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Notes from the Editor

The International Forum of Teaching and Studies (IFOTS) encourages the expression of thoughts and notions even when such are expressed in unconventional ways. We wanted to share our perspective with you, our reader, as we create a collective chorus made up of diverse voices within the pages of this journal.

Given the fact that we welcome contributions from speakers of English as a foreign language, for example, has us be a rather accepting ilk of unconventional language use so long as it stands not in the way of communication. If you have communicated with native speakers of a language different from your own in your own, you will probably read this and nod your head in agreement. There are nuances of English that a foreigner shall never quite master; and each language has its idiosyncratic ways of using English. A native English or American-English speaker often finds herself stretched to comprehend; but it is in our collaborative efforts to make meaning in spite of the language barriers that we achieve communication. And that, we suggest, is what needs to be practiced a whole lot more!

Another fascinating phenomenon, beyond standard English usage, is the possibility of rich cross-cultural communication along a wide spectrum of conceptualizing styles and formats. As IFOTS aims at the unencumbered sharing of ideas, experiences, and reflections, this issues provides a forum for the exchanges of ideas, research, and concepts. Some of the voices will speak or sing or chant in ways that are at the margins of currently practiced format standards. However, we wholeheartedly invite you to experience our diversity!

In this issue, you are treated to an array of styles and formats – from the formal analysis of Drs Hui Wang and Zhengjun to the imaginative use of reflecting on adult education philosophy in Melany Cueva’s essay. In between, along the spectrum, you will learn about interdisciplinary research approaches (Gannon-Cook); how to analyze, synthesize and integrate multiple approaches to education across international contexts that bridge rather than neutralize cultural differences (Haifeng Huang); how adult educators in India connect best adult education practices to the application of techno-pedagogic skills (Pushpanadham & Khirwadkar); a look at legal English from English As a Foreign Language users (Wang & Zhengjun); a description of problems in cross-cultural contexts of teaching technical communication (Rainey); a view at the concept of learning organizations applied in China (Sun & Zeng); a suggestion on how to “make the road by walking” within transformation of teaching strategies in China (Yuan); and the impact of poetry translation strategies on cross-cultural understanding (Yin Yiyun).

Gabriele Strohschen
Crossing Interdisciplinary and International Boundaries for Web-Based Research on Adult Learners

Ruth Gannon Cook
DePaul University, Chicago, USA

[Abstract] Communities of electronic learners (eLearners) are most often targeted to specific demographic, academic, or cultural audiences. So research conducted on those groups is also usually confined to those same demographic groups and can be researched those same topics and disciplines. For example, Humanities, Computer Information Systems, Business, Technology, Adult Learners, and special interest groups have extensive bodies of research in their respective disciplines, but the problem is that most of these groups seldom share research or overlap fields. Experts in these areas seldom communicate with each other. Yet, ironically, these same experts may email a colleague across the hall or the world. This paper researches a variety of e-learning communities presently conducting research on adult learners across interdisciplinary and international borders to explore interdisciplinary research that could beget a greater contribution to the existent bodies of knowledge on adult eLearners. The study will focus on research studies using qualitative methodologies and suggests that interdisciplinary web-based research should include not only case studies, but action research, grounded theory, and developmental research on online learning in order to contribute to the body of research on adult learning.

[Key Words] eLearner, eLearning, interdisciplinary research

Introduction
At the beginning of a research project, it is likely that the seminal studies conducted on that subject in the academic field of the researcher will be cited. It is also likely that the review of literature for that subject will also be conducted largely in the academic field of the researcher, with only infrequent forays into other academic disciplines by pioneer researchers. However, with the rapid availability of massive databases now globally available from the Internet, one can stumble upon expert research studies from other academic disciplines that could shed new light on old questions. But, like buried treasure, the question is how to mine the mountains of electronic data to uncover the salient research from diverse academic disciplines and other knowledge archives.

The Rhetoric: Interdisciplinary Research Abounds
When conducting an electronic search on eLearning on the Internet, one will find that there is a large body of research available not only in the categories of Education, the Humanities, and Science (Baumgartner, Seethaler, Cheng, Lo, & Slotta, 2000; Brophy, 1968; Brown,

Adult education has begun to apportion attention to eLearning, and since the emphasis is on the topics affecting adult learners, eLearning research extends across both academic disciplines and broader areas of interest. Since adults seek to learn what they have identified as important rather than what experts or educators may view as important, investigating and collaborating in multi-disciplinary arenas could pool vast databases of knowledge on adult learners.

Rhetoric on interdisciplinary research abounds, but the realities are that there is little crossover among academic and national borders. It may be time to follow the lead of lay Internet searchers and seek reputable sources for information and data regardless of the topic area of the sources. In the last ten years, since the advent of the Internet, international research collaborations have increased tremendously, highly visible collaborations among scientists from the United States’ National Aeronautic Space Agency (NASA), Russia, Japan, China, Germany, and other countries exemplify how these international partnerships can be emulated to produce research that is contributory to a number of scientific and academic disciplines. While there have been increases in crossover into international research with the help of electronic tools like the Internet, barriers, such as language differences and lack of Internet availability in poorer countries, still present challenges to mass availability of important research archives. But retrieval of international knowledge will continue as technological innovations continue, as well as the likelihood of improved universal access to interdisciplinary knowledge. With this new and open availability, there will be almost unlimited opportunities for researchers to pursue unexplored treasure troves of helpful information and data in arenas that were not even available five years ago.
Crossing Academic Boundaries for Interdisciplinary Web-Based Research

If the research conducted in the above-listed academic disciplines was pooled, it could provide a vast depository of data and information for researchers in a wide array of disciplinary fields, plus provide an electronic library for anyone searching for sources of information on eLearning research. Researchers who traverse broader electronic intellectual plains find expanses of data readily available via “Google”, “Yahoo”, proprietary electronic databases, and various Internet meta-search engines that can be mined for reliable, verifiable, data.

Researchers Who Traverse Broader Interdisciplinary Venues

Academic pioneers who exemplify virtual research exploration often span multiple academic and cultural disciplines. Examples of researchers who step beyond the boundaries of their academic arenas include intellectual groundbreakers, such as Dr. Jaron Lanier (2004) of Stanford University. Lanier, who coined the term “virtual reality”, works in the fields of computer science and design for Massachusetts Institute of Technology and works with other universities, such as Stanford, also composes symphonies and creates electronic art (Lanier, 2004).

Another example is J. Doyne Farmer, a physicist with the Santa Fe Institute. Farmer openly shares his beliefs that experts in his field of physics should be more well-rounded and knowledgeable. “I knew that real physicists weren’t just supposed to know about physics; they were supposed to be broadly educated and know a little or, better yet, a lot about everything” (Lanier, 2004, [on-line]). Leonard Schlain, a neurosurgeon by profession, sees fit to digress from medicine to write about the ancient connections between vision, orality and written communication (Schlain, 1998). Roger Penrose (1995), author of the “Emperor’s New Mind”, a book of observations of Mathematics and Physics, also seeks to portray history and science in a different light by sharing his research in publications geared toward adult learners.

Umberto Eco, a semiotician and Chair of the Department of Semiotics at the University of Bologna, writes about the social and cultural influences of history, and, along with his writings on aesthetics and semiotics, also writes historical novels for the general public, such as Name of the Rose (Eco, 1988a) and Foucault’s Pendulum (Eco, 1988b). Interestingly, Eco also crosses academic disciplines to critique experts such as anthropologist Levi Strauss (1970) on his studies of the differences between methodology and ontology, particularly with respect to the relationships of structure and structural anthropology to structures in reality (Parker, 2004). Eco also has incorporated elements of the research conducted by Marshall McLuhan (1976, 1968). (McLuhan, a Canadian who originally hailed from the academic discipline of Humanities, ventured beyond his field to study the effects of communication on society. He went on to become a visionary in the field of media communications and predicted a future of electronic overload in a global village).
Earlier visionary thinkers who have ventured beyond their academic purvey include scientists, such as Albert Einstein, who not only presented the theory of relativity and presented science in an entirely innovative perspective, but also loved music. Einstein possessed a childlike curiosity about the workings of the universe and treasured classical music. In addition, he loved film. David Bohm, often called “father of New or Quantum Physics, not only contemplated the structure of the universe, but often contemplated the meaning of life and death with philosopher Krishnamurti. Lev Vygotsky, was a physician and psychologist, but also studied the psychology of learning. He spent years studying the revolutionary activity of children and corresponded with contemporary professional colleagues, such as Jean Piaget. Piaget, a psychologist who studied his own children to observe how people learn. (Piaget also researched human potential and today is viewed as a seminal expert in the field of psychology). Paulo Freire, while he is often cited for his work as a critical theorist and champion of the oppressed, never wanted any of his recognition in these areas to eclipse his work as a teacher. In addition to his love for teaching and learning, he also espoused a love of music, art, and savored the drama of life.

The cast of academics who share loves and research across many disciplines goes on, hopefully perpetuated by the newest academic luminaries who care enough to extend their own research beyond disciplinary boundaries. Each has a vision, to share thoughts and ideas across the traditional lines of their academic boundaries.

Qualitative Methodology
In the past ten years there has been considerably more qualitative research conducted in the field of education which has “crossed over” into other professional fields of general research (Brouillette, 1996; Gall, Borg, and Gall, 1996; Gay, 1987; Tabachnick & Fidell, 2001). Qualitative research is now being used across academic disciplines other than just education, in fields such as business and computer science and has become a popular form of research in adult learning. Qualitative research also now encompasses research in a variety of applications, such as traditional classroom settings, hybrid settings, and electronic venues. So, it could, and should, also be used in institutional and corporate settings.

Qualitative research is often utilized in adult educational research because the types of methods used in qualitative analysis can better capture the “soft” data, the informative data that describes in more detail the results of the studies (Tabachnick & Fidell, 1998). While many qualitative studies often utilize case studies, this study suggests that interdisciplinary web-based qualitative research can also include action research, grounded theory, developmental theory, and research on online learning, to contribute to the body of research on adult learning. The following examples provide explanations of each type of qualitative research and provide examples for each methodology gathered over the last three years of research into interdisciplinary research involving adult learners, distance education (DE) and eLearning.
Case Studies Model
A case study is defined as “an in-depth investigation of an individual, group, or institution to determine the factors, and relationship among the factors, which have resulted in the current behavior or status of the subject of the study” (Gay, 1987, p. 542).

Case Study Example
Case in point, the first example of case study methodology utilized collaborative research that evolved from greetings at a water cooler between a Computer Information Systems (CIS) assistant professor at a southwestern university in the United States and an assistant professor in Instructional Technology from that same university. The project began with informal emails on a mutual topic of interest, student capstone projects. Their initial conversations produced a dialogue on the problems due to lack of communication and teambuilding skills that were encountered by new graduates from the CIS Master’s program. What resulted was a collaboration between the two departments that created a capstone project for graduating CIS students. Most of the students at this school were international, so there was an opportunity for an introduction to local cultural scenarios as well as simulated team scenarios, and this project helped students develop collaborative skills working in teams with professionals from diverse backgrounds and cultures. A “byproduct” of the project was the exposure to instructional designs and projects which resulted in students who had a much greater chance for success working in project teams than before their introduction to instructional design and team management principles (GannonCook & Giarratano, 2001).

What the researchers discovered was that: first, each group dynamic was truly unique and the products created were unique, even though the same assignment was given to a new group at the start of the new semester; second, the more flexible and willing the CIS students were to work with other team members often determined how much was accomplished on the project and how quickly it was done; third, when collaboration did not emanate from members in the team context, less work on the project was accomplished. It was also learned that, when a CIS student had a positive attitude and was willing to be flexible about discussing how the programs could be created, she/he seemed to enjoy better rapport with the group and the group also seemed to accomplish more on the project.

By working together and demonstrating that collaboration worked between the two instructors from different departments, the students had an example of how people from different environments can come together and work toward a common goal. This point was missed at times by the students, but by the end of the semester when they were accountable for their grades, they quickly figured out how to work collaboratively, as best they could under the circumstances. The two instructors also presented a united front when reviewing the projects for completeness and for the decision of the students’ final grades. The results for the students were exemplified by the knowledge they gained from the collaborative
process, both in their development team, and with the other teams in the capstone project.

**Action Research Model**

Action research was originally designed to be used in K-12 classroom settings. It would be used to apply a scientific method to a local problem and would be used in a local setting. Originally, action research is not necessarily concerned with whether the results can be generalizable to other settings, but is often used to observe natural settings in order to better define problems and potential solutions. The researcher often turns to journals, events and interventions in order to provide a chronicle for assessment and a blueprint for potential solutions. Action research characteristically uses the same kinds of control used in other categories, or research, such as inferential research, whereby there are subjects and a basic problem in need of solution that is observed with potential solutions reviewed. “The primary goal of action research is the solution of a given problem, not contribution to science” (Gay, 1987, 0.8). The teacher often conducts the research, but the more research training experience the teacher has, the better the teacher’s descriptions and interventions can be, and the more effective the results can be in the action research studies.

The value of action research is that it represents a scientific approach to problem solving that is considerably better than change based on the alleged effectiveness of untried procedures, and infinitely better than no change at all. It is a means by which concerned school personnel can attempt to improve the educational process, at least within their environment. Of course, the value of action research to true scientific progress is limited. True progress requires the development of sound theories having implications for many…not just one or two. One sound theory that includes 10 principles of learning may eliminate the need for hundreds of would-be action research studies. Given the current status of educational theory, however, action research provides immediate answers to problems that cannot wait for theoretical solutions (Gay, 1987, p. 9).

**Action Research Example**

Action research, as a formal method of scientific inquiry, is a methodology that is often considered when conducting formative assessment in rapid-prototyping of products and of e-Learning. While action research may not be used to generalize the findings across a broad expanse of applications, it could shed light on what had worked successfully, or not, and could also provide important clues to inferences that could be made from the findings in specific topic areas. An example of such research in this study is a research project that involved an electronic instructional design team’s work on an online course at a southwestern public university. This project embedded an action researcher to participate both as a group member in the design and development of the educational product in the instructional design team and to record both the formative assessments and journal the ongoing discovery and findings of the team.
From the chronology and journals of the action researcher, thick research was harvested that provided deeper descriptions of the design and development process. This additional data helped the development team to focus on what was working effectively much better and they were able to target their development to address their designs to maximize the online courses’ effectiveness. The result was a series of online courses that were developed into an entire online program. The reports provided by the action researcher provided benchmarks that not only improved course designs, but dramatically increased student enrollment and lowered attrition for the university online program. The data collected in this example was not used for “official” research; it was used for archival research and provided the foundation for future course designs utilized by the global university instructional design team).

Grounded Theory Model
The grounded theory approach involves “deriving constructs and laws directly from the immediate data that one has collected rather than from prior research and theory. In other words, the constructs and laws are ‘grounded’ in the particular set of data that the research has collected. The usefulness of the constructs and laws can be tested in subsequent research” (Gall, Borg and Gall, p.10). So, how can the process of folding these diverse communities into a larger electronic collaboration of eLearning communities be approached? Is it possible to have dialogue with members of divergent academic communities in a broad spectrum of collegial environments on eLearning research? Moreover, can this dialogue also be international, across nations and cultures?

The answers to these questions could begin locally, within each country, educational institution or corporation, and even within university colleges and departments. It could start with some interdisciplinary open forums, or with informal, “water-cooler discussions”, with experts invited to participate that may come from other academic or professional disciplines that have similar research fields of interest (Clark, Herter & Moss, 1998: Giarrantano, Gannon Cook, 1999).

Initially academics are often hesitant to approach colleagues from different academic fields of interest, hence they may often find it difficult to stop and talk with other academic colleagues that might work in different colleges but reside in offices next door or even across the hall. Electronic venues can offer more anonymity; it can be easier to initiate dialogue with a colleague online because one is communicating with a name and an email address, rather than face-to-face.

Email communication can lessen the possibility of academic “snobbery” based on the status of the person’s employer university, or, diminish any pecking order by rank or academic discipline within one’s own university. The emailer can suspend judgment for a moment and step out of the box to introduce her/himself, invite a response, and then see if there is a
response. If there is, a dialogue ensues. The “ice” can also be broken through communications initiated in informal settings, such as virtual email and web log (“blog”) environments.

**Grounded Theory Example**

The grounded theory approach involves “deriving constructs and laws directly from the immediate data that one has collected rather than from prior research and theory. In other words, the constructs and laws are ‘grounded’ in the particular set of data that the research has collected. The usefulness of the constructs and laws can be tested in subsequent research” (Gall, Borg and Gall, p. 10). An illustration of grounded theory utilized in a university study on distance education exemplifies how constructs and laws can be derived from both qualitative and quantitative data collected in the grounded theory model.

In this instance, faculty members were interviewed about their motivations to teach distance education. There was also data collected from prior research and theory too, so, a priori, the evidence was triangulated as well as grounded. The findings of the study agreed with prior research, however the grounded theory evidence also suggested there were many factors contributing to the behaviors demonstrated by faculty who had participated in the study that were not represented in the quantitative findings. But the behaviors were grounded in the psychological theories of Maslow, with hierarchical needs being demonstrated when faculty were faced with the constraints of time and limited resources. In this instance, there were precedents in place for the quantitative portion of the study, however, the grounded theory findings could be tested in future studies involving faculty and participation in distance education innovations.

**Developmental Theory Model**

The developmental theory model is not as widely used as other qualitative models, but can provide another research vehicle that crosses academic disciplines. Piaget was one of the earlier researchers who did research on stages of development, and these stages were some of the cornerstones to what is known today as a developmental theory model. Piaget, used his research on developmental levels, how development of children moved from sensory, preoperational, motor levels, to concrete operations and on to formal operations. Developmental models can help explain or predict relationships and the success or failure of prototypes. But in developmental models, relationships can evolve differently and are seldom linear in scope; in fact, most are recursive, recycling the steps and often bypassing one or more and starting over again.

In this model, the prototype of the hypothesis usually utilizes several phases of the development process. The most common phases are: analysis, development, design, and evaluation (Seels & Glasgow, 1998). (According to B. W. Tuckman, there are four stages during the development of a team, in other words, when a team is "maturing". The first, a
forming stage when team members “test the waters”, is a period of dependency and orientation. Second, the storming stage is characterized by conflict among team members, and resistance to the task. Next is the norming stage which is characterized by acceptance of the team, a willingness to make it work, and the development of team norms. Performing is the last stage of team formation. The group has a structure, purpose, and role and is ready to perform the task (Liu, 1996).

**Developmental Theory Model Example**

Some of the aspects utilized in the “action research” model can fit the developmental model (an example of which is provided herein under the developmental model). Also, since the action research model utilizes the instructional design “Addie” model (analysis, design, development, and evaluation), the similarities to the developmental model can also be extracted from the example cited in this paper. Currently, examples of developmental models do not abound, but there will, hopefully, be many more contributions to this field as web dissemination of data continues to expand on a global level.

**Discussion**

The Internet, and ever newer technology, has brought about “the unceasing relocation of information in time and space...the co-ordinates of time and space have vanished (Stevenson, 1995, p.105).” This “simultaneous” relocation of information is generating a more internationally based public sphere that exchanges information across the boundaries of nations, hierarchies, and will, ultimately create a new culture. For educational and scientific institutions to remain respected as the bastions of knowledge, the members of these institutions must also be part of and visible in this new culture. The members of these institutions must be, to some extent, involved in the events and innovations that mediate with its citizenry (Giarrantano & Gannon Cook, 2000; McLuhan, 1976, Schlain, 1998).

**Institutional Support**

Building a learning community that provides a standard means of communication requires “an artful mix of direction and facilitation requiring more than just technology.” Kinshuk (2003, December 16). While universities are waging internal battles for power among academic disciplines, and grappling for the top research rankings among the pools of universities, the entire issue of quality higher education and scientific research could loom in the balance of what is deemed “acceptable knowledge” by online learners who are influenced by very different motivators, such as marketing and accessibility.

Rather than continue the cultural chasms of academic insularity, it might do well to engage in more dialog and present a “united front” of cross-disciplinary research that can be made available to less-academically oriented students, and to open electronic sources. Initiating and continuing the dialogue on collaboration in academia will be the key to interdisciplinary breakthroughs among faculty and to revitalization in adult student enrollments (Clark, Herter,
& Moss, 1998). If this does not happen, there well may be a growing body of dissenters who dismiss the need for higher education as being “out of touch” with Twenty-first century needs. A growing public consensus that higher education is going the way of the dinosaurs could adversely affect the futures of many universities who do not heed and address this growing academic challenge. As cited in the Chronicle of Higher Education, the view of many of the “do it yourself” and corporate universities is, “Education must 'transform' itself or become viewed as “irrelevant” (Olsen, 2001).

The rigors of academic research do not need to falter if cross-disciplinary research is extended. It should begin with more dialogue and openness to exploration into other disciplines, much like the searches undertaken when doing a basic Internet search. And, yes, there is much electronic “flotsam” that is jettisoned in these types of initial searches, but eventually the inquirer becomes more adept at finding what she or he is searching for, and the searches become more productive as the inquirer becomes more sophisticated in her or his inquiries.

It is also crucial that research venues be extended to include a variety of qualitative methodologies across a virtually limitless Internet universe. Extensions of research methodologies begin with one person who is curious and willing to explore and excavate new methodological sites. Studies, such as this one, provide cross-disciplinary references that offer further explorations into diverse areas of interdisciplinary knowledge and, in turn, facilitate greater contributions to the body of knowledge across an expanse of research areas, including adult learners. The support of university deans can also be crucial, as evidenced by a number of research studies that indicate change must be demonstrated and endorsed by management (Gannon Cook, 2006; Bonk, Kirkley, Hannan & Denna, 2001; Robinson, 1995). The support can then filter down through the faculties of each college within the system, and from that point, be extended to local or national venues.

Future studies of the role of collaboration in diverse academic communities, business software and project management development teams, and interested learners, could greatly contribute to the body of knowledge on adult education. The prospect of crossing academic disciplines for research on adult learners may be daunting to adult educators, but the costs for not attempting to bridge these academic and electronic divides may prove far more costly in the future, and to a much more international electronic audience. Pursuit of interdisciplinary research begins with the commitment and vision of the individual researcher and extends the exploration as far as her or his vision permits into almost limitless interdisciplinary electronic realms.

“Of all the teachings we receive, this one is most important: Nothing belongs to you of what there is, of what you take, you must share” (Attributed to Chief Dan George).
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Keeping Chinese Cultural Traditions and Enhancing Cross-Culture Exchanges

Haifeng Huang
China’s Research Center for Economic Transition,
Beijing University of Technology,
Beijing, China

[Abstract] This article illustrate from four aspects to give a possible solution of how to keep Chinese traditions and enhance cross-culture exchanges: Culture Encounter Theory in human cultural exchanges; Power of Culture Theory in cross-cultural management; New International Development Notion in a human society faced with challenges; New China Development Notion in the international community.

[Key Words] culture encounter theory, power of culture theory, international development notion, China development notion

In retrospect, history has told us that despite everyone’s aspirations for peace, thousands of wars could not be avoided. This truth serves as a lesson and lessons should be learned from successes and failures. Learning lessons is especially important when the economy of the world is undergoing a globalization process. This globalization has generated themes which are, or should be of concern in the whole world: How to respect differences, maintain cultures, establish communications and create win-win situations; how to balance the relations between unification and diversification in national and international affairs; how to establish effective communication mechanisms; how to make a diversified and harmonious human society instead of an identical one, and, in general, how to manage the mutual and only home of all human beings. For this reason, experts and scholars from around the world gathered here in Beijing to explore the problem of how to adapt through cross-cultural management, human society to the challenges which are now becoming apparent. This question is of great significance in both historical and realistic senses.

On Culture Encounter Theory
Cross-cultural management theory advocates the coexistence of harmony and development, combining the essence of Chinese and Western cultures and enhancing the development of a world economy. It demonstrates the great contributions of cultural encounters to human civilization. In history, China experienced three important periods of cultural encounters, which represented Chinese society’s evolutionary phases of opening, closing and opening. The first cultural encounter was marked by Zheng He’s first voyage 585 years ago (July 11th, 1420), which embodied the classic international views of Chinese culture. At the time,
Chinese culture spread to other Asian countries, Australia and America. Zheng He’s first voyage happened 72 years earlier than Columbus’s arrival in the new continent. At the time, it was the largest transnational economic and cultural exchange in Chinese history. One century later, Matteo Ricci came to China to preach Christianity. The encounter of Chinese and Western cultures during this period symbolized the high development of China’s civilization and erected a bridge between China and the rest of the world.

The second cultural encounter was marked by outbreak of the Opium War in 1840. Facing this crisis, the Chinese people were forced to look at the outside world from a new perspective and reevaluate their cultural perceptions. They began discarding their traditional indifference to situations outside China, and began to change their contempt for the materially advanced Western civilization into admiration for the great achievements in science and technology of the West. This cultural encounter was the start of China’s learning from the West, representing another dramatic change of the Chinese people’s worldview. Its significance in China’s modern cultural history should not be underestimated.

The third cultural encounter initiated by Deng Xiaoping was marked by the Policy of Opening-up which represents a new international view of China’s culture in modern times. In China, cross-cultural exchanges have a long history, from the take the initiative to go out in ancient China, to the passively face the outer world, and finally to the modern interactive win-win model. The inner characteristics between eastern and western culture established the precondition of culture merger and exchange, as the cradle of western civilization, Greek culture advocates innovation and aggressiveness; as the foundation stone of Chinese culture, Confucianism advocates self-discipline and the Golden Mean. Guan Yuqian, president of Association of Chinese Scholars in Europe, once pointed out that the westerners seek truth while the Chinese seek goodness and that the combination of the two produces beauty.

**Power of Culture Theory in Economic Transition**

The powers of science, technology and culture are the three major drives behind economic transitions. Power of Economy here refers to the social practice shown by a society in the production, distribution, exchange and consumption of materials. It includes productive capability, consumption capability, economic strength, and the working capability of labors and the levels of means of production (including production tools). Economy also indicates enterprises’ activities including research and development, technological innovation, and technological transfer.

Power of science and technology refers to an environment supported by science and technology that is, the combination and degree of scientific and technological input and output. Power of culture refers to the power of various cultures expressed through their supportive role in the development of economy, rising of productivity and the advancement of society. Most scholars divide the powers of culture into spiritual, traditional, knowledge,
talent, system behavior, literature and information. The power of economy and the power of science and technology are the hardware while the power of culture is the software. They are interdependent and mutually beneficial. The former two provide the material and technological foundation for the development of the latter while the later provide the former two with intellectual support and ideological momentum. Power of economy and power of science and technology can be transformed into power of culture while power of culture can accelerate power of economic and power of science and technology into economic power.

Enterprise management has undergone the four periods of experience, scientific, system and culture managements. Since 1980, the world’s top enterprises have led the entry into the culture management period and have heralded an era of out-culture in the 21st century. Culture management is becoming increasingly important in the international competition. It is a higher developing phase of human society because it involves culture exchanges, encompassing the exchanges of ideas, emotions and mind. In order to obtain an advantage in international competition, Chinese enterprises must base on their own developing status quo to establish their characteristic company culture and improve their comprehensive competitive strength.

New International Development Notion in a Challenge-Facing Human Society

Nowadays, the management of society faces three major challenges: national unity and ethnical diversity; the competitive rules of the market mechanism and the democratic principles in social management; economic development and environment protection. Facing these challenges, new development notions begin to take shape:

(1) In 21st century, all countries are interdependent and the disputes cannot be solved thoroughly by wars. Peace, Development and Cooperation has become the basic principles in dealing with international relations. Environmental, economic and resource issues involve the mutual benefits of all countries; therefore the multi-lateral cooperation mechanism is one of the important ways to solve international disputes.

(2) We should balance the relations between modernity and tradition and between development and inheritance. Great importance should be attached to the solution of the conflicts between social and economic development and the inheritance of culture tradition. Changes must be made to substitute the traditional mode of economic development, the old ways of resource exploitation and consumption with a sustainable development conception including the recycle economy production mode and intensive social development mode.

(3) One of the best ways to solve the problems among countries and enterprises is cross-cultural management. This new international development notion has been fully demonstrated by many cases in which Chinese and foreign enterprises cooperated closely with each other to avoid economic frictions. To China, the new international development notion emphasizes more of the enterprises’ social responsibilities.
In the future, Chinese enterprises will shoulder more and more social responsibilities. Cheap labor forces will no longer be the only resource of Chinese enterprises, more attention should be paid to elements, such as enterprise benefit, market principles, and training systems which will become important characteristics of a new type of economy and culture. In order to improve our enterprises’ international competitiveness, we must emphasize cross-cultural training, because the cross-cultural comprehensive quality of employees will probably become a chief indicator of a company’s international competitiveness.

**New China Development Notion in an International Environment**

Since China initiated its reform and opening-up policy in 1978, the total foreign investment in China has reached 600 billion US dollars. The foreign investment of the first 8 months in 2005 reached 38 billion US dollars. As fund-providers, resource suppliers and manufactures, 250,000 foreign enterprises have started businesses in China which, together with Chinese enterprises are the major impetus to the internationalization of China’s economy. During the process of economic transition, China’s economy has showed some important characteristics:

1. In a large but relatively poor country, the cheap labor cost and participation in the world’s high-tech competition can be achieved simultaneously.
2. With a stagnant global economy, China could become the world’s main frame of reference for economic stability and development.
3. During the process of reform and opening-up, China achieved high-speed economic growth through market economy, while other countries benefited greatly from the enormous opportunities provided by a gigantic Chinese market.

How do the western countries look at China’s high-speed development? Wu Jianmin, the President of Foreign Affairs College concluded the attitudes of western countries toward China’s development into three points on the *Nansha Forum Chine—Europe* held at Nansha in October, 2005:

1. Threat Theory which demands the containment of China’s peaceful rise.
2. Cooperation Theory which regards China as a partner instead of a rival.
3. Observation Theory which admits China’s good development trend, but takes a wait-and-see attitude.

The harmonious development advocated by the Chinese government is the best response to the range of attitudes identified above. Besides, the view that China’s economic development threatens the foreign enterprises’ employment needs to be corrected. The biggest beneficiaries are in fact foreign enterprises. Through their cooperation with China, Western enterprises create more employment opportunities. China only gets 10% of the raw material and labor income from the exported products. In other words, the cooperation with China is a win-win situation.
Cross-cultural management has increasingly become an important precondition of communication and exchange between nations, enterprises and people. It plays a key role in cultural adaptation and successful business operations in the new century. Cross-cultural management and training has become both an important approach for managing human society and a priority to tackle for China and other Asian countries in a global economy. We should not only advocate a new international development notion in cross-cultural management but also a new China development notion. In fact, cross-cultural management demonstrates the basic principles of international relations: Mutual Respect, Dialogue, and Win-Win Strategies. In order to establish a firm footing in international competition and to realize modern China’s cultural creation, China must accelerate economic development, attach great importance to culture exchanges and science and technology education, learn and borrow from the cultures of other countries on the basis of Chinese traditional culture. In 1820, China’s GNP accounted for 1/3 of the world total; while in 1949, the number had declined to 1%. This was a symptom of China’s marginalization during the 120 years after 1820 due to the closed-door policy. The effects of this policy were exacerbated by ensuing national tragedies. In 1978, however, as a consequence of the reform and opening-up policy, China entered a new era of prosperity, exhibited by rapid social development, rising national strength and national rejuvenation. The next step, globalization of world economy and the development of regional trade blocs, suggests that internationalization of business operations is inevitable. In the face of such developments, Cross-cultural management is one of the effective ways to accelerate international exchanges.

Conclusion
China’s development notion in cross-cultural management finds its way in many countries through the trend towards learning Chinese. According to the 2005 statistics from the National Office for Teaching Chinese as a Foreign Language, there are over 30 million students at 2300 schools in 100 countries learning Chinese. Chinese has become the third language in America, the second in Australia and the second in Canada (excluding Quebec). In 2004, the number of people registered for HSK (National Chinese Language level Test) reached 21804 worldwide. China has planned to establish 100 Confucius Institute in the world and students of Chinese are estimated to reach 100 million in the next four years. In May, 2005, US Senators Joseph Lieberman and Lamar Alexander proposed a US-China Engagement Act whereby, in the following five years, 1.3 billion US dollars will be provided to increase Chinese classes and enhance the exchange with China in culture, education and commerce. On September 23, 2005, the Economic Issue of Times Week of Germany published an opinion that the world is “Chinalized”. The article continued to say that China should take four measures in cross-cultural management: inherit excellent Chinese cultural traditions; attach great importance to western cultural traditions; learn lessons from the successes and failures in economic construction; and establish new notions of open culture.
The dawn of economic internationalization has risen over China. As the pace of internationalization speeds up, communication and cooperation between different countries and mutual respect between different civilizations are urgently required. Learning from history, China will play an active role in accelerating cross-cultural exchange.

References

Integrating Techno-Pedagogic Skills in Teaching Education

Programs: Indian Experiences

K. Pushpanadham
Assumption University, Bangkok, Thailand

Anjali Khirwadkar
The University of Baroda, Baroda, India

[Abstract] The process of teaching learning has been going on since ages. It has been affected from time to time by number of innovations carried out in the area of teacher education as well as outside of it. The teaching/learning process has undergone change from direct mode to distance mode – virtual classrooms with the advancement of the technology. It is high time that our teachers are trained not only in basic skills required for classroom teaching but also to handle the most sophisticated advanced technology. Today’s teacher can survive or function effectively in the technologically advanced classrooms only if they are conversant with the use of different innovative technological tools. These innovations in technology have broadened the role of a teacher not just a transmitter of knowledge but also as a guide, facilitator for exploring, organizing, disseminating the required information from the ever increasing flow of information.

[Key Words] techno-pedagogic skills, virtual classroom, innovative technology, ICT

The teacher force of tomorrow will need an ART (i.e. Alliance, Readiness, Teamwork) to learn more and renew knowledge at every stage of life with the spirit of solidarity and willingness. In this scenario, Information and Communication Technology (ICT) holds its capability to gradually transform and remold education in India. In India during the post independence era in-depth reviews of educational policies and practices have been undertaken at various levels and stages. The policies were re-formulated based upon analysis of the existing system, availability of the expertise, resources, possibility of optimum utilization of the same to meet the evolving learning needs of the learners and people and to face the new challenges emerging in a changing world. Teaching requires a number of skills through which one can reach out to students effectively. If we see the teacher training programs and inculcation of skill components among the teachers we will find that teachers are largely trained through skill based teaching and microteaching where specialized training is provided in certain core skills. Of these, the skill of using audio visual aids has some scope for the use of technology but the experience shows that trainees largely make use of charts, models, posters and graphs at times over head projectors and slides. The techno-
pedagogic skills are not harvested for the process of teaching and learning to the extent required. How can the teacher education programs integrate the technical skills that have direct application in pedagogy? Which skills will be required and how do we take our student teachers to such learning platform?

If we see traditional teaching, it was characterized and dominated by a teacher who shares knowledge with his/her students. The neo modern trend was characterized by knowledge plus ever-pouring information. For a single teacher it is difficult to internalize and have expertise in every facet of the available knowledge, but if the teacher can make use of techno-pedagogic skills perhaps a teacher can better justify his/her role as a facilitator for the fund of knowledge available. Teachers can provide individual as well as collaborative/interactive learning contexts through technology.

Individual learning could be realized in two ways: through individual activity and through collaborative activity. The individual activity constitutes study, individual reflection, reworking of ideas and concepts, and then constructing new knowledge on the basis of what is already known, while the collaborative activity could be pursued either in a formal learning setting, where different teaching models are adopted, or in an informal manner as an integral part of one’s work. ICT can play a supportive role in both these types of learning.

Interactive learning environments allow different representations of the same situation and serve the following purposes:

1. Improve student learning and explore firsthand a number of different teaching/learning approaches
2. Test learning theories and
3. Uncover new problems for investigation (Glaser et al., 1996).

Interactive learning environments represent the focus for training activities designed to stimulate students to update their practice. Presenting them with issues regarding their role, class dynamics, concepts about the subject matter being studied, and learning difficulties can do this, so that they are led indirectly to reflect about their individual behavior in relation to these areas.

Similarly simulation systems are used in the real world for a number of reasons: to avoid danger, save time and money, devise and compare different scenarios, and so on. Such systems provide an opportunity for teachers to reflect about how the knowledge imparted will be put into practice, stimulating them to gear their teaching to real needs. ICT changes this. It helps to perform both individual and social activities designed to control the objective through which the learning need could be satisfied. Multimedia systems for self-learning make it possible to set the objective in a top-down manner: beginning with a very wide view
of an issue, examining various facets separately, and concentrating on those deemed to be of special interest so that one particular aspect is singled out. Self-learning systems can be greatly enhanced when used with web browsing. Web browsing develops the fundamental skills of learning to find and recognize sources of information, critically analyzing and comparing them, and choosing those that are relevant to the problem at hand.

Some of the features of such transformation are visible in different places (Pedoni, Guillermo, 1996)

- The use of ICT as a knowledge technology and a natural delivery method for teaching and training
- The spin-off of familiarity with ICT as it is used as a delivery device
- Increasing self-initiation, self-motivation and self-reliance among students who are even prepared for self-assessment
- Shift from ‘content learning’ to ‘learning how to learn’
- New distance education possibilities
- New course delivery methods
- Expertise from around the world tapped economically and effectively.

**Techno-Pedagogic Skills**

Techno-pedagogical skills are defined as the skills to handle the appropriate technology for making the teaching-learning process effective and efficient. It is the use of audio-visual, multimedia technological devices in the classroom without disturbing the classroom management. These techno pedagogical skills are:

- Teachers should have the skill to communicate, collaborate, search and explore with the help of ICT.
- Teachers should have the skill to identify different tools and their potential to integrate them in the curriculum transaction.
- Teacher should acquire computer skills such as:
  - tools to collaborate: exchange files, chat, news groups, white board technology
  - tools to search: search engine, logical operators in a process of identifying information
  - tools to explore: exploratory educational software or spreadsheets
  - tools to collect process and store data.
- Teachers should be aware of technological innovation and its consequences in education.
- The teacher has the skill of assigning teamwork, project work, independent learning and to provide resources and access to the students.
Teachers Commitment to Techno-Pedagogic Skills

Research on teacher behaviour revealed that the attitude and proactiveness of the teacher is important for them to utilise technology in classrooms. Therefore, teachers must have a proactive attitude towards technological innovation, be committed to use ICT and be able to integrate it in the learning process. The teachers should learn about the potential role change towards advanced students and how to cope with a situation where the teacher is not the most advanced person in the class anymore. They must have a critical view of the use of technology in education instead of remaining a mere passive consumer of technology. Moreover, teachers must promote this critical view in their teaching.

Teachers should be able to consider the learner/pupil as the centre of the learning process. He/she must be able to change from a teaching to a learning perspective. He/she must be a model and guide to the pupils, an agent of change and not the unique source of knowledge. He/she must be able to have multiple approaches to a question (i.e., the perspective of a second observer) showing flexibility in the modeling of knowledge. Teachers should keep in mind their role as mediators of the learning process.

In the context of ICT usage in schools, the teacher becomes often moderator for student activities by promoting teamwork, promoting project work and independent learning and also acting as a resource facilitator mediating collaborative learning. The teacher has the responsibility to provide resources for the students like Internet access, WWW addresses and technical counselling. Teachers should be able to decide which methodology is best suited to the objectives of learning, how to use ICT and to identify the adequate methodologies to integrate ICT in teaching. The choice for a particular methodology should be based on co-participation of students. This includes the participation of students in producing a specific methodology promoting a conversational approach.

ICT in Teacher Education: Indian Scenario

The education system in India has responded in varying degrees to new methods, approaches, and techniques to enrich the teaching-learning process with the help of educational technology and now the present-day Information and Communication Technology (ICT). The National Policy on Education of 1986 and the Program of Action documents brought out in 1986 and 1992 highlighted the importance of information technology in the context of education. Information technology was realized as the key factor in the context of globalization for localizing the globe. The potentiality of ICT is such that it can bring forth the entire globe with just a click of the young learner. Today’s learner require innovative learning experiences to capture their attention in the learning process over above this we need to develop skills among students to think critically as they are exposed to the wide information flow. In the present context ICT as a tool for communication has helped to cover the entire globe, reducing the globe to a point.
With the objective of generating computer literacy India launched the first project called Computer Literacy and Studies in Schools (CLASS) in 1984. The Program of Action (1986) visualized that computers would make the teaching-learning process efficient and effective and would also promote creativity on part of students. The 1992 Program of Action appealed for more computers and computerization. The efforts during the years 1986-92 were very limited in the established sector as a result only few privately managed showed progress in this area. But in the democratic set up the nation has to offer equality of opportunity to the citizens and ensure that access to new innovations and initiatives are not restricted to a few but are open to all. Hence, the first major report on computers in school education was proposed in the IT Action Plan of the Government of India in July 1998. It made several recommendations for the education sector of which the following were relevant for schools:

- Easy-installment bank loans and other measures to help students, teachers and schools to buy computers (Vidyarthi Computer Scheme, Shikshak Computer Scheme and School Computer Scheme)
- Employment of IT to promote distance education
- Setting up of a National Council for IT education for developing IT courses for various levels of education and training of teachers
- Making computers and internet connections available to all schools by 2003
- Establishment of Smart Schools to foster skills and values that would be important in the new century. However, the Action Plan did not define what those values
- Initiation of a movement to help districts, which have achieved universal literacy also to achieve universal computer literacy

Realizing that although technology cannot solve all educational problems in India considering the disparity and diversity in the country, IT is an important facilitator of education, and one cannot neglect to face the new challenges emerging in a changing world. Looking to the emerging demands on education the tenth five-year plan document emphasized the following thrust areas:

- Open and flexible approach
- Creation of an information flow of network
- Modernization of teaching
- Promotion of internationalization
- Clubbing of open and conventional systems of education
- Cafeteria approach at postgraduate level (credit based modular approach)

The Government of India considers IT as an agent of transformation of every facet of human life, which will bring about a knowledge-based society in the twenty-first century. As a first step in that direction, the following revisions and additions are made to the existing policy and procedures for removing bottlenecks and achieving such a pre-eminent status for India. For practicability the Government of India brought 'IT for all by 2008' and 'Operation Knowledge'. The aim of this national campaign will be to universalize computer literacy and
also to spread the use of computers and IT in education. The ‘Teach the Teachers’ program for upgrading on a regular basis the IT knowledge and skills of teachers is one of the most significant programs.

Ways of Ensuring Integration of ICT in Teaching Learning Process
For integrating the use of ICT in teaching –learning, teachers should be able to identify resources and adequate strategies regarding the use and choice among the different media related to the general context of learning (subject and learners). It is necessary to be able to decide when and whether or not to use ICT in teaching and to be able to use materials like electronic presentations and to search and publish in the Internet as a normal element of course preparation. Student teachers should be able to choose the kind of media to integrate in the teaching of specific subjects and can identify appropriate and inappropriate media from curricular and technical perspectives and the advantages of media combination. In this regard, teacher education programmes must promote research through joint school projects, involving students, establishing partnerships with other schools, participation in web educational communities and also organise activities in schools involving scientists, formulating questions from the students/responses from scientists, through email or fora.

Teacher exceptional performance is characterized by the ability to design, implement, test, document, and evaluate systems for others to use and prepare the design and implement an ICT-based system to meets the needs of a students. In developing the system, they compare their work with existing systems. They try out their solutions with student users and take account of feedback to refine their work. They also evaluate software packages and ICT-based models, analyzing the situations for which they were developed and assessing their efficiency, ease of use, and appropriateness. Teachers need to use their knowledge and experience of information systems to form their views on the social, economic, political, legal, ethical and moral issues raised by ICT. Teachers in this way can develop courses and self-instructional materials for students, which will be student friendly.

Conclusion
Integration of techno pedagogic skills is a challenging task, especially in India, due to lack of inadequate infrastructure facilities. However, if we have to compete in the global market we cannot neglect the inculcation of the same. For this we may have to make use of available resources to the extent possible, we may also have to make use of community resources for mobilizing funds. The will and the commitment of the teachers will play a major role in practice of these skills. The Teacher Education Institutions will have to take leadership in providing the requisite skills by modifying its course and curriculum in order to accommodate the inculcation of such skills in teacher trainees. The techno pedagogic skills need to be inculcated in phased manner among the trainees gradually so that both students and teachers are able to make use of the same in the teaching learning styles and the student can become a self-seeker of knowledge for life.
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The Linguistic Features of Legal English as Reflected in FIDIC

Contract Conditions

Hui Wang
Dalian Foreign Languages University, Dalian, China

Zhengjun Yao
Dalian University of Technology, Dalian, China

[Abstract] The linguistic features of legal language not only help to communicate the rights and obligations conferred by law, but also enhance the formalness and authoritativeness of law. Almost all the linguistic features appearing in legal language can be found in FIDIC (International Federation of Consulting Engineers) contract conditions for works of civil engineering construction. Therefore, in this essay, the author ventures to take the FIDIC contract conditions as an example to discuss the features of legal English.

[Key Words] legal language, linguistic features, formal education, authoritative approaches

An Introduction to Legal Language and FIDIC Contract Conditions
Legal language includes some very complex linguistic practices of an ancient profession, thus acquiring its linguistic features. Those features serve many functions, such as signaling that an event is an important proceeding, or improving the cohesiveness of lawyers as a group, but more importantly, they together enhance the seriousness and authoritativeness of law itself. Yet in some cases, “lawyers tend to approach language strategically, actually preferring obscurity to clarity; obviously, such usage impedes the overall goals of the legal system and its language” (Tiersma.1999). Therefore, the linguistic features that clearly enhance the communication within the profession greatly mystify the outsiders. However, the law itself is very complex and “the research into jury instructions indicates that the ordinary public will never understand all aspects of it perfectly, even if stated in plain language” (Tiersma.1999). Therefore, the linguistic features of legal language definitely help to communicate the rights and obligations conferred by a constitution, the opinions expressed by a court, the regulations embodied in a statute and the promises exchanged in a contract. Almost all the linguistic features appearing in legal language can be found in FIDIC contract conditions for works of civil engineering construction, which have been prepared by the FIDIC and are recommended for general use for the purpose of construction of such works where tenders are invited on an international basis. “The contract conditions are not only suitable to international construction projects, but also can be applied to domestic projects after a minor revision” (He. 2003).
The provisions of the contract conditions are related to such fields as management, technology, economics and law and what is more, almost all the linguistics features of legal document can be seen in the language of FIDIC. Due to the conservatism of legal profession and the importance of the contract, the language in the contract conditions tends to be formal, precise, objective, complex, authoritative and yet comprehensible. The clear and correct understanding of the FIDIC contract conditions poses a major problem for Chinese engineers; therefore the study of the contact between language and law is of both academic and practical interest. In this essay, the author ventures to take FIDIC contract conditions as an example to discuss the linguistic features of legal English.

The Features on Lexical and Phrasal Levels
The degree of comprehensibility and clarity of legal document is determined by many factors and one of the most important is the lexical and phrasal items. One way to promote the clear and concise communication in legal text is through a specific set of legal terms and phrases.

Archaic Words
The legal vocabulary is full of “antiquated features, including archaic morphology, the legal use of *same, said, aforesaid*, the use of subjunctive and words like “*herewith, thereunder and whereto*” (FIDIC. 1992). Generally speaking, those expressions used to have legitimate function in the past; therefore they are to some extent more precise than the ordinary language. Besides the appearance of archaic expressions, they help to convey an aura of timelessness and conservatism, thus making the law more credible and worthy of respect. For example, “the Contractor shall be deemed to have inspected and examined the Site and its surroundings and information available in connection *therewith* and to have satisfied himself before submitting his Tender” (FIDIC, 1992). In this case, “therewith” is used to mean “with that”, namely “(in connection) with the Site and its surroundings”. In this context, the functions of “therewith” is to avoid repetition and ambiguity on the one hand and regulate the scope of information on the other. Besides, the sub-clause 6.2 of the contract conditions says that “One copy of the Drawings, provided to or supplied by the Contractor as *aforesaid*, shall be kept by the Contractor on the Site and the same shall at all reasonable times be available for inspection and use by the Engineer and by any other person authorized by the Engineer in writing” (FIDIC, 1992). In this context, “aforesaid” indicates the meaning of “being spoken of earlier” and the word is used here to avoid unnecessary repetition and at the same time give the flavor of the far away and the long ago.

Technical Terms
If the distinctive legal vocabulary actually enhances communication, it must be mainly through technical terms, or terms of art. A law dictionary will reveal that there are large numbers of technical terms in the profession of law. They have relatively exact meanings, fulfill important communicative functions, promote brevity of expression and are
particularly used by the profession of law. Therefore legal terminology can be said to be as precise as the profession requires and the same is true of those appearing in FIDIC. The technical terms often employed in this contract include “Specification”, “Drawings”, “Tender”, “Bill of Quantities” and many others. Besides, the definitions of these terms are offered at the beginning of the contract to ensure the proper understanding and usage of them. For example, “Engineer means the person appointed by the Employer to act as Engineer for the purposes of the Contract and named as such in Part II of these Conditions” Therefore, the readers can understand that the “engineer” in the contract conditions is not any one who designs the way roads, bridges, machines etc are built; thus the meaning and scope of the word are specified. Again, “Contract means these Conditions (Parts I and II), the Specification, the Drawing, the Bill of Quantities, the Tender, the Letter of Acceptance, the Contract Agreement (if completed) and such further documents as may be expressly incorporated in the Letter of Acceptance or Contract Agreement (if completed)” (FIDIC. 1992). In this context, the “contract” is not merely a formal written document between two or more people and it specifically refers to the FIDIC contract conditions.

**Conjoined Phrases**

Conjoined phrase consists of words connected together by “and”, which is a very common usage in legal language. Usually the conjoined phrase is composed of two words synonymous to each other. One reason for such lists of words is to be as comprehensive as possible and at the same time they also can add emphasis. For example, “Such determination shall take account of any instruction which the Engineer may issue to the Contractor in connection therewith, and any proper and reasonable measures acceptable to the Engineer which the Contractor may take in the absence of specific instructions from the Engineer” (FIDIC, 1992). “Proper” and “reasonable” are synonyms to each other, but their respective meanings are slightly different. According to *Webster’s New world College Dictionary*, “proper” means “specially adapted or suitable to a specific purpose or specific conditions” (Neufeldt et.al. 1988) while “reasonable” means “using or showing reason or sound judgment” (Neufeldt et.al. 1988). Therefore, in this context, the word “proper” implies that the measures that are to be taken are right to the purpose. On the other hand, “reasonable” emphasizes the overall comment on the measures and indicates that they would be efficient and effective. All together they specify that a measure will not be taken until it meets these two demands. Then it says in the sub-clause 47.1 of FIDIC general conditions that “The payment or deduction of such damages shall not relieve the Contractor from his obligation to complete the Works, or from any other of his obligations and liabilities under the Contract” (FIFIC, 1992).

In the later part of the sentence appears a conjoined phrase “obligations and liabilities”, which again reflects the preciseness of the legal language. According to *Webster’s New world College Dictionary*, “obligation” means “a duty imposed legally or socially; thing that one is bound to do by contract, promise, moral responsibility etc”(Neufeldt et.al. 1988) and
“liability” means “legally bound or obligated as to make good any loss or damage that occurs in a transaction” (Neufeldt et.al. 1988). It can be inferred from the difference in the definitions that the former word emphasizes the duty prescribed in law or by society while the latter stresses the responsibility to remedy an error. Therefore the two words can not substitute each other and they together make clear the duty and responsibility stipulated in the contract.

**Formal and Ritualistic Expressions**

Many formal and ritualistic expressions often appear in the legal document and one function of such language is to emphasize that a proceeding is separate from ordinary life. For example, in FIDIC one can often come across such expression as “except where the context otherwise requires”, “except where otherwise stated in the Contract”, “except where otherwise provided for in the Contract”, etc. Those expressions are peculiar of legal language and therefore add an aura of seriousness to the document. For example, “The Engineer shall, except as otherwise stated, ascertain and determine by measurement the value of the Works in accordance with the Contract and the Contractor shall be paid that value in accordance with the Contract and the Contractor shall be paid that value in accordance with Clause 60” (FIDIC, 1992). What is more, in FIDIC contract conditions, the commonplace “according to” is replaced by “in accordance with” and besides there are many formal expression like “be liable for”, “provided that”, “be deemed to”, “in question”, “in respect of”, “in the event that”, “in the event of” and “in the case where”, etc. For example, “The sum agreed may vary during the execution of the project depending on what circumstances occur, e.g. the instruction of variations, the occurrence of unforeseen events, which in accordance with the Conditions of Contract entitled the Contractor to additional (or reduced) payment”(FIDIC, 1992). In this context, the comparatively formal phrase “in accordance with” is used instead of the everyday oral expression “according to”, thus highlighting the formalness and solemnity of legal writings.

**The Features on Syntax Level**

The linguistic features of legal language can also be seen in the syntactic level and the peculiar sentences make the language of law different from ordinary speech and writing. However, the non-experts in legal matters have often criticized the legal texts and mocked them by saying that “the minute you read something and you can not understand it you can almost be sure it was drawn up by a lawyer”(Yang, 1998). In many cases, it is easy enough to appreciate the grounds for this kind of criticism, but on the other hand, legal language does have the reason for being what it is.

**Lengthy and Complex Sentences**

Studies show that sentences in legal language are quite a bit longer that in other styles and also have more embeddings, making them more complex. To some extent, the long, evolved and seemingly interminable sentence can be justified in that it is an attempt to achieve
completeness and avoid careless omissions. For example, in sub-clause 54.5 of FIDIC contract conditions there is a sentence which cannot be possibly finished in one sitting---

“With a view to securing, in the event of termination under Clause 63, the continued availability, for the purpose of executing the Works, of any hired Contractor’s Equipment, the Contractor shall not bring on to the Site any hired Contractor’s Equipment unless there is an agreement for the hire thereof (which agreement shall be deemed not to include an agreement for hire purchase) which contains a provision that the owner thereof will, on request in writing made by the Employer within 7 days after the date on which any termination has become effective, and on the Employer undertaking to pay all hire charges in respect thereof from such date, hire such Contractor’s Equipment to the Employer on the same terms in all respects as the same was hire to the Contractor save that the Employer shall be entitled to permit the use thereof by any other contractor employed by him for the purpose of executing and completing the Works and remediying any defects therein, under the terms of the said Clause 63” (FIDIC, 1992). Such a sentence is a challenge to everyone and it seldom appears in writings other than legal text. However, it cannot be broken into small pieces without resulting in the loss of contents and besides, the relationships among different clauses within the sentence can be clearly identified.

**Impersonal Instruction**

Another related characteristic of legal style is impersonal instruction and one of the best examples is the avoidance of personal pronouns, namely “I”, “you” and in most cases, “he”. Using the third person in the legal document does make some communicative sense because the law speaks to everyone. “Elsewhere, it creates an impression of objectivity and authority, thus helping to legitimate the legal system” (Tiersma, 1999). For example, in FIDIC contract conditions, all the behaviors and actions are directed at some particular person or party and personal pronouns never appear. “The Contractor shall, without limiting his or the Employer’s obligations and responsibilities under Clause 20, insure...” (FIDIC, 1992); “The Contractor shall, except if and so far as the Contract provides otherwise, indemnify the Employer against all losses and claims in respect of...” (FIDIC, 1992); “The Employer shall indemnify the Contractor against all claims, proceedings, damages, costs, charges and expense in respect of the matters referred to in the exceptions defined in Sub-Clause 22.2” (FIDIC, 1992). In those sentences and also in the whole document, the words “contractor” and “employer” appear over and over again, but none of them is replaced by “you” or “he”. For one thing, this avoidance of pronouns will decrease ambiguity; for another, it helps to preserve the timelessness of legal document. Besides, the disappearance of personal pronouns will create the impression that the order of law will be accomplished without the intervention of a fallible human agent, thus making the law supremely impartial.

**The Word “Shall”**

The word “shall” is used in an unusual sense in legal language and is endowed with a special meaning. It is commonly held that the legal use of “shall” does not indicate the future, but
the imposition of obligation. According to *Webster's New world College Dictionary*, “shall” is used in laws, regulations, or directive to express what is mandatory. Thus in the contract the parties perform the act of promising by signing the contract; the content of their promises is indicted by “shall”. “Shall” in this case have the function of indicating that the content of the document in which it occurs is legal, which helps to explain its pervasiveness in legal language. In FIDIC contract conditions, the pattern of “shall + verb” is often employed to indicate obligation, regulation and responsibility. For example, “If, however, during the execution of the Works the Contractor encounters physical obstructions or physical conditions, other than climatic conditions on the Site, which obstructions or conditions were, in his opinion, not foreseeable by an experienced contractor, the Contractor shall forthwith give notice thereof to the Engineer, with a copy to the Employer” (FIDIC. 1992). In this context, “shall” indicates the obligation of the Contractor, thus having the compulsory implication. Generally speaking, in such legal document as contract, “shall” is seldom replaced by “will” or “must”; therefore the frequent appearance of “shall” is often regarded as a linguistic feature of the legal language. “Unless it is legally or physically impossible, the Contractor shall execute and complete the Works and remedy any defects therein in strict accordance with the Contract to the satisfaction of the Engineer” (FIDIC. 1992). In this sub-clause, “shall” helps to reflect an unyielding attitude and serious tone and in this case, the Contractor has no choice by to abide by the contract. The examples of using “shall” in the legal document can never be exhausted and besides, the meanings and functions of “shall” are different in different situations. For example, “If, as a result of any notice given by the Engineer under this Clause, the Contractor considers that it is necessary to do any work at night or on locally recognized days of rest, he shall be entitled to seek the consent of the Engineer so to do” (FIDIC. 1992). In this sub-clause, the meaning of “shall” is different; instead of imposing an obligation, it suggests the right of doing something.

**Conclusion**

Legal language has been called an argot, a dialect, a register, a style and even a separate language. There are also various genres, or types of legal writings and they altogether illustrate that legal language can vary substantially depending on different situations. In fact, it can be best described with the relatively new term “sublanguage.” A sublanguage has its own specialized grammar and a limited subject matter, contains lexical, syntactic, and semantic restrictions and allows “deviant” rules of grammar that are not acceptable in the standard language. However we describe it, legal language is a complex collection of linguistic habits that have developed over many centuries and that lawyers have learned to use quite strategically. From the analysis and examples above, it can be concluded that most of the linguistic features can be seen as present in FIDIC contract conditions, thus making it even more difficult for Chinese engineers.
Correct understanding of the contract requires many conditions, such as the expertise of civil engineering and the knowledge of law. But above all, understanding of the legal language itself is the prerequisite and in this respect “grammar and logic are the two basic tools” (Yang, 1998). “Grammatical analysis aims at helping the readers to understand the legal text while logic is availed to probe into the implications of the text” (Yang, 1998).

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Teaching Technical Communication to Second Language Speakers:

Discussion Group

Kenneth T. Rainey
Southern Polytechnic State University, Atlanta, USA

[Abstract] When we teach technical communication to speakers of other languages, we face very different cultural and linguistic contexts. This means that we must approach the teaching and writing of technical information and documentation in ways that are very different from our usual pedagogy. For effective instruction, teachers must be aware of the different contexts in which they work. A discussion group at Forum 2003 addressed this topic and identified some problems affecting instruction. The group identified six problems as having major importance:

1. Too little knowledge of the second language
2. Too much focus on language skills instead of on communication skills
3. Pace of the class (too fast/too slow)
4. Instructors’ examples not being understood by students
5. Students’ weakness in writing logically and communicatively
6. Different language skill sets among students

[Key Words] nominal group technique, language skills, communication skills, learning styles, pedagogy

Introduction

The discussion group used the Nominal Group Technique to capture the ideas of individual members of the group and to help the group come to a consensus. Readers should be aware that this consensus is only that of the particular individuals comprising that group on that very hot afternoon of July 1, 2003, in Milan, Italy. This consensus does not represent necessarily any research-based conclusions about the issues addressed.

The Nominal Group Technique works for groups is composed of six to twelve members; this discussion group consisted of seven individuals and me as facilitator. The members of the group were Jean-Luc Doumont (J-L. Consulting, Belgium), Hans Sundgren (Protang, Sweden), Carolien van Benthem-Boender (Vitatron B.V., The Netherlands), Marjo Kuusto-Erve (Nokia, Finland), Dr. Marita Tjarks-Sobhani (MTS, Germany), David Chip Lambert (SAS Institute, Germany), and Dr. Terence MacNamee (Hamilton Bonaduz AG, Sweden). Readers should recognize that this group consisted of practicing technical communicators and no educators except the facilitator. Some trainers were in the group, and at least one member contributed from the student's point of view. The Nominal Group Technique usually
requires a three-hour period, so we had to adjust it to fit within the fifty-minute period allotted. And, usually, the facilitator poses four questions to the group—one-at-a-time. We had time for only one question. When the question is posed, the individuals are given five minutes to record all of the responses to the question that they can think of.

The facilitator then lists all of the responses on a flipchart, taking the first response from each individual and then the second, third, etc., responses, until all of the thoughts are listed. At this point, the facilitator asks individual members to rank the responses from one to five in importance. The facilitator then takes the item ranked first from each individual, assigns a point value of five to it, and proceeds to take the second, third, fourth, and fifth ranked items, assigning point values of four, three, two, and one to the ordered list. On the basis of the point values, the facilitator prepares a ranked list of the items, and this ranked list becomes the group consensus.

The Question
The question posed to the group was, “What problems do instructors and students face in technical communication classes for speakers of other languages?” If we had time, I would have posed a second question: "What methods can instructors and students use to remedy these problems?"

The Responses
Table 1 presents the twenty-one responses from the individual members of the group in the order in which they were given during the session.

| 1. Too much focus on language skills instead of on communication skills |
| 2. Teachers using difficult words—slang/jargon, etc. |
| 3. Students’ differing levels of knowledge about the processes behind communication |
| 4. Differences among instructors in interacting or in just listening to students |
| 5. Students not being able to express themselves fully in the second language |
| 6. Too little knowledge of the second language |
| 7. Students not writing accurately |
| 8. Students believing as true what authorities or numbers of people say and/or do |
| 9. Formal relations with teachers |
| 10. Differing models of grammar among students and instructors |
| 11. Students not understanding an instructor’s appropriate/inappropriate sense of humor |
| 12. Instructors’ examples not being understood by students |
| 13. Students not admitting that they do not understand what the instructor is saying |
| 14. Students’ weakness in writing logically and communicatively |
| 15. Differing priorities about writing qualities |
| 16. Students having nothing to write |
| 17. Differing learning styles among students |
| 18. Pace of the class (too fast/to slow) |
| 19. Students not wanting to write consistent English |
| 20. Differences in the rhetoric of texts |
| 21. Different language skill sets among students |
The Group Consensus
The point values and rankings produced the consensus illustrated in Table 2 of the problems in teaching technical communication to second language speakers.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Ranking Point Values</th>
<th>Total Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Too little knowledge of the second language</td>
<td>5, 5, 5, 2, 1, 1 =</td>
<td>19</td>
</tr>
<tr>
<td>2. Too much focus on language skills instead of communication skills</td>
<td>5, 5, 5, 1 =</td>
<td>16</td>
</tr>
<tr>
<td>3. Pace of the class (too fast/too slow)</td>
<td>4, 4, 2, 2, 1 =</td>
<td>13</td>
</tr>
<tr>
<td>4. Instructors’ examples not being understood by students</td>
<td>4, 3, 3, 1 =</td>
<td>11</td>
</tr>
<tr>
<td>4. Students’ weakness in writing logically and communicatively</td>
<td>4, 4, 3 =</td>
<td>11</td>
</tr>
<tr>
<td>5. Different language skill sets among students</td>
<td>4, 2, 2, 1 =</td>
<td>9</td>
</tr>
<tr>
<td>6. Differing learning styles among students</td>
<td>5, 2 =</td>
<td>7</td>
</tr>
<tr>
<td>6. Differing priorities about writing qualities</td>
<td>5, 2 =</td>
<td>7</td>
</tr>
<tr>
<td>7. Students not understanding an instructor’s appropriate/inappropriate sense of humor</td>
<td>4, 3 =</td>
<td>7</td>
</tr>
<tr>
<td>7. Students’ differing levels of knowledge about the processes behind communication</td>
<td>5 =</td>
<td>5</td>
</tr>
<tr>
<td>7. Differing models of grammar among students and instructors</td>
<td>4, 1 =</td>
<td>5</td>
</tr>
<tr>
<td>7. Students not admitting that they do not understand what the instructor is saying</td>
<td>5 =</td>
<td>5</td>
</tr>
<tr>
<td>8. Teachers using difficult words—slang/jargon, etc.</td>
<td>4 =</td>
<td>4</td>
</tr>
<tr>
<td>8. Students not writing accurately</td>
<td>4 =</td>
<td>4</td>
</tr>
<tr>
<td>8. Students not wanting to write consistent English</td>
<td>4 =</td>
<td>4</td>
</tr>
<tr>
<td>9. Differences in the rhetoric of texts</td>
<td>2 =</td>
<td>2</td>
</tr>
<tr>
<td>10. Formal relations with teachers</td>
<td>1 =</td>
<td>1</td>
</tr>
<tr>
<td>11. Students believing as true what authorities or numbers of people say and/or do</td>
<td>0 =</td>
<td>0</td>
</tr>
<tr>
<td>11. Students having nothing to write</td>
<td>0 =</td>
<td>0</td>
</tr>
<tr>
<td>11. Differences among instructors in interacting or in just listening to students</td>
<td>0 =</td>
<td>0</td>
</tr>
<tr>
<td>11. Students not being able to express themselves fully in the second language</td>
<td>0 =</td>
<td>0</td>
</tr>
</tbody>
</table>

Discussion
Interestingly, the first five problems encountered in teaching technical communication to speakers of other languages focus on problems relating to both the instructor and the
students, suggesting that successful education demands a shared responsibility on the part of instructor and student. According to this group discussion, the two most important problems encountered in technical communication classes for speakers of other languages focus on language usage itself -- (1) Too little knowledge of the second language; and (2) Too much focus on language skills instead of on communication skills. The two are so close in point values (19 and 16) that it is legitimate to conclude that this group sees them as equally important. Obviously, success in any area for a second language speaker rests critically on the student's knowledge of that language. The group comes back to this idea in another statement of problems with language: Different language skill sets among students (ranked fifth in importance by four members). Students having different levels of skill in the language create enormous difficulties for instructors in meeting the needs of students who are more linguistically accomplished while at the same time having to service students whose skills are less developed.

The second problem concerns pedagogy, suggesting that language skills are not the same as communication skills -- (2) Too much focus on language skills instead of on communication skills. My interpretation of this dichotomy is that the group believes language skills concern such matters as grammar, spelling, punctuation, sentence structure, and other more mechanical aspects of the communication process. On the other hand, communication skills concern such matters as understanding one’s audience, understanding the purpose of the communication, and—as Aristotle defines rhetoric—understanding “all of the available means of persuasion.” One other group member thinks that students’ differing levels of knowledge about the processes behind communication is a significant problem, for this group member ranks it first.

The third and fourth most important problems focus on the way instructors manage their classes and present their material -- (3) Pace of the class (too fast/too slow); and (4) Instructors' examples not being understood by students. Clearly, a class that is fast paced would require students to have a firm control of the language to keep up with the flow of the class presentations and requirements. When we teach second language speakers, we must approach the teaching and writing of technical information and documentation in ways that are very different from our usual pedagogy. For effective instruction, teachers must be aware of these differences and use examples that are relevant not only to the material but also to the cultural and linguistic context in which that material is presented.

Other problems that received ranking by individuals in the group concern learning styles and differing priorities about writing quality (both ranked sixth in the group consensus). Also ranked sixth in the group consensus is Students not understanding an instructor's appropriate/inappropriate sense of humor (two members ranked it second and third).
One group member thinks that an important problem arises from teachers using difficult words—such as jargon, slang, etc., a responsibility instructor must be aware of (ranked second by one member). Other very good students have told me that their efforts to understand speakers using their native dialect language (pronunciation and vocabulary) with students whose first language differs often is a critical problem.

Other problems ranked by individual members of the group focus on students’ responsibilities:

- Students not admitting that they do not understand what the instructor is saying (ranked first by one member)
- Students not writing accurately (ranked second by one member)
- Students not wanting to write consistent English (ranked second by one member)

One other ranked problem rests on the perceived differences between students' and instructors' models of grammar (ranked by two members as second and fifth). One culturally based problem focuses on the difference in the rhetoric of texts in one language culture as compared to the other language culture (ranked fourth by one member). And a final problem concerns formal relations of student with teachers (ranked fifth by one member). In the final round of consensus building, the other items were mentioned initially by group members (all those numbers up to 11 in Table 2 above) did not receive rankings, so the group considered them to be less important than the others.

**Conclusion**

In countries across Europe and, indeed, around the world, technical communication is emerging as a viable profession and discipline. Although many professionals outside North America are engaging in this field, professionals trained to teach in this discipline largely come from North America. Collaborative efforts between U. S. and universities in Europe, India, and China are emerging to engage in training and instruction in technical communication. Some of these efforts were explored in the Roundtable sponsored by the Association of Teachers of Technical Writing and the Council for Programs in Technical and Scientific Communication that met in conjunction with Forum 2003. Its theme was “Programs in Technical and Scientific Communication in Europe, North America, and Beyond.” With the increasingly global reach of economic, social, cultural, and educational programs, engaging in the practice and teaching of technical communication requires understanding and, indeed, appreciation of the cultural and linguistic differences among societies and, indeed, among students.
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Note: The following list represents sources consulted in preparing this report and not in all cases the sources of citations within the report.


The Learning Organization

Xiangwen Sun and Xiangling Zeng
Northeast China Institute of Electric Power and Engineering, China

Abstract Learning quickly and systematically is critical for surviving in the twenty-first century. The concept of the learning organization has attempted to take many of the lessons learned from these programs of organizational change and suggest that organizations, like individual, are undergoing continuous process of learning and adaptation. Only organizations that learn from their past mistakes and have established mechanisms for promoting learning will be able to adapt and survive in the long term. The organization that makes learning its core value can rapidly leverage its new knowledge into new products, new marking strategies, and new ways of doing business. Learning organizations will become the only place where global success is possible, where quality is more assured, and where energetic and talented people want to be.

Key Words learning organizations, global education, collaborative learning, competition in education

Introduction

Global competitive requires organization to utilize information and communication technology to accommodate rapid and complex change in global markets. The success of an organization in global competitive race depends on the knowledge of its members and their ability to make the right business moves to cope with the environment. Organizations not only need knowledge, they also need the skills to update and put that knowledge dynamically in practice. These results in the need for organizations to learn continuously and to look for continuous improvement in their action through the knowledge acquired (Venugopal and Baets. 1995). The idea of ‘the learning organization’ has flourished in recent years as one way of summing up the sorts of organizational qualities called for and valued in today’s changing environment (Mabey. 1998).

The first part of this essay discusses learning, learning process and its three levels. The second part discusses organizational learning, its significance and types, and the Senge’s five disciplines. The third part looks at the definitions of learning organization, its significance and characteristics. The forth part discusses the difference between the learning organization and organizational learning. The last part discusses the ER issues in the learning organization.
The Definition, Process and Three Levels of Learning

Learning is the most powerful, engaging, rewarding and enjoyable aspect of people’s personal and collective experience. The ability to learn about learning and become masters of the learning process is the critical issue for the next century. In general terms, learning can be defined as "any relatively permanent change in behavior which occurs as a result of practice or experience" (Morgan, 1986). This definition has three important elements, 1) Learning is a change in behavior for better or worse; 2) It is a change that takes place through practice or experience; and 3) Before it can be called learning, the change must be relatively permanent and it must last a fairly long time.

The Learning Process (Bergh)

| Sensory Input | > | Processing of Information | > | Change Behavior |

In very basic terms, the learning process starts with sensory input, followed by processing of the information received, which leads to a behavior by an organism. Learning brings a modification of behavior through increased cognitive function. Cognitive processes refer to the processes through which information coming from the senses is transformed, produced, elaborated, recovered and used. The term "information" as used here, simply refers to sensory input from the environment that informs people about something that is happening there. Cognitive processes are the mental processes involved in knowing about the world and, as such, they are important in perception, attention, thinking, problem solving and memory. There are three basic learning processes. These are known to be classical conditioning, operant conditioning and cognitive learning. Learning is the heart of productive activity. To put it simply, learning is the new form of labor (Zuboff, 1988).

Learning has a number of key facets: (1) learning is complex and various covering all sorts of things such as knowledge, skills insights, beliefs, values, attitudes and habits; (2) learning is individual and can also be collectively generated in groups; (3) learning can be triggered by any experience-failures, successes and anything in between; (4) learning is both a process and an outcome; (5) learning may be incremental, adding cumulatively to what has previously been learnt, or transformational; (6) learning may be conscious or unconscious; (7) learning can be planned or unplanned; (8) learning outcomes may be undesirable as well as desirable; (9) learning has a moral dimension. Learning to learn is the most fundamental learning of all (Banfield, 2000).

Three levels of learning in learning organizations are presented by Sofo (1999:327). Each is distinguished in two ways, numerically and in identity. Individual learning refers to the change of skills, insights, knowledge, attitudes and values acquired by a person through self-study, technology-based instruction, and observation. It is characterized by the outcomes that are focused primarily on changes in the individual. Group or team learning alludes to an increase in capability—that is, people’s individual learning and the integrated use of
people’s skills, understanding, values, self-esteem, motivation, emotional development and personal qualities. It refers to synergy of the accomplishments by and within groups that is more than the sum of the individual accomplishments.

Organizational learning represents the enhanced intellectual and productive capability gained through corporate-wide commitment and opportunity to continuous improvement. Organizational learning is not simply the sum of the learning of each of the individuals in the organization (Smith, 1998). It differs from individual and group or team learning in two basic respects. First, organizational learning occurs through the shared insights, knowledge and mental models of members of the organization. Second, organizational learning builds on past knowledge and experience (organizational memory, which depends on institutional mechanisms such as policies, strategies, and explicit models) used to retain knowledge. It is possible for individual members to learn while the organization does not. For example, a member may learn to serve the customer better without ever sharing such learning with other members. Conversely, it is possible for the organization to learn without individual members learning. Improvements in equipment design or work procedures, for example, reflect organizational learning, even if individual members do not understand these changes. Moreover, because organization learning serves the organization’s purposes and is imbedded in its structures, it stays with the organization, even if members change (Cummings, 2000). Additionally, the three levels form a hierarchy, so that organizational learning cannot occur without group or team learning, which in turn cannot happen without individual learning. Organizational learning means that learning is occurring at all levels at all times.

Organizational Learning, its Significance, Types and the Senge’s Five Disciplines
Organizational learning is the process of improving actions through better knowledge and understanding (Fiol and Lyles, 1985). Waddell (2000:447) gave the definition as: the organizational learning is the change processes aimed at helping organizations develop and use knowledge to change and improve themselves continually. Organizational learning occurs when members of the organization act as learning agents of the organization, responding to changes in the internal and external environments of the organization by detecting and correcting errors in organizational theory-in-use, and embedding the results of their enquiry in private images and shared maps of organization (Argyris and Schon, 1978).

Organizational learning is crucial in today’s rapidly changing environments as it can enable organizations to acquire and apply knowledge more quickly and effectively than competitors, and so can provide a competitive advantage. Organizational learning is one of the fastest-growing interventions in organization development and has been used by such firms as BHP, NEC Australia and AMP to facilitate transformational change (Cummings, 2000). The demands on organizations now require learning to be delivered faster, more cheaply and more effectively to a fluid workplace and mobile workforce dramatically affected by daily changes in the marketplace (Sofo, 1999). As Reginald Revans states, a pioneer of
organizational learning, learning inside must be equal to or greater than change outside the organization or the organization is in decline, and may not survive. Corporate-wide, systems-wide learning offers organizations the best opportunity of not only surviving but also succeeding.

Three different types of organizational learning have been identified by Argyris and Schon (1978). Single-Loop (or adaptive) Learning which occurs when errors are detected and fixed, but the policies, goals and the underlying mental models of the organization are untouched. This is a sort of lower-level, reactive learning that in inadequate in itself to confront the challenges that organizations now have to face. Nevertheless, such operational learning is important. Operational learning forms the foundation of any work organization. It springs from an organization’s efforts to improve its basic work processes (Broersma, 1995). The sales managers described above engaged in single-loop learning; they sought to reduce the difference between desired and current levels of sales (Cummings, 2000).

Double-Loop Learning which occurs when an error is fixed, but the organization then questions why the error occurred and how the existing norms, policies, procedures and objectives of the organization may have contributed to the error in the first place. It operates at a more abstract level than single-loop learning because members learn how to change the existing assumptions and conditions within which single-loop learning operates. This level of learning can lead to transformational change, where the status quo itself is radically changed (Cummings, 2000). A successful change of corporate culture would be an example of double-loop learning. A simple example is illustrated in the causal-loop diagram (CLD) presented in Fig 1. In this example, the positive and negative feedback loops dynamically interact with each other in a way that maintains the balance of the system (so that organizational knowledge, while subject to fluctuations, remains fairly constant over time). Essentially, in the positive feedback loop, shared vision (Senge, 1992) motivates members of the organization to learn, thereby increasing knowledge (which, in turn, leads to an increase in shared vision). On the other hand, too much organizational learning may lead to a high level of change which, ultimately, may result in resistance to knowledge enhancement initiatives (Pfeiffer, 1981). This is the negative feedback loop.
Deutero-Learning occurs when an organization learns how to learn and how to encourage, and carry out single and double loop learning. This learning is involved with reviewing and reflecting on previous learning experiences and using such experiences as a basis for the formation of new learning activities and insight (Walton, 1999). Five conditions necessary for organizational learning to take place was identified by Senge in his book, The Fifth Discipline: The Art and Practice of the Learning Organization (1990):

(1) Systems thinking considers the interrelatedness of forces and sees them as part of a common process. ‘System dynamics’ involves looking for the complex feedback processes which can generate problematic patterns of behavior within organizations;

(2) Personal mastery is the discipline of continually clarifying and deepening people personal vision, of focusing people energies, of developing patience and of seeing reality objectively. It is the learning organization’s spiritual foundation. People with a high degree of personal mastery are able to consistently realize the result that matter most deeply to them. They do that by becoming committed to their own lifelong learning;

(3) Mental models are deeply ingrained assumptions, generalizations or even pictures or images that influence how people understand the world and how people take action. The discipline of working with mental models starts with learning to unearth people internal pictures of the world, to bring them to the surface and hold them up rigorously to scrutiny. It also includes the ability to carry on ‘learningful’ conversations where people expose their own thinking effectively and make that thinking open to the influence of others. There is an implication that previously ingrained ways of thinking are capable of being unlearned;

(4) Shared vision involves gaining the commitment and focus which comes when a vision is genuinely shared. The vision should provide clues as to the organization’s deep purpose and ways must be found of involving people at every level of the organization to speak and be heard about things which matter to them;
(5) Team learning in which collective aspiration gives team members a compelling reason to begin to learn how to learn together. Learning design can incorporate a team, as well as individual development focus. Following a learning activity, people can be encouraged to consider ‘Who also would benefit from this?’ and transfer relevant and helpful learning to others (Walton, 1999).

A common thread reinforces issues of timeframe, in “Creating a Learning Newspaper” Terry Gilbert noted that over a two-year period “half the employees had been through sessions on visionary leadership and planning” and that change didn’t happen overnight. One failure in implementation was attributed to unclear problem structure. In “Can Large Government Learn” Bill Godfrey advises that after eight years their vision of their goal “is being continually reframed, some new practices are well established, others such as systems thinking have barely begun. “American Woodmark” describes how changing values, behaviors and work methods would require a significant commitment of effort and resources” and that “they did not anticipate the barriers being so strong. “American Woodmark” illustrates how cultural change requires patience and perseverance, that there are no quick fixes, and the greater the movement in the right direction, the greater the resistance to be faced.”

The Definitions of Learning Organization, Its Significance and Characteristics
Many specific definitions of the learning organization include notions about continuous learning, innovation, responsiveness, commitment, collaboration, shared vision, openness in communication, shared values, dialogue, the use of IT, empowerment, and so forth. Some of these definitions are of a descriptive nature; others are more normatively orientated (Wilson, 2001). The learning organization is seen as a response to an increasingly unpredictable and dynamic business environment. The essential ingredient of a learning organization is not what it learns but how it learns. Here are some definitions by key writers:

“The essence of organizational learning is the organization’s ability to use the amazing mental capacity of all its members to create the kind of processes that will improve its own” (Dixon, 1994).

“Learning Company is an organization that facilitates the learning of all its members and continually transforms itself” (Pedler, Burgoyne & Boydell, 1991).

“Organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to learn together” (Senge, 1990).

Becoming a learning organization is critical for the success, if not survival, of any company. The rise of the learning organization is due to three factors: market force, information technology and social change. Growing competition, technological changes, new work methods, financial constraints, globalization, reorganizations, mergers and the like, gave rise
to a need for organizations to learn and adapt more quickly to changing circumstances. These processes require continuous improvement both in people and in organizations (Wilson, 2001). Organizations must learn faster and adapt to the rapid change in the environment or they simply will not survive. Within the next 10 years, it is predicted that only learning organizations will survive and thrive. Companies that do not become learning organizations will soon go the way of the dinosaur- die because they were unable to adjust to changing environments around them (Sofo, 1999).

An analysis of more than 100 of the top learning organizations from all around the world, together with reviews of the hundreds of articles and books on learning organizations, has led to the conclusion that for an individual or company to adequately comprehend the full richness of the learning organization, they must incorporate five distinct subsystems in the learning organization, i.e. (1) learning levels, types and skills; (2) organization vision, culture, strategy and structure; (3) people empowerment and enablement throughout the business chain of the organization; (4) knowledge acquisition, creation, storage, and transfer; and (5) technology application and utilization (Sofo, 1999).

The main characteristics of the learning organization presented by Cummings (1999:449) are as following: (1) Structure. Learning organizations are structured to facilitate organizational learning. Their structures emphasize teamwork, strong lateral relations and networking across organizational boundaries, both internal and external to the firm. These features promote the information sharing, systems thinking and openness to information that are necessary for organizational learning. Learning organizations also have relatively flat managerial hierarchies that enhance opportunities for employee involvement in the organization; (2) Information system. The information systems of learning organizations provide an infrastructure for OL. In today’s environments organizations need systems that facilitate the rapid acquisition, processing and sharing of rich, complex information and that enable knowledge to be managed for competitive advantage. Motorola’s process of ‘Total Quality Management’, which relies heavily on external benchmarks and continuous measurement to improve quality is an example; (3) Human resource practices. The HR practices of learning organizations are designed to promote member learning. These include appraisal and reward systems that account for long-term performance and knowledge development; they reinforce the acquisition and sharing of new skills and knowledge. Toyota Australia uses skill-based pay to motivate employees to use multiple skills and diverse jobs; (4) Organization culture. Learning organizations have strong cultures that promote openness, creativity and experimentation among members. These values and norms provide the underlying social support needed for successful learning. They encourage members to acquire, process and share information; they nurture innovation and provide the freedom to try new things, to risk failure and to learn from mistakes; (5) Leadership. The leaders of the learning organizations are actively involved in OL. They model the openness, risk taking and reflection necessary for learning. They communicate a compelling vision of the learning
organization and provide the empathy, support and personal advocacy needed to lead others in that direction; (6) An ability to learn from the experience of others through best practice and benchmarking.

The Difference between the Learning Organization and Organizational Learning

The term “learning organization” is often used interchangeably with “organizational learning.” However they are not the same thing. The organizational learning refers to the diffusion of learning in organizations, while the learning organization describes an organization with the capacity to learn from its experiences and modify its structures and processes to achieve a better strategic alignment with its environment. It is important to note the difference between the terms of ‘learning organization’ and ‘organizational learning’. In discussing learning organizations, the focus is put on the what, and describing the systems, principles and characteristic of organization that learn and produce as a collective entity. Organizational learning, on the other hand, refers to the way organizational learning occurs (i.e. the skills and processes of building and utilizing knowledge) (Sofo, 1999). Organizational learning as such is not an alternative to the learning organization just one dimension or element of a learning organization and supplementary to it.

The ER Issues in the Learning Organization

Nowadays all kinds of changes in market, information and society has led to a re-alignment of relationship between employers and employees from a hierarchical parent—child, towards a more adult partnership. Employees now expect to be consulted and involved in workplace changes. They expect to have increased opportunities to learn and develop, so that in the event of their present job ceasing, they will have skills and experiences that are valued elsewhere. Employee involvement interventions are aimed at moving organization decision making downward to improve responsiveness and performance and to increase employee flexibility, commitment and satisfaction. Different approaches to EI can be described by the extent to which power, information, knowledge and skills and rewards are shared with employees. The relationship between EI and productivity can be oversimplified. Productivity can be increased through improved employee communication, motivation and skills and abilities. It can also be affected through increased worker satisfaction, which in turn results in productive employees joining and remaining with the organization. Major EI interventions include: parallel structures, including co-operative union-management projects and quality circles; high-involvement designs; and total quality management (Cummings, 2000).

Conclusion

Learning quickly and systematically is critical for surviving in the twenty-first century. The emerging concept of the learning organization has attempted to take many of the lessons learned from these programs of organizational change and suggest that organizations, like individual, are undergoing continuous process of learning and adaptation. No one program
of change can solve all the problems of an organization because circumstances are always changing. Only organizations that learn from their past mistakes and have established mechanisms for promoting learning will be able to adapt and survive in the long term. The organization that makes learning its core value can rapidly leverage its new knowledge into new products, new marking strategies, and new ways of doing business. Learning organizations will become the only place where global success is possible, where quality is more assured, and where energetic and talented people want to be (Sofo, 1999).

References
On Cross-Cultural Exchange, Integration of Foreign Culture and Chinese Culture

Jianhua Yuan

German-Department, Beijing Foreign Studies University, Beijing, China

[Abstract] Culture, die Kultur in German, originates from the Latin word Cultura, which means cultivation, education, development and respect. Since the Renaissance, the meaning of culture changed into a person’s quality, the sum of a society’s knowledge, ideas, arts and academic works or the entire social life. With the development of science and technology, from the middle of last century, mental work has replaced physical work gradually, which is one of characteristics of “Post-Industrial Society”. Universities have become the institutes of “Post-Industrial Society” and curricula reform the mainstream of all foreign language schools. Against the background of economic globalization, foreign language schools should make curricula meet the demands of globalization and cultivate talents who not only understand cultural differences well but also are able to harmonize different cultures and create a favorable environment for culture integration.

[Key Words] cultural pluralistic, cross-cultural education; two-way culture courses, cross-cultural communication ability

Introduction

In 21st century, the international society contains various cultures. Though it has been a long history for people in different cultures to communicate with each other, before 20th century, communication between countries and nations was greatly limited because of the distance in time and space and the laggard communication methods. People knew little of culture diversity.

It is estimated that culture has more than 10,000 definitions. Philosophers think that culture is the way people perceive the world and live; a consensus of inherited value and behavior. This consensus forms a particular culture. Anthropologists think that culture is an important basis to maintain social stability. Culture created by people pervades in every aspect of social life. Different times and different nations dwell in some certain culture modes. Every country and nation has its own traditional cultures.

Economists think that culture is a problem solving instrument by a certain group to a certain environment. Culture is a world people created around themselves to control their fates and develop themselves (Courses for Cross-Culture Management: 22). Huntington’s explanation to culture shows an awareness of crisis. He thinks that in the new world, the
major causes of people’s conflicts are no longer different ideologies or economy, but disputes and clashes between cultures. His explanation endowed culture with some elements of dangerousness and immanency (Huntington, S. The Clash of Civilizations and the Remaking of World Order, New York: Simon&Shuster, 1996).

I think the opinion of Professor Mailllol, Secretary-General of UNESCO, to culture and its future is more appropriate. He thinks cultures are similar to species. They both are liable to mutate in isolation while get enriched and strengthen through contacting with the outer world. In a world of economic globalization, a country or nation’s particular tradition, stable social structure and particular culture will inevitably be impacted by a global or cross-culture tide. The fast development and diversification of culture has become the characteristics of the time, which requires universities to bring up talents with cross-culture knowledge, ideas and communication skills. Since 1950s, mental work has replaced physical work gradually, which characterizes “Post-Industrial Society”. Universities have become the institutes of “Post-Industrial Society”.

“Information revolution”: digital media, computerization, electronic chips, man-made satellites, and space technology have adapted to personal activities (such as entertainment and recreation) and business activities. Universities are places to produce engineers, doctors, programmers, lawyers, secretaries and translators. The time of the “Victorian men of letters”, the dry talkers in cafeteria has gone. Humanities, social science have been absorbed by universities, which is an inevitable result of the professionalization and division of modern university education (An Intellectual History of Modern Europe Roland N. Stromberg Chapter 17, P589, translated by Liu Beicheng). Since 1990s, world economy has undergone profound and historic changes. Information technology and economic globalization accelerated culture integration. A new round of globalization is a worldwide economic and social integration driven by informational automation, biology engineering, material technology (nano) and other high-techs.

The Reform of Germany Teaching Field
Since 1990s, a consensus has been reached in the education circles that the traditional curricula of foreign language schools characterized with foreign literature as the main courses could no longer meet the requirements of social development. Curricula reform became the mainstream of all foreign language schools. The German Department of Beijing Foreign Studies University has a clear understanding of the situation, and is determined to meet challenges and seize opportunities by taking initiatives and seeking improvement through exploring ceaselessly during the process of curricula and teaching reform. Traditional German teaching (Deutsch als Fremdsprache), from pure language training to a major recognized by all German universities, started from 1970s when a German major specially for foreign students appeared in Heidelberg University in Germany (See Wierlacher1972 and 1975, Dietrich 1975, Delmas u. Stenzig, 1977).
By the end of 1970s, Bielefeld University and Munich University formally set up “German for foreign learners” as an independent university major. The courses were mainly about literature and linguistics. From 21st century, as a major in universities, German teaching shows richer content and more discipline levels. It generally contains four research areas: 1. Literature, 2. Linguistics, 3. Economy and Culture of Target Countries, and 4. Foreign Language Learning and Teaching Science (Goetz/Suchslan1996, Henrici1966, “Germanistische Linguistik”1997).

Current Situation of Students
The traditional German teaching curricula of the German Department in Beijing Foreign Studies University (from 1960s to the early 1980s), set literature as the major research area besides the basic German language knowledge. The courses of seniors are mainly about literary works, literary criticism and literary history. Since the Reform and Opening-up, the curricula could no longer satisfy the society’s demands. 90% of our graduates work in the fields of economy, foreign affairs and foreign trade all their lives while another small portion work on literature or language teaching. In the light of this situation, the curricular reform is quite necessary and urgent.

Our goal of student cultivation is “first-class basic language knowledge and broad discipline knowledge”, the guiding principle for curricula setting is “solid foundation (foreign language knowledge), broad scope (special knowledge)”. To meet the demands of globalization, we take active measures to turn out international talents, whose basic quality is cross-culture communication capability. What is cross-culture communication capability? In simple words, it refers to the ability to communicate with people of different cultural backgrounds effectively, the ability to work well in different cultural backgrounds as in their own culture background or the ability to get beyond their native culture.

Preconditions of Curricula Reform
Against the background of economic globalization, foreign studies colleges should establish and develop cross-cultural curriculums compatible with the need of globalization, turning out professionals who not only understands cultural differences, but also harmonizes conflicts between various cultures and constructs an environment for cultural integration. To achieve this objective, the curriculum reform has to be an extensive one. With the mounting frequency of cross-cultural exchange, foreign language education in the colleges of China has entered an important development phase. The influence and impact of cross-cultural exchange sometimes got beyond people’s imagination. After the impact and shock brought by “the first intimacy” with foreign culture in the early 1980s, we are no longer possessed by the intense curiosity and freshness during the process of adaptation to and identification with foreign cultures. However, with our mentality growing more mild and mature, there emerges the need for us to rethink over our national culture and our understanding and...
comprehension of foreign cultures, to rethink over lesson drawn from cross-cultural exchanges, to rethink over whether or not our graduates are successful communicators in modern society. The conclusions drawn from these re-thoughts might make us nervous sensing the deficiencies of foreign studies colleges in terms of curriculum settings and teaching reforms.

A typical example could be found in the case the some students of the German Department knows the European and American cultures much better than that of their own. They could introduce Western festivals like Christmas with fluent German while fail to accurately introduce Chinese festivals such as the origins of the Lunar New Year and the Mid-autumn Day, not mentioning how to describe these festivals in foreign languages. According to our statistics on the knowledge structure of these students, only 40% of them know how to describe terms with Chinese characteristics, such as Confucius, the Imperial City, the Dragon Boat Festival and *the Legend of Three Kingdoms*, in a foreign language accurately, displaying an astonishing inconsistency between their actual foreign language skill and their ability in expressing Chinese culture with foreign languages. Greater importance should be paid to Chinese tradition culture in the teaching and curriculum setting of foreign language education.

Two events attracted great attention of German circles in Beijing. One was translation and publication of Leibniz’ *Novissima Sinica* by the Department of Sinology of Beijing Foreign Studies University. The other was the celebration of Schiller’s 300th birthday in the People’s University. I do not oppose these events. However, hardly anyone in foreign language schools have paid much attention to things related to Chinese culture such as *Four Books and Five Classics*, Confucius and Li Bai, a famous Chinese poet. It is concerning for us to imagine that we must depend on the graduates of these foreign language schools to perform cross-cultural works and introduce Chinese culture to foreign lands. Also, most of the research subjects of foreign language school teachers are imported from abroad rather than native ones. It is very hard to turn out eligible cross-cultural talents in this kind of academic environment. The curriculum reform of foreign language schools should be more extensive, rational and scientific. The content of curricula should be foreign and native, literary and cultural, social science-oriented and natural science-oriented at the same time.

**Reform of Curricula Setting**

True cross-cultural exchange should be a two way process. Like economic globalization, cross-cultural exchange is not the universalization of a single social mode or one culture turning others into its preys but a process of multilateral integration of various cultures. We hold it that if a foreign language school has offered too many courses with foreign content, it should add as more native culture courses as possible during its curricula and teaching reform. The acquisition of cross-cultural capabilities during this kind of two way courses should be the objective of foreign language schools during their reforms of curricula and
teaching, which is also their strong points in comparing to other schools.

**The Objective of Curricula Reform**
The objective of curricula and teaching reforms by foreign language schools is to turn out graduates with following capabilities: rich the spirit of innovation and good at solving problem; armed with an acute and swift mind and excellent language and communication skills; and possessing outstanding cross-cultural communication abilities and experience, who will become the forerunners in cross-cultural exchange in the 21st century. It is obviously impossible for our graduates with bachelor’s degrees to be outstanding in their respective fields, however, if they leave the campus with a broad scope of knowledge, bright wisdom and innovative spirit, it is not unrealistic to expect that our graduates would become forerunners of their respective fields, which is the exact goal of our reform of curricula and teaching.

**Conclusion**
With the advent of the new century, the title of national key discipline should not become an excuse for us to be complacent. No longer fettered by traditional teaching methods or copying without selection, we have chosen a road of fundamental transformation. The integration of new models of education has been taking shape: study is based on research, college curricula and teaching reform are integrated, various kinds of educational resources and experience are being studied, and educated people are being reeducated to be outstanding talent with great creativity. Although these new models need to be redesigned and improved according to feedbacks from practice, enormous experience has already been obtained from the concrete forms and practices of the education reform, which indicates that our curricula and teaching reform has touched the deep layer content of undergraduate education. In exploring and constructing education reform and models of education completely compatible with the characteristics of the time with our own resources, we are marching on a road of our own and trying to maintain our leading role in the German circles of China through incessant innovation.

**References**
The Application of Four Poetry Translations Strategies of James Holmes in Classical Chinese Poetry Translation

Yiqun Yin
Liaodong University, Dandong, China

[Abstract] James Holmes, the great translator of poetry, put forward four poetry translation strategies in 1970. They are mimetic form, analogical form, organic form, and deviant form. And these strategies are very constructive in the translation of classical Chinese poetry and the appreciation of the translated versions in English.

[Key Words] mimetic form, organic form, analogical form, deviant form, classical Chinese poetry translation

James Holmes, a great translator of poetry across several languages and distinguished scholar of translation, attempted to produce a basic set of categories for verse translation. He lists a series of basic strategies used by translators to render the formal properties of a poem. His strategies are in agreement with Functionalist approaches. He gives suggestions about nearly all the aspects of poetry translation such as language, culture, form, style, intention, effect, and function.

Mimetic Form
The first such strategy he calls “mimetic form” for in this case the translator reproduces the form of the original in the target language. This can obviously only happen where there are similar formal conventions already in existence, so that the translator can use a form with which readers are already familiar. However, Holmes points out that since a verse form cannot exist outside language, “it follows that no form can be ‘retained’ by the translator” and no verse form can ever be completely identical across literary systems (Holmes, 1970). This means, therefore, that an illusion of formal sameness is maintained, while in actuality the target language readers are being simultaneously confronted with something that is both the same and different, i.e. that has a quality of “strangeness.”

Obviously, the equivalence will not be achieved through a faithful reproduction of the content and form of the original, except in the rare cases where source and target cultures have literatures that have developed more or less identically. However, Western and Chinese cultures are so different. So “faithfulness” and “equivalence” are contradictory in the translation between Chinese and English. If these cultural differences are recognized and marked in the translation where necessary, the target text will no longer be a faithful reproduction of the source text but will be more likely to achieve an analogous effect. How
can the equivalence requirement be fulfilled? How can the translator make the source and target text have the same effect? What kind of translation mode should be the right choice? Let us look at some examples:

Two verses “欲寻芳草去，惜与故人违” from Meng Haoran’s “Parting From Wang Wei” translated by Bynner:

How sweet the road-side flowers might be
If they did not mean good-bye, old friend

The author expresses that he has decided to go back to his hometown to be a hermit, but he regrets to part with his old friend. Bynner’s translation is not faithful to the original superficially. He breaks the original form but the sender’s sadness has been successfully transmitted into the translation. So it is an excellent reproduction of the original.

Two verses “春潮带雨晚来急，野渡无人舟自横” from Wei Yingwu’s “On The West Stream At Chuzhou” translated by Bynner:

On the spring flood of last night’s rain
The ferry-boat moves as though someone were poling.

Bynner expresses the sender’s intention from the opposite but the effects are just the same. It also can be regarded as a reproduction.

Two verses “邓攸无子寻知命，潘岳悼亡犹费词” from Yuan Zhen’s “To My Deceased Wife” translated by Bynner:

There have been better men than I to whom heaven denied a son,
There was a poet better than I whose dead wife could not hear him.

邓攸 was a prefect in West Jin dynasty who lost his son in order to protect his nephew and 潘岳 was a poet of West Jin dynasty who had wrote three well-spread poems to mourn for his dead wife. If these two literary quotations are directly translated additional notes are needed. Otherwise the English readers would be confused because they do not have the same cultural background as the Chinese readers. Bynner avoids these two quotations and employs generalization to translate them as ‘men’ and ‘poet’, which is a good way to translate literary quotations.

Two verses ‘红颜未老恩先断，斜倚熏宠坐到明’ from Bai Juyi’s “The Deserted” translated by Giles:

Alas, although his love has gone, her beauty lingers yet;
Sadly she sits till early dawn but never can forget.

Giles changes the original word order for the purpose of rhyming. And his change makes the
translation text much more compatible with the western mode of thinking and the sender’s intention has been furthered.

Two versions of Li Qingzhao’s “Sheng Sheng Man”:

寻寻觅觅，冷冷清清，凄凄惨惨戚戚。乍暖还寒时候，最难将息。

One translation reads:
Seek, seek; search, search;
Cold, cold; bare, bare;
Grief, grief; cruel, cruel grief.
Now warm, then like the autumn cold again,
How hard to calm the heart!

Yuanzhong Xu translated as follows:
I look for what I miss,
I know not what it is,
I feel so sad, so drear,
So lonely, without cheer,
How hard is it
To keep me fit
In this lingering cold!

The poet employs repetition to express her strong sadness and loneliness. The first version is quite identical and faithful with the original in language by the use of repetition. But this similar form is not in accordance with the features of English language, which has a negative effect on the content. It does not carry the sadness and solitude shown in the original. In this case it is quite necessary to change the form and style.

Mr. Xu made great changes during the translation process. His style is not identical with the original in language, but he reproduces the poem in his translation. Instead of repetition, he uses rhymes in the translation, which do not exist in the original. His style helps to transfer the sender’s strong feelings and it almost has the same effect on the receiver as the original one.

Like the source culture, the target culture provides linguistic means appropriate to attaining a particular text function. Using these means, the translator can be relatively sure the target receivers will recognize the intention and receive the text with the desired function. This does not mean the translator always has to adapt the text to the conventional style. Deviation from conventions also has its corresponding effects. The translator should by no means spoon-feed the target receivers. As a rule, readers do accept new, original or foreign ways of presenting old or new ideas. Transferring unusual language use is a major way to enrich the
target language. The translator thus has to use source-text analysis to determine whether and to what extent an imitation of the source-text style could be an appropriate way of achieving the intended function and what effect this will have (such as enrichment of target language). The result of this analysis should determine the choices made in the translation process.

**Analogical Form**

The second strategy is called “analogical form” which suggests that the translator determines what the function of the “analogical form” is and that the translator determines what the function of the original form is and then seeks an equivalent in the target language. This is in agreement with the point of view of Functionalism in that it is very important for the translator to make correct an analysis of the intention of the sender and the function the source text has fulfilled, and then the translation form and style to be determined.

Let’s look at the following examples:

While the rising sun shines over each and every household (Translated by Huang Xinqu)

(千门万户曈曈日, 王安石)

(“千门万户” is translated as “each and every household”)

Orioles for miles ’mid red blooms and green trees (Translated by Yuanzhong Xu)

（千里莺啼绿映红，杜牧）

(“千里” is translated as “for miles”)

In Xuandu Taoist Temple blooming peach trees are so many (translated by Zhuzhang Guo)

（玄都观里桃千树，刘禹锡）

(“千” is “so many”)

This brook in hills is far away from the world of mortals (Translated by Zhuzhang Guo)

（隔断红尘三十里，程颢）

(“三十里” is “far away”)

Long, long is my whitening hair (Translated by Yuanzhong Xu)

（白发三千丈，李白）

(“三千丈” is translated as “long, long”, a repetition for emphasis)

From hill to hill no bird in flight; from path to path no man in sight. (Translated by Yuanzhong Xu)

（千山鸟飞绝，万径人踪灭，柳宗元）

(“千山” is “from hill to hill” and “万径” is “from path to path”)

However deep the Lake of Peach Blossoms may be (Translated by Yuanzhong Xu)

（桃花潭水深千尺，李白）

(“千尺” is “deep” here)
Yellow clouds spread for miles and miles have veiled the day. (Translated by Yuanzhong Xu)
（千里黄云白日曛，高适）
("千里” is “for mile and mile”)

In the examples above, the translators use generalization to translate the figures because the original authors do not want to tell the readers the exact numbers. These translators have made a correct analysis of the senders’ intention and the function and effect of the original text, so they employ the analogical form in the translation, which has achieved almost the same effect as the original.

**Organic Form**
The third strategy is defined as "content-derivative,” or “organic form.” In this process, the translator starts with the semantic material of the source text and allows it to shape itself. This is basically Ezra Pound's strategy for translating Chinese poetry, and has come to be a dominant strategy in the twentieth century, fuelled also by the development of free verse. In this kind of translation, the form is seen as distinct from the content rather than as an integral whole. For Examples:

Think of Xiang Yu who’d not survive
His men whose blood for him was shed (Translated by Yuanzhong Xu)
（至今思项羽，不肯过江东。 李清照）

“江东”cannot be found in the translation. But if it is translated directly, English readers will be confused because they do not have the Chinese background knowledge of Wujiang River and they do not know the relation between Xiang Yu and the River. The original author’s intention is to tell the readers about the great courage of Xiang Yu. This translation transfers the sender’s intention to the translation text:

**THE STREET OF MANSIONS**
Liu Yuxi

By the Bridge of Red Birds rank grasses overgrow;
O’er the Street of Mansions the setting sun hangs low.
Swallows which skimmed by painted eaves in bygone days
Are now dipping among common people’s doorways.
(Translated by Yuanzhong Xu)
“乌衣巷” is translated as “Street of Mansions” and “王谢堂” as “painted eaves”. In the original, “王” and “谢” refer to Wang Dao and Xie An, who belong to two families of high officials of generations in the East Jin dynasty. Wang Dao and Xie An lived in “乌衣巷”, which is a famous lane’s name in Nanjing. "乌衣巷” and “王谢堂” are symbols of great wealth and magnificence in Chinese, but English readers do not have the related cultural background. If “乌衣巷” and “王谢堂” are translated directly, the translation would not have the same effect as the original and the sender’s intention would not be exactly transferred. The translator changes the content for the purpose of function.

**Deviant or Extraneous Form**

Holmes’ fourth strategy is described as “deviant or extraneous form.” In this type of translation, the translator uses a new form that is not signaled in any way in the source text, either in form or content. It might be possible to argue that Pound does this in parts of his Cantos, but on the whole it is more helpful to conflate Holmes’ idea of the “organic” and the “extraneous” into a single strategy and use the term “organic” for both.

Let’s look at the following examples:

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春晓
孟浩然
春眠不觉晓，
处处闻啼鸟。
夜来风雨声，
花落知多少。

ONE MORNING IN SPRING
Meng Haoran
Late! This spring morning as I awake I know. All round me the birds are crying. The storm last night, I sensed its fury. How many, I wonder, are fallen, poor dear flowers! (Translated by Xianliang Wang)
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登鹳雀楼
王之涣
白日依山尽，
黄河入海流。
欲穷千里目，
更上一层楼。
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UPWARD
Wang Zhihuan

Westward the sun, ending the day’s journey in a slow descent behind the mountains. Eastward the Yellow River, emptying into the sea. To look beyond, unto the farthest horizon, upward! Up another story! (Story means here the higher level progress.) (Translated by Xianliang Wang)

Mr. Xianliang Wang, the translator, does not employ the same poetic form as the original. But otherwise, the sender’s intention has been transferred into translation texts that have similar effects with the original. The translator starts from the purpose of function. Holmes suggests that the organic strategy has been most favored in the twentieth century. The idea of translation as an organic process is also clearly present in the thinking of Ezra Pound, who, like so many poets and translation theorists before and after, was concerned to try and categorize what happens when a poem is rendered from one language into another. This organic strategy is the main point of view of Functionalism.
References


Readers’ Theatre: Exploring Adult Education Philosophy

Melany Cueva
National-Louis University, Chicago, USA

[Abstract] A Readers’ Theatre to Explore, Inspire, Challenge, and serve as a Catalyst for Continued Conversation and Meaning Making. This article was written to 1) increase awareness of the potential of Readers’ Theatre as a methodology to enhance learning and 2) introduce a variety of adult education philosophies as a catalyst for continued exploration and conversation.

[Key Words] reader’s theatre, philosophy, Adult Education

What is Readers’ Theatre?
There are probably as many different interpretations of Readers’ Theatre as there are correct spellings, Readers Theatre, Reader’s Theatre, and Readers’ Theatre to name a few. I have chosen the plural form of Readers, which supports my belief that learning and understanding happen in collaboration with others. Linked to Readers’ as a possessive is Theatre, which belongs to the people; it is theirs to create and use in meaningful ways. “Interpreter’s Theatre”, “Mind Theatre”, and “Theatre of the Imagination” have also been used to describe the activity, which is defined by The Institute for Readers Theatre as, “a combination of oral interpretation and conventional theatre to communicate the full intellectual, emotional, and aesthetic content of all kinds of material through dialogue to an audience (Adams 2003, p. ix-x).” I would invite Adams to consciously replace the “to” for a more inclusive “with” that supports my social constructivist position of how meaning is created. Readers’ Theatre brings people together to create a lived experience of “WE”. According to Zander and Zander (2000), the story is the story of the unseen threads that connect us all, the story of possibility. Active engagement in the process of Readers’ Theatre taps into the circuits of consciousness that arouse imagination and invite connections. It is the reading aloud of a script, “carried outward on the moist breath (Warner 2003, p.15)”, by two or more people as a vehicle to open our hearts and minds to possibilities. Readers’ Theatre embraces the oral tradition as a living, viable means of knowing, indigenous to many cultures.

“Through experiencing the theatrical art form, as reader or audience, participants become immersed in the representation of ideas and consequently are better able to utilize the ideas to improve practice (Meyer 2003, p. 55).” The purpose of this Readers’ Theatre is to ignite interest in continued conversation about adult education philosophy as a guide for reflection leading to praxis through meaningful dialogue. The Readers’ Theatre experience is one of
involvement, “making music of the spoken word, which strokes the human heart” (Smith 2003, p.1) and challenges the intellect. Learning happens in dialogue with others. Through Readers’ Theatre both readers and listeners become active participants in a shared learning experience. Readers’ Theatre has the potential to awaken possibilities and action in conversation with others.

Making it Work
To engage in this Readers’ Theatre experience all you need are six people willing to read a role aloud as well as a narrator to read the beginning and closing narration. Readers’ Theatre provides an opportunity for people to experience varied perspectives. “By using dramatic scenarios inspired by research findings within a scripted piece, people can affectively, experientially, and cognitively engage in the exploration of chosen ideas within the safety of a hand held non-memorized script (Meyer 2004, p. 2).” Once parts are chosen participants read the script aloud. Listeners may have a personal copy of the script to follow along or they may choose to listen and observe as their imagination creates meaning. Readers are arranged among the listeners to stimulate a conversational, inclusive experience. Readers’ Theatre using this approach is not a performance based experience but a catalyst for critical reflection and social construction of knowledge. An opportunity for reflection is an important dimension of the experience. "Speech, which is deliberate and thoughtful is an expression of being that, comes from the sound of the soul located in the middle of the body, in the heart" (Warner, 2003, p.14). After reading the script, participants are invited to engage in a post reading conversation. Starting with the “knowledge of experience had” in order to get beyond it is not staying in that knowledge (Freire, 1992, p. 70). Exploring meaning in community with others is an important part of the Readers’ Theatre experience. It invites both readers and listeners to participate in a discussion about the material presented, to share their unique cultural experiences, and together move beyond the limits of existing perceptions to create new understandings. The script serves as the catalyst for dialogue from which new meaning can emerge.

Narrator: The Time: The Present

Narrator: The Setting: A cozy café where a group of friends are heard laughing and visiting about adult education, learning, and philosophy.

Narrator: The Characters: Sam, Nellie, Mary Sue, Malia, Pedro, and Chris. Simply, names on a page. You, the reader, may see gender, age, color, ethnicity, and geographical roots. You may hear tonal qualities, pronunciation nuances, and rhythm patterns. But for now they are just six names on the page, waiting for you to bring life to who they are and how they are in the world.

Narrator: At Rise: We hear voices and laughter as people sip coffee, tea, and water as they engage in a lively discussion. The scent of Respect fills the café.

Nellie: I keep hearing people talk about “adult education” and “adult learning”. What do
those terms really mean?

**Mary Sue:** *(Looking in her dictionary)* Well, according to my dictionary, education is defined as “the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment and generally of preparing oneself or others intellectually for mature life” *(Webster’s Encyclopedic Unabridged Dictionary of the English Language, 1989).* *(When finished reading, passes her dictionary to Pedro)*

**Sam:** *(Looking in his dictionary)* My dictionary has another definition, “the field of study concerned with teaching and learning” *(The American Heritage Dictionary, 2001).*

**Malia:** Hmm…both definitions emphasize learning as a shared responsibility; they talk about the learner and the educator.

**Pedro:** *(Looking in the dictionary from Mary Sue)* Well, I looked up learning and this is what it says… “To learn means to acquire knowledge or comprehension through study, instruction, or experience” *(Webster’s Encyclopedic Unabridged Dictionary of the English Language, 1989).*

**Nellie:** I get it! Education is the process we use to weave ideas into meaningful patterns to really understand something.

**Sam:** I believe learning involves change.

**Nellie:** What do you mean by change?

**Pedro:** Teaching people to know what they do not know?

**Chris:** Wait a minute. That sounds like a liberal perspective; the educator is the expert, directing the learning process with authority.

**Pedro:** And I hear a lecture coming…

**Mary Sue:** Of course! *(Laughing)* From a liberal perspective, I as an educator have the authority, possessing the absolute truths, just sit there and let me enlighten you.

**Malia:** That may work for some BUT from my perspective, in adult education, our energies should focus on facilitating a learning experience in collaboration with the learner.

**Sam:** Hang on, what I meant by change is to invite the learner to behave or act in a new way.

**Chris:** Aha! That could be the behaviorist speaking in you. The purpose of the behaviorist adult education philosophy is to promote behavior change to insure that society’s standards and expectations are upheld.

**Pedro:** Well that sounds a bit hegemonic to me.

**Chris:** Yes, it’s true a behaviorist approach can be but it doesn’t have to be controlling.

**Nellie:** I think it depends upon who has the power and the locus of control.
Chris: The locus of control or choice should reside with the learner.

Malia: Good point, but sometimes we are limited by our own experiences. Who controls the choices? What options are available?

Mary Sue: Wow, those are all really important points to consider when planning any learning experience.

Sam: Perhaps change is better expressed as expanding a learner’s concept of what is possible, by exploring choices together as learners and teachers, and challenging dogma that impact potential.

Mary Sue: OK here’s a dilemma for you, there are times when you want a person to have command of a specific skill. If you have that expertise, you are teaching them what they do not know. The educator is the “expert” transmitting knowledge.

Chris: Yes, but it happens in context. If the rationale is not understood, it becomes an unquestioned dogma and as understanding progresses we need the capacity to consider more effective options.

Nellie: That’s all fine and good, but how does it translate into practice.

Pedro: Theory without practice translates into an empty idealism (Elias & Merriam, 1995, p. 4).

Malia: The way I see it, there are 3 important Rs of adult education: Responsibility, Relevance, and Relationship. We already discussed the first R, Responsibility. There is a shared responsibility between the learner and the educator.

Pedro: Even when the educator is the “expert” teaching a specific skill.

Chris: From a radical perspective the educator and the learner are partners in the learning process. The educator is the coordinator of the learning experience but does not direct the learning process. Freire’s theory of pedagogy highlights dialogue and collaborative activity as essential to the learning process (Freire, 1992).

Sam: Paula Underwood a Native American educator, whose grandmother was an Oneida healer, said, “When it is taught from the outside in, someone else comes between you and yourself and that’s not considered a wise idea” (Underwood, 1994, p. 1).

Chris: I like that idea. It really celebrates the beauty and value of intrinsic meaning making. From a humanist perspective, the teacher is a facilitator who actively creates a positive, supportive learning environment, rich with the resources necessary to stimulate and nurture physical, emotional, cognitive, and spiritual ways of being in the world.

Mary Sue: While in Alaska, I visited with Rita Blumenstein, a traditional healer. She shared her visions and dreams as she was growing up. When I asked her if she still had dreams and visions, she said, “No.” At first I didn’t get it. She smiled, touched her heart and said, “I am my dream. I am my vision.” I hope that someday I can say this (Andre Heuer,
Malia: Adult education needs to be Relevant to the learner’s life path. It has to make sense to the learner or there is nowhere to connect the information. Connections can be made to a learner’s current situation, build upon a prior experience, or have future application.

Nellie: (nodding in agreement) It is important to begin with what people know and build upon their strengths. Each person brings a wealth of unique experience and understanding to the learning environment.

Pedro: If you start with what people don’t know there is nowhere for them to connect information. The educator’s words will be adrift in a meaningless void. The experience will lack relevance or meaning.

Nellie: That reminds me of a story. A woman living in New York was told by the public school system to invent some method of keeping immigrants, from countries that had been hostile to each other in the old world, from infecting their children with antagonism in the schools.

Sam: Oh, that sounds like a political challenge.

Chris: What did she do?

Nellie: She hosted a meeting for mothers from very diverse cultural experiences and countries, known to have suffered great loss at the hands of the politics of their individual countries, to come together. She invited them to share their first memories of bread. You see, here was a way to bridge the cultural divide by highlighting a common experience. She chose to unite the women through the bread of life. It was so beautifully simple. Everyone had experienced bread, in one form or another, to sustain themselves and their families. The hostilities faded as they shared the kinds of bread their mothers had made when they were children. As the meeting ended, a young woman suddenly rose and spontaneously began to sing, “Let us break bread together on our knees”. The women burst into song. The women who didn’t know the words hummed along until they were all singing together.

Chris: Wow, that is amazing. She took a progressive approach to education by demonstrating her concern for the well-being of society and at the same time validating the experience of each person. That is a good example of cooperative learning, a methodology often used in progressive education. As an educator she guided their learning instead of directing their learning.

Pedro: That’s adult education of the spirit. It isn’t just facts; it is about sharing in collaboration with others. Radical education begins with the cultural situation of the learner. Through education and knowledge we can develop effective ways to create change in community with others.

Malia: The third R is Relationship. How does this learning experience relate to the learner’s experience as part of a community? What are the affective or spiritual considerations?
is the relationship of the learning environment?

**Nellie:** As a woman my sense of self and knowing is continuously formed in connection with others.

**Malia:** Yes, it’s true us women learn in interconnected ways. Ways that join our spirits and our minds. But as rich as these connections are, they are limited by our social class, race, and culture.

**Mary Sue:** Ah a good reminder. Within our learning environments, where ever that may be, we or at least I prefer to learn in ways that nurture mutual support, cooperation, and caring. This happens for me when I am truly present for another person….When I pause to actively hear their story.

**Pedro:** (Laughing) OK, I’m listening.

**Mary Sue:** To truly hear another person is to be totally present. This requires being attentive with one’s mind, body, spirit, and heart. And yes (Laughing) laughter helps. “Laughter breaks the ice and makes the space between each person friendly and easy to participate” (Quotes from Alaska Native Community Health Aides and Community Health Practitioners (CHA/P), Cueva, 2005, p. 8).

**Malia:** “Laughter helps me to learn.” (Laughing) “It’s fun to laugh while learning. It’s good medicine. It cleanses our bodies” (Alaska Native CHA/Ps, Cueva, 2005, p. 4).

**Sam:** Sometimes, "Laughter can heal the unspoken pain we have" (Alaska Native CHA/P, Cueva, 2005, p. 4).

**Nellie:** Can you say a little bit more about that?

**Sam:** Laughter can illuminate a path through our pain (Dr. Carole Lund, personal communication, September 5, 2005).

**Mary Sue:** I know for me, sometimes when I am paralyzed by pain, I watch funny movies or listen to the laughter of children.

**Malia:** (Laughing) And join in…you are never too old to play!

**Sam:** (Laughing) Yes, for me, Laughter may begin as a tentative Tee Hee but erupt as a deep belly laugh. Laughter can alleviate my pain maybe temporarily, or maybe longer. Perhaps it is the distraction or the boost in my body’s endorphins. One thing for sure it reminds me of life beyond my pain.

**Chris:** "Laughter is good for the body and soul" (Alaska Native CHA/P, Cueva, 2005, p. 4).

**Pedro:** For me, “Laughter brings a broader light on what I can learn.” “Laughter helps me to relax… relaxing opens the channels to learn” (Alaska Native CHA/Ps, Cueva, 2005, p. 4 & 8).

**Malia:** “Laughter brings the weaves together to make the tapestry complete” (Alaska Native
Mary Sue: There are many threads woven into our tapestry. I have heard several different philosophies of adult education and learning expressed. There were liberal, progressive, behaviorist, humanistic, and radical.

Chris: Oh, what about Analytic Philosophy.

Malia: What’s that?

Chris: The role of the philosopher, according to the conceptual analysts, is not to construct explanations about reality but to eliminate language confusion (Elias & Merriam, 1995, p. 181).

Sam: Well, those are five philosophies articulated by Elias and Merriam (1995) in their book. But, you know, there are many other ways of viewing the world. There are Indigenous ways of interconnected knowing and being that honor all life forms.

Pedro: Go on.

Sam: In the words of my grandfather it is about the dance, the sacred dance of life. How each of us move together, yet separate...that everything is real, and that life energy surrounds us. Spider Woman’s Great Web connects each of us and each movement in the dance affects the web. We are all interconnected (Underwood, 2000).

Chris: Out of that web, it is important to weave a personal philosophy of adult education.

Sam: I’m not sure why?

Malia: That’s exactly it! Philosophy is concerned with the why of education.

Nellie: Everyone has a rationale or motivation for his or her behavior. By articulating your philosophy you have at least elevated it to the conscious level.

Sam: What does a philosophy do for us or for our community?

Chris: I’m not sure you can separate your philosophy from who you are and how you are in the world. For me, my philosophy acts as my guide or point of reference, providing me with a consistent perspective of why I’m doing what I’m doing.

Pedro: That’s true. Action without philosophical reflection leads to mindless activism (Elias & Merriam, 1995, p. 4).

Nellie: Our philosophy of education can hold the vision of what people and society are capable of becoming through involvement in education (Elias & Merriam, 1995, p. 207).

Malia: Right, as educators we are facilitating a person’s wholistic journey of growth and development, which should be attentive to all aspects of being in the world, and not just limited to the cognitive domain....Learning touches people’s minds, bodies, and hearts, engaging their spirit, in community with others. A humanistic philosophy supports the
features of health that move individuals in relationship with others to achieve communal potential. Each person has something to offer.

**Mary Sue:** We need to develop a philosophy of adult education that is able to appreciate diverse perspectives including being attentive to the interconnectedness of the human, natural, and spiritual worlds.

**Malia:** This also means gaining first hand experience of diverse ways of knowing and learning. We must expand our understandings beyond the confines of a literate tradition to include experientially-based, oral cultures.

**Sam:** It is the affective elements – the subjective experience and observations, the communal relationships, the artistic and mythical dimensions, the ritual and ceremony, the sacred ecology, the psychological and spiritual orientations-that have characterized and formed Indigenous education since time immemorial (Cajete, 1994, p. 20).

**Chris:** How do we become culturally respectful adult educators?

**Malia:** Culturally respectful education blends traditional ways of knowing with new understandings to illuminate possibilities and choices.

**Pedro:** We can seek out mentors who are grounded in ways of knowing different than the paradigm in which we are most comfortable and watch and listen.

**Nellie:** I think an R is missing. There are really 4 Rs: Responsibility, Relevance, Relationship, and Respect. Parade Magazine on Feb 13, 2000 had a short section on respect. I liked it so much I have it hanging on my refrigerator. It said, “Respect is the single most powerful ingredient in nourishing relationships and creating a just society.”

**Sam:** Hmmm… A just society. To me, social justice is at the heart of a progressive philosophy. It is concerned with the well-being of all people and not just a privileged few. This vision can only begin to be realized through mutual respect.

**Mary Sue:** But, What does “respect” mean?

**Nellie:** The article lists six qualities of respect. I didn’t see an author but the words really spoke to me. Let me give each of you one of the qualities to read to the group. I’ll read the first one. Dialogue: We move through misunderstandings and anger to reasoning and reconciliation. In other words we encourage real communication.

**Sam:** Attention: We are fully present, sometimes engaged in vigorous conversation, sometimes bearing silent witness.

**Mary Sue:** Curiosity: We are genuinely interested in others. We want to know who they are—their thoughts, feelings, and fears.

**Malia:** Healing: We nourish feelings of worthiness, wholeness, and well-being in others.

**Pedro:** Empowerment: We offer knowledge to others that will enable them to make their
own decisions as well as nurture self-confidence and self-reliance.

**Chris:** Self-Respect: We feel good about ourselves. It’s impossible to respect others if we don’t respect ourselves.

**Malia:** “Respect, I love it! It speaks to the idea of learning together as a sacred trust” (Regina Kuhnley, personal communication, September 5, 2005).

**Nellie:** Thank you. It is an essential fourth R!

**Mary Sue:** “Respect is the basis for adult education” (Dr. Carole Lund, personal communication, September 5, 2005).

**Nellie:** It is important to continually learn about and build upon the cultural knowledge that learners bring with them from their homes and communities.

**Sam:** Teaching for cultural relevance draws on the important ways people construct knowledge through symbol, art, music, dance, ritual, story, and celebration that engages passion and that connects deeply within their cultural lives (Tisdell, 2003).

**Pedro:** There’s a poem my mom used to always say, noone really knows who wrote it, it was just always there….Los Zapatitos me apiertan. Las medias me dan calor. Y cuando miro al cielo Me dan los rayos del sol (Tisdell, 2003, p. 235). Sometimes the process of growth means that we grow out of once comfortable shoes that are now too tight; we suffer through the growth process in the challenges offered by the metaphorical socks that make us sweat in the hard work of the labor transformation. Yet there are occasions when we look into the sky, and catch a glimpse and live in the bliss of the rays of the wholeness and interconnectedness of all creation that helps our lives make sense (Tisdell, 2003, p. 259).

**Mary Sue:** Trying to be a culturally respectful adult educator, to teach for cultural relevance and to build a more just world community, or to share affirming silence honoring another worldview is not easy. Trying does not always translate into being effective or successful.

**Sam:** For me, it’s about story. Cajete shares, “Through story we explain and come to understand ourselves. Story-in creative combination with encounters, experiences, image making, ritual, play, imagination, dream and modeling- forms the basic foundation of all human learning and teaching” (Cajete, 1994, p. 68). “It is an essential, life-sharing act of each generation of a People to nurture that which has given them life and to preserve for future generations the guiding stories of their collective journey to find life” (Cajete as quoted by Merriam & Cafarella, 1999, p. 32).

**Chris:** Some of you have heard me talk about my Dad. He is a great storyteller. One day when I was very young, he shared this story in one of his Sunday sermons. My Dad, must have read the progressive ideas of Dewey and Lindeman. He was concerned about the well-being of society and each person’s unique gift to create a better world. This story really stuck with me.
Nellie: You know, stories have a way of engaging the heart, capturing the mind, and living long in one's memory.

Chris: I invite you to listen to a story I heard growing up (Keith Martindale, personal communication). This is how I remember my father’s words. On a particular Wednesday evening after walking home from a gathering, his aide asked Mr. Lincoln his appraisal of the meeting. The president thoughtful in his reply, said, “The content was excellent…he spoke with eloquence…he had put work into his message…” Ah, then you thought it was a good meeting. “No”, replied Mr. Lincoln. “I don’t understand. You just said the content was excellent, his delivery was superb, it showed much work and preparation.” “That is true.” Mr. Lincoln responded, “But he forgot the most important ingredient. He forgot to ask us to do something great.”

Narrator: Affirming silence fills the air as each character reflects upon what it means to do something great and how each in their own way they are chosen. This is not the end but the beginning of a meaningful conversation about adult education, learning, and philosophy.

Respect lingers in the air, warming the silence with resolve. You, the listener and reader are drawn into the conversation.

Ideas to Guide Reflection, Discussion, and Action Following the Reading of this Readers’ Theatre (Adapted Shapiro, Hunt 2003, p.925)

Explore each of these questions for personal relevance as you create meaning in collaboration with others.

1) How did this Readers’ Theatre support or challenge your understanding of adult education philosophy?

2) What about this Readers’ Theatre invited you to think about adult education philosophy in new ways?

3) What new insight did you gain from this Readers’ Theatre about the emotional and psychological concerns related to adult education practice and philosophy?

4) What is your response to Readers’ Theatre as a learning experience?

5) How will you incorporate insights from this Readers’ Theatre experience into your future practice?
References


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Contributing Authors

**Dr. Ruth Gannon Cook** is Assistant Professor in the DePaul University School for New Learning. She received her doctorate from the University of Houston in 2003 in Curriculum and Instruction with an emphasis in instructional technology and distance education. She currently serves as a Trustee on the Cordell Hull International Foundation for Education, New York and also serves on several committees for the School for New Learning and DePaul University.

**Melany Cueva** RN, is a graduate of University of St. Thomas and is currently pursuing her doctorate degree in adult, continuing, and literacy education at National-Louis University. She works with Community Health Aides and Community Health Practitioners, village-based healers, and health care providers in rural Alaska.

**Dr. Haifeng Huang** earned his PhD of Economics and holds the position of professor at Beijing University of Technology. He also serves as Director of China’s Research Center for Economic Transition at the university.

**Dr. Anjali Khirwadkar** is the director of the Center of Advanced Study in Education in the Faculty of Education and Psychology, M.S.University of Baroda, India.

**Dr. K. Pushpanadham** is Assistant Dean of International Affairs at Assumption University in Bangkok, Thailand, where he currently serves as visiting professor in the Faculty of Education. He holds the position of associate professor at the M.S. University of Baroda, India.

**Dr. Kenneth T Rainey** has been professor and consultant of humanities and technical communication for 40 years. He holds a PhD in American Literature from Ohio State University. Dr. Rainey is Fellow of the Society for Technical Communication (STC) and received the J. R. Gould Award for excellence in teaching technical communication from STC. Dr. Rainey currently teaches at Southern Polytechnic State University.

**Xiangwen Sun** earned a Master of Business and Commerce from University of Western Sydney, Australian. Xiangwen Sun currently teaches at Northeast China Institute of Electric Power and Engineering, Jilin City, Jilin Province.

**Mrs. Hui Wang** teaches English Literature at Dalian Foreign Languages University. She is pursuing her PhD degree in Management at Dongbei University of Finance and Economics.

**Mr. Zhengjun Yao** is currently pursing his PhD degree in Translation at Dalian University of Technology.
Mrs. Yiqun Yin is Associate Professor at Liaodong University, Liaoning province, China.

Jianhua Yuan is Professor at Beijing Foreign Studies University. He has been Dean of German Department of Beijing Foreign Studies University since 2002.

Xiangling Zeng is Associate Professor at Northeast China Institute of Electric Power and Engineering, Jilin City, Jilin Province, China.