Online ISSN : 2249-460X
Print ISSN : 0975-587X
DOI : 10.17406/GJHSS

Global Journal

of Human Social Sciences: G

Linguistics & Education



An Artificial Intelligence (AI)

Case Study of Language Retention

Highlights

Education & Didactic Approaches

The Label's Children's Book Covers

Discovering Thoughts, Inventing Future

VOLUME 23 ISSUE 12 VERSION 1.0

© 2001-2023 by Global Journal of Human Social Sciences, USA

Volume 23 Issue 58 was originally issued as G12

Global Journal of Human-Social Science: G
Linguistics & Education

Global Journal of Human-Social Science: G
Linguistics & Education

Volume 23 Issue 12 (Ver. 1.0)

Open Association of Research Society

© Global Journal of Human Social Sciences. 2023.

All rights reserved.

This is a special issue published in version 1.0 of "Global Journal of Human Social Sciences." By Global Journals Inc.

All articles are open access articles distributed under "Global Journal of Human Social Sciences"

Reading License, which permits restricted use. Entire contents are copyright by of "Global Journal of Human Social Sciences" unless otherwise noted on specific articles.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without written permission.

The opinions and statements made in this book are those of the authors concerned. Ultraculture has not verified and neither confirms nor denies any of the foregoing and no warranty or fitness is implied.

Engage with the contents herein at your own risk.

The use of this journal, and the terms and conditions for our providing information, is governed by our Disclaimer, Terms and Conditions and Privacy Policy given on our website http://globaljournals.us/terms-and-condition/menu-id-1463/

By referring / using / reading / any type of association / referencing this journal, this signifies and you acknowledge that you have read them and that you accept and will be bound by the terms thereof.

All information, journals, this journal, activities undertaken, materials, services and our website, terms and conditions, privacy policy, and this journal is subject to change anytime without any prior notice.

Incorporation No.: 0423089
License No.: 42125/022010/1186
Registration No.: 430374
Import-Export Code: 1109007027
Employer Identification Number (EIN):
USA Tax ID: 98-0673427

Global Journals Inc.

*(A Delaware USA Incorporation with "Good Standing"; **Reg. Number: 0423089**)*

Sponsors: Open Association of Research Society
Open Scientific Standards

Publisher's Headquarters office

Global Journals® Headquarters
945th Concord Streets,
Framingham Massachusetts Pin: 01701,
United States of America
USA Toll Free: +001-888-839-7392
USA Toll Free Fax: +001-888-839-7392

Offset Typesetting

Global Journals Incorporated
2nd, Lansdowne, Lansdowne Rd., Croydon-Surrey,
Pin: CR9 2ER, United Kingdom

Packaging & Continental Dispatching

Global Journals Pvt Ltd
E-3130 Sudama Nagar, Near Gopur Square,
Indore, M.P., Pin:452009, India

Find a correspondence nodal officer near you

To find nodal officer of your country, please email us at *local@globaljournals.org*

eContacts

Press Inquiries: *press@globaljournals.org*
Investor Inquiries: *investors@globaljournals.org*
Technical Support: *technology@globaljournals.org*
Media & Releases: *media@globaljournals.org*

Pricing (Excluding Air Parcel Charges):

Yearly Subscription (Personal & Institutional)
250 USD (B/W) & 350 USD (Color)

Editorial Board

Global Journal of Human-Social Science

Dr. Arturo Diaz Suarez

Ed.D., Ph.D. in Physical Education Professor at University of Murcia, Spain

Dr. Prasad V Bidarkota

Ph.D., Department of Economics Florida International University United States

Dr. Alis Puteh

Ph.D. (Edu.Policy) UUM Sintok, Kedah, Malaysia M.Ed (Curr. & Inst.) University of Houston, United States

Dr. André Luiz Pinto

Doctorate in Geology, PhD in Geosciences and Environment, Universidade Estadual Paulista Julio de Mesuita Filho, UNESP, Sao Paulo, Brazil

Dr. Hamada Hassanein

Ph.D, MA in Linguistics, BA & Education in English, Department of English, Faculty of Education, Mansoura University, Mansoura, Egypt

Dr. Asuncin Lpez-Varela

BA, MA (Hons), Ph.D. (Hons) Facultad de Filolog?a. Universidad Complutense Madrid 29040 Madrid Spain

Dr. Faisal G. Khamis

Ph.D in Statistics, Faculty of Economics & Administrative Sciences / AL-Zaytoonah University of Jordan, Jordan

Dr. Adrian Armstrong

BSc Geography, LSE, 1970 Ph.D. Geography (Geomorphology) Kings College London 1980 Ordained Priest, Church of England 1988 Taunton, Somerset, United Kingdom

Dr. Gisela Steins

Ph.D. Psychology, University of Bielefeld, Germany Professor, General and Social Psychology, University of Duisburg-Essen, Germany

Dr. Stephen E. Haggerty

Ph.D. Geology & Geophysics, University of London Associate Professor University of Massachusetts, United States

Dr. Helmut Digel

Ph.D. University of Tbingen, Germany Honorary President of German Athletic Federation (DLV), Germany

Dr. Tanyawat Khampa

Ph.d in Candidate (Social Development), MA. in Social Development, BS. in Sociology and Anthropology, Naresuan University, Thailand

Dr. Gomez-Piqueras, Pedro

Ph.D in Sport Sciences, University Castilla La Mancha, Spain

Dr. Mohammed Nasser Al-Suqri

Ph.D., M.S., B.A in Library and Information Management, Sultan Qaboos University, Oman

Dr. Giaime Berti

Ph.D. School of Economics and Management University of Florence, Italy

Dr. Valerie Zawilski

Associate Professor, Ph.D., University of Toronto MA - Ontario Institute for Studies in Education, Canada

Dr. Edward C. Hoang

Ph.D., Department of Economics, University of Colorado United States

Dr. Intakhab Alam Khan

Ph.D. in Doctorate of Philosophy in Education, King Abdul Aziz University, Saudi Arabia

Dr. Kaneko Mamoru

Ph.D., Tokyo Institute of Technology Structural Engineering Faculty of Political Science and Economics, Waseda University, Tokyo, Japan

Dr. Joaquin Linne

Ph. D in Social Sciences, University of Buenos Aires, Argentina

Dr. Hugo Nami

Ph.D.in Anthropological Sciences, Universidad of Buenos Aires, Argentina, University of Buenos Aires, Argentina

Dr. Luisa dall'Acqua

Ph.D. in Sociology (Decisional Risk sector), Master MU2, College Teacher, in Philosophy (Italy), Edu-Research Group, Zrich/Lugano

Dr. Vesna Stankovic Pejnovic

Ph. D. Philosophy Zagreb, Croatia Rusveltova, Skopje Macedonia

Dr. Raymond K. H. Chan

Ph.D., Sociology, University of Essex, UK Associate Professor City University of Hong Kong, China

Dr. Tao Yang

Ohio State University M.S. Kansas State University B.E. Zhejiang University, China

Mr. Rahul Bhanubhai Chauhan

B.com., M.com., MBA, PhD (Pursuing), Assistant Professor, Parul Institute of Business Administration,
Parul University, Baroda, India

Dr. Rita Mano

Ph.D. Rand Corporation and University of California, Los Angeles, USA Dep. of Human Services, University of Haifa Israel

Dr. Cosimo Magazzino

Aggregate Professor, Roma Tre University Rome, 00145, Italy

Dr. S.R. Adlin Asha Johnson

Ph.D, M. Phil., M. A., B. A in English Literature, Bharathiar University, Coimbatore, India

Dr. Thierry Feuillet

Ph.D in Geomorphology, Master's Degree in Geomorphology, University of Nantes, France

Contents of the Issue

i. Copyright Notice
ii. Editorial Board Members
iii. Chief Author and Dean
iv. Contents of the Issue

1. Gender Equality on the Label's Children's Book Covers Boitatá Editorial: A Multimodal Look. *1-11*
2. An Artificial Intelligence (AI) Research-Doing Approach for Higher Education. *13-26*
3. Three Women, Three Generations: An In-Depth Case Study of Language Retention and Shift in One Family from the Maltese Australian Community in Melbourne. *27-34*
4. In Search of the Perennial Orgasm, a Perception from Total Quality, Globalization in Education and Didactic Approaches. *35-40*

v. Fellows
vi. Auxiliary Memberships
vii. Preferred Author Guidelines
viii. Index

Volume 23 Issue 58
Originally issued as G12



Global Journal of human-social science: G
Linguistics & Education
Volume 23 Issue 12 Version 1.0 Year 2023
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Gender Equality on the Label's Children's Book Covers Boitatá Editorial: A Multimodal Look

By Flaviane Faria Carvalho & Jaíne Reis Martins

Universidade Federal de Alfenas

Abstract- In recent decades, the publishing market and the classroom have sought to accept the demands defended by social movements regarding the promotion of affirmative actions in favor of equality and diversity. In this context, issues of gender, race, as well as female representation in different spaces stand out. In this sense, this research aims to analyze the representation of gender equality on the covers of four children's books published by Boitatá, the children's seal of Boitempo Editora, based on the foundations of Multimodal Social Semiotics (KRESS; VAN LEEUWEN, 1996) which conceives language as a semiotic system of choices and is not restricted only to the linguistic semiotic mode, but to other semiotic modes, such as the visual. As for the methodological categories of analysis, the visual metafunctions proposed by the Grammar of Visual Design were adopted, precisely the representational, interactive and compositional meanings.

Keywords: multimodal social semiotics, grammar of visual design, gender equality, children's book covers, boitatá publishing seal.

GJHSS-G Classification: FOR Code: 2004



Strictly as per the compliance and regulations of:



© 2023. Flaviane Faria Carvalho & Jaíne Reis Martins. This research/review article is distributed under the terms of the Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0). You must give appropriate credit to authors and reference this article if parts of the article are reproduced in any manner. Applicable licensing terms are at https://creativecommons.org/licenses/by-nc-nd/4.0/.

Gender Equality on the Label's Children's Book Covers Boitatá Editorial: A Multimodal Look

Igualdade de Gênero Nas Capas de Livros Infantis do Selo Editorial Boitatá: Um Olhar Multimodal

Flaviane Faria Carvalho [α] & Jaíne Reis Martins [σ]

Abstract- **In recent decades, the publishing market and the classroom have sought to accept the demands defended by social movements regarding the promotion of affirmative actions in favor of equality and diversity. In this context, issues of gender, race, as well as female representation in different spaces stand out. In this sense, this research aims to analyze the representation of gender equality on the covers of four children's books published by Boitatá, the children's seal of Boitempo Editora, based on the foundations of Multimodal Social Semiotics (KRESS; VAN LEEUWEN, 1996) which conceives language as a semiotic system of choices and is not restricted only to the linguistic semiotic mode, but to other semiotic modes, such as the visual. As for the methodological categories of analysis, the visual metafunctions proposed by the Grammar of Visual Design were adopted, precisely the representational, interactive and compositional meanings. The main results of the study point to the transgression of sexist imagery standards for the representation of girls and women, as well as the need for teachers to look at works that represent gender equality and diversity in a more inclusive and plural way.**

Keywords: multimodal social semiotics, grammar of visual design, gender equality, children's book covers, boitatá publishing seal.

I. Introdução

O estímulo à literatura no período da infância é essencial para a construção de uma prática leitora na vida adulta. É também na fase infantil que se inicia a formação de valores e da visão de mundo do indivíduo. Com efeito, a leitura engajada com questões ligadas a representações sociais[1], que serão vivenciadas por este indivíduo no decorrer da vida, deve ser estimulada desde a infância.

Author α: Professora Adjunta da Universidade Federal de Alfenas e Pós-doutoranda em Estudos de Linguagens pelo Centro Federal de Educação Tecnológica, Minas Gerais, Brasil.
e-mail: flaviane.carvalho@unifal-mg.edu.br
Author σ: Graduada em Letras pela Universidade Federal da Alfenas, Minas Gerais, Brasil. e-mail: jaineletras2018@gmail.com

Conforme discutido por Martins e Carvalho (2023), são recentes e embrionárias as pesquisas acadêmicas no contexto brasileiro voltadas para o estudo da representação feminina e da igualdade de gênero em obras infantis, sob um ponto de vista problematizador, em termos de rompimento de antigos paradigmas tradicionalmente estabelecidos em nossa cultura.

Uma pesquisa bibliográfica feita por Canazart e Souza (2017) evidenciou como o mercado editorial do século XXI se destaca pelo lançamento de obras literárias marcadas pelo questionamento dos estereótipos ligados à discussão de gênero. Em se tratando do cenário editorial brasileiro, o surgimento de obras com esse enfoque é, inclusive, relativamente recente.

Atualmente, questões políticas, de gênero, de classe, de etnia, entre outras, também ganharam espaço no mercado brasileiro de edição de livros infantis. Como difusora dessas questões, a editora Boitempo[2] se destaca pelo seu selo infantil *Boitatá*, lançado em 2015. Buscando dar continuidade aos trabalhos realizados pela casa editorial, a *Boitatá* aposta no potencial e na inteligência das crianças, comprometida com a missão de "promover, por meio da literatura, o aprendizado, o pensamento crítico e a construção de um senso de justiça social" nos pequenos (BOITATÁ, 2021).

Dada a importância da linguagem visual na sociedade contemporânea e, sobretudo, na leitura de mundo das nossas crianças, identificamos um nicho de pesquisas ainda incipiente[3] no que se refere a estudos com enfoque nas representações envolvendo igualdade de gênero em obras literárias infantis, sob a ótica da multimodalidade, mais precisamente, da gramática do design visual (KRESS; VAN LEEUWEN, 1996).

[1] As representações sociais, conforme a definição clássica apresentada por Jodelet (1985), são modalidades de conhecimento prático orientadas para a comunicação e para a compreensão do contexto social, material e ideativo em que vivemos. Sendo socialmente elaboradas e compartilhadas, contribuem para a construção de uma realidade comum, que possibilita a comunicação e a compreensão do mundo, sob um determinado ponto de vista (Spink, 1993, p. 300).

[2] Fundada em 1995 por Ivana Jinkings, filha do livreiro e intelectual comunista Raimundo Jinkings, a *Boitempo* é reconhecida em todo o Brasil como "a casa do pensamento crítico", ao assumir um posicionamento abertamente de esquerda e promover debates a respeito de diversos temas discutidos atualmente na sociedade.

[3] Dentre as poucas pesquisas com esse enfoque encontradas em uma busca no Google Acadêmico, encontramos os trabalhos de Rafael e Maia (2022) e Martins e Carvalho (2023).

© 2023 Global Journals

Em virtude disso, acreditamos que este estudo pode ser relevante ao contribuir para a ampliação das pesquisas envolvendo a interface teórica entre Semiótica Social Multimodal e Igualdade de Gênero no contexto da Literatura Infantil, por meio da análise de como a igualdade de gênero é representada nas capas de quatro livros publicados pelo selo editorial Boitatá, a partir dos recursos semióticos visuais nelas configurados.

II. Algumas Notas Sobre Feminismo, Gênero, Infância e Educação

Em se tratando de estudos de construção de gênero na infância, Cagnin e Spaziani (2022) salientam a existência de diversos investimentos sociais para que pessoas plurais correspondam às expectativas binárias de gênero.

As autoras chamam de "Pedagogia de Gênero" todo processo de regulação da feminilidade nas crianças. Segundo elas, essa regulação é reproduzida por grupos, instituições, artefatos culturais, publicitários e midiáticos, de maneira explícita ou velada, ensinando a meninas, desde cedo, que ser mulher é acordar com os padrões impostos socialmente.

> Os artefatos culturais voltados às infâncias também são pedagogias de gênero. Filmes, animações, músicas e livros transmitem imagens de controle indicando uma aparência ideal às meninas e mulheres, relacionada à jovialidade, magreza e branquitude, assim como expectativas em torno de seus comportamentos (CAGNIN; SPAZIANI, 2022, p.126).

Utilizando do conceito proposto por Joan Scott, neste artigo, entendemos por 'gênero' o "elemento constitutivo de relações sociais baseadas nas diferenças percebidas entre os sexos e [...] uma forma primária de dar significado às relações de poder" (SCOTT, 1995, p. 85).

Assim como tudo o que é construído socialmente é constituído por partes e seus entrelaçamentos, partimos, portanto, da possibilidade da reformulação dessas partes, bem como do reestabelecimento de diferentes relações e ligações entre estes símbolos impostos socialmente.

Sendo assim, Cagnin e Spaziani denominam de "pedagogias feministas" os movimentos teóricos e práticos que consideram a dimensão social na construção de gênero, bem como as relações de poder desiguais decorrentes de tal processo, tendo como horizonte ético-político a transformação social.

Fróis (2020) afirma que a construção da expressão de gênero perpassa por diversas linhas de tensão em constante operação, por haver diferentes discursos e modos de ser homem e mulher sobre os quais as crianças são expostas. Além disso, a autora salienta a importância da escola nesse processo.

> No ambiente escolar, a criança encontra discursos diversos a se aglomerarem no processo dialógico: os ditos das famílias, das educadoras, os que estão presentes nas atividades realizadas, nas práticas do brincar, na relação com outros meninos e meninas (FRÓIS, 2020, p. 13).

Considerando as normas que regem o âmbito escolar brasileiro, faz-se importante abordar a Lei de Diretrizes e Bases da Educação (LDB)[4], que dispõe em seus incisos os princípios pelos quais o ensino deve ser baseado. Nessa perspectiva, a LDB define que deve haver pluralismo de ideias e concepções pedagógicas; liberdade de aprender, ensinar, pesquisar e divulgar a cultura, o pensamento, a arte e o saber; bem como a vinculação entre a educação escolar, o trabalho e as práticas sociais.

No âmbito da educação infantil, por sua vez, é pertinente notar as Diretrizes Curriculares Nacionais para a Educação Infantil (DCNEI). Os seus princípios apontam para novas formas de se construir a própria subjetividade e o rompimento com as formas de dominação, dentre elas, a dominação de gênero.

Ao pesquisarmos pela palavra "gênero", encontramos 320 ocorrências do termo no texto da Base Nacional Comum Curricular (BNCC), documento que visa a normatizar e definir o conjunto orgânico e progressivo de competências a serem desenvolvidas por estudantes ao longo das etapas e modalidades da educação básica no Brasil. Dada a importância deste documento, os docentes buscam, nele, o amparo e o direcionamento de suas práticas em sala de aula. No entanto, em todas essas correspondências, a palavra "gênero" se refere a gêneros textuais, literários, discursivos, multissemióticos, multimidiáticos ou digitais – o que indica o silenciamento do debate em torno do assunto por parte da BNCC.

Sendo assim, mesmo que a LDB e as DCNEI apontem para o rompimento com as formas de dominação de gênero, o professor de educação básica não encontra o acolhimento necessário e desejado nas bases nacionais para trabalhar tais conteúdos na sala de aula.

Face a essa conjuntura, este trabalho busca contribuir para docentes de educação básica e pesquisadores de gênero e de infância que desejam trabalhar essa questão com seus alunos e ampliar os horizontes dos pequenos em relação à temática, acreditando na formação de uma sociedade mais justa e igualitária.

[4] Fonte: https://observatoriodeeducacao.institutounibanco.org.br/cedoc/detalhe/disposicoes-legislativas-sobre-genero-na-educacao-guia-pratico-para-escolas-e-educadoras-es,16de308c-3c7c-4784-9db1-cdd0913e6f4a. Acesso em: 29 out. 2023.

© 2023 Global Journals

III. A Semiótica Social Multimodal e as Categorias da Gramática do Design Visual

Este estudo se fundamenta na Semiótica Social Multimodal, ao recorrer às categorias propostas pela Gramática do Design Visual (GDV), formulada por Kress e van Leeuwen (1996). Trata-se de um método de análise descritiva e sistemática da linguagem visual formulado para investigar os significados construídos por padrões de experiência representados em composições visuais. Dessa perspectiva, concebem as estruturas visuais como passíveis de interpretações particulares da experiência e de formas de interação social, assim como as estruturas linguísticas. Ademais, os autores partem da noção de texto como um fenômeno multimodal, isto é, como harmonicamente orquestrado por outros modos semióticos para além do verbal, a fim de produzir um determinado sentido.

A vertente teórica na qual a GDV se assenta é a Linguística Sistêmico-Funcional (LSF), proposta pelo linguista britânico Michael Halliday, na década de 1960. Nessa seara, a linguagem é concebida pela LSF como uma semiose social, isto é, a língua é vista como um sistema estratificado de significados à disposição dos usuários para que possam realizar trocas e negociações de sentidos de modo a cumprir diferentes funções em contextos socialmente situados (MARTINS; CARVALHO, 2023, p. 209). Uma das grandes dimensões semióticas globais dessa teoria é a dimensão da metafunção – funções complexas que organizam o próprio sistema linguístico, sistematizadas por meio da gramática sistêmico-funcional (GSF). Nesse sentido, segundo Halliday (1985), todo texto, em qualquer cultura, realiza ao mesmo tempo estas três funções: metafunção ideacional (construção e articulação de experiências externas e internas ao indivíduo), metafunção interpessoal (avaliação e negociação) e metafunção textual (coesão e composição).

Influenciados pela LSF e pela visão sociossemiótica de Halliday é que os linguistas Gunther Kress e Theo van Leeuwen (1996) estenderam a perspectiva metafuncional da linguagem para o âmbito das imagens com a GDV, adequando as metafunções da GSF para o modo semiótico visual, que passaram a ser denominadas: metafunção representacional (representação de experiências), metafunção interativa (configuração de diferentes tipos de interações sociais entre os participantes) e metafunção composicional (organização da estrutura visual, hierarquização da leitura, coesão e coerência entre as informações).

Os significados representacionais são instanciados a partir de um conjunto de escolhas que representam os participantes e as suas ações e/ou relações com outros participantes, bem como as circunstâncias nas quais são representados.

Na GDV, Kress e van Leeuwen (2006 apud SILVA; CARVALHO; CONDE, 2019, p. 211-212) identificam duas estruturas possíveis de representação imagética: a representação narrativa, na qual os participantes estabelecem relações entre si e participam em eventos e ações, ou seja, estão envolvidos em processos de transformação; e a representação conceitual, que descreve os participantes como eles/as são, em termos de classe, estrutura e/ou significado, isto é, em termos de uma essência percebida, que é estabilizada e tornada intemporal, conforme pode ser observado na Figura 1:

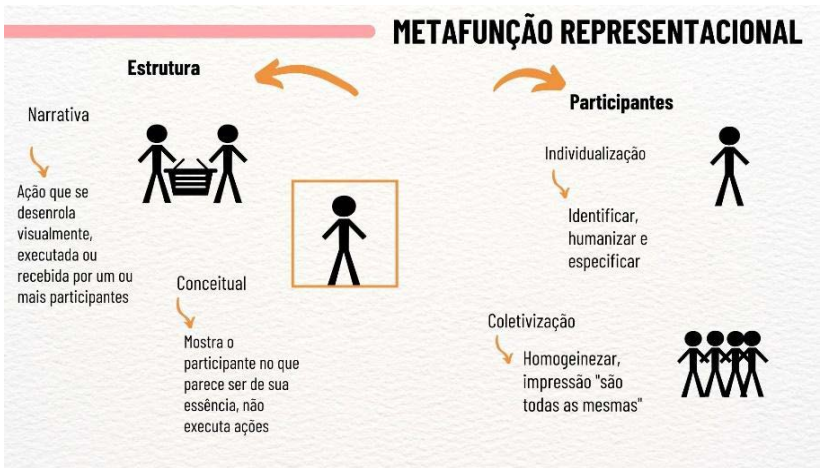


Fig. 1: Metafunção representacional e suas categorias principais.

Já os significados interativos expressam diferentes tipos de interação e relações de poder entre os participantes da imagem e seus espectadores, por meio do contato visual (oferta ou demanda), da distância social (primeiro plano, plano médio ou plano geral) e do tipo de atitude (ângulos horizontais e verticais). A Figura 2 traz uma síntese de tais recursos:

© 2023 Global Journals

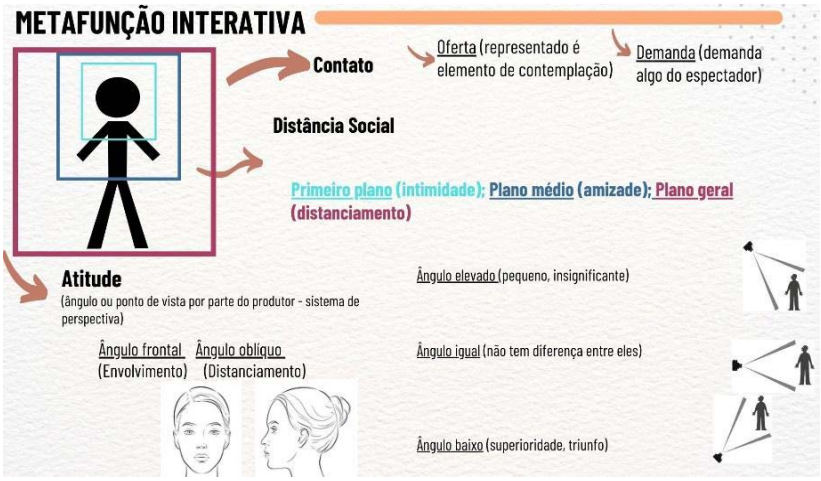


Fig. 2: Metafunção interativa e suas categorias principais.

Os significados composicionais, por sua vez, se referem à forma pela qual os elementos do layout são integrados a fim de conferir-lhes coesão, coerência e importância, a partir de três sistemas inter-relacionados: valor informacional (relações Dado/Novo, Ideal/Real, Centro/Margem), saliência (disposição das informações visuais em primeiro plano; tamanho relativo; perspectiva; contrastes de tonalidade ou cor; diferenças de brilho etc.) e moldura (graus de conexão ou desconexão visual entre os elementos ou grupos de elementos dispostos na página). A Figura 3 apresenta um esquema de tais recursos:

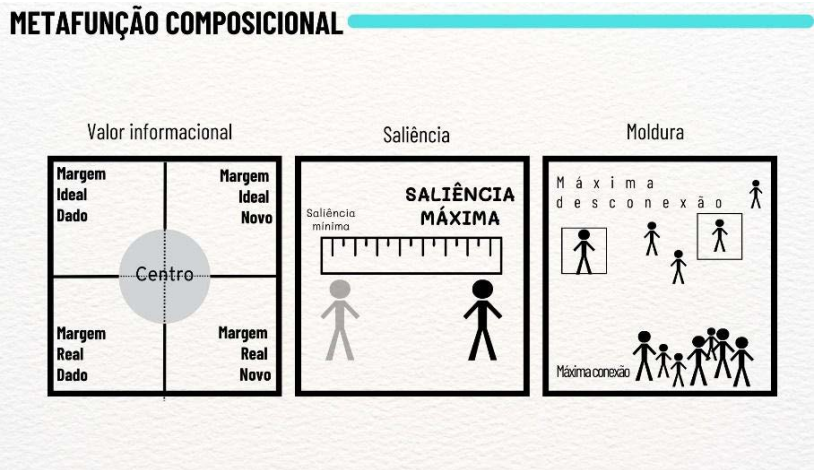


Fig. 3: Metafunção composicional e suas categorias principais.

Feita essa breve descrição das categorias da GDV, a próxima seção demonstra como podem ser aplicadas com a finalidade de realizar uma leitura visual das representações de igualdade de gênero nas capas dos livros infantis da *Boitatá*.

IV. Analisando as Representações de Igualdade de Gênero Nas Capas Dos Livros do Selo Boitatá

Conforme já mencionado, este estudo se debruça sobre a análise de quatro capas de livros publicados pela Boitatá, quais sejam: *As mulheres e os homens* (2016), *Pode pegar!* (2017), *Lute como uma princesa* (2019) e *Julián é uma sereia* (2021) – todos ilustrados por mulheres. A Figura 4 abaixo apresenta a imagem da capa e a ficha técnica de cada uma das obras em questão:

© 2023 Global Journals



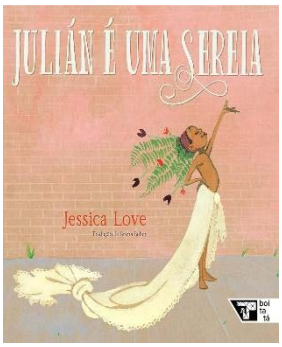
Autoria: Equipo Plantel
Ilustrações: Luci Gutiérrez
Ano: 2016
Faixa etária: 6 anos



Autoria e Ilustrações: Janaína Tokitaka
Ano: 2017
Faixa etária: livre



Autoria: Vita Murrow
Ilustrações: Julia Bereciartu
Ano: 2019
Faixa etária: 7 anos



Autoria e Ilustrações: Jessica Love
Ano: 2021
Faixa etária: 4 anos

Fig. 4: Corpus de análise.

Na capa do livro *As Mulheres e os Homens,* um homem e uma mulher são mostrados em plano geral de mãos dadas, rostos próximos, trajando uma vestimenta que, supostamente, contrariaria padrões tradicionalmente estabelecidos em nossa cultura para os gêneros masculino e feminino: aquele, usando vestido e lenço no pescoço; esta, terno e gravata. Trata-se de uma estrutura narrativa transacional bidirecional, ou seja, homem e mulher são apresentados como elementos centrais da página, ao mesmo tempo, como Ator e Meta, em relação de igualdade e como informação principal e mais saliente.

A comunhão e a igualdade entre ambos se dá, ainda, pela rima visual das cores branca, vermelha e preta, presentes em suas roupas – escapando, portanto, da dicotomia azul para meninos e rosa para meninas –, bem como por estarem de pé, com braços em posições parecidas, frontalmente olhando e sorrindo para o leitor, demandando dele engajamento com a causa e com ele construindo uma relação de envolvimento e despida de qualquer assimetria de poder.

Em relação ao título, cumpre salientar a topicalização verbal do léxico "mulheres", ao passo que na imagem, o homem aparece em primeiro lugar, à esquerda, e vice-versa, reforçando a ideia de bidirecionalidade dos papéis sociais de ambos os gêneros. Quanto à tipografia, a escolha de uma fonte serifada, em caixa alta, regular, dotada de inclinação e orientação vertical, remete a uma identidade associada à proatividade, à altivez, à robusteza, à persistência, o que parece fortalecer a luta pela igualdade de gênero e combater pensamentos sexistas presentes em nossa sociedade.

Já a capa do livro *Pode Pegar!* apresenta uma coelha jogando seus sapatinhos para um coelho. Trata-se de uma estrutura narrativa, precisamente uma ação transacional unidirecional, em que a coelha é Agente do processo, e o coelho, a Meta, o participante alvo da ação, que recebe os sapatos – apresentando, desse modo, a figura masculina numa posição de subserviência em relação à figura feminina, representada como agente, dotada de poder de transformação sobre ele.

Cabe assinalar, inclusive, que o título da obra parece complementar a representação visual, já que pode ser compreendido como a fala da coelha para o coelho: "Pode pegar!" [os meus sapatinhos de salto]. Por outro lado, em termos de tipografia, é feita uma associação com coelho, já que há uma rima visual construída em função da cor azul presente tanto no título como no colete do coelho. Ademais, a presença de uma fonte em caixa alta, sem serifas, com inclinação e orientação verticais, sugerem a força, a importância e o poder do enunciado supostamente proferido pela coelha.

Por meio de um plano geral e de um ângulo oblíquo, o coelho, que usa um colete azul é mostrado à esquerda; a coelha, que usa saia rosa, à direita, ambos sem estabelecer contato visual com os leitores. Desse modo, a interação entre os participantes representados é que figura como objeto de nossa contemplação, sendo que a ação praticada pela coelha é que aparece como informação nova, provavelmente contestadora dos valores sociais dados, tradicionalmente consolidados, ao oferecer seus sapatos para o coelho. Dessa maneira, temos a impressão de que a dicotomia rosa associado ao gênero feminino *versus* azul associado ao gênero masculino aparece constantemente em jogo na representação, sugerindo que ambas as cores "podem" ser usadas independentemente do nosso gênero.

Em se tratando da capa do livro *Lute como uma princesa*, as personagens Bela e Branca de Neve posam de uma maneira diferente da que tradicionalmente conhecemos nos contos de fadas. Localizadas como elementos centrais da capa e encostadas de pé em uma árvore, Bela aparece com o

© 2023 Global Journals

cabelo preso por um laço verde, usando uma jaqueta policial com o brasão "Polícia do Reino" sobre um vestido amarelo, segurando uma rosa vermelha em posição invertida, com uma das pétalas a cair. Branca de Neve, por sua vez, usa calça jeans, uma blusa verde com detalhes em amarelo e vermelho, e está comendo uma maçã vermelha. Trata-se de uma estrutura conceitual simbólica, na qual os atributos, as vestimentas e a postura adotadas pelas participantes cumprem a função de representá-las com uma nova identidade: a de mulheres associadas tanto ao universo do trabalho, como à luta contra a sociedade conservadora. Ambas as personagens são apresentadas como tendo o controle sobre os elementos simbólicos que tradicionalmente associados à maldição: a rosa e a maçã. Em termos de vestimenta, ambas usam jeans[5], cuja gênese se vincula historicamente a uma peça utilizada pelos jovens como símbolo de resistência contra a sociedade conservadora.

O enquadramento das participantes por meio do plano médio e do ângulo oblíquo, olhando para a criança leitora, parece dela aproximar-se, convocando-a a engajar-se ao seu mundo e às causas por elas defendidas, quais sejam, a coragem e o culto à beleza interior.

Ademais, o predomínio de tonalidades mais frias, como o azul, o lilás, marrom e preto, bem como das formas angulares, tanto nos atributos e poses das personagens como no cenário onde se encontram, contribui para representá-las associadas a valores tradicionalmente masculinos, tais como força, proteção, agenciamento e determinação.

Com efeito, cabe enfatizar a ausência da cor rosa para caracterizar as princesas, afastando-se de qualquer ideia de doçura ou artificialidade, e a prevalência da cor vermelha na capa, talvez, associada a atributos que remetam à sua força, coragem e resistência.

Quanto ao título, destacado em tonalidade dourada, podemos observar a fusão entre valores tradicionais e valores progressistas: por um lado, o estilo clássico, caligráfico e feminino vinculado ao léxico "princesa", por outro, o estilo moderno, funcional, industrial do termo em caixa alta "Lute como".

Na capa da obra *Julián é uma sereia*, por seu turno, o protagonista figura individualizado, em plano geral, aparentemente na calçada de uma rua, com lábios pintados de vermelho, trajando uma espécie de saia branca comprida e um arranjo de flores na cabeça, com uma das mãos na cintura e outra posicionada para cima. Trata-se de uma estrutura conceitual simbólica, em que a postura e os atributos associados ao protagonista cumprem a função de reforçar a sua identidade. Ou seja, um menino que se veste altivamente como menina, mas que ultrapassa as dicotomias azul, figurada no chão onde pisa e rosa, presente nos muros atrás dele. Tal representação parece evocar significados de paz e pureza, em virtude da cor branca usada por ele como vestimenta que, inclusive, é também empregada nas cores do título, reforçando essa sua identidade.

Situado ao lado direito da página e mostrado por meio de um ângulo oblíquo e de olhos fechados, a identidade de Julián é evocada como uma informação nova, ainda não consensualmente estabelecida em nossa sociedade, apenas como objeto de contemplação do leitor, sem com ele estabelecer qualquer tipo de interação, como se ambos pertencessem a mundo distintos.

O título do livro, por sua vez, aponta para uma construção declaradamente categórica, no sentido de afirmar a identidade de Julián, não permitindo a possibilidade de questionamentos ou vozes dissonantes, corroborando a postura altiva de sua representação visual.

Assim como na obra *As Mulheres e os Homens*, foram adotadas escolhas tipográficas providas de fonte serifada, em caixa alta, regular, com inclinação e orientação vertical, bem como uma espécie de floreio na letra S, remetendo a uma identidade associada, ao requinte, à elegância, a um toque de feminilidade e ao empoderamento, na tentativa de estabelecer outras representações possíveis de gênero em nossa sociedade.

Por fim, quanto ao layout, podemos apontar para uma tendência de padronização da localização do título da obra, geralmente situada no domínio superior, evocando os ideais e a proposta da estória, bem como do logotipo do selo Boitatá, no canto inferior direito, sugerindo a inclinação da empresa para o campo da prática, da ação e da contestação de valores sociais estabelecidos.

V. Considerações Finais

A análise ora realizada aponta para reflexões significativas em torno das possibilidades de representação da igualdade e da diversidade de gênero nas capas das obras. Com efeito, é possível notar, em todas as capas, a quebra de padrões, contestação de valores impostos, bem como ideais ligados à criatividade, liberdade e aceitação.

Estes significados são reforçados pelas escolhas das vestimentas das figuras representadas: em *As Mulheres e os Homens,* pela inversão dos trajes; em *Pode Pegar!* pelas cores das vestimentas; em *Lute como uma princesa* pela escolha de roupas que

[5] Em sua gênese, o uso do jeans estava associado a atividades que necessitavam de segurança, como o trabalho em fábricas ou em da Segunda Guerra Mundial. Foram os meios de comunicação que o transformaram em uma peça utilizada pelos jovens como símbolo de resistência contra a sociedade conservadora (NEPOMUCENO; SILVA, 2017).

© 2023 Global Journals

transgridem o padrão estabelecido, assim como em *Julián é uma sereia*.

Os atributos escolhidos para representar as princesas, assim como os de Julián, permitem uma aproximação entre as duas obras em relação ao rompimento com os padrões pré-estabelecidos do que é dito masculino e feminino. Com sua criatividade, Julián evoca delicadeza em sua saia e em suas flores; já as princesas carregam robustez e contestação ao usarem o jeans. Ademais, essas duas obras conversam entre si pela escolha da estrutura conceitual simbólica ao representar as personagens da capa, sugerindo a necessidade de afirmação de identidade por parte deles, identidades essas transgressoras. Este fenômeno acontece, também, em *As Mulheres e os Homens*.

Outra comparação relevante se dá em relação à dicotomia de cores (rosa *x* azul, verde *x* vermelho) em *Pode Pegar!* e *As Mulheres e os Homens*, direcionando para a liberdade de escolha do espectador em relação a esta simbologia tão polêmica[6], principalmente, no contexto brasileiro.

Cumpre salientar que a composição das imagens, precisamente em termos de valor informacional parece posicionar os leitores de diferentes maneiras, seja pela comunhão entre os gêneros, contestação de valores impostos socialmente, afirmação de identidade e empoderamento. As obras *As Mulheres e os Homens* e *Lute como uma princesa* fazem uso da centralização das figuras representadas, enquanto *Pode Pegar!* e *Julián é uma sereia* exploram a polarização das capas. Nas capas em que as figuras aparecem de modo central, as personagens se tocam, trazendo a ideia de fusão, de pertencimento. Já nas restantes, o distanciamento (dos coelhos) e a *solitude*[7] (de Julián) indicam a necessidade de diferenciação e singularidade das personagens, conferindo ênfase ao caráter novo dessas outras possibilidades de representação de gênero.

Desse modo, os principais resultados deste estudo apontam para a transgressão de padrões imagéticos machistas de representação de crianças, homens e mulheres; para a promoção da independência por parte das crianças leitoras em relação às escolhas feitas por elas; bem como para a necessidade do olhar de docentes para obras que abordem a representação da diversidade de gênero de forma mais inclusiva e plural.

Concluímos, assim, que as obras analisadas e comercializadas pela Boitempo Editora, além de cumprir com as ideias defendidas pela casa editorial, permitem abordar a igualdade de gênero por meio de diferentes recursos semióticos visuais – sejam eles subversivos em relação às desigualdades de gênero, sejam fomentadores de empoderamento. Dessa forma, por meio da utilização destas obras em sala de aula, é possível que haja a reformulação tanto do que se entende por gênero como das práticas simbólicas em relação aos papéis de gênero impostos socialmente às crianças.

Destarte, os docentes conseguiriam explorar, por meio de análises discursivas e multissemióticas, as diferentes construções de gênero existentes na sociedade, bem como permitir que os discentes tenham acesso a diferentes discursos e valores a respeito da temática, contribuindo para a autonomia, o pensamento crítico e a construção de um senso de justiça social nos pequenos.

Dado o exposto, é possível afirmar que o enfoque teórico-metodológico da Semiótica Social Multimodal e da Gramática do Design Visual se mostra produtivo para a realização de outras futuras pesquisas voltadas para a ampliação das discussões em torno de gênero em sala de aula e a construção de uma sociedade livre e igualitária.

References Références Referencias

1. BRASIL. (2010). Diretrizes curriculares nacionais para a educação infantil. Secretaria de Educação Básica. Brasília: MEC, SEB.
2. BRASIL. (1996). Lei de Diretrizes e Bases da Educação Nacional, LDB. 9394/1996.
3. BRASIL. (2018). Ministério da Educação. Base Nacional Comum Curricular. Brasília: MEC.
4. BOITATÁ. Catálogo Boitatá, 2021. São Paulo: Boitempo, 2021. 29 p. Disponível em: https://www.boitempoeditorial.com.br/img/Catalogo-Boitata_2021.pdf. Acesso em: 31 out. 2023.
5. CAGNIN, D. C., & SPAZIANI, R. B. (2023). "Lute como uma Princesa": pedagogias feministas na educação das infâncias. Diversidade E Educação, 10(2), 124–143. Disponível em: https://periodicos.furg.br/divedu/article/view/14888. Acesso em: 31 out. 2023.
6. CANAZART, K. C. & SOUZA, O. de. (2017, janeiro/junho). Estereótipos de gênero: uma comparação da representação da mulher nos clássicos da literatura infantil do século XVIII com a configuração feminina em obras infantis do século XXI. Revista Formação Docente, Belo Horizonte, v.9, n.1, p.6-21.
7. FRÓIS, É. S. (2018). A construção da expressão de gênero na infância: do gesto à palavra. Pesquisas e

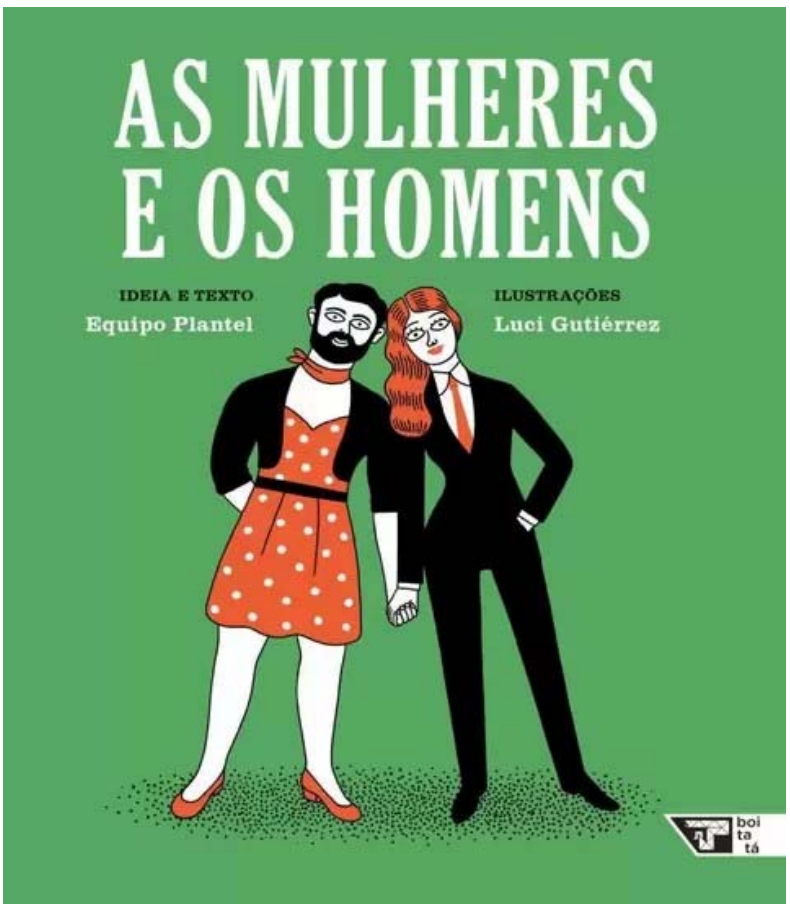
[6] Nos referimos à polêmica envolvendo a ex-ministra da Mulher, Família e dos Direitos Humanos, Damares Alves, durante o governo presidido por Bolsonaro (2019-2022). Em vídeo que circulou pela internet, a ex-ministra, à época atual ministra, afirmava "menino veste azul e menina veste rosa" e "uma nova era começou", gerando polêmica nos canais de mídia, redes sociais e na própria sociedade. Disponível em: https://www.metropoles.com/brasil/politica-brasil/menino-veste-azul-e-menina-veste-rosa-diz-damares-alves-em-video. Acesso em 09 nov. 2023.

[7] Solidão com atitude, isolamento por escolha. Disponível em: https://www.significados.com.br/solitude/. Acesso em 09 nov. 2023.

© 2023 Global Journals

Práticas Psicossociais, São João del-Rei, v. 15, n. 2, p.1-15.
8. HALLIDAY, M.A.K. (1985). An introduction to functional grammar. London: Edward Arnold.
9. HODGE, R. & KRESS, G. (Org.). (1988). Social Semiotics. Ithaca, NY: Cornell University Press.
10. KRESS, G. & VAN LEEUWEN, T. (1996). Reading Images: The Grammar of Visual Design. London/ New York: Routledge.
11. LOVE, Jessica. (2021). Julián é uma sereia. 1 ed. São Paulo: Boitatá.
12. MARTINS REIS, J. R. & CARVALHO, F F. (2023). A representação da igualdade de gênero nas capas de livros infantis do clube de assinatura Minha Pequena Feminista sob o foco da GDV. *Porto Das Letras*, 9(1), p. 205-229.
13. MURROW, Vita. (2019). Lute como uma princesa. 1 ed. São Paulo: Boitatá.
14. NEPOMUCENO; G. L. M. & SILVA, E. M. (2017, outubro). O jeans e a cultura juvenil: contribuições possíveis sobre o crescimento da indústria de confecção no Brasil. In: 13º Colóquio de Moda. *Anais*... Bauru: UNESP, 2017, p.1-19.
15. PLANTEL, E. (2016). As Mulheres e os homens. 1 ed. São Paulo: Boitempo.
16. RAFAEL, F. A. & MAIA, D. G. (2022, agosto). Leitura das ilustrações de "Barbazul" de Anabella López e os novos significados desse conto na contemporaneidade *Kiri-kerê:* Pesquisa em Ensino, Dossiê n.8.
17. SCOTT, Joan. (1995, julho/dezembro). O enigma da igualdade. Estudos Feministas, Florianópolis, v. 13, n. 1, p. 11-30, jan./abr. 2005. Gênero: uma categoria útil de análise histórica. Educação & Realidade, Porto Alegre, v. 2, n. 20, p. 71-100.
18. SILVA, P. C. G. (2021). Editor e mercado editorial brasileiro: a edição independente crítica da Boitempo. 217 f. Tese (Doutorado em Ciências Sociais) – Programa de Pós-graduação em Ciências Sociais, Universidade Federal do Maranhão, São Luís.
19. SPINK, M. J. P. (1993, julho/setembro). The Concept of Social Representations in Social Psychology. Cad. Saúde Públ., Rio de Janeiro, v. 9, n.3, p. 300-308.
20. TOKITAKA, Janaina. (2017). Pode pegar! São Paulo: Boitempo.
21. VEIGA, E. Dia das Crianças: como a ideia de infância mudou ao longo do tempo. BBC News Brasil, 2023. Disponível em: https://www.bbc.com/portuguese/articles/cyx1p7p9753o. Acesso em: 31 out. 2023.

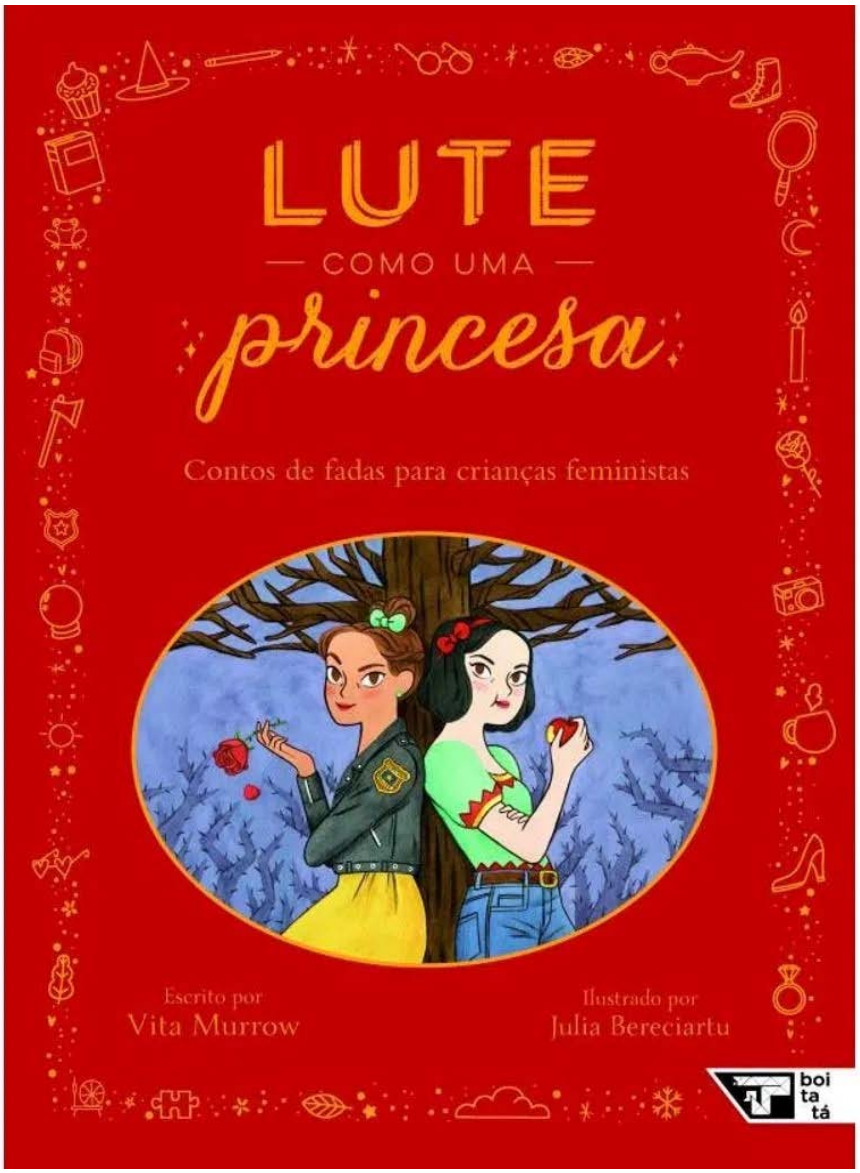
Anexos: Capas das obras analisadas.



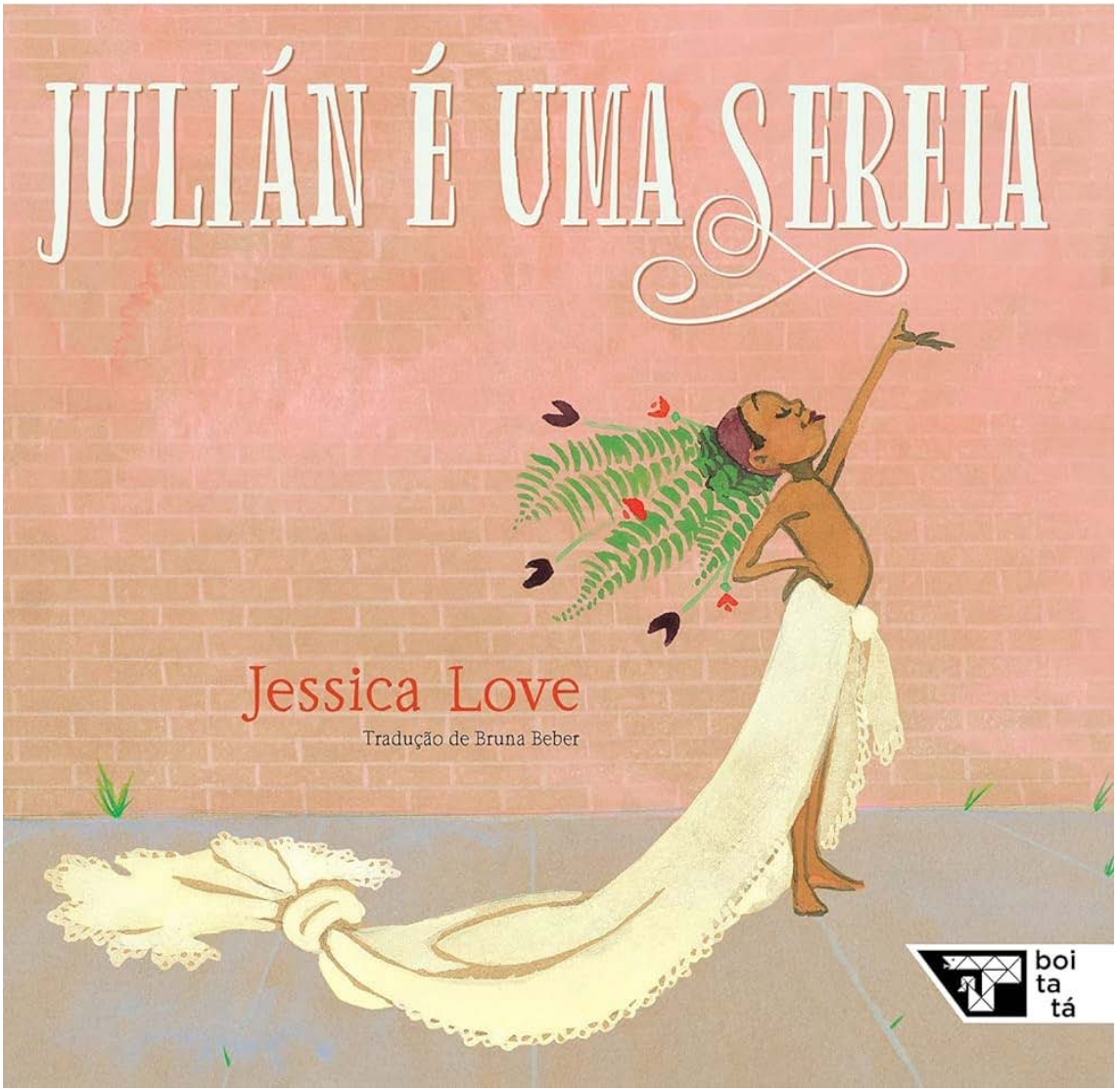
© 2023 Global Journals



© 2023 Global Journals



© 2023 Global Journals



© 2023 Global Journals

This page is intentionally left blank

© 2023 Global Journals

Global Journal of human-social science: G
Linguistics & Education
Volume 23 Issue 12 Version 1.0 Year 2023
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

An Artificial Intelligence (AI) Research-Doing Approach for Higher Education

By Joel Laffita Rivera

European College for Liberal Studies

Abstract- The 21st Century has changed, like no other centuries, the human society's development on unprecedent scale. Is the century of technological advances such Artificial Intelligence (AI) that, is currently hard-pressing the field of research-doing at Higher Education beyond human intellectual capabilities. This can change the future of this educational field. As it is becoming a global education phenomenon.

The study aims to present an outlook about the impact of Artificial Intelligence (AI) into academia research. An interdisciplinary approach based on prior trustworthy research-works results has been used to address the research hypotheses and answer their respective questions.

A qualitative methodology has been used to accomplish the aim. This research criterium involved a theory triangulation, the reviewing of academic and scientific research works, books, and Internet accredited websites.

Keywords: artificial intelligence (AI); AI research tools; technology disparity; demography statistics; AI subject statistics; ranking technology advanced statistics; AI classroom research method; academic research criteria.

GJHSS-G Classification: LCC: PC4075-4977



Strictly as per the compliance and regulations of:

© 2023. Joel Laffita Rivera. This research/review article is distributed under the terms of the Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0). You must give appropriate credit to authors and reference this article if parts of the article are reproduced in any manner. Applicable licensing terms are at https://creativecommons.org/licenses/by-nc-nd/4.0/.

An Artificial Intelligence (AI) Research-Doing Approach for Higher Education

Joel Laffita Rivera

Abstract- The 21st Century has changed, like no other centuries, the human society's development on unprecedent scale. Is the century of technological advances such Artificial Intelligence (AI) that, is currently hard-pressing the field of research-doing at Higher Education beyond human intellectual capabilities. This can change the future of this educational field. As it is becoming a global education phenomenon.

The study aims to present an outlook about the impact of Artificial Intelligence (AI) into academia research. An interdisciplinary approach based on prior trustworthy research-works results has been used to address the research hypotheses and answer their respective questions.

A qualitative methodology has been used to accomplish the aim. This research criterium involved a theory triangulation, the reviewing of academic and scientific research works, books, and Internet accredited websites. These materials are related to the subject matter presented. The study results are beneficial for academicians involved in educational AI academia research-doing towards global education perspectives.

Keywords: artificial intelligence (AI); AI research tools; technology disparity; demography statistics; AI subject statistics; ranking technology advanced statistics; AI classroom research method; academic research criteria.

I. Introduction

The 21st Century has changed, like no other centuries, the human society's development on unprecedent scale. Is the century of technological advances such Artificial Intelligence (AI) that, is currently hard-pressing the field of research-doing at Higher Education beyond human intellectual capabilities. This can change the future of this educational field. As it is becoming a global education phenomenon.

Since technology was introduced into the academic curriculum at Higher Education, has created a disparity regarding academia research. As developed countries has been the most benefited in comparisons with developing ones. Of course, China still, a country with one of the most significant population growths at present, and in the years to come, has been one of those affected by that happening. Some of the reasons for this, yet visible and ongoing gap, are those relate to cultural shared values, and political differed ideology stands. Nonetheless, the world is changing, and access, and development, and implementation of high-tech, particularly Artificial Intelligence (AI) in China Higher Education, will certainly change that stablished, historically Education panorama.

A review of the subject let to assume that China advantages taking on Artificial Intelligence (AI) in Higher Education will change the research-doing domain, globally. From this, it can be inferred a second hypothesis: that China advantages taking on Artificial Intelligence (AI) research-doing domain in Higher Education will have cultural and political clashing effects on society, globally. Leading to question: Will China advantages taking on Artificial Intelligence (AI) in higher education change the research-doing domain, globally? Will China advantages taking on Artificial Intelligence (AI) in higher education research-doing domain have cultural and political clashing effects on society, globally?

The study aims to present an outlook about the impact of Artificial Intelligence (AI) into academia research. An interdisciplinary approach based on prior trustworthy research-works results has been used to address the research hypotheses and answer their respective questions.

a) Artificial Intelligence (AI) Academia Research Approach

Is understood that the use of technological advances has helped to excel the human society development, including education. The use of technology in education has provided students with technology literacy, information literacy, capacity for life-long learning, and other skills necessary for the 21st-century workplace. Digital technology has entered each process and activity made by the social system. Of course, together with Artificial Intelligence (AI) (Puricelli, 2011); (Rückriem, 2009).

Artificial intelligence (AI) refers to the ability of machines and computer systems to perform tasks that would typically require human intelligence. This includes voice recognition, natural language processing, decision-making, and machine learning. AI also utilizes complex algorithms and mathematical models to analyze large amounts of data and extract patterns, enabling machines to learn and improve over time. In the field of higher education, AI is playing a fundamental role in transforming the way students learn and prepare for the future (Schiller International University, 2023).

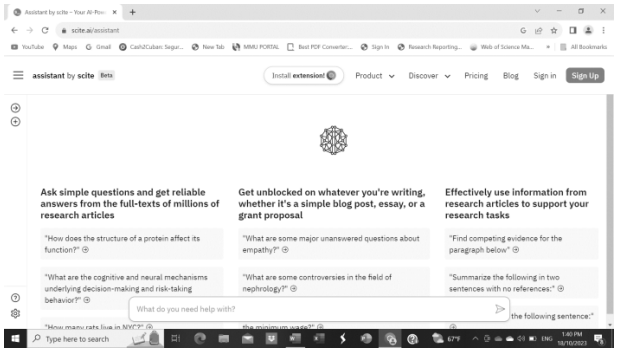
As one of the Digital Technology derivative tools, Artificial Intelligence (AI) is being used in academic research-doing, and has garnered significant

Author: European College for Liberal Studies (ECLS), Branch Campus Madrid, Spain. e-mail: joel.laffitarivera@student.uibs.org

© 2023 Global Journals

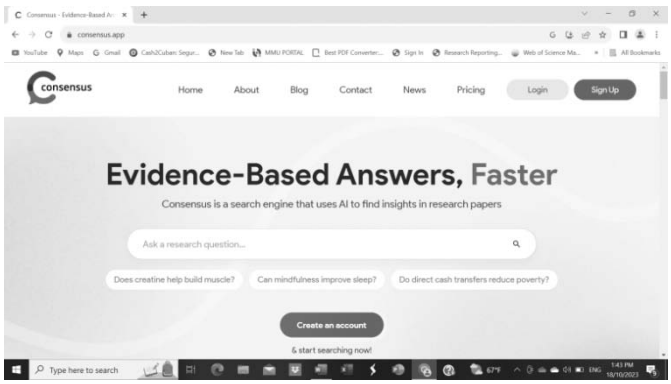
attention. Unlike other high-techs that have preceded it, it is enabling researchers to process vast amounts of data, extract meaningful insights, and automate repetitive tasks. It has shown the potential to accelerate the pace of scientific discovery and enhance the quality of research outcomes. It is becoming a present and prominent future research-doing prospect.

AI Software tools for Scientific Research includes: To write Research paper, Journal publication, Thesis writing, Data analysis, Plagiarism, and Grammer (Somasundaram, 2023). Accordingly, AI tools for academic research. Based on research work of this author. See screen capture 1: Scite Assistant. Screen capture 2: Consensus. Screen capture 3: Elicit. Screen capture 4: ChatGPT. Screen capture 5: ChatPDF. Screen capture 6: Research Rabbit. Screen capture 7: SciSpace. And their academic research approach:



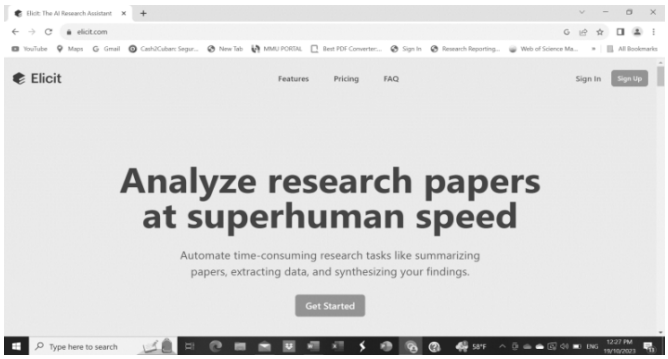
Screen Capture 1: Scite Assistant

Scite Assistant is an AI-powered research tool that helps researchers to find, read, and understand scientific literature. It can automatically extract key information from papers, such as the research question, methods, results, and conclusions. Scite Assistant can also help researchers to identify relevant papers, track their progress, and collaborate with others.



Screen Capture 2: Consensus

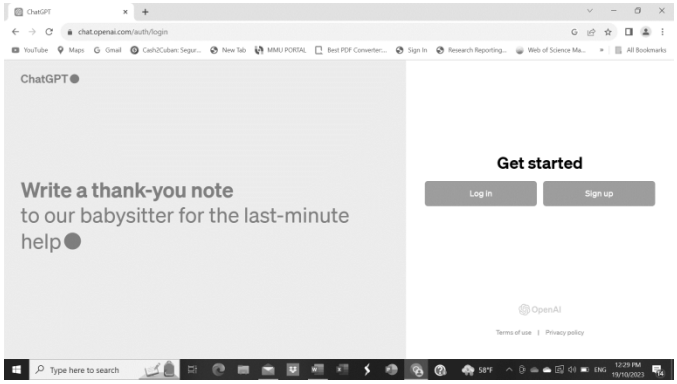
Consensus is an AI search engine that helps researchers to find relevant research papers. It uses machine learning to identify papers that are likely to be relevant to a given research question, even if they do not use the same keywords. Consensus also provides summaries of each paper, making it easy to assess their relevance.



Screen Capture 3: Elicit

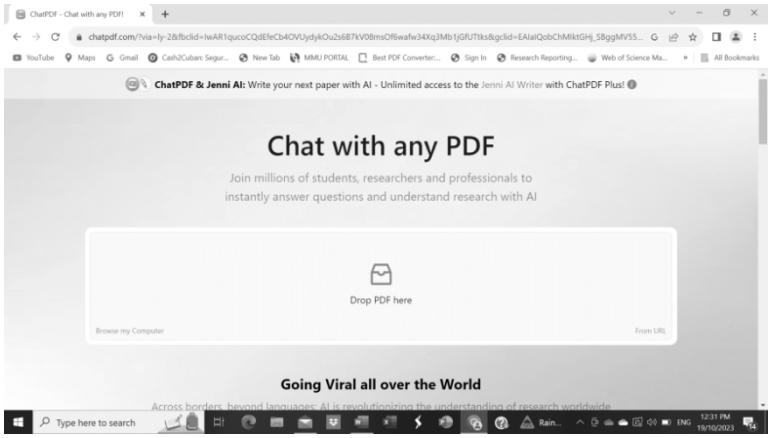
© 2023 Global Journals

Elicit is an AI research assistant that helps researchers to brainstorm, research, and write. It can generate ideas, find relevant information, and help to structure arguments. Elicit can also be used to create presentations and posters.



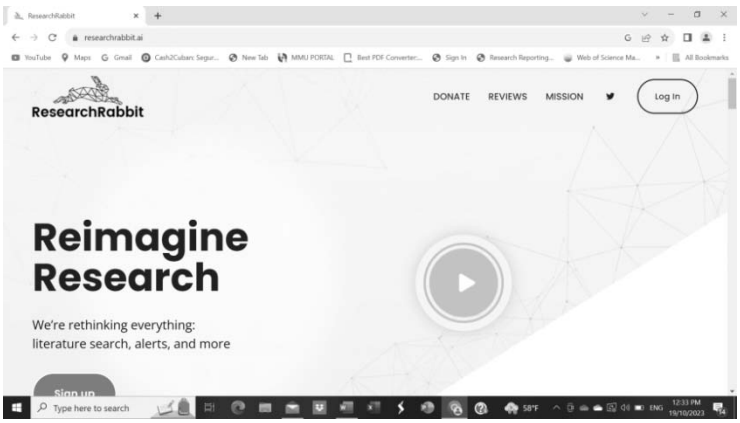
Screen Capture 4: ChatGPT

ChatGPT is an AI chatbot that can be used to generate text, translate languages, and answer questions. It can be used by researchers to get feedback on their work, find information, and collaborate with others.



Screen Capture 5: ChatPDF

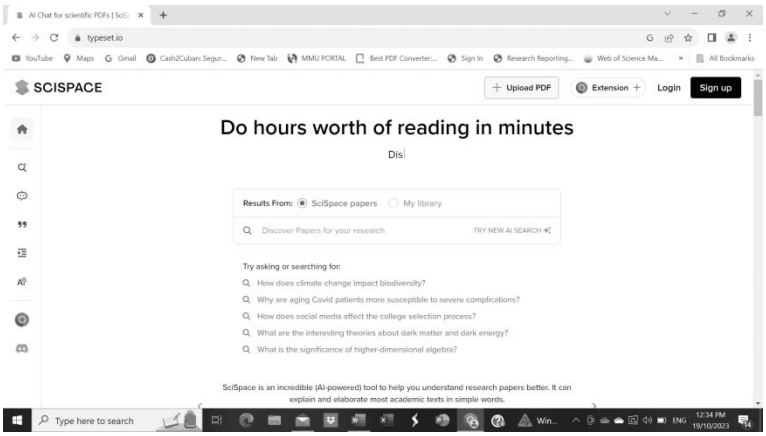
ChatPDF is an AI tool that can help researchers to understand PDF files. It can automatically extract text from PDFs, translate languages, and answer questions about the content. ChatPDF can be used to save time and improve the accuracy of research.



Screen Capture 6: Research Rabbit

Research Rabbit is an AI tool that helps researchers to manage their research. It can track citations, create bibliographies, and generate summaries of papers. Research Rabbit can help researchers to stay organized and make better use of their time.

© 2023 Global Journals



Screen Capture 7: SciSpace

SciSpace or Typeset.io is an AI-powered platform that helps researchers to publish their work. It provides a one-stop shop for everything from manuscript submission to peer review to publication. SciSpace can help researchers to save time and get their work published faster.

Although Artificial Intelligence (AI) has not yet reached the fully technological development, unlike other technologies tools that have come first, is changing the landscape of research-doing in significant society development scientific fields such as, Pharmacology, Physics and Astronomy, and Chemistry.

As a result of the development of artificial intelligence in science, new drugs have been discovered, diseases may be understood, and complex molecular data is being further studied. Genetic data is being processed by AI algorithms to understand the root cause of diseases like cancer and develop effective treatments for them. New discoveries show that artificial intelligence can be used in drug discovery as a means of predicting the potential properties of drugs, helping to streamline the drug development process.

The use of AI in physics has made new discoveries about the fundamental nature of the universe by analysing data gathered from particle accelerators, telescopes, and other instruments. Scientists are also using artificial intelligence algorithms to simulate the behaviour of complex disciplinary systems, which allows them to test their theories and gain a better understanding of the world around them.

The Hubble Space Telescope and other satellite missions use AI to analyse vast amounts of data from telescopes. Celestial objects, such as stars, galaxies, and black holes, are being identified and classified using artificial intelligence algorithms, and their properties and behaviours are also being studied by these algorithms.

There are also many uses of artificial intelligence in chemistry, such as analysing large datasets, automating routine tasks, and designing new compounds based on the use of AI. It is increasingly common for people to use artificial intelligence algorithms to predict the properties of potential new materials, such as superconductors, as well as to design catalysts that can be used to prepare chemicals for use in chemical reactions (Aayushi, 2023).

b) Artificial Intelligence (AI) Global Education Concerns

With all those Artificial Intelligence (AI) insights in mind, it is crucial to consider the disparity technology has created for many years between developed countries and developing countries such as China. As this particular inequality-case has had, among other things, a cultural and political policy making background, historically speaking.

At those remarks, we all know that Western developed countries share similar cultural values. A strong philosophy upon which, they have built their society development. In other words, passing from one generation to the next, a society's model concept. Accordingly, a political system based on another society' democracy model concept. This developed countries's cultural and political approaches highly contrast the ones China has taken under communisms for many years, which is a demonstrated-fact.

Today, the world is changing, and China, a country with the most significant population growths at present, and in the years to come, is about to become no only a developed country but, will make it as the second largest economic in the world. With the ambition to become the world's dominant powerhouse.

Indeed, China highly interest in Artificial Intelligence (AI) in Higher Education is not a coincidence. Not at all. See Table 1: The ten most populous countries (U.S. Census Bureau Current Population, 2023). Table 2: the best global universities for artificial intelligence (US News Work Report, 2023). And Table 3: The Global Finance 2023 Ranking of the World's Most Technologically Advanced Countries and Territories:

© 2023 Global Journals

Table 1: The ten most populous countries

World Population
8,004,307,468

Top 10 Most Populous Countries (July 1, 2023)

1. China	1,413,142,846	6. Nigeria	230,842,743
2. India	1,399,179,585	7. Brazil	218,689,757
3. United States	334,994,511	8. Bangladesh	167,184,465
4. Indonesia	279,476,346	9. Russia	141,505,279
5. Pakistan	247,653,551	10. Mexico	129,875,529

Table 2: Best global universities for artificial intelligence

University	Country	Artificial Intelligence (AI) Score
Tsinghua University	CHINA	100.0
Nanyang Technological University	SYNGAPORE	97.0
Chinese University of Hong Kong	CHINA	91.3
University of Technology Sydney	AUSTRALIA	91.3
National University of Singapore	SYNGAPORE	90.2
Harbin Institute of Technology	CHINA	89.3
University of Adelaide	AUSTRALIA	88.9
University of Electronic Science & Technology of China	CHINA	88.1
Peking University	CHINA	87.2
University of Chinese Academy of Sciences, CAS	CHINA	87.1
Carnegie Mellon University	USA	86.0

Table 3: The Global Finance 2023 Ranking of the World's Most Technologically Advanced Countries and Territories

Global Finance 2023 Ranking of the World's Most Technologically Advanced Countries and Territories		
Ranking	Country	Composite Score
1	South Korea	6.63
2	United States	4.94
3	Taiwan	4.90
4	Denmark	4.79
5	Switzerland	4.68
6	Israel	4.10
7	Finland	3.94
8	Netherlands	3.79
9	Sweden	3.76
10	Norway	3.59
11	Singapore	3.50
12	United Kingdom	3.49
13	Belgium	3.42
14	Germany	3.25
15	Austria	2.99
16	Japan	2.97
17	Iceland	2.97
18	United Arab Emirates	2.88
19	Canada	2.54

© 2023 Global Journals

20	Australia	2.29
21	Hong Kong SAR	2.26
22	Estonia	2.11
23	France	1.42
24	Qatar	1.38
25	Czech Republic	0.89
26	Slovenia	0.89
27	Lithuania	0.89
28	Spain	0.71
29	Bahrain	0.61
30	Luxembourg	0.53
31	New Zealand	0.47
32	Hungary	0.31
33	Malaysia	0.26
34	Latvia	0.10
35	Cyprus	-0.05
36	Ireland	-0.21
37	Portugal	-0.22
38	China	-0.23
39	Saudi Arabia	-0.31
40	Poland	-0.39
41	Slovak Republic	-0.72
42	Italy	-0.85
43	Thailand	-0.98
44	Russia	-0.99
45	Croatia	-1.23
46	Greece	-1.59
47	Romania	-1.90
48	Bulgaria	-2.38
49	Kazakhstan	-2.40
50	Turkey	-2.56
51	Chile	-2.76
52	Argentina	-3.34
53	South Africa	-3.54
54	Jordan	-3.67
55	Brazil	-3.81
56	Mexico	-4.48
57	Ukraine	-4.49
58	Botswana	-4.56
59	Indonesia	-5.06
60	Mongolia	-5.07
61	Peru	-5.20
62	India	-5.38
63	Philippines	-5.77
64	Colombia	-6.15
65	Venezuela	-7.95

That brief Artificial Intelligence (AI) Global Education Concerns analysis provides clear insights about the risk of misinterpreting the China present, and future role when AI advantages taking in Higher Education refer. As is predicable that this country-approach will reverse the technology disparity of which, has been a target, historically speaking. A fact that one can understand by looking at the Global Finance 2023 Ranking of the World's Most Technologically Advanced Countries and Territories, and analyze these (developed countries high-tech higher education benefits across the time, and compare to the China ones). Of course, China AI interest in Higher Education means a lot in terms of its development-goal. As academic research is the fundamental pillar of any Higher Learning Institution. Taking on that regard, and on the need to provide methodological AI academia research-doing prospects, this research is putting forward an Artificial Intelligence (AI) classroom academia research method to be considered. Consequently, an academic research criterion: Assessment – Measures and Indicators, a significant academic work written by White A and Booth S (2019).

© 2023 Global Journals

Any scientific research study project is a theory-base, which has to be developed and proven. Pragmatically speaking, getting a philosophical idea for a research-doing requires, and will always does, the ingeniously of the person seeking to pursue their academia research scientific study interest. The reason Artificial Intelligence (AI) tools can be utilized in academician research classroom. See Table 4: Artificial Intelligence (AI) Academia Research Classroom Method. And Table 5: Academic Research Criteria.

Table 4: Artificial Intelligence (AI) Academia Research Classroom Method

Artificial Intelligence (AI) Academia Research Classroom Model

Artificial Intelligence (Ai) Tools	Research Observable Phenomenon	Hypotheses & Questions	Manuscript Theorical Framework
https://scite.ai/assistant https://consensus.app/ https://elicit.com/ https://chat.openai.com/auth/login https://www.chatpdf.com/?via=ly-2&fbclid=IwAR1qucoCQdEfeCb4OVUydykOu2s6B7kV08msOf6wafw34Xq3Mb1jGfUTtks&gclid=EAIaIQobChMIktGHj_SBggMV55RoCR3qBAfdEAAYASAAEgJZAvD_BwE https://www.researchrabbit.ai/ https://typeset.io/	HUMAN APPROACH	BASED OBSERVABLE PHENOMENON H&Q	INTRODUCTION. LITERATURE REVIEW. METHODOLOGY. ANALYSIS.
			RESULT.
			CONCLUSION.
			RECOMENDATION
			BIOGRAPHY.
	ABSTRACT KEY COMPONENTS: TITLE. AUTHOR & INSTITUTION CREDENCIAL. RESEARCH SUBJECT MATTER (RELEVANCE) APPROACH. OBJECTIVE. METHODOLOY. RESULT. FIELD TO BE BENEFITED. KEYWORDS.		

Table 5: Academic Research Criteria

(Assessment – Measures and Indicators White A and Booth S (2019)

Alpha	Points %	One-word Description	Participation Description
a	95-100	Outstanding	Outstanding performance in breadth and depth of knowledge, understanding, analytic ability, and originality. The conceptual frameworks or critiques have significant robustness or usefulness. At the top end, new knowledge, innovative ideas, and quality of analysis are such that submission is worthy of consideration for publication. The presentation and fluency is to publication standard. Quality is well beyond that normally expected.
A+	90-94	Excellent	An excellent performance representing the best that is normally expected of students. There will be clear evidence of originality and independence of thought. In general, a very good understanding of the body of knowledge, with demonstrable ability to critically assess, a willingness to compare and contrast different ideas and arguments, and provide innovative approaches to the subject (probably with some new knowledge presented). Good use of conceptual frameworks, critical analysis, and of ideas and examples.

© 2023 Global Journals

b	85-89	Good Work	Strong evidence of good understanding and use of the knowledge base along with significant analytical ability and safely drawn conclusions. Very well written with good examples. Strong evidence of independent thinking and originality. A good level of critical, synthetic, deductive or inductive thinking and conceptual development is demonstrated.
B+	80-84	Good Work	Weak evidence of independent thinking and originality. Only moderate critical, synthetic, deductive or inductive thinking and conceptual development is demonstrated.
C	75-79	Average Work	Good understanding of material, good analysis and safely drawn conclusions. Some sustained ability to critically assess with intellectual insight, and the correct use of standard methods. Standard ideas and arguments used and interpreted well. Well written with useful examples.
C+	70-74	Average Work	Very little evidence of effective use of original or independent thinking. No evidence of going beyond the standard material.
D	65-69	Satisfactory Work	Competent description but lacking in sustained and consistent analysis. Appreciation of standard knowledge, ideas, arguments, and methods. These are competently presented but with small errors, or variable quality in justification/interpretation/analysis.
D+	60-64	Satisfactory Work	No good evidence of critical analysis or of creative or independent thinking. Overall, well written but often lacking useful examples. Conclusions not entirely safely drawn.
FX	50-59	Unsatisfactory Work: (XF)	Generally acceptable understanding and reasoning shown of standard ideas and arguments but some general errors of fact, and some technical/interpretive mistakes. No evidence of critical evaluation, independent or creative thought. Possible lack of balance in reasoning, poor organisation and fluency at the lower end. Limited sources and bibliography, use of unreliable sources, poor or inaccurate citation and referencing. Unsafe conclusions
F	45-49	Fail	Basic reasoning demonstrates only a basic competency. In general, a onedimensional and superficial approach with some errors of fact, mistaken assumptions and/or arguments. No evidence of independent thinking or critical assessment is presented. Poorly structured, unbalanced presentation. No or generally unsafe conclusions.

© 2023 Global Journals

F	40-44	Fail	Work shows basic glimpses of reasoning but with significant mistakes. Partial, limited or weak understanding of some important parts of the standard knowledge base. No useful examples. Superficial approach. Substitution of assertion, opinion or prescription for reasoned argument. Poorly written with errors. English language skills barely acceptable. No or generally unsafe conclusions.

II. Literature Review

According to (Puricelli, 2011 & Rückriem, 2009), using technology in education has provided students with technology literacy, information literacy, capacity for life-long learning, and other skills necessary for the 21st-century workplace, including Digital Technology, from which Artificial Intelligence (AI) has emerged.

The article written by (Schiller International University, 2023) cites that, in the field of higher education, AI is playing a fundamental role in transforming the way students learn and prepare for the future. The article also quotes that the real power of this tool lies in their potential to transform everything we thought we knew before. Helping us improve everyday tasks and giving us access to creations we never thought we could do, and greatly boost various industries, including education. This should not be a surprise because technology was invented to transform all sectors of human society's development. Including the role of Artificial Intelligence (AI) tools into academia research-doing.

That is why the pace of technological advancement shows no signs of slowing, and going digital could be the only way to keep up with the rapid pace of the modern world, as (Beetham & Sharpe, 2013) has suggested. The reason too the impact of Artificial Intelligence (AI) on human's society development, including Higher Education academia research, is highly concerning the scientific community, nowadays.

Although Artificial Intelligence (AI) has yet reached its fully technological development, unlike other technologies tools that have come first, is changing things in term of research doing at Higher Education when using AI Software tools for Scientific Research approaches. (Somasundaram, 2023). Similarly, in significant society development fields such as, Pharmacology, Physics and Astronomy, and Chemistry (Aayushi, 2023).

As we all know, technology has progressed the human' society development in unprecedent scale but, the disparity it has created between developed countries and developing countries continues being a dilemma. In a UN forum, it was said that the digital gap between developed and developing countries is widening rather than closing as new technologies emerge and advance. Threatening to leave the world's poorest permanently excluded from the fourth industrial revolution but, this is not the China' case!

As the debate rages in Western development countries Higher Education over the ethical implication of the Artificial Intelligence in research-doing (Webinar, 2023), Chinese universities are taking a completely different approach. And this is not all. When many universities were banning the use of ChatGPT earlier this year, Hong Kong University of Science and Technology took a different line. Scholars were encouraged to incorporate the AI chatbot into lesson plans and students were challenged to use the technology to find creative ways into their subjects, with AI modules soon to become part of the core curriculum on all degrees. The university's provost Edu-approach (Webinar, 2023).

A report released from (The World Bank, 2019) quotes that the future of work and the increasing role of technology in value chains make tertiary education even more relevant for workers to compete in the labor market forces. So, producing university skilled-graduates capable to cope with this AI unprecedent technological development is, a today must. obviously, China's Higher Education is at the frontline!

The use of high-tech and its impact on human's society development is well-described in many research's works narrative. As is the today Education-modern society trend. Although researchers take different approaches to highlight the subject, all of them agree that technology, including AI is part of the human's society present and future development (Robinson, Rhonda; Molenda, Michael; Rezabek & Landra, 2015); (Tanner & Shahid, 2019); (Nilsson, 1995); (McCarthy, 2007); (Beal, 2009).

III. Methodology

A qualitative methodology was used to accomplish the aim of this research study, which has been to present an outlook about the impact of Artificial Intelligence (AI) into academia research. The research has used an interdisciplinary approach based on prior trustworthy research-works results to address the research hypotheses and answer their respective questions.

That qualitative methodology has too involved a theory triangulation, which consisted in writing down more than one hypothesis. As this helps to validate,

© 2023 Global Journals

viability speaking, the scientific research subject matter approach and the findings. Additionally, the reviewing of academic and scientific research works, books, and Internet accredited websites was used. All of this, to make up the literature framework of the present research study. See the items listed:

a) Theory Triangulation

RH1: China advantages taking on Artificial Intelligence (AI) in higher education will change the research-doing domain, globally.

RH2: China advantages taking on Artificial Intelligence (AI) in Higher Education will have cultural and political clashing effects on society, globally.

b) Research Questions

RQ1: Will China advantages taking on Artificial Intelligence (AI) in higher education change the research-doing domain, globally?

RQ2: Will China advantages taking on Artificial Intelligence (AI) in higher education research-doing domain have cultural and political clashing effects on society, globally?

IV. Research Data Gathering

Academic and Scientific Research Works. Books. Internet Accredited Websites.

All those materials are firsthand gathering. To achieve this task, the Google Search was used. This search-engine provides sufficient research scientific database for one to accomplish the research-doing. As the features of it include research materials such as academic articles, scientific research works, books, and Internet accredited websites. Of course, videos as well. See diagram 1: computer prt sc diagram:

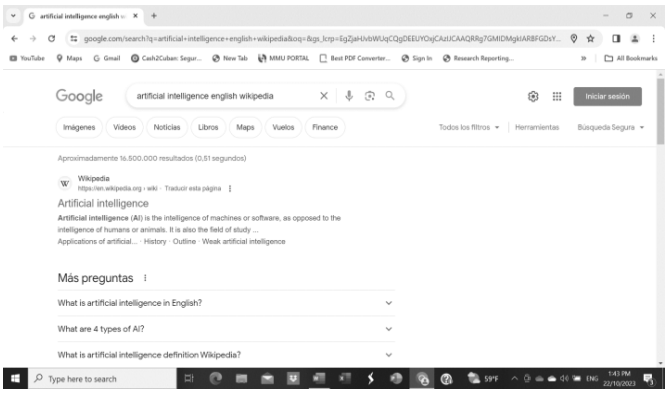


Diagram 1: Computer prt sc

V. Analysis

Since technology was introduced into society' educational development, was destined to become, as all human's inventions, a double-edged sword. While is the truth that technology has helped humanity accomplish significant advances in terms of education, is also truth that it has created disparity between developed countries and developing countries education development approaches, including academic research in Higher Education.

Technologically speaking, developed countries have been highly favored in comparisons with developing countries. Of course, China has been one of them but, this is a country with one of the most significant population growths at present, and in the years to come, and which inequality case has been characterized by cultural and political policy making still, a visible global education inequality phenomenon.

Regarding those remarks, we all know that Western developed countries share similar cultural values. A strong philosophy upon which, they have built their society development. In other words, passing from one generation to the next, a society's model concept. Accordingly, a political system based on another society' democracy model concept. This developed countries's cultural and political approaches highly contrast the ones China has taken under communisms for many years, which is a demonstrated-fact. However, we are witnessing how the world is rapidly changing, and access, and development, and implementation of high-tech, mainly Artificial Intelligence (AI) in the Higher Education system of China, seems to be the top priority. A coincidence, not at all.

Taking on those remarks, is crucial to consider the disparity technology has created for many years between developed countries and China, when Artificial Intelligence (AI) usage in academia research still, ongoing discussion refers. As China AI advantages taking in Higher Education is an undeniable fact.

Considering everything that have been said about that particular country, it is assumed that its AI academic approach China advantages taking on Artificial Intelligence (AI) in Higher Education will change the research-doing domain, globally. And will have cultural and political clashing effects on human' society development, globally.

© 2023 Global Journals

VI. Result

An interdisciplinary approach based on prior research-works trustworthy results has been used in an attempt to address the present research hypotheses and answer their respective questions. This research criterium involved the collection and analysis of valuable research data from the prominent work of these authors:

(Somasundaram, 2023): This research data was use to show the usefulness of Artificial Intelligence (AI) tools being used in academia research. And to be introduced into the Artificial Intelligence (AI) classroom academia research method to be considered. Consequently, an Academic Research Criteria: Assessment – Measures and Indicators, a significant work written by White A and Booth S (2019).

(Aayushi, 2023): A research data used to show the impact of Artificial Intelligence in significant Human society development scientific fields.

Additionally, demography statistics, AI subject statistics, and technology advanced demography related to China. See Table 1: The ten most populous countries (U.S. Census Bureau Current Population, 2023). Table 2: the best global universities for artificial intelligence (US News Work Report, 2023). And Table 3: The Global Finance 2023 Ranking of the World's Most Technologically Advanced Countries and Territories: such as Artificial Intelligence (AI) tools.

Table 1: The ten most populous countries

World Population
8,004,307,468

Top 10 Most Populous Countries (July 1, 2023)

1. China	1,413,142,846	6. Nigeria	230,842,743
2. India	1,399,179,585	7. Brazil	218,689,757
3. United States	334,994,511	8. Bangladesh	167,184,465
4. Indonesia	279,476,346	9. Russia	141,505,279
5. Pakistan	247,653,551	10. Mexico	129,875,529

Table 2: Best global universities for artificial intelligence

University	Country	Artificial Intelligence (AI) Score
Tsinghua University	CHINA	100.0
Nanyang Technological University	SYNGAPORE	97.0
Chinese University of Hong Kong	CHINA	91.3
University of Technology Sydney	AUSTRALIA	91.3
National University of Singapore	SYNGAPORE	90.2
Harbin Institute of Technology	CHINA	89.3
University of Adelaide	AUSTRALIA	88.9
University of Electronic Science & Technology of China	CHINA	88.1
Peking University	CHINA	87.2
University of Chinese Academy of Sciences, CAS	CHINA	87.1
Carnegie Mellon University	USA	86.0

© 2023 Global Journals

Table 3: The Global Finance 2023 Ranking of the World's Most Technologically Advanced Countries and Territories

Global Finance 2023 Ranking of the World's Most Technologically Advanced Countries and Territories		
Ranking	**Country**	**Composite Score**
1	South Korea	6.63
2	United States	4.94
3	Taiwan	4.90
4	Denmark	4.79
5	Switzerland	4.68
6	Israel	4.10
7	Finland	3.94
8	Netherlands	3.79
9	Sweden	3.76
10	Norway	3.59
11	Singapore	3.50
12	United Kingdom	3.49
13	Belgium	3.42
14	Germany	3.25
15	Austria	2.99
16	Japan	2.97
17	Iceland	2.97
18	United Arab Emirates	2.88
19	Canada	2.54
20	Australia	2.29
21	Hong Kong SAR	2.26
22	Estonia	2.11
23	France	1.42
24	Qatar	1.38
25	Czech Republic	0.89
26	Slovenia	0.89
27	Lithuania	0.89
28	Spain	0.71
29	Bahrain	0.61
30	Luxembourg	0.53
31	New Zealand	0.47
32	Hungary	0.31
33	Malaysia	0.26
34	Latvia	0.10
35	Cyprus	-0.05
36	Ireland	-0.21
37	Portugal	-0.22
38	China	-0.23
39	Saudi Arabia	-0.31
40	Poland	-0.39
41	Slovak Republic	-0.72
42	Italy	-0.85
43	Thailand	-0.98
44	Russia	-0.99
45	Croatia	-1.23
46	Greece	-1.59
47	Romania	-1.90
48	Bulgaria	-2.38
49	Kazakhstan	-2.40
50	Turkey	-2.56
51	Chile	-2.76
52	Argentina	-3.34
53	South Africa	-3.54

© 2023 Global Journals

54	Jordan	-3.67
55	Brazil	-3.81
56	Mexico	-4.48
57	Ukraine	-4.49
58	Botswana	-4.56
59	Indonesia	-5.06
60	Mongolia	-5.07
61	Peru	-5.20
62	India	-5.38
63	Philippines	-5.77
64	Colombia	-6.15
65	Venezuela	-7.95

The statistics in table 1, show the demography of China yet, developing country but, with one of the most significant population growths at present, and in the years to come. This demography database is quite significant when analyzing the disparity that, the use of technology has created between Westen developed countries and developing ones such China. Still, it is an education global phenomenon, which has been, historically speaking, characterized by the cultural and political differences highlighted.

The world is changing, and China is about to become not only a developed country but, getting in as the world second largest economic, with the ambition to be a dominant economic powerhouse. So, regarding Artificial Intelligence (AI) in Higher Education, the statistics shown in table 2 reveal the status of China, worldwide. This remarkable Artificial Intelligence (AI) approach suggests that, the 38 places China occupies based on the Global Finance 2023 Ranking of the World's Most Technologically Advanced Countries statistics, can be considered as a reminder of the technology-disparity pointed out in this research study. Indeed, the hypotheses assumed are reintegrated:

VII. Conclusion

The research has highlighted the significance to take into account not only the (AI) current trends into academia research doing field but, educational concerns regarding the disparity technology have created between developed countries and developing countries such as China. A country that unlike other developing nations, has become a leading Artificial Intelligence (AI) by subject, in Higher Education. And this remarkable and proven achievement is something that cannot be underestimated. Due to this country demography, acquired developed-status, and more importantly, political and culture distinguishes.

VIII. Recommendation

Considering the disparity that technology has created for many years, between Western development countries and developing countries such as China still, with the most significant population growths at present, and the years to come. The acquired developed-"status" of China. This country political and culture distinguishes, Western developed countries have to consider this, when discussing policy making regarding Artificial Intelligence (AI) in academia research practices. As pieces of evidences suggests this, is the technology for the future global economy. And the Education sector, mainly the Higher Education is not excepted. A report on AI economic approach by (McKinsey Global Institute, 2023) quotes that, AI is giving us the chance to create an additional $13 trillion in global economic activity by 2030.

Biography

1. Puricelli, F (2011). "Early Twentieth Century Transportation Technology and the Creation of Modern American Culture " (PDF). Archived from the original (PDF) on 2014-11-03.
2. Rückriem, F (2009). Digital technology and mediation: A challenge to activity theory. Learning and expanding with activity theory'. Cambridge University Press. ISBN 9780521760751.
3. Somasundaram, R (2023). The Top 7 Artificial Intelligence (AI) Tools in Scientific Research
4. Aayushi, Z (2023) *"Artificial Intelligence in Science"*
5. U.S. Census Bureau Current Population (2023). The ten most populous countries
6. US News Work Report (2023). The best global universities for artificial intelligence.
7. The Global Finance (2023). Ranking of the World's Most Technologically Advanced Countries and Territories.
8. Beetham, H., & Sharpe, R. (Eds.). (2013). Rethinking pedagogy for a digital age: Designing for 21st century learning. routledge.
9. Webinar (2023). 'Artificial intelligence and academic integrity'
10. Webinar (2023). ChatGPT will soon become scholars' 'debate partner' .
11. World Bank. Retrieved (2017). Tertiary Education".
12. Robinson, Rhonda; Molenda, Michael; Rezabek, Landra. "Facilitating Learning" (PDF). Association for Educational Communications and Technology. Archived (PDF) from the original on 22 September 2015. Retrieved 18 March 2016.

© 2023 Global Journals

13. Tanner Mirrlees; Shahid Alvi (22 October 2019). EdTech Inc.: Selling, Automating and Globalizing Higher Education in the Digital Age. New York: Routledge. p. 60. doi: 10.4324/9780429343940. ISBN 978-0-429-34394-0. S2CID 211780225.
14. Nilsson, Nils (1995), "Eyes on the Prize", AI Magazine, vol. 16, pp. 9–17.
15. McCarthy, John (2007), "From Here to Human-Level AI", Artificial Intelligence: 171.
16. Beal, J.; Winston, Patrick (2009), "The New Frontier of Human-Level Artificial Intelligence", IEEE Intelligent Systems, 24: 21–24, doi: 10.1109/MIS.2009.75, hdl:1721.1/52357, S2CID 32437713
17. McKinsey Global Institute, 2023
18. White A and Booth S (2019). Assessment – Measures and Indicators

Internet Acreditatived Websites

1. https://scite.ai/assistant
2. https://consensus.app/
3. https://elicit.com/
4. https://chat.openai.com/auth/login
5. https://www.chatpdf.com/?via=ly-2&fbclid=IwAR1qucoCQdEfeCb4OVUydykOu2s6B7kV08msOf6waf w34Xq3Mb1jGfUTtks&gclid=EAIaIQobChMIktGHj_SBggMV55RoCR3qBAfdEAAYASAAEgJZAvD_BwE
6. https://www.researchrabbit.ai/
7. https://typeset.io/
8. https://www.usnews.com/education/best-global-universities/artificial-intelligence
9. https://www.census.gov/popclock/print.php?component=counter
10. https://schiller.edu/blog/the-impact-of-artificial-intelligence-on-higher-education-how-it-is-transforming-learning
11. ChatGPT to become scholars' 'debate partner' | Times Higher Education (THE)
12. Campus webinar: Artificial intelligence and academic integrity | THE Campus Learn, Share, Connect (timeshighereducation.com)
13. Modeling the global economic impact of AI | McKinsey

© 2023 Global Journals

Global Journal of human-social science: G
Linguistics & Education
Volume 23 Issue 12 Version 1.0 Year 2023
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Three Women, Three Generations: An In-Depth Case Study of Language Retention and Shift in One Family from the Maltese Australian Community in Melbourne

By Adrian Muscat
University of Malta

Abstract- This paper analysis one family pertaining to the Maltese Australian community in Melbourne and investigates the retention of the Maltese language. The Maltese Australian community is a small community that is getting smaller since migration from Malta to Australia has largely stopped. Thus, the Maltese language is spoken mostly by the first generation of immigrants who left the island after the Second World War seeking a better future. The second generation, born in Australia, usually understands the language but lacks the opportunity or the will to speak the language except with members of the family. The third generation, raised in a multicultural country, normally has very little fluency in the Maltese language. The investigation is grounded in interview data gathered among a family of three generations of Maltese origin in Melbourne. The findings of this research show that the aging population of the Maltese community and the dominance of the English language do not favour the retention of the Maltese language in the future.

Keywords: language retention, language shift, language attitudes, family domain, english dominance, maltese australians.

GJHSS-G Classification: LCC Code: P101-410

THREEWOMENTHREEGENERATIONSANINDEPTHCASESTUDYOFLANGUAGERETENTIONANDSHIFTINONEFAMILYFROMTHEMALTESEAUSTRALIANCOMMUNITYINMELBOURNE

Strictly as per the compliance and regulations of:

© 2023. Adrian Muscat. This research/review article is distributed under the terms of the Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0). You must give appropriate credit to authors and reference this article if parts of the article are reproduced in any manner. Applicable licensing terms are at https://creativecommons.org/licenses/by-nc-nd/4.0/.

Three Women, Three Generations: An In-Depth Case Study of Language Retention and Shift in One Family from the Maltese Australian Community in Melbourne

Adrian Muscat

Abstract- This paper analysis one family pertaining to the Maltese Australian community in Melbourne and investigates the retention of the Maltese language. The Maltese Australian community is a small community that is getting smaller since migration from Malta to Australia has largely stopped. Thus, the Maltese language is spoken mostly by the first generation of immigrants who left the island after the Second World War seeking a better future. The second generation, born in Australia, usually understands the language but lacks the opportunity or the will to speak the language except with members of the family. The third generation, raised in a multicultural country, normally has very little fluency in the Maltese language. The investigation is grounded in interview data gathered among a family of three generations of Maltese origin in Melbourne. The findings of this research show that the aging population of the Maltese community and the dominance of the English language do not favour the retention of the Maltese language in the future. With the end of the first generation of post-World War Two migrants and the emergence of the fourth and fifth generations, probably, there will be an absolute shift to English, the de-facto national language of Australia.

Keywords: language retention, language shift, language attitudes, family domain, english dominance, maltese australians.

I. Introduction

Malta is a small Mediterranean country with very limited resources and thus, throughout its history, many Maltese have ventured abroad to seek a better life. In the past some of the Maltese moved to Northern Africa, while Australia, the United States and Canada became the most popular destinations in the last century. Since the country achieved its independence from Great Britain in 1964, migration has largely stopped. This is because of better work opportunities resulting from greater investment which ensured that the Maltese could prosper in their country. On the other hand, Australia is a country that encouraged migration from all over the world. This has resulted in a developed and prosperous country with a high standard of living. While Australia initially encouraged migration from Great Britain and later from other European countries, nowadays it is hosting new people mostly from Asia. The first Maltese, Antonio Azzopardi, who migrated to Australia, arrived in the country in 1838 (Agius 2001). However, while there was a first wave of migration, mostly of males, in the early twentieth century, the huge departure of people from Malta started at the end of the Second World War and continued up to a few years after Malta's independence. Cohen (1997) refers to a labour diaspora when he describes migrants who leave their country for better work opportunities and the Maltese did just that. This was the result of the difficult economic circumstances on the island that encouraged many Maltese to leave, hoping for better financial security.

The Australian Census of 2021 shows that there are 198,989 people who are of a Maltese descent living in Australia, mostly in Victoria and New South Wales. 35,413 Maltese Australians were born in Malta, three fourths of which are over the age of 65. On the other hand, there are 404,113 Maltese who live on the Maltese Islands as stated in the Malta Census of Population and Housing 2021. The number of new migrants has steadily decreased in the past fifty years. Independence brought better economic opportunities in Malta and since Malta joined the European Union in 2004 the Maltese have additional prospects in Europe. Working and living in another European Union country is rather convenient, given the proximity to Malta.

Maltese is the national language of Malta, but the country has officially been bilingual since 1934. Maltese and English are the two languages of the republic of Malta. The Maltese language, a mixed language of Semitic origin (Cachia 1994, Saliba 2012), goes back more than one millennium to the Arab Period (870 – 1091) (Aquilina 1988). With the arrival of the Normans and other European powers the language began its enrichment process and various words of Sicilian, Latin and, later, Italian origin were merged in the language. This phenomenon happened especially during the reign of the Order of the Knights of St. John (1530-1798) when the language was influenced by the Romance languages that the Knights and the workers that they brought on the island spoke. After a short French interlude, Malta was colonized by Great Britain. Throughout the British domination (1800-1964), the Maltese language was influenced by the English (Aquilina 1988), and in the modern era the English language still has some bearing on the Maltese, mostly due to the dominance of the English language in the world and also due to the bilingual situation on the island. Maltese is written in Roman letters, and it is the only Semitic language in Europe. The official

Author: University of Malta. e-mail: adrianmuscat77@gmail.com

© 2023 Global Journals

orthography of the Maltese language is rather recent, going back to 1934 (Akkademja tal-Malti 1998). Maltese became officially recognized as one of the European Union languages on the country's accession in 2004.

The Maltese community has been well integrated in Australia. Most of the community is proficient in English, yet the Maltese language is still used amongst the Maltese population, and this obviously fosters a deep ethnic kinship. According to the Australian 2021 Census, nearly 27,000 people speak Maltese at home.

It is a generally accepted fact that the retention of the mother tongue in migrant communities is difficult when the migrants are living in a country whose main language is different from the migrants' language (Sciriha 1990). On paper, English is not the official language of Australia; however, the 'de facto' national language is English, an international language and the language of economic powers and prestige. Therefore, the community languages of the various ethnic groups and the language of the indigenous populations, especially those of the smaller communities, are in a continuous struggle with a language of massive supremacy. The pressure of the English language can be wide-ranging and often ominous.

II. Language Maintenance and Shift

The necessary requirement for an investigation on language maintenance and shift 'is for two linguistically different groups' to interact (Sciriha 1990, p. 35). Language maintenance is the continuous use of a community language in one or several spheres of language practices. Language shift, on the other hand, happens when a language is, by time, substituted by another language in all fields of use (Pauwels 2016).

English has achieved a very high status as the international language. In her study among the Maltese-Canadian community, Sciriha (1990) found that most parents prefer that their children are proficient in English rather than Maltese, to the extent that some of them deem that knowledge of Maltese is useless, or harmful for English proficiency. Maltese as a community language in Australia was also studied by Borland (2005) who found that the children of Maltese migrants in the country usually do not keep speaking Maltese at home at a faster and earlier rate than appears to be the case among other ethnic communities. Moreover, in 2010, Sciriha directed an online questionnaire among 660 Maltese Australians and included questions concerning the language use within the family. The majority of respondents were of the second oldest age group, and the results show that while Maltese is the first language of most of the participants (61.2%) only 2.9% of the respondents interact in Maltese only with their children, clearly indicating a shift in language use.

A similar observation in Australia was noted by Azzopardi (2014) who maintains that the first-generation post Second World War Maltese migrants yearned for their children to be eloquent in English and thereby the Maltese language in Australia is now risking extinction. Pauwels (2016) affirms that when investigating language retention, one must set apart those migrants who grew up in the country of origin and those who grew up in the host country. In this case-study of three generations of Maltese migrants, the oldest lady was born and raised in Malta and then migrated to Australia when reaching adulthood, while her daughter and granddaughter were both born in Australia, distant and to a certain extent isolated from Malta.

III. The Family as One of the Language Domains

The study of language retention and language shift necessitates an extremely complex kind of evidence grounded on consistent language use (Fishman 1964). Contexts of language use are usually referred to as 'domains' (Pauwels 2061, p. 21) and these include the family or home domain amongst others mentioned by Fishman (1991). Fishman (1964) refers to Schmidt-Rohr who identified nine domains of language use. Although the domains of language use are classified separately, in studies of language retention most domains do in fact merge. Clyne (1985) mentions interlocuters who need to talk about an issue related to one domain, such as the educational or occupational domain, within the context of another, such as home and family.

In recent years, some other researchers have increasingly insisted that sociolinguistic traditions need to be reconsidered in the age of globalization (Blommaert 2010). The term 'spaces' instead of 'domains' has been used by Hatoss (2013, p. 128) because of their 'dynamic characteristics' and refers to the family home 'as the most important space for intergenerational transmission of the immigrant language' (Hatoss 2013, p. 141).

IV. Language in the Family

Studies on community languages in Australia have revealed that the family is very important for language retention. 'The family, as a primary group system in which relationships are usually close and enduring, is generally recognised as the most critical site of language and cultural maintenance' (Hughes 1994, p. 452). Pauwels (2016, p. 124) concludes that 'the family remains for most immigrants and their offspring the main domain for community language use.' This implies that language retention is high when the children are spoken to in their community language at home. This should lead to a bilingual situation where

© 2023 Global Journals

the children are fluent in English, which they learn at school and through their exposure via means of communications, and the community language spoken at home.

The attitude of parents towards their community language is conducive to the successful way in which their language is transferred to their offspring. However, 'parents in Australia generally encounter an unsupportive – if not outright negative – environment' and this does not help the community languages which are in competition with English (Eisenchlas and Schalley 2019, p. 572). De Houwer (2007) elucidates on the fact that the young ones are most likely to grasp a community language if both parents speak that language, while if the dominant language is spoken at home by the parents the chances of language transmission seem to be lower. Thus, language choice models can be decided beforehand and changed to accommodate the families' linguistic needs. But it seems that parents are not conscious that they should devise a particular home language policy and stick to it (Ellis, Sims et al. 2018).

The use of a language is critical for its retention and transmission. The outcomes of an investigation by Forrest (2018) among Australia's Indigenous communities suggests that parents' knowledge and use of their native languages is crucial to their transmission to the young generation. The study shows that most of the young ones who can speak an Indigenous language have a parent who also communicates in an Indigenous language, while only two percent of children whose parents do not use an Indigenous language speak one.

Pauwels (2005) contends that extended families are better than the immediate families in retaining the community language. She states that 'the main interlocutors for heritage language used by children in migrant families are grandparents and those belonging to that generation' (Pauwels 2016, p. 91). The significance of grandparents, especially those who do not speak English, as a decisive aspect of language maintenance, is mentioned earlier by Clyne (1985), who claims that this might also be the consequence of old people's tendency to go back to the mother tongue and thereby stop communicating in English.

Ryazantsev (2013) argues that while many Russian migrants in Australia transmitted knowledge of Russian to their children, they grow to be fluent in English as well due to their exposure to the language at school. Years later, the grandchildren choose to stick to the English language because it provides more chances of interaction with their generations and settings. In such a context, parents are not always ready to sustain proficiency of the Russian language for their children and thereby, by the third generation there is little knowledge of the community language.

Research conducted among Spanish-speaking mothers in Australia by Mejia (2016) demonstrates that for this cohort, language retention was a beneficial manner to keep Spanish culture alive and a way of sustaining harmony within the family. These mothers concurred with the idea that as a result of using their native language the children value their mother's Spanish origins even more. They felt that it would be disgraceful not to pass their way of life to their offspring and most mothers agreed that language maintenance was critical to the unity of the family in being the only manner for their children to bond with their relatives, especially grandparents, outside of Australia. This study backs the statement by Tannebaum (2005, p. 232) that 'immigrants often view their mother tongue as a symbol of their past, their family of origin, childhood landscapes, familial myths, and early memories'.

On the other hand, exogamy, or mixed marriages, may have a negative effect on community language retention. A survey conducted in 2017 found that a quarter of Australians are in an inter-ethnic relationship (Lass 2019). Intermarriage is a sign of integration as well as a gauge of the progress of multiculturalism in ethnically diverse countries (Khoo, 2011). In her study on Dutch language shift in mixed marriages, Pauwels (1985, pp. 53-54) concludes that 'exogamy affects the Dutch language use patterns of both the immigrant spouses and their Australian-born children in a negative way.' Cauchi (2014) shows that this is the case amongst the Maltese-Australian community. A survey conducted by Cauchi (2014) among the Maltese ethnic community in Australia indicates that 57% can understand Maltese at least moderately well; yet only 21% use it to communicate with their parents or friends. Furthermore, 69% declared that they never speak to their children in Maltese (Cauchi 2014). Third generation members of the community do not think that their community language is important because they feel fully-fledged Australians (Rubino 2002). On the other hand, Colic-Peisker (2010) illustrates that other ethnic groups give more importance to their community language; in fact, even though English is their first language, many ethnic Croats are bilingual and can speak Croat.

V. Research Approach and Methodology

The investigation entitled 'The Survival of the Maltese language in Australia' was conducted in Melbourne and Sydney. Twenty-eight adult contributors agreed in writing to participate in this research and were interviewed over a span of three weeks. The investigation consisted of structured interviews, with 10 questions each, that were conducted face to face, mainly at their homes. The interviewees were voice-recorded. Some interviews were held at schools where the teaching and learning of Maltese takes place. The interviews took around one hour. None of the participants in the study were vulnerable persons and

© 2023 Global Journals

therefore the University of Malta Research Ethics Committee (UREC) waived the requirement for a formal adjudication of the request to conduct the study. It was ascertained that all the guiding principles presented by the UREC were strictly pursued before the investigation on the ground and during the research itself.

The equal number of male and female participants was deemed important so that a proper representation of the ethnic community was considered. The researcher interviewed fourteen first generation Maltese-Australians, seven from the second generation and seven from the third generation. In addition, a representation of all three generations is present in the study. Thus, this paper gives an in-depth account of three ladies pertaining to the same family, the grandmother, the daughter, and the granddaughter. At the time of the interview, the grandmother was seventy-six years old. She was born in Malta and left the island, heavily pregnant, after marrying her Maltese husband, in 1965. The daughter was born soon after their arrival in Australia and she was fifty-four years old at the time of the interview. She married a man of Maltese descent, and they had a daughter, referred to here as the granddaughter who was a young adult of twenty-five. Like the rest of the participants, these three women were asked to answer in the language that they feel more confident speaking. The grandmother answered in Maltese, while the daughter and the granddaughter answered in English. This already gives an indication that language shift took place among the different generations. The purpose of the investigation was to evaluate the opinions and attitudes of the participants regarding the Maltese language, the maintenance of the language, and the importance or lack of it in Australia.

All the interviews were subsequently analysed through coding. The purpose of coding is to '*name* units of data' (Newby 2010, p. 462). An alternative to coding from data is to analyse the information gathered from the interviews deductively by expounding a predetermined code structure and then tallying the collected data into such structure. This research was based on Grounded Theory originated by Glaser and Strauss (1967) and therefore the constant comparative technique was employed.

Besides interviews, the researcher did additional qualitative investigations in the form of observations amongst a cohort of Maltese Australians. Several families, Maltese associations and organizations, Maltese language schools, and a church that serves the Maltese community were observed. The researcher visited and observed the interactions between the members of the family in question. The researcher joined the grandmother, daughter, and granddaughter for dinner on two occasions and therefore the researcher acted the role of '*observer as participant*' (Kawulich 2005, p. 7) since the researcher actively took part during these dinners and the time that the family spent together, and the family members were aware that their language interaction was being observed.

VI. Research Findings

While the first generation have all the skills and full knowledge of the Maltese language that they have brought with them to Australia, the second generation only understands Maltese, yet most of them rarely speaks the language. This is because, apart from the time spent with their immediate family, their interactions are mainly with other Australians and thus the preferred language is English. The third generation has very little knowledge of the language of their grandparents, notwithstanding the fact that many grandparents still use the Maltese language even when speaking to their grandchildren. However, the younger generations, in general, are not even bothered to learn Maltese since they feel they are Australian, and the Maltese language is alien to them. Amongst the second and third generations, there is quite a lot of curiosity about Malta, including the language, its history, and the culture. The younger generations look at Malta with a keen sense of curiosity. Malta sounds exotic. Malta is also a nice holiday destination that many aspire to visit. Yet, they are aware that most people in Malta speak English and therefore, even if they plan to visit the island, they rarely try to master the Maltese language.

While there is awareness about the presence of schools that teach Maltese, as well as online courses, there is little interest in putting an effort in the learning of the language, even if this is seen as something positive. The daughter explains that even though she understands Maltese 'I went for like six months, but I found it very hard. From week to week, it was too hard. I remember the *h* with the line, and the *c* with the dot, but that was ages ago. So, I can speak and understand Maltese, but it is very hard to write or read something'. The granddaughter is aware that there are lessons available and declares that 'I know there are lessons for adults. I think I should go'. Reluctance to learn Maltese is rife. She admits that 'learning another language is always good … I am intrigued but the language is difficult. It is nice to connect with my roots, but I've never decided to do it'.

Radio and television programs in Maltese are very important but are seen as intended for the first generation. In fact, while the grandmother always follows the news from Malta and other transmissions on SBS radio and television, as well as on a handful of community radios, the daughter only does so occasionally, and the granddaughter never does. The daughter suggests that these transmissions on television should be subtitled in English. She thinks that in this way many of her generation will find it easier to follow what is happening in Malta. The granddaughter

© 2023 Global Journals

finds such broadcasts as boring and irrelevant to her life. The grandmother also buys DVDs from Malta showing Maltese situation comedies and dramas. The daughter and granddaughter would not even think of watching such 'dreary shows'. The grandmother declares that amongst her generation of Maltese born, now mostly elderly migrants, religious rituals, praying, and worshipping are in Maltese. On the contrary, the younger generations are less religious and if they had to pray, they would do so in English and not in Maltese. This is because they attended catechism lessons with other Catholics from various ethnicities and these lessons were always in English.

VII. The Language Amongst Different Generations

The Maltese language is still spoken by the first generation. This generation, now consisting mainly of old people, speaks Maltese at home, with their Maltese neighbours and within the Maltese community. Notwithstanding living in Australia for more than half a century, some never attained full fluency in the English language and, therefore, they are more comfortable conversing in Maltese. It is quite important to point out, however, that this same generation has, in the past, preferred to use the English language at home with the children. Many felt that it was very important for their children to integrate in Australia, without being bullied or called names at school. The English language was seen as the ticket to success, so they deemed it important that their children had a sound grasp of the language. The grandmother recalls that she made it a point to speak English to her daughter, because she wanted her to get good grades at school. However, most of the time she spoke Maltese to her husband who was not very proficient in English and, thus, the daughter was always exposed to the community language. Therefore, she proudly reminisces that her household was bilingual, and she argues that bilingualism is beneficial. Also, the daughter's babysitter was Maltese and did not speak any English. Therefore, the daughter was exposed to the community language since birth. However, she concedes that once her daughter started schooling, she preferred to communicate in English even at home. The grandmother remarks that the Maltese language in Australia is more useful for her generation. Some of the Maltese migrants never became fully fluent in English and now, that they are getting older, and retired, they are reluctant to make the effort and speak English. Therefore, they have gone back to their mother tongue. In fact, she says that 'the Maltese elderly feel comfortable with the nuns (at the old people's home) who speak Maltese. For this reason, even radio broadcasts are essential for the elderly many of whom are lonely and isolated.

While the grandmother is very fluent in Maltese, occasionally she code-switches and uses various English utterances. The daughter code-switches more often. Code-switching 'is a powerful linguistic tool used to enhance communication' (Dykes 2018, p. 81). Thus, the grandmother, at times, cannot express herself in one language, and therefore 'may switch to the other to compensate for the deficiency and avoid stammering' (Abdul-Zahra 2010, p. 291).

The grandmother draws the researcher's attention to the fact that now that the children, making up the second generation, have grown up and moved out of home, most of her friends have reverted to speaking Maltese at home, even in the presence of their grownup children. There is no more fear that their children will not be integrated in the Australian society, because, most if not all, have truly forged successful careers. Therefore, the second generation, usually does not speak Maltese. However, they do understand the language, and can follow a conversation. Many refuse to speak Maltese, since they feel that they are not confident enough. Thereby, many second-generation members of the community are subtractive bilingual, meaning that they are receptive to the Maltese language, but not productive at all. Many absolutely refuse to talk in Maltese, because they believe that they are not sufficiently confident in expressing their thoughts. According to the daughter, the second generation does not speak Maltese because at a young age they had a lot of peer pressure. They attended school with boys and girls coming from various ethnic communities and they felt the pressure to speak only in English. She says that many 'understand everything but do not speak the language a lot. They speak Maltese if they really need to say something, but not fluently … only if they cannot help it'. This tallies with the findings of Sciriha (1990) who concludes that when the immigrants settle in a host country where another language is predominant, the migrants find it hard to keep their community language. This is also because Maltese migrants have tried hard to integrate, and language seemed to be their ticket to integration. It seems that now it is quite late for the second and third generations to appreciate the validity of the Maltese language.

In general, the third generation cannot understand and, consequently cannot, speak Maltese. They might know a few words and are able to repeat them, but no proper conversation can be carried out in Maltese. Effectively, they just have a smattering of the language, which for many is alien. Maltese is therefore considered as the language of the grandparents who moved to Australia way back. It is very evident that the language was not passed very strongly from one generation to another. The granddaughter declares that 'mum and dad are Maltese but did not speak a lot in Maltese to us kids. Nannu and nanna (grandparents)

© 2023 Global Journals

would teach us the very basic words. I only understand little bits …' She also says that 'well, the older generation keeps it going but from my generation I do not know anyone who can speak Maltese fluently. So, the future is bleak, I suppose. The third generation are mostly like me.' This mirrors 'the overall pattern' of a shift from the community languages in Australia 'toward a monolingual national with minimal heritage language retention beyond the second or third generations' (Forrest et al. 2020, p. 1071). Most European community languages, except those originating in South-Eastern Europe, have endured linguistic shift (Forrest et al. 2020). Maltese is hence regarded as the language of the grandparents who moved to the country decades ago. It is rather evident that the community language was not passed on successfully from one generation to another.

Another reason why the Maltese language is not passed on from one to generation to another is because of mixed marriages. Many second-generation members and, even more so, third-generation ones, have married into other ethnic groups. The daughter's first husband and parent of her children was of Maltese origin. Her second husband however is not and therefore she cannot speak Maltese at home. With some friends of Maltese origins, she speaks Maltese, if they do know the language, and she recalls that when she had her own shop, she used to practice Maltese when Maltese people visited. The granddaughter married a third generation Italian, who, contrary to many of his age, is quite fluent in the Italian dialect of his family . This makes language retention more difficult, since in the presence of somebody who cannot understand Maltese, English always provides common ground.

The clubs and associations for the Maltese community were intended to help the Maltese diaspora integrate in Australia. However, these same clubs are instrumental in the maintenance of the Maltese language in Australia. This is because those attending such clubs tend to speak Maltese while being only surrounded by other people of Maltese origin. The grandmother visits several Maltese clubs and says that in the clubs she attends 'we speak Maltese, and we speak a lot about the old times in Malta'. She asserts that 'I go to various clubs. The people who gather there speak Maltese ... the people who came from Malta speak Maltese and not English. At the clubs, for example, you feel that you are in Malta.' Evidently, the old generation misses Malta and thus the island harbours nostalgia.

However, it is very evident that these clubs have not managed to attract the younger generations. The daughter explains that 'the clubs are mostly intended for a different age group and ... I work during the day'. On the other hand, she is happy that there is like 'a comeback' or Maltese revival with commercial entities offering products related to Malta. She says that 'maybe people are realising the importance of keeping one's roots' and possibly she thinks that this could lead to a revival of the language as well. The granddaughter says that 'I feel out of place there (in the clubs) because I do not speak Maltese and I grew up in a multicultural society; those clubs are more for the older generation'. In fact, the daughter laments that 'there is nothing for my age; I am fifty-four. The clubs are for the first generation only'. She admits that speaking Maltese is not very easy when you are surrounded by English all the time. 'I find the numbers a bit confusing. Sometimes I speak Maltese, but I am not sure of what I said. But I find it that the more I speak Maltese, the easier it is. As they say, practice makes perfect.'

VIII. Conclusion

While this paper investigates one family, one can conclude that gradually, the Maltese diaspora in Australia is abandoning the Maltese language and choosing English as their main language of communication. Such a language shift happened within one generation in some families and within two generations in others. Now that the fourth generation derived from the mass migration, which happened between 1945 and 1969, is being raised, there is a strong feeling that eventually the Maltese language will perish from Australia. Cauchi (2002) asserts that migration affects not just the migrants who left their country of origin but also the consequent generations. This is because from a young age 'they find themselves constantly crossing the borders between two cultures' (Cauchi 2002, p. 253). The researcher can observe that while the grandmother is very fluent in Maltese and her language skills are similar to those of the residents of Malta, the daughter like many second-generation Maltese Australians is fluent in the Maltese language, at least orally. Nevertheless, both grandmother and daughter code-switch to better express themselves. However, this research shows that by the third-generation fluency in Maltese is minimal. Clearly, the language is in a crisis. Within the next twenty years, most of the post Second World War migrants will have passed away and that will probably mark the end of the Maltese language in Australia, since there is very little new blood in the community.

The general perception gathered from the investigation is that the Maltese language is no longer needed and relevant in Australia. The Maltese diaspora has integrated very well in Australia and most Maltese Australians are prospering. Their desire to integrate, coupled with the fact that most of these Maltese migrants left a country with a highly regarded British ethos and who were, therefore, used to an Anglo-Saxon environment, meant that many did not pass on their mother language to their offspring.

Maltese in Australia has the bleakest prognoses since it is battling a losing fight against the dominance

© 2023 Global Journals

of English. The efforts to retain Maltese are decreasing, and the language is in grave danger. The death of a language will invariably give a hard blow to culture and to accumulated wisdom. One should not only emphasize the loss of linguistic diversity, but the fact that the disappearance of a language has broader implications. The economic, financial, and social onslaught against the use of Maltese in Australia, has made migrants realise that there is no viable reason why one should hold onto the language.

References Références Referencias

1. ABDUL-ZAHRA, S., 2010. Code-Switching in Language: An Applied Study, *Journal of College of Education for Women*, 21(1), pp. 283-296.
2. AGIUS, A.W., 2001. *Maltese Settlement in Australia.* Doncaster: Agius.
3. AKKADEMJA TAL-MALTI, 1998. *Regoli Tal-Kitba Tal-Malti*. Malta: Klabb Kotba Maltin.
4. AQUILINA, J., 1988. *Papers In Maltese Linguistics*. Malta: University of Malta.
5. AUSTRALIAN BUREAU OF STATISTICS. 2016. *Census of Population and Housing*. Canberra.
6. AZZOPARDI, M., 2014. *Kitarri, Tombla u Teatrin*. Malta: Outlook Coop.
7. BLOMMAERT, J., 2010. *Sociolinguistics of Globalization*. Cambridge: Cambridge University Press.
8. BORLAND, H., 2005. Heritage Languages and Community Identity Building: The Case of a Language of Lesser Status, *International Journal of Bilingual Education and Bilingualism*, 8(2-3), pp. 109-123.
9. CACHIA, L., 1994. *Grammatika Ġdida tal-Malti*. Żabbar: Veritas Press.
10. CAUCHI, M., 2014. *The Second Generation in Australia: A survey of Maltese-background persons*. Melbourne: MCCV.
11. CAUCHI, M., 2002. *Worlds Apart*. Melbourne: Europe-Australia Institute.
12. CLYNE M., 1985. *Multilingual Australia*. Melbourne: River Seine Publications.
13. COHEN, R., 1997. *Global Diasporas: An Introduction*. London: UCL Press.
14. DE HOUWER, A., 2007. Parental Language Input Patterns and Children's Bilingual Use, *Applied Psycholinguistics*, 28(3), pp. 411-424.
15. DYKES, R., 2018. Code-Switching Among Bilinguals, *International Education and Exchange Research*, 2, pp. 73-83.
16. EISENCHLAS, S. and SCHALLEY, A., 2019. Reaching out to migrant and refugee communities to support home language maintenance, *International Journal of Bilingual Education and Bilingualism*, 22(5), pp. 564-575.
17. ELLIS, E., SIMS, M. and KNOX, V., 2018. The challenge of isolation in immigrant family language maintenance in regional Australia, *Journal of Home Language Research*, 3, pp. 17-35.
18. FISHMAN J., 1991. *Reversing Language Shift*. Clevedon: Multilingual Matters Ltd.
19. FISHMAN, J., 1964. Language maintenance and language shift as a field of inquiry. A definition of the field and suggestions for its further development. *Linguistics – An Interdisciplinary Journal of the Language Sciences*. 2, 9, pp. 32-70.
20. FORREST, W., 2018. The intergenerational transmission of Australian Indigenous languages: why language maintenance programmes should be family-focused, *Ethnic and Racial Studies*, 41, 2, pp. 303-323.
21. FORREST, J., BENSON, P. and SICILIANO, F., 2020. Linguistic shift and heritage language retention in Australia. In: BRUNN, S. and KEHREIN, R. (eds.), *Handbook of the Changing World Language Map*. Cham: Springer International Publishing, pp. 1069-1086.
22. GLASER, B.G. and STRAUSS, A.L., 1967. *The Discovery of Grounded Theory – Strategies for Qualitative Research*. London: Aldine Transaction.
23. HATOSS, A., 2013. *Displacement, Language Maintenance and Identity: Sudanese refugees in Australia.* Amsterdam: John Benjamins Publishing Company.
24. HUGHES, A.F., 1994. *Welsh Migrants in Australia: Language Maintenance and Cultural Transmission*. Ph.D. Thesis, Adelaide: University of Adelaide.
25. KAWULICH, B., 2005. Participant Observation as a Data Collection Method. *Qualitative Social Research*, 6(2), article 43, pp. 1-28.
26. KHOO, S., 2011. Intermarriage, Integration and Multiculturalism: A Demographic Perspective. In M. Clyne and J. Jupp (eds), *Multiculturalism and Integration: A Harmonious Relationship*. Acton: ANU Press, pp. 101-120.
27. LASS, I., Language of love: a quarter of Australians are in inter-ethnic relationships, Available: https://theconversation.com/language-of-love-a-quarter-of-australians-are-in-inter-ethnic-relationships-120416. Feb 3, 2022.
28. MEJIA, G., 2016. Language usage and culture maintenance: a study of Spanish-speaking immigrant mothers in Australia, *Journal of Multilingual and Multicultural Development*, 37(1), pp. 23-39.
29. NATIONAL STATISTICS OFFICE MALTA, 2021. *Census of Population and Housing*. Malta.
30. NEWBY, P., 2010. *Research Methods for Education*. Harlow: Pearson Education Ltd.
31. PAUWELS, A., 2016. *Language Maintenance and Shift*. Cambridge: Cambridge University Press.

© 2023 Global Journals

32. PAUWELS, A., 2005. Maintaining the Community Language in Australia: Challenges and Roles for Families, *International Journal of Bilingual Education and Bilingualism*, 8(2&3), pp. 124-131.
33. PAUWELS, A., 1985, The Role of Mixed Marriages in Language Shift in the Dutch Communities. In M. Clyne (ed.), *Australia, Meeting Place of Languages*. Canberra: The Australian National University, pp. 39-55.
34. RUBINO, A., (2002). *Italian in Australia: past and new trends. Innovations in Italian Teaching Workshop*. Brisbane: Griffith University.
35. RYAZANTSEV, S.V., 2013. Migration from Russia to Australia and Formation of a Russian Community, *ANU Centre for European Studies Briefing Paper Series*, 4(5), pp. 1-32.
36. SALIBA, C.D., 2012. *Maltese Proverbs: A Reflection of Mediterranean History and Culture?*, Proceedings of the Interdisciplinary Colloquium on Proverbs, International Association of Paremiology, Portugal, pp. 71-91.
37. SCIRIHA, L., 2010. Maltese Language Retention and Citizenship among the Maltese Community in Australia. *Convention of Maltese Living Abroad 2010*. pp. 127-158.
38. SCIRIHA, L., 1990. Language Maintenance and Language Shift of the Maltese Migrants in Canada. *Journal of Maltese* Studies, 19-20, pp. 34-41.
39. TANNENBAUM, M., 2005. Viewing Family Relations Through a Linguistic Lens: Symbolic Aspects of Language Maintenance in Immigrant Families, *The Journal of Family Communication*, 5(3), pp. 229-252.
40. COLIC-PEISKER, V., 2010. The Croatian Community in Australia in the Early 21st Century: a demographic and socio-cultural transition. *Croatian Studies Review*, 6, pp. 53-68.

© 2023 Global Journals

Global Journal of human-social science: G
Linguistics & Education
Volume 23 Issue 12 Version 1.0 Year 2023
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

In Search of the Perennial Orgasm, a Perception from Total Quality, Globalization in Education and Didactic Approaches

By Hermes Julián Mora Santos, Rober Darío Herazo Vega
& Patricia Milena Jiménez de la Cruz

Abstract- Continuous improvement in search of comprehensive excellence should embrace all possible systems and institutions in a world in constant change and rethinking. Education from its pedagogical and didactic nuance must be in tune and at the forefront. The objective of this documentary horizon investigation is to address, from the contrast, the concept of Total Quality, Globalization in Education and Didactic Approaches. Conclusion: Thirst, nonconformity, and desire for fulfillment are synonymous with being human. In the search for the perennial orgasm, it has made great progress, but it has also, at times, become unfocused, to the point of putting its own existence and that of the ecosystem that surrounds it at risk. Could it be that we are repeating the fallacy? Could it be that we have forgotten the founding and fundamental question?

Keywords: *total quality, education, didactic approaches, onticity.*

GJHSS-G Classification: *LCC Code: L7-L991*

INSEARCHOFTHEPERENNIALORGASMAPERCEPTIONFROMTOTALQUALITYGLOBALIZATIONINEDUCATIONANDDIDACTICAPPROACHES

Strictly as per the compliance and regulations of:

© 2023. Hermes Julián Mora Santos, Rober Darío Herazo Vega & Patricia Milena Jiménez de la Cruz. This research/review article is distributed under the terms of the Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0). You must give appropriate credit to authors and reference this article if parts of the article are reproduced in any manner. Applicable licensing terms are at https://creativecommons.org/licenses/by-nc-nd/4.0/.

In Search of the Perennial Orgasm, a Perception from Total Quality, Globalization in Education and Didactic Approaches

En Busca del Orgasmo Perenne una Percepción Desde Calidad Total, la Globalización en Educación y Los Enfoques Didácticos

Hermes Julián Mora Santos [α], Rober Darío Herazo Vega [σ] & Patricia Milena Jiménez de la Cruz [ρ]

Resumen- La mejora continua en búsqueda de la excelencia integral debería abrazar todos los sistemas e instituciones posibles en un mundo en constante cambio y replanteamiento. La educación desde su matiz pedagógico y didáctico debe estar en sintonía y la vanguardia. El Objetivo de la presente investigación de horizonte documental es abordar desde el contraste, el concepto de Calidad Total, Globalización en Educación y Enfoques Didácticos. Conclusión: Sed, inconformidad, y deseo de plenitud son sinónimos de ser humano. En la búsqueda del orgasmo perenne, aquel ha logrado grandes avances, pero, también, en ocasiones, se ha desenfocado, hasta el punto de poner en riesgo su propia existencia y la del ecosistema que le circunda. ¿Será que estamos reincidiendo en la falacia? ¿Será que hemos olvidado la pregunta fundante y fundamental?

Palabras Clave: calidad total, educación, enfoques didácticos, onticidad.

Abstract- Continuous improvement in search of comprehensive excellence should embrace all possible systems and institutions in a world in constant change and rethinking. Education from its pedagogical and didactic nuance must be in tune and at the forefront. The objective of this documentary horizon investigation is to address, from the contrast, the concept of Total Quality, Globalization in Education and Didactic Approaches. Conclusion: Thirst, nonconformity, and desire for fulfillment are synonymous with being human. In the search for the perennial orgasm, it has made great progress, but it has also, at times, become unfocused, to the point of putting its own existence and that of the ecosystem that surrounds it at risk. Could it be that we are repeating the fallacy? Could it be that we have forgotten the founding and fundamental question?

Keywords: total quality, education, didactic approaches, onticity.

Introducción

Una de las características más relevantes del ser humano es su insatisfacción propositiva, su inconformismo proactivo, su sed en ocasiones temeraria de placer que suele resguardar en bóvedas de humo. Para alcanzar el escurridizo orgasmo perenne cada historia con nombre y apellido ha recurrido a diversidad de procesos y estrategias, a tal punto de llegar a perder hasta el horizonte de sentido. Dichos medios, sin duda loables, han permitido que el ser humano como persona y sociedad haya logrado mayor cualificación a lo largo de la historia. Una cualificación que hoy día se ha democratizado gradualmente llegando a muchas partes del globo gracias a la educación en sus lóbulos pedagógico y didáctico; ésta, la educación, ha sido pieza fundamental en dicho proceso de búsqueda estandarizada de la excelencia, pero, en cierta medida, también, al parecer, se ha dejado infectar del virus de la sacralización de los medios y la profanación de los fines. La presente investigación de corte documental tiene como objetivo dialogar y contrastar con los autores traídos a colación. Como primero se aborda el concepto de calidad total; como segundo, el de Educación y Globalización y, como tercero, el de Enfoques Didácticos. La conclusión a la que se llegará es clásica; esta suele surgir cada vez que el ser humano se desenfoca al dar primacía a lo accesorio por encima de lo esencial. ¿Será que estamos cayendo de nuevo en la falacia: ésta que llevó a la extinción de las civilizaciones antaño?¿ Será que en la búsqueda temeraria y frenética hemos olvidado la pregunta que debe ser punto de partida y de llegada de toda mejora y hazaña (Parra, 2003)?

I. Calidad y Calidad Total

Calidad, relacionada con el horizonte de mejora continua; una senda que apunta hacia la satisfacción y la excelencia (Díaz G. y Salazar, D). Pensar en calidad total es enfocar la intencionalidad hacia las personas, los procesos, las instalaciones y demás cuestiones (Mendoza, Loor, Hernández, Hernández (2019) inherentes a nuestra complejidad insatisfecha e insaciable. Y he aquí el primer dilema: si bien el ser humano se caracteriza por sus ansias de perfección, a la final no es más que una tienda de barrio, una alcancía de mendigo: el negocio es el hambre y jamás está llena. Y es que satisfacer a una persona es uno de los proyectos más ambiciosos y relativos, pues nuestra raza posee en su ADN una búsqueda inherente a la recompensa, a la motivación

Author α: e-mail: hermesjulianmorasantos@gmail.com

© 2023 Global Journals

(Barbabosa, 2021); sí, es adicta a la dopamina, al placer y la recompensa, al clímax (Ecce, sf); pero este, una vez alcanzado, nos dura lo que un parpadeo, y luego requerimos de dosis más elevadas para llegar al orgasmo. ¿Orgasmo? Sí, orgasmo, sinónimo de placer, de proceso biológico complejo y difícil de definir (Beyer y Komisarkuk, 2009).

Sin duda que la búsqueda de placer holístico, ha permitido que las organizaciones, los productos, los procesos, los seres humanos, interactúen y se integralicen cada vez de manera más asertiva y deliberada (Vásquez, 2019) con el fin de optimizar recursos, tiempo y vida. He aquí el segundo dilema: Quién ha logado mejor calidad de vida: el Neandertal o el Homoclic. Aquel primero, sin duda, viviendo al día: caminando a pie descalzo en búsqueda de su ración diaria, en contacto con el vasto entorno; y éste segundo, es decir, nuestra raza 2023, buscando satisfacer la misma necesidad, pero prisioneros de una pantalla, limitando nuestro rango de movimiento a un clic. En Serio, ¿nuestra sociedad del siglo XXI ha logrado mejor calidad de vida, ontológicamente hablando, en contraste con el Pitecántropos? Si llevamos este concepto al horizonte educativo no es que haya mucha diferencia: para qué nos están educando: ¿para reducirnos a una pantalla, para limitar nuestro rango de acción a un Clic?. Alguien dirá que todos los avances de la humanidad nos han facilitado la vida. Sí y No. Pues han sido estos mismos avances los que nos pondrán en pocos años al borde de la auto extinción de seguir así como vamos: sacralizando los medios y profanando los fines (Horkheimer, 1979).

Con las presentes líneas no pretendemos incinerar los avances logrados sino intentar despertar al conductor del Tesla Inteligente que se ha quedado dormido en el trayecto, y al, parecer, se está perdiendo del paisaje. Volviendo al primer apartado que nos atañe: Calidad y Calidad total: Para que estas bondades se den, es necesario que exista el enfoque de integralidad (Salazar, 2022): en otras palabras, no es posible hablar de calidad si no hay inversión; si los empleado no gozan de justa remuneración o de oportunidades de ascenso; cuando un ente gasta màs en publicidad que innovación, màs en armas que en formación, más en fachadas que en cimentación, sin duda que, la mejora quedará en entredicho. No es posible hablar de calidad total cuando se invirtió más en la carcasa que en el producto que le contiene. Calidad es sinónimo salud emocional (Salazar, 2022), de satisfacción empleado-cliente, de lealtad, de valoración positiva, de optimización de etapas, recursos y materiales; así mismo, de alcance de los más altos estándares. Para generar calidad total es necesario, de igual manera, ejecutar procesos de evaluación, autoevaluación y seguimiento, tanto de productos como de servicios en sintonía con el puje expectativa-percepción-satisfacción (García, Gamarra, Cruzado, 2022).

Dado que estas líneas tienen su matiz educativo, cabe resaltar que el concepto de calidad aquí abordado, aunque yace en sintonía con lo ya mencionado, aquí se resalta la peculiaridad, porque en este ámbito, tanto el objeto como el sujeto de implicación, es la persona. En educación, los procesos, productos, recursos y demás involucrados tienen nombre y apellido. He ahí la complejidad del asunto. En este ámbito se requiere contextualizar cada percepción e intervención, pues, el ser humano, como ya se dijo, es escurridizo, camaleónico e insaciable: lo que ayer fue novedad hoy es rutina, lo que ayer excitó hoy suscitó el bostezo (Guzmán, Doimeadios y Cuenca 2023).

La cuestión en abordaje apunta hacia: quien no adquiere el boleto de la mejora continua se rezaga; en otras palabras, quien no evoluciona está condenado a la extinción. Afortunada o desafortunadamente, nuestra raza, es una especie excitada e incitada sobremanera por la apariencia: en muchas ocasiones, lo que importa es la carcasa, la máscara: en otras palabras, no importa que la casa que presumamos sea suntuosa, vale madres, si para lograrlo, hayamos tenido que empeñar hasta nuestros riñones, o de estos, estemos pendiendo por el resto de nuestros días: pues lo que importa es mantenernos en el mercado, en el foco de atracción (Rodríguez, 2023). En el ámbito educativo no es la excepción: sentados en sillas reclinables e inteligente frente a tecnologías 8G aprendiendo a diseñar y programar artefactos que nos llevarán a júpiter, pero ignorantes del por qué y para qué existimos, del por qué y para qué nos educamos. Sí, expertos en pedagogía, en calidad y calidad total, pero perdidos en el mundo de la vida, o sumidos en el círculo de la rata (estudiar para encontrar un trabajo bien remunerado, endeudarnos, conseguir el trabajo para pagar las deudas y seguir estudiando para mantenernos en el mercado) que sin duda desencanta o con salarios que ni siquiera nos permiten llegar a fin de mes.

II. Educación y Globalización

Educación, una cuestión que toda civilización moderna desea en pro del bienestar humano, en pro de la conservación del estado de las cosas en un determinado momento (Rusell, 2023). Globalización, entendida como una serie de procesos de horizonte socio-político-económico, interconectados e interdependientes entre países, lo cual permite decisiones, acciones y hechos que trasciende el nivel local hacia una escala más ambiciosa y global (Sánchez y Rodríguez, sf).

La globalización como fenómeno abarcante abraza todo ámbito, incluido el de la educación, así que el conocimiento y lo relacionado con lo pedagógico y lo didáctico también son influidos desde la perspectiva de

© 2023 Global Journals

la correlación, la integración y la estandarización (Del Vasto, 2022); es así que desde el marco del horizonte de la globalización, la educación se torna en un proceso de reproducción y transmutación cultural (Avendaño y Guacaneme, 2015). En este ámbito los pros y contras son latentes: la estandarización permite democratizar el conocimiento y equiparar procesos (García, Gamarra, Cruzado 2022) pero a la vez puede acarrear la extinción de la identidad cultural de un determinado contexto.

Sin duda que en este proceso de configuración global los medios de comunicación han desempeñado un papel crucial (Gómez, 2023). Así como siglos atrás la imprenta de Gutenberg generó una revolución epistemológica, hoy día, dichos medios, en especial la internet, han permitido integrar múltiples sistemas basados en el conocimiento y en la transmisión de la información. La educación se ha visto favorablemente influida en esta nueva manera de saber ser, saber hacer y saber pensar (Pacora y Nemesio 2020) dado que una de las características fundantes en el ambiente pedagógico ha sido la comunicación (Gómez, 2023). La educación como sistema dinámico requiere reinventarse de manera integral para responder a los retos de la actualidad. Un presente diverso y policultural (Prada, Avendaño, Hernández, 2022) Los nuevos desafíos de la era global están encaminados hacia la competitividad; ésta solo es posible si se está a la vanguardia desde todos los ángulos posibles (García, 2022).

Como ya se ha hecho alusión, la globalización permite el acceso a diversidad de información, genera apertura económica, incita a la modernización y fomenta la competitividad a través de la utilización productiva del conocimiento. En el contexto educativo la empatía globalizante se da sin mayor resistencia; factores como la descentralización de las instituciones y la búsqueda de equidad social es una de las causas más favorables de esta nueva concepción (Valdés, Devia, Vargas, 2023). En este ámbito, la educación, y la educación superior, como ente transformador sin duda que estará al frente de los procesos de cambio, lo cual repercutirá en una sociedad más sostenible, productiva y equitativa (Flórez, Martínez, Hoyos, 2022).

Concebir la globalización como la metáfora del pulpo paternalista que abraza una esfera es una analogía un tanto perturbadora; y de igual manera, intimidante. Se podría emplear otra figura más romántica pero en el fondo no hay nada nuevo bajo el sol, pues, siempre ha habido sistemas que acaparan, a la par que intentan proteger. En el ámbito educativo, la globalización es un fenómeno que sin duda fortalecerá la revolución del conocimiento; el tema en cuestión será qué enseñar, cómo enseñar, qué y para qué aprender; de igual manera, qué es el conocimiento, cuál es su finalidad y cómo hacer de este un bien común (Del Vasto, 2022). Un bien común sin perder de vista que lo epistémico es polifacético y es en la integración de sus partes donde se puede lograr el mutualismo esfera-pulpo, pues si el calamar no respeta el ecosistema de la esfera, tarde o temprano esta se revelará y este tendrá que mutar o perecer.

III. Enfoque Didáctico

La educación como acto deliberado en pro de la humanización, de la vida armónica en ciudadanía; la pedagogía como proceso para lograr dicho acto, y la didáctica como sub-actos puntuales y específicos para materializarlo presenta diversidad de modos y maneras de sortear el trayecto sujeto-conocimiento. Dos grandes hemisferios han llevado el timón del objetivo, y estos son: el transmisionista, centrado en el profesor orientado hacia el producto. El otro, el humanista, enfocado en el estudiante orientado hacia el proceso (Hurtado, 2020).

Aunque el sol en esencia es el mismo, ya no es el mismo de ayer, ni será el mismo de mañana, pues, tanto él, como todo lo que existe yace en movimiento, en cambio, en transformación. Y la metáfora del sol es una analogía al conocimiento. En el ámbito educativo, pedagógico y específicamente didáctico, constantemente se requieren de nuevas competencias de aprehensión, construcción y adaptación (Pacora y Nemesio 2020) Cada generación requiere de proceso adaptados a su contexto para que la luz logre ser dosificada y enfocada hacia los lugares requeridos. Concebir el conocimiento como el factor que ilumina de manera deliberada la existencia, permite comprender que este es un proceso que requiere de manejo y orientación. La senda transmisionista cimentada en el objeto y la humanista inclinada hacia el proceso son dos vertientes que necesitan dialogizar para lograr el objetivo de manera más integral.

Y volvemos a lo ya mencionado en líneas anteriores: se supone que el fin de todo el quehacer educativo, debe y debería ser el ser humano mismo como parte integral del cosmos; un cosmos en transformación, y un ser humano capaz de responder a los cambios desde sus competencias en constante cualificación (Pacora y Nemesio 2020), así mismo procesualmente consiente de su ser, de su conocimiento, su ignorancia, finitud y trascendencia.

La cuestión pedagógica es el proceso o el conjunto de etapas para lograrlo y la didáctica desde sus enfoques, las herramientas concretas y puntuales para lograrlo: todo un sistema en cierta medida provisional y dinámico que se reconfigura con el paso del tiempo, y con el surgimiento de nuevos retos; èstos inclinados cada vez más hacia la configuración de una persona cada vez más màs autónoma y empática (Kiraly, Gómez 2019).

Los enfoques didácticos son maneras puntuales de encausar el proceso de humanización y

© 2023 Global Journals

deben adaptarse a las situaciones y contextos; lo ideal es que en medio de esta sociedad compleja, sus miembros, como parte del entramado y, desde sus talentos y competencias (Pacora y Nemesio 2020), logren responder a sus complejidades; cada uno de ellos acompañados por sus respectivos mentores-docentes-orientadores que sin duda desde su perspectiva les influirán (Zacarías, Vilchez, Supo, 2021).

Como ya se dijo, el cosmos yace en movimiento y la humanidad como parte de este, le sigue el ritmo. Pareciera que toda esta dinamicidad apunta hacia la búsqueda de cualificación y plenitud: ¿todo en marcha hacia la calidad total? ¿todo en dirección hacia la excelencia evolutiva? Una postura sin duda debatible, pues, dicha búsqueda ha dejado en la sociedad y su entorno secuelas que pueden ser contraproducentes desde el punto de vista personal, intersubjetivo, orgánico y ecológico. Es cierto, debemos estar preparados para los retos que atañe a cada época; debemos cualificar a las generaciones actuales y venideras en lo que concierne a ciencia y tecnología (Santaolalla, De la Roz, 2019) pero teniendo como punto de partida lo ontológico, lo esencial. ¿Ahora bien, qué es lo esencial? ¿Lo esencial es mutable? Volvamos: los enfoques didácticos son medios que facilitan el proceso pedagógico, cuyo fin es la educación, y el propósito de esta, es que el ser humano se reconozca como tal, a la par que logre hallar su lugar en el mundo: ¿La pregunta por el sentido integral es algo relativo?

IV. Conclusión

Calidad, ¿relacionada con el horizonte de mejora continua; una senda que apunta hacia la satisfacción y la excelencia (Díaz G. y Salazar, D). Calidad total: ¿enfocar la intencionalidad hacia las personas, los procesos, las instalaciones y demás cuestiones (Mendoza, Loor, Hernández, Hernández (2019)?. ¿La educación como sistema dinámico requiere reinventarse de manera integral para responder a los retos de la actualidad; un presente diverso y policultural (Prada, Avendaño, Hernández, 2022)? ¿Los nuevos desafíos de la era global están encaminados hacia la competitividad; ésta solo es posible si se está a la vanguardia desde todos los ángulos posibles (García, 2022)?. ¿Los enfoques didácticos son maneras puntuales de encausar el proceso de humanización y deben adaptarse a las situaciones y contextos?

El anterior es un párrafo sintetizador, quizá abstracto en demasía, que a lo mejor puede dejarnos perplejos: algo así como cuando truena y no llueve. En palabras un tanto más plásticas, lo que se ha intentado decir es que, el deseo de dominio, influencia y acaparación por parte del grupo dominante no es en nada novedad. Quienes llevan el timón de una época quieren ampliar e imponer su imperio, su lenguaje, su cosmovisión. El aura de la globalización es la misma que intentaron los Romanos, los Mongoles, los Británicos, los Españoles, el Tío Sam y, y en poco los Chinos. Globalizar, unificar, uniformar, quizá tengan mucho en común. No hay por qué satanizar dicha empresa. La vida es un juego y, en este ámbito conviene saber sortear lo macro con lo peculiar. Educar en estos tiempos, implica prepararar a las nuevas generaciones para que logren sobrevivir desde sus competencias socio-personales a los nuevos retos vitales y triviales. Los enfoques didácticos, como su nombre lo indica, deben estar en constante dialéctica objeto-sujeto frente a la enseñanza- aprendizaje.

Pensar en calidad total, es alimentar la quimera de la saciedad perenne, pues, nunca estaremos conformes con lo que se nos pone en frente, ni cien por ciento, ni veinticuatro siete: siempre habrá algo qué mejorar…pues si se repara el tejado por otra parte se abrirá una fisura. Y de eso es que trata la vida: en comer para luego ir al retrete. Y salir del retrete para buscar comida.

Sabemos que esto último suena bizarro, pero a eso pareciera que en el fondo se reduce nuestra hermosa travesía: en satisfacer necesidades y luego desechar los excedentes. Excedentes que serán por otros aprovechados. Es verdad, como ya se dice, desnudos nacimos y desnudos partiremos (Biblia de Jerusalén, 1998, Job 1,21). Pero, también cabe rescatar que, así nuestra partida sea mañana, hoy tendremos qué plantar naranjos en el jardín (Barona 2020, Citando a King y King parafraseando a Lutero). Insaciables e inconformes siempre estaremos, mas, si hay la posibilidad de estar satisfechos, al menos por un instante, eso ya debe darnos por bien servidos.

Entonces viene aquí la falacia y la pregunta desde el inicio anunciada: La falacia de creer que lo que cuenta es una casa con los mejores estándares de calidad pero sin nadie quien la habite; la quimera del auto que se conduce solo y le prepara café a su amo, a su amo que yace ad portas del suicidio a causa de las deudas contraídas para adquirirlo; la cortina de humo de creer que si todos somos, tenemos, sabemos y contamos con lo mismo llegaremos a la plenitud. La falacia de creer que educar es estar a la vanguardia en estándares, en tecnología pero a la retaguardia frente a la pregunta por el ser, por el por qué y para qué nos cualificamos, nos educamos y existimos. Y ahora va la pregunta: ¿Cuál es el sentido, la razón de ser de la estandarización contextualizada y global?. ¿Cuál es el sentido y la razón de ser de la educación, de la pedagogía, de la didáctica? ¿Qué es lo accesorio y qué es lo esencial de nuestras búsquedas? ¿Hacia dónde nos llevará esta sed deliberada, esta búsqueda frenética y temeraria de excelencia y de placer?

© 2023 Global Journals

References Références Referencias

1. Avendaño, W. Guacaneme R. (2015). Educación y globalización: una visión crítica. http://www.scielo.org.co/pdf/ccso/v16n30/v16n30a14.pdf.
2. Barbabosa, R. (2021). La Dopamina es considerada el Neurotransmisor del Placer, y disminuye en la Enfermedad de Parkinson y participa en Esquizofrenia y Psicosis. https://www.researchgate.net/publication/351902288_La_Dopamina_es_considerada_el_Neurotransmisor_del_Placer_y_disminuye_en_la_Enfermedad_de_Parkinson_y_participa_en_Esquizofrenia_y_Psicosis#:~:text=(PDF)%20La%20Dopamina%20es%20considerada,participa%20en%20Esquizofrenia%20y%20Psicosis.
3. Barona, M. (2020). Si supiera que el mundo se acaba mañana… https://www.cali.gov.co/dagma/publicaciones/156723/si-supiera-que-el-mundo-se-acaba-manana-yo-hoy-todavia-plantaria-un-arbol--martin-luther-king/
4. Beyer C. y Komisarkuk, B. (2009). El Orgasmo y su Fisiología. https://www.revistaciencia.amc.edu.mx/images/revista/60_2/PDF/04-663-Orgasmos.pdf
5. Biblia de Jerusalén, (1998). Bilbao: Desclée de Brower.
6. Del Vasto, M. (2022). Impacto de las tendencias del aprendizaje globalizado en la educación superior (Panamá). https://uptv.up.ac.pa/index.php/saberes_apudep/article/view/2553
7. Díaz G. y Salazar, D. (2021). La calidad como herramienta estratégica para la gestión empresarial. http://scielo.senescyt.gob.ec/scielo.php?pid=S2588-09692021000100019&script=sci_arttext
8. Ecce, F. (sf). Adicta al Placer. https://es.scribd.com/document/420280158/Adicta-al-placer-Fabrizzia-Ece-pdf#
9. Flórez, E. Martínez, L. Hoyos, A. (2022). Retos de la educación superior colombiana en el contexto de la globalización del siglo XXI. Reflexiones y apuestas del accionar docente.
10. García, A. Gamarra, M. Cruzado, A. (2022). Calidad de servicio en educación superior. http://www.scielo.org.bo/scielo.php?pid=S2616796420220002 00744&script=sci_arttext
11. García, F. (2022). La educación superior ante la globalización. https://dialnet.unirioja.es/servlet/articulo?codigo=8418527
12. Gómez, J. (2023). Educación y Globalización. https://dialnet.unirioja.es/servlet/articulo?codigo=8991086
13. Guzmán, Y. Doimeadios, R. Cuenca, R. (2023). La gestión de la calidad y el proceso de organización escolar. http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S1814-151X2023000100066&lng=es&nrm=iso&tlng=es.
14. Horkheimer, M. (1979) Crítica de la Razón Instrumental. http://www.archivochile.com/Ideas_Autores/horkheimerm/esc_frank_horkhe0003.pdf
15. Hurtado, M. (2020). La investigación en didáctica de la traducción. Evolución, enfoques y perspectivas. https://www.e-revistes.uji.es/index.php/monti/article/view/4259
16. Kiraly, D. Gómez N. (2019). SLE. Un Enfoque Didáctico para Fomentar la Emergencia de las Lenguas Adicionales. https://books.google.es/books?hl=es&lr=&id=1L6JDwAAQBAJ&oi=fnd&pg=PP1&dq=que+es+un+enfoque+didactico&ots=2z07P_58nz&sig=ftvm30FweKsLIuM5NHCUTzi9ZRA#v=onepage&q&f=false
17. Mendoza, W. Loor, T. Hernández, E. Hernández, S. (2019). La calidad total como fuente de ventaja competitiva en las pequeñas y medianas empresas (Pymes) del Ecuador. https://www.reciamuc.com/index.php/RECIAMUC/article/view/295
18. Morales, M. (2023). Calidad Total: Apuntes de Clase. Clase Recibida 9 Septiembre por Via Google meet.
19. Pacora A. Nemesio L. (2020). La construcción de competencias investigativas del docente de posgrado para lograr el desarrollo social sostenible. https://www.revistaespacios.com/a20v41n20/a20v41n20p01.pdf
20. Parra, A. (2003). Textos, Contextos y Pretextos. Bogotá: Pontificia Universidad Javeriana.
21. Prada, R. Avendaño, W. Hernández, C. (2022). Globalización y cultura digital en entornos educativos. https://revista.redipe.org/index.php/1/article/view/1641
22. Rodríguez, J. (2023). Modelo del sistema de gestión de calidad que debe elaborar e implementar la Dirección de Escalafón de la Universidad Nacional Daniel Alcides Carrión, para viabilizar procedimientos correspondientes a la satisfacción de las demandas del servicio con eficiencia. http://repositorio.undac.edu.pe/bitstream/undac/3492/1/T026_17942608_M.pdf
23. Russel, B. (2023). La Educación y el Orden Social. Barcelona: Edhasa.
24. Salazar, P. (2022). "Modelo de gestión de calidad total para mejorar la cultura organizacional y controlar los efectos de síndrome de burnout en los trabajadores de la Sociedad de Beneficencia de Chiclayo, Año 2017. https://repositorio.unprg.edu.pe/handle/20.500.12893/10406
25. Sánchez, P. y Rodríguez, J. (sf). Globalización y educación: repercusiones del fenómeno en los estudiantes y alternativas frente al mismo. https://rieoei.org/historico/deloslectores/3871Sanchez.pdf
26. Santaolalla, E. De la Roz, S (2019). Lenguáticas y Matenguas. La integración curricular como

© 2023 Global Journals

propuesta didáctica. https://repositorio.comillas.edu/xmlui/handle/11531/36190
27. Valdés, G. Devia, L. Vargas, L (2023). La educación colombiana en la globalización. http://www.scielo.org.co/scielo.php?pid=S012348702023000100163&script=sci_arttext
28. Vásquez, W. (2019). Calidad total en la Escuela Técnica del Ejército. http://repositorio.unfv.edu.pe/handle/20.500.13084/3818
29. Zacarías, H. Vilchez, J. Supo, J. (2021). Posturas didácticas sobre el método científico y su influencia en el desarrollo de competencias investigativas en estudiantes universitarios. http://revistas.udh.edu.pe/index.php/udh/article/view/341e

© 2023 Global Journals

Global Journals Guidelines Handbook 2023

www.GlobalJournals.org

Memberships

Fellows/Associates of Social Science Research Council

FSSRC/ASSRC Memberships



Introduction

FSSRC/ASSRC is the most prestigious membership of Global Journals accredited by Open Association of Research Society, U.S.A (OARS). The credentials of Fellow and Associate designations signify that the researcher has gained the knowledge of the fundamental and high-level concepts, and is a subject matter expert, proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice. The credentials are designated only to the researchers, scientists, and professionals that have been selected by a rigorous process by our Editorial Board and Management Board.

Associates of FSSRC/ASSRC are scientists and researchers from around the world are working on projects/researches that have huge potentials. Members support Global Journals' mission to advance technology for humanity and the profession.

FSSRC

Fellow of Social Science Research Council

FELLOW OF SOCIAL SCIENCE RESEARCH COUNCIL is the most prestigious membership of Global Journals. It is an award and membership granted to individuals that the Open Association of Research Society judges to have made a 'substantial contribution to the improvement of computer science, technology, and electronics engineering.

The primary objective is to recognize the leaders in research and scientific fields of the current era with a global perspective and to create a channel between them and other researchers for better exposure and knowledge sharing. Members are most eminent scientists, engineers, and technologists from all across the world. Fellows are elected for life through a peer review process on the basis of excellence in the respective domain. There is no limit on the number of new nominations made in any year. Each year, the Open Association of Research Society elect up to 12 new Fellow Members.

Benefit

To the institution

Get letter of appreciation

Global Journals sends a letter of appreciation of author to the Dean or CEO of the University or Company of which author is a part, signed by editor in chief or chief author.



Exclusive Network

Get access to a closed network

A FSSRC member gets access to a closed network of Tier 1 researchers and scientists with direct communication channel through our website. Fellows can reach out to other members or researchers directly. They should also be open to reaching out by other.

Career | Credibility | Exclusive | Reputation



Certificate

Certificate, LOR and Laser-Momento

Fellows receive a printed copy of a certificate signed by our Chief Author that may be used for academic purposes and a personal recommendation letter to the dean of member's university.

Career | Credibility | Exclusive | Reputation



Designation

Get honored title of membership

Fellows can use the honored title of membership. The “FSSRC” is an honored title which is accorded to a person’s name viz. Dr. John E. Hall, Ph.D., FSSRC or William Walldroff, M.S., FSSRC.

Career | Credibility | Exclusive | Reputation

Recognition on the Platform

Better visibility and citation

All the Fellow members of FSSRC get a badge of "Leading Member of Global Journals" on the Research Community that distinguishes them from others. Additionally, the profile is also partially maintained by our team for better visibility and citation. All fellows get a dedicated page on the website with their biography.

Career | Credibility | Reputation

© Copyright by Global Journals | Guidelines Handbook

Future Work

Get discounts on the future publications

Fellows receive discounts on future publications with Global Journals up to 60%. Through our recommendation programs, members also receive discounts on publications made with OARS affiliated organizations.

Career | Financial



GJ Account

Unlimited forward of Emails

Fellows get secure and fast GJ work emails with unlimited forward of emails that they may use them as their primary email. For example,
john [AT] globaljournals [DOT] org.

Career | Credibility | Reputation



Premium Tools

Access to all the premium tools

To take future researches to the zenith, fellows receive access to all the premium tools that Global Journals have to offer along with the partnership with some of the best marketing leading tools out there.

Financial

Conferences & Events

Organize seminar/conference

Fellows are authorized to organize symposium/seminar/conference on behalf of Global Journal Incorporation (USA). They can also participate in the same organized by another institution as representative of Global Journal. In both the cases, it is mandatory for him to discuss with us and obtain our consent. Additionally, they get free research conferences (and others) alerts.

Career | Credibility | Financial

Early Invitations

Early invitations to all the symposiums, seminars, conferences

All fellows receive the early invitations to all the symposiums, seminars, conferences and webinars hosted by Global Journals in their subject.

Exclusive



Publishing Articles & Books

Earn 60% of sales proceeds

To take future researches to the zenith, fellows receive access to all the premium tools that Global Journals have to offer along with the partnership with some of the best marketing leading tools out there.

Exclusive | Financial

Reviewers

Get a remuneration of 15% of author fees

Fellow members are eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get a remuneration of 15% of author fees, taken from the author of a respective paper.

Financial

Access to Editorial Board

Become a member of the Editorial Board

Fellows may join as a member of the Editorial Board of Global Journals Incorporation (USA) after successful completion of three years as Fellow and as Peer Reviewer. Additionally, Fellows get a chance to nominate other members for Editorial Board.

Career | Credibility | Exclusive | Reputation

And Much More

Get access to scientific museums and observatories across the globe

All members get access to 5 selected scientific museums and observatories across the globe. All researches published with Global Journals will be kept under deep archival facilities across regions for future protections and disaster recovery. They get 10 GB free secure cloud access for storing research files.

© Copyright by Global Journals | Guidelines Handbook

ASSRC

ASSOCIATE OF SOCIAL SCIENCE RESEARCH COUNCIL

ASSOCIATE OF SOCIAL SCIENCE RESEARCH COUNCIL is the membership of Global Journals awarded to individuals that the Open Association of Research Society judges to have made a 'substantial contribution to the improvement of computer science, technology, and electronics engineering.

The primary objective is to recognize the leaders in research and scientific fields of the current era with a global perspective and to create a channel between them and other researchers for better exposure and knowledge sharing. Members are most eminent scientists, engineers, and technologists from all across the world. Associate membership can later be promoted to Fellow Membership. Associates are elected for life through a peer review process on the basis of excellence in the respective domain. There is no limit on the number of new nominations made in any year. Each year, the Open Association of Research Society elect up to 12 new Associate Members.

To the institution

Get letter of appreciation

Global Journals sends a letter of appreciation of author to the Dean or CEO of the University or Company of which author is a part, signed by editor in chief or chief author.



Exclusive Network

Get access to a closed network

A ASSRC member gets access to a closed network of Tier 2 researchers and scientists with direct communication channel through our website. Associates can reach out to other members or researchers directly. They should also be open to reaching out by other.

Career | Credibility | Exclusive | Reputation



Certificate

Certificate, LoR and Laser-Momento

Associates receive a printed copy of a certificate signed by our Chief Author that may be used for academic purposes and a personal recommendation letter to the dean of member's university.

Career | Credibility | Exclusive | Reputation



Designation

Get honored title of membership

Associates can use the honored title of membership. The “ASSRC” is an honored title which is accorded to a person’s name viz. Dr. John E. Hall, Ph.D., ASSRC or William Walldroff, M.S., ASSRC.

Career | Credibility | Exclusive | Reputation

Recognition on the Platform

Better visibility and citation

All the Associate members of ASSRC get a badge of "Leading Member of Global Journals" on the Research Community that distinguishes them from others. Additionally, the profile is also partially maintained by our team for better visibility and citation.

Career | Credibility | Reputation

© Copyright by Global Journals | Guidelines Handbook

Future Work

Get discounts on the future publications

Associates receive discounts on future publications with Global Journals up to 30%. Through our recommendation programs, members also receive discounts on publications made with OARS affiliated organizations.

Career | Financial



GJ Account

Unlimited forward of Emails

Associates get secure and fast GJ work emails with 5GB forward of emails that they may use them as their primary email. For example, john [AT] globaljournals [DOT] org.

Career | Credibility | Reputation



Premium Tools

Access to all the premium tools

To take future researches to the zenith, fellows receive access to almost all the premium tools that Global Journals have to offer along with the partnership with some of the best marketing leading tools out there.

Financial

Conferences & Events

Organize seminar/conference

Associates are authorized to organize symposium/seminar/conference on behalf of Global Journal Incorporation (USA). They can also participate in the same organized by another institution as representative of Global Journal. In both the cases, it is mandatory for him to discuss with us and obtain our consent. Additionally, they get free research conferences (and others) alerts.

Career | Credibility | Financial

Early Invitations

Early invitations to all the symposiums, seminars, conferences

All associates receive the early invitations to all the symposiums, seminars, conferences and webinars hosted by Global Journals in their subject.

Exclusive



Publishing Articles & Books

Earn 60% of sales proceeds

Associates can publish articles (limited) without any fees. Also, they can earn up to 30-40% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.

Exclusive | Financial

Reviewers

Get a remuneration of 15% of author fees

Associate members are eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get a remuneration of 15% of author fees, taken from the author of a respective paper.

Financial

And Much More

Get access to scientific museums and observatories across the globe

All members get access to 2 selected scientific museums and observatories across the globe. All researches published with Global Journals will be kept under deep archival facilities across regions for future protections and disaster recovery. They get 5 GB free secure cloud access for storing research files.

Associate	Fellow	Research Group	Basic
$4800 **lifetime designation**	$6800 **lifetime designation**	$12500.00 **organizational**	APC **per article**
Certificate, LoR and Momento **2** discounted publishing/year **Gradation** of Research **10** research contacts/day **1 GB** Cloud Storage **GJ** Community Access	**Certificate,** LoR and Momento **Unlimited** discounted publishing/year **Gradation** of Research **Unlimited** research contacts/day **5 GB** Cloud Storage **Online Presense** Assistance **GJ** Community Access	**Certificates,** LoRs and Momentos **Unlimited** free publishing/year **Gradation** of Research **Unlimited** research contacts/day **Unlimited** Cloud Storage **Online Presense** Assistance **GJ** Community Access	**GJ** Community Access

Preferred Author Guidelines

We accept the manuscript submissions in any standard (generic) format.

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

Authors should submit their complete paper/article, including text illustrations, graphics, conclusions, artwork, and tables. Authors who are not able to submit manuscript using the form above can email the manuscript department at submit@globaljournals.org or get in touch with chiefeditor@globaljournals.org if they wish to send the abstract before submission.

Before and during Submission

Authors must ensure the information provided during the submission of a paper is authentic. Please go through the following checklist before submitting:

1. Authors must go through the complete author guideline and understand and *agree to Global Journals' ethics and code of conduct,* along with author responsibilities.
2. Authors must accept the privacy policy, terms, and conditions of Global Journals.
3. Ensure corresponding author's email address and postal address are accurate and reachable.
4. Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s') names and details (email address, name, phone number, and institution), figures and illustrations in vector format including appropriate captions, tables, including titles and footnotes, a conclusion, results, acknowledgments and references.
5. Authors should submit paper in a ZIP archive if any supplementary files are required along with the paper.
6. Proper permissions must be acquired for the use of any copyrighted material.
7. Manuscript submitted *must not have been submitted or published elsewhere* and all authors must be aware of the submission.

Declaration of Conflicts of Interest

It is required for authors to declare all financial, institutional, and personal relationships with other individuals and organizations that could influence (bias) their research.

Policy on Plagiarism

Plagiarism is not acceptable in Global Journals submissions at all.

Plagiarized content will not be considered for publication. We reserve the right to inform authors' institutions about plagiarism detected either before or after publication. If plagiarism is identified, we will follow COPE guidelines:

Authors are solely responsible for all the plagiarism that is found. The author must not fabricate, falsify or plagiarize existing research data. The following, if copied, will be considered plagiarism:

- Words (language)
- Ideas
- Findings
- Writings
- Diagrams
- Graphs
- Illustrations
- Lectures

- Printed material
- Graphic representations
- Computer programs
- Electronic material
- Any other original work

Authorship Policies

Global Journals follows the definition of authorship set up by the Open Association of Research Society, USA. According to its guidelines, authorship criteria must be based on:

1. Substantial contributions to the conception and acquisition of data, analysis, and interpretation of findings.
2. Drafting the paper and revising it critically regarding important academic content.
3. Final approval of the version of the paper to be published.

Changes in Authorship

The corresponding author should mention the name and complete details of all co-authors during submission and in manuscript. We support addition, rearrangement, manipulation, and deletions in authors list till the early view publication of the journal. We expect that corresponding author will notify all co-authors of submission. We follow COPE guidelines for changes in authorship.

Copyright

During submission of the manuscript, the author is confirming an exclusive license agreement with Global Journals which gives Global Journals the authority to reproduce, reuse, and republish authors' research. We also believe in flexible copyright terms where copyright may remain with authors/employers/institutions as well. Contact your editor after acceptance to choose your copyright policy. You may follow this form for copyright transfers.

Appealing Decisions

Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

Declaration of funding sources

Global Journals is in partnership with various universities, laboratories, and other institutions worldwide in the research domain. Authors are requested to disclose their source of funding during every stage of their research, such as making analysis, performing laboratory operations, computing data, and using institutional resources, from writing an article to its submission. This will also help authors to get reimbursements by requesting an open access publication letter from Global Journals and submitting to the respective funding source.

Preparing your Manuscript

Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.



Format Structure

It is necessary that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

All manuscripts submitted to Global Journals should include:

Title

The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution at final image size ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs): >350 dpi; figures containing both halftone and line images: >650 dpi.

Color charges: Authors are advised to pay the full cost for the reproduction of their color artwork. Hence, please note that if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a Color Work Agreement form before your paper can be published. Also, you can email your editor to remove the color fee after acceptance of the paper.

Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

3. Ask your guides: If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

4. Use of computer is recommended: As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.



6. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

.

Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.



© Copyright by Global Journals | Guidelines Handbook

Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



© Copyright by Global Journals | Guidelines Handbook

Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."



Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

Administration Rules to Be Strictly Followed before Submitting Your Research Paper to Global Journals Inc.

Please read the following rules and regulations carefully before submitting your research paper to Global Journals Inc. to avoid rejection.

Segment draft and final research paper: You have to strictly follow the template of a research paper, failing which your paper may get rejected. You are expected to write each part of the paper wholly on your own. The peer reviewers need to identify your own perspective of the concepts in your own terms. Please do not extract straight from any other source, and do not rephrase someone else's analysis. Do not allow anyone else to proofread your manuscript.

Written material: You may discuss this with your guides and key sources. Do not copy anyone else's paper, even if this is only imitation, otherwise it will be rejected on the grounds of plagiarism, which is illegal. Various methods to avoid plagiarism are strictly applied by us to every paper, and, if found guilty, you may be blacklisted, which could affect your career adversely. To guard yourself and others from possible illegal use, please do not permit anyone to use or even read your paper and file.

Criterion for Grading a Research Paper (Compilation) by Global Journals

Please note that following table is only a Grading of "Paper Compilation" and not on "Performed/Stated Research" whose grading solely depends on Individual Assigned Peer Reviewer and Editorial Board Member. These can be available only on request and after decision of Paper. This report will be the property of Global Journals

Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

INDEX

A

Abandoning · 6
Affirmative · 1
Ascertained · 4

B

Bilingual · 1, 5
Brainstorm · 1

C

Clashing · 1, 2
Conducive · 3

D

Decisive · 3
Derivative · 1

G

Glimpses · 3

I

Ingeniously · 2
Intrigued · 4

O

Onticity · 1

P

Pertaining · 1, 4
Pragmatically · 2
Predicable · 2
Prominent · 1, 2

R

Reluctant · 5
Revealed · 2

S

Semiotic · 1
Smattering · 6

T

Transgression · 1
Trustworthy · 0, 1, 2

U

Unprecedent · 0, 1

V

Ventured · 1

W

Widening · 1
Willingness · 2



save our planet



Global Journal of Human Social Science

Visit us on the Web at www.GlobalJournals.org | www.SocialScienceResearch.org
or email us at helpdesk@globaljournals.org



ISSN 975587

© Global Journals