論，如 Blakey(1989)主張電影分為特定的若干語言發生場景，外語學習者在特定的場景下學習當前段落的外語比觀看整部電影更具針對性；Tomalin(1990)持同樣意見認為特定電影片段從教學上來看具有更高的效率，因為略去電影中藝術表達，電影語言中的聽、說、讀訓練更適合外語學習者的語言學習目的。Ishihara 持相反意見，主張整部電影能使學習者在記憶電影內容的同時記憶其對話，在回憶內容的過程中能夠更主動地學習語言。

從對外漢語教學的最終目的來看，通過教學令漢語學習者達到可利用漢語進行全面交際便是這一目的，而這種全面交際則要求學習者涉及到的學習範圍較廣泛。漢語學習者在課堂上接受到的訓練應該是一種覆蓋面較廣的訓練，含有豐富漢語教學資源的影視教學的作用正體現在此。影視教學中，運用於教學的題材多樣，學生可以全面地理解影視材料中涉及的，綜合呈現出的政治、經濟、文化等方面的知識；同時學生

可以全面瞭解影視資料中體現出生活中漢語的表達，直觀地面對漢語語音、語調、語氣、語速之間的關係，加深對其的理解。由于漢語影視作品提供的是一種生動的漢語語境，除了作品題材能够引發學習者的興趣外，學習者更容易對漢語的實際應用有著深刻地理解以及記憶，在聽說讀等能力的訓練和提高上有著幫助。這些積極的作用在影視教學中體現得較為明顯，也可以說正是這些優點才使得影視教學成為漢語教學中值得摸索的新模式。

2. 影視教學影片的選擇

作為一種新興的漢語教學模式，漢語影視教學目前暫沒有較為系統的教材，相關研究也不多，可以說漢語影視教學的體系還不完善。其中有關影片選擇、影視教學指導等還有很多需要問題需要解決。影視教學的基礎除了科學的教學方法外，最重要的一點便是教學影片的選擇——好的影視教學影片的選擇是保證達到教學效果的保證。唐蒸（1997）《漢語視聽說課程教學初探》認為運用于語言教學的中文電影應符合“多樣化、綜合化、規範化、實用化、口語化”等原則。單韻明、陳靜雯（2010）《電影欣賞在對外漢語教學中的作用》認為選擇影視材料“應該在教學中選擇更貼近真實生活，更富有日常詞匯，與學習者生活相關的電影內容，避免晦澀難懂，偏詞難詞太多以及地方性色彩太濃的影片進行語言教學”。

我們認為首先在影片的選擇上應該針對不同層次的漢語學習者選擇適合其水平的影視材料，這是由于不同水平的學習者在詞匯、語音、語速等方面的理解不同造成的客觀要求。其次作品的主題基調應積極向上，語料正確規範，發音清晰標準，作品情節生動，有一定趣味性，含有能够表現中國社會文化的元素。這樣的影片可讓學習者自主學習的意願最大化，達到“愛看、愛學、愛說”的效果。同時輔以漢語教師的指導，全面增強學習者聽說讀寫譯的能力。

對外漢語教學的目的是使學習者能够利用漢語完成交際活動，學習者的聽說讀寫等能力的訓練需要依托大量的漢語教學資源，中文電影中蘊含著豐富的漢語教學資源，中文電影能够提供真實生動的漢語應用環境、靈活地展現中國文化、全面地展示漢語語音、語速、語調的關係、綜合動地呈現我國經濟、政治、文化等方面相應的知識，中文電影教學是對外漢語教學中新興的教學模式。

III. 影視教學課程設置

有關對外漢語中影視教學課程設置中，肖路（2003）提出“三層”教學目標和“三變”的教學方法，嘗試建立一個完整的電影教學課程設置。王猶男（2009）提出從語言教學、藝術引導、文化教學三方面來進行中文電影欣賞課的課程設置思路。我們認為這些課程設置思路符合對外漢語教學課程設計，並兼顧考慮到了影視教學的特點。

在教學方法方面，我們建議強化學習者聽說讀寫的訓練。影視材料的特點在於可運用大量的聽力訓練、模擬配音、複述情節等方法提高學習者的聽力以及讀寫技能，所以在口語活動設計、聽力設計方面應進行深入研究。同時還可利用故事情節，劇情矛盾展開討論，讓劇情引起學習者的共鳴，進而進行表達，這有利於學習者的漢語表達能力的提升。同時還可讓學習者寫作觀後感，在聽說讀寫，對社會文化的思考各方面令學習者得到多維度的表達訓練，提高漢語水平。

筆者在近兩學期在所在的水原大學開設了漢語影視教學選修課程，該課程基於Blackboardlearn+平臺進行，對象為全校學生。課程開設的主要目的在於通過中國影視作品讓學習者在影視語境中深入瞭解漢語，同時通過這些作品所反映的中國文化有一定的瞭解。下面以《大魚海棠》教學課程設置為例，進行簡要說明。

1. 教學對象調查

通過課前調查可知 8 成以上的學生為漢語入門者，剩下為中級學習者。在影視資料的選擇上，一個學期的課程中，筆者選擇了多部影視資料。在 16 周的課程中，前 8 周的影視資料主要以較為簡單的情景劇片段進行，後期影視資料則以整部電影為主。本稿主要以其中之一《大魚海棠》為例進行說明，授課時間共計 9 課時。

《大魚海棠》是彼岸天文化有限公司等公司聯合出品的動畫電影。該片講述了掌管海棠花生長的少女椿為報恩而努力復活人類男孩“鯤”的靈魂，在本是天神的湫幫助下與彼此糾纏的命運鬥爭的故事。影片主旨積極，劇情易懂，戲劇矛盾明顯，臺詞上口，配音則以老演員潘淑蘭、王德順等為代表，發音清晰標準，非常適合學習者聽學。此外《大魚海棠》中隨處可見傳統的中國元素，在對中國文化的理解上，學習者可以更加深入地理解中國文化，從而對中國文化，對漢語學習產生更濃厚的興趣。

2. 教學導入

學習者進入系統, 可以看到相應的課程設置, 課程設計務必簡單明了, 易於學習。

教學導入中, 教學前對電影的整體進行介紹是非常有必要的。筆者主要以《大魚海棠》相關海報, 相應電影評論進行總體介紹, 讓學習者對影視資料有輪廓上的瞭解。鑒於學習者的漢語程度, 電影介紹仍以韓國語為主。

1) 電影內容韓文介紹

《大魚海棠 (나의붉은고래)》인간과의 접촉이 금지된 세계의 소녀, 인간소년을 만나다! 소녀‘춘’은 성인식을 맞아 고래로 변신해 인간세상을 탐험하러 나간다. 처음 만나는 낯설고 신비한 풍경을 만끽하던 중뒷에 걸려 목숨을 잃을 뻔한 ‘춘’은 인간소년 ‘곤’의 도움으로 겨우 살아난다. 하지만 그녀를 구한 ‘곤’은 그 자리에서 목숨을 잃고 만다. 자신의 세계로 돌아온 ‘춘’은 그를 되살리기 위해 금기를 깨기로 결심한다. ‘곤’의 영혼이 깃든 아기고래를 사람들 몰래 키워 인간세상에 환생시키기로 한 것. 하지만 금기를 어긴 대가로 거대한 재앙이 다가오기 시작하는데…고래가 된소년을 인간세상에 돌려 보내기 위한 한 소녀의 기적 같은 모험이 시작된다!——네이버영화

2) 電影預告片

同時, 導入環節輔以《大魚海棠》預告版, 讓學習者對故事有大體了解, 有更為直觀的感受, 引發其對電影內容產生興趣。

3) 電影名稱解釋

對於電影名稱的理解也是導入的有效方法。《大魚海棠》的名稱本身就包含了很多中國文化的因素, 如果進一步解釋說明, 學習者會引起濃厚的興趣。

“海棠”作為主人公之一, 其名稱有深層的含義, 但說明需要看完全片才能更好的理解。而影片中的“大魚”則與莊子的《逍遙游》有著關聯, 所以以此導入莊子及《逍遙游》的說明, 對於學習和理解有著很好的效果。

장자(莊子) 내편(內篇) 소유유(逍遙遊)

上古有大椿者
(상고유대춘자)
옛날 상고시대에는 ‘대춘’이라는 나무가
있었는데,
以八千歲爲春
(의팔천세위춘)
8천년을 봄으로 삼고,
八千歲爲秋
(팔천세위추)
8천년을 가을로 삼았으니,
此大年也.
(차대년야)
이것이 긴수명의 예인 것이다.
北冥有魚其名爲鯢.
(북명유어기명위곤)
북쪽바다 아득한 곳에 물고기가 있는데
그이름을 곤이라 한다
鯢之大不知其幾千里也
(곤지대불지기기천리야)

곤의 크기는 그 것이 몇 천리나 되는지 알지
못한다
化而爲鳥其名爲鵬
(화이위조기명위붕)
변하여 새가 되니 그이름이 붕이다
鵬之背不知其幾千里也
(붕지배불지기기천리야)
붕의 등은 그 것이 몇 천리나 되는지 알지
못한다
怒而飛其翼若垂天之雲
(노이비기익약수천지운)
힘차게 날아오르면 그 날개는 마치 하늘을
가득 뒤덮은 구름과 같다
是鳥也海運則將徙於南冥
(시조야해운칙장사어남명)
이새는 바다에 태풍이 불면 남쪽 아득한
바다로 이동하게 된다
南冥者天池也
(남명자천지야)
남쪽 아득한 바다란 하늘의 연못을 말한다

因涉及古代漢語，並不適合初中級學習者深入學習，作爲一種導入補充即可。因此需有相應韓文解釋，同時不對學生做整篇背誦要求，只要求學習者對題目、作者，以及與影片內容相關的“北冥有魚，其名爲鯢。鯢之大，不知其幾千里也。”有印象即可。



課後作業之一爲朗讀《逍遙游》片段“北冥有魚，其名爲鯢 鯢之大，不知其幾千里也”。從參與情況與相關導入環節的測試結果來看，學生對於該影片的興趣較高，對於《逍遙游》有一定興趣，基本達到了預期。

3.教學設置

1) 詞匯教學

影視教學中的詞匯部分相對較易。技術的角度上，可以以截取的影像對學習者進行考察，讓學習者對其中詞匯進行辨認理解。由此筆者將其分爲一般詞匯教學及文化內涵相關的詞匯說明解釋兩種。一般詞匯教學以片段中出現詞匯的運用爲主，強調學習者對詞匯的運用理解。限於篇幅，此處不再展開。而有關文化內涵詞匯的說明，則考慮到更多的文化層面的理解，設計爲以角色姓名爲主線。如：



後土 hòutǔ

임금후, 흙토, 토지(土地)의신(神).

중국어 사자어휘 중 에' 황천후토(皇天后土)'라는 어휘가 있는데 하늘의 신과 토지의신을 의미한다. 天神(천신)과 地祇(지기). 天地神祇(천지신기). 皇(황)과 後(후)는 敬語(경어)도 의미한다. 영화속의 후토 할아버지는 족장(族長)의 권력을 가지고있고, 전체가족의 수령으로서, 전부 족의 사무를 총관한 역할이다.



赤松子 chīsōngzǐ

신농때, 비를 다스렸다는 신선(神仙)의 이름.

적송자는 신농씨(神農氏)시대에 활약했던 우신(雨神:비의신)이다. 그는 빙옥산(冰玉散:수정분말)을 복용하는 술법에 뛰어났는데, 이 것을 마시면 불속에 있어도 화상을 입지 않았다고 한다. 이 술법은 후에 신농씨에게 전해졌다고 한다. 적송자는 항상 곤륜산에 있는 서왕모의 거처에 드나들었다. 그리고 비바람을 타고 천상과 지상을 오르내리며 신농씨의 딸에게 선술(仙術)을 가르쳐 주었다. 마침내 그의 딸이 모든 것을 배워 신선이 되자 함께 천상계로 올라갔다.



嫫祖 léizǔ

누조는 전설속 황제(黃帝)의 부인으로, 양잠술을 가르쳤다고 전한 신화인물이다. 전설속 황제의 왕비이자누에 치기의 창시자다. 사마천의『사기(史記)』「오제본기(五帝本紀)」에 따르면, 그녀는 서릉족(西陵族)의 딸로 황제의 정실이 되어 현효(玄囂)와 창의(昌意)라는 두 아들을 낳았다고 되어 있다. 이중창의는 촉산씨(蜀山氏)의 딸을 아내로 맞아 고양(高陽)이란 아들을 낳았는데 이 아들이 바로 전욱으로 황제의 뒤를이어 제위에 올랐다.



蓐收 rùshōu

옥수(蓐收)는 가을의신. 소호 금천씨(少皞金天氏)의 아들로 이름은 해(該)임. 금정(金正).

중국 고대신화에 따르면 서방의 제왕은 소호(少昊)였다. 서방의 제왕을 보좌하는 서방의 신은 가을의 신인 옥수(蓐收)로, 왼쪽귀에 뱀을붙이고 두마리의 용을 타고 있었다.

옥수에 관한 시가도 있다.

孟秋之月，其帝少皞其神蓐收(맹추지월, 기제소호기신옥수)
 초가을 7 월달은 그 제왕이 소호요그 보좌신(補佐神)은 옥수이다.)
 <예기禮記월령月令>

周王賜宴歌常棣漢帝吟風感蓐收(주왕사연가상제한제음풍감옥수)
 주나라 임금은 잔치를 내려 형제간우애를 읊은 상채를 노래했고, 한나라 무제(武帝)는
 추풍사(秋風辭)를 읊어 옥수에게 늑어감을 탄식했네.
 <조영인趙永仁호종안화사응제扈從安和寺應製>

從參與情況與詞匯環節的測試結果來看，一般詞匯測試一切正常，有關文化內涵詞匯的部分，學生對保持濃厚興趣，但理解程度并不高。輔以相關人物或說明圖片可提高興趣，仍需特定環節及時間進行說明。

2) 語法教學

影視漢語教學中的語法教學較複雜，其主要原因在于影像資料中包括有各種複雜的語法點，並不會按照學習者的程度調整難度，而且不像一般漢語教材的語法點學習可以循序漸進，逐步加深。影視漢語教學中的語法教學需要教學者針對視頻資料整體進行把握，挑選出適合學習者的語法點，並進行解釋說明，輔以練習進而鞏固。

以包含語法點的對白場景為主，讓學習者觀摩學習，輔以語法說明，充分達到學習、理解、練習、掌握的效果。如資料中：

(1) 對不起，我是不小心的。

(2) 這麼晚了，你要去哪兒啊？

可針對強調句型“是……的”，“要”進行語法說明以及練習。

語法教學的優點在於可以提供真實語境，讓學習者更深入地了解該語法的使用環境，效果較好。

3) 語音教學

漢語學習的最大難點就是在語音方面，其中聲調是區別其它國家語言，掌握漢語的關鍵所在。其它國家的語言幾乎沒有聲調，不同國家的學習者都很難適應語音聲調的變換，而影視技術輔助對外漢語口語教學却能更好的輔助學習者適應這一點。可以在聲調學習階

段，適當的播放一些影像資料作為輔助。同時進行跟讀錄音并進行糾錯，以達到語音練習的目的。

4) 文化教學

(1) 歌曲

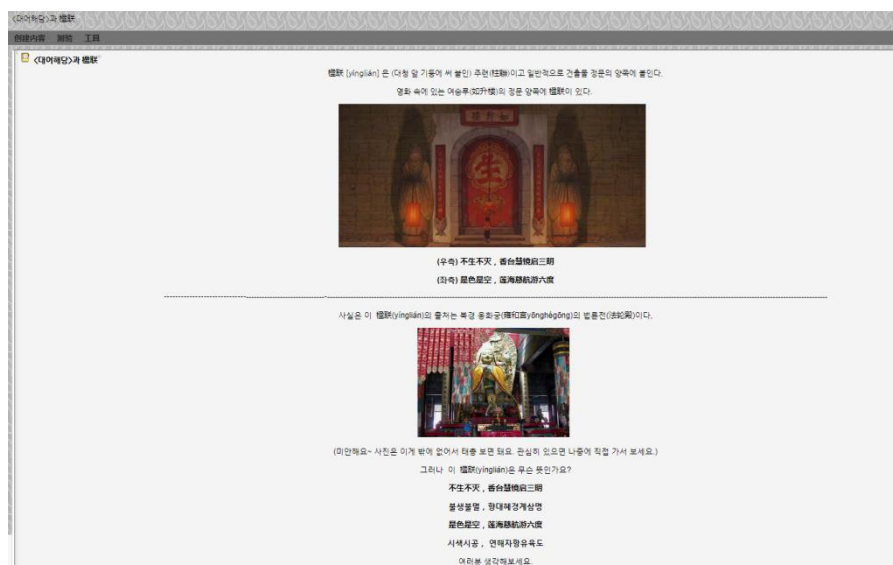
主要以電影原聲 OST《大魚》為內容進行說明。除歌曲欣賞外，對於歌詞也進行逐一解釋，拓展學習者漢語知識面。作業中以獎勵方式鼓勵錄製學習者演唱該歌曲的音頻，進行評選。結果顯示互動效果極佳。此外，歌手周深因為聲線常被認作女聲，設計時可藉此發揮引發，引發學習興趣。

歌手介紹，저우선(周深)，남 가수. 중국 귀저우출신, 1992 년 생.

《大魚》歌詞

海浪無聲將夜幕深深淹沒	大魚的翅膀已經太遼闊
파도가소리없이밤의장막삼키고	대어의날개는이미너무커버려
漫過天空盡頭的角落	我鬆開時間的繩索
하늘끝모서리가득덮을때	나는시간의밧줄놓아준다
大魚在夢境的縫隙裏游過	怕你飛遠去怕你離我而去
대어는꿈의틈새헤엄치며	네가멀리날아갈까두렵고
凝望你沉睡的輪廓	네가나를떠나갈까두렵지만
깊이잠든너의모습바라보네	更怕你永遠停留在這裏
看海天一色聽風起雨落	더두려운건네가영원히여기에머무는것
같은빛으로물든하늘과바다보고	每一滴泪水都向你流淌去
이는바람과떨어지는빗소리들으며	눈물은방울방울너를향해흘러
執子手吹散蒼茫茫烟波	倒流回最初的相遇
마주잡은손안개낀수면흘고	최초의만남향해거슬러올라가네

此外，楹聯也出現在影片中，對其進行介紹說明，並設計簡單作業幫助加深理解。



IV. 影視教學的優點及不足

1. 優點

漢語教學中，使用影視這一手段進行教學的優點中，影片自身所具備語言音樂的藝術性，影片人物交流時自然語境的真實性，不同題材影片所蘊含社會歷史文化的內涵性，包括戲劇性的衝突等特點，對學習者而言具有著強烈的吸引力，能夠引發學習者的興趣。這也是影視教學作為外語教學重要輔助手段的原因，通過對影片的鑒賞可以提高學習者對漢語及文化的理解和感知。此外，學習者學習漢語的最終目的是提高漢語交際能力，全面的交際則要求學習者學習範圍較廣，這也意味著課堂訓練覆蓋面應較廣。影視作品含有豐富漢語教學資源，切實符合這一點。

筆者主要通過中文電影教學的實際操作，圍繞中文電影教學對象及作用、教學影片的揀選及課程設置三方面對中文電影教學對於漢語教學中的實際作用進行研究分析。通過實際操作，我們發現藉助影視作品，學習者可以全面接觸到影片中各方面的知識，可以直觀面對漢語語音、語調、語氣、語速之間的關係，加深理解。學習者更易記憶，在聽說讀等方面有著較為顯著的幫助。²

² 以下為部分課後調查反饋：1) 중국어를 단순한 강의식이 아닌 영화와 드라마를 통해 학습할 수 있어서 더 재미있고 실질적인 화화에 도움이 되는 것 같습니다 2) 영화중국어라는 과목명에 맞게 중국의 영화, 드라마를 보며 수업함으로써 평소에 접하지 않았던 것들을 접하여 좋았다. 3) 새로운 매체를 통해 재미있게 배울 수 있었다. 4) 재미있는 영화를 통해 중국어를 더 쉽게 다가갈 수 있도록 만들어주셨습니다. 5) 중국어를 어렵다고 생각했는데 좀 더 쉽고 가깝게하도록 영상을 통해 가르친 것이 흥미로웠다. 學習者大都表示對通過影視教學方法學習漢語感到滿意。

影視作品是廣為大眾接受的媒體形式，也是文化交流和語言學習的重要工具。在國際漢語教學中，其跨文化、跨種族的特點，使其具有極大的發展潛力。

2. 不足

針對外國學習者的漢語教學中的影視教學作為教學輔助使用逐漸成為常態，既有研究成果多為個體教學案例，總體上影視教學的科學體系仍處於未完善的狀態。這也意味著在相關教學的思路、標準等方面仍有大量問題。例如作為教學質量保證的影視作品，其選取標準，類型、題材、主旨、難度等，均顯不足。

從課程內容設置來，誘發學習興趣，讓學習者在特定的影片語境中理解漢語並自然使用是目的。但仍需要注意影視教學存在問題，如果設置不合理，學習者往往會被劇情或某些情節吸引，導致語言學習課程本末倒置成為單純的電影欣賞。如何結合生動鮮活的語言場景，豐富的生活日常，個性十足的演員，讓學生不僅對電影產生興趣，同時還能達到語言學習的目的，暫時是一個繼續解決的問題。目前的研究往往根據個人經驗進行，缺乏理論指導，存在問題。

此外，大部分相關課程的具體教學活動中，這類通識課程的設置往往只是簡單的欣賞課，或多或少涉及到語言教學，但似乎未能真正發揮出教學上的優勢。這對於授課教師的個人能力提出了很高的要求，作為教學活動涉及的負責人，從教學目標、學生反饋、測試標準等方面都需要大量的定性定量研究，設計出客觀實用的教學活動，達到較好授課效果。目前大部分教師大都精力有限，存在問題。

V. 結語

對外漢語電影教學是對傳統漢語教學模式的創新。聲音、文字、圖像、場景等元素通過影片的固有屬性，生動地展現在學習者面前。通過中文電影的教學，教師可以全面、全面。通過對學習者的聽、說、讀、寫、譯的針對性訓練，有效地整合中國語言、文化、歷史、文學和藝術知識，有效地開展教學活動。學習者在欣賞和學習中文電影的過程中，在特定的時空場景中產生一定的學習代入感，激發內在的學習動機，增加學習的興趣，通過合作學習的方式增強自主學習能力，能夠掌握語言知識點。運用真實環境中的方法，提高學習效率，達到教學目的。當然，這是一個仍需要繼續開拓的領域，存在有不少的不足和問題，需要解決。

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Investigation of the Image of Thinking Women in "Nineteen Ancient Poems"

《古詩十九首》思婦形象考察

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Abstract: "Nineteen Ancient Poems" first appeared in the Miscellaneous Poems of "Selected Works(Wenxuan)" compiled by Xiao Tong in the Southern Dynasties. Half of the poems are poems about "the yearning women poetry". Through analysis, the author believes that the reason why "Nineteen Ancient Poems" can be praised by later generations of literati and scholars is that the poems and the image of yearning women are indispensable. Although the image of yearning women at this time is still not full enough, and is in the transitional period of shaping the image of yearning women, the value of the group image of yearning women is significant. The image of yearning women in "Nineteen Ancient Poems" marked the beginning of the diversified creation tendency of yearning women, and it played a certain role in demonstrating the feminine creation of later literati. The author believes that the shaping of the image of yearning women is an important part of the artistic achievement of "Nineteen Ancient Poems", and an important factor for "Nineteen Ancient Poems" to have a place in the history of Chinese poetry.

Keywords: nineteen ancient poems, image of yearning women, yearning women poems, transitional period

I. 緒論

《古詩十九首》最早出現在南朝梁代蕭統所編的《文選》雜詩卷中，是從當時流傳的漢魏時期的一些五言“古詩”中選出的十九首詩。這些“古詩”的作者名字在南朝梁代時就已亡佚，所以後來的學者們對這些詩的作者多有爭論，但現在學術界大都認為這些詩是東漢末期一些中下層知識分子所作。《古詩十九首》中為數一半的詩是描寫在家的女子思念遠行的丈夫的詩歌，也就是一般所稱的“思婦詩”，共有 9 首。所謂“思婦詩”，其吟詠的主要內容是女子對丈夫的思念，也包括分離的男女之間的相思之情。雖然思婦詩最早並不是出現在《古詩十九首》中，但在《古詩十九首》之前，思婦詩並不多，文人思婦詩就更少見了。但到了東漢後期，《古詩十九首》却突然集中性的出現了思婦詩。這些思婦詩中的主角——思婦，也就是筆者所說的思婦形象成為詩歌的靈魂。因此，對思婦形象的考察是研究《古詩十九首》的重要課題，是

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解讀《古詩十九首》內涵、進入詩人精神世界的一把鑰匙。那麼，《古詩十九首》中的這些思婦形象有什麼特點？詩人們是怎樣刻畫思婦形象的？以及這一形象到底蘊含了怎樣的內涵都是值得我們深入研究的。

雖然很多中國古代的詩歌評論者們對《古詩十九首》都很有研究并大加贊譽，但對詩中的思婦這一形象則很少關注，也許是倫理道德的限制讓他們難以啓齒。現代以來，《古詩十九首》的研究範圍慢慢擴大，出現了一些專門研究的書籍，但其中對思婦詩和思婦形象的研究仍然較少。直到 20 世紀 90 年代開始出現了一些研究《古詩十九首》中的思婦形象或女性形象的論文，打破了這一空白。²筆者大致整理了這些論文，其中比較有參考價值的文章主要有以下幾篇：

1. 林綉亭的《〈古詩十九首〉女性形象探析》一文是目前筆者看到的研究《古詩十九首》中女性形象比較系統的一篇論文，涉及了女性形象的分類，女性形象的塑造方法，以及女性形象的生命基調。但她的研究範圍不僅包含思婦類的人物形象，還有些其他的女性形象，這一點和本文出入。此外，這篇文章由于涉及面較廣，導致觀點的論述不够系統深入。

2. 張陳麗的《簡析〈古詩十九首〉中的思婦形象》一文，從女性視角解讀思婦形象，尋找類型的共同點，她認為思婦價值是在於“能言他人不能言之情”，分析角度很有特點，但她對思婦形象的研究不够系統，而且關於思婦形象的內涵的觀念筆者也不完全認同。

3. 張曉芳的《〈古詩十九首〉思婦詩探析》一文主要涉及三方面：思婦心理——女性生命意識的彰顯、思婦形象——游子心態的折射、思婦視角——擬女性寫作的典範。這篇文章的構思別具一格，對思婦及詩人心理和精神等層次進行了分析，拓展了思婦詩研究的深度，但由于此文對思婦形象的解讀不够充分，給人感覺說理過多而論據不足。

4. 胡大雷的《從漢末交游士風看“古詩十九首”女子形象的知音化》一文研究角度新穎，提供了新的研究視角，也對筆者在考察思婦形象的內涵時起到一定的啓發作用。

在參考以上論文的基礎上，本文以《古詩十九首》中思婦形象為研究對象，對其進行橫向即思婦形象的分類、思婦形象的表現手法和縱向思婦形象出現的原因、思婦

² 據知網統計，中國大陸 1980 年以來涉及《古詩十九首》思婦形象的期刊論文有 5 篇。另外，根據臺灣期刊論文索引系統及博碩士論文加值系統顯示相關論文有一篇：林綉亭，《〈古詩十九首〉女性形象探析》，《玄奘人文學報》9 期，2009 年。

形象的內涵四方面的考察。本文採取分類研究和向內聚焦式等考察方式，從思婦形象的分類和表現手法等形式方面研究深化到思婦形象內涵的考察。希望通過這幾方面的考察來突出思婦形象的價值，並對《古詩十九首》中思婦形象的研究起到一定的補充作用。

II. 思婦形象產生的原因

任何一種文學現象的發生都是各種因素複雜作用的結果，其中歷史大背景和文學發展兩方面的因素可以說是最基本的，因此，本文將從這兩方面來考察《古詩十九首》中群體性思婦形象出現的原因。

首先，《古詩十九首》早已被學者證實是創作於東漢後期的詩歌，那麼從時代背景來看，東漢後期是中國歷史上繼東周列國動亂後的又一次大動蕩的時代。與中國歷史上許多衰敗的朝代一樣，東漢的沒落也是由內部開始的，自從東漢章帝駕崩後，東漢政權就落入了外戚的手中，之後宦官又代替了外戚勢力把持朝政，就這樣東漢後期的政治幾乎被外戚和宦官交替掌握著，這種專權導致政治腐敗黑暗，民不聊生。公元 184 年，東漢爆發了大規模的黃巾起義，這也是間接將東漢推向滅亡的一次農民起義。為了鎮壓起義，各路軍閥蜂擁而起，在鎮壓了黃巾起義後，東漢進入了軍閥割據的時代。軍閥為了各自利益頻繁發動戰爭，繁重的兵役、徭役，導致當時的夫妻分離、家破人亡的慘劇比比皆是，這也是文學作品中思婦形象出現的現實基礎。

同時，東漢王朝為了加強其統治，雖然繼續奉行並發展了養士政策。但東漢後期的政治腐朽，外戚和宦官都不喜歡以儒家思想為指導的知識分子，與他們形成敵對勢力，並對知識分子進行打擊迫害，一些有家世背景的知識分子或安於現狀，或隱逸放縱，但那些沒有政治背景的下層的知識分子們的狀況就更加艱難了。在中國古代，知識分子的價值就是入仕為官，但東漢後期的政治現實已經關閉了下層知識分子的宦游之門，他們被迫遠離政治權利中心，只能去一些偏遠的地方尋找做小吏或幕僚的機會，於是便出現了一些以在外游學、游宦的“游子”。³ 即使這樣，這些游子成為官吏的成功率仍然很低，他們求仕艱難，游學無方，欲罷不能，欲歸不得，境遇悲涼，缺乏歸屬感。這導致他們感受到對家人、對故鄉刻骨銘心的思念。因此，詩人在品嚐苦悶、孤獨和被政治遺棄之後，對封建社會弱勢群體的女性有了較多的瞭解、理解和同情。這樣一來，這些游子的筆下才可能出現各種各樣的思婦形象。

³ 馬茂元 《古詩十九首初探》 西安：陝西人民出版社 1981 年 第 20-21 頁，參考。

其次，從文學發展過程來看，思婦這一形象最早在《詩經》中就已經出現，如《詩經·周南·卷耳》、《詩經·召南·殷其雷》、《詩經·王風·君子于役》等詩。但《詩經》中對思婦形象的刻畫很少，思婦形象常常是隱含在詩中并未直接出現，表達的情感也是比較單純的思念，可以說是思婦形象的最初階段。如《君子于役》：“君子于役，不知其期。曷至哉？鷄栖于埭，日之夕矣，羊牛下來。君子于役，如之何勿思！”通過鷄、羊、牛等日常勞作中的事物來渲染出一種農家生活的圖景，圖中一位思婦正在思念她的丈夫，她的思念和她的形象一樣質樸無華。後來，西漢獨尊儒術，社會風尚歸于禮教之下，思婦詩逐漸銷聲匿迹。直到東漢末，儒家道德體系在動蕩的社會中解體，思想觀念也出現了多元化的局面，漢樂府民歌中又開始出現了這類思婦形象。如《飲馬長城窟行》、《傷歌行》等，這時的思婦形象明顯比《詩經》中的豐滿了，所表達的情感也比《詩經》中的複雜深刻一些，特別是思婦所表現出的悲傷、憂愁的情感與《古詩十九首》中思婦的情感有些相似。但此時的思婦形象還都是偶然出現的單獨的個體，為數不多。但這些思婦形象也都為《古詩十九首》中思婦形象的出現奠定了文學上的基礎。

同時，筆者也發現，《詩經》以及漢樂府民歌中描寫的思婦大部分是社會底層的勞動婦女，其主題大都表現勞動婦女對行役在外的丈夫的思念，詩歌內容也經常涉及一些生活或勞作的場景。雖然《古詩十九首》中也有作為下層百姓的思婦，如《青青河畔草》中的“蕩子妻”，但總體來看，《古詩十九首》中的思婦大都是處于閨閣之中的，他們似乎很少為生活擔憂，也很少接觸社會，更不用說像《詩經》中那樣的生產勞動。這種現象的出現一方面是因為這些思婦有可能是來源于詩人真實的生活之中，他們的妻子就是這樣一種生活狀態。這些知識分子們雖然窮困，但仍是封建社會中的士階層，屬統治階層，因此，他們的妻子也許不會像農民和普通百姓一樣從事低級的生產勞動；另一方面，也反映出《古詩十九首》作者的局限。他們的詩中重在關注個人的生活和情感，沒有廣闊的社會視角，他們筆下的思婦形象也就不可能打破這個時代和階層的局限，只能處于深閨之中。但也正是這種環境，增加了思婦形象的孤獨感和空虛感，使其情感發達變得更加純粹。

III. 思婦形象的分類

《古詩十九首》中的女性形象的共同點是“思”，即與丈夫或愛人分別後的想念，因此，學術界概括為思婦一類。但細讀文本，筆者發現這些思婦的情感側重點却又不

盡相同，每個思婦似乎都呈現出一個獨特的個體特徵，從而構成《古詩十九首》一幅千姿百態的思婦圖。筆者以下通過對思婦形象的分類考察，對其進行歸納和整理，進而探析《古詩十九首》中思婦形象的特點。林綉亭的《〈古詩十九首〉女性形象探析》一文中將女性形象分爲怨婦、棄婦、思婦、痴婦、琴婦五種。⁴其中前四種是與思婦的情感相關的，但其分類的標準不明確所以導致最後一種與前四種的分類標準不統一。在參照其前四種分類的基礎上，筆者按照思婦所表現出的不同的情感特徵，重新將思婦形象劃分爲以下四類：

1. 悲思型的思婦形象。

“悲”意爲傷心，哀痛的情緒。所謂“悲思型”是指思婦所表現出的思念之情是偏于悲哀的感情。《古詩十九首》中這類思婦形象所表達出的思念的悲傷相對比較單純，只是程度不同。具有這類思婦形象的詩有《迢迢牽牛星》、《庭中有奇樹》二首。先以《迢迢牽牛星》一詩爲例：

迢迢牽牛星，皎皎河漢女。 纖纖擢素手，札札弄機杼。
終日不成章，泣涕零如雨。 河漢清且淺，相去復幾許。
盈盈一水間，脉脉不得語。

這首詩表面是寫牛郎和織女分離的故事，實際是借用這個故事中的人物來指代現實中分離的夫妻。其中思婦以織女的視角述說了分離後的思念，織女因爲相思而無心織布，終日汨如雨下，雖然銀河水沒有多深，牛郎織女二星相距也沒有多遠，但就是這盈盈一水之隔却只能相視而無法對話，一種無可奈何却又深切的悲傷之情緩緩流露出來。顯然詩中的織女就是思婦的化身，牛郎織女那可望而不可及的悲傷也正是思婦和丈夫分離後的真實的情感寫照。整首詩的風格與漢樂府民歌的風格相像，思婦形象所表達出的情感也是相對單純的思念和離別的痛苦，不涉及複雜的情感。

又如《庭中有奇樹》一詩：

庭中有奇樹，綠葉發華滋。 攀條折其榮，將以遺所思。
馨香盈懷袖，路遠莫致之。 此物何足貴，但感別經時。

⁴ 林綉亭，《〈古詩十九首〉女性形象探析》，《玄奘人文學報》，2009年9期，第118頁-124頁，參考。

詩歌由庭中的佳樹寫起，佳樹枝葉茂盛，讓思婦不由得思念起遠行的丈夫。其中的潛臺詞意為：她與丈夫分別的時候，庭中的這棵美麗的樹還沒有這麼枝葉繁茂，現在丈夫走了很久了，連這棵樹都長了這麼多，這更讓她覺得與丈夫分別的太久了，也更加思念丈夫。接著，思婦“攀條折其榮”，即攀著樹枝，折下樹上的花，打算將這花送給她思念的人。她將這花隨身攜帶了很久，連衣袖之間都充滿了花香。但路途實在是太遙遠了，沒辦法將這朵花送到。其實這花也沒什麼特別之處，只是因為分離的太久，想借這花來表達一下她深深的思念。全詩沒有對思婦的外在形象做任何描寫，只是通過思婦看樹、摘花、藏花和送花不成的一系列行動來刻畫出一個孤獨的、思念中的女子形象。這首詩的情感偏於含蓄，流露出淡淡的傷感。雖然情緒表達上不如前一首詩濃烈，但它卻達到一種讓人回味悠遠的效果。

這首詩中故意隱去了思婦的樣貌，而突出了思婦的情感。這種寫作方式也是《古詩十九首》的詩人們刻畫思婦形象時常用的，一方面，這種模糊外在形象的刻畫方式是繼承了《詩經》以來的傳統；另一方面，突出思婦的情感也是《古詩十九首》所要著重表現的。換言之，我們讀《古詩十九首》中的思婦常常看不到她的具體容貌，她是高，是矮，是胖、是瘦，但我們可以感受到她的思念有多深，她的情感有多真。

上述兩首詩中的思婦均為悲思型思婦形象，其特徵主要就是述說分離以及分離給他們帶來的思念和悲傷。《庭中有奇樹》中與《迢迢牽牛星》中的思婦形象類似，都只是以表達自己對丈夫思念之情為主，雖然藝術表現形式上可圈可點，但總體來看還是與漢樂府民歌等傳統的思婦詩比較接近的、內涵不夠豐富。

2. 怨思型的思婦形象。

“怨”意為不滿意，抱怨的情緒。所謂“怨思型”是指思婦的思念之中包含抱怨之意，但仍強調的是思，這與“怨婦”一詞的含義有一定差別。具有這類思婦形象的詩有《青青河畔草》、《冉冉孤生竹》二首。如《青青河畔草》中的思婦形象：

青青河畔草，鬱鬱園中柳。 盈盈樓上女，皎皎當窗牖。
娥娥紅粉妝，纖纖出素手。 昔為倡家女，今為蕩子婦。
蕩子行不歸，空床難獨守。

這首詩先從景物寫起，從河畔的草，到園中的柳樹，最後焦點轉到樓上的女子，引出思婦這一形象。接著重點對思婦的妝容和手進行了描寫，來刻畫出一個美麗的思

婦形象。接著，筆鋒一轉，點出了思婦的出身，她曾是一名倡女，現在嫁給了一個經常外出遠行的蕩子。那麼，詩人此處為什麼要點明女子的出身呢？昔日倡家女和今日蕩子婦的對比又是為了說明什麼呢？看到下面一句，便有了答案。正是因為這位美麗的思婦曾為倡家女，她結婚前應是出入社會的，也許還過著那種燈紅酒綠的生活，但是現在却只能寂寞的思念著丈夫，美麗的容顏也沒有人欣賞。這種今昔的對比使得思婦產生了心理落差，不禁怨由心生，她抱怨自己為什麼嫁給這樣一個蕩子，也抱怨蕩子為什麼不珍惜她的美麗。但在抱怨之中我們仍然能感受到她對蕩子深情的思念，于是，一個怨思型的思婦形象便鮮明的出現在讀者面前。

相比之下，《冉冉孤生竹》中思婦的“怨”要比《青青河畔草》委婉一些，詩的結尾說到：“傷彼蕙蘭花，含英揚光輝。過時而不采，將隨秋草萎。君亮執高節，賤妾亦何為？”思婦間接表達出了對年華老去的擔憂以及對遠游的丈夫不能珍惜自己的怨情。《古詩十九首》中能出現這樣怨思型的思婦形象是難能可貴的，在封建社會，倫理道德對婦女的約束是十分嚴格的，即使丈夫遠游他鄉，永不回來，婦女也要嚴守貞潔，這種不人道、不人性的道德規範導致了無數女性的悲劇命運，但我們縱觀歷史，敢于發出不平之音的女性却少之又少。因此，上述二首詩中的思婦敢于抒發這種“怨”，也就隱含著思婦形象對封建社會倫理道德的一種反抗意識，這種意識也是人性覺醒的一種反映。

3. 痴思型的思婦形象。

“痴”是指入迷，迷戀的情態。所謂“痴思型”是指思婦對愛人的思念、愛戀表現出一種執著，達到一種痴的程度。具有這類思婦形象的詩有《孟冬寒氣至》、《客從遠方來》二首。先來看《孟冬寒氣至》：

孟冬寒氣至，北風何慘栗。 愁多知夜長，仰觀衆星列。
三五明月滿，四五詹兔缺。 客從遠方來，遺我一書札。
上言長相思，下言久離別。 置書懷袖中，三歲字不滅。
一心抱區區，懼君不識察。

詩中第7句開始出現思婦的形象，思婦說：有客人從遠方來，給我帶來了丈夫的一封信，上面說一直想念著我，又說我們已經分離太久了。看了這封信，我無比激動，將信一直貼身放著，三年字都沒有磨滅。到此處，一個執著的思婦形象就已經刻畫出

來了，但思婦的痴情却并沒結束。“置書懷袖中，三歲字不滅”有可能是詩人誇張的說法，也有可能是真實情況，總之，這都說明思婦是何等愛惜地收藏這封書信，即使三年中游子再無音信，思婦也仍然選擇執著地等待下去，只是她所希望的是她的等待能够被對方知曉，她的深情能够被對方珍惜。

《客從遠方來》與《孟冬寒氣至》的內容雖然有些相似，但相思的雙方的情感交流却更突出，所表現出的情感也更熾烈。

客從遠方來，遺我一端綺。相去萬余裏，故人心尚爾。

文彩雙鴛鴦，裁爲合歡被。著以長相思，緣以結不解。

以膠投漆中，誰能別離此。

詩中借“一端綺”、“雙鴛鴦”、“合歡被”等意象來突出相思雙方的深情，也因此更增強了思婦等待的信心，她表明自己和愛人的感情就像膠與漆一樣緊緊的粘在一起，無論時空的距離多麼遙遠也不能拆散他們。即使這不能相見，也會長久的思念著對方。整體來看，這首詩在語言和藝術表現力更接近漢樂府民歌的淳樸，但思婦的形象却是十分鮮明的。

筆者認爲這類痴思型的思婦形象是《古詩十九首》中比較有特色的，因爲這兩個思婦不是傳統的單方面的思念，也不在於強調思念的悲傷，而是重在刻畫夫妻之間的感情深厚以及思婦對丈夫的痴戀，這一角度在中國古代的思婦詩領域中還是比較獨特的。

4. 憂思型的思婦形象。

“憂”是指憂慮，憂愁的情緒。《古詩十九首》刻畫了帶有這種情緒的思婦形象也是社會現實的真實反映。在當時的社會中，夫妻一旦分別，何時再見，能否再見都是未知數，遠行的丈夫在外有會遇到怎樣的狀況，特別是情感上是否會發生變化，是否會另覓新歡，這些都是當時在家的思婦們最爲關注的，也是最擔憂的。《古詩十九首》中的思婦形象恰恰真實的反映出了這種擔憂，讓人們看到了思婦內心的不同聲音，也看到了思婦的各個側面。具有這類思婦形象的詩有《行行重行行》、《明月何皎皎》、《凜凜歲雲暮》三首。如《行行重行行》：

行行重行行，與君生別離。相去萬餘裏，各在天一涯。

道路阻且長，會面安可知。胡馬依北風，越鳥巢南枝。

相去日已遠，衣帶日已緩。浮雲蔽白日，游子不顧反。
思君令人老，歲月忽已晚。棄捐勿復道，努力加餐飯。

這首詩開篇便以思婦之口述說了與丈夫的分別和思念，可以說是詩人以思婦形象的第一人稱進行敘事。思婦和丈夫相距萬里，估計是不能再見面了，但是思婦仍然思念著遠行的丈夫，因此而形容憔悴。那麼她的這種思念會有怎麼樣的結果呢？原來，游子不能歸鄉的原因正隱藏在“浮雲蔽白日，游子不顧反”一句中。關於這句詩有很多不同的解讀，朱自清認為這句詩說出了兩種情況：一種是游子也許在鄉里被小人所害，遠走高飛，不想回家；另一種是鄉里的小人惡勢邪害公正，所以游子不想回家。⁵這也正是思婦擔憂的原因所在，如果游子真的一直不想回家，思婦也只能在等待中老去。想到這，思婦無奈的說道：反正我是被拋棄了，也不必再提了，你也保重吧！這首詩中的思婦是一個被丈夫拋棄在家的女子，她控制不住地思念著丈夫，又擔心丈夫不再回來，憂思的形象躍然紙上。

同樣，《明月何皎皎》中的思婦也明確的表達出對遠行丈夫的擔憂與思念。《明月何皎皎》：

明月何皎皎，照我羅床緯。憂愁不能寐，攬衣起徘徊。
客行雖雲樂，不如早旋歸。出戶獨彷徨，愁思當告誰！
引領還入房，淚下沾裳衣。

詩中首先描寫了思婦所處的場景，即夜半明月高懸。明月照著羅綺製成的床帳，但這床上却只有思婦一個人，因此她“憂愁不能寐，攬衣起徘徊。”思婦為何而憂愁呢？她說到：“客行雖雲樂，不如早旋歸。”這裏，思婦並沒有直接說明她的擔憂，但可以看出她的丈夫在外客行已經很久了，却似乎並不想回來，思婦不由得猜想丈夫是不是在異鄉樂不思蜀，又是什麼能讓丈夫這樣不想回家呢？這也隱含了思婦擔憂被丈夫拋棄的意思。想到這些，思婦不禁愁思無限，自己的孤獨、無助和憂慮又能向誰訴說呢？只能一個人默默的承受。詩歌選取了思婦失眠的一個小片段刻畫出一個孤獨、無助又憂心忡忡的思婦形象。

⁵ 北京大學中國文學史教研室編，《兩漢文學史參考資料》，北京：中華書局，1980年，第719頁，參考。

《凜凜歲雲暮》中的思婦更直接表明她擔憂丈夫“錦衾遺洛浦，同袍與我違”。

“錦衾”指錦被，“洛浦”指洛水的女神，“同袍”本來是指軍士之間的友情，這裏代指夫妻。整句的意思為：丈夫遠游在外，可能把錦被送給洛水神女，但和我的感情却變得疏遠了。既在思念丈夫的同時又擔憂丈夫另覓新歡。接著，思婦夢見與丈夫新婚時的場景，她深愛著丈夫因而仍然希望丈夫對自己始終如一，但這短暫的夢醒了之後，孤獨和失落卻讓她更加感傷。詩歌呈現出了一個矛盾的、無助的思婦形象。事實上，封建社會中的女性的地位低下，在家從父，出嫁從夫，丈夫是她們生活的中心，也是人生的價值所在。但東漢後期的社會現實打破了這樣的傳統，很多男性離開家鄉，遠走他鄉，這種分別不僅造成思婦現實生活的變得艱難，在精神上也受到打擊。丈夫久在外難免會發生許多變化，特別感情的變化是思婦最為擔心的，一旦丈夫變心，她們的人生便無所期待，因此，思念之中難免有著日遠恐疏，名成見棄的擔憂。

造成四種類型思婦情感差異的原因是多方面的。《古詩十九首》畢竟不是一個人創作的，刻畫的思婦也不是同一個人，就像不同的詩人又不同的個性一樣，他們筆下的思婦也是各有千秋。同時，造成當時夫妻分離的原因不同，分離的狀況也不同。詩中有的夫妻是短暫的離別也許不久之後還能相見，有的則是長久的分離今生不能再見；有的是為了前途主動的離別，有的是被迫的分離，情況不同也導致思婦對於愛人的思念之情有所不同。

通過對上述四種類型思婦形象的分類考察，可以看出，《古詩十九首》中的思婦形象出現了多元化的創作特點。其中，第一類悲思型的思婦形象是偏向于《詩經》以來傳統的思婦形象的，這類思婦形象沒有複雜的情感特徵，只是對思念主題的寫照，思婦形象相對單一化。第二類怨思型、第三類痴思型和第四類憂思型思婦形象明顯在思的基礎上多了許多情感特徵，更加突出了怨、痴和憂的情緒。這些情緒的增加一方面使思婦形象變得更加生動，另一方面詩人也能通過思婦形象表達出更多的內涵。

IV. 思婦形象的表現手法

關於中國古詩中人物形象的表現手法有很多種，《古詩十九首》的作者們沒有華麗的辭藻來描寫這些思婦，也沒有用複雜的技巧來刻畫她們。他們以簡約的技法來突出每個思婦的特點從而塑造人物形象。筆者以下試析《古詩十九首》刻畫思婦形象比較典型的幾種表現手法。

1. 烘托。

《古詩十九首》中思婦形象的刻畫不重在對思婦外在形象的描寫，而是通過側面描寫，即烘托和細節描寫來完成的。“烘托本是中國山水畫的傳統手法，用水墨或色彩在物象的輪廓外面渲染襯托，使物象明顯突出。用於藝術創作，是一種從側面著意描寫，作為陪襯，使所要表現的事物鮮明突出。”⁶這種技法用在古詩詞中，使要表現的事物更加鮮明突出。在《古詩十九首》中這種表現手法也是很常見的，基本都是以物來烘托人。詩人大都先從描寫景物、環境等入手，渲染出情境，然後再引出思婦形象，使人物的情感、形象都更鮮明突出。如《青青河畔草》一詩中，首句以“青青河畔草”起興，第二句寫了“鬱鬱園中柳”，詩人對青青的河畔草和園中鬱鬱的柳樹的描寫正是為了突出後面即將出場的思婦所做的烘托。那麼這種景物的描寫烘托出什麼樣的思婦形象呢？這就要從“鬱鬱”一詞說起。“鬱鬱”有生長茂盛的意思，同時又指憂傷苦悶的樣子。生長茂盛是柳樹的生態，也暗示了此時應是春季。中國古代向來有女子傷春之說，思婦看到這茂盛的柳樹不免想到自己，自己也是像柳樹一樣正是青春時節，但柳樹可以無情，人却不能無情，因此，她難免因為孤獨而憂傷。這茂盛的柳樹一方面反襯出思婦的孤獨，另一方面也暗合了思婦內心憂傷苦悶的精神狀態，為塑造一個閨怨的思婦形象做好了鋪墊。

又如《孟冬寒氣至》的開篇：“孟冬寒氣至，北風何慘栗。”這兩句詩一方面交代了時序，即孟冬時節；一方面“寒氣”、“北風”等意象也渲染出一種蕭條悲涼的氛圍。在這樣的悲涼處境的烘托之下，思婦就更加讓人覺得可憐。與此相似的還有《凜凜歲雲暮》的首句“凜凜歲雲暮，蟋蟀夕鳴悲”，通過對蟋蟀悲鳴的描寫營造出一種淒涼的氛圍，為思婦形象繪製出傷感的底色。

2. 細節刻畫。

所謂細節，就是構成人物形象、故事情節或環境特徵的最小的組成單位。也就是表現事物各種感性特徵的具體而細小的材料。而細節描寫就是對這些細枝末節的描繪。好的細節描寫能把人物或事物最本質的性格特徵鮮明而又逼真的呈現在讀者面前，從而增強作品的真實感和藝術感染力。《古詩十九首》的思婦形象主要是通過這種方式塑造出來的。

如果說烘托是刻畫思婦形象的間接方式，那麼對思婦形象的直接刻畫主要是通過細節描寫來完成的。《古詩十九首》的作者們冥冥中似乎達成一種默契，他們對思婦形象的刻畫都不是以描摹形象為主，而是選取思婦有代表性的外貌特點、動作或神態

⁶ 王新亮，《古典詩詞中的渲染與烘托》，《中學語文》，2011年8期，第46頁。

等來刻畫的。例如《青青河畔草》中的一處細節描寫：“皎皎當窗牖”。這一細節描寫呈現出一幅靜態畫面：一個膚色白晰的女子臨窗遠望。這幅畫塑造出怎樣的一個形象又暗含怎樣的信息呢？她膚色白晰明亮，應該是年輕美貌的；臨窗遠望，應該是有所期盼，或者是期盼丈夫早日歸來，或者是期盼自己能够擺脫這種獨守空房的生活。這樣一個鮮活的思婦形象就已經嶄露頭角了，她年輕漂亮、嚮往幸福，這也為後面她發出“空房難獨守”的怨言做出鋪墊。

又如《行行重行行》中通過“衣帶日已緩”，即衣帶漸漸變松這一細節來突出思婦的憔悴，進而說明思婦對丈夫的思念之深，刻畫出一個深情的思婦形象。

《庭中有奇樹》中的前四句“庭中有奇樹，綠葉發華滋。攀條折其榮，將以遺所思”，通過思婦“攀枝折花這一細節含蓄地寫出了女子心中強烈的思念之情”⁷。而能够敏感于樹木的繁盛并去采摘花朵的女性，一定是年輕的并具有浪漫情懷的女性；同時，“馨香盈懷袖”這一細節表現出思婦對這朵花散發出的香氣的喜愛，也許她還是個有一定文化修養的大家閨秀。但她一心只想著將這朵花送給遠行的丈夫，讓丈夫也欣賞一下這芳香的花朵，突出了思婦的思念之情。

《凜凜歲雲暮》中的“引領遙相希”一句抓住思婦“引領”，即伸長脖子這一細節動作生動地描繪出了思婦對丈夫的依戀。她從夢中醒來時是多麼不甘心這只是一場夢，仍然還要伸長脖子想找到夢中的丈夫。這樣一種夢境中的思念和現實中的分別的對比，凸顯出思婦的失落感。

《孟冬寒氣至》中的“置書懷袖中，三歲字不滅。一心抱區區，懼君不識察。”重點描寫了思婦放置丈夫書信的位置，即自己貼身的衣服裏，而且一放就是三年之久。可以想像，這三年之中她一定是想起丈夫便拿出來看一看。這一細節描寫將思婦對丈夫的思念生動的呈現出來，同時也突出了思婦對愛情忠貞不渝、執著的性格特徵。這樣一個小小的細節就將一個痴情的思婦形象表現得淋漓盡致。

可見，細節描寫能將思婦的個性特點突出出來。雖然有些思婦的情感是相似的，但通過細節描寫將每個思婦不同于他人的性格特點呈現出來，使他們在思婦這一群體中又能保持自己的個性，就像每一個思婦又都有一幅自畫像一樣，保證了個體的思婦形象不會淹沒在群體思婦形象中。

3. 借物喻人。

借物喻人是中國古詩中比較傳統的一種表現手法，是用與人物形象有共同點的事

⁷ 北京大學中國文學史教研室編，《兩漢文學史參考資料》，第 743 頁。

物來比喻人物，進而突出人物形象的某種特點。這種表現手法一方面可以加強形象的生動性，另一方面又符合了古詩含蓄美的要求。早在《楚辭》中就有借善鳥香草來比喻忠貞之士，借惡禽臭物來比喻奸佞小人等。《古詩十九首》繼承了這種表現手法，將其恰當的用于刻畫思婦形象中，增加了詩歌的藝術性和美感。如《冉冉孤生竹》一詩：

冉冉孤生竹，結根泰山阿。 與君爲新婚，兔絲附女蘿。
兔絲生有時，夫婦會有宜。 千里遠結婚，悠悠隔山陂。
思君令人老，軒車來何遲！ 傷彼蕙蘭花，含英揚光輝。
過時而不采，將隨秋草萎。 君亮執高節，賤妾亦何爲！

此詩中有三次借物喻人。第一次在第1、2句，即是起興又有比喻，詩人以“孤生竹”比喻孤獨無依的女主人公，“泰山”則用來比喻可以依靠的君子，孤竹結根則比喻女主人公立志要與君子相伴爲夫妻。第二次在第4句，詩人以“兔絲”比喻女主人公，以“女蘿”來比喻女子的丈夫，兔絲和女蘿都是蔓生植物，詩人以“兔絲附女蘿”比喻夫妻間互相依附。第三次以物喻人在第11、12句，“傷彼蕙蘭花”中用蕙和蘭兩種香草來再次比喻美麗的女主人公；“含英揚光輝”則指出蕙和蘭正值盛放，也比喻女主人公正值青春貌美的最佳年華。⁸這三套借物喻人將女主人公的決心、與丈夫的深情以及正當青春的美貌都展現出來，形成了一個完整的思婦形象。那麼，如此美好的佳偶，青春時節不去珍惜也就像花草一樣枯萎了，但君子仍然固守自己的志向，思婦的抱怨又有什麼用呢。到此，一個美麗而幽怨的思婦形象就完成了。

又如《孟冬寒氣至》中“三五明月滿，四五蟾兔缺。”一句，“三五”指陰曆的每月的第十五天，“四五”是指第二十天。“蟾兔”，相傳月中有蟾蜍和玉兔，故此處即是月的代稱。⁹詩中借月亮的圓缺來比喻夫妻的相聚和分離。《迢迢牽牛星》中採用了牛郎織女的傳說爲寫作背景，將牽牛星比喻成丈夫，織女星比喻成思婦，牽牛星和織女星相隔在銀河兩端來比喻思婦和丈夫的分離。《客從遠方來》中的“以膠投漆中，誰能別離此。”一句也用了膠和漆兩種意象來比喻思婦和丈夫。思婦如膠，丈夫如漆，思婦對丈夫的感情就像將膠投入漆中一樣，互相融合成爲一體，牢不可破。這

⁸ 北京大學中國文學史教研室編，《兩漢文學史參考資料》，第731-732頁，參考。

⁹ 北京大學中國文學史教研室編，《兩漢文學史參考資料》，第743頁。

種形象的比喻，生動的刻畫出一個對愛情懷著堅定信念的思婦形象。

以上三種表現手法是《古詩十九首》在塑造思婦形象時比較典型的，此外，詩人們還運用了誇張、設問、象徵等表現手法¹⁰，但相比而言，這些表現手法都沒有上述三種手法對思婦形象的塑造起的作用大，因此本文不做考察。

通過對思婦形象表現方法的考察，可以看出《古詩十九首》的作者並不著意於對思婦形象外貌的描寫，也不刻意去誇張思婦的美貌，只是簡單的勾勒幾筆，將思婦的大致形象呈現出來。詩人注重與人物相對應的景物以及環境的鋪墊；而且往往抓住最能表現思婦個性特點或者情感特點的細節，通過這種細節的動作、表情、以及借用與之相像的事物等表達出思婦的情感。由此可見，《古詩十九首》的作者更重視刻畫思婦內在的情感特點。

V. 思婦形象的內涵

對思婦這一形象內涵的解讀是研究思婦形象的重要環節，也是真正深入形象內部剖析其所具有的涵義和價值的橋梁。筆者認為對思婦形象內涵的解讀應從兩方面展開，一方面是表層的解讀，即從思婦形象上的解讀；另一方面是深層的解讀，即從詩人擬女性寫作動機上的解讀。

1. 筆者認為思婦形象的內涵首先是當時女性強烈的情感訴求和鮮明的生命意識。但很多學者在論述《古詩十九首》的思婦形象時喜歡將其與楚辭中的美人意象作對比，認為思婦形象不過是詩人抒發自己不幸遭遇的寄托。例如張陳麗在其文章中認為：思婦形象背後的意義是表現了文人們“對社會現狀、倫理道德的不滿。在對人生苦短而歡樂不足的悲哀中，愛情成了他們艱難人生裏的珍貴慰藉，他們把愛情放在了比功名追求更高的位置。他們追求世俗情感，渴望及時行樂，不甘禮法所拘束。借思婦之口，傳達這自身的叛逆……通過對這種叛逆的解讀，我們也可以深刻感受到這些文人所具有的那種特殊的‘厭世精神’。”¹¹可是這種解讀明顯存在誤差，《古詩十九首》中的確有些詩表達了一些叛逆，及時行樂的觀念，但都只是少數而且不是主題，更不是通過思婦這一形象表現出來的，而且這種叛逆和厭世似乎都更符合魏晉時期風流放蕩的士人的行為特點而不是東漢末這些四處漂泊的下層知識分子。

¹⁰ 林綉亭，《〈古詩十九首〉女性形象探析》，第129頁-130頁，參考。

¹¹ 張陳麗《簡析〈古詩十九首〉中的思婦形象》《文學教育》2010年3期第32頁。

那麼思婦形象到底是詩人的寄托,還是實有其人呢?根據記載,漢末確實有士子出游“或身歿于他邦,或長幼而不歸。父母懷煢獨之思,室人抱東山之哀”¹²的情況,也就是說思婦是確實存在的,而不是為了滿足文人的某種寄托而虛構的文學形象。因此,這些詩雖然不是思婦直接寫作的,但也是詩人代思婦之作,是以男性的視角來反射出思婦的心理和情感,一定程度上是可以還原一個接近于真實的思婦形象。那麼,思婦之所以為思婦,主要緣于其對遠游的丈夫的思念,而這種思念的深層解讀首先便內化為這類女性的情感訴求,這也是思婦形象最打動人心的部分。他們或悲、或痴、或怨、或憂,無不是抒發自己對幸福和愛情的嚮往和珍惜。這種情感訴求是真摯而樸素的,它反映了思婦作為普通女性被壓抑了的生理和心理的雙重需求。

《古詩十九首》中的思婦在抒發情感訴求的同時,體認到了生命最本質的東西,特別是有感于時光流逝、青春不在而發出的悲怨,使得思婦形象更加深刻感人,同時在一定程度上也反映了女性生命意識的覺醒。詩中主要通過思婦對時間的認識來表達對生命的關注。如《冉冉孤生竹》中的“思君令人老,軒車來何遲”一句中,“老”和“遲”的對應,強化了時間的易逝,也突出了思念的沉重;“過時而不采,將隨秋草萎”一句中突出了“過時”,表現了深閨生活的寂寞孤獨,思婦在生命最美麗、最旺盛的時候却要獨守空房,壓抑落寞之感不言而喻。又如《行行重行行》中的“思君令人老,歲月忽已晚”兩句凸顯了思婦的時間觀念。生命在日復一日的思念中也會慢慢消逝了,而自己的價值却無處寄托。這種思婦形象中蘊含的生命意識也是《古詩十九首》思婦詩最鮮明的特徵。

人在快樂的時候感覺不到時間的流逝,越是孤獨越是寂寞的時候越感覺時間的流逝,而在時間流逝的同時,思婦却無能為力,不能在美好的時光中讓自己的人生獲得幸福,這種失落是常人所不能承受的。事實上,這種生命意識的表現要感謝詩人敏感的神經,也許生活中的思婦的確也會感慨,但在詩人的筆下被無限放大後思婦的形象內涵就變得深刻而動人了。同時,這一點也的確是與詩人自身的感受是相關的,因此,筆者下面會從詩人寫作動機的角度分析思婦形象的這一內涵。

2. 思婦在當時社會是現實存在的,筆者雖然不贊同思婦形象完全是詩人的寄托,但要注意的是《古詩十九首》中思婦的語言,心理,行為等等並不是思婦本人直接敘述出來的,而是詩人以男性的視角模擬女性進行創作的。這樣,思婦形象就必然帶有

¹² 徐幹,《中論·譴交篇》, 胡大雷 《從漢末交游士風看“古詩十九首”女子形象的知音化》,《常德師範學院學報》,2003年2期,第37頁,再引用。

詩人的意識。因此，從創作者和人物形象這兩個角度來考察，思婦這一形象的表層涵義和深層涵義就會有所不同，如果說上述第一點是思婦形象的表層內涵，那麼其深層涵義就要從詩人的擬女性化寫作動機上來考察。

首先，通過思婦形象彰顯了詩人的“覺醒”。這種“覺醒”首先表現在詩人對自我存在，自我價值的認識上。當然，也是東漢末的社會的大背景造成了他們的覺醒，當仕途之路無望，儒家傳統的倫理道德遭到動搖時，他們從忠君愛國的集體主義價值中醒來，首先看到自己，這時才意識到自己是一個獨立的個體，有自己存在的願望和價值。這種“覺醒”深化到思婦形象中，便是突出了以情感作為思婦的自我存在和自我價值實現的目標，因此思婦形象才會表現出如此強烈的個體感受和情感訴求。這種情感訴求的表達是中國文人詩的一大進步，在《古詩十九首》以前，兩漢的文人詩寥寥無幾，質木無文的同時更沒有抒情的傾向。後來，在漢樂府民歌中出現了大量的抒情作品，這種些抒情詩是民間男女真實的情感表達，淳樸而真摯。漢樂府民歌的這種抒情化直接影響到當時的文人，就出現了《古詩十九首》中這種緣情而發的思婦詩。

其次，思婦形象表達了詩人對知音的渴求。將思婦形象與知音作鏈接，是胡大雷最先提出的，他從漢末交游士風的角度對思婦形象的知音化進行過論述。筆者以此為切入點，一方面進一步探索知音化的思婦形象，同時也管窺漢末文人的精神世界。

那麼，思婦形象如何表現詩人對知音的渴求呢？主要是通過思婦的“一心”和與丈夫的“同心”來表現的。思婦詩中有不少這樣的例子，如《涉江采芙蓉》中的“同心而離居”，《孟冬寒氣至》中的“一心抱區區”，《凜凜歲雲暮》中責難“同袍與我違”等¹³。這裏的“一心”，即對丈夫一心一意的愛和思念；“同心”，即與丈夫的心思一樣，一直愛戀并思念著對方；“同袍”，原指軍人間的友情，這裏借代為夫妻之情。這些用語一般意味著思婦或相思的男女對感情專一的意念和精神，但《古詩十九首》中的這些同心却并不僅僅指感情上的專一，還包含了思婦對丈夫精神上的理解。也就是說，詩人寄予思婦形象的不僅是專一的愛人，更是精神上可以溝通的知己。然而事實上，當時社會中的婦女與這種知識分子的丈夫是很難進行精神溝通的，能做到“舉案齊眉”就已經是女性的典範了。因此，詩人寄予思婦形象這樣的情感，更多的是為了滿足自己“不惜歌者苦，但傷知音稀”¹⁴的精神需求。這些知識分子們常年漂泊在外，難免像思婦一樣孤獨寂寞，他們一方面會想像自己的妻子也是如此心境，同

¹³ 胡大雷，《從漢末交游士風看“古詩十九首”女子形象的知音化》，第37頁，參考

¹⁴ 《古詩十九首·西北有高樓》，北京大學中國古代文學教研室編，《兩漢文學史參考資料》第725頁。

時也希望能够遇到知己，遇到朋友，暢談自己的抱負，這兩種情感合二爲一便出現了思婦形象的知音化。

綜上所述，《古詩十九首》中的思婦形象的內涵正如張曉芳所說，應是“既反映了生命意識覺醒中的女性的情感和心理，也傳達出那個時代文人的人生感受和精神苦悶。”¹⁵

VI. 結論

通過上述幾方面的分析，筆者認爲《古詩十九首》之所以能被後世的文人墨客們推崇，其中的思婦詩以及思婦形象功不可沒。雖然此時的思婦形象總體來說還還不够豐滿，處于思婦形象塑造上的過渡時期，但其思婦這一群體性形象的價值却是重大的。

首先，《古詩十九首》中的思婦形象打破了之前《詩經》以及漢樂府民歌中的思婦形象只寫思念的局限性，呈現出悲思型、怨思型、痴思型、憂思型的多種形象。標志著詩人們開始了思婦形象多元化的創作傾向。

其次，也是思婦形象具有突破性進步意義的關鍵在于其形象內涵的豐富，通過思婦形象的塑造彰顯了當時女性強烈的情感訴求和生命意識；同時，這些思婦形象也折射出當時中下層文人們不遇的孤獨、渴望知音的心理狀態。這對之後的建安文人的詩歌創作影響很大，特別是這種憂患生命易逝的感觸在建安文人們的文學作品中被放大了，這也爲魏晉時期士人思想上的覺醒和“詩緣情”的詩歌創作觀奠定了基礎。

再次，這些集中出現的群體性思婦形象，也標志著中國詩歌史上文人們擬女性化寫作的第一次高潮，詩人們繼承并發揚了《詩經》以來擬女性化寫作的各種手法，以情緯文，情感表達細膩、含蓄、深沉，具有感動人心的震撼力。這些都對後來的文人們進行擬女性化創作起到了一定的示範作用。

因此，思婦形象的塑造是《古詩十九首》藝術成就中的重要組成部分，同時，也是《古詩十九首》之所以能在中國詩歌史上占有一席之地的一個重要因素。

¹⁵ 張曉芳，《〈古詩十九首〉思婦詩探析》，《遼寧教育行政學院學報》，2010年7期，第112頁。

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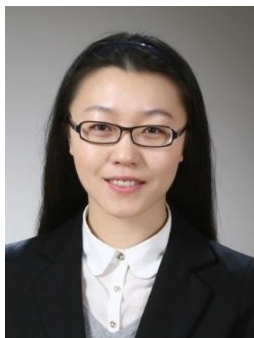
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A Study on the Development Status of Live E-commerce in China and South Korea 中韓直播電商發展現狀比較分析

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Abstract: Since ancient times, South Korea has a close relationship with China in terms of geographic location and historical origin, which also makes the Chinese and South Korean economies have many similarities. In 2020, the world's economic growth has fallen sharply due to the COVID-19. South Korean economy has also suffered a huge impact. At the same time people have begun to turn their attention to live commerce to find new ways out. Compared with China, South Korea's live commerce is in its infancy and the development system is not yet mature. China's live commerce started early and is relatively mature now. Therefore, this paper makes a partial comparison between China and South Korea's live commerce, hoping to show the basic model and characteristics of China's live commerce by analyzing the status quo of China and South Korea's live commerce, so as to provide reference and guidance for South Korea's live commerce at the initial stage.

Keywords: Economic, China's Live commerce, South Korea's live commerce, Comparison

I. 前言

當前新冠肺炎肆虐全球，世界經濟尤其是各國實體經濟遭受重創。其中，韓國作為與我國經濟貿易有著緊密聯繫的國家，存在國內人力資源及自然資源相對缺乏的問題，2020 年全球受到新型冠狀病毒肺炎疫情影響經濟增長大幅跌落，韓國的經濟也受到巨大影響。根據韓國銀行經濟統計系統數據顯示，與 2019 年相比，2020 年韓國國內生產總值（Gross Domestic Product, GDP）減少了 208.470 億韓元，實際 GDP 增長率則由 2019 年的 2.0% 跌至 -1.0%。疫情期間，國際間貿易受到重大影響的同時，韓國政府在國內採取多種社會管控措施防止疫情加速擴散，在國民社會性活動被迫減少的社會背景下，更多人將社交需求轉移到線上（Ontact）。可以同時滿足社交需求和購物需求的 Live-Commerce，即我們所說的直播電商也就漸漸受到大眾的關注，開始成為疫情當下韓國社會喜愛的另一種消遣、購物方式。

與韓國相比，中國的直播電商起步早，發展相對成熟，在韓國關於中國直播電商的相關研究相對較多，而韓國直播電商有文書整理尤其是中韓兩國直播電商同時涉及

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的文章十分罕見。自古至今，中韓兩國不論在地理位置上還是歷史淵源方面都有割捨不斷的關聯，這也使得中韓經濟有很多相似之處。面對疫情對全球經濟的衝擊，韓國經濟出現負增長，韓國國內直播電商處於起步初期，中國直播電商發展相對成熟，在此就中韓兩國的直播電商進行部分比較，希望通過分析中韓直播電商現狀，整理和總結中國直播電商的基本模式和發展情況，為起步階段的韓國直播電商提供借鑒和引導。

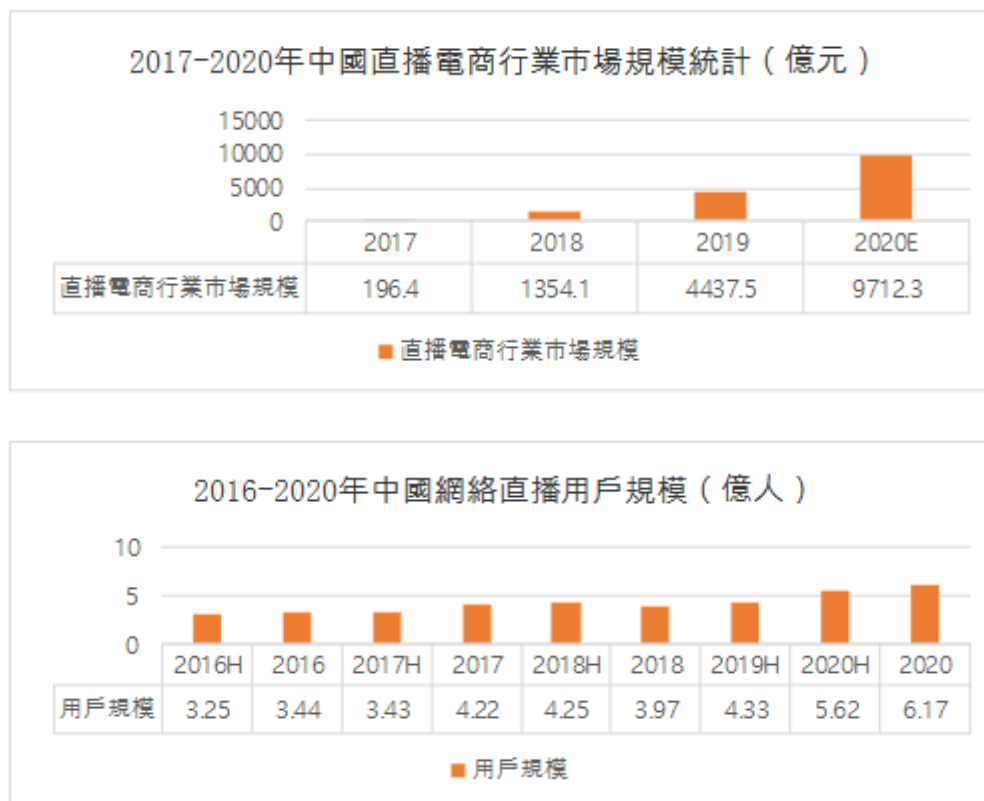
II. 中韓直播電商現狀

1. 中國直播電商市場分析及展望

中國的直播電商正式出現最初可以追溯到 2016 年淘寶商家通過直播的方式對商品的介紹，至今已有 5,6 年的發展史。2017 年-2019 年作為發展期，各大主播開始在多種直播平臺中進行直播帶貨，李佳琦、薇婭等超級網紅的順勢出現創造了大量的經濟和社會效益，同時直播電商經濟也因此被譽為網紅經濟。2020 年至今可謂是直播電商經濟的黃金期，受到新型冠狀病毒肺炎的影響直播行業出現爆發式增長。疫情期間宅在家中的人們上網時間較多，在無法與外界人自由往來的特殊時期，很多人選擇觀看直播進行代替性社交，以滿足現實中無法實現的社交需求(등나, 김효규, 2020)。並在觀看直播的同時直播中的有形及無形產品宣傳促銷刺激了人們的消費需求，直播電商作為一種新型的互動式營銷和銷售模式，觀看直播、諮詢相關產品資訊、購買結算的直播購物路徑無形之中產生。同時，中國商務部和各地政府紛紛頒佈支持直播電商發展的各項政策。去年 2 月，商務部發佈了通過直播電商擴展農產品流通方案；為了促進直播電商發展，發佈了對廣州、杭州、重慶等 11 個直播重點城市的支援政策。借此機會許多待業在家的個人及被迫停工的企業紛紛加入直播電商行業，不僅出現了前面所提及的李佳琦、薇婭等個人主播，董明珠、羅永浩等知名企業家也紛紛加入到直播電商行業開始直播帶貨。中國產業資訊網相關數據顯示，2019 年中國直播電商行業市場規模高達 4437.5 億元，較 2018 年增加了 3083.4 億元，同比增長 227.7%。2020 年突如其來的新型冠狀病毒肺炎疫情使得直播電商行業呈爆發式增長，2020 年上半年中國直播電商交易規模已達 4561.2 億元，全年直播電商行業市場規模直逼萬億元大關，金額約占線上交易的 8.8% (허민혜, 조상래, 2020)。

隨著互聯網的普及，中國網絡直播用戶規模逐年增加。據中國互聯網資訊中心（CNNIC）2016-2020 年中國網絡直播用戶相關數據顯示，2020 年中國網絡直播用戶規模

達到 6.17 億人，與 2019 年上半年相比增加 1.84 億人。其中，2020 年上半年直播用戶中，電商直播用戶規模高達 3.09 億人，電商直播觀看人數為 5.62 億人，比 2019 年上半年增加 1.29 億人，占上網總人數的近 60%。

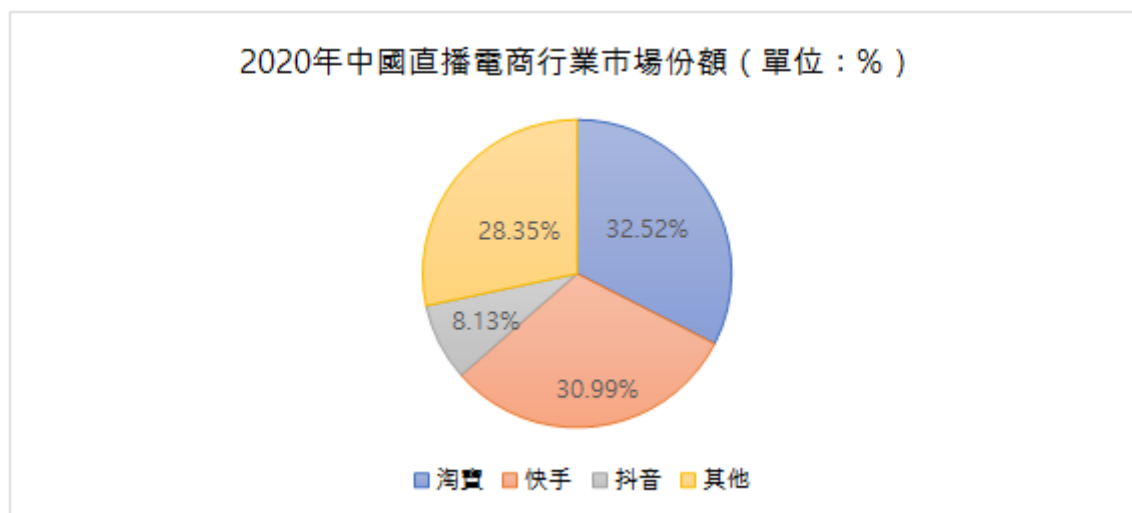


資料來源：中國互聯網資訊中心（CNNIC）

中國直播電商主要由進行直播和交易的平臺、主播、對直播商品進行適合的主播匹配的主播經濟公司 MCN 以及產品供應商構成。中國直播電商現狀大致可從以下幾個方面進行總結。

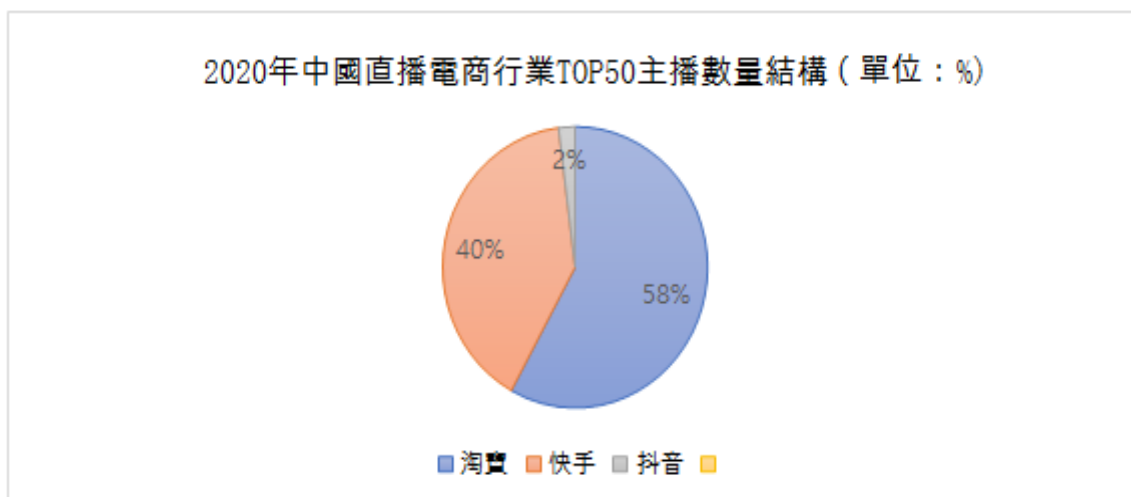
首先，直播平臺成熟化。中國的直播電商直播平臺可分為兩類，一種是原有企業在自身原有的產業基礎上添加直播功能開展銷售的類型，如淘寶、京東等，淘寶直播可謂是我國傳統電商平臺進行直播電商業務佈局的主要代表；另一種是利用平臺線上流量或短視頻吸引消費者，最終在平臺外掛的銷售網頁進行銷售的類型，如抖音、快手等。當前，我國直播電商平臺較多，形成了多元化競爭體系。從平臺屬性上看，我國直播電商平臺主要以電商平臺、“社交+內容”平臺為主。從市場成交額上看，據阿裏巴巴 2021 年三季度財報信息顯示，截至 2020 年 12 月 31 日，2020 年淘寶直播帶來的 GMV(成交額)超過人民幣 4000 億元，占比約達 32.52%;根據快手公告，2020 年，快手 GMV 達 3812 億元，市場份額占比約達 30.99%;據《晚點 LatePost》消息，抖音

GMV 超 5000 億元，這 5000 億元的 GMV 中，只有 1000 多億是通過抖音小店完成的，3000 多億則由直播間跳轉至三方平臺，即京東、淘寶等完成，嚴格按照阿裏、京東、拼多多財報裏的統計口徑，抖音 2020 年 GMV 只有 1000 多億元，市場份額占比約達 8.13%。當前，淘寶等企業型直播依舊佔據頭排位置，但近幾年隨著短視頻平臺的發展，今後幾年有可能會出現排位變化。



資料來源：前瞻產業研究院

其次，主播的專業化。主播從業人數不斷增加，影響力不斷增大，據艾媒諮詢相關調查顯示，2018 年 Q4 至 2019 年 Q1，中國主播崗位需求激增，曾出現 3 次峰值；2019 年 6-7 月開始，主播市場需求呈現波動上升趨勢，到 2020 年 3 月，主播市場需求持續上升，未到達峰值點。艾媒諮詢分析師認為，中國直播電商的火爆發展，更多企業與品牌會入局，這就直接推動了主播崗位市場需求的增長。前不久，國內的網絡直播年度會議召開，會上發佈的報告顯示，截止到 2020 年底，國內網紅帳號多達 1.3 億個，日均新增人數則為驚人的 4.3 萬個，與此同時，電商直播的主播也在迅速崛起，短短一年飆升到了 3.88 億人。不僅如此，受新型冠狀病毒的影響，各大線下實體店遭受重創，實體店銷售者直接投身到直播行業的例子也比比皆是，其中不僅包括董明珠、羅永浩等知名企業家，也有很多小規模的店鋪營業者。據前瞻產業研究院相關數據顯示，從 TOP50 主播所在平臺上看，在行業 TOP50 的主播中，淘寶主播 29 位，占比 58%，代表性主播有薇婭、李佳琦等；快手主播 20 位，占比 40%；抖音主播僅有 1 位出現在榜單上。抖音唯一上榜的主播是羅永浩，從 2020 年 4 月進軍直播帶貨至今，羅永浩帶貨 GMV 累計達 20 億，位列總榜第 17，抖音直播帶貨榜單之首。



資料來源：前瞻產業研究院

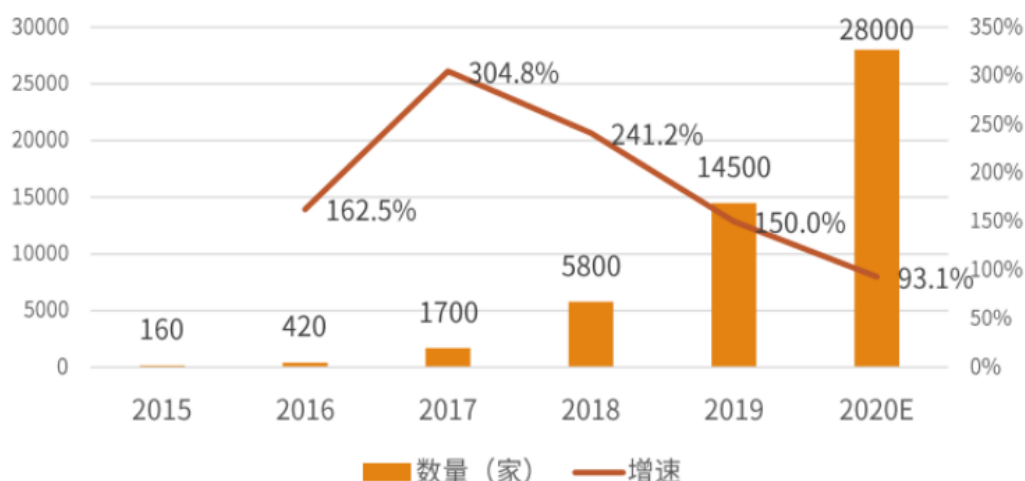
第三，主播培養機構的專業性，形成新型產業鏈。作為內容產業的新興鏈路，專門培養主播、網紅及 KOL (Key Opinion Leader) 的中國 MCN (Multi Channel Network) 產業自 2017 年出現了爆發式增長，機構數量從數百家猛漲到上萬家，平均同比增速大於 100%。2016-2019 年中國 MCN 行業市場規模急劇擴張，2020 年中國 MCN 市場規模將進一步擴大，達到 245.0 億元，增速為 45.8%。雖然中國 MCN 行業增長空間隨著行業競爭激化逐步收窄，但仍然比較可觀；加上當前國家積極鼓勵直播帶貨等新模式來提振消費、緩解就業，間接推動了 MCN 行業發展。

2015-2020 年中國 MCN 市場規模預測



資料來源：艾媒數據中心

2015-2020 年中國 MCN 機構數量及預測



資料來源：艾媒數據中心

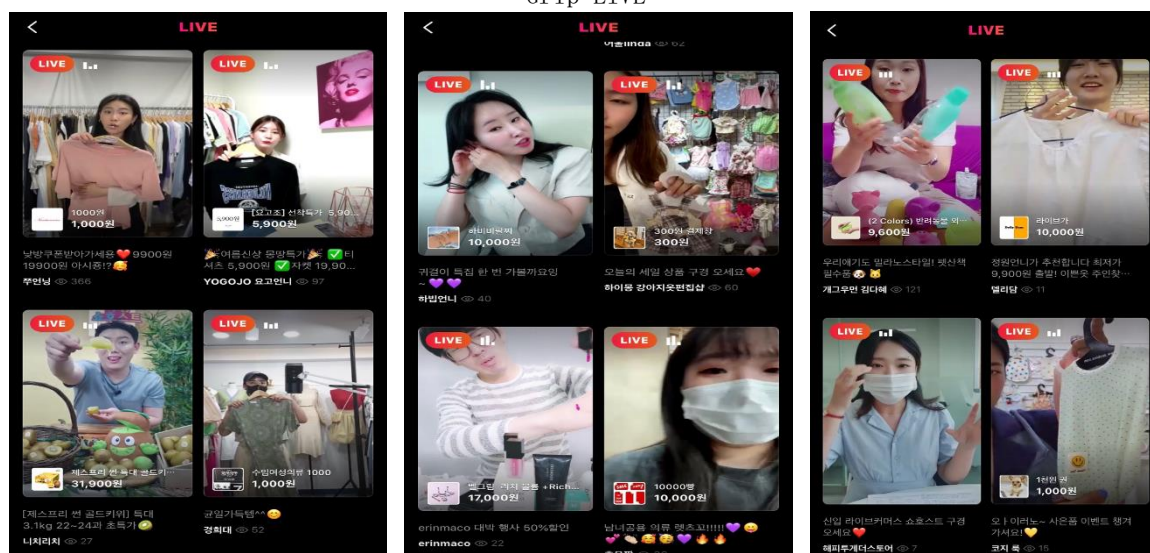
最後，中國直播電商品目的多樣化。在直播電商中銷售最多的產品是化妝品類，薇婭和李佳琦的帶貨中各有 40%和 82%是化妝品類產品。除此之外的熱銷商品是服裝類，根據淘寶直播每月活躍用戶相關數據觀察，服裝和化妝品占比最高。此次受新型冠狀病毒的影響，直播銷售品目呈現多樣化，不僅有之前一直熱銷的化妝品和服裝類，寶馬、奧迪、特斯拉等汽車公司也紛紛加入到直播行列，開始線上直播銷售。國內的房地產業也積極拓展線上直播銷售，據報導，疫情後的兩個月之內有約 151 家房地產公司通過線上展示樣品間進行直播銷售，其中有 143 家企業完成了線上銷售。同時，據阿裏巴巴發佈的《2021 農產品電商報告》中公佈的農產品電商大數據顯示，2019 年阿裏平臺農產品交易額為 2000 億元。2020 年疫情期間，截至 4 月 25 日，淘寶、天貓平臺累計為全國農民售出超過 25 萬噸滯銷農產品。

2. 韓國直播電商市場分析及展望

韓國直播電商相對而言起步晚，現在仍處於發展初期。早在新型冠狀病毒出現之前，韓國的各大門戶網站已經開始涉及流通領域，並且除韓國以外的其他全球性大型線上平臺也都陸續進軍經濟領域，與最初的線上經濟主體企業爭相分羹。正當韓國流通業界競爭日趨白熱化之時，新型冠狀病毒全球性爆發，使得這些線上企業意外獲利。尤其是疫情期間倡導‘線上’的社會文化的擴散更是加速了直播電商的成型。在這樣的社會背景之下，爭相涉足線上經濟領域的各大網絡平台企業利用自身已有的基礎設施打造和管理直播內容，同時原有流通企業和線下企業在遇到新型冠狀病毒導致的不景氣之後也紛紛開始嘗試直播電商的方式（김여라, 2021）。

韓國的國內直播電商市場基本由各大流通產業主導，各大線下商場加之 NAVER、Kakao 等各大線上巨頭企業根據當前疫情形勢下人們消費模式和日常生活模式的變化加速了直播電商的跟進步伐。此次疫情期間諸多線下商場開展直播銷售，其中現代百貨商場舉辦的直播共有 1 萬多次點擊，開創了 40 分鐘內賣出 1500 萬韓元的記錄，達到了相當於高消費群目標店鋪品牌 10 天的平均營業額(Shuhua, 2020)。此外，NAVER TV, NOW 和 Kakao TV 則在已有的居家購物(home shopping)板塊中增設了直播電商功能。韓國的直播電商代表性平臺-TMON 自 2017 年起在自創的直播頻道 TVON 中邀請導購員(show host)和明星嘉賓出演，在銷售商品的同時展現了直播電商的娛樂性和趣味性的魅力。創立於 2019 年的韓國 Grip 作為韓國直播電商平臺的代表，截止到 2019 年 6 月約有 2,400 個品牌入駐，並開創了日最多播放量 100 場的記錄。此外，許多網紅選擇在 Instagram 等既有社交平臺上開啟直播。樂天百貨自 2019 年 12 月起推出‘100 LIVE’，並於 2020 年 4 月與在樂天系列上市的 7 大流通企業的直播電商平臺‘樂天 ON’中開展直播。除了這種獨資型平臺外，GS25, 現代奧特萊斯, AK 廣場等多種品牌選擇和 Grip 聯手，而 SSG.com, Harim 等品牌則通過 JAM LIVE 進行商品銷售(최세정, 2020)。

Grip LIVE



資料來源: Grip APP

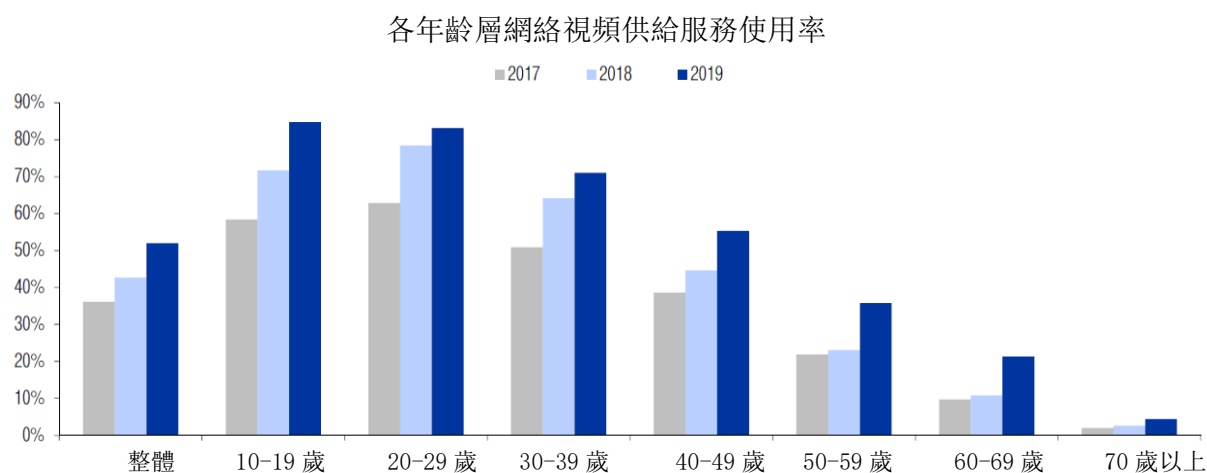
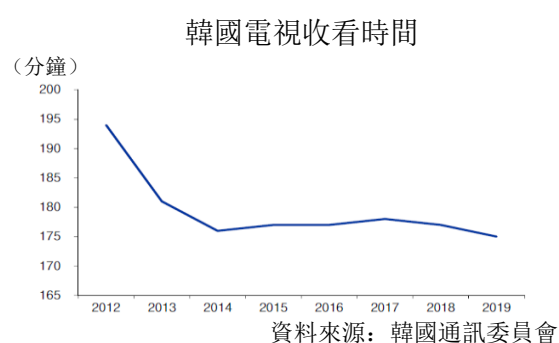
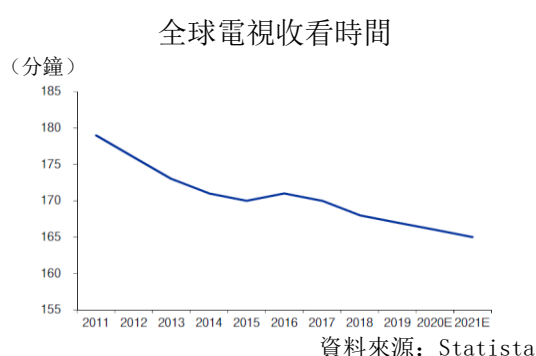
據 eBEST INVESTMENT & SECURITIES 中心統計數據顯示，2020 年韓國直播電商市場規模約達 3 兆韓元，預計在 2023 年可達 8 兆韓元。



資料來源：eBEST INVESTMENT & SECURITIES CENTER

韓國直播電商在短期間內能夠取得這樣的成果，大致可從以下幾個方面進行分析。

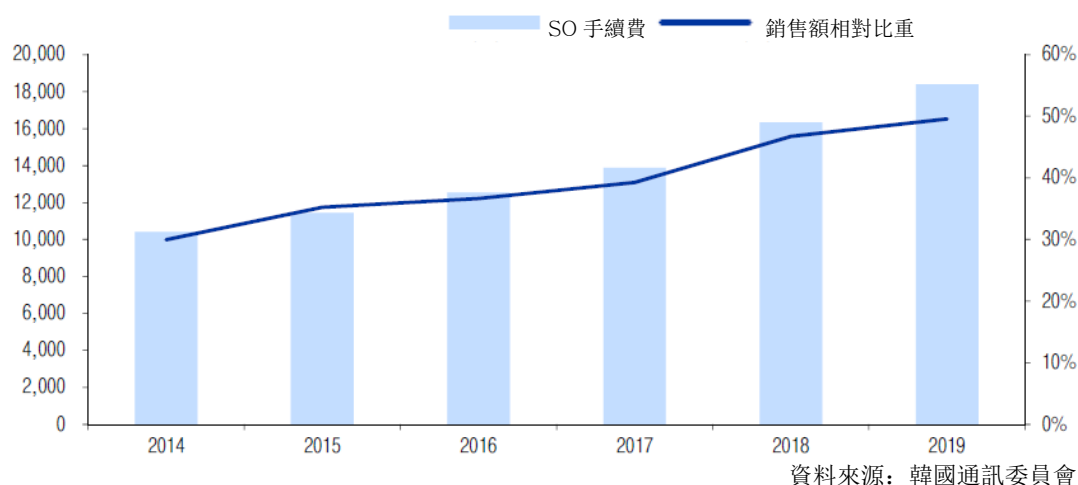
首先，直播電商的高效性。與電視相比，以手機為依託的直播系列普及性和便利性更高。根據韓國通訊委員會（Korea Communications Commission）統計數據顯示，網絡視頻供給服務使用率整體提升至 52%，且作為日後消費群體主力軍的 10-29 歲年齡層的人群高達 83%-85%。Statista 相關調查顯示，全球範圍內電視收看率自 2011 年的 179 分鐘降至 2021 年的 165 分鐘。韓國的電視收看率同樣由 2012 年的 194 分鐘縮短到 2019 年的 175 分鐘，下降了約 10%(오란아, 2020)。



資料來源：韓國通訊委員會

此時，作為韓國銷售主力的各大居家電視購物企業也同樣面臨著不如從前的銷售窘況。電視居家購物企業為了進行銷售需向 SO(付費播放企業)支付大筆的費用，根據韓國通訊委員會相關數據顯示，單 2019 年 7 家電視居家購物企業向 SO 支付的播放費用足達 1 兆 8394 億韓元，這個數額占同期電視居家購物企業銷售額的 49.6%(오란아, 2020)。與此同時，各大電視居家購物企業的銷售額較之前減少，而銷售額與播放費用的比率自 2014 年的 30%，一直呈現持續上升的趨勢。

居家電視購物年度 SO 手續費



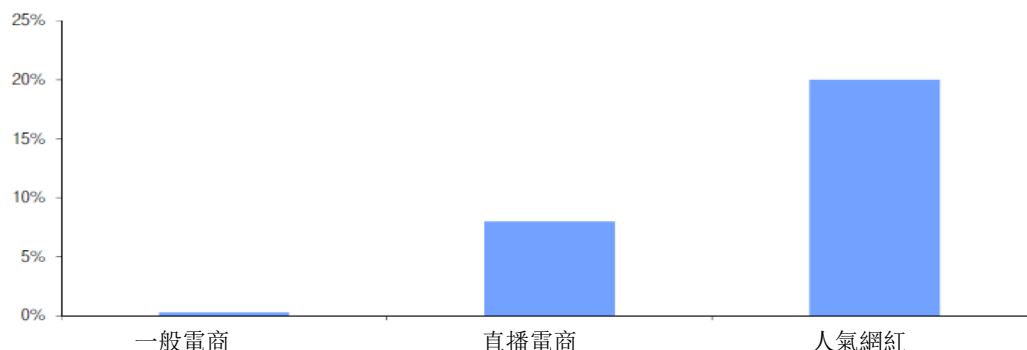
然而與此相比，直播電商不僅不需要高額的播放費用，而且攝影棚也不再是必備條件，主播按照一定的內容編排只要在具備順暢的網路環境下，利用一部智能手機就可以進行基本的直播，同時也可省掉聘請有名導購員的費用。雖然近來有部分直播電商企業收取銷售手續費，但即便如此與之前向 SO 繳付的播放費用相比甚微。如自去年 8 月起，NAVER 開始向入駐商家收取銷售手續費，僅占銷售額的 3%。打個比方，假如按照 2019 年韓國的居家電視購物企業的銷售額計算銷售手續費的話，其金額僅為向 SO 繳納的播放費用的十分之一而已(오란아, 2020)。

其次，直播電商的高購買轉換率。網上銷售的購買轉換率評定一般按照曝光率對比銷售量來計算。如此，與一般電商 0.3-1%的購買轉換率相比韓國素人主播直播電商的購買轉化率約 5-8%，而在韓的網紅行銷專門企業 TWOAB 相關數據顯示人氣網紅開展的直播電商購買轉換率高達 20%(오란아, 2020)。

直播電商的高購買轉化率主要歸功於消費者和主播可以即時交流，借此消費者可以快速且充足的獲取決定購買商品與否的相關資訊。而居家電視購物基本屬於單向信息輸出，網購中與商品相關的疑問也只能通過 Q&A 專區進行諮詢，且無法即時獲取回

復。除此以外，依託名人作為主播進行直播時，名人主播的名氣和粉絲效應對銷售量的提升也會起到有利作用。

直播電商的高購買轉換率



資料來源：TWOAB, eBEST INVESTMENT & SECURITIES CENTER

第三，直播電商的高擴張性和自由性。居家電視購物通過電視播放的節目雖然也可以通過自家 APP 進行播放，但與具有龐大平臺基礎的直播電商相比其擴張性相對較低。直播電商以平臺為基礎，擁有巨大的通訊量，而且其內容形式適合移動且方便線上傳播。因此，通過直播電商進行的購買行為大部分表現為單發性低、持續性高的良性循環。NAVER 代表 Han Seongsuk 在去年第二季度業績總結電話會議上指出“不僅直播過程中銷量會增加，即使直播結束後銷量也在增加”。不僅如此，直播電商的自由性也是其優點之一，居家電視購物需要通過廣播通訊委員會的審核，而直播電商則不受這些限制。因此，在直播電商中進行商品銷售時相對更加自由和生動，可以隨時與消費者進行即時溝通，並且可以通過 URL 與他人共享等特點與壹般網上購物僅通過圖片和文字或者影像進行說明的形式相比更有魅力，進而吸引更多銷售者加入直播電商平台(최세정, 2020)。與此同時，Facebook 平臺的 Facebook shops 自去年 6 月也追加了直播電商功能，不僅如此 YouTube 也於去年年底增設了 Shopping Extension 並添加了視頻購物功能。如此，各大網絡平臺企業以 IT 技術為依託，充分活用其優點，陸續進軍直播電商領域。

III. 結語

2020 年中國直播電商市場份額直逼萬億大關，特別是受新型冠狀病毒的影響，面臨運營困難的各大線下實體店調整行銷策略，通過直播電商逆向與消費者接觸增多，加速了直播電商的發展。主播及實體店業主，著名企業家和名人也紛紛加入直播電商行業，並出現了專門孵化培養專業電商主播的 MCN。此外，中國直播電商品目繁多，

服裝類和化妝品類所占比重最大，活躍於中國國內直播市場中的各大企業線上銷售額不斷提升，市場收益將不斷擴大。

新型冠狀病毒出現之前韓國各大線上企業已紛紛投身流通行業，他們不局限於收益性的束縛，以低價和快速派送為籌碼相互間競爭不斷。正當韓國國內流通業競爭日趨激烈的節點上新型冠狀病毒爆發，受疫情影響 2020 年各大線上商鋪和企業均獲利不小，同時線上平臺企業加速進軍商務界的步伐。在這種社會背景下，作為兼具了線上平臺各大優點的直播電商開始備受矚目。線下實體經濟受阻，個體營業者也紛紛加入直播電商行列，韓國的直播電商隊伍日趨壯大。預計到 2023 年韓國直播電商市場份額約可達 8 兆韓元。同時，Facebook, YouTube 等國際性線上企業紛紛將影像內容與購物功能結合，其後續跟進策略值得進一步觀察。雖然現有可考據的韓國直播電商的相關資料比較少，通過前面綜述現階段中韓直播電商現狀，韓國可在自身特有國情基礎上從以下幾個方面對中國直播電商進行借鑒學習。

首先，韓國直播電商市場應在現有基礎上適當擴大入駐企業和品目範圍，擴展直播電商規模；積極引導知名品牌和企業入駐，加大對中小企業和個體經營業者的入駐鼓勵和扶持力度，進一步增強直播電商的社會影響力和市場覆蓋力。其次，加快專業主播的養成，擴充專業主播隊伍，規範和優化直播電商市場，建立專業主播培養基地和體制，跳出原有居家電視購物的導購模式，根據消費者喜好和直播電商即時溝通交流的特點，彰顯直播電商的優勢，增強其擴張力。再次，依據中國直播電商中服裝類和化妝品類占銷售份額最多的先例，考慮擴大韓國優勢產業和品牌，通過入駐海外直播電商平臺，聘用溝通無礙的國際化專業性主播推進服裝和化妝品等韓國優勢大眾消費產品的跨境銷售，拓寬銷售途徑，拓展海外銷售市場。

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A Survey Study for the Establishment of the Global Beauty Education System

為開設國際美業教育體系進行的相關調查研究

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Abstract: Due to the recent Korean Wave, the domestic beauty industry is facing a full-fledged global competition with advanced countries in the beauty industry. Preference for K-beauty is increasing mainly in Southeast Asia and China, and the number of international students to acquire beauty-related technologies and know-how is increasing steeply. Accordingly, in order to be globally competitive, the domestic beauty industry faces reality only when it closely collects and analyzes data on the economic level, social and cultural phenomena, and awareness of beauty of other countries. However, compared to global interests and opportunities focused on K-beauty, preparations for expanding its influence in global markets are very insufficient. The majority of Korean beauty-related students are not working in beauty-related fields even after graduation due to employment instability and low wages, and school education alone does not have the professional service skills needed in the field and language skills needed to advance overseas. In addition, the global cosmetics industry continues to expand due to the improvement of living standards and the aging market, and the high demand for manpower is high, creating jobs and low barriers to entry of small and medium-sized companies through ideas. Most domestic K-beauty and cosmetics education institutions are centered on job training for domestic consumers, and in the absence of K-beauty and cosmetics image enhancement and export linkage, K-beauty culture base is needed to promote and trust K-beauty through professional education. According to this need, the study began based on various data and results collected based on the experience of beauty school establishment projects previously participated in in Korea.

Keywords: Korean Wave, Beauty industry, K-beauty, K-beauty and cosmetics education

I. 前言

近年來韓流全球盛行，韓國美業開始與其他美業發達國家並駕齊驅，尤其是東南亞和中國等地區對 K-beauty 的喜愛度不斷提升，學習韓國美業相關技術和知識的留學生人數迅速增加。因此，為了增強韓國美業的國際競爭力，就其他國家的經濟水準、社會文化現象、對美的認識程度等相關資料進行收集和分析十分必要（Korean Wave White Paper, 2019）。

與各國對 K-beauty 的關注度相比韓國美業在國際舞臺上展現其魅力的準備仍較之

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不足。韓國國內美業相關專業學生多數存在著雇傭崗位不穩定、收入低等問題，導致部分學生畢業後無法從事美業相關工作。不僅如此，僅憑藉在校期間學習的知識無法解決工作中出現的多種專業性和服務性問題，而且進軍海外市場需要的語言能力也是現今韓國美業面臨的重大難題之一。隨著生活水平的提升，老齡化的加速，化妝品產業全球範圍內呈現持續擴張趨勢，相應人力資源需求增加，韓國政府已將化妝品產業作為新興主力產業列入未來化妝品產業培養計畫（KOFICE, 2020）。針對韓國國內 K-beauty 和化妝品相關教育的專業部門大多數以韓國國內消費者為對象開展職業中心教育，面向海外市場提升 K-beauty 和韓國化妝品形象的文化基礎性擴張不足的現狀，需通過運營專業性教育機構培養化妝品及美業領域全球性人才。同時通過海外研修生加強對 K-beauty 的宣傳和形象提升，增強品牌化的具體措施開展勢在必行（Korean Wave White Paper, 2019）。因此，本研究依託已開設的韓國 Beauty school 專案的經驗，借助當時收集的相關資料和內容，以本人所在的水原科學大學在校韓國學生和留學生為研究對象，並對當前就業者進行訪談和問卷調查。通過該調查，分析和整理當前實際所需為何，以便於相關美業教育機構參考，調整現行政策和方向。

II. 研究方法及範圍

本研究通過調查問卷和訪談的形式，以在美業和教育領域有豐富經驗的從業者以及現在在校韓國學生和留學生為調查對象，就相同的問卷進行了調查。受調查時間較短的影響，被調查對象相對有局限性，且由於之前的美業教育相關資料獲取有一定的難度。本研究的結論雖無法代表大多數，但以本研究為基礎發現和解決現行美業教育領域的不足之處，可對現行美業中存在的問題進行查漏補缺。希望通過本研究可以對韓國國內美業教育相關研究及國外美業教育研究和相關專案開展起到一定的參考和借鑒作用。

本問卷調查就美業相關領域聽課經歷和類型、滿意度等相關問題自 2020 年 10 月 5 日至 10 月 15 日期間面向 51 名美業領域在校生、20 名美業相關留學生、13 名化妝品相關行業從事者等共 84 人進行了調查，讓調查參與者就日後再教育細分化和教育課程改善及建議等進行了詳細填寫。現行大部分論文資料、各種文獻資料、統計數據及分析資料顯示的結果對本文研究可以提供一定的參考數據，但具有現場經驗的現場專業人士的觀點回饋部分較少。因此，針對之前的研究過於概括、未指明實質性方向等

不足之處，本研究著重於指明當前美業教育領域的實質性和現場性方向，不僅局限於列舉美業教育領域的發展和戰略，而且發現問題所在，積極將活動在現場第一線的韓國國內學生、留學生以及專家等就這些問題回饋出的詳細觀點進行整合，並以提供解決方案和發展方向為研究目標設定研究方法，旨在對美業中起到支柱作用的美業教育領域進行探索，尋求發展方向。

III. 理論背景

1. 美業的特徵及問題

美業特徵可以歸結為以下幾點。第一，伴隨著韓流熱潮的興起，成長潛力巨大的韓國 K-beauty 產業在亞洲範圍內受到追捧，化妝品產業相關出口量增加，文化觀光產業相關高級美業服務業的發展為就業崗位的提供和海外人力資源的輸出提供了條件。因此，作為新的成長動力產業，美業被視為發展潛力巨大的產業。第二，屬於經濟帶動高效產業。美業作為打造和引領化妝品、美髮、護膚美容、美甲、化妝、頭皮管理、假髮等時尚和流行的產業，尤其美業服務產業作為無法由器械和自動化替代的手工作業行業，其雇傭引導效力可謂在崗位創造產業領域中佔據首位。第三，屬於與其他產業共同成長型產業。美業可以與醫療（整形、護膚、韓醫等）、觀光（體驗觀光等）、時尚、購物、食品等相結合打造新的經濟增長點，創造更多社會價值。

如上所述美業具有多種特徵和優勢的同時，韓國國內美業教育卻存在著兩大問題。首先，為培育和打造專門人力資源的教育支援體系不夠健全。雖然每年有不少學生從學部和大學院畢業，但是具備可以直接投入到實際工作能力的畢業生僅占極少數。根據現行政策，美業服務相關專業畢業生均可免試獲取相關從業許可，獲得從業許可後即可持證上崗，因此出現很多能力不足的人力流入市場 (Parkjaehun, 2020)。其次，創新型、國際化美業服務人才培養體系薄弱。借助韓流全球性擴散之力，許多國家對 K-beauty 的需求不斷增加，韓國美業在世界美業版圖上畫上了重重的一筆。諸多企業通過美業創業、增設連鎖店等進軍國際市場，全球性人才培養迫在眉睫。

因此，為解決上述問題以及實際工作中遇到的教育機構和企業間人力供給不均衡的難題，政府部門積極提供相應教育援助，增強韓國優秀美業服務型人才的國際性參與，提升 K-beauty 位次，擴張新市場等一系列支援措施不可或缺。

2. 海外代表性教育機構

為了促進美業教育全球化，向需求者提供滿意的教育，選擇比國內有更具傳統和規範體系的海外實例進行研究和標杆學習十分必要。現今有不少國內外認知度較高的美業教育機構，從中選取最有公信力、世界範圍內擁有最多分支教育機構的代表性美業教育機構進行分析總結。

2.1 歐萊雅學院

歐萊雅學院屬於法國化妝品企業歐萊雅旗下的美業學院，不僅設有 15 日短期專案，而且設有 2 年長期專業課程等多種專案。此外，還包含利用 VR 技術進行針對性教育的專案。

圖 1. 歐萊雅結業證及會員證



歐萊雅結業證

歐萊雅會員編號

2.2 Tony&guy 學院

Tony&guy 是具有 50 多年歷史的美髮學院，在 48 個國家設有 475 餘家美髮店，不僅是英國時尚協會的合作夥伴，而且是英國時尚獎金官方後援者，由此可見其在英國時尚業界的影響力日漸增強。不僅如此，Tony&guy 每年培養 10 萬名以上髮型設計師投入社會，同時運營著線上雜誌、APP、線上購物、美妝學院等。

2.3 沙宣學院

沙宣學院是世界著名髮型設計師 Vidal Sassoon 創建的美髮學院，在美髮領域擁有最高的認知度和權威性，在英國倫敦、曼徹斯特、格拉斯哥、北美、德國、中國等地設有相關學院。以美髮聞名於世的沙宣教育在沙宣實體店實訓進行，即，將店中職員培訓專案細分，嚴格把控，只有通過最終審核考試才可以在沙宣入職上崗。沙宣學院不僅設有面向初級髮型設計師的配套課程，還有針對有入職經驗者的強化課程，課程時長從 1 周短期課程到 30 周長期課程不等。每年數千名初學者和在職設計師為了學習專業技術報名參加沙宣學院，學習沙宣的技術和創意。教育課程分為一般課程和組合課程，並設有初級教育課程、中級創意課程、季度精修課程以及沙宣學院畢業生協會，提供剪發和染發相關多種技術培訓相關資料，並在所有課程結束後提供沙宣學院畢業證。參加組合課程的韓國國內設計師可受邀於英國本校，支付 600-700 萬韓幣學費後即可參加 1-2 周的集訓課程。

表 1. Vidal Sassoon 時間表

類別	課程	課程時間	課程費用 (\$)
初級課程	24 周 結業證	24 周	18,096
	30 周 結業證	30 周	20,953
短期課程	學術會	5 天	按課程類別 749-1,485
	沙龍創意剪發	5 天	
	沙龍創意染發	5 天	
	三部曲	5 天	
	abc 剪發	5 天	
	abc 染發	5 天	
	abc 錫紙技法	5 天	
	abc 男士	5 天	
	abc 終結班	4 天	
周次課程	abc 剪發	週一/4 次	1,066
	沙龍特別護理 剪發&染發	3 小時/天	5,066
長期課程	沙龍特別護理 剪發	4 周	3,873
	綜合課程	8 周	8,000
專業課程	深化課程	16 周	14,667
	1 對 1 課程	1 天	1,263
	國際大師	3 天	3,682

2.4 SACO 學院

SACO 學院作為歐洲代表性美髮學院，在英國倫敦、加拿大、俄羅斯、烏克蘭、巴黎、韓國等地設有學院，並與韓國的主要美髮品牌 LEEKAJA、LEECHULHAIRKERKER 等開展研修交流活動。SACO 學院近來以環保護發為宗旨，迎合全球盛行的環保理念，取得了不小的成就。其使用的環保產品標榜無香、無硫酸鹽、無防腐劑等 5 大 Free 原則，研發含有蛋白質、無垢、藜麥等成分的產品，給頭髮和頭皮供給營養，呵護頭髮和頭皮健康。

IV. 調查結果分析

1. 化妝品相關從業者調查結果

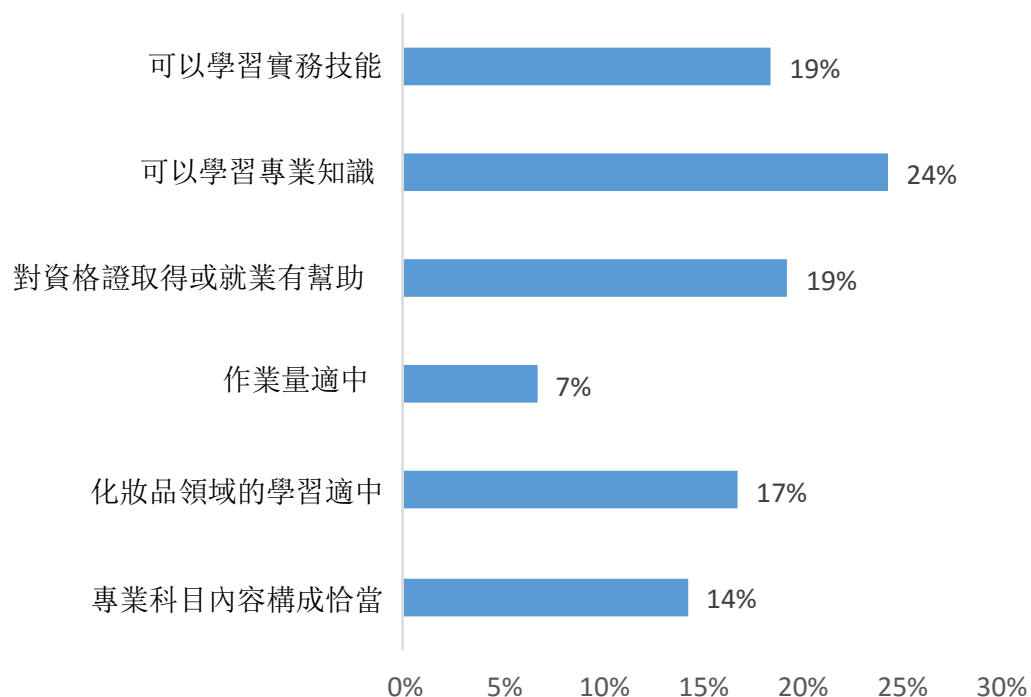
面向美容美髮和化妝品相關從業者進行了相關調查，調查對象 13 人中，女性比例占 62%，男性占 38%；20 歲年齡段占 46%，30 歲年齡段占 38%，40-50 歲及以上年齡段占 16%；有 10 年以上經驗者達到 31%，占比最大；月收入 200-400 萬韓幣人次達 46%，占近半數，500 萬韓幣以上為 2 人。是否有培訓經歷的回答結果顯示，無相關經歷和有 1 次以上經歷者比例相當，大部分通過政府機關和正規學校接受過教育，即使是無相關經歷者也表示更偏愛政府機關和正規學校學習。與不到半數的線上授課滿意度相比，這種正規教育的滿意度高達 69%。

在未來的再教育調查中，超過 80%的學生表示他們會通過課程來提高自己的技能，學習新的流行技術。與線上教育相比他們中的大多數人更喜歡線下或混合課程。與 2、4 年制在校教育相比 90%以上的人希望上資格證班、研修班以及創業相關課程，短期教育呈現壓倒性優勢，偏愛的科目大部分為市場行銷及化妝品實習類。

至於受訪者偏好的教育費用，62%受訪者偏好 50 萬韓元以下，大部分受訪者認為 100 萬韓元以下比較合適。大部分培訓期短於 1 個月，大部分人喜歡 6 個月以下的培訓課程。在選擇教育機構時，官辦機構占比最高，為 54%，其次是學校 31%，特許院校 15%。

2. 美業相關專業在校生調查結果

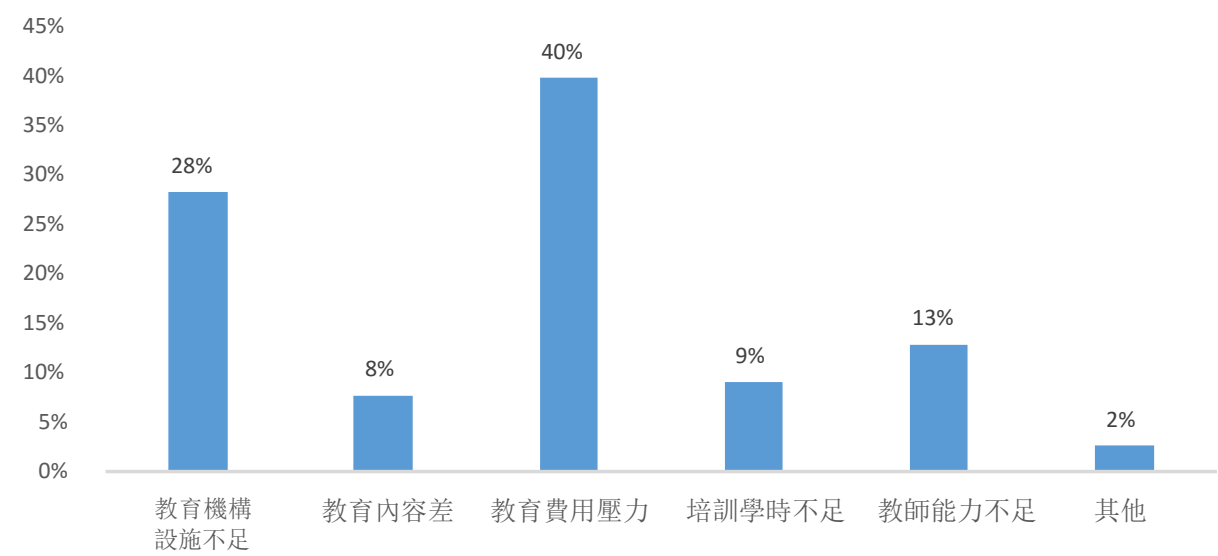
在允許重複選擇的前提下，面向 51 人對現行教育科目內容滿意度調查中獲取了 119 份回復。其“專業知識學習”專案回復最多，占 24%。“專業科目構成”，“專業領域學習適當性”，“作業量”，“就業或實用技能學習”等滿意度均低於 20%。



回復	頻率	比例
專業科目內容構成恰當	17	14%
化妝品領域學習適中	20	17%
作業量適中	8	7%
對資格證取得或就業有幫助	23	19%
可以學習專業知識	29	24%
可以學習實務技能	22	19%
合計	119	100%

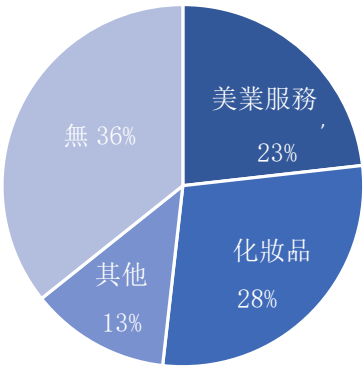
對教育難題相關因素的回答共有 78 個，其中教育費用壓力是最主要的困難因素，占總數的 40%。排名前三的因素占總數的 81%，分別為教育機構設施不足，占 28%；教

師能力不足，占 13%；培訓學時不足、教育內容差及其他等分別占 9%、8%和 4%，均低於 10%。



回復	頻率	比例
教育機構設施不足（移動距離等）	22	28%
教育內容差	6	8%
教育費用壓力	31	40%
培訓學時不足	7	9%
教師能力不足	10	13%
其他	2	2%
合計	78	100%

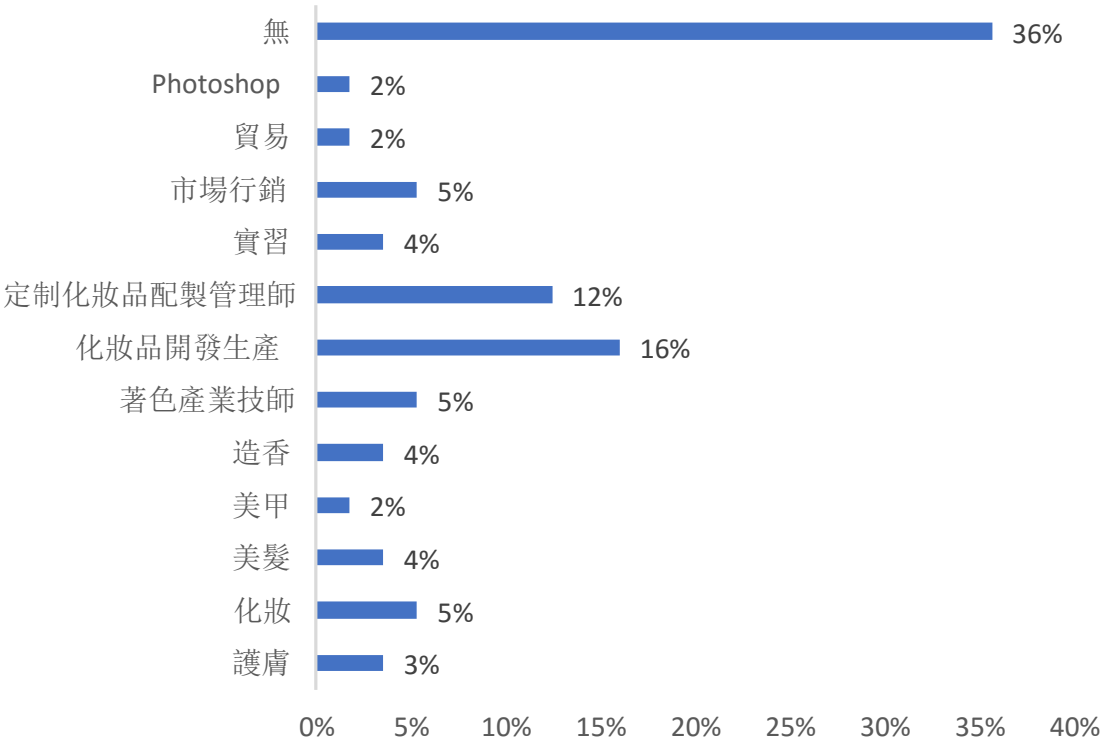
希望參加化妝品相關教育課程的人占 29%，23%的人喜歡美容服務相關教育課程，其詳細專案中，對化妝品開發和生產以及定制化化妝品配製管理師感興趣的較多，分別占 16%和 13%。此外還確認了對市場行銷、貿易和實踐培訓等管理和實踐教育相關科目的需求。



希望學習的科目

類別	頻率	比例
美業服務相關科目	13	23%
化妝品相關科目	16	28%
其他	7	13%
無	20	36%
合計	56	100%

希望學習的科目明細



現在學習的科目與未來職業目的規劃相關數據顯示，59%的受訪者為了就業，35%的受訪者為了獲得相關資格證，6%的受訪者為了自身愛好和自我發展，由此可見以就業和取得資格證為目的的學習人數占 94%。完成培訓課程後的就業前景中最受歡迎的工作是市場行銷，占總數的 22%，第二名是產品規劃，占 20%，第三名是開發/研究，占總數的 17%；從希望創業的領域來看，化妝品品牌或製造行業占 42%，美容行業占 24%，教育行業 17%，三者累計占總數的 83%。完成培訓課程後對海外就業的偏好也處於相似水準，其中美國是最受歡迎的國家，其次是北美和歐洲地區。

3. 美業相關專業留學生調查結果

美業相關的留學生調查結果顯示，參與調查的 20 人中，男性占 20%，女性占 80%，其中以 20 多歲的留學生居多。韓語水準中級占比最高，為 75%，在韓居住 2-4 年的占比最大，達到 40%。從國籍來看，中國留學生占比最高，達 80%，此外還有緬甸、越南、蒙古等國，共占 20%。

3.1 美業教育留學生關心領域

K-beauty 興趣調查結果顯示，留學生最感興趣的前 5 個領域是彩妝 20%、護膚 19%、化妝品（產品）17%、半永久/整形 15%、美容設備 11%，前 5 個領域占 82%。K-beauty 資訊的獲取，與一般學生和上班族不同，29%來自 YouTube，23%來自 Facebook，由此可見在招收外國留學生方面使用 SNS 進行宣傳的方法是有效的。

3.2 資格證和教育機構

K-beauty 課程相關的所有學生中有 65%回答說他們想考取國家資格，感興趣的領域中皮膚 55%，化妝 25%，化妝品 15%，美髮占 5%。受教育過程中遇上的難題裏，語言障礙占 50%，準備過程占 25%，費用占 15%，制度理解占 10%。由此可見語言是受教育過程中面臨的最大的難題。首選的教育機構喜愛度中，著名的特許院校占 40%，公辦機構占 30%、職業學校占 20%、普通（民辦）學校占 10%。選擇教育機構時考慮的最多的是是否針對現行市場趨勢開展教育，此類人群有 20 人（14%），選擇博客等宣傳是否到位的人次為 17 人（12%），實踐教育 17 人（12%）、基礎教育 17 人（12%）、實踐培訓為主 17 人（12%）等，前 5 位占總體的 60%。答案分佈的方差很小，由此可以看

出國際學生在選擇教育機構時綜合考慮了各種因素。在偏好的教育日程方面，留學生與在韓國校生不同，更喜歡週末；而在教育頻率方面，他們與韓國在校學生相同，喜歡每週 2 至 3 次的頻率。對課程的偏好為皮膚美容 55%、化妝 14%、特殊化妝 9%和美髮 9%。

3.3 資格證和教育機構

接受美業教育的目中有 40%是為了興趣愛好和自我發展，35%為了就業，15%為了創業，10%是為了獲得相關資格證，其中 75%的受訪者以興趣、自我發展和就業為目的。課程完成後的職業選擇中，選擇創業和就業的人各占 30%，興趣愛好占 25%，講師占 15%。創業希望領域中，護膚美容創業占比最高，為 25%，其次是彩妝、半永久和微整形各占 19%，化妝品進出口占總數的 14%。

V. 調查意義和結論

根據需求調查的總體結果而言，80%的留學生、69%的美業工作者和 55%的在校學生對課程感興趣。接受教育的目的中資格證和結業證獲取占比重最大。作為選擇教育機構的考慮因素，留學生中超過半數的受訪者表示，他們會考慮是否提供符合最新市場趨勢的教育以及看博客廣告；而對於美容行業從業者和韓國在讀學生而言，超過半數會參考博客推廣和課程評論，考慮到這種資訊收集方式，通過知名博主或 SNS 進行宣傳的同時，錄製讓感興趣的學生可以直接觀看並獲取相關資訊的視頻來吸引學生不失為一種好的招生方法。至於期望的教育，一半以上的在校生更喜歡化妝品和美容服務相關的教育科目，超過一半的美業行業從業者喜歡行銷相關的課程，其次是化妝品實習相關內容，而 70%的留學生對皮膚美容和化妝相關科目感興趣，各調查組對科目的偏好略有不同。總體而言，對化妝品相關教育的偏好度普遍較高，美業行業從業者和在校生對課程結束後可直接應用於實戰中的服務行業和市場行銷相關教育需求較高。

在教育日程和方式上，所有被調查小組都更喜歡每週參加 2-3 次線上和線下並行課程。各組的特徵來看，首先，就在校生回答的除現行學校課程外無需其他課程的回答部分，可以推斷大多數人還沒有對自己的職業道路做出明確的決定。而現在的美業教育不僅在於獲得專業知識，還需考慮專業領域學習的適當性、專業課程的構成、實

踐技能的掌握情況等。此項調查中學生的滿意度低於 20%，說明學生無法通過在校專業技能的學習獲得滿意的專業技能水準。鑒於大多數人對資格證和結業證感興趣，且選擇教育機構時最重要的因素是學生評價，因此通過美業專業 SNS 或國家認可機構進行積極的宣傳，並選拔一部分學生進行一段時間培訓後，將其課程評價公開，預計會取得積極的效果。此外，需要制定適當的時間表，以免線上線下並行教育對日常生活造成困擾。

其次，分析了留學生申請教育機構的困難，其中語言障礙是阻礙學生理解各種課程準備程式和制度的主要難題。因此，在經營美業教育機構時，須對學生進行美業相關韓語教育，對於主頁或 SNS 上的重要資訊，須以主要對象國家的語言標注，以提供資訊給更多有實際需要的學生，這樣可以有效的吸引外國學生。就此，以法國、俄羅斯、丹麥、美國和韓國設有學院分支機構的具有代表性的歐洲美髮教育機構 SACO 學院為例，已在所有培訓課程中加入英語教育，集中於全球性人才的培養。在創建美業教育機構時，應以此進行對標，必要時也可考慮促進海外長期和短期就業專案。SACO 學院目前正與韓國的主要美髮品牌 LEEKAJA、LEECHULHAIRKERKER 等開展研修交流活動。

就留學生而言，調查結果顯示在韓國尚無知名的 YouTuber 或美業藝術家，而先進海外美業學院已通過知名藝術家的 YouTuber 和 SNS 向學生提供各種資訊，引導入學。因此，我們應該考慮對標國外案例，通過海外 YouTuber 或美業藝術家的推廣，引導對 K-beauty 感興趣的外國學生報名入學。此外，留學生與一般韓國學生和美業在職者獲取 K-beauty 資訊的管道不同，為了吸引外國學生，除了門戶網站外，還有 29%通過 YouTube, 23%通過 Facebook 來吸引外國學生。因此可見，通過知名網紅或博主進行相關宣傳是目前而言最現實的招生方法。

第三，就美業從業者而言，70%以上在民辦教育機構接受教育的經歷明顯高於在校生或國際學生，超過一半的人對現有教育機構感到滿意。此外，就學習者在選擇教育機構時對公辦機構或學校的信任度高，對學習後可否獲得機構認證和相關證書較為看重，而且對行銷相關課程感興趣的實際情況進行綜合考慮時，應在保證不影響學習者的工作和日常的同時，安排有彈性的教育時間計畫，便於獲取在職從業人員的喜愛。

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Current Status and Analysis of Hair Loss Management Market in China 中國脫髮管理市場現狀及分析

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Abstract: Modern people's hair loss continues to increase not only due to aging or genetic factors, but also acquired factors such as various environmental pollution, stress from heavy work, and abnormal hormone secretion caused by dietary changes. With this increase in the domestic hair loss population, the hair loss market continues to grow, and the hair loss industry is approaching a steady growth stage. More than 1.03 million people have visited hospitals to treat hair loss in the past five years (2012-2016). Thanks to this, the domestic hair loss treatment market reached 122.8 billion won last year, up 12.3% year-on-year. In addition, more than seven out of 10 Chinese people are worried about hair loss, and the related product market is rapidly growing, drawing attention. It is expected that hair loss-related products will draw attention as new items to target the global market for Korean cosmetics companies suffering from political conflicts with China and the recent Covid-19 crisis, which began to blow in the second half of 2015. The size of the hair loss management market is growing at home and abroad, and the domestic response is not as agile as it is. Recognizing the problems, the researcher aims to help technology exchange and industrial development of the Chinese market, which is likely to grow into the world's largest consumer market, and introduces various hair loss management products.

Keywords: Hair loss prevention market, Korean cosmetics, Chinese market

I. 前言

1. 研究的必要性和目的

由於衰老、遺傳等多種因素，以及各種環境污染、過重的工作壓力、飲食變化導致荷爾蒙分泌異常等後天因素的影響，現代人脫髮現象不斷增加。隨著韓國國內脫髮人口的增加，脫髮市場持續增長，脫髮相關行業也步入持續增長階段（So Dae-seop S ODAESUP, 2019）。脫髮管理市場按照脫髮相關產品、護理器械、醫療護理等被細分，並不斷發展。迄今為止，洗髮水、頭皮護理等相关化妆品产品的市场规模最大，近來准药品不断出现，并主要通过各种 SNS、电视广告、家居购物等渠道销售（왕되, 이진화, 2019）。隨著植發技術的發展，其價格下降，很多人無經濟壓力即可接受頭髮移植，植發市場也在快速發展（So Dae-seop SODAESUP, 2019）。根據健康保險公司數據，

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過去五年（2012-2016）期間，超過 103 萬人到醫院接受脫髮治療。得益於此，去年韓國國內脫髮治療市場價值達到 1228 億韓元（按醫院處方計算），比上年增長 12.3%。僅需要醫生處方的專業脫髮藥物就達到這個程度。韓國脫髮治療協會估計，韓國潛在脫髮人口將達到 1000 萬。這意味著五分之一的韓國人面臨脫髮煩惱。各種脫髮治療和防脫髮洗發水相關的脫髮護理相關的市場規模預計為每年 4 萬億韓元。口服脫髮治療藥物市場也有變化（中央日報，JUNGANG, 2016）。近來，每 10 個中國人中就有 7 個以上患有脫髮，據分析相關產品市場也在快速增長。脫髮產品從 2015 年下半年起在中國受到追捧，相關產品預計將作為打破薩德僵局和新型冠狀病毒引起的不景氣的一項有力措施而備受矚目。根據 KOTRA 沈阳貿易中心就中國本地數據分析顯示，由於中國脫髮人口的增加，防脫髮洗發水、頭皮護理安甌等相關產品的市場正在快速增長，特別是受到女性和年輕人喜愛的相关產品备受矚目(왕외, 이진화, 2019)。

國內外脫髮管理市場規模不斷擴大，但卻面臨著國內對相應變化並沒有及時回應的尷尬。認識到此問題，本文打算通過對有可能成長為世界最大消費市場的中國市場的平行研究，以及通過對兩國之間的技术交流和產業發展的分析，幫助兩國之間的技术交流和產業發展(왕외, 이진화, 2019)。隨著持續老齡化和脫髮人群的不斷增加，根據脫髮化妝品的國內外市場變化，以及各種脫髮管理產品目前相關研究，尋找未來脫髮管理產品的發展潛力和市場趨勢。

2. 研究的範圍和方法

本研究通過收集數據來分析研究趨勢，針對韓國脫髮研究的現狀，通過在學術研究資訊服務(riss.kr)中搜索“脫髮與頭髮”一詞，提取了2018年至2020年學術期刊上的78篇畢業論文和123篇學術論文。其中除去側重於脫髮現象和醫學領域的論文外，選取了與脫髮管理有關的18篇畢業論文和30篇學術論文被提取並用作數據。對於目前中國的美髮研究現狀，通過搜索“脫髮”、“假髮”和“中國”，使用了KOTRA的海外市場分析研究數據和韓國貿易協會(KITAMARET REPORT) 23個相關數據。由於用韓國國內數據收集中國市場最新數據存在很大局限性，中國相關論文主要在iMedia和iResearch中以'hair loss'和'hair'作為相關搜索詞，參考不包含醫學相關問題的15篇論文和學術期刊。為了確保數據的公信力，使用了中國國家衛生健康委員會和成都市分會的統計數據，並記錄了來源。

II. 國內外脫髮管理及市場動向

韓國國內脫髮管理市場，過去主要限於中年人，現今由於壓力導致 20 多歲和 30 多歲人群過早脫髮，市場規模正在增長(김평금 kimpyenggum, 2010)。隨著越來越多的人遭受由於環境因素和壓力導致的脫髮困擾，脫髮市場上出現 從洗發水到脫髮管理和脫髮手術、治療設備和假髮等各種各樣的產品 (So Dae -seop SODAESUP, 2019)。有助於預防和減緩脫髮的頭皮護理及輔助產品的增長率上升了近 900%，相關專家評估，長期遭受壓力性脫髮的患者人數正呈上升趨勢(김평금 kimpyenggum, 2010)。根據健康保險審查和評估服務中心的數據，2019 年韓國脫髮患者人數為 233628 萬，比 2015 年 (20853 萬) 增長了 12%。按年齡劃分，30 多歲的人以 23.1% 位居第一，其次是 20 多歲的人 (20.8%)。同期，用於治療脫髮的醫療費用總額也從 198 億韓元增加到 302 億韓元，增長了 52% (매일신문, 2020)。

韓國潛在脫髮人口估計約為1000萬，尤其是“年輕脫髮”人群正在迅速增加。據健康和美容店 Olive Young 稱，20 多歲和 30 多歲的脫髮護理產品的銷售額比上一年增長了 72%。這個數字遠遠超過整體增長率 (60%)。脫髮，過去被認為是由遺傳因素造成的宿命，最近發現可以根據外部環境因素緩解症狀，20-30 多歲主體人群積極進行頭皮管理和預防提前脫髮的需求增加(김평금 kimpyenggum, 2010)。除此之外，脫髮治療市場的競爭日趨激烈，根據健康保險公司 過去五年 (2012-2016) 數據，超過103萬人到醫院接受脫髮治療。得益於此，去年韓國國內脫髮治療市場額為1228億韓元 (按醫院處方藥計算)，比上年增長12.3%，這一數字僅證實了需要醫生處方的專業脫髮藥物市場 (健康保險公司，2017)。

據韓國健康產業發展研究院化妝品行業分析報告顯示，2015年全球護發化妝品市場規模為501億美元，並以年均3.5%的速度增長(김평금 kimpyenggum, 2010)。鄰國日本也根據產後脫髮的發生情況推出相關產品，深受產後脫髮女性的喜愛。在美國，脫髮市場需求從2013年的35億美元增加到2018年的37億美元，由於人口老齡化和脫髮人數增加，預計到2023年將增長到38億美元。此外，從 2013 年到 2018 年，脫髮相關企業數量從 304 家增加到 363 家 (So Dae-seop SODAESUP, 2019)。

表 1. 2015-2019 年韓國國內脫髮患者趨勢



資料來源：Health Insurance Review and Assessment Service

III. 中國脫髮市場管理

1. 中國市場規模及現狀

根據 2020 年中國發佈的《全民健康洞察報告》，“脫髮”被列為中國人去年最擔心的第 7 大健康問題。據韓國國際貿易協會成都分會 23 日發佈的《中國脫髮行業現狀及影響》顯示，截至 2019 年，中國脫髮人數約 2.5 億，其中 38.5% 的人出生在 80 後，90 年代出生人口中有 36.1% 面臨脫髮，占 20 多歲和 30 多歲的年輕人占脫髮人口總數的 75% 左右。在植發手術方面，90 年代出生的人最多，占所有手術患者的 57.4%。中國人積極嘗試植發，並使用防脫髮洗發水、生髮液、生髮理療助劑、假髮等產品來預防脫髮。作為民間偏方，飲食調理和塗抹生薑是眾所周知的，防止脫髮的洗發水往往含有生薑。作為中國人最喜歡的防脫髮方法，“使用防脫髮洗發水”（69%）位居第一，其次是“飲食”（68%）、“塗薑”（49%）和“塗頭髮增長液”（41%）（KITA 市場報告，2020 年）。

中國防脫髮洗發水市場規模 2013-2019 年以年均 13.4% 的速度增長，預計到 2021 年將超過 16 億元。在中國銷售的防脫髮洗發水主要使用生薑、多肉、菊花等成分，韓國品牌洗發水“呂”使用紅參、黃芪、芍藥、牡丹皮等多種草本成分，在中國廣受歡迎（KITA 市場報告，2020 年）。假髮和頭髮移植市場也在快速增長，中國假髮市場規模五年來增長了 27%，2019 年達到 67.25 億元，產量和出口均居世界第一。植發市場自 2016 年起每年增長 38.3%，預計到 2020 年將達到 208.3 億元（김은영 kimeunyoung, 2017）。

在中國脫髮人群中，75%的人群對頭髮移植持積極態度。此外，16%的中國脫髮人群回答說已經接受了植發，59%回答說正在考慮植發。另外，考慮到中國 85%的假髮是來自中小企業的中低價時尚假髮，未來如果實現定制假髮、局部假髮、一次性假髮等各種產品和服務，實現一對一的客戶管理，以及細緻的售後服務（A/S）的引入，相信進入中國市場可以取得很大的協同效應（KITA 市場報告，2020 年）

2. 中國市場特徵及品牌現狀

就目前中國脫髮市場的品牌情況而言，雖然媲美於 K-beauty 和 J-beauty 化妝品市場，針對客戶的需求生產高質量產品，加大投資並採取積極的 SNS 行銷策略，但護發和脫髮市場似乎尚未結構化。新華日報 2011 年評估的中國脫髮市場消費者特徵分析顯示，由於各種壓力、環境和飲食習慣，脫髮人數比 20 年前增加了 10 倍以上。據報導，50%的男性人口患有脫髮症狀。另外，青少年脫髮現象也逐漸蔓延，60%的男性在 25 歲前已經脫髮，84%在 30 歲前脫髮，脫髮諮詢客戶中 60%是 20-30 多歲的年輕人，甚至最近，針對 15 至 20 歲中學生的諮詢也越來越多。女性脫髮市場規模也在不斷擴大，由於生活方式不規律、分娩不活躍、濫用藥物等原因，脫髮女性人群逐漸增多。20-30 多歲的女性對外貌更為關注，因此不惜斥鉅資到脫髮治療當中，隨之在假髮等脫髮管理產品消費中毫不吝嗇的年輕女性作為脫髮市場的黃金顧客而備受矚目（Kimhyungsuk, 2013; 新華日報，2011）。雖然中國脫髮相關護發和脫髮管理產品的主要購買對象和購買模式正在從老年人群轉向女性和青少年，但尚未形成完整競爭體系的脫髮管理產品市場依舊是一個持續的成長型黃金市場，需要一個中場長期戰略及發展具有戰略地位的市場入駐品牌（김은영 kimeunyoung, 2017）。

中國防脫髮產品主要分為四大類：防脫髮洗發水、塗抹用生髮液、食入用生髮劑、生髮理療輔助器。其中防脫髮洗發水是中國消費者選擇的最多的產品，且其成分中含有生薑的產品居多。這反映了中國人對生薑防脫髮功效的高度信賴。由於中國人在購買營養保健品時最看重的是“效果（57.6%）”和“品牌影響力（24.5%）”，而不是“價格（9%）”，因此關注產品功能的開發至關重要。尤其是防脫髮洗發水，韓國產品‘呂’很受歡迎。除此之外，多種國外品牌在中國熱銷的現狀可見，符合中國消費者喜好的產品在中國開拓市場的可行性很大（Korea International Trade Association, 2021）。中國市場上流行的理療輔助器具工作原理相似，但價格相差較大。因此，如

果韓國在保證技術實力的前提下以合理的價格開發出具有創意性和流行性的管理設備，那麼進入中國市場將可佔用有利位置（Korea International Trade Association, 2021）。植發行業和假髮行業也是中國對抗脫髮的兩個產業。在中國的脫髮人群中，對植發持積極態度的比例相當大，達到 75%，當地民營植發機構和整形美容機構分別占植發市場的 30%和 25%。雖然國產品牌在中國假髮行業非常發達，但四大品牌的市場份額只有 15%，此外很多中小品牌都在市場中流通。考慮到假髮市場尚沒有獨佔市場的大企業，20-40 元價位的假髮在中國市場銷量最高等現實情況，因此通過開發高品質的韓國假髮產品和提升品牌知名度來擴大市場准入將是韓國企業進軍中國市場的好方法（Korea International Trade Association, 2021）。

IV. 結論與啟示

最近，據估計韓國有超過 1000 萬人患有脫髮，且由於現代社會潛在的各種脫髮原因，如環境污染和壓等，預計脫髮人數將進一步增加（김평금 kimpyenggum, 2010）。中年人所關心的脫髮問題現在已年輕化至 20-30 多歲年齡段，脫髮的年齡層顯著降低。此外，對外貌管理的關注度增加，購買防脫髮產品的消費者數量有望增加（KITA report, 2020）。此外，自去年脫髮產品從准藥品轉為功能性化妝品後，大型企業、制藥公司、保健品企業在脫髮護理品牌增勢的帶動下，紛紛湧入脫髮護理市場，其市場規模將擴張到何種程度現在尚無法估測（김평금 kimpyenggum, 2010）。因此，推動功能性化妝品的研發，發掘新原料、新材料，減少對國外技術的依賴性，從而緩解韓國國內企業之間的競爭強度。此外，隨著最近化妝品法的修訂以及對脫髮化妝品認知的變化，相關材料開發研究支持和投資力度正在擴大，與之相應的高品質戰略的實施在必行（KITA report, 2020）。

通過對中國脫髮市場的消費者和產品研究分析，中國脫髮市場在與全球主要品牌的市場競爭中，需要考慮到品牌本土化發展以及中國當地產品的安全性問題，在品牌開發中進行足夠的安全性和臨床試驗（김은영 kimeunyoung, 2017）。中國客戶的年齡段主要是 20-30 多歲的男性和女性，但基於所有年齡段對脫髮管理和頭皮護理越來越感興趣的分析結果，我們可以瞭解到中國客戶的產品偏好和需求，並可以通過細分客戶層來促進品牌開發（김은수 kimensu, 2019）。同時考慮客戶心智水準和經濟水準的提升，反映客戶所追求的趨勢（Kimhyungsuk, 2013）。此外，也需考慮經營方式的變

化和分銷方式的革新，尤其是最近修訂的 2021 年中國化妝品法以及中國當局在商業領域對市場的管控。2021 年起修訂的《中國化妝品法》可以概括為，更高的壁壘和更嚴格的規定，單項認證成本的負擔增加，以及最終認證所需時間的不確定性。從多方面考慮，其主要目的是首先保護中國國內化妝品行業，因此，應首先考慮建立順應中國當局政策方向的商業模式。這些市場機會、威脅因素和發展前景都可以通過 SWOT 分析得出，根據 2016 年發佈的中小企業技術路線圖戰略報告中 SWOT 分析顯示，中國脫髮化妝品市場消費階層多元化，生髮護發研究非常活躍，是一個很有可能出現競爭、替代技術的市場領域(김은수 kimensu, 2019)。

因此，克服伴隨脫髮相關產品開發而導致的法規強化，通過擴大天然材料的應用和促進高附加值研發來提高競爭力勢在必行。化妝品法的修訂中增加了針對功能性化妝品的部分，所以中小企業開發投放相關產品時需要根據 SWOT 預測的市場機會和威脅因素指定適當的管理策略（SODAESUP, 2019）。

表 2. 脫髮化妝品的 SWOT 分析

優點 (Strength)	缺點 (Weakness)
• 預計今後化妝品會呈現快速發展，化妝品材料開發研究的國家性支援增多 • 促進化妝品法修訂後出現的高附加值功能性化妝品開發 • 對功能性化妝品的關注度提高，功能性化妝品滿意度提高	• 新原料登錄許可的複雜性 • 新材料開發相關政策不完善 • 人體和動物幹細胞化妝品開發管制強化 • 薩德的設立等導致中國輸出減少
機會 (Opportunity)	威脅 (Threat)
• 脫髮人口和女性脫髮人口增加（消費層多樣化） • 政府的化妝品產業支援 • 環保型產品需求量增加 • 受韓流影響韓國化妝品海外需求增加	• 大企業功能性化妝品材料開發增加 • 高功能性產原料 80%需進口 • 新材料開發相關技術依存度高，存在技術壁壘 • 中小企業間競爭激烈 • 對虛偽、誇張廣告，安全性，副作用等存在擔憂

資料來源：Hairkerker 化妝品，2016 中小中堅企業技術開發說明會戰略報告

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