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*Frontier of Higher Education* is a globally open, peer-reviewed, all-English academic journal published by the Singapore Encyclopaedic Publishing PTE.LTD, and it is dedicated to the future of education, reflection on the development of education, attention to the status quo of education, summary educational experience. It contains the latest developments in education frontiers, theoretical research in educational disciplines, and educational science management planning, including quality education, innovative education, education management, modern education, teaching environment, and other articles related to education and teaching.

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# Postmodernism and Film: Take *Matrix Trilogy* as an Example

**Zhouna Shao**

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**Abstract:** This thesis is to explore postmodernism trend in American films, to discuss the relationship between postmodernist film and the social background. In part one, the author will introduce postmodernism theory in comparison to Modernism. Postmodernism carries forward the negativity of modernism and tries to deconstruct the “grand narratives” into heterogeneous, decentralized narratives that are usually full of paradox. In part two, the author will analyze *Matrix Trilogy* and discuss how postmodernist film relates to society, how the directors adopt postmodernist ideas to deconstruct Classic narratives by analyzing the film and the researching sources from postmodernism theorists.

**Keywords:** Postmodernism; Deconstruct; Film

**DOI:** 10.12346/fhe.v4i1.6452

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## 1. Introduction

Since 1960s, postmodernist thoughts have gained popularity in academic world as well as in other fields. As one of the most integrated cultural medium, film assimilates postmodernist ideas and aesthetical methods to subvert previous limitation of classic narratives. Comparing to Modernist film’s interest in presenting reality on screen as well as transferring Enlightenment values, industrialism and liberal-capitalist ideology, postmodernist film places itself in anti-essentialism discourse. In this essay, I will take *Matrix Trilogy* as an example to analyze how the films adopt postmodernist ideas to deconstruct the grand narrative and dissolves significance.

## 2. What is Postmodernism?

Nietzsche once said: “All concept in which an entire process is semiotically concentrated elude definition. Only that which has no history is definable.” Applying his idea to “postmodernism”, it seems that this term is hardly definable. Literally, “postmodern” connotes a concept associated with time. It consists of two affixes “Post-” and “-Modern”. Lyotard explains this term from its word formation. “Modern” originates from Latin “modo” which means “current, present”. So “postmodern” could be understood as “ after-” “-present”. It is something in the future, something ahead of our times. At the beginning, “postmodern” is near synonym of “avant-garde”.

Interestingly, the word “postmodern” itself implicates a linear view of time, “a sense of simple succession, a diachronic sequence of periods in which each one is clearly identifiable”, which is very “modern”, however, postmodernist works are usually against the modern idea of linear chronology. Jean-Francois Lyotard interprets “post-” in various ways, because he thinks the literal explanation is insufficient. He tries to reveal its connotation relating to social context and art works, and concludes that the prefix “post-” is a “procedure in ‘ana-’: a procedure of analysis, anamnesis, anagogy, and anamorphosis that elaborate an initial forgetting”. In his book *The Interpretation of Dreams*, Freud expounds that dream collects the materials from everyday events especially some we ignore or forget, some we try to hide or suppress, and it reorganizes them (very often disguises them) into stories that are funny or absurd. If we wake up and laugh at the most ridiculous dreams we just had, then they have to be taken note of, for there must be some hidden secrecy in them. The relationship between postmodernism and modernism is like the relationships between dream and its source from everyday life. Postmodernism has no intension to abandon or oppose tradition, rather, it is “anamnesis, anagogy, and anamorphosis” of the suppressed, ignored part of the past, and it appears in signs which needs to be diagnosed. It could be used as a perspective, through which we rein-

interpret the past in various ways.

In the 18<sup>th</sup> century, the core of modernity is to believe in the emancipation of humanity. Since the time when “God is dead” is claimed, human beings have been free from medieval theological narrative. There are two sides in this modernity, on one hand, human liberate their desire from religious asceticism, which stimulates individual creativity and propels the rapid industrialization in the last two hundred years <sup>[1]</sup>. Knowledge, art, technology developed unprecedentedly. There is an optimistic belief that the innovation and accumulation have a purpose which is to keep advance in the future; that the accumulation of knowledge would liberate people from ignorance and evil; that the development of technology would erase poverty and inequality; and that the creation of art is to refuse banality. On the other, there is the pessimistic side of modernity <sup>[2]</sup>. The “death of God” brought the confusion in existence. People find that they are merely the product of uncertainty, standing all alone in the universe without any predetermined destiny. Science still couldn’t offer the full, reliable evidence to solve the basic ontological doubt: Where are we from? Where do we go to? This doubt achieved its culmination after the World War Two, when the nightmarish experience, with its revelation of brutal and demonic side of modernity, disintegrated the myth of progress and the conviction that knowledge brings about civilization. Since 1960s, Postmodernism has become a trend in literature, art and philosophy <sup>[3]</sup>. Philosophers like Michel Foucault, Jacques Derrida, Jean Baudrillard, Jean-Francois Lyotard deconstruct the metanarratives of modernism. Foucault argues that Humanity does not gradually progress from combat to combat until it arrives at universal reciprocity, where the rule of law finally replaces warfare, humanity installs each of its violence in a system of rules and thus proceeds from domination to domination. He opposes to the modern view which regards knowledge and truth to be universally objective, or to be the means of achieving emancipation. Knowledge turns to be a power, which produces a form of domination that constitutes human subjectivity. Baudrillard describes himself as a terrorist of knowledge. He is regarded as a scholar who represents the postmodernism temperament. In his book *Simulation and Simulacrum*, he says that the world dominated by media and consumption has developed into a society organized by symbolic system, in which reality, essence and continuity are fading away <sup>[4]</sup>. It has become hyper-real place with free floating, meaningless symbols, where everything is simulated without origin. Hyper-reality is the highest level of simulation. Those philosophers

deconstruct the theoretical foundation of modernism, and they prove the ahistorical assumptions to be untenable. As Nietzsche says “Facts are interpretations” or Derrida says “There is nothing outside text”, postmodernism is actually a kind of hermeneutics. Mchale argues that the dominant of modernist narratives is epistemological, while the dominant of postmodernist narratives is ontological. Modernist narratives tend to raise the questions such as “what is there to be known? Who knows it? How do they know it and with what degree of certainty? How is knowledge transmitted from one knower to another and with what degree of reliability? etc.” Postmodernist narratives tend to raise the questions such as “What is a world? What kinds of world are there, how are they constituted, and how do they differ? What is the mode of existence of a text, and what is the mode of existence of the world (or worlds) it projects? etc.” <sup>[5]</sup>.

### 3. Nothing outside the System--the Postmodern Logic of *Matrix Trilogy*

The story of *Matrix1* (1999) structures around the inversion of subject/object, reality/illusion relations, which is full of postmodern metaphors. Around the year of 2199, defeated by the sentient computer, human beings are raised as body battery <sup>[6]</sup>. In order to explore more energy source from human’s body heat and electrical activity, the intelligent machines connect Man’s consciousness up to the network, which simulates virtual reality by transmitting programmed signals to the brain. The digitally generated experience is so “real” that Man are kept as whole-life slaves without realizing that they live in a simulated world. The notion that the connection between body and mind needs to be accomplished by a third party--electronic signals, brings us an interesting question of what is “reality” <sup>[7]</sup>. Modern Science points out that our senses of smell, hearing, taste, touch and vision collect all information from outside world, and those information is transmitted to the brain by various neural signals through which we obtain the sensory experience of the reality. In the film, *Matrix* creates an artificial world by manipulating those signals, and gives out order that the beefsteak is delicious, the perfume is pleasant, the girl in the red dress is sexy... *Matrix*, like the Lacanian “big other”, is the symbolic order which constructs the reality. People believe that they are being themselves, instead of being aware of having been controlled by the “non I”. The story of a mega- computer which is manipulating Man is not without any relation to today’s society <sup>[8]</sup>. In the age of images, we enjoy traveling across hundreds of channels, being

fed with all kinds of visual feasts, and our perception of time and space has been shredded in the fast montage. History is losing its depth, because it becomes images which are reproducing themselves through duplication and collage<sup>[9-15]</sup>. Advertisement ostensibly enables people to enjoy the right of choosing thousands of products, but actually drives them to pursue a universally predefined happiness which could be only achieved by fulfilling the consuming needs. Commodities' symbolic value even surpasses their value in use or value in exchange. Coca Cola is not just to relieve thirst; rather, its images in the Advertisements represent numerous connotations: happy, sexy, vigorous, nostalgic, democratic, free, bawdy, fashionable... Coca Cola is no more a drink, but a black hole that absorbs all the meanings into its embracing nihilism. The Tele-communicative devices project people onto cybernetic dimensional spaces. I have a friend who owns an on-line fashion shop and lives her life in the networks all day long. She does business in the internet, orders take-away from on-line restaurants, keeps an electronic pig as her pet, and even owns a virtual garden that needs to be watered everyday. She is quite satisfied with her virtual husband who never forgets to feed her pig. "When I go to the streets after four days' staying at home, I usually have a weird feeling that what around me is illusory in the first ten minutes." Once she said. Baudrillard uses Borges fable in his book *Simulacra and Simulation* to discuss the simulation of reality<sup>[16-27]</sup>. "The cartographers of the Empire draw up a map so detailed that it ends up covering the territory exactly." The map is the double that mirrors the collapse of the empire, and now "this fable has now come full circle for us". "Inverting the traditional causal relation between reality and the image, the map no longer acts as a copy of a prior reality; instead it recreates the real as a copy of the map, thereby engendering the hyper real". In *Matrix I*, "the desert of the real" City Zion functions as the ideological blanket to convince Man that they still own the right of resistance, that "the one" will lead them to the ultimate freedom, until in *Matrix II* Zion proves to be another level of Virtual Reality generated by Matrix on the purpose of updating the whole system<sup>[30-33]</sup>. Zion is a pre-programmed seduction which absorbs all the rebels so that the unstable factors could be deleted efficiently. Neo, the Protagonist, once believed as the only hope to lead human revolution, turns to be a codified program served to update the whole system.

#### 4. Conclusions

In the end, the two sides of the coin Smith and Neo,

who have the same aim of destruction out of different motivations, end up with the same fate--Smith reproduces Neo. They finally merge into one, and bring about successful updating of the matrix, through which matrix regains its stability. Their negation of the system actually results in the integration of the opposites due to Matrix's ability of neutralization which "has the power to pour everything including what denies it, into indifference." The desperate postmodern logic of nihilism in the film is that there is nothing outside the system.

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# Research on the Integration of the “Three Spirits” and Labor Education in Higher Vocational Courses

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**Abstract:** The integration of Labor Education (labor spirit, model worker spirit, craftsman spirit) into the practical skill curriculum of higher vocational education is not only a concrete action to implement the national policy in higher vocational education, it is also from the micro-level of education “Curriculum” to solve the current problems of labor education in vocational colleges. To this end, this paper deeply excavates the connotation of the spirit of labor, the spirit of model worker and the spirit of artisan in the Labor Education of vocational colleges, uses the practical experience of labor education in Germany for reference, and constructs a “project teaching method” as the main line, “student-centered”. The practical path of integrating labor education (labor spirit, model-worker spirit, craftsman spirit) into the professional practice skill course in higher vocational colleges with the goal of raising the level of students’ labor skills, establishing correct labor values and showing the positive work spirit, it includes four aspects: conception, creativity, exchange of ideas and expression of ideas.

**Keywords:** Labor education; Three spirits; Professional practice skill course; Practice path

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## 1. Introduction

March 2020, the opinions of the Central Committee of the Communist Party of China and the State Council on comprehensively strengthening labor education in universities, middle schools and primary schools in the New Era (hereinafter referred to as the opinions) clearly put forward that “Vocational colleges should carry out labor education with practical training courses as the main carrier, among which the Special Education on labor spirit, model worker spirit and craftsman spirit shall not be less than 16 school hours.” July 2020, the Ministry of Education’s guiding outline for Labor education in universities, middle schools and primary schools (for Trial Implementation) (hereinafter referred to as “The outline”) clearly states that “Relying on practical training, participating in real productive labor and service labor, enhancing occupational identity and labor pride, fostering the spirit of continuous exploration, excellence, the pursuit of workmanship and a labor attitude of devotion to work.” It not only points out the developing direction and training goal of labor education in vocational colleges from macro

level, but also standardizes the practice of labor education to curriculum design from micro level. However, looking at the existing research results, most of them carry out research from the “Macro” level, such as Fu Dajie, He xianying (2020) to analyze and study the practical basis and action obstacles of integrating Labor education into higher vocational training teaching, from the four aspects of reconstructing the practical training teaching system of higher vocational education, expanding the practical training function of school-enterprise cooperation, fusing different types of students, docking 1 + x certificate system, the feasible path of integrating labor education into practical training teaching of higher vocational education is constructed<sup>[1]</sup>. Cui yuting and Zhao Zhiqun (2021) analyze the relationship between vocational education and Labor Education from the perspective of Marxism’s Labor thought, finally, the paper puts forward the construction of the design-oriented Labor education system, the construction of regional labor education resources sharing mechanism, and the exploration of the professional practice as the carrier of the realization path of labor education in accordance with the law of vocational

study<sup>[2]</sup>. The research results discuss the feasibility and Operability of carrying out Labor Education in vocational colleges with the practice training as the main body, but there are few researches from the “Middle” and “Micro” levels, in particular, there is little discussion and research on how to set up and implement the Special Education of labor spirit, model worker spirit and craftsman spirit<sup>[3]</sup>. Therefore, this topic is based on national policy document interpretation and literature research, references the experience of the German labor education course construction and reform. The practical skills course of “Garden Computer Aided Design” is taken as a case study, using project teaching method and constructing the practice path of integrating labor education (labor spirit, model worker spirit, craftsman spirit) into professional practice skill courses of higher vocational education, which will provide practical help and guidance for vocational colleges to carry out labor education.

## 2. The Connotation of Labor Spirit, Model Worker Spirit and Craftsman Spirit in Labor Education of Vocational Colleges

Different from the labor education in primary and secondary schools, the Opinions clearly point out the content and form of labor education in vocational schools, and the implementation of labor education in vocational schools should be combined with experimental and practical training, and its goal is to cultivate students' labor spirit, model worker spirit and craftsman spirit. From this, the spirit of labor, the spirit of model workers and the spirit of craftsman are the core of labor education in vocational colleges. It is particularly important to clarify the connotation of the “three spirits” in exploring the way of integrating labor education into professional practice skills courses in higher vocational colleges.

“Labor spirit” of labor education in vocational colleges means to guide students to advocate labor, love labor, hard labor and honest labor. “Advocating labor” is to set up correct labor values. “Love labor” is to cultivate a correct attitude toward labor. “Hard work” is the full affirmation of the labor process and its intensity. “Honest work” is an objective regulation of workers' moral character<sup>[4]</sup>. The spirit of labor aims at cultivating students' correct labor values and attitudes, guiding students to follow the objective law of labor in the process of labor, and establishing correct labor morality, namely, the spirit of “want to work, love to work, hard work and hard work”.

The “model worker spirit” of labor education in vocational colleges means to cultivate students' post con-

sciousness and enterprising spirit of love and dedication and striving for first-class, struggle consciousness and innovation spirit of hard work and innovation, and fame and wealth consciousness and dedication spirit of being indifferent to fame and wealth and willing to contribute. To guide students to take model workers as an example, love their future career, recognize their future post, set up a sense of pride, mission and responsibility, in the ordinary post of courage to struggle, dare to innovate, make extraordinary achievements and achievements.

The “craftsman spirit” of labor education in vocational colleges is to guide students to be dedicated, keep improving, be meticulous and pursue excellence. The craftsman spirit aims to cultivate students' persistent attitude, pursuit of excellence, meticulous self-requirement and ideal belief of pursuing excellence, namely, the spirit of “being able to work, working skillfully, doing well and doing perfectly”.

## 3. The Connotation of Labor Spirit, Model Worker Spirit and Craftsman Spirit in Vocational College Labor Education

The Opinion makes it clear that labor education is an important component of the socialist education system with Chinese characteristics, and it directly determines the labor spirit, labor value orientation and labor skill level of the builders and successors of socialism. In the process of implementing labor education in vocational colleges in the new era, we should vigorously promote the spirit of labor, the spirit of model workers and the spirit of craftsmen to guide students to show positive labor spirit, establish correct labor value orientation and comprehensively improve labor skill level<sup>[5]</sup>.

Leading students to show a positive spirit of labor. “The program” clearly put forward that enable students to cultivate a positive spirit of labor, understand the connotation and significance of “happiness is to struggle out”, inherit the Chinese nation's fine tradition of thrift, dedication and dedication, carry forward the pioneering and innovative, forge ahead spirit of The Times. The spirit of labor reflects the overall state and working attitude of students in the process of study and work, and is the direct embodiment of labor education in vocational colleges. Leading by spirit of labor, spirit of model worker and spirit of craftsman Labor education in vocational colleges needs to create a good atmosphere of advocating labor, loving labor, hard work and striving to be a model worker in students' study and life, and guide students' study and life and future career planning.

Leading students to establish correct labor values. “The Opinions” clarified the overall goal of labor education, through labor education, firmly establish the concept of labor is the most glorious, the noblest, the greatest and the most beautiful. Labor values directly reflect students’ value orientation towards labor and future employment tendency, which is the core educational goal of labor education in vocational colleges. The labor education in vocational colleges with the spirit of labor, model workers and craftsmen means that students should experience labor to create a better life, realize that labor does not distinguish between high and low rank, love labor and respect workers, and cultivate the labor spirit of thrift, struggle, innovation and dedication. The school carries out labor education, not only in the curriculum theory teaching what is the labor values, but also in the professional experiment and practical training classes, let students hands-on practice, work hard and sweat, accept the exercise, temper the will, cultivate students correct labor values and good labor quality.

Leading students to improve their labor skills in an all-round way. The main contents of labor education are clarified in the outline, including knowledge, skills and values in daily living labor, productive labor and service labor. Labor skill level directly reflects students’ professional practice ability and professional accomplishment, and is the direct carrier of labor education achievement in vocational colleges. The spirit of model workers and the spirit of craftsmen lead the labor education vocational colleges, should combine the specialty, through general, labour skills courses for students to obtain labor safety, labor laws and regulations, labor science and other knowledge. At the same time to strengthen professional learning and practice training, practice solid professional skills, refinement operation skills, cultivate the spirit power of the best.

#### 4. The Practice Path of Integrating the Spirit of Labor, Model Worker and Craftsman into the Professional Practice Skills Course

New era vocational colleges labor education considers the spirit of labor, model worker and craftsman as the education soul. Integrating the “soul” into the professional practice skills course, must combine labor view guide with knowledge acquisition and ability training, help students to enhance the level of labor skills, cultivate a positive spirit of labor, shape the correct view of labor. Therefore, through exploration and practice, this topic takes “garden computer aided design” practical skills course as an example, in the perspective of new era labor education, building the practice path of integrating the spirit of labor, model worker and craftsman into the professional practice skills course, summarized as building, creating,converging, reaching.

##### 4.1 Building -- The Goal of Course Construction

This topic takes computer aided design of practical skills courses for example, integrating the core content of the new era of vocational colleges labor education, namely labor spirit, the spirit of labor, model worker and craftsman into professional practice skills courses, which will enhance the level of labor skills, cultivate a positive spirit, set up the correct employment view of labor will be established for the construction of curriculum goals. In the process of acquiring knowledge and skills, only by combining with correct labor values and labor quality, and integrating labor spirit, model worker spirit and craftsman spirit, can students acquire real job competence, and then grow into high-quality laborers and technical talents, and become qualified builders and successors of socialism. Therefore, labor education is integrated into professional practical skills class, transforming practical teaching from simple technical skills teaching to practical education<sup>[6]</sup>.



**Figure 1.** Practice path of integrating labor spirit, model worker spirit and craftsman spirit into professional practice skill courses

#### 4.2 Creating -- Curriculum Implementation Model

Project-based teaching method is the most distinctive feature of German labor education practice, which is guided by “project”, directed by “action power” and centered on “reflection” [7]. The implementation process of project-based teaching method in Germany is generally divided into six stages: (1) Thematic/professional knowledge learning; (2) Project preparation, including building student teams, selecting and formulating project implementation plans; (3) First project implementation; (4) Project reflection; (5) Re-implement the project; (6) Project reflection and evaluation [8]. This topic uses the practical experience of German project teaching method for reference, constructs the implementation mode of integrating labor education (labor spirit, model worker spirit, craftsman spirit) into professional practice skill course of higher vocational education, which takes “project teaching” as the main line, and integrates various “projects” of landscape design into practice skill teaching. Such as through using various kinds of drawing software to complete the garden engineering construction drawing, landscape graphic rendering 3 d rendering, the botanical garden landscape projects, the concrete steps include: setting works (decision), modified (revised), drawing ready (ready), drawing (implementation), reflecting and evaluating (reflection and evaluation) five main phases. Completing the specific works as the main line of the implementation of the course, to mobilize the interest and enthusiasm of students, experience the fun of work, cultivate the ability to solve problems, and sweat, exercise, temper in the process of work. The “project teaching method” cultivates students’ professional ability, behavioral ability and social ability, and integrates labor spirit, model worker spirit and craftsman spirit into the curriculum implementation, which provides a new idea and direction for the implementation of labor curriculum in the new era.

#### 4.3 Converging -- Curriculum Implementation Model

The curriculum implementation mode of “Project-based teaching method” is the constructivist concept of “student-centered”, which takes students as the center in the whole teaching process, while teachers play the role of consultation, guidance and solution [9]. In the project planning stage, students learn the professional knowledge involved in a project under the guidance of teachers, understand the application scope of specific knowledge, and analyze the existing application experience. With the support of the instructor, students can freely combine and use the knowledge that they have learned to design and develop a more complex project implementation plan

consisting of multiple steps with team members. In the project implementation stage, students independently solve various problems encountered in the project implementation process and complete the project according to the project implementation plan. In the project reflection phase, students are required to tell each other about their observations, feelings and questions during the project implementation process, and evaluate the effectiveness of the project implementation [10]. In the process of the project, through collective planning, action and evaluation, students will integrate professional knowledge and skills with labor values, experience and reflect on the labor process in cooperation, and form labor emotion, social responsibility, professional identity and commitment, which are indispensable components of labor literacy and labor values.

#### 4.4 Reaching -- Combine the Content and Method

In the teaching of garden computer aided design practical skills course, the subject takes “project” as the guide and “students” as the center, and integrates the labor spirit, model worker spirit, craftsman spirit of labor education with curriculum content and teaching methods. During the teaching process of the project, students’ professional practical ability of drawing garden construction drawings, garden landscape plane renderings, garden landscape three-dimensional renderings and other works by using various drawing software such as AutoCAD, Photoshop, Sketchup and Lumion will be basically improved. Solid professional skills will be developed and skills operation will be tempered. To set up the correct labor values, let the students hands-on practice, mental and physical strength. Through the cost of time and energy, let the students realize the work to create results, labor to create better in the process of project work and set up the label value of advocate labor, love labor, hard labor, honest labor. In order to show the positive spirit of labor as a direct embodiment, the project teaching always pay attention to and emphasize the working state and labor attitude of students, emphasizing the cultivation of students “want to work, love to work, hard work, hard work” spirit.

### 5. Conclusions

Under the background of the new age of labor education, the goal of higher vocational education is not only imparting knowledge and cultivating ability, more important is to help students set up the correct view on labor and labor quality, and the practical skills course of vocational colleges is the core elements of talent cultivation, which is a micro problem, but is the most fundamental education

problem. As a result, in the great age of the vocational colleges, this topic carries out the labor education background, digs deep profound connotation and significance of the labor spirit, labor model spirit, the spirit of craftsman of vocational colleges education, takes computer aided design of practical skills courses for example, and takes “project teaching method” as the main line, with “students” as the center, in order to improve the level of labor skills, set up correct labor values, and show the positive spirit of labor, and integrate the construction of labor education (labor spirit, model worker spirit, craftsman spirit) into the practice of vocational practice skills courses, to provide practical help and guidance for vocational colleges labor education.

### Foundation Project

2021 philosophy and social science research project of the Inner Mongolia of Education Department “Research on the path of labor education in vocational schools in the perspective of curriculum theory” (Project Number: ZSZX21212).

Research on implementation problems and Countermeasures of Labor Education Courses in Higher Vocational Colleges of Inner Mongolia 2021 Education Science Planning Project (Project No.: NZJGH2021163).

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# Using of the Forms of Simple Past Time and Present Perfect between CEFR A2 and B2 Learners

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**Abstract:** This essay had focused on the use of “*I did*” or “*-ed*” and “*I have*” or “*I has*”, with two specific target levels in mind: CEFR A2 and B2 learners. Firstly, this essay briefly compared and contrasted both tenses. After that discussing the main problems of both of form that learners experience with Chinese learners, this essay draw attention to Chinese students’ confusion of “*I did*”, and the focus will move to a discussion on some meanings and problems of the present perfect tense and past simple with learners that learners often experience when discussing these two tenses.

**Keywords:** Forms; Learners experience; Negative statements; Simple past; Present perfect; Chinese learners; Tenses; Language context

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## 1. Forms and Meanings

The “*-ed*” or “*I did*” is a regular form of the past simple that is formed by adding “*ed*” to the root verb (Aitken, 1992, p.33), and its two main meanings describe the events that happened “historically” as a truth, and “as a hypothetical future marker especially in *if* clauses” (Aitken, 1992, p.36) <sup>[1]</sup>. We use the past simple to talk about definite time in the past (often we specify when something happened, such as *yesterday, three, weeks ago, last year, when I was young*). We usually say “*did you watch that film of November?*”

In contrast, the “*I have*” and “*I has*” present perfect is formed by the main verb in a past participle form, and is used to combine the past with the present, focusing on the events or results at the time of speaking or doing (Parrott, 2010, p.236) <sup>[10]</sup>. We use the present perfect to talk about time up to now. That is, events that took place in the past but which connect with the present. The present perfect is often used with time expressions which indicate time up to now (Kuczaj, S.A. 1977) <sup>[6]</sup>. For example, “*today*”, “*this year*”, “*in the last six months*”; we say “*I have not seen her since January 1995*”, but we do not say “*I did not see her since January 1995*”.

## 2. How are There Meaning Experienced in Chinese?

English has many tense. Speakers are putting the verb

in a different form and without giving any additional information. It indicates when the action of the verb takes place in relation to speech time. For example, <sup>[4]</sup> “*I did study*” and “*I have studied*” which are past simple tense and present perfect tense in English. In contrast, in Chinese. It unlike English, Chinese verbs do not have tense to indicate when an action takes place (Christensen, 2011). For instance, “*wo qu mai shu le*” translate to English is “*I bought a books*” or “*I have bought books*”.

## 3. “-ed” or ‘Have/Has’: Problems of Form for Chinese Learners

In affirmative sentences, learners often use irregular verbs as regular verbs. For example, learners frequently say (1a): “*I runned*”. Similarly, learners might change the verb to an irregular verb, which is not an obvious error, for example, “*I think*”, (1b): “*I thunk*”. Moreover, learners might think that full verb patterns are combined with the auxiliary verbs and modal verbs, resulting in statements such as (1c): “*I did not can*” for “I could not” or even (1d): “*I did not was*”. Aitken (1992, p.37) <sup>[11]</sup> also pointed out that learners may not use *do* as an auxiliary with the main verb *do*, so (1e): “*I did not it*” is used for “I did not do it”. When A2 learners talk to native English students or teachers and negotiate negative statements, they might make mistakes in negative sentences, as seen in (1d) and

(1e).<sup>[3]</sup> These are common mistakes at this level. Furthermore, when the learners are referring to requests and questions, they often use the simple present to represent the simple past, according to Cowan (2008). For example, they would say “*I want to ask something last night*”. The learners often forget the simple past form.

On the other hand, learners usually forget to change the form of verb to past participle after “*have/ has*”. For example, learners would say: “*I have finish dinner*”. Another error is “*I have read a book last week*”. We do not add specific time in using present perfect tense. Another problem with using “*have/has*” are a common mistake in Chinese learners. Tregidgo (1984) pointed out that many problems in English are concerning the problem of the present perfect<sup>[12]</sup>. For example, the statement “*I have finished my homework last night*” is used for “*I have finished my homework*”. Related to a specific time, the teacher can consider some time of words when they are teaching the present perfect. According to Scrivener (2010, p.166) “Time words are: already, yet and always”<sup>[11]</sup>. Hence, the statements read as “*we have already booked the study room*”, “*have you taken medicine yet?*”, “*I have always split money with him*”. A further problem for B2 students in their speech is that they might omit the auxiliary verb “*have/has*”.<sup>[11]</sup> For example, they would say “*I just seen him*” (Scrivener, 2010). This problem of the present perfect should be corrected in the Chinese EFL class.

#### 4. “-ed” and “Have/Has” Problems of Meaning for Chinese Learners

Chang (2001) pointed out that Chinese learners use different expressions of the concept of time in Chinese and English, which means that verbs are not used to express time relation<sup>[2]</sup>. Hence, the statement “*I have seen her three days ago*” is used. Secondly, Dulay and Burt (1973) stated that second language learners would learn grammar from the mental picture of grammar that they have from their own language<sup>[5]</sup>. In Chinese, it does not change verb to indicate when an action takes place. Therefore, Chinese learners would get confused when using meaning of the past simple tense and meaning of the present perfect tense. For instance, “*I was in Stirling since 2015*” for “I have been” or “*did you finish the homework yet?*” for “*have you finished*”. Interestingly, Aikten (1992, p.38) explained that is “standard American usage”, but in British English, people are required to use the present perfect<sup>[1]</sup>. Furthermore, when they want to transfer the issues that have happened at the present perfect tense from their first language to English, Chinese learners also use the simple

past tense. A typical error might be: “*wo men chi wan fan le*” for English is “*we finished dinner*” but this sentence transfer to English correctly should be “*we have finished dinner*”. This might be because of the direct translation. This indicates that Chinese learners combine the meaning of the past simple and the present perfect together in their minds.

#### 5. What to Teach at the A2 Level with Past Tense and Present Perfect

This essay proposes that what is taught depends on the learners’ problems with tense and their needs. As this essay mentioned above, the learners should be taught the correct form of the verb and how to recognise the difference between the present perfect and the past simple tense. The irregular verb form should be stressed, and the learners should be given more examples of irregular verbs. In terms of the meaning and function of the past simple, the range of the past simple tense should be limited.

With regards to “-ed”, the learners should be taught which language to use for events that have occurred in the past, for example, “*They bought the painting in 1989*” (Scrivener, 2010, p.135)<sup>[11]</sup>. What to teach A2 level that should be interesting and not complicated. I would teach both form together. I would ask learners use “-ed” tell their life story with specific dates or other past time. In terms of usefulness and function, this will help students to describe their real life and also to express things were takes place in the past.

With “*have/has*”, I would aim for pronunciation of sentence stress. For A2 level students who might have confusion of two tense. Therefore, I would ask them to read sentences that included present perfect simple tense and also speak the same sentences to others. Students can through the sounds to memorize the form of simple present perfect (Pintrich, P. R. and Smith, D. A. and Garcia, T. and McKeachie, W. J. 1993)<sup>[16]</sup>.

#### 6. What to Teach at B2 Level with and Present Perfect

At the A2 level, many problems related to meaning are focused on the students’ contextual misunderstandings and making mistakes with the meaning of tense (Politzer, R. L. 1983)<sup>[14]</sup>. Therefore, at the B2 level, learners should be familiar with the use of both tense than A2 level learners.

According to Tregidgo (1984), the present perfect and the past simple tense have relationships between past issues and the present time<sup>[12]</sup>. Meanwhile, when looking at

the position of the speaker, the action has happened in the past. Specifically, for the simple past, the action finished during a period of time in the past; for the present perfect, the action is already finished but it is being pointed out now (Kirsten, 1986) <sup>[8]</sup>. Teachers should make sure that B2 level learners can write form of past simple grammatically and identify the irregular and regular verb. It is teaching B2 level students with simple past tense (Politzer, R. L. and McGroarty, M. 1985) <sup>[15]</sup>.

Kaluza (1979, p.141) <sup>[7]</sup> discussed the meaning of “*have done*”, (a) meaning is illustrating in the present moment of speaking that the action is already completed, for example, “*I have done my assignment*”. The second meaning is that it is in relation to a moment “*before*” (a), for example, “*my work was actually being done before the time*”. There are many meaning of present perfect tense. In addition to, we choose the continuous form to emphasise that something is short-term (Oxford, R. L. 2006) <sup>[13]</sup>. For example, “*I have been working here for just a few days.*” Furthermore, we can choose the continuous form to stress that something is repeated, for example “*I have been using the swimming pool since we moved into the other city.*” Follow these different meaning of present perfect tense. I believe that B2 level learners can improve their writing with using this tense.

## 7. Conclusions

This essay outlined the problems with form and meaning when students are faced with “*-ed*” and “*have/has*”. This essay also discussed some of the main problems that students face when dealing with both form and meaning in English, and the English language knowledge that is covered in class and textbooks. It is necessary to establish the fundamental English language concepts when the learners are beginners or just starting to learn the English language as their foreign language. Both forms should be taught at the same time, rather than individually. This benefits the students as it can help learners to separate the two different tenses and to compare them in different contexts (Polkinghorne, D. E. 2005) <sup>[17]</sup>. When they have been taught in those two tenses, the teachers also need to ensure that learners can recognize meaning of two tenses clearly. Therefore, learners are able to use them in their speech and real conversation with others. The challenge for teachers is to recognize the errors when learners use the wrong tense to represent the other tense. Furthermore, the teachers are required to use clear examples to express

both forms, and how “*-ed*” and “*have/has*” tenses can be used when learners are faced with the real English language context.

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# Analysis of the EAP Material “*Cambridge Academic English*” for Chinese C1 Level Learners in Terms of the Materials Evaluation Theory

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**Abstract:** This paper will choose the EAP (English for Academic Purpose) material “Cambridge academic English” (Mccarthy 2012) for Chinese undergraduate students whose level is C1 and evaluate this material based on the materials evaluation theory combined with the practicality of casework. The learning aim of these undergraduate students is to synthetically improve their academic English level such as academic writing, reading, listening, speaking and their capability to use grammar correctly. Hence the paper will have a brief evaluation in terms of a framework (see Appendix 1) and the criteria are based on relevant rationale. Furthermore, a selected original material will be designed for one-hour EAP session, which can be associated with the evaluation and then discuss the supporting rationale of this original material. Then, the author will identify the learning outcome of the material and provide a lesson plan in Appendix 2.

**Keywords:** EAP (English for Academic Purpose); Formal feedback; Styles of learning; EGAP (English for General Academic Purposes); ESAP (English for Specific Academic Purposes)

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## 1. Introduction

EAP (English for academic purpose) is regarded as a deeper English teaching to help learners research this language in an academic way but not only focus on general English learning (Hyland 2006:18). EAP covered the whole areas of “academic communicative practice” such as the teaching for undergraduate and master degrees, student’s essay writing (Hyland 2006:18). Hence, EAP is very practical and the materials design needs to correspond to this requirement of practical. In terms of the requirements of EAP goals and objectives, one of the key aspects of EAP course development is the material needs to establish the objectives based on the needs analysis (Hyland 2006:81). For example, the objective of the course aims to help learners to acquire writing and reading skills successfully for a university writing assignment or academic writing<sup>[1]</sup>.

## 2. The Brief Evaluation for the “*Cambridge academic English*”

In terms of the item 2 in the framework (see Appendix 1), the material covered reading, listening and speaking, writing, grammar and vocabulary. Each of these areas sets up various tasks for learners to practice language skills.

According to the statement of Tomlinson (2011) “materials should provide the learners with opportunities to use the target language to achieve communication purpose”, this material meets the needs of practical for learners. For objective achievements (see Appendix 1), these tasks are divided into various small goals that learners can achieve easier and the learning goals are clear. Due to the material design of EAP learning need the goals to be more concrete, and learners need to complete smaller, achievable tasks during or after the course. Diverse and detailed tasks would help learners acquire more practice (Hyland 2006:99). However, Tomlinson (2011) proposed that “materials can help learners to feel at ease in many ways.” For example, learners prefer a lot of white space written material rather than squeezing many different activities on the same piece of paper (Tomlinson 2011:9)<sup>[2]</sup>. It can be noticed that in the materials, the arrangements of tasks and activities are very intensive, the typesetting is tight as well. Although this arrangement of tasks can ensure learners acquire sufficient training, it is possible for them to learn with fatigue and cannot focus on tasks. McGRATH (2016) proposed that selecting authentic texts needs to correspond with learners’ needs and “cultural ap-

propriateness”<sup>[3]</sup>. For Chinese learners, the acquisition of a second language is disturbed by the habits of the mother tongue. Their experience in English writing in schools is often accustomed to the accuracy of the surface of the sentence, and it is difficult to improve the development of sentence organization (Mohan 1985)<sup>[5]</sup>. The design and content selection of this textbook meets the needs of most learners and focuses on training critical thinking and content organization in academic writing. In terms of cultural adaptability, for Chinese learners whose writing habits still remain accurate on the surface of sentences, perhaps it will be harder to keep up with the progress.

### 2.1 The Importance of Formal Feedback for C1 Learners

For objectives, EAP materials learning requires learners to regard knowledge as concrete tasks which are achievable and learners could apply it in practice. In other words, one of the key points of EAP materials is “what can a person do instead of teaching?” (Hyland 2006:82) For example, the material needs to guide learners, such as learners can use a range of academic-related reading skills and writing skills to actively participate in social interactions and solve problems in a third context. Therefore, the goal is useful for teachers and learners to be able to provide information about what is going to be done (Hyland 2006:82). This material meets this requirement. The assignment of tasks and activities is to guide students to discuss, think and summarize, and also gives many pre- or post-class exercises that students need to complete. Correspondingly, the feedback of the textbook on the answer is significant. To acquire feedback from a written response and spoken is an important approach for helping students to gain literacy and comprehension of the subjects’ epistemology (Hyland 2006:102). Providing feedback to students is often seen as an important task for teachers (Hyland 2006:102)<sup>[1]</sup>. Cohen and Cavalcanti (1990) proposed that “Research findings over the past twenty years, however, are ambivalent about the effectiveness of teacher feedback in improving academic literacy and show that students and tutors themselves are often uncertain about what their role should be.” For example, Ferris (1997) found that more than half of the teacher feedback was used by students, but only half of the changes made by students based on this feedbacks could be considered improvements, and the rest actually made the issue of students worse. Therefore, to some extent, the formal feedbacks of the materials which are included in a detailed explanation of the exercises are significant for assisting teachers and students to gain correct comprehension. However, there are only simple answers

to exercise contained in the materials briefly, and no more explanation or other analysis processes for the exercise could help students and teachers to apply<sup>[6]</sup>.

### 2.2 The Evaluation for “Cambridge Academic English” in Terms of Styles of Learning Lists

There are some styles of learning that language learning materials should be fulfilled (Tomlinson 2012:18)<sup>[2]</sup>:

- (1) “Visual” (learners prefer written language in the material);
- (2) “Auditory”(learners like to hear the language);
- (3) “Studial” (learners like to focus on the features of language and expect the correctness);
- (4) “Experiential” (learners like to use the language in interaction but not only focus on correct answers);
- (5) “Independent” (learners prefer to learn the language from their own language experience and learning with their strategy or plan).

According to these styles of learning lists, this material is corresponds with most of them. For example, in the listening part, in addition to the part of the listening practice that allows students to listen to the recording and complete the exercise, the recorded text in the final appendix of the material is added to allow students to check whether their listening practice answers are correct. Hence it fulfills the requirement of “visual” and “auditory”. However, for “dependent” styles of learning, each step and arrangement of the material’s activities and tasks are very detailed and close. Although it meets the requirements of the above mentioned (Hyland 2006:18) objectives that need to be clear and detailed, it may affect the students who are independent learning styles to develop their own learning strategy<sup>[1]</sup>.

## 3. The Discussion for the Design of the Original Material

The original material (see Appendix 2) focuses on writing skills. The learning outcomes of this original material is aimed to help learners to enhance their writing skill, such as to know how to use linking word correctly, to practice the capability of paraphrasing and summarizing. This section will base on the below rationale to discuss the design of this original material: writing skill and language materials, the summative assessment for learning, task design and EGAP vs ESAP.

### 3.1 Writing Skills and Language Materials

In addition to the complex personal resources that teachers and students bring to the writing classroom, other materials are needed to stimulate writing, to assist learners in developing contexts, improve their language

systems and the process of writing knowledge. These supporting materials can be text, media, dialogue or pictures, data collection (Richards 2001:163). These kinds of supporting materials could help learners to stimulate and create new thinking (it is a benefit for the learners whose independent learning style to some extent), discuss and writing. To offer an opportunity for learners to learn how to deal with information and conclude information. Setting up a writing model and provide the opportunity to use their prior knowledge (Richards 2001:163) <sup>[4]</sup>. Musson (2011) <sup>[8]</sup> states that learners could combine the writing skills such as paraphrasing, summarizing with these supporting materials to practice writing. Therefore, the original material chooses an excerpt from the industrial revolution book, and this excerpt contains a data collocation for learners to describe it. The Teacher's Guide emphasizes that one of the learner's needs is the ability to exercise coherence and train language logic in writing and to learn to use more complex language and apply conjunctions reasonably (Richards 2001:165). Therefore, this original material emphasis students need to review their writing skill what they have learned before and try to use linking word to paraphrase the excerpt <sup>[4]</sup>.

### 3.2 Summative Assessment for Learning

Summative assessment always is regarded as the process of grading comments (Garrison and Ehringhaus 2007). In this original material, the one-hour session adopts the summative assessment for the chapter exercises test. In the teaching process, summative assessment is seen as a means to measure the learning outcomes of students' content standards at a certain stage. For example, this chapter requires students to use the writing skills they have learned, summarizing and rewriting, and the use of conjunctions, so summative assessments can judge students' learning outcomes (Garrison and Ehringhaus 2007). For the assessment, the original material requires the students to provide feedback for each other after the paraphrase exercises, this is the use of peer assessment in learning, which is helpful for students to establish a learning community for each other and it also assists students who can reflect on metacognition to participate in learning (Garrison and Ehringhaus 2007). Students will regard each other as the recourse that could help them to check and understand their quantity work in terms of their previous standard <sup>[5]</sup>.

### 3.3 Task Design (Mastery to Developmental)

The task design in the material is mainly based on the mastery objectives rationale. The mastery objectives require students to achieve the relatively simple comprehen-

sion for the knowledge and could take up with "minimum requirement for passing the course." (Petty 2015:389) Therefore, their learning outcomes more rely on the time — how much time they spend on the task? The mastery objectives just need them to spend sufficient or limited time to achieve the learning outcomes (Petty 2015:389). Hence, in this one-hour session of the task mainly require them to paraphrase the content of the script for practice their paraphrase and summarize ability. The developmental objectives requires students could depend on their individual capability, which means even they spend sufficient time and make great effort sometimes it cannot give corresponding rewards. For example, a task requires the students not only paraphrase the script but evaluate the importance points of the script which could reflect their critical thinking or correct understanding (Petty 2015:389). Therefore, the task 3 (see Appendix 2) requires students try to summarize the importance of the industry evaluation according to the background which be given <sup>[7]</sup>.

### 3.4 EGAP vs ESAP

Dudley-Evans and St John (1998) proposed that EGAP (English for General Academic Purposes) contains some activities such as "listening to the lectures", "participating in supervisions, seminars, and tutorials", "reading textbooks, articles and other material" and "writing essays, examination answers, dissertations and reports." EGAP requires students apply regard these kinds of activities as the general academic practice. ESAP (English for Specific Academic Purposes) mainly focus on the relevant language teaching skills for particular subjects or department (Hyland 2006:9). To consider about the distinction between EGAP and ESAP, the original material is based on the rationale of EGAP to be set because there is no particular subjects contents or requirement for students but mainly focus on training the academic writing skills <sup>[1]</sup>.

## 4. Conclusions

This paper has been evaluating the EAP material "Cambridge academic English" <sup>[9]</sup> in terms of some relevant evaluation theory and EAP materials purpose. It could be seen the design of content and structure basically correspond with materials evaluation theory and styles of learning lists. To combine with the evaluation for the "Cambridge academic English" the learning task design of the original materials guided by the rationale of writing skill and language materials, summative assessment for learning, task design, and EGAP versus ESAP, which is aim to explore the effective exercise task for reading materials on different themes.

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**Appendix**

**Appendix 1**

**Table A1.** Evaluation Framework

Goals or objectives	1. Does the material achieve the goals and objectives? 2. Are the objectives clear? 3. Are the learning goals of the material integrated?
contents	Is it suitable for the aim students?
Activities	1. Are the design of the activities practical? 2. Is there any need for improvement in the task arrangement of the material ?
Feedback	Does this material provide detailed feedback?
Learning styles	Does the material fulfill the styles of learning ?

**Appendix 2**

Original material

1. Discuss with your partner to review what you have learned from the previous lesson about writing skills;

please try to list it after your discussion.

2. Please read the following excerpt, and underline the linking word that you think it can be used in your essay writing.

## Industrialization and society

The operative weavers...might truly be said to be placed in a higher state of 'wealth, peace and godliness' than they had ever before experienced...the men each had a watch in their pocket and the women dressed to their fancy.... When they [the weavers] brought their work in a sort of familiarity continued to exist between us which in those days was the case between all masters and men (Radcliffe, an ex-handloom weaver employer, writing in 1826 about the early 1790s). The relentless cruelty exercised by the fustian masters upon the poor weavers is such that it is unparalleled in the annals of cruelty, tyranny and oppression for it is a near impossibility for weavers to earn the common necessaries for life...(an Oldham handloom weaver writing in his diary for 11 August 1793).<sup>1</sup>

This chapter has two main tasks. One is to supply an outline perspective of capitalist development which can serve as a background for the rest of the study, and especially for understanding the economic origins of the two critical periods of conflict that occurred first in the 1790s and 1800s and then again in the 1830s. The other is to examine the detailed impact of the first of these periods in Oldham. This should help both to identify the structure of the labour community at the beginning of our period and pave the way for an analysis of the second, far more crucial, onslaught in the years after 1830.

### *The industrial revolution*

In tackling capitalism's larger development it might be useful to start with the focus very close, namely on Oldham during the first years of

#### INDUSTRIALIZATION AND SOCIETY 11

**Table 1 Origins of early Oldham millowners<sup>3</sup>**

	builders 1776–1811	spinners 1811	survivors 1825–51	founders big firms 1846
coal, hatting				
banking	13	9	9	6
outwork manufacturer wholesaler	21	10	21	5
immigrant	2	3	3	3
labour	2	1	0	0
not known	4	4	3	0
<b>total</b>	<b>42</b>	<b>27</b>	<b>36</b>	<b>14</b>

and credit—and the men who built the *first* of the forty-two mills were not just men already in business but men coming from families in hatting and coal (industries demanding far larger capital than outwork manufacturing in either cotton or wool).<sup>4</sup> A worker *might* be able to get credit for the machinery but the rest would be altogether beyond him.

Even the general run of machine spinners seems to have come from the wealthier yeoman manufacturer families, and machine spinning to have formed only a part (though a critical part) of their business operations. At least nineteen of the twenty-seven spinning firms listed in the Crompton census of 1811 were engaged in out-work manufacturing. The smallest of them (with one thousand spindles) had two partners Wroe, a flour wholesaler, and Duncuft, a proprietor of the Werneth colliery whose family had been fairly substantial landholders in 1776. The firm employed hand-weavers to process its yarn and in 1810 had set up an abortive powerloom factory near Bolton.<sup>5</sup>

factory-building in the 1780s and 1790s. We begin here not because this period marked any decisive change in social organization, but to dispose of claims that it *did*, claims which dangerously telescope England's very long road to fully fledged industrial capitalism and consequently obscure precisely those changes we are looking for.

Oldham stood in the classic heartland of England's cotton-based industrial revolution. It was situated, like the other early cotton towns, in the coal-bearing Pennine foothills and lay across one of the main routes between Lancashire and the ports and towns of Yorkshire. While its experience was undoubtedly different from that of the great mercantile centres of Liverpool and Manchester (or of the industry's outlying areas in Derby, Nottingham and Yorkshire), it seems to have been fairly typical of the general south Lancashire hinterland where the bulk of England's cotton was manufactured.<sup>2</sup> What, then, does it tell us? Did factory-building in Oldham involve some decisive break with 'traditional society'—the arrival of the self-made innovator, a new openness or mobility—which can be taken to mark the coming of a new industrial society?

On the quite full evidence we have for this particular area the answer is clear. Whatever the economic effects of factory-building (and these certainly were revolutionary), the immediate implications were small. Factory-building itself produced little mobility, no break with tradition, and a significant increase in economic concentration.

Of the first forty-two cotton mills built in Oldham between 1776 and 1811, the overwhelming majority were built by men who started out with capital. And most by men with a good deal: coal-owners, bankers, merchant hatters, wholesale tradesmen, yeoman manufacturers. Only two are known to have been built by men originating from worker families. One, James Lees, a Quaker mechanic, seems only to have lasted a dozen years. The other, James Gledhill, originally a shoemaker, made a moderate fortune and then sold out. The same story is repeated for the firms listed by name in the 1811 Crompton census of cotton spindlage. And looking at the origins of the big firms of the middle of the century, it seems that none were founded by men who came from labour families.

In the circumstances anything else would have been unlikely. The amount of capital required to purchase a couple of spinning mules, a water-twist frame or even a steam engine was not very much compared with what was wanted for a coal mine, a canal or a country house. But machinery was only a small part of what was needed. Far more important was competitive control over power, raw materials, labour

Foster, J. (2003). *Class struggle and the industrial revolution: early industrial capitalism in three English towns*. Routledge.

3. After reading, please try to use your own words to paraphrase this excerpt and describe the data table in it around 800 words, then

summarize the main idea in 1-2 sentences of the excerpt; furthermore, please try to describe the importance of the industry evaluation in terms of the background.

4. Exchange your paper with your partner, try to provide feedback for each other, to think about what can be improved in your paper.

### Appendix 3

**Table A3.** Lesson plan

Lesson objectives : at the end of this class, students could : 1. paraphrase and summarize script correctly. 2. Have a critical reflection.		
Stage 1. review the learning content that they learned before.(15min) 2. reading and writing. (35min) 3. peer assessment. (10min)	Students activity 1. to list and review the learning content in previous. 2. Reading and writing. 3. Provideing feedback with a partner.	Teacher activity 1. guiding students review the writing skills. 2. Monitoring. 3. providing suggestions to their peer assessment.

# Introduction and Manuscript Scope of the Frontier of Higher Education

## Journal overview:

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Original paper	Covers all original research papers on the theory and practice of education and teaching
Review articles	A review paper that provides the latest research process or results for further research in education and teaching
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- Language: English
- Measurement unit: International unit
- Paper publishing format: Adobe PDF
- References: Vancouver style

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