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Editorial

Advancing Knowledge and Empirical Insights: Introducing the International Journal of Social Science and Research

IJSSR Office

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The social sciences play a crucial role in understanding the complexities of human behavior, societies, and the interactions that shape our world. To foster the exchange of innovative research, empirical studies, and theoretical frameworks, the International Journal of Social Science and Research (IJSSR) has emerged as a distinguished platform. This editorial aims to introduce the IJSSR, highlighting its significance in promoting rigorous social science research and its impact on the global scholarly community.

1. The International Journal of Social Science and Research:

The International Journal of Social Science and Research (IJSSR) is a peer-reviewed, open-access journal dedicated to publishing original research in the field of social sciences. It serves as a platform for scholars, researchers, and practitioners to share their empirical findings, theoretical insights, and methodological advancements. By embracing multidisciplinary approaches, the IJSSR encourages collaboration and facilitates the dissemination of knowledge across various social science disciplines.

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diverse social science disciplines to engage in interdisciplinary dialogue, fostering a holistic understanding of complex social issues and facilitating innovative solutions.

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The IJSSR encompasses a broad range of social science disciplines, including but not limited to:

- Sociology
- Psychology
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- Economics
- Communication Studies
- Education
- Social Work
- Cultural Studies
- Gender and Women's Studies
- Urban Studies
- Public Administration
- Environmental Studies

This comprehensive scope reflects the IJSSR's commitment to promoting interdisciplinary research and providing a platform for diverse social science scholarship.

4. Contributions to Social Science Knowledge:

The IJSSR contributes to the advancement of social science knowledge by publishing original research that addresses critical social issues and offers new insights into human behavior, societies, and social structures. By featuring empirical studies, theoretical frameworks, and methodological innovations, the journal enhances our understanding of complex social phenomena and informs evidence-based policy decisions.



Article

Study on the Effects of Maritime Piracy and Sea Robbery on Economic Growth in Nigeria

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Abstract: The study investigated the effects of the level of global and local attacks against ships on economic development in Nigeria. It also examined the effects of volume of cargo pilfered in Nigeria ports as a result of insecurity on the economic growth in Nigeria. The study employed secondary data sourced from the Nigerian ports authority, the National bureau for statistics (NBS) and the International Maritime Bureau (IMB) on the Gross Domestic Product (GDP), levels of pirate attacks against ships in local and global waters, and volume of cargo pilferages in ports. The multiple regression analysis method was used to analyze the dataset obtained using GDP as the dependent variable while global attacks, local attacks and volume of cargo pilfered were used as independent variables. It was found that the effect of maritime piracy and sea robbery on economic growth and development is expressed by the equation:

$$GDP_t = 1638944 + 5745.61GLOTAKS_t - 34587.7LOTAKS_t + 193.25VOCARP_t$$
 This implies that economic growth in Nigeria increase with increase in attacks against ships in global waters, it decreases with increase in attacks against ships in Nigerian maritime domain and increases with increase in volume of cargo pilfered from the ports. A unit increase in level of global attacks increases the GDP by 5745.61 units while a unit increase in local attacks against ships trading in Nigerian waters decreases the Gross Domestic Product (GDP) by 34587.7 units. Similarly, a unit increase in volume of cargo pilfered from the ports increase the GDP by 193.25 units. It concluded that maritime piracy and sea robbery attacks against ships have significant impact on economic growth and development in Nigeria.

Keywords: maritime, piracy, sea-robbery, economic growth, development

1. Introduction

Economic growth in the context of this study is defined as the improvement in the production of economic goods and services compared between two periods [1,2]. Reference [2] opines that the aggregate economic growth within an economy over a given period of time is best measured by the Gross Domestic Product (GDP) or the Gross National Product (GNP) of the economy. Thus we view economic growth in the context of this study as the increase in aggregate production of goods and services within a given economy [1,3]. It also encompasses increase in capital goods, labor force, technology, and human capital which in turns contribute to economic growth estimated as the aggregate value of the goods and services produced in the economy and/or Gross Domestic Product (GDP).

Public opinion favour the fact that GDP growth/ economic growth increase purchasing power, incomes, employment and higher standard of living which in turn causes a declining trend in criminality and violence, such as maritime piracy and sea robbery against ships involved in global trade [4,5]. In the views of reference [2], economic growth/GDP growth when sustained over the long-term brings about economic development, defined as the process whereby poor economies are transformed into rich, modern, civilized and industrialized economies. We therefore opine that economic development is the aftermath of sustained GDP growth and/or economic growth translated into the all-round transformation of an economy involving qualitative and quantitative improvements in both economic and non-economic indices such social welfare, employment and unemployment statistics, income levels, early childhood education and literacy levels, criminal justice systems reform, and other human capita development indices [6-8].

It obvious it is right to assert and expected that economic growth and development should cause a declining effect on youth unemployment rate in the economy, while also improving the output, income and living standard of the working population. This declining youth unemployment rate and improved income cum living standard should in turn induce a declining trend on youth involvement in criminality, sea piracy and armed robbery attacks against ships involved seaborne trade in the Nigerian territorial waters [9-11]. Investments in maritime transport represent typical activity and/or operation aimed at improving the economy of a state and bringing about economic development. Thus it is generally viewed that transport is the fore runner of economic growth and development. However, criminality and violence in the form of maritime piracy and sea robbery attacks against ships trading in global sea routes negates the economic development of role of transport in national economies. For example, studies by [12] and International maritime Bureau [13] note that violence and pirate attacks against ships in the Somali region for example costs millions of dollars annually for cost of ransoms alone and this has far reaching negative impacts on the economic growth and development of the economy of the region. See table-1 below.

Table 1: Cost of Somali Piracy Ransoms 2009 and 2010

	Average Ransom	Total Number of Successful Hijacking	Cost of Ransom
2009	\$3.5 million	52	\$ 177 million
2010	\$5.4 million	44	\$238 million
	Cost of Ransoms 2009 and 2010		\$415 million

Sources: IMB, (2011); Ojutalayo (2013)

In Nigeria, IMB [13] report indicates that the most direct and obvious consequence of maritime piracy is economic. The study identified that Nigeria loses about \$25.5 billion annually to piracy and sea robbery attacks in its coastal waters with much of the loss arising from theft of crude oil resources. An estimated quantum of 300, 000 barrels per day representing about 12 percent of daily oil production is lost to pirates and oil thieves in the region [12]. IMB [13] reports that between 2003 and 2008, maritime insecurity cum illegal maritime activities cost Nigeria \$92 billion.

Reference [14] notes that despite the fact that some areas have been globally known to be piratical hot spots, the recent upsurge in the activities of pirates and sea robbers in the associated African maritime domains, first in Somalia, and now in the Nigerian neighbourhood, have called for a cause for concern within the international community. However, during the past 4 years, while piratical attacks have been on the decrease in the Somali maritime extensions and its associated seas of the Indian ocean, Gulf of Aden, Gulf of Oman and the Arabian sea; the attacks originating from the maritime domain of Nigeria and extensively spreading to other areas in the Gulf of Guinea have attracted the spotlight of the international community on the Gulf of Guinea with particular focus on Nigeria as the originating state of maritime piracy and sea robbery in the region.

Piracy and robbery at sea have in recent times posed a humongous threat to safety of navigation and commercial shipping in the West African maritime transit corridor and it is therefore no more a news that these predatory menaces are an emerging threat to the safety and security of both domestic and international trades in the sub-region, and especially to the nation of Nigeria being the largest economy in Africa and globally an emerging dynamic market with mixed economy. The complex diversity of consumer-based Nigerian populace and the dynamism of the Nigerian market have provided a multiplicity of commercial opportunities to the global community and have made the Nigerian ports an attractive maritime hub not only in the sub-region but also to global shipping [15].

The rich diversity of marine resources in Nigeria has also enhanced the economic importance of the Nigerian offshore to global commerce especially in the areas of biodiversity together with oil and gas exploration. However, since shipping has over the centuries proved to be providing the safest and the most cost effective freighting mode in the international transport system, the Nigerian maritime domain and by extension, the Gulf of Guinea (GoG) has been known to be a major transit corridor for both export and import commodities. Crude oil, which is also the economic lifeline of Nigeria, is also totally being exported by sea despite the prevalence and advancing threats of piracy and sea robbery to seaborne crude oil freight in

the Nigerian maritime domain. Apart from Nigeria being the largest crude oil producer in Africa, the Gulf of Guinea waters are similarly of geostrategic importance to the global energy commerce because according to [16], nearly 70 percent of Africa's oil production is concentrated in the West African coast of Gulf of Guinea with other major oil-producing countries in the region being Angola, Equatorial Guinea, Cameroon, Republic of Congo, and Gabon.

Additionally, Venus oil field, stocking around 200 million barrels was also discovered in Sierra Leone in 2009 and in December 2010, Ghana similarly joined the league of oil producers in the region when it commenced the production of oil from its "Jubilee" oil field, located some 60 km offshore. This has made the international shipping route to the Gulf of Guinea, and especially energy related terminals in Nigeria to be of growing geostrategic importance to global commerce [17].

Globalization promotion had also dictated that no individual nation, either developing or developed can stand alone without engaging in various trans-boundary exchange of information, services, goods (finished products, semi-finished products or raw materials) and other resources that may be pertinent to her socio-economic development, hence, it cannot be overemphasized that shipping is a key factor to infrastructural development and socio-economic sustainability of Nigeria and the West African sub-region at large. Although piracy and robbery at sea are an age-long menace that have ravaged the maritime industry for many years, the International Maritime Organization (IMO) in its 2013 report on Piracy and Armed robbery against ships acknowledged that the increasing number of attacks off Nigeria and by extension the Gulf of Guinea are a major problem to humanity as well as serious threat to global economic sustainability [18].

However, they maritime industry in Nigeria particularly the shipping community are seriously concerned about the increasing demand for extra insurance against piracy by ships destined for Nigerian ports. This has led to increased cost of shipping cargo to and from Nigeria while also disrupting the supply chain and flow of shipping trade through the Nigeria ports. There is the argument that the upsurge in pirate attacks against cargo ships trading in Nigeria waters has led to dwindling cargo throughput performance of Nigeria and the attendant loss of valuable revenue by the Government [16, 19]. The unavailability of empirical data on the nature of relationship between maritime piracy and sea robbery attacks and the cargo throughput performance of the Nigerian ports, following the attacks against cargo ships of various kinds needs to be ascertained as justification for prompt remedial actions against attacks on cargo ships trading in Nigerian maritime domain.

The works of [20-23] supports the position of the Frustration-Aggression Theory (FAT), in which human frustration may lead to aggressive behavior and/or violence. Reference [11] agrees that frustration ultimately leads to aggression, and aggression always implies that frustration has occurred at some previous time. This is exactly the proposition of the FAT. However, aggression jeopardizes opportunities and the potential for growth and development. This is exactly the case at hand in the Nigerian state, where it is believed that youth unemployment and the associated poverty is responsible for increasing attacks against ships operating and trading in the Gulf of Guinea maritime domain. References [21-23] observes a

sad reality in the coastal regions of Nigeria where there is a preponderance of adults aged above 35 to 40 years who are willing to work but who have never had the opportunity of being gainfully employed. However, recourse to violent attacks against the maritime industry is counterproductive and will not address the vexed issue of poverty and youth unemployment in the coastal regions of Nigeria.

Obviously, maritime piracy and sea robbery activities constitute a serious threat to economic growth, economic development and the development of the maritime sub-sector in Nigeria. But there have an in-depth understanding of the effects on the economic potentials of the state require that a proper estimate of the influence of piracy and sea robbery on the economic growth of the state be determined empirically. There currently exist a gap in empirical literature on what constitute the significance nature of the relationship between maritime piracy cum sea robbery against ships trading local and global waters and economic growth in Nigeria. In line with the explanations given above, the aim of the study is to evaluate the influence of maritime piracy and sea robbery on economic growth in Nigeria. The specific objectives of the study include:

- (i) To evaluate the influence of global attacks against ships on economic growth in Nigeria
- (ii) To determine the relationship between local attacks against ships trading in Nigerian waters and economic growth in Nigeria
- (iii) To estimate the influence of cargo pilfered as a result of maritime insecurity in ports on economic growth in Nigeria.

In order to investigate the aforementioned specific objectives, the study developed the following null hypotheses below:

H_{01} : The level of global attacks has not significantly impacted on economic growth in Nigeria.

H_{02} : The level of local Attacks has not significantly impacted on economic growth in Nigeria.

H_{03} : The volume of cargo pilfered has not significantly impacted on economic growth in Nigeria.

2. Materials and Methods

The study used an ex-post facto research design method in which time series secondary data were obtained from secondary sources and used for the study. Secondary of the frequency of pirate and sea robbery attacks against ships trading in global and Nigeria waters was obtained from the statistical reports of the International Maritime Bureau (IMB) covering the period between 1995 and 2013. Similarly, data on the Gross Domestic Product (GDP) as a proxy for economic growth in Nigerian was obtained from the Nigerian National Bureau for Statistics (NBS) annual statistical reports covering the same period. The quantity of cargo pilfered in the port terminals over the period was obtained from the Nigerian Ports Authority (NPA).

The data obtained were analyzed through by the use of descriptive statistics and inferential statistics. The pirate attacks against ships were disaggregated into local attacks and global attacks. Thus the multiple regression analysis method was used to analyze the dataset to

determine the impact of local attacks, global pirate attacks and volume of cargo pilfered following the insecurity in ports on the Gross Domestic Product (GDP) as proxy for economic growth in Nigeria. The hypotheses were tested using the corresponding t-test and f-test from the regression output.

The model specification is as shown below:

GDP_t = Total cargo throughput in year t;

LOTAKS = Number of local piratical attacks;

GLOTAKS = Number of global piratical attacks;

VOCARP = Volume of cargo pilfered in the ports as a result of maritime insecurity;

The dependent variable, however, is as specified:

$$GDP_t = \beta_0 + \beta_1 GLOTAKS_t + \beta_2 LOTAKS_t + \beta_3 VOCARP_t + u_t \dots\dots\dots (1)$$

Where;

β_0 = The intercept parameter, $\beta_1 \dots\dots \beta_3$ (betas) are the regression coefficient or the slope parameters for the various regressors (explanatory variables or maritime industry components) as stated above.

Here, $\beta_1 \dots\dots \beta_5 > 0$.

The term, U_t , otherwise called the stochastic term of the regression is introduced to represent the random or unexplained variation encountered in the modeling.

Results should be clear and concise.

3. Result and Discussion of Findings

The table below shows the result of the multiple regressions implemented to determine the effects of maritime piracy and sea robbery on economic growth in Nigeria.

Table 2: Effects of Piracy and Sea Robbery on Economic Growth in Nigeria

Test-statistic	MODEL3 LEAST SQUARE, WITH LAG
R-square	0.984
Adjusted R-square	0.979
S.E of Regression	2031041
Sum of squared residual	5.36E+13
Log likelihood	-284.0452
Durbin-Watson stat	3.029812
Mean depend. Var	16861104
S.D. depend. Var	13912959
Akaike info criterion	32.11613
Schwarz criterion	32.36345
Hannan-Quinn criterion	32.15023
F-statistic	196.1800
Prob(F-statistic)	0.000000

NB: *** = significant at 1%; ** = significant at 5%; * = Not significant. F-ratio tabulated DF (4, 14); 1% = 5.04, 5% = 3.11, t-ratio DF (14); 1% = 2.98, 5% = 2.14. Source: Eviews 6.0 Statistical Package (2014).

The model showing the effects of maritime piracy and sea robbery on economic growth and development is:

$$GDP_t = 1638944 + 5745.61GLOTAKSt - 34587.7LOTAKSt + 193.25VOCARPt \dots (2)$$

This implies that economic growth in Nigeria increases with an increase in attacks against ships in global waters, it decreases with an increase in attacks against ships in the Nigerian maritime domain and increases with increase in the volume of cargo pilfered from the ports. A unit increase in level of global attacks increases the GDP by 5745.61 units while a unit increase in local attacks against ships trading in Nigerian waters decreases the Gross Domestic Product (GDP) by 34587.7 units. Similarly, a unit increase in volume of cargo pilfered from the ports increase the GDP by 193.25 units.

The R-square coefficient which measures the explanatory power of the model is 0.984. This indicates that about 98.4% of the variation in the dependent variable (GDP) is explained by the independent variables, leaving only 1.6% unexplained variation.

The f-score coefficient is 196.18 and p-value is 0.000 with f-critical ratio of 3.11. Since f-score is greater than f-critical, i.e. $196.18 > 3.11$; we conclude that there is significant effects of maritime piracy and sea robbery on economic growth and development in Nigeria.

However, it is necessary to further test the study hypotheses to ascertain the individual effects of global attacks, local attacks and volume of cargo pilfered on GDP growth in Nigeria.

Table3: Test of Hypothesis

VARIABLE	X1, No. of Global Attacks, GLOTAKSt	X2, No. of Local Attacks, LOTAKSt-1	X3, Vol. of Cargoes Pilfered, , VOCARPt
TEST STATISTIC			
Coefficient of the Variable	5745.610	-34587.70	193.2544
Standard Error	5981.287	37493.78	256.7578
T-Statistic Calculated	0.960598	-0.922492	0.752672
	NS	NS	NS
T-Statistic Tabulated 1%	2.98	2.98	2.98
T-Statistic Tabulated 5%	2.14	2.14	2.14
Significance	0.35	0.37	0.47

Source: Authors calculation

Recall the model showing the relationship between the dependent variable (GDP) and the independent variables (GLOTACKS, LOTAKS and VOCARP) is:

$$GDP_t = 1638944 + 5745.61GLOTAKSt - 34587.7LOTAKSt + 193.25VOCARPt \dots (3)$$

We there used table-3 above to test the significance of the effects of the independent variables on the dependent by employing T-statistics.

For hypothesis H01, the t-score is 0.960, p-value is 0.35 and the t-tabulated is 2.14 at 5% level of confidence. Since $0.960 < 2.14$; we accept hypothesis H01 that the level of global attacks has not significantly impacted on economic growth in Nigeria.

Similarly, the t-score for hypothesis H02 is -0.922, p-value is 0.37 and t-tabulated in 2.14. Again, we accept the null hypothesis that the level of local attacks against ships trading in Nigerian waters has not significantly impacted on economic growth in Nigeria. This is in line with the findings of Nnadi et al, (2015).

The test of hypothesis H03 shows a t-score of 0.75, p-value of 0.47 and t-tabulated of 2.14. Since $t > t_{\text{tabulated}}$, we accept the null hypothesis that the volume of cargo pilfered in the ports has not significantly impacted on the growth of the Gross Domestic Product (GDP) in Nigeria.

4. Conclusions

There is a significant relationship between maritime piracy/sea robbery and economic growth in Nigeria. The continued attacks on the maritime industry is negatively affecting the growth of the Gross Domestic Product (GDP) and dwarfing potentials for economic development in Nigeria.

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Research on Healthy Personality Training and Family Education Guidance for Adolescents -- An Exploration Based on the New Curriculum Standard in 2022

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Abstract: Through the research and analysis of sound personality development of adolescents, this thesis explores the relationship between adolescents' personality development and the guidance of family education in the light of the requirements of the new curriculum standards of 2022, and puts forward relevant research and practice suggestions. Through the review and theoretical analysis of existing literature, it is found that family education plays a crucial role in shaping adolescents' personality development. The paper further explores how to develop effective guidance for adolescent personality development in the family environment in accordance with the requirements of the new curriculum standards of 2022. Finally, the paper puts forward some suggestions, including strategies for family education, teacher training, and school-family cooperation, with a view to providing references for sound personality development and family education guidance for adolescents.

Keywords: adolescents; sound character; homeschooling; 2022 curriculum standards

1. Introduction

Adolescence is a critical stage of personality development when personality traits and values are often formed and consolidated. Sound personality development is of key significance to the growth and future development of adolescents. However, there are a series of personality development problems in the current society, such as weak moral concepts, difficulties in emotional management, unclear self-identity and so on. Therefore, it is of great practical significance to study how to cultivate the sound personality of adolescents and guide them to establish a correct worldview, outlook on life and values.

2. Materials and Methods

This study aims to explore the relationship between the cultivation of sound personality of adolescents and the guidance of family education, and to put forward relevant research and practice suggestions in the light of the requirements of the new curriculum standards in 2022. This study adopts the methods of literature review and theoretical analysis to conduct in-depth research on theories and practices in related fields, and summarise the existing research results in order to promote the sound personality development of adolescents.

3. Discussion

3.1 Theoretical Research and Practice on Sound Personality Development of Adolescents

This part will review and summarise the relevant research results on the characteristics, influencing factors and current situation of adolescent personality development. At the same time, it will analyse and evaluate the influence of traditional family education on adolescent personality development, and discuss the requirements of the new curriculum standards of 2022 on adolescent personality development.

Adolescence is an important stage of personality development, which is significant for developing sound personality traits and establishing positive social relationships. The formation of adolescent personality is influenced by a variety of factors, including heredity, family environment, school environment, social environment and so on.

3.1.1 Genetic aspects

Studies have found that an individual's genes have an influence on personality traits.^[1] For example, some studies have shown that genetic factors may be associated with an individual's extraversion, introversion, and neuroticism. However, genetic factors are not decisive and the role of the environment is also crucial.

3.1.2 Family environment

Family environment is one of the most important factors influencing the personality development of adolescents. Parenting style, family atmosphere and family values all have an impact on the formation of adolescent personality.^[2] It has been found that warmth, support and encouragement in the family environment help develop adolescents' self-esteem, self-confidence and social skills. On the contrary, poor family environments, such as parent-child conflict and domestic violence, may lead to the emergence of emotional problems and behavioural problems among adolescents.

3.1.3 School Environment

The school environment also has a significant impact on adolescents' personality development.^[3] It was found that a positive school climate, favourable teacher-student relationship and an educational environment that encouraged students to develop their personal interests and strengths could help develop positive personality traits in adolescents. In addition, active participation in extra-curricular activities and community services are also important ways to help adolescents develop social skills and positive personality.

3.1.4 Social Environment

The social environment also has a significant impact on the personality development of adolescents.^[4] Factors such as socio-cultural values, peer relationships and the media may have an impact on adolescents' values and behavioural patterns. For example, the socio-cultural emphasis on authority, competitiveness and cooperation may influence adolescents' personality traits and behavioural patterns. Peer relationships are also important factors in the personality development of adolescents, with their circle of friends and social networks influencing their behaviour and attitudes.

3.1.5 Traditional family education

Traditional family education plays an important role in the personality development of young people.^[5] Traditional family education focuses on cultivating children's basic qualities such as manners, morals and sense of responsibility. This type of education emphasises parental discipline and norms, and passes on family traditions and values. The advantage of traditional family education is that it emphasises the transmission of moral norms and social order, and helps to cultivate discipline and a sense of responsibility in young people.

However, traditional family education also has some disadvantages. It may place too much emphasis on parental authority and children's obedience, limiting the autonomous development of individual adolescents. In addition, traditional family education may face difficulties in the modern social environment, as social development and changes in values may conflict with traditional concepts.

In response to the needs of modern society for adolescent personality development, the new curriculum standards of 2022 put forward new requirements for adolescent personality development. The new curriculum standard focuses on the development of students' comprehensive literacy such as creativity, communication skills, critical thinking and interpersonal relationships. It emphasises student agency and participation, and encourages students to develop their interests and strengths. The new curriculum standards also emphasise the co-operation among schools, the community and families in promoting the holistic development of young people and the cultivation of a sound personality.

3.1.6 Summary

To sum up, adolescent personality development is a process of multifactorial and comprehensive influence. Heredity, family environment, school environment and social environment all have an important impact on the formation of adolescent personality. Traditional family education plays an important role in adolescent personality development, but it also needs to face the new demands for personality development in modern society. The new curriculum standard of 2022 puts forward new requirements, emphasising the cultivation of adolescents' comprehensive literacy and personality development. In practice, we should take into account various factors to provide diversified and all-round personality development support for adolescents.

3.2 Cultivation of Sound Character in Adolescents and Guidelines for Family Education

This part will elaborate on the importance and role of family education in the development of sound personality among adolescents, and how to adapt the guiding principles of family education to the new curriculum standards of 2022. At the same time, it will discuss the

synergistic and co-operative mechanism between schools and families to enhance the comprehensive effect of adolescent personality development.

The cultivation of sound personality of adolescents is a comprehensive process in which family education has an important position and positive role. Family education has a unique impact on adolescent personality development because the family is one of the most important social environments for adolescents and an important place for them to learn social norms, values and behavioural patterns.

Firstly, the process and content of family education can play a direct role in guiding and influencing the personality development of adolescents. Parents, as the first teachers of their children, cultivate and guide their children's character, sense of responsibility, self-discipline and social skills, and other characteristics of a sound personality, by means of teaching by word and example, family activities and family norms within the family. Through family education, young people can learn from an early age to respect others, care for others, share and co-operate, and develop important qualities such as a sense of justice, courage and moral values.

Secondly, family education is the main source of the formation of adolescents' values and behavioural patterns. The family environment and the transmission of values by family members play a crucial role in the personality development of adolescents. Family education can help adolescents establish correct values, cultivate positive attitudes and moral values, as well as good behavioural habits and a sense of social responsibility. Through role model education and positive guidance from the family, adolescents can have a better understanding of social norms and values, and develop a correct code of conduct and sound personality traits.

Adapting to the new curriculum standards of 2022, family education needs to follow some principles and methods in order to better cultivate the sound personality of adolescents. Firstly, family education should focus on cultivating the comprehensive literacy and personality development of adolescents. Parents should respect their children's personality traits and interests and provide them with diverse learning and growth opportunities. Secondly, family education needs to focus on the establishment and maintenance of parent-child relationships, and build a good foundation of communication and trust. Parents should pay attention to their children's emotional needs, listen to their voices and establish a good intimate relationship with them. In addition, family education needs to cultivate the independence and autonomy of young people, guide them to learn self-management and decision-making, and develop good thinking and problem-solving skills.

Schools and families can enhance the effectiveness of personality development of adolescents through a synergistic and co-operative mechanism. Schools can work with families to formulate home-school co-operation plans to strengthen communication and interaction between home and school. Schools can organise parent meetings, home-school co-operation activities and family education training on a regular basis to provide professional education guidance and support. Families can actively participate in school education activities and community services, and work with schools to develop positive personality traits and a sense of social responsibility among adolescents.

To sum up, family education has an irreplaceable role in the cultivation of sound personality among adolescents. Family education can directly guide the personality development of adolescents and cultivate their sound personality traits and behavioural habits. The guidance of family education adapted to the new curriculum standard of 2022 should focus on cultivating the comprehensive literacy and personality development of adolescents. Schools and families can work together to promote the cultivation and development of sound personalities among adolescents through a mechanism of synergy and cooperation.

3.3 Effective Practical Experiences in Fostering the Sound Character of Young People

3.3.1 Strategies and methods of family education

Family education plays a crucial role in developing sound personalities among adolescents. The following are some effective practical experiences, strategies and methods that can help adolescents build up positive personality traits and physical and mental health.

(1) Provide a stable and warm family environment: Adolescents need a stable and warm family environment to develop their sense of security and belonging. Parents should endeavour to convey to their children that no matter what happens, they can always rely on and trust their families.

(2) Establish a positive and respectful mode of communication: It is important to have an open and respectful dialogue with adolescents. Parents should listen to their views and problems and respond with understanding and encouragement. In this way, they can build up trust and thus share difficulties and distress with their parents more easily.

(3) Provide appropriate responsibility and autonomy: Teenagers need to gradually take up their own responsibilities and develop the ability to make decisions on their own. Parents can gradually give them some independent tasks and decision-making, and provide guidance and support. In this way they will learn to be responsible and at the same time develop their self-confidence and maturity.

(4) Teaching emotional management skills: Teenagers often face emotional fluctuations and challenges, so they need to learn to manage their emotions. Parents can teach them some emotional management skills such as deep breathing, positive thinking and seeking support through modelling and coaching. This will help them cope with stress and difficulties and promote physical and mental health.

(5) Encourage physical activity and healthy habits: Physical activity and healthy habits are crucial to the development of adolescents. Parents can encourage them to participate in physical activities, sports and outdoor adventures to promote physical health and develop a balanced lifestyle. Parents should also create healthy eating and sleeping habits at home.

(6) Developing good values and character: Young people need clear values and moral codes to guide their behaviour. Parents should set a good example by conveying and emphasising core values such as honesty, respect, integrity and helpfulness. Through positive guidance and modelling, they will establish their own values and develop good moral character.

(7) Provide a favourable learning environment and educational opportunities: The environment in which young people learn is crucial to their personality development. Parents should encourage them to participate in useful learning opportunities and activities, such as

reading, visiting museums and attending training programmes. In addition, parents should also stimulate their creativity and curiosity to promote personal growth and development. In conclusion, fostering sound personalities among adolescents requires the comprehensive attention and support of parents. Strategies and methods of family education need to take into account the personalities and needs of adolescents and provide them with a warm, respectful, stable and educational environment. Through such efforts, parents can help them become confident, responsible and sound adults.

3.3.2 Nurturing and Supporting Teachers of Family Education

In fostering sound personalities among young people, nurturing and supporting family education teachers is crucial. The following are some effective practical experiences that can help improve the quality and capacity of family education teachers:

(1) Provide professional training: Family education teachers should receive systematic professional training. Such training may include courses on psychological knowledge, child development theories, family communication skills, problem-solving methods, and so on. Through these trainings, family education teachers and teachers can acquire the necessary professional knowledge and skills to better understand and cope with youth problems.

(2) Provide opportunities for practice: After training, family education teacher educators should have the opportunity to apply what they have learnt in practice. This can be achieved through internships, counselling projects, practical training, and so on. In practice, they are able to face real family situations and challenges, and exercise their problem-solving and counselling skills.

(3) Establishing a professional exchange platform: Family education teachers need opportunities to communicate and interact with other peers and experts. This can be achieved by organising professional conferences, seminars and lectures where they can share their experiences, learn from the latest research findings, and receive feedback and guidance.

(4) Providing continuous support and guidance: To ensure the growth and development of home education teachers, they need continuous support and guidance. This can be achieved through regular counselling, guidance and assessment. Home education teacher educators can receive guidance from experienced mentors or professional counsellors to help them identify their strengths and areas for improvement.

(5) Provision of resources and tools: Home educators need appropriate resources and tools to support their work. This can include educational manuals, teaching materials, toolkits, online courses, etc. These resources can help them provide appropriate guidance and support to young people and implement the home education programme effectively.

(6) Continuous updating of knowledge and skills: Teachers of family education should keep abreast of the latest researches and developments and continuously update their knowledge and skills. They may attend professional training, participate in research projects, read the latest academic publications, and so on, in order to maintain their professionalism and educational standards.

Through the above practical experience, family education teachers can enhance their professionalism and better support the sound character development of young people. They

will become counsellors and mentors whom parents and young people can trust and rely on to promote family harmony and the sound development of young people.

3.3.3 Mode of co-operation between schools and families

The school-family co-operation model plays an important role in the development of sound personalities among young people. The following are some effective practical experiences which can help schools and families to establish a positive co-operative relationship:

(1) Two-way communication: Communication between schools and families should be two-way. Schools can communicate regularly with parents about their children's academic progress, behavioural performance and other key information. Parents should also maintain communication with the school by providing information about the family background, the child's interests and special needs. This helps to promote mutual understanding and a shared concern for the child's all-round development.

(2) Regular parent-teacher conferences: Schools may organise regular parent-teacher conferences to give parents an opportunity to interact with teachers and school administrators. This can be a group meeting or an individual meeting for discussing the child's learning, home educational needs, behavioural problems, etc. Parents can share their observations and concerns about their child's development. Parents can share their observations and concerns, while teachers and schools can provide support, advice and solutions to problems.

(3) Home-School Co-operation Programmes: Schools and families can work together on a number of home-school co-operation programmes to promote the holistic development of students. This may include family visit days, parent-child activities, community service projects, and so on. Through these programmes, schools and families can focus on students' academic, social and emotional needs and work together to provide support and guidance.

(4) Information Sharing and Transparency: Schools should ensure transparency of information by providing parents with information on school rules and regulations, programme schedules, and activities. At the same time, parents should also provide timely information about their children, e.g., learning difficulties, personal interests, family situation, etc. This helps schools to understand and respond to students' needs, and in turn provide personalised teaching and support.

(5) Establishment of common goals: Schools and families should work together to identify developmental goals for students. This can be discussed and formulated during individual meetings, parent-teacher conferences or school activities. By establishing common goals, schools and families can collaborate to develop individual learning plans, behaviour management strategies, etc. to ensure that students receive consistent attention and support at school and at home.

(6) Support resources and training: Schools can provide support resources and training to help parents better understand and cope with the challenges of adolescent development. This may include parent education programmes, seminars, training courses, etc. These resources and training will help parents to acquire some parenting skills, understanding of children's psychological development and effective family communication mechanisms.

Through the above practical experience, schools and families can establish a positive and co-operative relationship to jointly promote the development of sound personalities among

young people. This mode of co-operation will provide a more comprehensive and coherent support system to ensure that students will receive attention, guidance and encouragement at school and at home, thereby achieving better learning outcomes and personality growth.

4. Conclusions

In this paper, we have explored effective practical experiences in cultivating sound personalities among adolescents, focusing on the strategies and methods of family education, the training and support of family education teachers, and the co-operation model between schools and families.

In family education, providing a stable and warm family environment, establishing a positive and respectful communication pattern, providing appropriate responsibility and autonomy, teaching emotional management skills, encouraging physical activity and healthy habits, and developing good values and virtues are all effective strategies and methods. At the same time, the training and support of family education teachers are also crucial, including the provision of professional training, practice opportunities, establishment of professional exchange platforms, provision of continuous support and guidance, provision of resources and tools, and continuous updating of knowledge and skills. The mode of co-operation between schools and families is also a key factor in fostering sound personalities among young people. Two-way communication, regular parent-teacher conferences, home-school co-operation programmes, information sharing and transparency, establishment of common goals, and supportive resources and training are all effective practical experiences.

5. Outlook

Future research should continue to delve deeper into exploring and developing effective practical experiences in fostering sound personalities among adolescents. The following are some potential research directions and outlooks:

- (1) Explore new family education strategies and methods: Researchers can further explore and develop new family education strategies and methods, applying advanced technology and media to meet the ever-changing needs of adolescents.
- (2) Emphasis on social and emotional development: Research can pay more attention to the importance of social and emotional development, and explore ways to help adolescents build good interpersonal relationships, develop emotional intelligence, and cope with and manage their emotions effectively.
- (3) Exploring the roles of the community and the school: the study can further examine the roles of the community and the school in promoting sound personalities among adolescents, and how to strengthen community resources and the school support system to provide more integrated support and guidance.
- (4) Data-based decision-making in family education: Using technologies such as big data and artificial intelligence, the research can develop tools for decision-making in family education based on data analysis and machine learning, which can help families assess and formulate personalised family education plans more accurately.

(5) Interdisciplinary research and cross-cultural comparisons: Further interdisciplinary research and cross-cultural comparisons can provide a more multi-dimensional perspective and a deeper understanding of the different approaches and factors involved in fostering a sound personality in adolescents.

Through continuous research and exploration, we can continuously improve the strategies and methods of family education, strengthen the training and support of family education teachers, as well as the mode of cooperation between schools and families, so as to escort the development of sound personalities among adolescents.

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Article

Scaffolding Teaching Approach to Foster Cooperation in English Teaching Strategy

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Abstract: This paper explores the integration of the scaffolding teaching approach to promote cooperation and collaborative learning within the context of English language education. Scaffolding, a pedagogical technique rooted in constructivist theories, is gaining recognition for its potential to enhance student engagement and comprehension. This article investigates the theoretical foundations of scaffolding, its practical application in English language classrooms, and the resulting benefits in fostering cooperation among students. By emphasizing scaffolding in language instruction, educators can cultivate an environment conducive to cooperative learning and language acquisition.

Keywords: scaffolding, cooperative learning, English teaching, pedagogy, language acquisition

1. Introduction

English language education continues to evolve to meet the diverse needs of learners. One emerging approach that holds promise is scaffolding, which not only aids students in comprehending complex language concepts but also encourages them to collaborate effectively. This paper delves into the concept of scaffolding as a teaching strategy and its role in promoting cooperative learning within English language classrooms

2. Theoretical Foundations of Scaffolding:

2.1 Definition and Key Principles of Scaffolding:

Scaffolding, as originally introduced by Vygotsky (1978), emphasizes the role of social interaction and guidance in the learning process. The core principles include the Zone of Proximal Development (ZPD), gradual fading of support, collaborative learning, and

sensitivity to individual needs. Understanding these principles is crucial for effective implementation.

2.2 Scaffolding Techniques and Strategies:

Effective scaffolding techniques encompass questioning, modeling, feedback, gradual release, and the use of graphic organizers. These techniques offer learners the necessary support to advance their language skills while allowing teachers to tailor instruction to individual needs.

2.3 Application of Scaffolding in English Language Instruction:

Scaffolding serves as a versatile and adaptable approach in English language instruction, enhancing various aspects of language learning:

2.4 Vocabulary Development:

Vocabulary is the building block of language proficiency. Scaffolding techniques can effectively support vocabulary acquisition:

2.5 Contextualization:

Teachers can introduce new words within the context of a theme or topic. For example, when teaching the word "ecosystem," the teacher might discuss various ecosystems, their components, and functions.

2.6 Synonyms and Antonyms:

Providing synonyms and antonyms helps students understand the nuances of word meanings. This approach encourages a deeper grasp of vocabulary.

2.7 Visual Aids:

Incorporating visual aids such as images, diagrams, or videos can help students connect words with concrete representations, making vocabulary more memorable and tangible.

2.8 Reading Comprehension:

Scaffolding in reading comprehension aids students in navigating and understanding complex texts:

Pre-teaching Vocabulary: Teachers can pre-select and teach key vocabulary words before reading a text. This preparation ensures that students encounter these words with some familiarity during their reading, promoting comprehension.

Text Summarization: Teachers can model the art of summarizing a text. This scaffold encourages students to identify the main ideas and supporting details in a text, enhancing their comprehension skills.

Think-Alouds: Teachers can employ think-aloud strategies, where they verbalize their thought process while reading. This technique helps students understand how skilled readers approach comprehension.

2.9 Writing Skills:

Scaffolding is instrumental in developing effective writing skills among students:

Process Breakdown: Writing assignments often seem overwhelming to students. Scaffolding breaks down the writing process into manageable steps, such as brainstorming, outlining, drafting, revising, and editing. This approach prevents students from feeling daunted and encourages them to focus on one aspect of writing at a time.

Sentence Starters and Prompts: To facilitate the organization of ideas, teachers can provide sentence starters or prompts that guide students in constructing sentences and paragraphs. This support encourages students to express their thoughts more coherently.

2.10 Oral Communication:

Scaffolding in oral communication fosters effective speaking and listening skills:

Role-playing: Role-playing scenarios can be scaffolded by providing students with specific roles, dialogues, or situations. This approach encourages students to engage in conversations and develop fluency.

Peer Dialogue: Structured peer dialogues, where students engage in scripted conversations or debates, offer scaffolding by providing clear speaking roles and objectives. This encourages active participation and interaction.

2.11 Grammar and Syntax:

Scaffolding in grammar instruction assists students in grasping complex grammatical concepts:

Simplified Explanations: Complex grammatical rules can be simplified for learners. Teachers break down rules into digestible parts and provide clear explanations using straightforward language.

Differentiated Exercises: Scaffolding can involve providing exercises with varying levels of difficulty. This approach ensures that students of different proficiency levels can practice and reinforce their understanding of grammar and syntax at an appropriate pace.

3. Fostering Cooperation through Scaffolding:

In the context of English language education, fostering cooperation through scaffolding is a dynamic process that involves the teacher's active involvement, peer interaction, and tailored techniques for group work. Let's explore these aspects further:

3.1 Scaffolding in the Role of the Teacher:

Teachers play a pivotal role in fostering cooperation within the scaffolding framework. They provide structured support, monitor progress, and adapt their guidance based on individual and collective needs. Teachers act as mediators, guiding students toward a deeper understanding of language concepts and skills. Teachers assume a multifaceted role in fostering cooperation within the scaffolding framework:

Individualized Support: Effective scaffolding requires teachers to understand the unique needs and capabilities of each student. They tailor their support to individual and collective needs, ensuring that each student receives appropriate guidance.

Monitoring Progress: Teachers continually assess students' progress and adjust their scaffolding accordingly. They identify areas where students need additional support and where they are ready to work more independently.

Encouraging Critical Thinking: Teachers use scaffolding to encourage critical thinking and problem-solving skills. They pose thought-provoking questions and guide students in analyzing and evaluating information.

Feedback and Reflection: Providing timely and constructive feedback is an essential component of scaffolding. Teachers offer feedback on students' performance, highlighting strengths and areas for improvement. Additionally, teachers encourage students to reflect on their own progress and contributions to group activities. This self-assessment promotes accountability and encourages students to take ownership of their learning.

Mediators of Learning: Teachers function as mediators, guiding students through the learning journey. They facilitate discussions, clarify doubts, and model effective communication and collaboration. Through their guidance, teachers help students delve deeper into language concepts and skills, fostering a more profound understanding.

3.2 Peer Interaction and Collaboration:

Peer interaction remains pivotal to cooperative learning within English language classrooms:

Collaborative Projects: Teachers design collaborative projects that require students to work together to achieve a common goal. Such projects might involve creating presentations, conducting research, or solving real-world language-related problems.

Peer Teaching: Scaffolding can empower students to take on the role of teachers. Peer teaching sessions, where students explain concepts or assist their peers, reinforce their own understanding and promote cooperative learning.

Conflict Resolution Skills: Teachers help students develop conflict resolution skills. Disagreements are natural during collaboration, and teaching students how to navigate conflicts constructively fosters a positive collaborative environment.

Peer interaction is fundamental to cooperative learning in English language classrooms. It encourages students to actively engage with their peers, share ideas, and solve problems collaboratively. Through effective scaffolding, students can even take on the role of scaffolds for each other interaction remains a cornerstone of cooperative learning within English language classrooms:

Fostering Inclusive Environments: Teachers play a pivotal role in creating inclusive environments where all students feel valued and encouraged to participate. This inclusivity extends to students of varying language proficiency levels and diverse cultural backgrounds. Teachers set the tone for respectful and supportive peer interactions.

Communication Skills: Peer interaction hones communication skills, both in speaking and listening. Students actively engage in conversations, express their thoughts, and respond to their peers' ideas. Through scaffolded peer discussions, students become more proficient communicators in English.

Problem-Solving and Critical Thinking: Collaborative problem-solving and critical-thinking skills are cultivated through peer interaction. Students work together to solve challenges, analyze information, and arrive at solutions. This process encourages them to think critically and consider multiple perspectives.

Peer Teaching and Scaffolding: In some instances, students may take on the role of "scaffolds" for each other. Peer teaching can be a powerful method in cooperative learning. When one student helps another understand a concept or tackle a problem, it not only reinforces their own understanding but also fosters a sense of shared responsibility for learning within the group.

3.3 Scaffolding Techniques for Group Work:

To maximize the benefits of group work, teachers can employ scaffolding techniques that ensure equitable participation and cooperation. Clear instructions, defined roles and responsibilities, structured activities, and well-planned assessments all contribute to successful cooperative learning.

Effective scaffolding techniques for group work involve a combination of strategies and tools that promote equitable participation and cooperation:

Effective scaffolding techniques for group work encompass:

Clear Expectations: Teachers establish clear expectations for group work, outlining objectives and criteria for success. When students understand what is expected, they are better prepared to collaborate effectively.

Defined Roles and Responsibilities: Assigning specific roles within groups, such as leader, recorder, timekeeper, and presenter, ensures that tasks are distributed, and responsibilities are clear. This structure prevents one student from dominating the group and encourages cooperation.

Structured Activities: Teachers provide structured activities and guidelines for group discussions and projects. These activities ensure that students stay on task, engage in meaningful discussions, and complete tasks efficiently.

Assessment Rubrics: Transparent assessment rubrics, shared with students in advance, clarify how group work will be evaluated. This transparency motivates students to contribute their best efforts to the collaborative endeavor.

Conflict Resolution Strategies: Cooperative learning may sometimes lead to conflicts or disagreements among group members. Teachers equip students with conflict resolution

strategies, emphasizing the importance of constructive communication and compromise. These skills are valuable both within and outside the classroom.

In summary, fostering cooperation through scaffolding in English language education involves a multifaceted approach that incorporates the teacher's guidance, peer interaction, and well-structured group work. Through effective scaffolding, educators create a learning environment where students actively engage with the language, develop essential communication skills, and collaboratively navigate the complexities of language acquisition.

4. Benefits and Outcomes:

Through the strategic use of scaffolding, English language educators can achieve a wide range of benefits and outcomes:

Confidence Building: Scaffolding builds students' confidence by providing the necessary support and gradually releasing responsibility. As students achieve success, their confidence in using English grows.

Cultural Competence: Cooperative learning environments expose students to diverse perspectives and cultures. This exposure enhances their cultural competence, a crucial skill in today's globalized world.

Effective Communication: Collaborative activities foster effective communication skills. Students learn to articulate their thoughts, listen actively to others, and convey their ideas clearly.

Real-world Application: Many cooperative tasks mimic real-world scenarios where effective communication and collaboration are essential skills. Students are better prepared for future academic and professional endeavors.

Motivation and Engagement: Cooperative learning promotes intrinsic motivation. Students become actively engaged in the learning process, motivated by their contributions to the group's success.

Improved Language Proficiency: Scaffolding enables active engagement with language, leading to improved listening, speaking, reading, and writing skills.

Enhanced Collaboration Skills: Students develop vital collaboration skills, including communication, teamwork, and problem-solving, which are essential in both academic and real-world contexts.

Increased Learner Motivation and Engagement: Cooperative learning fosters a more engaging and enjoyable learning environment, motivating students to actively participate in the language learning process.

In conclusion, scaffolding is a dynamic and adaptable approach in English language education that supports various aspects of language learning. It not only enhances individual language skills but also fosters cooperation and collaboration among students. With effective scaffolding, educators can create an engaging and supportive learning environment that equips students with both language proficiency and essential collaborative skills for future success.

5. Conclusion:

In conclusion, the integration of scaffolding as a teaching approach in English language education has the potential to significantly enhance cooperation and collaborative learning. By providing structured support, educators empower students to work together effectively, ultimately leading to improved language proficiency and enhanced collaboration skills. The theoretical foundations of scaffolding, its practical applications, and the resulting benefits underscore its relevance in contemporary language education.

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Article

The Undergraduate Computer Network Teaching Case Library Based on Curriculum Ideological and Political Education

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Abstract: The paper studies the significance, content, key issues, innovative points, and research methods of the undergraduate computer network teaching case library based on curriculum ideological and political education. The undergraduate computer network teaching case library based on curriculum ideological and political education enables students to have a deep understanding of computer network knowledge, stimulate their autonomy in learning, improve their computer network skills, and enhance their ideological and political level. Through this case library, we aim to cultivate new era college students who possess both network professional skills and high levels of ideological and political education.

Keywords: computer network; case library; curriculum ideology and politics

1. Background

The ideological and political work is the lifeline of the school's various work. It is rooted in the classroom. The value and deep meaning of "ideological and political curriculum" are self-evident, reflecting the Zeitgeist of advancing with the times.

The computer network courses in universities mainly include "Computer Network", "Computer Network Security", "Computer Network Management", etc. These courses are important courses for majors such as computer science and technology, network engineering, and Internet of Things engineering.

However, based on the knowledge structure and teaching characteristics of the above courses themselves, the long-standing problems in the teaching process include: (1) multiple knowledge points, fast class pace, large classroom capacity, complex and abstract content,

strong theoretical and comprehensive nature; (2) The existing teaching resources are not well integrated with the existing new network technologies and trends; (3) The course teaching did not consider the cultivation of students' ideological and political aspects. Due to the above problems, students may have unclear understanding of knowledge and confusion in logic during class. In addition, it is difficult to find corresponding case resources for in-depth learning after class, ultimately leading to a lack of accurate and comprehensive grasp of the learned content, and failing to achieve the ideal effect of offering this course.

Currently, there are few research results on teaching case libraries related to computer network courses. The only ones include "Research on the Construction of Network Information Security case library for Professional Degrees" published by Tang Chenghua, "Research on Segmental Teaching in the Construction of" Computer-aided design "Course case library" published by Shen Rongfeng, etc., and "Construction and Application of Xinjiang University Computer Software Design Characteristic case library" published by Chen Yanhong, etc.

The above teaching case library did not include new network technology cases, nor did it take into account the ideological and political aspects of the curriculum, resulting in students not learning the latest computer networks and not improving their ideological and political level.

Therefore, how to integrate the ideological and political education of courses with the teaching cases of computer network courses in universities and build a case library of undergraduate computer network teaching based on ideological and political education of courses is an urgent problem that needs to be solved.

Studying the undergraduate computer network teaching case library based on curriculum ideological and political education can stimulate students' autonomy in learning, improve computer network skills, and enhance students' ideological and political level.

2. Content

The content of the undergraduate computer network teaching case library based on curriculum ideological and political education includes:

(1) The combination of course ideological and political education with teaching cases of computer network courses.

The teaching cases of ideological and political courses and computer network courses are comprehensively integrated from four aspects throughout the teaching process. Including:

① The combination of ideological and political courses with teaching objectives, and the design of teaching objectives for computer network courses in universities that combine ideological and political courses.

② The combination of ideological and political courses with teaching content, and the design of teaching content for computer network courses in universities that combine ideological and political courses.

③ The combination of ideological and political education in the curriculum and the teaching process, and the design of teaching cases for computer network courses in universities that combine ideological and political education in the curriculum.

④ The combination of course ideological and political education with homework setting, and the design of homework setting for teaching cases of computer network courses in universities that combine course ideological and political education.

(2) Build a case library for undergraduate computer network teaching based on course ideological and political education.

Based on the teaching cases of computer network courses in universities that combine ideological and political courses, a case library of undergraduate computer network teaching based on ideological and political courses is constructed. The teaching case library consists of three parts, namely the network new technology teaching case library, network security teaching case library, and network principles teaching case library. Each part also contains several teaching cases. As shown in Figure 1.

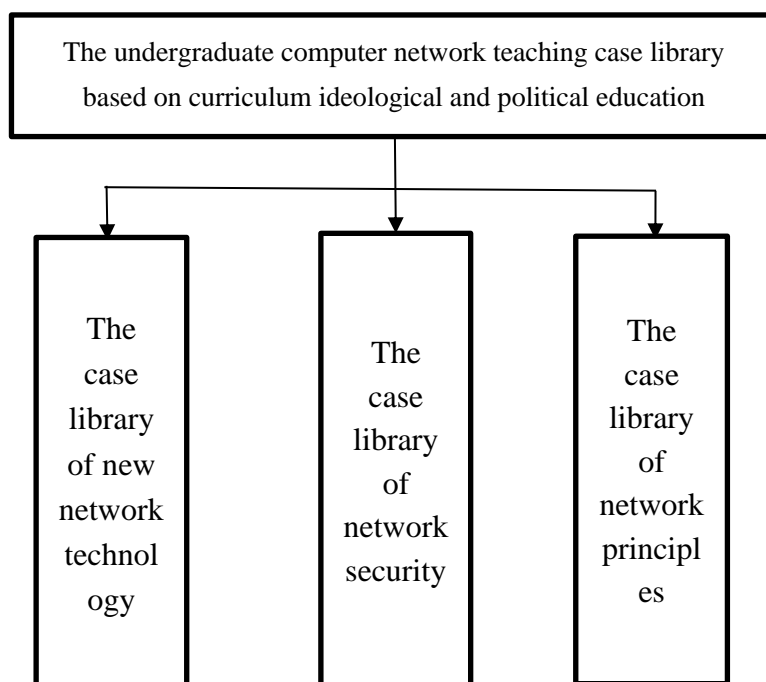


Figure 1. The undergraduate computer network teaching case library based on curriculum ideological and political education

(3) The Practice of Undergraduate Computer Network Teaching Case Library Based on Course Ideological and Political Education.

On the basis of constructing a case library for undergraduate computer network teaching based on curriculum ideological and political education, this paper applies the case library for undergraduate computer network teaching based on curriculum ideological and political education to teaching practice and conducts empirical research.

3. Key Issues

The traditional case library for computer network courses does not include new network technology cases, nor does it consider the ideological and political aspects of the course, resulting in students not learning the latest computer networks and not improving their ideological and political level. The undergraduate computer network teaching case library based on curriculum ideological and political education includes a network new technology

teaching case library, which enhances students' interest in learning computer network courses and enhances their ideological and political level.

The undergraduate computer network teaching case library based on curriculum ideological and political education enables students to have a deep understanding of computer network knowledge, stimulate their autonomy in learning, improve their computer network skills, and enhance their ideological and political level. Through this case library, we aim to cultivate new-era college students who possess both network professional skills and high levels of ideological and political education.

4. Innovation

The innovative points of undergraduate computer network teaching case library based on course ideological and political education are as follows:

(1) Boldly breaking through the design of traditional teaching cases, integrating ideological and political courses with teaching cases of computer network courses in universities from teaching objectives, teaching content, teaching process, and homework settings throughout the entire teaching process and in all directions.

(2) The undergraduate computer network teaching case library based on curriculum ideological and political education includes a network new technology teaching case library, which not only enhances students' interest in learning computer network courses, but also enhances their ideological and political level.

5. Research Method

The research method for undergraduate computer network teaching case library based on course ideological and political education is as follows:

(1) Bibliographic method

Before constructing the case library, utilize existing network resources and literature resources to search for the latest developments in relevant fields both domestically and internationally, in order to provide a solid theoretical foundation for the research of this project.

(2) Research method

The research method is the main method used in the middle and early stages of case library construction. Due to the fact that the main users of the case library are university students, it is necessary to select a portion of students for oral and written communication, to see if the case library can effectively solve the problems that students face during learning, and to appropriately adopt the suggestions it provides.

(3) Experience summary method

The ultimate goal of the case library is to improve students' computer network skills and enhance their ideological and political level. So after the construction of the case library is completed and tried for a period of time, teachers and students will be asked to make evaluations and suggestions through online questionnaire surveys, carefully consider and summarize their existing problems, and improve the case library.

5. Conclusions

The paper studies the significance, content, key issues, innovative points, and research methods of The undergraduate computer network teaching case library based on curriculum ideological and political education. The undergraduate computer network teaching case library based on curriculum ideological and political education enables students to have a deep understanding of computer network knowledge, stimulate their autonomy in learning, improve their computer network skills, and enhance their ideological and political level. Through this case library, we aim to cultivate new era college students who possess both network professional skills and high levels of ideological and political education.

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Article

Game Analysis of Government Regulation and Private Equity Investment Funds

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Abstract: The relevant entities involved in private equity investment funds include investors, private equity investment funds, and financing enterprises. With the policy background of establishing a multi-level financial market, there exists significant risks in the operation of PE funds at all stages, it is necessary to introduce government regulatory role in the operation of PE funds to reduce risks. This paper mainly discusses about the coordination between the government and private equity investment funds from the perspective of game theory, it provides a complete information static game theory analysis of the government and private equity investment funds and gives the mixed strategy Nash equilibrium. It also proposes some suggestions to protect the rights and interests of investors and ensure the stability of the national financial system.

Keywords: Private Equity Investment Funds; Game Theory; Mixed Strategy Nash Equilibrium; Government Regulation

1. Introduction

As a production of the combination of financial innovation and industrial innovation, private equity(PE) funds play an important role in providing a valuable capital and sustainable development for start-up companies, spawning new industries, accelerating the upgrade of industrial structure and consumption level, and creating more employment opportunities. Due to the characteristics of non-disclosure and non-listing, the trading process and details of private equity investments are rarely disclosed publicly, and this uncertainty makes it difficult for investors to make investment decisions, and the management of private equity investment funds also poses significant risks. In addition, the

dual principal-agent game relationship and the long-term and poor liquidity characteristics of the investment cycle make it more difficult to control risks.

There exist a number of researches on the strategies and methodologies of private equity [1-5], Cumming [1] proposed that effective and reasonable government regulations and supervision can guide institutional investments to increase the asset allocation ratio of private equity investments by studying the issue of information disclosure in PE investments. Conversely, the lack of a macro environmental system can have a negative impact. Heed [2] pointed out that non systematic risks caused by the unique characteristics of private equity investments generate market fluctuations, and it is necessary to establish sound regulatory systems in the market to prevent them. Millner [3] proposed to study the information disclosure norms of industry organizations such as EVCA and NVCA, as well as the information disclosure behavior of the PE industry, including value evaluation, degree of information disclosure, performance forecasts, and other content. These contents require a set of standard industry rules and legal systems, which are jointly executed and complied with by relevant participating parties. Wu [4] believed that China needs to further recognize the legal status of the development of private equity investment funds at the legal level. Currently, it is urgent to enrich China's multi-level capital market to cooperate with the growth of private equity investment funds. Zhou [5] took the economic development status after the financial crisis as the research object, combined with the current government regulatory situation in China, and pointed out that China should appropriately learn from overseas regulatory experience, and based on China's national conditions, study a regulatory system that truly conforms to China's characteristics of private equity investment funds.

At present, a large number of studies on private equity investment funds based on game theory and contract theory [6-9], involving various stages of private equity investment, such as project evaluation and exit models, but there are few researches focusing on the relationship between private investment funds and government regulation strategies. Although investors, private equity investment funds, and financing enterprises are the three major participants in the investment operation process, the government regulatory agencies are also important participants in the process of private equity investment, playing an irreplaceable role in regulating strategic direction and maintaining the healthy and stable development of the market. This article constructs a game model between government regulatory agencies and private equity investment funds, and studies relevant strategies at the government regulatory level, hoping to protect the rights and interests of investors and ensure the stability of the national financial system.

2. Preliminary

Game theory is the formal study of decision-making in which economic agents make strategic interactions to produce outcomes to maximize their own utility under certain constraints. According to Gibbons [10], Zhang [11] and Nisan [12], there exist following basic concepts and theorem:

Definition 1 Given the n -player game $G = \{S_1, \dots, S_n; u_1, \dots, u_n\}$, the strategies $\{S_1^*, \dots, S_n^*\}$ is a Nash equilibrium if, for each player i , s_i^* is player i 's best response to the strategies of the $n-1$

other players $\{S_1^*, \dots, S_{i-1}^*, S_{i+1}^*, \dots, S_n^*\}$, $u_i(s_i^*, s_{-i}^*) \geq u_i(s_i, s_{-i}^*), \forall s_i \in S_i, \forall i$ for every feasible strategy s_i in S_i , that is, s_i^* solves $\max_{s_i \in S_i} u_i(s_1^*, \dots, s_{i-1}^*, s_i, s_{i+1}^*, \dots, s_n^*), i = 1, 2, \dots, n$.

Definition 2 Given the n -player game $G = \{S_1, \dots, S_n; u_1, \dots, u_n\}$, for each player i , $S_i = \{s_{i1}, \dots, s_{ik}\}$, Then a mixed strategy for player i is a probability distribution $p_i = \{p_{i1}, \dots, p_{ik}\}$, where $k = 1, \dots, K, 0 \leq p_{ik} \leq 1, \sum_i^k p_{ik} = 1$.

Definition 3 Given the n -player game $G = \{S_1, \dots, S_n; u_1, \dots, u_n\}$, the mixed strategies $p^* = \{p_1^*, \dots, p_i^*, \dots, p_n^*\}$ is a Nash equilibrium if $v_i(p_i^*, p_{-i}^*) \geq v_i(p_i, p_{-i}^*), \forall p_i \in \sum_i$ for each player $i=1, 2, \dots, n$.

Theorem 1 In the n -player game $G = \{S_1, \dots, S_n; u_1, \dots, u_n\}$, if n is finite and S_i is finite for every i , then there exists at least one Nash equilibrium, possibly involving mixed strategies.

3. Game model analysis between the government and private equity investment funds

Without loss of generality, there exists a 2-players game, and all players of this game are assumed to be rational and risk neutral, and this is common knowledge, we can represent the Normal form of 2-player complete information static game may as follow:

(1) Player set: defined as $N = \{1, 2\}$, each of them represents a player in game, here 1 means the government, 2 means the private equity fund.

(2) Strategy set: defined as $s_1 = \{supervise, no-supervise\}$, $s_2 = \{honesty, violation\}$. Strategy $s_{11} = supervise$, $s_{12} = no-supervise$, $s_{21} = honesty$, $s_{22} = violation$.

(3) Payoff function: defined as $u_1(s_{1j}, s_{2j})$ and $u_2(s_{1j}, s_{2j})$ as the payoff of the government and the private equity fund respectively, which can be expressed as follows:

$$u_1(s_{11}, s_{21}) = u - c2, u_1(s_{11}, s_{22}) = u - c1 + \alpha f, u_1(s_{12}, s_{21}) = u, u_1(s_{12}, s_{22}) = u - \beta c3$$

$$u_2(s_{11}, s_{21}) = r, u_2(s_{11}, s_{22}) = r + y - a(x + y), u_2(s_{12}, s_{21}) = r, u_2(s_{12}, s_{22}) = r + y - \beta(x + y)$$

Where r denotes the total utility of standardized operation of private equity investment funds, x denotes difference between the total utility of private equity investment funds that operate in violation of regulations and are effectively regulated by regulatory agencies and the utility of standardized operation, y denotes the difference between the total utility obtained by private equity investment funds operating in violation of regulations and not being effectively regulated by regulatory agencies and the utility obtained by standardized operation, $x+y$ denotes the punishment intensity of government regulation, u denotes the effectiveness of effective supervision by government regulatory agencies, $c1$ denotes the cost of government regulatory agencies regulating violations of private equity investment funds, f denotes the effectiveness of regulatory agencies in effectively regulating the illegal behavior of private equity investment funds, $c2$ denotes the cost of private equity investment funds regulated and operated by regulatory agencies, $c3$ denotes the utility loss caused by insufficient self-regulation in the industry. If the probability of government regulation being effective for non-compliant private equity investment funds is α , then the probability of non-effectiveness for non-compliant private equity investment funds is $1-\alpha$. If the probability of private equity investment funds operating illegally in government regulatory gaps and failing to evade third-party industry self-regulation is β , then the probability of avoiding

industry self-regulation during the illegal operation process is $1-\beta$. This game can be represented in the payoff matrix in Table 1:

Table 1. The Payoff Matrix of Mixed Strategies

		The private equity fund	
		honesty	violation
The government	Supervise	$u-c2, r$	$u-c1+af, r+y-\alpha(x+y)$
	No-supervise	u, r	$u-\beta c3, r+y-\beta(x+y)$

There are 2 players and each player has only two strategies, both of them are finite. As the game model mentioned above, there are four pure strategies that may achieve equilibrium, namely $\{supervise, honest\}$, $\{no-supervise, honest\}$, $\{supervise, violation\}$, and $\{no-supervise, violation\}$, each condition for achieving equilibrium of these four strategies can be presented as follow:

(1) If the equilibrium solution of the game is $\{supervise, honest\}$, the private equity investment funds operate in a standardized manner while government regulatory agencies regulate the industry. The conditions for achieving equilibrium in this strategy are:

$$u - c2 > u - \beta c3 \text{ and } r > r + y - \alpha(x + y), \text{ that is } \beta > \frac{c2}{c3} \text{ and } \alpha > \frac{y}{x+y}$$

(2) If the equilibrium solution of the game is $\{no-supervise, honest\}$, the private equity investment funds choose to operate in a standardized manner, and there is a gap in government regulation. The conditions for achieving equilibrium in this strategy are:

$$r + y - \beta(x + y) < r \text{ and } u - c1 + af < u, \text{ that is } \beta > \frac{y}{x+y} \text{ and } af < c1$$

(3) If the equilibrium solution of the game is $\{no-supervise, violation\}$, the private equity investment funds choose to operate in violation of regulations while government regulation is lacking. The conditions for achieving equilibrium in this strategy are:

$$r + y - \beta(x + y) > r \text{ and } u - \beta c3 > u - c1 + af, \text{ that is } \beta < \frac{y}{x+y} \text{ and } \frac{af}{c1-\beta c3} < 1$$

(4) If the equilibrium solution of the game is $\{supervise, violation\}$, the private equity investment funds choose to operate illegally while government regulatory agencies conduct industry regulation. The conditions for achieving equilibrium in this strategy are:

$$r + y - \alpha(x + y) > r \text{ and } u - c1 + af > u - \beta c3, \text{ that is } \alpha < \frac{y}{x+y} \text{ and } \frac{af}{c2-\beta c3} < 1$$

According to the equilibrium analysis of pure strategy, when the conditions $\beta < y/(x+y)$, $\alpha > y/(x+y)$, and $af/(c1-\beta c3) > 1$ are met, the operation process of private equity investment funds will fall into a cycle of "standardized operation of private equity investment funds -> government regulatory clearance -> illegal operation of private equity investment funds -> government regulatory implementation -> standardized operation of private equity investment funds", and at this point, a mixed strategy can be used to solve the equilibrium solution.

According to theorem 1, there exists a Nash equilibrium of mixed strategy. Assume the private equity fund selects honesty strategy in probability a and violation strategy in probability $1-a$. The government selects supervise strategy in probability b and no-supervise

strategy in probability $1-b$. Then, the expected payoff function of both players can be represented as follows:

$$U_{pe} = a[b(r + y - \alpha x - \alpha y) + (1 - b)(r + y - \beta x - \beta y)] + (1 - a)r \quad (1)$$

$$U_g = b[a(u - c1 + \alpha f) + (1 - a)(u - c2)] + (1 - b)[a(u - \beta c3) + (1 - a)u] \quad (2)$$

The first order partial derivative of the expected payoff function with respect to independent variable a, b is:

$$\frac{dU_{pe}}{da} = y - \beta(x + y) - b(x + y)(\alpha - \beta) = 0$$

$$\frac{dU_g}{db} = a(\alpha f + c2 + \beta c3 - c1) - c2 = 0$$

We can obtain the mixed strategies Nash equilibrium as:

$$b^* = \frac{y - \beta(x + y)}{(x + y)(\alpha - \beta)} \quad (3)$$

$$a^* = \frac{c2}{\alpha f + c2 + \beta c3 - c1} \quad (4)$$

When the regulatory probability of government regulatory agencies is greater than b^* , the optimal behavior of private equity investment funds is to choose standardized operation. When the regulatory probability of government regulatory agencies is less than b^* , the optimal behavior of private equity investment funds is to choose to operate illegally. When the regulatory probability of government regulatory agencies is equal to b^* , private equity investment funds achieve the same utility whether they choose to operate in a standardized manner or in violation of regulations.

When the probability of private equity investment funds operating illegally is greater than a^* , the optimal behavior of government regulatory agencies is to choose to regulate. When the probability of private equity investment funds operating illegally is less than a^* , the optimal behavior of government regulatory agencies is to choose regulatory short selling. When the probability of private equity investment funds operating in violation of regulations is equal to a^* , government regulatory agencies have the same effect whether they choose to regulate or non-regulate strategy.

4. Suggestions

As mentioned above, many factors are related to the Nash equilibrium of game among all players. In order to ensure the smooth development of private equity funds, it is necessary to design an effective incentive and punishment mechanism to ensure that all players perform positive behaviors.

Suggestion 1: Establishing and improving laws and regulations by government regulatory agencies with moderate supervision. According to the equations (1) - (4), it shows that establishing sound laws and regulations by government regulatory agencies can increase the probability of government regulatory agencies' supervision, thereby promoting the standardized operation of private equity investment funds and ensuring the healthy and stable development of the private equity investment market. At the same time, blind intervention should not be allowed, and moderate supervision should be achieved.

The primary goal of fund regulation is to protect the interests of investors. Investors are the support of the fund market, but they are in a disadvantaged position in the fund market. Compared to fund managers, investors often lack professional knowledge, insufficient access to information, weak risk identification and tolerance, and their legitimate rights and interests are easily violated. Therefore, fund supervision must effectively protect investors' legitimate rights and interests, so that investors can avoid unfair treatment. At the same time, fund supervision should also protect the legitimate rights and interests of relevant parties in the fund market in accordance with the law. Regulating the activities of private equity investment funds is an inevitable requirement for the regulatory goal of protecting the legitimate rights and interests of investors and related parties. Regulating the activities of private equity investment funds is the main means and institutional guarantee for protecting the legitimate rights and interests of investors.

For funds, the scope of government regulation should be strictly limited to the areas where the fund market fails. The self-discipline mechanism of the fund industry should be improved, and the internal control and supervision mechanism of fund institutions should be strengthened to cultivate social forces. The active role of self-discipline in the fund industry, internal control of fund institutions, and social force supervision in fund regulation should be fully utilized, forming a system with government regulation as the core, industry self-discipline as the link, and institutional internal control as the foundation. The "Four in One" regulatory pattern supplemented by social supervision.

Suggestion 2: Strengthening industry self-discipline and supervision. The larger x , the smaller y and the larger β in equations (3), the more perfect the third-party self-discipline environment and the stronger the self-discipline ability, and the less likely private equity investment entities are to operate in violation of regulations. The less personal benefits that can be obtained from illegal operations, the heavier the punishment for private equity investment entities who are punished for illegal operations, and the less motivation private equity investment entities have to choose illegal operations.

According to the game model analysis between the government and private equity investment funds mentioned above, due to the existence of asymmetric and incomplete information between the two parties, on the one hand, as long as the government regulatory agencies effectively regulate and pay high regulatory costs, it will promote the standardized operation of private equity investment main funds. When the utility of standardized operation is lower than that of illegal operation, there is a possibility of illegal operation in private equity investment funds. On the other hand, from the perspective of government regulatory agencies, when regulatory costs are high and regulatory effectiveness is negative, there is a possibility for regulatory agencies to abandon regulation. At this point, the existence of third-party self-regulatory organizations is of great significance for the healthy development of the industry.

5. Conclusions

This paper discusses the coordination between the government and private equity investment funds under the view of game theory. The aim of this article is to design a rational

mechanism that can reduce risks of PE and also obtain the outcome of mixed strategy Nash equilibrium. According to the analysis result mentioned above, we design a mechanism that can provide the effective cooperation between government regulatory agencies and private equity investment funds. Based on China's national conditions and development status, we should establish and improve laws and regulations by government regulatory agencies with moderate supervision, and strengthen industry self-discipline and supervision at the government regulatory level.

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Article

An Analysis into Joyce's Narrative Devices and the Realization of Epiphany in "The Dead"

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Abstract: "The Dead" is the last piece in James Joyce's Dubliners. Epiphany is the basis of his renowned stream of consciousness. It describes the sudden revelation which is the climax of people's psychological activities. The realization of the climax of Epiphany in his work not only relies on the characterization and symbolism, but also on the application of various narrative devices. The realization of Epiphany in "The Dead" is linear in protagonist's mental activity. Joyce mainly uses two narrative devices to promote the mental process of realizing Epiphany, one is the alternation of focalization, the other is the transformation of narrative movements. These two narrative devices are both closely connected with the realization of Epiphany. Studying the process of realization of climax of Epiphany in "The Dead" from the perspective of narratology is not only conducive to exploring its narrative strategy in depth, but also beneficial to exploring the literary value and novel art of "The Dead" in form of expression.

Keywords: James Joyce; "The Dead"; epiphany; narratology

1. Introduction

James Joyce's Epiphany conveys to us a kind of aesthetics which is deeply attached to the secular living life. Joyce proposes that even the commonest thing such as a vulgar speech, a memorable gesture, or a symbolic scene can radiate the light of wisdom, which leads us to meditate on all sides of our lives. Though Epiphany occurs in several seconds, which is short-lived, ephemeral, or it is better to call it "evanescent", long-lasting influences can be nurtured in this momentary phase of mind. Joyce claims it is the responsibility of artists to record these delicate and exquisite moments. In *The Dead*, Epiphany shines in a wasteland of paralysis. "The Dead" is the last piece in Joyce's *Dubliners*. It is noticed that Joyce has begun to turn his creative attention to the spiritual world of the characters in *Dubliners*. Although Joyce

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had not yet used stream of consciousness in this novel, he adopted a unique technique “Epiphany” to show the intricate thoughts and feelings of his characters. James Joyce devotes almost all his lifetime and energy to innovating writing techniques and making experiments of English language. No matter from the aspect of his innovating writing technique, or from the aspect of his contribution to modern literature, Epiphany is an important part to understand Joyce’s works. Initially, Epiphany is the basis of his renowned stream of consciousness. Besides, Epiphany describes the sudden revelation which is the climax of people’s psychological activities. It is an important part in Joyce’s literary proposition that modern literature should care about people’s mental world.

However, because of Joyce’s later works’ unprecedented significance, critics and researchers have devoted too much attention and energy to his masterpieces *Ulysses* and *Finnegan’s Wake*. “The Dead” has not received due public attention, so there is much space for exploration in this novel. Previous researches have touched the field of Epiphany theme, feminism, post-colonialism, symbolic significance and other aspects. Despite the academic accomplishments scholars have achieved, few have attempted to systematically analyze the narrative devices in “The Dead”. Besides, the relationship between the narrative devices and Epiphany is rarely discussed before. Thus, lack of studies in this field necessitates the research.

The research is necessary and significant in these aspects. To begin with, the realization of Epiphany in this novel is closely related to its alternation of focalization, narrative movements. Among them, absence of complete plot and the uncertainty of symbolic meaning the Epiphany brings are the characteristics of modern novel. Thus a systematic study of Epiphany can penetrate the role of narrative devices in realizing Epiphany. Besides, Epiphany is the basis of the renowned stream of consciousness, in this way Joycean study can be deepened and broadened. Last but not least, the study of the various narrative devices that constitute narrative discourse in “The Dead” is conducive to further exploring the ways of generating thematic meaning in Joyce’s novels, accumulating experience in the study of narrative strategies in Joyce’s novels, and helping readers to have a deeper understanding of Joyce’s aesthetic thoughts and novel art.

2. Literature Review

2.1 Previous Studies Abroad of “The Dead”

In general, the study of *Dubliners* has undergone a period of more than 100 years, from the publication of *Dubliners* in 1914 up to now. It can be roughly divided into four periods, namely the beginning period, the development period, the booming period and the multi-cultivation period.

Early studies of *Dubliners* include book reviews, general studies and thematic studies. During the continuous development of Joyce’s studies in the west, his only collection of short stories *Dubliners*, remained dormant for 40 years after its publication[1]. During the 1950s, Joycean study mainly focused on book reviews, general studies as well as thematic studies. James Fairhall, an American Joyce scholar, argued that the study of *Dubliners* was largely ignored

until 1956[5] when American scholars discovered that the collection of short stories had been selling poorly and had never received the attention it deserved[8]. In general, early studies of Dubliners were limited to book reviews. Critics generally agree on Joyce's talent, with reviews ranging from cynical to bland[4]. The study of Dubliners was for a long time neglected because of Joyce's later works' unprecedented significance, critics and researchers have devoted too much attention and energy to his masterpieces Ulysses and Finnegans Wake. However, by the mid-1950s, the collection of short stories began to attract the attention of scholars. The study of "The Dead" also developed. First of all, the James Joyce, written by Richard Ellmann[4], devoted one chapter to introducing the background of The Dead, which provided important documentary information and textual criticism for deepening the understanding of Dubliners. Besides, scholar Brendan O'Hehir published an academic paper on "The Dead" called "Structural Symbol in Joyce's 'The Dead'". Thus, in the first half of the 20th century, the contents of the research on Dubliners and "The Dead" were relatively scattered, and the research methods were simple, and the research results mainly consisted of papers, especially book reviews, which were limited in number.

In the development period, monographs on Dubliners began to appear, which can be divided into three categories: First, general studies, such as "Notes for Joyce: Dubliners and Portrait of a Young Man as the Artist[2]; The second kind is the collection of papers, such as James Joyce's Dubliners: A Critical Handbook ; The third category is thematic research, such as James Joyce's Dubliners: Substance, Vision, and Art written by Warren Beck(1969), which is devoted to the overall study of Dubliners, systematically analyzing and studying the themes and narrative techniques of Dubliners, especially Epiphany and other techniques[9]. During this period, the research object mainly focused on the texts of "the dead", "sisters" etc.[10], and the research methods mainly included social and historical criticism, mythological criticism and poetics research. The research content of this period mainly focused on the themes, myths and other aspects of the works. Thus, at the same time that studies of Dubliners began to develop, the study of "The Dead" also began to progress.

In the 1970s and 1980s, the study of Dubliners was flourishing, and narratology and language study became two research hotspots at that time. Later relevant studies gradually turned to post-structuralist text forms and themes, such as the study of the structure of traditional narrative and the opposition to interpretation. From the end of 20th century to the beginning of this century is a period of diversification of its research, and its research achievements are quite numerous. The study of Dubliners under the theoretical framework of feminism, Marxism and post-colonialism has become the mainstream. Therefore, relevant researches at this period presented a multi-cultivation trend. However, not much research has been done on "The Dead" [11].

2.2 Previous Domestic Studies of "The Dead"

In China, from the publication of Dubliners to the founding of new China, its related research has been limited to scattered introduction. Even in the first thirty years after 1949, there were too few specialists, with only partial translated researches. Until the 1990s, great progress

was made in the study of Joyce in China. Since the 1990s, a number of monographs have been published, including Li Weiping's *Joyce's Aesthetic Thought and the Art of Novel*, which not only analyzed and commented on Joyce's works, but also made comments on the relationship between Joyce's life and creation, and made a detailed analysis of the insight technique in "The Dead". In addition, representative academic papers related to spiritual Epiphany in "The Dead" in China include Li Weiping's "On Spiritual Epiphanies in Dubliners" published in 1996 and Jiang Hong's "'Spiritual Epiphanies' and 'Important Moments'----A Comparative Study of 'The Dead' and Woolf's Spots on the Wall" published in 2001. The former summarized and commented on the spiritual epiphanies in the short stories of Dubliners, including "The Dead". The latter compared and evaluated Joyce's spiritual Epiphany and Woolf's important moments from the perspective of narratology. In addition, Qu Mingmei innovatively analyzed Joyce's skills of construction of spatial structure and time in "Narrative Strategies of James Joyce's 'The Dead'" in 2015.

In conclusion, no matter the domestic or foreign studies, the research methods on the subject of insight in Joyce's *The Dead* are relatively simple. Since the early 21st century, the research on "The Dead" mainly includes the discussion on the meaning of life and death, the analysis of the protagonist's insight, and the symbolic image. Among them, the research on the theme of insight is repeated, and there is a lack of study on the narrative techniques in "The Dead". And the research on the relationship between Joyce's narrative device and realization of insight is even rarer. Therefore, the research gap in this field provides development space for this research.

3. Methodology

3.1 Research Methods of Genette's Narratology

Narratology denotes both the theory and the study of narrative and narrative structure and the ways that these affect our perception. As a matter of fact, this word is an anglicisation of French word *narratologie*, coined by Tzvetan Todorov. Since the 1960s, the contemporary narrative theory has been rapidly developing towards maturity, in which French structuralist critic Gerard Genette plays a pivotal role. On the basis of absorbing the others' research results, he constructed his own narrative theory, whose origin mainly includes Saussure Linguistics, Structuralism, Russian Formalism, and New Criticism.

Accepting and absorbing the above-mentioned scholars' advantages and strengths, Genette published *Narrative Discourse* in 1972, which makes Marcel Proust's *In search of Lost Time* the research object and proposes his own unique narrative outlook. In the book, at first he indicates that narrative contains three distinct notions, namely, narrative, story and narrating, and further distinguishes them. Story means an event or a series of events told in narrative discourse, real or fictitious. Narrating is the act of someone recounting something. To analyzing narrative discourse is, essentially, to study the relationship between narrative and story, between narrative and narrating, and between story and narrating.

Genette systematically introduced his narrative theory into five parts: Order, Frequency, Duration, Mood, and Voice. Through analyzing the artistic techniques of *In search of Lost*

Time, he summarized and established a set of his own narratology. Genette incorporates French structuralist narrative theories, constructs rather comprehensive and systematic narrative theory, and thus lays a solid foundation for contemporary narratology. It is under the influence of his narrative discourse that many subsequent scholars and experts such as Mieke Bal, Gerald Prince, and Rimmon-Kenan further explore and deeply dig the narrative theories. These scholars speak highly of his narrative discourse, and in the meantime put forward some doubts and challenges, in view of which Genette also published *Nouveau discours du récit* (New Narrative Discourse) in 1983 as a response. In this new narrative discourse, he discusses such questions as the classification of person, the application of the present tense, the interrelation between mood and voice, and focalization, and consequently interprets and perfects his narrative theory.

Under the influence of Russian formalism, linguistics, new criticism, narratology and other theories, the formalistic aesthetically oriented text criticism has been formed since the mid-late 1980s. When analyzing a work, the idea of starting from the story structure itself can be said to be the most basic text value meaning of narratology. The research object of narratology is narrative fictional works, so any narrative fictional works can be interpreted and criticized with this theoretical tool. It is because of this theory that some literary genres with modern characteristics can be properly interpreted, and previous and even ancient literary works can also be reinterpreted with this tool. Secondly, the artistic techniques such as “stream of consciousness narration” and “absurdity” and the techniques of “meta-narrative” in modern novels need to be interpreted and interpreted by new theories.

In conclusion, narratology is a synchronic and systematic form study of narrative texts, whose scope is to explore the narrative mode, structural model and reading type of narrative texts. Its significance lies in providing a theoretical framework for scientific understanding of narrative texts.

3.2 The Reasons and Strengths for Adoption of Narratology

The greatest contribution of narratology lies in that it pays more attention to the artistic forms and expressive skills of novels, and pays more attention to the common features of novels themselves. By studying the theme of the novel through narrative theory, it is helpful for readers to have a deeper understanding of the unique beauty of the form in the novel, and to promote the understanding of the content through the analysis of the form of expression in the novel.

“The Dead” is a very successful work in which Joyce hides the characteristics of his modern novels. With a soothing tone, the author calmly and orderly narrated the story before and after the banquet, and finally gave the readers thoughts and feelings. On the surface, this is a work of symbolism and metaphor. In fact, Joyce’s untraceless narrative strategy is the core source of aesthetic experience. The realization of the climax of Epiphany in his work not only relies on the characterization and symbolism, but also on the application of various narrative devices. Therefore, studying the process of realization of climax by insight in “The Dead”

from the perspective of narratology is not only conducive to exploring its narrative strategy in depth, but also helpful to exploring the literary value and novel art of “The Dead”.

4. Narrative Devices and the Realization of Epiphany

4.1 Typical Elements Triggering Epiphany

4.1.1 Progressive Encounters with Snow

Epiphany is of great importance to Joyce, whose religious connotations cater to Joyce’s artistic concepts. In *Dubliners*, Joyce uses spiritual epiphanies to show the intricate thoughts and feelings of his characters. At the end of almost every story, the hero suddenly sees his situation and realizes the essence of life. This critical moment of the character’s awakening is what Joyce calls a spiritual Epiphany, a sudden divine meeting of the mind. Epiphany originated from the Greek word for “manifestation”. In Christianity, it usually refers to January 6 (i.e., “the twelfth night”), the day of Jesus’ apparitions. In ancient Greek drama, it often refers to a scene in which God suddenly appears and dominates at a critical moment. The Typical elements triggering Epiphany in “The Dead” include nature and human being. “The Dead” is the ending story of *Dubliners*. It is both the synthesis and the climax of *Dubliners*. It is of high symbolic meaning that the party takes place on Epiphany Day. Usually, critics had put too much energy in interpreting the function of snow in triggering Gabriel’s final Epiphany. However, the occurrence of snow before the dinner should not be neglected. Actually, snow has given Gabriel sense of comfort when he feels uncomfortable at the party. Depressed by the conversations with Miss Ivors, he gets a chance to catch a sight of the outside snow. His “warm trembling fingers tapped the cold pane of the window” (Joyce 199). Instead of shrinking from the coldness, he feels “pleasant” to see the snow view. For Gabriel, staying with snow can be more pleasant than at the supper-table. Joyce foreshadows Gabriel’s intimate feelings to snow because snow can give him somber feelings and arouse his inner desires. The snow shields a shelter for Gabriel, besides, it makes it easy for readers to perceive the genuine feelings in Gabriel’s heart.

“Snow” is closely associated with the realization of the final insight. Joyce uses snow as a symbol of life and death throughout the story. The natural phenomenon of snow usually occurs at the end of the year, usually symbolizing the end of one cycle and the beginning of the next. Crystal clear snow often reminds people of cold and sad, and snow covering the land shows loneliness. However, as soon as the snow melts, it is the beginning of the rebirth of all things, and a sign of life. Therefore, it can be said that the frequent occurrence of “snow” in this short story indicates the process of Gabriel’s acquaintance with death, as well as Joyce’s deep thinking on life.

The image of snow in “The Dead” went through a gradual process of development, and its influence gradually expanded to cover the whole of Ireland. When Gabriel first arrived, the snow began to fall on his clothes, and it began to feel oppressive, which can be reflected by “He stood on the mat, scraping the snow from his giplshes”, “He continued scraping his feet vigorously while the three women went upstairs...”^{[7]184}. Gabriel is a highly educated

intellectual, while Snow is indigenous. From the moment he entered, he began to clear the snow from his galoshes, a popular item in mainland Britain but not in the west of Ireland. This also explains that galoshes are a symbol of advanced civilization, while the snow in Ireland is a symbol of backwardness, which explains why Gabriel is so obsessed with clearing away the annoying “snow”. On the surface, he hated snow, but in fact he did not identify with Ireland and felt alienated from its native culture.

When the image of snow appeared again, it expanded in Gabriel’s mind, ---- “How pleasant it would be to walk out alone, first along by the river and then through the park!”^{[7]199}. Compared with all his perception with snow before, it is the first time that Gabriel “hears” the snow. And in the end, “His soul swooned slowly as he heard the snow falling faintly through the universe and faintly falling, like the descent of their last end, upon all the living and the dead”^{[7]234}.

As Gabriel learns more about snow, so does his sense of self-awakening and national identity. At the last moment, the snow gives Gabriel a sense of what it means to be truly dead and truly living. It was also at the last moment that the snow awakened the souls of the Irish who had been paralyzed and bound for so long. The snow at the last moment represents the spiritual death of the Irish, but also the rebirth. Snow provides a sense of an essentially dialectical unity between life and death, in which the dead and the living are never separated. So snow is closely related to Gabriel’s realization of final Epiphany, and the first few descriptions of Gabriel’s encounter with snow in the story are all preparations for the final Epiphany.

4.1.2 Progressive Encounters with Three Women

“The Dead” focuses on the complex process of college professor Gabriel’s self-knowledge while attending a Christmas party, and his eventual spiritual Epiphany about the failure of his marriage and his sense of national identity. The story is made up of two parts. The first part takes place at the Christmas party of two aunts. The second part takes place at the hotel where Gabriel and his wife Greta stay after the party. As a university professor, Gabriel has a potential sense of superiority and self-confidence, but this Christmas party is hit by three women from far and close, which leads him step by step to spiritual enlightenment journey. Finally he realized that he should accept his fellow Irishman, identify with the Irish nation in his heart, and realize that spiritual death is the real death.

Gabriel’s conflict with Lily was the germ of his Epiphany. They had known each other for years, but Lily was the janitor’s daughter and he was a college professor. In terms of social class, the gap between them is too great. In a conversation with Lily, he learns that Lily no longer goes to school, he said gaily, “I suppose we’ll be going to your wedding one of these fine days with your young man, eh?”^{[7]185}. However, “The girl glanced back at him over her shoulder and said with bitterness: ‘The man that is only all palaver and what they can get out of you’ ”^{[7]185}. Then Gabriel coloured. The word indicates that Gabriel is extremely sensitive, but he also feels embarrassed and demeaning by Lily’s sarcastic remarks. After his encounter with Lily, Gabriel is rattled and his sense of spiritual superiority slowly begins to falter. The

reason for his discomfort was not the irony, but the realization that they were both Irish, but of different social classes, and that they were doing well for themselves, while his countrymen lived in poverty and unhappiness. He was aware of this estrangement between them, but he could do nothing about it. He could no longer feel comfortable showing his superiority to his countrymen.

Gabriel's encounter with Miss Ivors had further shaken his self-esteem and made him step by step on the road to self-reflection. He had spent more time with Miss Ivors than Lily had, and so it hit him harder. "She did not wear a low-cut bodice and the large brooch which was fixed in the front of her collar bore on it an Irish device and motto"(Joyce 195). From this short sentence, we can see that Miss Ivors is an extreme Irish nationalist. She despised Gabriel's behavior of advocating continental civilization while being an Irish intellectual, which can be reflected by "I have found out that you write for The Daily Express. Now, aren't you ashamed of yourself?" and "To say you'd write for a paper like that. I didn't think you were a West Briton"^{[7]195}. Here the conflict between Ivors and Gabriel have already existed. Then Ivors pressed, "And why do you go to France and Belgium...instead of visiting your own land?...And haven't you your language to keep in touch with--Irish?"^{[7]197}. As an Irish nationalist, Ivors could not stand the fact that Gabriel knew nothing about his compatriots, homeland and native land, so she called Gabriel "West Briton". This was the moment when the conflict between them came to a head. His sense of superiority is further shaken, prompting him to constantly reflect on himself, step by step to achieve his Epiphany.

The former two encounters just shackled Gabriel's superiority, while the love story Gabriel's wife Gretta leads to Gabriel's final breakdown. After the dinner, when Gabriel and Gretta return to the hotel, he is filled with unquenchable passion for Gretta, who is depressed by a ballad The Lass of Aughrim. The ballad reminds her of her first love, Michael Furey, which makes Gabriel jealous. But when Gabriel knew that "He is dead when he was only seventeen"^{[7]229}, he fell into a deep silent collapse. In the silence, he had an Epiphany that he was just a neurotic, sentimental sentimentalist. He realized that the gap between himself and Greta was rooted in his failure to truly identify with Irish culture. Gretta came from the west of Ireland, near the Ellen Islands, but Gabriel had never set foot there, thinking it primitive and ignorant. So he reinvented his wife in a very civilized continental way of life. The story of Gretta's first love led him to discover that his own stereotypes of the West had created a psychological divide between him and his wife. To bridge the gap, he had to get to know Gretta's hometown, the west of Ireland, and set out west.

4.2 Narrative Devices for Epiphany

4.2.1 Presenting Epiphany with Alternation of Focalization

At the beginning of the story, Joyce uses a zero focalization, which is not complete omniscient in "The Dead". Through this perspective, the narrator can calmly grasp the appearance, family, words and deeds of all kinds of characters, and can also make the characters observe each other with the help of the free movement of the focus. From the

second paragraph, readers can know that Kate and Julia are Mary's aunt, Lily is the daughter of the looter, and their life background. The second paragraph describes the relationship between the characters in the story and the living environment of each character, and all of this is derived from the use of zero focalization. The perspective of the narrative shifts from the moment when Gabriel becomes unsettled by Lily's words. "He was still discomposed by the girl's bitter and sudden retort"^{[7]186}. Then the zero focalization becomes the internal focalization, showing Gabriel's inner activity from his point of view. Soon, the internal focalization changes again to the external focalization. The first change of focalization occurred after Gabriel's encounter with Lily. Through this third-person internal focalization, Gabriel's mental activities were described, laying the foundation for realizing Epiphany.

The narrator then strictly describes Aunt Kate's conversation with Conroy and his wife from the outside. Mr. Brown and Mr. Freddie followed, and the ball began, and Miss Mary began to play the piano. The narrator only provides the action, appearance and objective environment of the characters, but does not tell the motives, thoughts and feelings of the characters. Through reading, we can see that the bustle of the party is only the appearance of Dublin life, and beneath the bustle is people's mental paralysis. The narrator gives a very detailed description of the appearance of the characters, as well as the reactions of the others when Mary plays the piano, without making any comments. This way of gathering is like a camera, keeping the narrator at a distance from the story, and the characters in the story often seem mysterious and hazy.

As Mary played the piano, the perspective changed again. The external focalization is approaching the internal focalization. Gabriel begins to wander, from questioning the piano music Mary is playing to seeing the wall above the piano, from the color of the painting on the wall to the fact that his mother once made him a vest, and then to remembering his mother's negative attitude toward his wife. Gretta is a representative of the western culture of Ireland. The description of Gabriel's memories from the perspective of third-person inner focus here also suggests that he began to reflect on his attitude towards Gretta's identity, which is the foundation of his final epiphany.

In the later narrative, the visual field varies between wide and narrow. Until Gabriel and his wife are in the carriage home, Joyce uses almost all the zero focalization, the camera has a brief pause on each character, but always keeps a distance from the character. Gabriel's mental activity is also recorded as the camera focuses on him. The progress of the whole shot is slow and rhythmic, and there is no obvious watershed in the middle of the camera switch, the transition is very natural.

It can be concluded that several changes of perspective from outer focus to inner focus occurred respectively after Gabriel's three encounters with Lily, Ivors and Gretta, which almost coincided with the process of Gabriel's Epiphany. So the back and forth of point of view is an important factor in the protagonist's realization of Epiphany.

4.2.2 Presenting Epiphany with the Change of Narrative Movements

In “The Dead”, there appear different forms of narrative movement, constituting a variety of narrative rhythm, including ellipsis, pause and scene. The first is Joyce’s use of pause, which means that the narrative time is much longer than the story time, often used to describe the scenery or people’s mentality. When the focalization gradually shifts from the omniscient point of view to Gabriel, Gabriel’s thoughts in a certain moment are presented, including his unease after the conversation with Lily, his worry about the speech, his memory of his mother, his inner defense of his comments for *The Daily Express*, his care and anxiety about Miss Ivors’s words. And the flow of passion in the face of his wife, and the psychological activity that comes with knowing that Michael died for her. In addition, it can be found that Gabriel’s Epiphany was gradually achieved through several separate reflections. These mental activities are all demonstrated by the narrative movement of pause, which is used to show the reader Gabriel’s inner monologue. Obviously, the outcome of the story is linear, and the protagonist’s Epiphany is the inevitable product of the story unfolding. This narrative movement makes the plot seem sluggish and heavy, but because of the cross-use of other narrative movements, the whole article has a level of abstraction.

Then there is the use of ellipsis. Ellipsis plays an important role in the text. It is reflected in Gabriel’s conversation with Miss Ivors. The narrator avoids talking about why Gabriel hates the Irish language and his own country, which is actually a paralipsis, and the purpose is to provide the reader with the opportunity to think and create by creating breaks and gaps in the narrative. Cleverly, the ellipsis is deliberately arranged by Joyce. While describing Gabriel’s mental activities, Joyce deliberately avoids directly explaining to the reader the causes of Gabriel’s Epiphany, and these mental activities gradually promote Gabriel’s Epiphany. It has the effect of silence over sound. The reader can’t think about the reason until Gabriel decides to set off to the west. The name of the short story is “The Dead”. The first half of the story is about everyday life, happy parties, which is a scene of excitement and peace. The second half of the novel starts from the description of Gabriel’s wife listening to music, and the novel changes into another situation, from the previous lively description of the outside to the quiet inside, accompanied by the outdoor scenery of heaven and earth, the characters begin to daydream and meditate. After Gabriel’s wife talks about the deceased Furey, the ending of the novel is enveloped in the atmosphere of the deceased. The novel suddenly shifts from lively life scenes to metaphysical scenes related to the universe, life and death. This sudden turn of events is incomprehensible in terms of plot. From a deep level, the contradiction or lack of causality in the plot of the novel is actually caused by the rupture of the narrative logic. Joyce repeatedly creates sub-narratives with broken logical meanings, which lack the suspense and climax of the main narrative, and the various dramatic problems common in classical narratives. The main body of this novel follows the narrative structure of traditional novels. According to certain rules, the characters in specific environments are narrated, and their stories are described in chronological order. However, under the usual rules, the author intentionally breaks the established rules.

On the surface, the plot of this novel does not have the climax and ending of traditional novels, but the author’s intention is buried in the narrative means. Only by mulling over the narrative structure of the novel can readers understand the Joyce's intention. Joyce’s aim was to call

people to awakening, to get the Irish out of a state of mental paralysis, so his novel didn't need unity, didn't need the climax and ending of the traditional novel, he needed a powerful art form to represent his suffering people. So he wanted to show the real life of Ireland, the despair and hope of the Irish people. It is difficult to express the Irish nation through traditional novel writing techniques such as the completeness of the story and the inevitability of logical development. The history of the Irish nation is long and complicated, including the conflicts between colonies and suzerainty, the conflicts between Catholicism and suzerainty, and so on. The story with a single, closed ending is difficult to show the real Irish nation. Therefore, that's why the plot of "The Dead" lacks integrity. Firstly, the ellipsis of the story plot is a projection of disruption of Irish national consciousness and culture; secondly, the moderate ellipsis of the story plot can give readers the sense of suddenly tumbling after reviewing and integrating the somewhat abrupt plot. Only through repeated consideration of these plots can they resonate with Gabriel and understand his final Epiphany.

5. Conclusions

In conclusion, the realization of Epiphany in "The Dead" is linear in Gabriel's mental activity. Joyce mainly uses two narrative devices to promote the process of insight of characters, one is the alternation of focalization, the other is the transformation of narrative movements. Gabriel's three encounters with Lily, Ivors and Gretta facilitate Gabriel's Epiphany at the end. And the narrative of these three particular encounters is very clever and significant. First of all, the use of third-person internal focalization provides a "camera" for Gabriel's mental activity performance. Every time the camera focuses on Gabriel, it is the process of Gabriel's self-reflection. Secondly, the switching back and forth of the two narrative movements of Pause and Ellipsis delayed the rhythm of Gabriel's realization of Epiphany. The pause was used to show the flow of consciousness of Gabriel's Epiphany to provide space for the reading close to Gabriel's heart, while the Ellipsis was used to reflect the real separate state of the sense of Irish national identity and the "paralysis" state. Besides, the ellipsis of certain plots replaced the long interpretation. It accumulates strength gradually for Gabriel's final Epiphany, which serves as an enlightening reminder for Irishman at the end of the story.

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