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Influence of Pedagogy on Teaching

Teaching & Reflections on a Deaf Model

Highlights

Pedagogical Practices in Language

Reflection in the Neuro-Linguistic System

Discovering Thoughts, Inventing Future

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Deaf Literatura: Teaching and Reflections on a Deaf Model

By Professor Dr. Marcio Jean Fialho de Sousa

State University of Montes Claros

Abstract- The objective of this article is to discuss the teaching of Deaf Literature as an important cultural production of the Deaf Community and to identify its formative and identity-building role. Furthermore, it proposes a reflection on the place of this so-called marginal literature in the official literary canon. As theoretical support, important studies proposed by Candido (2011), Carvalho (2019), Peters (2002), Karnopp (2006), among others, were used.

Keywords: deaf literature, deaf community, deaf culture, teaching of deaf literature.

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Deaf Literatura: Teaching and Reflections on a Deaf Model

Professor Dr. Marcio Jean Fialho de Sousa

Abstract- The objective of this article is to discuss the teaching of Deaf Literature as an important cultural production of the Deaf Community and to identify its formative and identity-building role. Furthermore, it proposes a reflection on the place of this so-called marginal literature in the official literary canon. As theoretical support, important studies proposed by Candido (2011), Carvalho (2019), Peters (2002), Karnopp (2006), among others, were used.

Keywords: deaf literature, deaf community, deaf culture, teaching of deaf literature.

Resumo- O objetivo deste artigo é discutir sobre o ensino da Literatura Surda como uma importante produção cultural da Comunidade Surda e identificar seu papel formativo e identitários. Além disso, foi proposta uma reflexão sobre o lugar dessa literatura, dita marginal, no cânone literário oficial. Como aporte teórico, foram utilizados importantes estudos propostos por Candido (2011), Carvalho (2019), Peters (2002), Karnopp (2006), entre outros.

Palavras-chave: literatura surda, comunidade surda, cultura surda, ensino de literatura surda.

I. Introduction

Literatura serve para ser irredutivelmente literatura[1].

Luiz Claudio da Costa Carvalho

In the emblematic book *Literatura e Sociedade* (Literature and Society), published in 1965, Antonio Candido presented several studies in which literature appears as a focal point for the formation of a critical, evolving, socially well-organised society, and, most importantly, committed to the common good. In this sense, Candido presents a study that is fundamental for the discussion proposed here: "Literature in the evolution of a society" (CANDIDO, 2011, p. 147). Right at the beginning of his essay, Antonio Candido argues his thesis by stating that "if there is no Paulista, Gaúcha or Pernambucana literature, there is undoubtedly a Brazilian literature manifesting itself differently in different States" (CANDIDO, 2011, p. 147). Indeed, regardless of the state where the literary manifestation occurs, all of them, within the national territory, presenting characteristic traits of culture and society, therefore compose the realm of Brazilian literature. There seems to be no further question about this, but what about so-called marginal literatures, what place should they occupy?

In response to these questions, it seems pertinent to look at the literary productions of marginalised communities, which exhibit many qualities and often emerge as voices of resistance and denunciation in the face of a society that oppresses, silences, or refuses to listen to those who, being quantitative and/or social minorities, are arbitrarily placed in this position, leading to their effacement. This often happens with black people, women, LGBTQIA+ individuals, and also the Deaf Community. The relevance of focusing on these marginal productions lies in the fact that, in addition to the quality of their works, they also belong to Brazilian literature, Portuguese, North American, British, French literatures, among others – even if, in many cases, they are not catalogued in manuals – and, above all, these literatures express cultural, historical, and, primarily, subjective values, inherent to all literary writing.

II. Deaf Literature and the Canon

In Marginal Literatures, their contesting aspect draws the reader's attention, aiming to highlight struggles and to mark the representativeness of a specific group that, being marginalised by society, uses literature to achieve its place of speech, as well as to be heard by dominant groups, like a silent and persistent scream. From this perspective, Deaf Literature is constituted by its linguistic diversity, as well as by its revolutionary role in the search for the representativeness of Deaf Culture. This ideology is equally present in Deaf Literature from various countries. According to Cynthia Peters, discussing North American Deaf Literature, for example, she states that:

> American literature is a smorgasbord that includes Native American literature, African American literature, Chinese American literature, and Hispanic literature. Such smaller literatures are also "American" but have features that distinguish them from literature considered mainstream (PETERS, 1996, p. 2).

Like Candido, Cynthia Peters highlights this literature and other marginal literatures as integral parts of canonical literature, giving these literatures due relevance in the literary scene, being distinguished only by their cultural peculiarities. However, it is worth noting that the history of deaf people has been marked by the

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[1] Literature serves to be irreducibly literature.

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repression and erasure of their specificities, especially linguistic ones, which caused various barriers to the consolidation of identity and the lack of records of this community for many centuries. The process of oppression experienced by deaf people was decisively marked by the Milan Congress in 1880, held with the purpose of deciding which strategy would be most efficient for teaching the deaf. The majority of participants at the event were hearing people and decided that the best approach for deaf individuals was the use of oral language; from then on, the use of sign languages was rejected worldwide. At that time, this language was already used by deaf people in several countries, as a form of expression and perception of the world. As language is one of the traits of cultural identification, Sign Language is the main characteristic of Deaf Culture, a culture that was invalidated with the repercussions of the Milan Congress, and the audist ideology superseded Deaf Culture for more than a century. However, during this period, deaf people found themselves in schools and conversed through Sign Language, hidden; it was a form of cultural resistance, since this, being their first language, enables natural expression and communication. Such resistance triggered studies and research on sign languages, with particular emphasis on the studies developed by William Stokoe in 1960, in the United States, which made it possible to prove the linguistic status of the languages in question. From this milestone, Deaf Culture was strengthened, coming to be conceptualised by deaf people themselves as:

> [...] o jeito de o sujeito surdo entender o mundo e modificá-lo a fim de torná- lo acessível e habitável ajustando-o com suas percepções visuais, que contribuem para a definição das identidades surdas. [...] Isso significa que abrange a língua, as ideias, as crenças, os costumes e os hábitos do povo surdo (STROBEL, 2008, p. 27).[2]

Deaf Culture is constituted by the specificities experienced by deaf individuals within their community, that is, in their spaces of representation, allowing for the perpetuation of values and knowledge built throughout the history of these subjects. According to Karin Strobel (2009), Deaf Culture is made up of various elements, which she calls "artefacts", including: visual experience, linguistic, familial, Deaf Literature, visual arts, politics, social life, and sports.

Deaf Literature, like other literatures, has its precursors, who gained prominence for their works that paved the way for subsequent publications. It deals with themes related to deaf people and their experiences, and in this context, the deaf writers Laura Reeden Searing (1855) and Dorothy Miles (1931) in the United States stood out; Emmanuelle Laborit (1971) in France; in Brazil, prominent deaf authors include Nelson Pimenta, who was the precursor of deaf theatre in that country; Shirley Vilhalva, Gladis Perlin, Ly Neves, Carolina Hessel, Fabiano Rosa; in Portugal, Marta Morgado, among others. It is important to affirm, however, that the idea of Deaf Literature is not exclusive to deaf writers; it encompasses the contributions of many hearing people who live in deaf communities, contributing to various debates about deafness, fostering discussions and further expanding this literary field. In this context, the contributions of Brazilian hearing writers Lodenir Karnopp and Claudia Bisol deserve special mention.

Establishing a dialogue with Candido's perspectives on literature as humanisation, literature "[...] neither corrupts nor edifies, therefore; but, freely carrying within itself what we call good and what we call evil, it humanises in a profound sense, because it makes us live" (CANDIDO, 2004, p. 176) , thus constituting itself as a humanising agent, by offering the reader words organised with a high degree of meaning, with a view to culminating in changes in the unconscious and transforming the way of seeing the other and the world; in this practice of alterity, the "I" reader re-signifies their mind and feelings through the experiences of the "other", giving rise to a new worldview. This process of transformation is translated by Candido as living, referring to new possibilities of perceiving what surrounds one.

The literature in question is characterised by demonstrating the idiosyncrasies of the deaf people and the Deaf Community; however, it is important to note that there is no separation between deaf and hearing people and that this is not the idea. On the contrary, there are moments and situations of coexistence between them that are relevant, by promoting cultural exchange, as affirmed by Cláudio Henrique Mourão:

> Como os surdos trabalham no meio artístico como atores, escritores de livros, de artigos, de peças de teatro, diretores de filmes curtos ou de teatro, entre outros, eles também têm contatos e vivem nas fronteiras e territórios da comunidade ouvinte e têm sua própria experiência vivida (MOURÃO, 2012, p. 3).[3]

The existing boundary between deaf and hearing people occurs through the interactions between both in the context of literary creation, as corroborated by Peters (1996), the existence of a linguistic and cultural relationship that permeates such literature and dominant literature is evident, considering North American literature, she states:

[2] [...] the way the deaf subject understands the world and modifies it to make it accessible and habitable, adjusting it to their visual perceptions, which contribute to the definition of deaf identities. [...] This means it encompasses the language, ideas, beliefs, customs, and habits of the deaf people (Translated by me. STROBEL, 2008, p. 27).

[3] As deaf people work in the artistic field as actors, book writers, article writers, playwrights, short film directors or theatre directors, among others, they also have contacts and live on the borders and territories of the hearing community and have their own lived experience (Translated by me. MOURÃO, 2012, p. 3).

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> In Native American literature, we can see features of the oral culture along with features of the mainstream literary tradition. Likewise, these same opposites have come together - felicitously or not – in a bicultural, bimodal, bilingual Deaf American Literature (PETERS, 1996, p. 5).

Given the above, Deaf Literature is not isolated or distant from dominant literature; it can be seen that marginal literatures are ceasing to be mere background to the canonical, opening possibilities of speech to those who until then were placed on the margins of society. For Lodenir Karnopp, Deaf Literature in Brazil refers to:

> [...] a produção de textos literários em sinais, que traduz a experiência visual, que entende a surdez como presença de algo e não como falta que possibilita outras representações de surdos e que considera as pessoas surdas como um grupo linguístico e cultural diferente (KARNOPP, 2010, p. 161).[4]

The author, in conceptualising such literature as a form of expression of the deaf subject's experiences, exposes deafness not as a deficiency or a lack of something, but rather as the presence of visual perception as a striking aspect of the cultural difference between the Deaf Community and the hearing community. Another extremely relevant factor in this context is language, which stands as a distinctive feature between cultures. For Vilhalva, it is "Through Sign Language, which is a complete Language, with a structure independent of Portuguese Oral or Written Language, enabling the cognitive development of the deaf individual" (VILHALVA, 2004, p. 37), that the deaf subject has effective access to concepts and knowledge related to the environment in which they live. From this perspective, the literary productions of this group initially occurred in Sign Language, through signality, initiatives that originated in deaf associations, spaces where deaf people told stories and narrated, using Sign Language composed of visual and spatial characteristics as a channel of communication. Thus, just as hearing people transmit stories and traditions through orality, "Historically, the Brazilian deaf people have transmitted many traditions in their organisations of deaf communities, the most well-known cultural space of all are the deaf associations" (STROBEL, 2008, p. 71).

Research conducted by Mourão regarding Brazilian Deaf Literature reveals information that complements the previous concept, bringing forth a broader literature, that is, composed not only by deaf people but also by hearing participants and activists in the Deaf Community.

> A Literatura Surda traz histórias de comunidades surdas, os processos sociais e as práticas relacionadas que circulam em diferentes lugares e em diferentes tempos. O envolvimento que as comunidades surdas compartilham, não é somente interno à comunidade, mas também externo, com comunidades ouvintes, através da participação tanto de sujeitos ouvintes quanto de sujeitos surdos (MOURÃO, 2011, p. 50).[5]

In this perspective, and as previously stated regarding the intellectual who speaks and provides a voice for the marginalised, Deaf Literature, which was previously seen as exclusively by deaf people and in Sign Language, gains new paradigms, coming to be understood as productions that highlight the cultural, historical, and social specificities of deaf people, written or signed by deaf or hearing individuals, as Karin Strobel assures:

> Muitos surdos e poetas também registram suas expressões literárias em língua portuguesa, como testemunhos compartilhados de suas identidades culturais e, assim, a Cultura Surda passou a ganhar espaço literário com lançamentos de livros e artigos com temas nunca antes imaginados (STROBEL, 2008, p. 57).[6]

This process clearly evidences the process of deterritorialisation, which is one of the main characteristics of minor literature, as proposed by Deleuze. Deaf Literature, by using the Portuguese language to address Sign Language and the cultural particularities of deaf people, makes a movement of leaving its territory to build a new territory in the field of dominant literature, that is, of hearing people.

However, more recent studies bring a new perspective on this discussion. Luiz Claudio Carvalho (2019) presents a challenging view on the established concepts, for this author, the definitions that permeate Deaf Literature are linked to the concept of *deaf literature*, not taking into account the cultural specificities of Brazilian deaf people in relation to North American deaf people. Another question proposed by this author concerns the fact that the discussion around the term "Deaf Literature" is delaying more necessary studies and discussions regarding the productions of the Deaf Community.

> Argumento que a hipertrofia identitária internacionalista e messiânica das narrativas em torno do tema da "Literatura Surda" esteja adiando a discussão, o estudo e a prática urgentes das possibilidades de expressão de subjetividades literárias em Libras (ou na forma de escrita

[4] [...] the production of literary texts in signs, which translates the visual experience, which understands deafness as the presence of something and not as a lack, which enables other representations of deaf people and which considers deaf people as a different linguistic and cultural group (Translated by me. KARNOPP, 2010, p. 161).

[5] Deaf Literature brings stories of deaf communities, the social processes and related practices that circulate in different places and at different times. The involvement that deaf communities share is not only internal to the community, but also external, with hearing communities, through the participation of both hearing and deaf subjects (Translated by me. MOURÃO, 2011, p. 50).

[6] Many deaf people and poets also register their literary expressions in Portuguese, as shared testimonies of their cultural identities, and thus, Deaf Culture began to gain literary space with the launching of books and articles with themes never before imagined (Translated by me. STROBEL, 2008, p. 57).

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escolhida e desejada por todos aqueles indivíduos ou grupos sociais polimórficos que se autodenominam surdos) (CARVALHO, 2019, p. 216)[7].

For Carvalho, it is necessary to have more heated discussions about productions in Libras made by the Deaf Community, with the aim of enabling creations that truly express the subjectivities of deaf people.

In light of the ideas about Deaf Literature presented, there is a growing interest and expansion of discussions on this new literary field, which enables the representation of deaf people and their community. Therefore, even though the deaf community is, in a way, present in groups spread throughout the national territory, their texts share the same desires, challenges, and aspirations. These points bring it closer to other literary productions, but imprint the identity and creativity of the authors, given that what is recorded in their texts are subjective experiences about their lives and testimonies. At this point, it is worth noting, for example, that the denunciation of the treatment that deaf individuals receive in traditional education systems is recurrent and is configured by the same patterns, as can be seen in the autofictional texts below:

> [...] minha avó avisou a professora para que ela deixasse eu sentar na primeira cadeira por que eu não ouvia direito, na verdade eu não ouvia nada apenas lia as palavras que as pessoas diziam, lendo os lábios, a expressão do rosto e das mãos fazendo mímica representativa ou indicativa, usando exageradamente a intuição e vivia mais na dúvida do que na certeza.
>
> [...] Se eu sentasse na primeira carteira as coisas ficavam mais difícil, pois sempre em vez de ver a professora por inteira só via a barriga dela [...] *Nem sempre o que os ouvintes acham que é bom para os surdos realmente é*... (Grifo meu. VILHALVA, 2004, p. 21).
>
> Um dia, minha mãe foi informada de que [...] havia uma escola para surdos. Então eu passei a estudar lá [...]. a escola era oralista e o uso de sinais era proibido. Eu não gostava daquele método, que eu já conhecia da escola de Rio Grande. Nós sofríamos por não poder usar sinais e por sermos forçados a oralizar (DANIEL, 2018, p. 72-73)[8].

This common treatment received by many deaf children demonstrates a long tradition based on the lack of adequate training for teachers who, often, ignore sign language, also revealing a lack of empathy from these professionals towards what is, supposedly, new or different. These traumatic experiences are not exclusive to Brazilian educational culture. This posture is also recorded in other countries, such as France, as presented by Emmanuelle Laborit:

> *A mãe diz:* "Até aos dois anos foste para um centro de reeducação, situado precisamente por cima dum consultório para doenças venéreas. Isso enfurecia-me. Surdez: seria uma doença vergonhosa? Em seguida pusemos-te no infantário do bairro. Um dia fui buscar-te, a professora estava a contar histórias ás crianças para elas aprenderem a falar. Tu estavas a um canto, sozinha, sentada a uma mesa sem prestar a menor atenção, a desenhar. Não parecias muito feliz" (LABORIT, 2000, p. 25)[9].

But what do these reports present that is new? From the experiences of those who lived them, the authors cited, for example, we are invited to reflect on how much literature goes beyond the lists presented in literary manuals and how much this subjective look at facts carries strength and characteristics that sometimes unite through anguish in the face of received oppression, and sometimes innovate through creative and revealing writing that is also a denunciation of teaching methods that do not favour the learning of all students, in their specificities. Even though there are authors who produce their compositions in sign language, such as Ly Neves and Nelson Pimenta, many record their experiences in Portuguese. In this way, Brazilian deaf literature has a field of action: the deaf community, but it carries inherent values of Brazilian hearing literature, which, in turn, are universal. These points make deaf literature a collective manifestation, as it expresses dialogues between the creative word and facts common to deaf people, mobilising affinities that unite people from the same place, the same community, and the same reality. Thus, dialoguing and paraphrasing Cynthia L. Peters (2002), stories or poetic forms can be in Portuguese, but deal with the experiences of deaf people, or they can be in Libras, but expressed in the literary form of written tradition.

[7] I argue that the internationalist and messianic identity hypertrophy of narratives around the theme of "Deaf Literature" is postponing the urgent discussion, study, and practice of the possibilities of expressing literary subjectivities in Libras (or in the form of writing chosen and desired by all those polymorphic individuals or social groups who self-identify as deaf)" (Translated by me. CARVALHO, 2019, p. 216).

[8] [...] my grandmother told the teacher to let me sit in the first chair because I couldn't hear well, in fact I couldn't hear anything, I only read the words people said, reading lips, facial expressions and hands making representative or indicative mime, overusing intuition and living more in doubt than in certainty. [...] If I sat in the first chair, things got more difficult, because instead of seeing the whole teacher, I only saw her belly [...] What hearing people think is good for deaf people isn't always really good... (Emphasis added. Translated by me. VILHALVA, 2004, p. 21).
One day, my mother was informed that [...] there was a school for deaf people. So I started studying there [...]. The school was oralist and the use of signs was forbidden. I didn't like that method, which I already knew from the Rio Grande school. We suffered for not being able to use signs and for being forced to oralise (Translated by me. DANIEL, 2018, p. 72-73).

[9] *Mother says:* "Until you were two, you went to a rehabilitation centre, located precisely above a venereal disease clinic. That infuriated me. Deafness: could it be a shameful disease? Then we put you in the neighbourhood nursery. One day I went to pick you up, the teacher was telling stories to the children for them to learn to speak. You were in a corner, alone, sitting at a table without paying the slightest attention, drawing. You didn't seem very happy" (Translated by me. LABORIT, 2000, p. 25).

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III. The Teaching of Deaf Literature

When dealing with the teaching of deaf literature, it is urgent that some points regarding the production and dissemination of this literature be reflected upon. Therefore, it is emphasised that the teaching of deaf literature perpetuates and keeps alive the history of deaf people and their challenges of yesterday, so that it serves as reflections for the present. Thus, literature, as a resource of collective memory, contributes to the liberation of preconceived and, therefore, (pre)prejudiced thoughts, breaking with stagnant perspectives that support servitude and abasement. Although Deaf Literature presents social marks, like other literatures, it is not limited to geographical boundaries, but reverberates in the most distant territories, leading its readers and writers to perceive that the challenges and reflections are very similar, including in other countries. That is, as Leyla Perrone-Moisés states, "literature is, precisely, a powerful mediator between different cultures, a function that nowadays, in a world globalised by information and human displacements, is more opportune than ever" (PERRONE-MOISÈS, 2016, p. 77).

In the book titled *Mamadu: o herói surdo* (Mamadu: the deaf hero), written by the Portuguese deaf author Marta Morgado, the reader learns the story of the little Guinean boy Miguel, also known as Mamadu in Creole: "Miguel was Miguel, and Miguel was Mamadu" (MORGADO, 2007, p. 7). The story tells that in Guinea-Bissau there was no school for deaf children; therefore, for them to study, the government sent them to study in Portugal, but the children were left alone in the school in the destination country, without contact with their families for years of their lives, due to the distance and the families' lack of financial means.

> Um dia, o presidente daquele país, que tinha ouvido falar daquele menino, ofereceu-lhe uma viagem de avião.
> Os pais ficaram felizes e com esperança que em Portugal houvesse um milagre, de o pôr a ouvir e logo voltar para seu país.
> Mas ao mesmo tempo estavam tristes, porque o filho ia para longe deles (MORGADO, 2007, p. 16)[10].

Although the book is intended for deaf children, the author, who is the first deaf person to write for children in Portugal, provides information at the end of the book about real stories of people who went through situations identical or analogous to Mamadu's. In Brazil, only in 1962 was a kindergarten for deaf children created, headquartered at the National Institute for the Deaf – INES, and only in 1974 was elementary education implemented (Cf. MAIA, 2016, p. 32-33), always centralised in Rio de Janeiro. This centralisation made it difficult for many children to access formal education, as those from other regions or states ended up having to move to Rio de Janeiro to attend school. Consequently, many deaf children remained without schooling. From this example, it is understood, in dialogue with Antoine Campagnon's perspective (2009), that literature offers a means of preserving experience and transmitting it to those who are distant in time and space, and to those who differ in living conditions. It thus promotes the exercise of empathy; "it makes us sensitive to the fact that others are very diverse and that their values differ from ours" (CAMPAGNON, 2009, p. 47).

But in addition to the necessary denunciations, Deaf Literature transmits the knowledge of the deaf people, their language, customs, and traditions, as in Mamadu's story, for example:

> Era uma vez um menino de dois nomes.
> [...]
> Tinha dois nomes porque nasceu num país muito distante, em África, num país vermelho onde só existem duas estações no ano, a estação da seca e a estação húmida (MORGADO, 2007, p. 5)[11].

Upon arriving at school, Mamadu comes to have three names:

> Mamadu agora tinha três nomes:
> Mamadu, Miguel e o nome gestual. O nome gestual foi dado pelos amigos surdos que arranjara na escola. Ele tem dois sinais na bochecha, logo o nome gestual passou a ser esse: “dois sinais na bochecha” (MORGADO, 2007, p. 29)[12].

The fragments above, though short, carry a rich cultural load that transcends the limits of deaf culture and also present common cultural traits in African Portuguese-speaking countries. In the first excerpt, the reader is introduced to the boy who has two names, one "name that people gave him when communicating in Creole, and the official Portuguese name, from the identity card" (MORGADO, 2007, p. 7). Thus, the identity card name comes as a legacy of the colonisation period of African Portuguese-speaking countries, a period in which the Portuguese language was imposed by the colonisers and Portuguese names eventually became a *sine qua non* condition for African peoples to be recognised as citizens within the colonial regime. Next,

[10] One day, the president of that country, who had heard about that boy, offered him an aeroplane trip. The parents were happy and hopeful that in Portugal there would be a miracle, to make him hear and soon return to his country. But at the same time they were sad, because their son was going far from them (Translated by me. MORGADO, 2007, p. 16).

[11] Once upon a time, there was a boy with two names. [...] He had two names because he was born in a very distant country, in Africa, in a red country where there are only two seasons in the year, the dry season and the wet season (Translated by me. MORGADO, 2007, p. 5).

[12] Mamadu now had three names: Mamadu, Miguel and the gestural name. The gestural name was given by the deaf friends he made at school. He has two signs on his cheek, so the gestural name became this: 'two signs on the cheek (Translated by me. MORGADO, 2007, p. 29).

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another piece of information catches the eye of the reader who, perhaps, is unfamiliar with deaf culture: there is a gestural name. Mamadu, at school, receives a gestural name that originates from a characteristic that seems evident to his new deaf friends: "two signs on the cheek". In this case, it is common to say that he was baptised by a deaf person; this is a typical case of great relevance in the deaf community. That is, he entered the deaf community, was accepted by it, and took part.

Thus, dialoguing with Jacinto do Prado Coelho, I agree when he says that "literature is not made to teach: it is reflection on literature that teaches us" (COELHO, *apud* PERRONE-MOISÈS, 2016, p. 70), that is, teaching through literature should be the result of a moment of enjoyment and inevitable reflection, and not the opposite. Thus, literature would not be a pretext for teaching; teaching would be a consequence. According to Luiz Claudio da Costa Carvalho (2019), when discussing the concept of deaf literature, literature should serve no utilitarian purpose. It should "be, among other things, a moment of rest and revolt against the heavy demands of reality and the reality principle. Literature serves to be irreducibly literature" (CARVALHO, 2019, p. 41).

Thus, it is the satisfaction of empathically and cathartically moving with the characters of a narrative or with the lexical organisation that produces the expressiveness of poetry, that the reader acquires new knowledge and realises a new experience in and through reading, as in the poem "Hoje vim descobrir..." (Today I came to discover...), by Shirley Vilhalva:

> Na melodia do tempo, hoje vim descobrir os corpos e suas linguagens com a arte da música, da dança, do teatro e da vida.
> Os olhos dos homens conversam tanto quanto suas línguas. Os olhos que veem o céu, que veem a terra e o mar, que contempla toda beleza desta existência.
> Os olhos que se iluminam de amor ante o majestoso festival de cor da generosa natureza.
> Mas nós que perdemos a faculdade de ver o belo, vemos com a alegria incontida uma flor tanto pelo tato, pelo olfato suas pétalas, seus perfumes e sua cor.
> A missão para arte não tem dor. [...] (VILHALVA, 2004, p. 69)[13].

In this composition, the writer shows that it is the experience brought by time that makes us contemplate life through the beauty of the arts, through the contemplation of nature and the beauty of life itself. This gaze must be attentive to the beauty that life shows us and nature gives us, because, as she states, "we have lost the faculty of seeing beauty". Similarly, in Mamadu, the reader is moved by his journey to Portugal, accompanying his fears and joys, such as the one he felt upon seeing the School for the Deaf for the first time:

> [...] logo recuperou a felicidade quando chegou à escola de meninos surdos, onde ia ficar para aprender a escrever, perceber como nascem os bebés, como era o seu corpo, conhecer as árvores, saber o nome dos frutos, os nomes das cores, saber quem era a sua família e os seus amigos. Precisava de "ouvir" histórias bonitas. E ia arranjar muito amigos para brincar (MORGADO, 2007, p. 22)[14].

The emotion also arises from sharing Mamadu's sadness in the face of constant longing for his family, as he spent years without seeing them:

> Mamadu, às vezes, ficava triste porque tinha saudade do colo da mãe, saudade dos passeios com o pai e saudade dos irmãos com quem jogava à bola. Saudade do calor, que ali fazia mesmo frio nos dias de inverno.
> E outras vezes estava contente porque arranjara muitos amigos e aprendia muitas coisas novas (MORGADO, 2007, p. 28)[15].

As can be seen, literature speaks for itself, fulfilling its role through mimetic representation and the cathartic effects it produces.

IV. Some Considerations

In the essay "A literatura na sociedade: um olhar fictício do real" (Literature in society: a fictitious look at reality), published in 2019, the author already discusses the necessity and urgency of teaching literature and reading practices for enjoyment in current society as a fundamental part of human formation. This is because, as discussed throughout this article, through the examples drawn from the texts of deaf writers Marta Morgado, Shirley Vilhalva, Emmanuelle Laborit, and Daniel Lopes Romeu, literature proposes reflections on the human condition, where "the person is treated in their totality" (SOUSA, 2019, p. 140). Thus, the teaching of Deaf Literature promotes, like other literatures, delight and reflection, but also presents a community that has been silenced for many centuries, exposing its struggles, challenges, and achievements. Therefore, studying and, above all, reading literary texts produced by the deaf community is necessary for the

[13] In the melody of time, today I came to discover bodies and their languages with the art of music, dance, theatre and life. Men's eyes converse as much as their tongues. Eyes that see the sky, that see the earth and the sea, that contemplate all the beauty of this existence. Eyes that light up with love before the majestic festival of colour of generous nature. But we who have lost the faculty of seeing beauty, we see with uncontained joy a flower both by touch, by smell its petals, its perfumes and its colour. The mission for art has no pain. [...] (Translated by me. VILHALVA, 2004, p. 69).

[14] [...] he quickly regained happiness when he arrived at the school for deaf boys, where he would stay to learn to write, to understand how babies are born, what his body was like, to get to know trees, to know the names of fruits, the names of colours, to know who his family and friends were. He needed to 'hear' beautiful stories. And he would make many friends to play with (Translated by me. MORGADO, 2007, p. 22).

[15] Mamadu, sometimes, was sad because he missed his mother's lap, missed walks with his father and missed his brothers with whom he played football. He missed the warmth, for it was truly cold there on winter days. And other times he was happy because he had made many friends and learned many new things (Translated by me. MORGADO, 2007, p. 28).

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human practice of alterity. For the deaf reader, literature brings the relief of perceiving oneself in the other, belonging to a community, since in many cases the deaf person belongs to hearing families. By perceiving oneself in community, the deaf person realises that they are not in a battle alone. For the hearing reader, the exercise of empathy can even lead them to sympathise and fight with the other. The reader becomes more human as they become aware of the cultural and globalised diversity of a plural world. Thus, recalling and paraphrasing Luiz Claudio da Costa Carvalho, it is necessary to revolt against the heavy rules of reality. In literature, revolt also occurs through the reading of Deaf Literature.

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Identity, Imaginaries and Stereotypes in the "Homeschooling Booklet: A Right Both of Parents and Children"

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Abstract- This article aims to analyze the problematic use of practices and outcomes of homeschooling applied in the United States as a parameter for possible results of implementing this educational model in Brazil, based on the examples from the *Cartilha Educação Domiciliar: um direito tanto dos pais quanto dos filhos* highlighting the concepts of cultural and national identity, social imaginaries and stereotypes by Hall (1992), Charaudeau (2017) and Amossy (2011), respectively. The guiding question is: what is the applicability in Brazil of the examples of homeschooling from the United States brought by the Cartilha? This article is, therefore, qualitative research that relies on primary and documentary sources obtained from websites and literature related to the topic. The results clarify the infeasibility of comparing the homeschooling model in the United States with what would be the model of this type of education in Brazil, given the significant differences in social imaginaries, national and cultural identities between the two countries, factors that are crucial for educational regulations.

Keywords: *homeschooling, imaginaries, identity, stereotypes.*

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IDENTITYIMAGINARIESANDSTEREOTYPESINTHEHOMESCHOOLINGBOOKLETARIGHTBOTHOFPARENTSANDCHILDREN

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Paulo Henrique Aguiar Mendes [α] & Amanda Dias Leite Resende [σ]

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I. Introduction

Homeschooling, also known as home education, has become an increasingly popular and controversial option for the education of children and adolescents in various countries. This practice, which involves education carried out within the family environment, presents itself as an alternative to formal education systems, raising complex and multifaceted questions regarding its applicability in the Brazilian educational context. In this regard, the booklet *"Homeschooling: a Human Right of Both Parents and Children,"* published by Brazil's Ministry of Education (MEC) in May 2021 and updated in October 2022, addresses the exercise of the right to homeschooling in Brazil and presents examples of successful home-schooling cases in the United States.

The debate on homeschooling in Brazil gained momentum in a political context marked by the strengthening of conservative currents and interests aligned with neoliberalism, factors that contributed to a significant transformation in the country's political dynamics. This scenario favored the valorization of homeschooling, which until then had been relatively unexplored in Brazil. During President Jair Bolsonaro's administration, this educational modality came to be treated as one of the government's priorities. According to Silva (2021), the arguments used to defend homeschooling are based on specific readings of international treaties and documents signed by Brazil, with the Universal Declaration of Human Rights being one of the main instruments cited in this debate.

This article presents a literature review covering the historical, geographical, and social context of the origins of modern homeschooling up to its arrival in Brazil, along with an overview of the profiles of those who support this model. It then highlights a crucial point to be investigated, which constitutes the objective of this study: to understand the applicability in Brazil of the examples of American homeschooling presented in the *Homeschooling Booklet.* This study is theoretically grounded in the concepts of "cultural and national identity" (Hall, 1992), "sociodiscursive imaginaries" (Charaudeau, 2017), and "stereotypes" (Amossy, 2011). These notions will serve as the basis for the analysis of the booklet, through a qualitative methodological approach and a descriptive-interpretative focus on excerpts from the material in question. This analysis aims to contribute to a more informed and well-founded debate on homeschooling, providing support for reflection on the implications of this practice in social, cultural, and individual spheres.

II. Homeschooling: From its Origins to Brazil

Homeschooling, or home education, has a history that dates back centuries. Practices of educating children at home, where parents or guardians take responsibility for their children's learning, have been found in various cultures and historical periods. There are records of such practices in different societies throughout history, such as in Ancient Greece, for example, where some philosophers and aristocrats educated their children at home, providing them with personalized instruction. However, modern homeschooling, as we know it today, gained momentum in several countries—first in the United States—during the 20th century.

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Many intellectuals and critics of traditional education made significant contributions to the evolution of the homeschooling movement in the 1960s and 1970s. Some of these figures include Paul Goodman, Allen Graubard, Herbert Kohl, Everette Reimer, and Jonathon Kozol. These authors offered radical critiques of the educational system and suggested reforms to the prevailing models of education at the time. During the 1970s and 1980s, there was a notable rise in families choosing homeschooling as an alternative to the formal educational system. Furthermore, according to Kaya (2015), homeschooling was also embraced as a movement with Christian roots and, in the early 1980s, became a space for ideological, conservative, and religious expressions regarding educational issues, symbolizing conservatism's quest for self-determination.

John Holt, however, was one of the pioneers of the homeschooling movement in the U.S. He stood out among those who criticized the educational system and schools as institutions. Holt published several books, including *How Children Fail* (1964), *How Children Learn* (1967), and *The Underachieving School* (1969), which drew attention to the failures of the educational system and emphasized the importance of learning through experience. Holt believed that institutional education was destroying the most significant aspects of children's development, such as creativity and curiosity. Thus, his studies provided intellectual support for families practicing homeschooling.

According to a report released by the U.S. Department of Education, Office of Educational Research and Improvement (OEM) and the Educational Resources Information Center (ERIC) in 1958, there are two main types of families who choose homeschooling: ideologues and pedagogues. The ideologues are generally religious conservatives who want their children to learn fundamentalist religious doctrines and a conservative political and social perspective. They establish home schools to instill in their children the idea that the family is the most important institution in society. Pedagogues, on the other hand, have a broader interest in learning and may have professional backgrounds in education, have friends or relatives who are educators, have read about education or child development, or be involved in organizations dealing with parenting issues. Both types of families share the common trait of having great confidence in their ability to educate their children with minimal institutional support. These homeschooling parents come from a variety of professions, including accountants, engineers, teachers, doctors, lawyers, and small business owners.

In the U.S., homeschooling is also frequently associated with the ideal of individualism and freedom of choice. It is seen as a way for parents to have more control over their children's education, teaching specific values and religious beliefs, and protecting them from negative influences in public schools (Gaither, 2018). The image of the self-sufficient American family exercising personal freedom and autonomy plays a central role in justifying homeschooling. Furthermore, the American ideal of innovation and entrepreneurship shapes perceptions of homeschooling. Homeschoolers are seen as self-motivated learners, benefiting from personalized education and achieving academic success (Noe, 2018). This perception aligns with the broader American narrative of self-made success, where individual effort and adaptability are highly valued. In this context, the emphasis on individual rights and freedoms, reflected in the First Amendment of the Constitution, fostered a favorable climate for homeschooling. Additionally, the flexibility of the American educational system and its recognition of diverse learning approaches, such as the Montessori or Waldorf methods, also contributed to the acceptance of homeschooling as a legitimate educational choice (Fogarty, 2019).

By contrast, in Brazil, home education has not received the same level of acceptance or recognition. Strongly influenced by the American model, homeschooling eventually reached Brazil, initially as an alternative for families seeking a more personalized approach to education, tailored to the specific needs and values of their children. In the beginning, the movement was mainly composed of families with religious, philosophical, or ideological motivations, who chose to educate their children at home, outside the formal school environment, largely driven by dissatisfaction with the quality of the formal educational system.

However, homeschooling in Brazil faces legal and regulatory challenges. For many years, there was no specific regulation for home education, leading to legal controversies and court disputes. With the election of Jair Messias Bolsonaro—a strong supporter of the movement, who even made the implementation of homeschooling laws one of his campaign promises—the issue of home education gained prominence in Brazil. Yet it was only months before the next electoral period, in May 2022, that the process of legalizing Bill PL 3261/2015 began, when Brazil's Supreme Federal Court (STF) unanimously ruled that homeschooling is not prohibited by the Brazilian Constitution, provided it meets criteria established by educational authorities. This decision represented a landmark moment for the homeschooling movement in the country, bringing more clarity and foundation to the discussions.

In Brazil, homeschooling is often viewed through the lens of family and religious preservation. Traditional values, cultural heritage, and close family ties are central to Brazilian understandings of homeschooling. Parents frequently choose home education to address the perceived moral decline in public schools, ensuring their children receive an education aligned with their cultural and religious beliefs

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(Bastos et al., 2020). Additionally, the Brazilian imaginary of protection and social inequality shapes perceptions of homeschooling. In a country marked by educational inequalities and violence, home education is seen as a way to protect children from unsafe environments and provide individualized attention (Sorrentino & Silva, 2019). The image of the caring, protective father emerges as the primary educator, shielding his children from harm and social disparities.

III. National Identity, Social Imaginaries and Stereotypes

The search for understanding the different identity profiles of homeschooling supporters and adherents, both in Brazil and the United States, can be based on important notions formulated by Hall (1992), Charaudeau (2017), and Amossy (2011), namely national identity, social imaginaries, and stereotypes, respectively.

According to Hall's formulation (1992), the notion of identity is undergoing a process of crisis, so that an individual's identity cannot be conceived as fixed or stable—it is, instead, dynamic and constantly in a state of flux, displacement, and decentering. Didactically, Hall distinguishes three different conceptions of identity: (1) the Enlightenment subject, based on "the conception of a fully centered, unified individual, endowed with the capacities of reason, consciousness, and action" (Hall, 1992, p. 10), configuring an individualistic notion of identity. (2) The sociological subject, by contrast, reflects the complexity of the modern world in which the core of the subject is no longer autonomous or self-sufficient but is formed in the interaction between self and society, in a "continuous dialogue with the external cultural worlds and the identities which they offer" (p. 11). (3) The postmodern subject, meanwhile, intensifies this process of fragmentation of the subject and their identity. In the postmodern era, traditional categories and markers of identity, such as class, gender, or race, have become insufficient to define who we are. Hall argues that these categories have lost their power and relevance, as they fail to capture the diverse and multifaceted nature of contemporary existence. Moreover, he asserts that identity is continuously formed and transformed in relation to the ways we are represented or addressed within the cultural systems that surround us, and that:

> It is historically, not biologically, defined. The subject assumes different identities at different times, identities which are not unified around a coherent 'self'. Within us are contradictory identities, pulling in different directions, so that our identifications are continuously being shifted about. (HALL, 1992, p. 277)

In this sense, Hall states that identity is seen as part of a broader process of change that is displacing the central structures and processes of modern societies and shaking the frameworks that once gave individuals a stable anchorage in the social world. He also points out that identity can be influenced by social, cultural, and historical factors, as well as by changes in the structures and processes of modern societies—in other words, it is a construction in constant transformation, composed of multiple, sometimes contradictory or unresolved, identities.

In this context, Hall advances his discussion on the relationship between notions of national and cultural identity in late modernity. Thus, national identity seeks to unify members of a national culture into a common cultural identity, but it is insufficient to capture the complexity and diversity of individual and collective identities. Hall (1992) also emphasizes that national cultures are composed not only of cultural institutions but also of symbols and representations, configuring discourse as a way of constructing meanings that influence and organize both our actions and our conception of ourselves. It is ultimately a structure of cultural power, which often suppresses cultural difference in favor of unification, so that the nation consists of an imagined community.

From this perspective, Hall's conception of cultural and national identity can be articulated with the concept of social imaginaries proposed by Charaudeau (2017), which refers to collective constructions that a society or group shares, shaping how they interpret the world, social events, and human behaviors. These imaginaries are formed from the interactions among various discourses present in a given social context, organizing themselves into systems of thought that give meaning, sustain values, and legitimize practices—that is, they are collective representations that reflect values shared by individuals, values through which they recognize themselves and build their memory of identity. These representations take the form of collective imaginaries that are constructed both through the actions individuals perform and through the judgments about the merit of these actions, their own and those of others. According to Charaudeau, social imaginaries are present in all spheres of social life, from political and media discourses to everyday interactions between individuals, shaping our values, beliefs, and behaviors.

The notion of the imaginary, as proposed by Charaudeau, traces back to Castoriadis (1982). Castoriadis viewed society through the lens of imaginaries constituted by symbolic operations. Thus, he insisted that it is the imaginary that weaves the world, and the subject comes into being only through the imaginary. For this philosopher, the imaginary is not an image of something; it does not mirror anything as if there were a model of reality serving as a starting point for the imaginary. On the contrary, critiquing the prevailing formulations of his time, he suggested that the imaginary is an "incessant creation." As Castoriadis (1982) writes:

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> "The imaginary is not from the image in the mirror or in the gaze of the other. The very 'mirror,' its possibility, and the other as mirror are first works of the imaginary, which is creation ex nihilo. Those who speak of 'imaginary' understanding by it the 'spectacular,' the reflection, or the 'fictitious,' merely repeat—and very often unknowingly—the assertion that forever trapped them in some underworld of the famous cave: that it is necessary for (this world) to be the image of something. The imaginary of which I speak is not an image of. It is the incessant and essentially undetermined (social-historical and psychic) creation of figures/forms/images, from which alone it is possible to speak of 'something.' What we call 'reality' and 'rationality' are its products."(Castoriadis, 1982, p. 13, author's translation)

From the perspective that society functions constitutively in relation to imaginaries and symbols (which are decisively influenced by them), Castoriadis reflects on their workings. Taking religion as an example, he asserts it to be a central imaginary which, as an institution, is surrounded by sanctions (Castoriadis, 1982). These sanctions, in turn, shape societies in broad ways. In other words, the imaginary is the entry point for studying society. Thus, "the institution of society is each time the institution of a magma of social imaginary significations, which we can and must call a world of meanings" (Castoriadis, 1982, p. 404, author's translation), a world structured across various fields, such as religion, politics, law, education, and so on. As we see, every imaginary signification gives meaning to society and weaves its functioning in some way.

This notion by Castoriadis offers a conceptual substratum that dialogues with Charaudeau's (2015, 2017) notion of sociodiscursive imaginaries. Thus, if for Castoriadis (1982) society functions through imaginary significations, for Charaudeau (2017), these significations are anchored in language practices that activate discourse(s), thereby generating the socio-discursive imaginaries. For Charaudeau, all interpretations relating to life in society are organized through language, so that this organization of meanings, which happens discursively, gives rise to "knowledges of cognition" and "knowledges of belief," which are ordered and articulated through the sociodiscursive imaginaries. Charaudeau argues that imaginaries can be conceived from a personal level to a collective/community dimension. Thus, there are representations that highlight collective imaginaries manifesting values shared by individuals living in society, values in which they recognize themselves and that form their memory of identity. According to the author:

> "There are countless collective imaginaries, and their study occupies a vast domain that should be at the center of the human and social sciences in the coming decades. (...) We will refer to only a few of them, without essentializing them, identifying what we will call 'identity traits.' We will distinguish three types of imaginaries: 1) anthropological imaginaries; 2) imaginaries of belief; 3) socio-institutionalimaginaries."(Charaudeau, 2015, p. 21, author's translation)

From this perspective, anthropological imaginaries arise from the behaviors of individuals living in groups whose motives are generally unconscious but erected discursively as social norms. Among these imaginaries are those related to space, time, the body, and social relations. The imaginaries of belief are shaped by discourses of inculcation, including those related to lineage/history and religious beliefs. The socio-institutional imaginaries concern a mix of practices and representations related to the organization of institutional identities, such as those tied to socioeconomic organization and the educational system. Clearly, these three types of imaginaries articulate integrally and organically within societies.

Thus, Charaudeau's (2017) sociodiscursive imaginaries are one of the main sources for constructing the national identity discussed by Hall (1992). The discourses that permeate society, whether in institutions or in the media context, are responsible for creating and reinforcing the social imaginaries that nurture and sustain national identities. In this way, social imaginaries are a key element in the formation and maintenance of identity representations and narratives related to nationality.

In this context, it is appropriate to integrate into this reflection on the articulations between the notions of (national) identity and (sociodiscursive) imaginaries a third concept that seems to catalyze crystallized forms symptomatic of these articulations, namely the concept of stereotype presented by Amossy (2011). According to Amossy, the stereotype is understood as a stable collective system of representations of the other and of oneself that members of a group imaginatively create, which are manifested in certain linguistic and discursive patterns. Although modern conceptions attribute a pejorative value to the term due to excessive simplification that can lead to prejudice and discrimination, stereotyping, as shared collective representations, is fundamental to social communication and intersubjective exchange, forming the basis of most argumentative practices. Stereotypical images are "co-constructed" in verbal communication and require interpretative work to find the verbal and/or semiotic elements linked to a theme in a specific culture, often being indirect, implicit, or fragmented.

In short, the reflections of Stuart Hall (1992) on national identity, Charaudeau's (2017) formulations on sociodiscursive imaginaries, and Amossy's (2011) conception of stereotypes provide a theoretical and analytical basis for understanding and analyzing identity dynamics in contemporary society. These concepts support analyses of traditional notions of national identity, opening space for the discussion of multiple, fluid, and hybrid identities. Discursive interactions,

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based on social imaginaries, are marked by the presence of stereotypes, which are crucial for the construction and maintenance of identity narratives related to nationality. In this way, by assuming the identity representations related to the sociodiscursive imaginaries and the stereotypes constructed about the educational system, we can develop an analysis of the object of this article, based on excerpts from the *Homeschooling Booklet: A Human Right of Both Parents and Children*, published by Brazil's Ministry of Education (MEC), regarding homeschooling in the United States and Brazil.

IV. Analysis and Discussion of Excerpts Homeschooling Booklet

As Pizzani et al. (2013) point out, the *cartilha* (booklet) genre is understood as an educational material that contains basic and essential information about a given subject, generally presented in a simple and didactic way. A booklet, therefore, can be used to teach fundamental concepts, norms of conduct, safety practices, among other topics relevant to a specific target audience. Additionally, it may include texts, illustrations, graphics, and other visual resources that aid in the understanding and assimilation of the content presented. They are usually prepared with the purpose of instructing and guiding the reader in a clear and accessible manner and are thus characterized by simple, clear, objective, and accessible language, designed to facilitate the comprehension and application of the information conveyed. Thus, the *Homeschooling Booklet: A Human Right of Both Parents and Children* is a text that exhibits the elements of this genre and, although it may appear to be merely an informative document of an instructional nature, it develops argumentative strategies that mobilize identities, imaginaries, and stereotypes about the field of education.

Published in May 2021 and updated in October 2022 by Brazil's Ministry of Education (MEC), the *Homeschooling Booklet: A Human Right of Both Parents and Children* is a 20-page document that defines homeschooling as a form of education carried out by parents themselves, aimed at the integral development of the person, preparation for life, citizenship, and qualification for work. It presents real cases of students in other countries, especially the United States, who adopt homeschooling, and mentions that around 35,000 children and adolescents in Brazil already study under this model, emphasizing the importance of regulation. The booklet also highlights that homeschooling is recognized as a right of families in 85% of OECD member countries and is already legally guaranteed in over 60 countries around the world, as reported in the document itself.

The cover of the booklet contains the title "*EducaçãoDomiciliar*" ("Homeschooling") positioned in the upper corner, standing out in blue, next to an illustration of three people—presumably a traditional family composed of a father, mother, and child, given the context—behind a book whose pages bear the colors of the Brazilian flag (yellow, blue, and green) and below an arch that resembles the shape of a house roof. The subtitle "*Um direito tanto dos paisquanto dos filhos*" ("A right of both parents and children") appears within a central blue band, with the MEC logo and the slogan of the Federal Government under President Jair Bolsonaro in the bottom corner, as can be seen in Figure 1:

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Source: MEC Portal [1]

Figure 1: Cover of the booklet

This cover as a whole contains elements that are already extremely important for understanding what will be addressed throughout the entire document. The subtitle, for example, highlights the term *"Human Right"* as a persuasive strategy characteristic of a common stereotype found in political texts, since it appears as an argument of authority that instantiates, in an intertextual and interdiscursive way, a voice that proclaims a supposedly universal truth. In reality, however, it is a response to the arguments of groups opposed to homeschooling, who claim that attempts by guardians to reject school enrollment to the point of intentionally not enrolling their child are unconstitutional. This argumentative strategy, marked by the generic and stereotypical use of the expression "human right," can only be fully understood when we consider the communicative and even normative situation in which this term is inserted and how it is employed in other discursive fields with similar agendas, such as the legal, legislative, and academic spheres.

In this sense, the academic debate within the Brazilian educational field has reacted to initiatives aimed at legalizing Homeschooling (HS), encompassing areas such as educational policy, legislation, law, administration, and the history of education. The volume of scholarship has grown significantly, increasingly involving the legal and legislative arenas in line with Brazil's judicial demands, reflected in decisions by the Federal Supreme Court (STF) and the National Congress. Cury (2019) traces a brief history of whether families could compulsorily enroll their children in school or not. According to his analysis of legislation from the Empire to the 19th century, homeschooling was a common and legal practice, a permission reiterated by the federal Constitutions of 1934 and 1946. The 1961 Law of Guidelines and Bases of National Education (LDB) also mentioned the possibility of home education. What was not permitted, under the Penal Code (1940 and still in force), was "intellectual abandonment," meaning that education could not simply be neglected.

Even the 1988 Federal Constitution does not explicitly prohibit HS, although it advances in the sense of indicating the State's duty to ensure, alongside

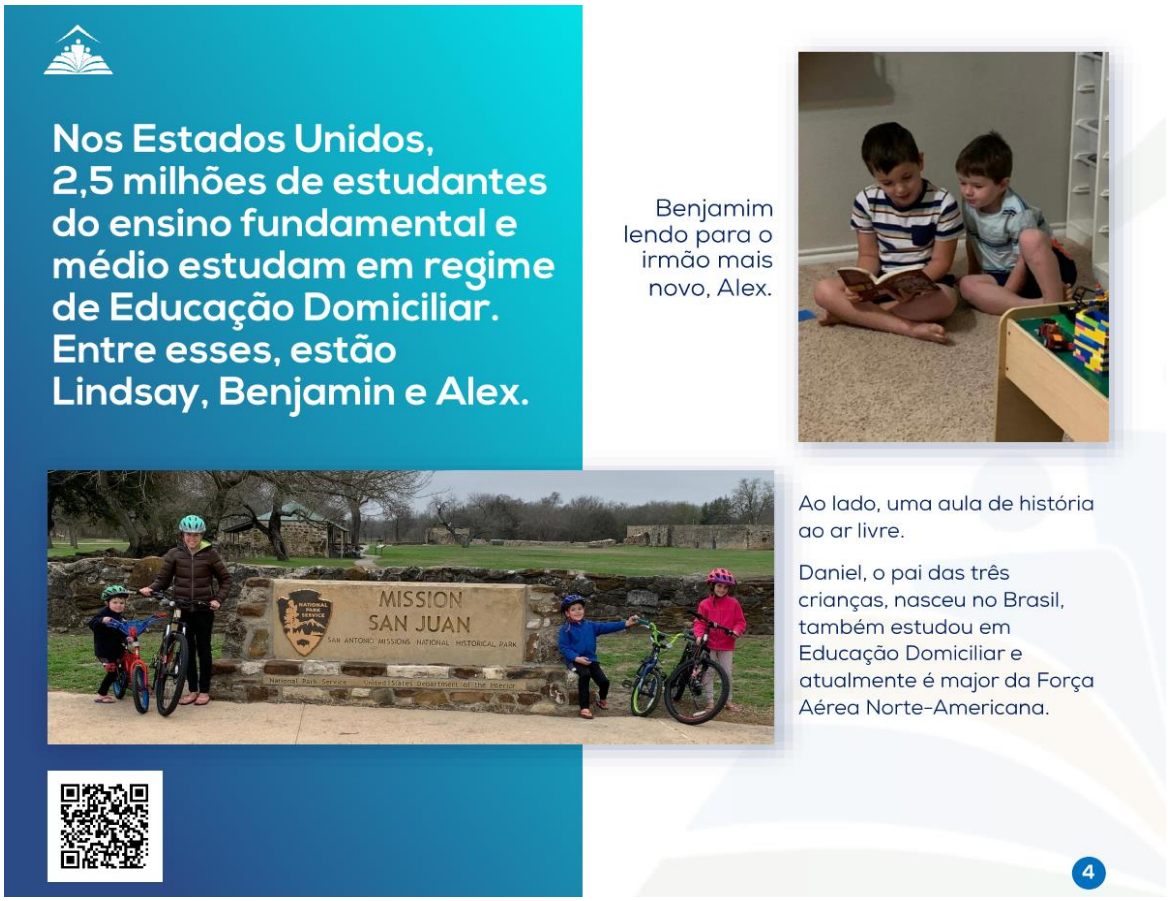
[1] *Available on: <https://www.gov.br/mec/pt-br/media/acesso_informacao/pdf/CartilhaEducacaoDomiciliar_V1.pdf>*

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parents, regular school attendance. It is infraconstitutional legislation that renders this type of education illegal, through the Child and Adolescent Statute (ECA) of 1990 and the LDB of 1994. According to the ECA, it is the obligation of parents or guardians to enroll their children in school, which is reiterated by the LDB, whose Article 6 establishes the duty of families to enroll children from the age of four in basic education. In the early 2000s, the National Education Council (CNE) ruled (BRASIL, 2000), prompted by a family wishing to homeschool their children, stating that there was no provision in the current legislation that allowed families to disregard mandatory enrollment. The same stance was taken by the Superior Court of Justice (STJ), which denied this family's request to practice HS.

In 2018, the plenary of the Federal Supreme Court (STF), in a decision of general repercussion, denied another family the possibility of homeschooling due to the lack of constitutional provision (BRASIL, 2018). However, the Court left open the possibility that a bill could regulate HS. The tension between the right and duty or obligation of schooling versus the freedom of choice by families is explored by Cury (2006, 2017, 2019), who draws on Bobbio to point out that there are egalitarian reforms that he calls "non-liberating," in the sense that they limit individual freedoms—such as mandatory schooling, which places rich and poor on the same footing (CURY, 2006). For this author, school education is one of the pillars of equal opportunity in terms of distributing basic knowledge and instilling values that enable participation in social life by all people. These values create a space for coexistence in which people with their differences can meet, recognize, and respect one another, learn the norms of social interaction to exercise freedom within equality and difference, fostering a broader socialization than that carried out by the family (CURY, 2019).

Authors who agree with him also argue that educational and consequently social inequalities would deepen with the regulation of HS in Brazil. For Casanova and Ferreira (2020), the contempt and hostility with which the elite treats school aims to naturalize inequality. Ventura (2020) argues that this could produce a generation that is selfish and insensitive to social problems, widening the social divide. In line with these critics of HS, Barbosa (2016), Oliveira and Barbosa (2017), Ventura (2020), Ribeiro (2020), and Casanova and Ferreira (2020) concur on the individualistic bias of HS, which undermines collective causes such as the defense of public education, favoring each one's private solution.



Source: MEC Portal

Figure 2: Page 4 of the booklet

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At this point, we can highlight an aspect of the *sociodiscursive imaginary* that constitutes the Brazilian identity related to education, as reflected in the conception of the scholars cited above. Thus, education is conceived as a duty of the State and linked to processes of democratic socialization, aiming to emancipate individuals and mitigate socioeconomic inequalities. This imaginary of the democratization of education has historically become dominant, although it coexists, in practical reality, with the choice by a large portion of the middle class and economic elite to place their children in private education. It is, in fact, common to see many families declare support for public education while enrolling their children in private schools, sometimes even abroad.

These contradictions between the beliefs and values of society are a source of controversy between supporters of homeschooling (HS) and those who oppose it, often revealing stereotypes that are part of identity imaginaries not only about education, but also about beliefs related to success, well-being, and quality of life. The imaginary of a large segment of the Brazilian population is populated by the belief that being successful in life is closely linked to the American way of life, fueling even the dream of living in the United States. The view of this latter country as the land of opportunity and individual entrepreneurship—stereotypes typically associated with liberalism, despite their distortions—is reflected in the implicit comparison found in the *Homeschooling Guide* produced by the Brazilian Ministry of Education (MEC).

It is worth noting that the Brazilian government at the time, under President Jair Bolsonaro, was entirely aligned with North American ideals, publicly demonstrating submission to the United States on various occasions, such as when Bolsonaro saluted the American flag. Returning to the Guide, as mentioned, a strategy of persuasion was employed through comparison between homeschooling in the United States and in Brazil, seeking to establish a picture of the benefits of this educational model and the practices adopted by the U.S. in order to argue for its validity in the Brazilian context.

On page four of the Guide (*Figure 2*), for instance, photos are displayed of three American children educated at home, whose father, Daniel, is a Brazilian who was also homeschooled and who currently holds the rank of major in the United States Air Force. At this point, one notices a strategy of persuasion directed especially at Brazilian conservative groups who carry with them the *sociodiscursive imaginary* (Charaudeau, 2017) rooted primarily in the tradition of the patriarchal family, in which the father appears as the stereotype of the family nucleus. Additionally, this relies on the stereotyped imaginary that military professions enjoy great prestige and therefore serve as models to be emulated. In this sense, the father is depicted as a successful Brazilian in the United States, whose children are being educated under the American homeschooling model (like 2.5 million primary and secondary students), representing the ideal stereotype of the happy family, as evidenced by the photos and accompanying comments.

This social imaginary is also tied to historical markers in which military activities were highlighted—such as during the Brazilian Military Dictatorship, defended by the Bolsonaro government—as well as to foreign policy and security relations linked to North American ideals.

Further on, on page 16 of the Guide, three Brazilian students connected to homeschooling are showcased, with the greatest emphasis—through the more prominent layout on the page—given to Juliana Louback, a young woman who, after receiving her high school diploma (earned through homeschooling), completed her undergraduate studies, earned a master's degree, and interned in the United States. After finishing her studies, she worked in Brazil as a software engineer at a renowned company for two years; subsequently, she worked at another prestigious firm in Paris and is currently a software engineer at a New York company.

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Source: MEC Portal

Figure 3: Page 16 of the booklet

Once again, there is a reinforcement of the image of the United States as a symbol of personal and professional success and of economic and technological development, aimed at convincing readers of the effectiveness of homeschooling in Brazil. In fact, before prominently introducing Juliana Louback, the guide includes a comment by Vitor Hugo Duque, who states that "family education is more than an education system, it is a way of life," with this last expression clearly being a stereotype that echoes the well-known American slogan "way of life." Just below on the same page, Amanda Pina affirms that "no knowledge is restricted to just one teacher in a classroom," a reductionist view of any educational system, whether public or private, which reaffirms the stereotyped character of the argumentation present in this *Guide*. Finally, Juliana Louback is presented as someone who "studied at home until entering university," which would attest to the validity and effectiveness of homeschooling. Beyond this, the young woman is associated with a successful career, having completed a master's degree at "Columbia University," worked at Google in Paris, and now holding the position of "Senior Software Engineer at Gemini Trust Company," reaffirming the imaginary of professional success in the technology sector, whose main reference is the United States. This argument reinforces the stereotype representing American society as a symbol of economic, scientific, and technological success, and the American as a born winner—someone who has achieved success in all areas of life. This stereotype, in turn, leads to a social imaginary that, to be successful, it is necessary to adopt the American way of life, which can push Brazilians toward an idealization of a lifestyle far removed from reality and disconnected from their own nation's collective identity.

These persuasive strategies, although appealing at first glance, do not reflect Brazilian reality. In the Brazilian case, national identity has its own characteristics, shaped by a unique history and culture. Disregarding these particularities by making comparisons with the United States can be misleading, as it implies neglecting the Brazilian socio-cultural context and its influence on education. According to Charaudeau's (2017) notion of social imaginaries, it can be said that Brazil has its own social imaginary

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regarding homeschooling, where schooling is seen as a collective effort that helps shape a sense of national identity and equality among citizens. Departing from this pattern by opting for homeschooling is often perceived as a way to avoid social values and hinder social integration. Charaudeau (2017) argues that homeschooling is often seen as a threat to this ideal of equality, as it can perpetuate social disparities and exclude children from lower socioeconomic backgrounds.

Thus, the differences in social imaginaries surrounding homeschooling in the United States and Brazil are rooted in historical, cultural, and legal aspects. The social imaginaries about homeschooling in the two countries illustrate the complex interplay between individual freedom and social values. In the U.S. context, homeschooling represents freedom of choice and the potential for a personalized educational experience. In Brazil, the focus is on equal access to education and the promotion of social integration. These different social imaginaries shape how homeschooling is perceived and should be regulated in each country, and therefore it is not feasible to make a direct comparison between them.

V. Final Considerations

This article discussed the relationship between homeschooling and the proposed "Home Education" in Brazil, based on Hall's (1992) notions of national identity, Charaudeau's (2017) concept of social imaginaries, and Amossy's (2011) understanding of stereotypes. The analysis was carried out using the *Homeschooling Guide: A Human Right of both parents and children*, published by the Brazilian Ministry of Education (MEC), which seeks to persuade readers of the benefits of homeschooling in Brazil by comparing it to the context of the United States.

The paper highlighted the argumentative strategies of persuasion used in the Guide, such as presenting success stories of Brazilian homeschooling students in the U.S. However, it emphasized the importance of considering the different social and cultural imaginaries of each country when discussing the regulation of homeschooling in Brazil, respecting diversity and seeking inclusive and equitable solutions for education, since the historical, social, and educational realities of each country are unique and therefore require specific resources and regulations. Thus, it concludes that it is not possible to use U.S. homeschooling practices and outcomes as a benchmark for defining what these practices and outcomes will be in Brazil, but rather to seek a deeper understanding of the real aspects surrounding the regulation of educational models in the country, in order to build educational policies that meet the needs and aspirations of Brazilian society as a whole.

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Biolinguistic Foundations of Early Childhood Education: Exploring the Interplay between Biological Predispositions and Pedagogical Practices in Language Development

By Dr. Ramyabrata Chakraborty

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Abstract- This paper examines the intersection of biolinguistic theories and early childhood education, emphasising how biological predispositions and environmental factors influence language acquisition. Biolinguistic theories posit that humans are biologically equipped to learn language, but the environment plays a role in shaping language skills. The review examines current research on the biological foundations of language development, including the role of Universal Grammar, critical periods, and brain plasticity. Additionally, it discusses how pedagogical practices, such as interactive reading, social interaction, and bilingual education, enhance language learning. By integrating these biological and pedagogical perspectives, this paper aims to inform strategies in early childhood education that foster language acquisition and literacy. The findings suggest that early, rich linguistic environments are vital for maximising language development, particularly for children from disadvantaged backgrounds. Further research is needed to refine pedagogical practices in diverse cultural and educational contexts.

Keywords: biolinguistics, language development, early childhood education, bilingualism, pedagogical practices.

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I. Introduction

Language is not merely a tool of communication but a foundational pillar of human cognition, identity, and learning. The early years of a child's life represent a crucial period for language development, characterised by significant neuromental growth and an increased sensitivity to linguistic stimuli. Early childhood education plays a pivotal role in shaping the trajectory of language acquisition, and the strategies educators employ during this period can significantly influence a child's linguistic, mental, and social outcomes.

In the field of linguistics, biolinguistics has emerged as a robust framework for understanding the natural, biologically grounded aspects of language development. The perspective popularised by Noam Chomsky suggests that humans are inherently equipped with a linguistic capacity known as the Language Acquisition Device (LAD). This innate ability allows individuals to decode and internalise the structural features of language with little external guidance. This view is further supported by discoveries in neurobiology and genetics, such as the role of specific brain regions (e.g., Broca's and Wernicke's areas) and genes like FOXP2, which appear to underlie key aspects of language processing and production.

At the same time, educational theory emphasises the importance of environmental and social factors in language learning. From Vygotsky's sociocultural theory to Bruner's concept of scaffolding, pedagogical models underscore the role of interaction, dialogue, and culturally mediated experiences in nurturing linguistic skills. Thus, early childhood education becomes a critical arena where biological predispositions and pedagogical practices intersect—either harmoniously or in conflict.

This paper explores the interplay between biolinguistic foundations and academic strategies in early childhood language development. It seeks to answer the following questions: How do biological predispositions shape language acquisition in young children? In what ways can pedagogical practices support or hinder this natural development? And how can educational systems be restructured to align with the biological realities of language learning? By integrating insights from linguistics, neuroscience, and educational theory, the study aims to provide a holistic framework for understanding and enhancing early language development through biologically attuned pedagogy.

a) Critical Insights: The Balance of Nature and Nurture

Realising the delicate balance between nature (biological predispositions) and nurture (environmental influences) is at the heart of the biolinguistic principle. In this respect, the contribution of evolutionary biology, brain plasticity, and genetics offers a fundamental explanation of why humans are uniquely able to learn language. Research on the FOXP2 gene, for example, has demonstrated how specific genetic variations are linked to language impairments, suggesting that our ability to communicate is rooted in our genetic makeup (Enard et al., 2002). Similarly, studies in neuroplasticity have shown that the human brain undergoes critical

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changes during early development, allowing children to effortlessly acquire complex linguistic structures when exposed to appropriate stimuli during sensitive periods (Kuhl, 2004).

But even while these biological processes are vital, they don't work alone. These inherent predispositions are activated and refined in large part by the child's surroundings. According to Vygotsky's theory of social constructivism (1978), language development is fundamentally a social process occurring through interactions with peers and caregivers. In addition to serving as a medium of communication, Vygotsky emphasises that language is a tool for thought and mental development, with children using it to organise their experiences and engage with the outside world. Staircasing is the idea that more experienced people can help younger kids reach their full potential. This instance shows how important it is for early childhood education to have environments that are both active and supportive.

Moreover, the critical period hypothesis (CPH), which maintains that language acquisition is most successful during a limited window of time in early life, challenges the notion that language development is only a biological process. According to a recent study, while language acquisition becomes more difficult after this critical period, it can still occur afterward (Johnson & Newport, 1989). Significant implications for teaching strategies result from this, highlighting the need for early intervention and the benefits of continuous, high-quality language exposure during the first few years of life.

The interaction of biological factors and environmental input raises important issues for early childhood education: How can educators use their knowledge of biological predispositions, such as the brain's plasticity and the key period for language learning, to develop instructional practices that best support language acquisition? How can curricula be modified to address differences in language exposure, especially for kids from linguistically diverse or low-income families?

II. Review of Literature

a) *Biolinguistic Foundations of Language Acquisition*

According to the biolinguistic approach, language acquisition is a biological predisposition of the brain. According to Chomsky's Universal Grammar (UG) theory, all people possess an inbuilt mental process that enables them to acquire language from birth (Chomsky, 1965). UG explains how nouns, verbs, and syntactic structures are used in all languages, which are examples of universal patterns. This innate design makes it simple for children to learn the rules of language when they are exposed to linguistic input.

Recent research has reinforced the biological foundations of language acquisition. Dehaene-Lambertz, Hertz-Pannier, and Dehaene (2010) observed brain activity in infants using functional neuroimaging and found that newborns already exhibit neural sensitivity to speech sounds. This study supports the notion that the brain is preconfigured to process language-specific information. Additionally, molecular studies have highlighted the role of the FOXP2 gene in speech production, linking specific genetic variations to language deficits and supporting the idea of a genetic basis for language acquisition (Enard et al., 2002).

b) *Critical Period Hypothesis and Brain Plasticity*

The Critical Period Hypothesis (CPH) states that languages are best learned in early childhood, particularly before puberty, when the brain is most flexible and able to process language input (Lenneberg, 1967). Johnson and Newport (1989) found that Chinese and Korean immigrants arriving in the United States before the age of seven achieved near-native fluency in the language, but those arriving after the age of twelve had more challenges. For the best linguistic outcomes, this study emphasises the importance of early language exposure.

The concept of brain plasticity has been further explored through neuroimaging studies. Kuhl (2004), for example, revealed that children exposed to a second language before the age of one could distinguish between sounds from that language, whereas those exposed later failed to do so. It emphasises how important early exposure is to optimising language learning.

c) *Environmental Factors in Language Development*

Environmental influences, especially the quantity and quality of linguistic input, are crucial in influencing linguistic development, even if biological predispositions play a significant role in language acquisition. According to Hart and Risley (1995), kids from wealthier families conversed more sophisticatedly and heard a lot more vocabulary than kids from poorer families. By the age of three, these disparities in linguistic input had influenced vocabulary and mental development.

Recent studies have expanded on this, showing that the amount of input alone is not sufficient—quality also matters. According to Whitehurst et al. (1988), interactive reading, also known as "dialogic reading," in which parents and other adults have conversations with their children about the story, greatly enhances their vocabulary, comprehension, and storytelling abilities. This approach emphasises active participation in language learning rather than passive listening.

d) *Pedagogical Practices and Language Development*

Educational strategies must take into account the biological and environmental factors that affect language development. The importance of social contact in language acquisition is highlighted by

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Vygotsky's (1978) social constructivism theory. According to Vygotsky, connections with more experienced people—like parents, instructors, and peers—are crucial for language development. The support provided during these interactions, referred to as scaffolding, helps kids become more proficient in language.

Language acquisition gains from social interaction are also supported by research on bilingual education. Bialystok (2001) discovered that multilingual kids have more mental flexibility associated to executive function and metalinguistic awareness. According to these results, early exposure with a variety of languages may improve mental as well as language capabilities.

III. Methodology

In this study, a qualitative literature review methodology is used to examine biolinguistic theories and their application in early childhood education. The selection of sources was predicated on their pertinence to the convergence of pedagogical approaches, biological underpinnings, and language development. The present status of research on the subject was evaluated by reviewing books, reports from educational institutions, and peer-reviewed journal publications.

The method synthesises key themes from multiple studies to uncover common findings and research gaps. The objective is to provide a comprehensive overview of the ways in which biolinguistic theories can impact language learning instruction and to suggest future research avenues.

IV. Discussion

The intersection of biological predispositions and pedagogical practices in language development is both profound and complex. The foundational concepts of biolinguistic theory, particularly those relating to the innate mechanisms for language acquisition and the critical periods in early development, offer valuable insights into how children learn language. However, the application of these theories in early childhood education reveals a dynamic interplay between nature and nurture. In this section, we critically examine the implications of these findings for educational practices and address some of the challenges and limitations inherent in translating biolinguistic theories into effective pedagogical strategies.

a) Biological Predispositions: A Double-Edged Sword

Based on biolinguistic theories, particularly Chomsky's Universal Grammar (UG), all human societies share the potential to learn language from birth. Through this innate mental blueprint, children are able to create new utterances and assimilate linguistic patterns from their surroundings. Empirical research demonstrating the quick and seemingly effortless language acquisition in early life (Pinker, 1994) provides strong evidence for the existence of UG, but it is important to consider how much the child's surroundings influence or activate these intrinsic mechanisms.

The biological basis of language acquisition is reinforced by studies on FOXP2, a gene associated with speech and language impairments (Enard et al., 2002). However, although FOXP2 may provide the genetic material needed for speech production, it does not provide a comprehensive explanation for the whole spectrum of linguistic abilities. For example, while infants are able to identify all speech sounds (Kuhl, 2004), the development of complex grammatical structures such as syntax and morphology is not a straightforward, biologically based process. Instead, these skills are acquired by interaction with the environment. Therefore, even though natural mechanisms are important in language learning, a child's social and linguistic experiences play a crucial role in forming their linguistic competence.

Moreover, recent work in neuroscience suggests that while the brain is biologically equipped for language acquisition, this capacity is not a passive "set and forget" mechanism but requires ongoing activation through environmental interaction (Dehaene-Lambertz, Hertz-Pannier, & Dehaene, 2010). The question of how to create situations that consistently activate this intrinsic ability is brought up by this, especially for under-privileged kids who might not have access to linguistically rich surroundings. This insight stresses that biological predispositions must be understood in conjunction with environmental factors that either nurture or suppress language development.

b) Critical Periods: Implications for Early Intervention

There is strong evidence to support the Critical Period Hypothesis (CPH), which postulates that language learning has an ideal window in the early years of life. According to Johnson and Newport's (1989) research on second language acquisition, individuals who are exposed to a second language before the age of seven can achieve near-native ability, but later learners struggle to understand linguistic nuances. Likewise, Kuhl's (2004) research highlights that newborns' capacity to distinguish between non-native phonemes diminishes at the age of one year, supporting the idea of a physiologically sensitive window for language acquisition.

However, the implications of the CPH for early childhood education are not without controversy. Some scholars argue that while the brain's plasticity is greater during the early years, it is not necessarily the case that later exposure to language leads to failure. Recent studies on adult language learning, particularly those involving immersion in naturalistic contexts, suggest that older learners can still achieve high levels of proficiency if given optimal exposure (Snow, 2010). The question of

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whether the critical period is a rigid rule or more flexible than initially believed is brought up by this. Additionally, while the CPH highlights the importance of early exposure to language, it also underscores the need for quality input and social interaction, which are equally crucial for language development.

Although the early years are important for laying a strong language foundation, this stage does not always conclude at a specific age. However, as children get older, it may necessitate more intensive and targeted interventions, particularly for those who haven't had much exposure to environments with a lot of language. Head Start and other early intervention programs that target low-income families are essential for providing language exposure to children during these critical years.

c) *Environmental Input: A Key to Unlocking Biolinguistic Potential*

Even while language learning is based on intrinsic processes, the quantity and quality of external information ultimately dictate how a language evolves. Children in different socioeconomic backgrounds hear a significantly different quantity of words, according to research by Hart and Risley (1995). Their findings indicate that youngsters from affluent families were exposed to millions more words than their counterparts from disadvantaged families by the time they were three years old. Due to these variations in language exposure, vocabulary development is quantifiable and has been shown to be closely linked to future academic success.

However, the quality of verbal input is equally as significant as its amount. Compared to interactive and mentally stimulating language input, like that provided by dialogic reading and other active engagement activities, passive exposure has a significantly smaller impact on language development. Whitehurst et al. (1988) found that when caregivers actively involve youngsters in storytelling by asking questions and encouraging them to elaborate, the children's language skills increase. This insight suggests that what matters are the variety and responsiveness of language experience rather than only language exposure. Fostering language abilities needs interactive engagement, such as "serve and return" exchanges (Yale University, 2016).

Still, these Findings Highlight a Significant Issue: linguistic differences between children from different socioeconomic backgrounds persist. Lower-income children often lack the rich language input necessary for optimal growth. Particularly for children from disadvantaged families, educational programs that aim to increase the amount and quality of language exposure are essential. In addition to increasing vocabulary, these programs should foster the dynamic and mentally demanding situations that have been demonstrated to be the most effective in improving language proficiency.

d) *Social Interaction: The Role of Scaffolding and Collaboration*

Social interaction is also emphasised in theories of language acquisition. The focus of Vygotsky's sociocultural theory (1978) is on the ways in which teachers, parents, guardians, and anybody else with more experience can support language development. According to the Zone of Proximal Development (ZPD) theory, supervised interactions that challenge current language competency levels without becoming overly demanding can help youngsters improve their language skills. This kind of social scaffolding helps kids develop more complex language and mental skills.

One of the most important aspects of social contact in language learning is peer engagement. Collaborative activities that allow children to use language in relevant, everyday contexts include cooperative problem-solving and group discussions. Bialystok (2001) found that multilingual children have greater mental flexibility, which has been linked to enhanced metalinguistic awareness and executive function. Beyond just language acquisition, these mental advantages also apply to other areas of mental development, such as memory, attention, and problem-solving skills.

The challenge for educators is to create environments that provide opportunities for rich social interaction in both structured and unstructured contexts. By fostering peer relationships and promoting activities that require children to communicate and collaborate, educators can enhance language development. Additionally, teachers can scaffold language development through dialogic teaching, which involves guiding children's thinking and language production through careful questioning, feedback, and support.

V. Conclusion and Future Directions

A process that results from the complex interaction of pedagogical methods and biological predispositions, the transition from babble to fluent expression is one of the most amazing accomplishments of early life. As this paper has examined, children are born with a neurological and genetic foundation for language; however, the realisation of this potential is significantly influenced by the environments in which they learn, play, and communicate.

The biolinguistic perspective emphasises the inherent capacity of the human mind to learn language, focusing on the evolutionary, genetic, and neural frameworks that render linguistic development not just possible, but anticipated. Yet, this biological foundation is not a guarantee. Without responsive, developmentally

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appropriate, and linguistically rich environments—especially during critical or sensitive periods—this potential can remain underdeveloped or become compromised.

Research-based pedagogical strategies that align with children's developmental needs can powerfully enhance language growth. From Vygotsky's scaffolding and Bruner's LASS to contemporary play-based and bilingual educational models, practical teaching approaches engage with and extend children's natural capacities. These strategies also serve as powerful interventions in cases where language development is atypical, demonstrating that education can mitigate biological vulnerability when implemented thoughtfully and early.

Empirical evidence—including longitudinal studies, neuroimaging data, and real-world case studies—reinforces the need for integrative approaches that respect both biology and context. Whether examining the consequences of linguistic deprivation or the benefits of enriched environments and bilingualism, the data points toward a single truth: language development is neither predetermined nor accidental. It is shaped by dynamic, reciprocal interaction between the child and the world around them.

Looking ahead, a few areas Deserve Consideration:

Neuroeducational Collaboration: Further interdisciplinary research between neuroscience, linguistics, and pedagogy can deepen our understanding of how specific instructional strategies influence brain development and long-term linguistic competence.

AI and Assistive Technology: As artificial intelligence and digital tools become more integrated into education, their role in supporting or enhancing early language development must be carefully studied and regulated, especially for neurodiverse learners.

Equity in Language Access: Future policies must prioritise linguistic justice, ensuring that all children—regardless of language background, ability, or socioeconomic status—have access to nurturing environments that reflect their cultural and linguistic identities.

Global and Indigenous Perspectives: More research is needed on how traditional oral cultures and indigenous pedagogies contribute to language acquisition. Incorporating these perspectives can diversify and enrich current educational models.

Personalized Learning Models: Advances in data analytics and machine learning have the potential to enable more customized language interventions. These interventions can adapt to each child's unique biological and mental profile, optimizing both the timing and content delivery.

In conclusion, the future of early childhood language education depends on the ongoing fusion of pedagogy and biology, practice and research, and innovation and cultural heritage. Adopting a comprehensive approach to language development can help educators and legislators create generations of students who are not only linguistically skilled but also socially connected, intellectually empowered, and culturally rooted.

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Law Beyond Doctrine: Socioemotional Learning as a Pedagogical Imperative

By Dr. Katia Antunes

Abstract- This article analyzes the imperative of integrating socioemotional competencies into legal education, in response to a global demand aligned with benchmarks such as UNESCO's 21st-century competencies and Sustainable Development Goal 4 (SDG 4). It critiques the limitations of traditional, technically focused legal pedagogy and advocates for transformative approaches that combine active methodologies with interdisciplinary rigor to better teach socioemotional competencies to law students. Through case studies from U.S. law schools, the study demonstrates how curricula emphasizing self-awareness, empathy, and strategic communication produces jurists capable of addressing contemporary legal challenges while upholding ethical and humanistic values. The analysis underscores the need for pedagogical reforms that align legal training with the socioemotional demands of modern practice, fostering professionals equipped to navigate complexity with both technical mastery and emotional intelligence.

Keywords: *legal education reform, socioemotional learning, interdisciplinary pedagogy, human rights, active methodologies.*

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I. Introduction

The education of legal professionals has historically been characterized by a curriculum centered on the transmission of technical and normative knowledge, often emphasizing cognitive skills such as critical thinking and problem-solving. While these approaches are essential for understanding legal systems, they frequently neglect the holistic development of students, particularly in addressing the complex human and social dimensions inherent in legal practice.

To bridge the gap between legal education and professional practice, some institutions have introduced clinical legal education programs and supervised traineeships. These initiatives offer experiential learning opportunities, allowing students to engage with real-world legal challenges under guidance. Nevertheless, perceiving reality and understanding the legal functioning of society are not enough.

Significant opportunities remain for adoption of pedagogical models that explicitly prioritize socio-emotional competencies, a shift that can meaningfully transform the way students will act as legal professionals in the future.

In contemporary legal practice, professionals increasingly face complex social, emotional and ethical challenges, highlighting the need to reevaluate legal education. Integrating socioemotional competencies, such as self-awareness, empathy, and effective communication into curricula is essential to cultivate ethical decision-making and humanize legal practice.

This is a global movement, as evidenced by the concern of international organizations in emphasizing the importance of this educational path. In this regard, we highlight the United Nations Educational, Scientific and Cultural Organization's (UNESCO) competencies for the 21st century (UNESCO, 2015)[1] and the United Nations' Sustainable Development Goal 4 (SDG 4) (UN, 2015)[2], which emphasize holistic education aimed at preparing professionals for societal engagement. These international benchmarks underscore the urgency for legal education to move beyond doctrinal mastery, fostering professionals capable of addressing societal challenges with empathy, critical reflection, and a justice-oriented mindset.

This article examines why and how to integrate socioemotional competencies into legal curricula.

Interdisciplinary collaboration emerges as a pivotal strategy in this transformation. Drawing from psychology, behavioral economics, history, and philosophy enriches legal pedagogy, enabling students to analyze issues through multidimensional lenses.

The potential impacts of this paradigm shift are significant. A curriculum that integrates socioemotional learning and interdisciplinary rigor nurtures jurists who combine professional excellence with civic responsibility. This educational model realizes the transformative potential of legal education, aligning legal training with a broad and humanistic vision of the law, fostering legal practice attuned to the complexities of individuals and society.

II. Socioemotional Competencies in Legal Education

a) Definition and Relevance

Socioemotional competencies refer to a set of skills that involve the ability to recognize, understand, and manage one's own emotions, commonly referred to

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[1] United Nations Educational, Scientific and Cultural Organization (UNESCO). (2015). *Rethinking education: towards a global common good?* https://unesdoc.unesco.org/ark:/48223/pf0000232555

[2] United Nations. (2015) *Transforming our world: the 2030 Agenda for Sustainable Development.* https://sdgs.un.org/2030agenda

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as self-awareness and self-regulation. They also include the ability to perceive and feel others, to the extent of being able to establish healthy interpersonal relationships. Lastly, they encompass the ability to act, meaning the capacity to mediate interests, make responsible decisions, and respond ethically and constructively to challenges, frustrations, and conflicts.

According to research in educational psychology and cognitive neuroscience, these competencies are fundamental to an individual's holistic development and have a direct impact on academic, professional, and social performance (CASEL, n.d., 2022, p. 1).[3]

As Vygotsky (1989, p. 101) affirms, learning and development are interconnected, and organized learning promotes mental development by activating various processes that would not otherwise occur.[4] Broad learning involving the development of different domains of knowledge contributes to more robust intellectual and human growth.

In the university context, socioemotional development has been associated with higher levels of engagement, self-regulation, and well-being. Studies have shown that strengthening these competencies in higher education significantly contributes to student retention, intrinsic motivation, and emotional resilience, factors particularly relevant in intensive and highly competitive programs such as Law (Machado, 2024, p. 353–376).[5]

Modern studies argue that we live in a "society of exhaustion", marked by self-demand, hyper productivity and emotional burnout. For Byung-Chul Han (2015, p. 101), the contemporary individual, pressured by an unrelenting performance ideal, becomes their own oppressor, trapped in a cycle of self-exploitation and psychological suffering.[6] This perspective invites reflection on the importance of self-perception, self-regulation and attention to well-being as key factors that enables students to cope more healthily with academic and professional challenges, safeguard their mental health and cultivate ethical and humane social relationships. From this standpoint, the development of socioemotional competencies is not only desirable but urgent.

The inclusion of socioemotional competencies in the law school curriculum is justified not only for the personal benefits but also by the professional profile demanded by today's society: a legal practioner capable of acting with sensitivity, respect for diversity, relational ethics, and social awareness.

Moreover, a legal professional capable of nuanced interpretation, broad contextual analysis, and deliberate decision-making-grounded in a conscious evaluation of potential consequences represents a distinctively valuable professional profile.

Finally, contemporary challenges faced by legal professionals are more complex than in the past, requiring disruptive thinking, innovative solutions, and greater creative capacity.

Despite their importance in both personal and professional domains, this paper aims to explore these competences within the context of legal practice.

b) Core socioemotional competencies

Legal practice involves navigating interpersonal conflicts, competing interests, and emotional tensions. In this context, legal professionals need more than technical and normative expertise. They must also be equipped to address subjective and relational dimensions, both in relation to themselves and to others. This is where socioemotional competencies become essential. The ability to perceive oneself, understand human dynamics, and act with ethical sensitivity is a critical differentiator for promoting justice in a more humane, empathetic, and effective manner.

Below, we explore some of the core socioemotional competencies considered essential in legal education for preparing more well-rounded professionals. Individuals equipped not only to argue, but also to listen, reflect, mediate, and address conflicts with emotional intelligence and social responsibility.

i. *Self-awareness and self-regulation*

The first step toward professional efficacy, particularly in conflict-related situations, is self-awareness. Self-awareness enables future jurists to recognize their emotions, limitations, values, and beliefs, and to understand how these dimensions influence their decisions and professional conduct. A legal professional who lacks adequate self-perception risks allowing personal emotions and interests to interfere inappropriately with the handling of legal matters. This may result in outcomes that prioritize the practitioner´s preferences over the genuine interests of the parties involved, thereby compromising both the quality of the solution and the fairness of the outcome, ultimately failing to address the parties´ actual needs adequately.

Self-regulation, in turn, refers to the ability to manage these emotions constructively, maintaining composure in situations of pressure, conflict, or frustration. In the legal environment, where clashes of ideas are constant, this competency is crucial to remaining balanced and acting ethically and professionally. Self-regulation is essential for legal professionals to avoid emotional derailment and to

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regain equilibrium swiftly, preserving the clarity needed to focus on resolving the matter at hand.

Consequently, cultivating the ability to accurately identify, distinguish, and regulate one's professional boundaries in relation to client interests constitutes a core competency for effective legal practice.

ii. *Perceiving the other: empathy and active listening*

Law, as a discipline centered on organizing human relationships, also demands sensitivity to perceive the other: their needs, suffering, and reasoning. Empathy enables professionals to place themselves in another's position, understanding their perspective without judgment. Active listening involves paying genuine attention not only to what is said but also to what lies beneath the words, capturing emotions and intentions. Developing these competencies helps foster bonds of trust, which are essential in legal advocacy, judicial roles, mediation, and other conflict-resolution practices.

Many legal cases contain, beneath their formal claims, profound personal and emotional motivations that remain unstated in legal pleadings. Recognizing these underlying dimensions is often crucial to developing genuinely effective resolutions. A pragmatic example arises in family law disputes, particularly divorce and custody cases, where litigation frequently reflects unresolved emotional conflicts or unmet psychological needs, often bearing minimal connection to the material or objective issues presented in the proceedings.

The landmark case *In re Marriage of Bonds* (2005)[7] exemplifies how hidden emotional conflicts often underline formal legal petitions in family law. While the pleadings framed a contentious custody battle, therapeutic mediation revealed both parents' unstated needs: the father sought predictable visitation enforcement rather than sole custody, while the mother primarily desired financial security assurances. The California Supreme Court noted this disconnect, observing that "the adversarial pleadings masked the parties' shared anxiety about protracted litigation trauma." This case demonstrates how judicial systems must look beyond surface-level claims to address the emotional the emotional substrata of family disputes. This principle is now embedded in California's mandatory mediation rules and increasingly adopted in other jurisdictions seeking alternatives to traditional adversarial processes in emotionally charged cases.

In the corporate domain, a notable illustration involves Abilio Diniz, who engaged Harvard professor and mediator William Ury (2015, p. 22)[8] to facilitate resolution of a control dispute over the Casino Group. The conflict, characterized by legal contention intertwined with personal and corporate tensions, was ultimately resolved through reestablished dialogue between the parties, coupled with a structured negotiation and self-reflection. This approach allowed the underlying interests of both sides to surface and be effectively addressed, resulting in an agreement that circumvented protracted litigation.

The strategy recommended by Ury (2015) consists of the following steps:

> "Put yourself in their shoes (...). To reach this point of view, three initiatives can be helpful. First, try to distance yourself and see it from the 'box seat.' Second, listen empathetically to your deepest, most intimate feelings to interpret what they are really telling you. Third, dive even deeper into your inner self and discover what your most fundamental needs are."

What stood out the most in this case was Ury's ability to assist the parties in deeply and personally explore their true interests, which likely what enabled the discovery of new alternatives and ultimately led to conflict resolution.

iii. *Learning to Act: Critical Thinking and Creativity*

Effectively navigating complex situations in legal practice demands critical thinking, namely the capacity to analyze facts through logical, ethical, and contextual lenses to derive appropriate and effective solutions.

In this regard, as Pedro Demo (1997, p. 89) emphasizes, critical thinking is intrinsically connected to the knowledge construction of knowledge through research and reflection rather than mere reproduction ok information.[9] This cognitive approach represents the only mechanism capable of generating genuine social transformation, as Demo argues, by producing knowledge that actively engages with reality and fosters substantive change.

Creativity, within this framework, proves equally indispensable for developing innovative and effective solutions to legal challenges.

Legal practice, as Dworkin (1986) emphasizes, demands more than procedural technique. It requires "interpretive integrity" that reconciles legal norms with philosophical principles of justice. This approach, which he terms "law as integrity", illustrates how the dialogue between law and philosophy is essential for resolving

[7] United States. California Supreme Court. *In re Marriage of Bonds*, No. S274033 (Cal. 2025). Justia. Retrieved July 15, 2025, from https://law.justia.com/cases/california/supreme-court/4th/24/1.html

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[9] Demo, P. (1997) *Pesquisa e construção do conhecimento (*3rd ed.) Tempo Brasileiro. (Original work in Portuguese: "Educação precisa levar à emancipação, não ao atrelamento. O instrumento principal de emancipação não é ideologia, mas conhecimento crítico e criativo. Este não se faz sem aquela, mas este é mais relevante." My translation: "Education must lead to emancipation, not subjugation. The main instrument of emancipation is not ideology, but critical and creative knowledge. This cannot be achieved without the former, but it is more relevant.")

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hard cases through coherent principles, justifying decisions on ethical grounds, and avoiding purely positivist solutions (Dworkin, 1986, p. 243)[10]. This methodological framework inherently bridges legal doctrine and political philosophy, requiring familiarity with theories such as Rawls' theory of justice (1971)[11] or Nozick's Entitlement Theory (1974)[12] to critically evaluate what constitutes fairness and equity in legal adjudication.

The case *Riggs v. Palmer*[13] exemplifies Dworkin's "law as integrity" where the court denied an inheritance to a murderer based on the unwritten principle that "no one shall profit from their own wrong." Dworkin (1986) highlights this decision as an embodiment of (i) principle over rule (moral coherence superseded strict legal text, reflecting natural law theory)[14]; (ii) constructive interpretation (judges interpreted the law as a "chain novel", aligning decisions with underlying principles of justice) and (iii) institutional role (affirming law's duty to express societal values rather than merely regulate behavior). In legal practice, this underscores the need to identify implicit moral principles within legal gaps, balance competing ethical claims, and justify decisions through coherent normative reasoning. While positivists such as Hart (1961)[15] critique such judgments as judicial overreach, Dworkin counters that morality is intrinsic to legal interpretation (*Justice in Robes*, 2006).[16] *Riggs* thus remains a foundation case for interdisciplinary legal-philosophical analysis.

A pivotal U.S. Supreme Court decision on voting rights[17] further illustrates how historical and geographical evidence informs constitutional interpretation. The majority (5-4) cited post-1965 racial progress (e.g., President Obama's election) to invalidate the Voting Rights Act's preclearance system. In contrast, the dissent relied on historical analysis of evolving voter suppression tactics, GIS mapping revealing persistent polling place closures in predominantly Black neighborhoods, and spatial statistics indicating discriminatory redistricting patterns. This evidentiary clash proved determinative: the Court's rejection of geographical-historical data enabled immediate regression, evidenced by 868 polling place closures in formerly covered jurisdictions. The case established that judicial assessment of voting rights must incorporate temporal depth (examining the persistence of structural discrimination); spatial literacy (mapping policy impacts), and a rejection of formal equality myths. Subsequent cases, such as *Milligan v. Merrill*[18], continue to confront this enduring methodological divide.

iv. *Strategic Communication*

Effective professional communication requires not only clarity and precision, but also strategic expression. Once the practitioner has successfully dissociated emotions from substantive issues, understood the stakeholders' underlying interests, and aligned these with legally viable solutions, it becomes essential to articulate this synthesis with deliberate focus and communicative competence.

The ability to facilitate dialogue between opposing parties, mitigating conflicts rather than exacerbating it, while remaining focused on substantive matters and communicating with intentionality constitutes a core competency in legal practice.

Although oratory and rhetoric, esteemed since classical antiquity, remain relevant, they now represent just one facet of a broader communicative skillset. This expanded repertoire is equally, if not more, indispensable for achieving effective and enduring professional outcomes.

According to Adeodato (2019, p. 12-13), rhetoric today should not be understood merely as a set of persuasive techniques, but as a genuine method for the study and practice of law.[19] This perspective expands the function of rhetoric, transforming it into an indispensable tool for critical and strategic legal reasoning, one that fosters constructive dialogue and intelligent negotiation between parties. For the author, a legal professional who masters rhetoric is better equipped to mediate conflicts, articulating arguments that transcend the mere application of legal norms by incorporating the social, ethical, and human context of legal disputes.

[10] Dworkin, R. (1986). *Law's Empire.* Harvard University Press.
[11] Rawls, J. (1971). *A Theory of Justice.* Harvard University Press.
[12] Nozick, R. (1974) *Anarchy, State, and Utopia.* Basic Books.
[13] United States. New York Court of Appeals. *Riggs v. Palmer.* (n.d.) v. Lex. Retrieved July 15, 2025, from https://case-law.vlex.com/vid/riggs-v-palmer-884426406
[14] Finnis, J. (1980) *Natural Law and Natural Rights.* Oxford University Press.
[15] Hart, H. L. A. (1961) *The Concept of Law*. Clarendon Press.
[16] Dworkin, R. (2006) *Justice in Robes.* Harvard University Press.
[17] United States. Supreme Court. *Shelby County v. Holder*, 570 U.S. 529 (2013) Justia. Retrieved July 15, 2015, from https://supreme.justia.com/cases/federal/us/570/529/
[18] United States. Supreme Court. *Milligan v. Merrill*, 597 U.S. ___ (2022). Supreme Court of United States. Retrieved July 15, 2025, from https://www.supremecourt.gov/opinions/21pdf/21a375_d18f.pdf
[19] Adeodato, J. M. (2019). *Retórica como metódica para estudo do Direito.* (4th ed.). Saraiva. (Original work in Portuguese: "Essa ligação entre *pathos* e *ethos*, em Aristóteles, está no contexto de considerá-los formas de persuasão retórica, ao lado do *logos*, como dito. E os raciocínios demonstrativos do *logos* não tinham o prestígio que a ciência 'lógica' lhes veio emprestar na modernidade. Há uma consciência clara, já na Grécia antiga, de que certos assuntos humanos, assim como determinados tipos de auditório, pouco têm a fazer com a razão 'lógica'." My translation: "This connection between pathos and ethos, in Aristotle, is within the context of considering them forms of rhetorical persuasion, alongside logos, as mentioned. The demonstrative reasoning of logos did not carry the prestige that 'logical' science later conferred upon it in modernity. There was a clear awareness, already in ancient Greece, that certain human subjects, as well as specific types of audiences, have little to do with 'logical' reasoning.")

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Mootz (2018, p. 112) similarly observes that "legal reasoning is fundamentally rhetorical because it must always persuade particular audiences – whether clients, judges, or society at large – of the justice of its conclusions within historically contingent frameworks of meaning."[20]

The U.S. Supreme Court's decision in *Fisher v. University of Texas* (2016)[21] exemplifies the expanded role of rhetoric in legal practice. Justice Kennedy's majority opinion demonstrated how strategic rhetorical framing could reconcile constitutional principles with societal context, transforming an affirmative action dispute into a broader dialogue on the value of educational diversity. This aligns with Farber's (2019) interpretation of rhetoric as mediating tool. In this case, the Court's language bridged ideological divides by articulating how racial consciousness serves compelling state interests without violating Equal Protection Clause. The opinion's careful balancing of ethical imperatives (e.g., diversity), social realities (e.g., campus climate), and legal doctrine (e.g., strict scrutiny) illustrates how judicial rhetoric can constructively negotiate conflicts beyond mere norm application, advancing law's humanistic goals while preserving constitutional fidelity.

The National Labor Relations Board´s decision in *Starbucks Corp. v. Wolfe* (2023)[22] further underscores rhetoric's critical role in corporate legal strategy. While formally addressing unfair labor practices under Section 8(a)(1) of the NLRA, the Board's opinion employed nuanced rhetorical framing to balance corporate operational concerns with workers´ right to organize. The administrative law judge's language reframed a contentious unionization dispute as a mediated solution, acknowledging Starbucks' "legitimate business concerns" while affirming "the fundamental dignity of labor organizing". This demonstrates how judicial rhetoric can harmonize statutory compliance with socio-ethical considerations, exemplifying an interdisciplinary approach. It illustrates how sophisticated legal argumentation transcends binary compliance/non-compliance models to create space for institutional dialogue and negotiation.

Additionally, Adeodato (2019) points out that combining oratory with rhetoric enables legal professionals to craft arguments that not only persuade through logic but also move audiences through emotional and ethical appeal which are elements essential for constructing legitimate and socially accepted legal decisions. This complex and multidimensional communicative skill is fundamental for addressing contemporary legal challenges, which demand sensitivity, flexibility, and creativity in conflict resolution and in the pursuit of justice.

The Delaware Chancery Court's decision in *Tornetta v. Musk* (2022)[23] exemplifies the interplay of logical, emotional, and ethical persuasion in corporate litigation. While formally addressing allegations of Tesla directors' breach of fiduciary duty, Chancellor McCormick's opinion masterfully employed rhetorical triangulation: citing financial analyses (logos), highlighting unfair labor impacts (pathos), and framing a compensation package as a violation of corporate stewardship norms (ethos). This approach aligns with Adeodato's (2021) model of multidimensional legal persuasion, wherein the Court's language transformed a contractual dispute into a normative statement about equitable capitalism. The opinion's rhetorical construction, particularly its invocation of 'shareholder democracy', illustrates how judicial discourse can legitimate decisions by addressing both technical compliance and broader social expectations, a critical competency for resolving complex corporate conflicts involving competing stakeholder interests.

As demonstrated, socioemotional competencies are fundamental to the comprehensive application of legal principles. Notably, integration into legal pedagogy emerges as both necessary and feasible. The systematic incorporation of these competencies into legal education should not be regarded as a marginal innovation or mere curricular supplement. Rather, it constitutes a normative and pedagogical imperative for cultivating professionals who combine technical expertise with humanistic awareness. This alignment responds to contemporary legal challenges while supporting global commitments to holistic education, active citizenship, and the protection of human dignity.

III. Active Methodologies and Interdisciplinarity in Legal Education

a) *Overcoming the Fragmentation of Legal Education*

The fragmentation of knowledge resulting from the traditional organization of legal curricula into isolated technical disciplines undermines the development of professionals capable of addressing the complexity of contemporary legal issues. Although this compartmentalized structure may serve the purpose of systematizing content, it often neglects the

[20] Mootz, F. J. (2018) *Rhetorical Jurisprudence: Law as a Product of Persuasion and Tradition*. University of Nevada Press.

[21] United States. Supreme Court. *Fisher v. University of Texas at Austin*, 579 U.S. 365 (2016). Justia. Retrieved July 15, 2025, from https://supreme.justia.com/cases/federal/us/579/14-981/ Accessed on: 15. Jul. 2025.

[22] United States. National Labor Relations Board. *Starbucks Corp. and Workers United*, No. 23-1953 (3d Cir. 2024). Justia. Retrieved July 15, 2025, from https://law.justia.com/cases/federal/appellate-courts/ca3/23-1953/23-1953-2024-12-27.html

[23] United States. Delaware Court of Chancery. *Tornetta v. Musk*, C.A. No. 2018-0408-JTL (Del. Ch. 2024). Delaware Courts. Retrieved July 15, 2025, from https://courts.delaware.gov/Opinions/Download.aspx?id=372420

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interdependence among various fields and fails to reflect the multifaceted nature of legal conflicts. Consequently, it produces professionals who may demonstrate proficiency in specific normative domains but lack critical thinking, social awareness, and the ability to integrate diverse forms of knowledge.

Overcoming this limitation requires a profound reexamination of educational paradigms in legal training. In this context, interdisciplinarity should not be understood as the mere juxtaposition of content from other fields, but rather as a deep and ethical stance that recognizes the complexity of legal phenomena and the necessity of understanding them through multiple lenses - social, historical, economic, cultural, and emotional. Edgar Morin (2003, p. 21) emphasizes the need to transcend the compartmentalization of knowledge in favor of a "well-made head," capable of connecting and critically contextualizing information.[24] Such complex thinking is particularly vital in the legal field, where norms are neither neutral nor self-explanatory, but are embedded within dynamic and often conflicting social contexts. Legal education, therefore, must foster competencies grounded in the humanities, social sciences, and the cultivation of socioemotional skills.

The persistence of a fragmented technical education contributes to the disconnection of law from its social function, limiting access to justice and perpetuating dehumanized legal practices. Reconfiguring legal education through an inter-disciplinary and integrated vision of knowledge is not merely an academic or professional requirement, but an ethical and political imperative.

b) Meaningful Learning: Research, Projects, and Cooperation

To implement this transformation, the adoption of active learning methodologies is recommended. Such approaches advocates for positioning students as active protagonists in their educational trajectories. Pedro Demo (1997, p. 89) argues that research should be understood not merely as a method but as an educational principle. In his view, teaching is fundamentally about fostering the ability to think, an objective that can only be achieved when students are encouraged to investigate, question, and critically reconstruct legal and social knowledge.[25]

Building on this perspective, Feferbaum (2021, p. 193)[26] contends that active methodologies in legal education go beyond the application of techniques; they entail a deeper transformation in pedagogical posture. The focus shifts from the mere transmission of content to the creation of meaningful formative experiences. Consequently, the role of the professor evolves from that of a transmitter of knowledge to that of a mediator, facilitator, and curator of learning environments.

In this regard, project-based interdisciplinary learning emerges as a powerful strategy for integrating both technical and socioemotional competencies. As Feferbaum (2021, p. 193) highlights, the collective construction of knowledge through real or simulated problem-based scenarios[27] enables students to develop autonomy, empathy, social responsibility, and argumentative skills, which are essential attributes for the critical and ethical practice of law. By engaging in projects with practical relevance, students are challenged to apply legal knowledge in an integrated and reflective manner, engaging with other fields of knowledge and with real-world conflicts.

Within this same critical framework, Bittar (2003, p. 188) argues that legal research should be understood as a tool for intellectual and political emancipation, as it enables students to construct a deeper understanding of legal and social realities. He emphasizes that legal education must move beyond a dogmatic and technocratic model, making room for a pedagogy grounded in critical thinking, ethics, and a commitment

[24] Morin, E. (2003) *A cabeça bem-feita: repensar a reforma, reformar o pensamento.* (8th ed.). Bertrand Brasil. (Original work in Portuguese: "'Uma cabeça bem-feita' significa que, em vez de acumular o saber, é mais importante dispor ao mesmo tempo de: - uma aptidão geral para colocar e tratar os problemas; - princípios organizadores que permitam ligar os saberes e lhes dar sentido." My translation: ""A well-made head" means that, instead of accumulating knowledge, it is more important to simultaneously have: - a general aptitude for addressing and dealing with problems; - organizing principles that allow for connecting knowledge and giving it meaning.")

[25] Demo, P. (1997) *Pesquisa e construção do conhecimento* (3rd ed.) Tempo Brasileiro.

[26] Feperbaum, M. (2021). *Metodologias ativas em Direito: guia prático para o ensino jurídico participativo e inovador.* Fundação Getulio Vargas. (Original work in Portuguese: "A primeira reflexão é sobre os papéis de estudantes e professores na sala de aula. Quanto ao papel do docente em sala de aula, como mencionado, pode ser desde um transmissor de informações até um encorajador do aprendizado. E isso impacta diretamente o papel que o professor atribui para o aluno, desde um espectador até um agente ativo no processo de construção de seu conhecimento." My translation: "The first reflection is about the roles of students and teachers in the classroom. Regarding the teacher's role in the classroom, as mentioned, it can range from a transmitter of information to a facilitator of learning. This directly impacts the role that the teacher assigns to the student, from a spectator to an active agent in the process of building their knowledge.")

[27] Feperbaum, M. (2021). *Metodologias ativas em Direito: guia prático para o ensino jurídico participativo e inovador.* Fundação Getulio Vargas. (Original work in Portuguese: "Produzir materiais inéditos, como um caso didático, é muito importante, pois, dessa maneira, torna-se possível apresentar aos alunos temas reais, atuais e controversos. (...) Os materiais devem ser capazes de preparar a turma para a atividade, mas sem condicioná-las a um específico caminho." My translation: "Producing original materials, such as a teaching case, is very important because it allows us to present students with real, current, and controversial topics. (...) The materials should be able to prepare the class for the activity, but without binding them to a specific path.")

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to social justice.[28] Research, therefore, is not merely the application of methods; it constitutes an investigative, reflective, and creative attitude, essential for building a more humanized legal system committed to democratic values.

It is crucial to encourage students to take an active role in the construction of knowledge, rather than adopting a passive stance in which the professor is viewed as the sole source of ready-made information. Knowledge creation should be a collaborative process. Collective learning enriches this process by fostering reflection from diverse perspectives.

Below are three examples of innovative approaches that demonstrate the successful integration of socioemotional learning in law schools, as described by Feferbaum (2023)[29]:

Yale Law School's *Emotional Intelligence in Litigation* course integrates biofeedback-assisted mock trials, in which students monitor physiological responses (e.g., heart rate variability) during simulated cross-examinations (Feferbaum, 2023, p. 117). By pairing real-time biometric data with reflective debriefings, students develop self-regulation skills that are essential for high-stakes advocacy, effectively bridging neuroscience and traditional legal training.

At Stanford Law, the *Mindful Contract Drafting* course employs collaborative annotation platforms enhanced with emotional tone analysis, enabling students to identify stress-inducing language in contracts (Feferbaum, 2023, p. 89). This approach combines AI-driven feedback with mindfulness practices, fostering both technical precision and emotional awareness in transactional legal work.

CUNY Law School's *Theatre of the Oppressed in Legal Aid* adapts Augusto Boal's forum theatre methodology, allowing students to re-enact housing court scenarios while audience members intervene to explore alternative resolutions (Feferbaum, 2023, p. 144). This immersive pedagogical technique cultivates empathy and creative problem-solving, critical competencies for social justice-oriented legal praactice.

In an increasingly digital world, students may require more robust preparation for meaningful and effective collaborative interactions. In this context, it becomes the responsibility of the educator to cultivate an environment of respect and trust, where students feel safe to express their viewpoints without fear of judgment or excessive criticism. Developing the capacity to express emotions in an intelligent and empathetic manner represents a promising approach to strengthening interpersonal relationships. This type of learning can be incorporated into integrated activities that combine academic content with emotional development.

As Steiner suggests[30]:

> "If you use action/feeling statements correctly, you will gradually begin to shed light on the emotional landscape around you. You will have a tool to understand how people feel, how intensely, and why. (...) Learning to listen and understand how our actions influence others' feelings, without becoming defensive, is crucial in this process. (...) With this format (action/feeling statements), we can face emotionally difficult situations and prevent their escalation by opening the door to richer and more satisfying relationships." (2001, p. 111)

The author argues that when students recognize the tangible benefits of emotionally intelligent practice, such as eliciting critical case information from clients who feel at ease, or uncovering the genuine interests of counterparts to formulate value-generating solutions, they become more motivated to acquire technical knowledge while simultaneously cultivating essential emotional competencies. This cognitive shift may serve as a pivotal differentiator in enhancing the effectiveness of legal education.

This study underscores the importance of integrating specialized interpersonal techniques into legal training, particularly methods traditionally associated with other disciplines, such as mediation[31], restorative justice[32], nonviolent communication (Rosenberg, 2003)[33], and principled negotiation (Fisher & Ury, 1981)[34]. These evidence-based approaches exemplify the socio-relational competencies required for

[28] Bittar, E. C. B. (2024) *Metodologia da Pesquisa Jurídica*. (18th ed.) Saraiva. (Original work in Portuguese: "A formação do operador do direito não pode se dar apenas pelo acúmulo de conteúdos técnicos e dogmáticos; é preciso desenvolver no estudante de direito uma consciência crítica, ética e comprometida com a transformação social. O direito não pode ser compreendido como um fim em si mesmo, mas como instrumento de realização da justiça." My translation: "The training of a legal professional cannot be achieved merely through the accumulation of technical and doctrinal content; it is essential to develop in law students a critical, ethical awareness that is committed to social transformation. The law should not be understood as an end in itself, but as an instrument for achieving justice.")

[29] Feferbaum, M. (2023). *Transformative Legal Pedagogy: Integrating Socio-Emotional Learning in Law Schools.* Routledge.

[30] Steiner C., & Perry, P. (2001). *Educação Emocional: um programa personalizado para desenvolver sua inteligência emocional.* (T. B. dos Santos, Trans.). Objetiva.

[31] Almeida, T. (2014). *Caixa de Ferramentas em Mediação: aportes práticos e teóricos.* Dash Editora.

[32] Zehr, H. (2008). *Trocando as lentes: justiça restaurativa para o nosso tempo.* (T. Van Acker, Trans.). Palas Athena.

[33] Rosenberg, M. B. (2006) *Comunicação não-violenta: técnicas para aprimorar relacionamentos pessoais e profissionais.* (M. Vilela, Trans.). Ágora.

[34] Fisher, R., Ury W., & Patton, B. (2005). *Como chegar ao sim: como negociar acordos sem fazer concessões.* (2nd ed.). Imago. Examples of skills acquired through learning these techniques include: (i) the direct communication of one's own feelings, without attacking or judging others; (ii) taking responsibility for one's behavior, beginning to see oneself as an agent of the events surrounding them, (iii) separating people from the problem (iv) identifying needs, (v) focusing on interests rather than positions, (vi) creating options for mutual gain, and (vii) using objective criteria to achieve sustainable agreements.

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contemporary legal practice, from client interactions to dispute resolution contexts.

Moreover, it is essential to incorporate ethical (Aristotle, 1985, p. 93)[35] and social considerations into legal education so that law students may become conscious agents of social transformation. From an ethical standpoint, legal professionals play a fundamental role in fostering social peace, as justice and peace are intrinsically linked (Faria, 2007, p. 53)[36]. From a social perspective, it is important for students to understand the challenges faced by their communities and reflect on how they can position themselves in response to these realities.

These competencies are valuable not only in students' future professional practice but also in their personal development. Throughout their academic and professional journeys, such tools will support them in the pursuit of their own "truths" and in achieving meaningful engagement within their social contexts.

Despite the challenges, there are concrete experiences that demonstrate both the feasibility and the benefits of adopting active methodologies and integrating socioemotional competencies into legal education. Strategies such as project-based learning and discussion circles[37] have proven effective in aligning theory and practice, academic content and lived experience, and technical knowledge with emotional sensitivity. These approaches foster greater engagement, empathy, teamwork, and a deeper understanding of the social role of law. Furthermore, participatory and interdisciplinary methodologies contribute to the development of a more democratic, inclusive, and collaborative legal culture.

Below are three successful case studies that illustrate the benefits of incorporating interdisciplinary and socioemotional training in legal education:

The University of Lisbon's Faculty of Law implemented a hybrid flipped classroom and Problem-Based Learning (PBL) approach to enhance student engagement and foster interdisciplinary development in international law courses. Between 2021 and 2022, a pilot program was launched in a course for Erasmus students, in which half of the sessions followed a traditional lecture format, while the other half adopted a flipped structure: students accessed lectures and materials in advance, and in-person class time was dedicated to collaborative exercises, case analysis, and the development of socioemotional competencies such as teamwork, communication, and empathy in legal reasoning.

Faculty feedback and student surveys indicated increased levels of critical thinking and communication skills, along with higher perceived relevance of legal content. Instructors reported improved learning monitoring of learning progress and deeper student engagement, particularly during discussions involving simulated international legal disputes. Despite the innovative pedagogical structure, the program maintained rigorous doctrinal coverage, reinforcing the notion that active methodologies can strengthen, rather than dilute, legal technical instruction.

This initiative demonstrated that the integration of socioemotional and interdisciplinary strategies within core legal training not only enhances academic performance but also prepares students for real-world legal challenges that require emotional intelligence and collaborative decision-making.[38]

At Harvard Law Sschool, a collaboration with Bok Center addresses pedagogical limitations through mandatory teaching fellowships. Junior faculty co-design courses with education specialists, integrating emotion-regulation techniques into contract negotiation simulations. Participant surveys (2022) reported an 83% improvement in perceived teaching effectiveness, particularly in fostering inclusive participation.[39]

At Indiana University´s Maurer School of Law, an interdisciplinary divorce mediation clinic was established in partnership with the Psychology Department. In a controlled study, one group of students received traditional mediation training, while

[35] Aristotle. (1985). *Ética a Nicômacos*. (M. da G. Kury, Trans., 4th ed.). Editora Universidade de Brasilia. (Original work circa 350 BCE) (Original text in Portuguese: "a justiça é a forma perfeita de excelência moral porque ela é a prática efetiva da excelência moral perfeita. Ela é perfeita porque as pessoas que possuem o sentimento de justiça podem praticá-la não somente em relação a si mesmas como também em relação ao próximo." My translation: "Justice is the perfect form of moral excellence because it is the effective practice of perfect moral excellence. It is perfect because people who have a sense of justice can practice it not only in relation to themselves but also in relation to others.")

[36] Faria M. C. B. (2007). *Direito e Ética: Aristóteles, Hobbes e Kant.* Paulus. (Original text in Portuguese: "Há uma estreita relação entre justiça e paz, tanto se considerarmos a justiça como "síntese das virtudes" como se considerarmos como "justiça particular", quando se identifica à legalidade. No primeiro caso, por ser a dimensão social da virtude, a justiça regula as relações entre os homens e seria a base da *phília* que reconhece no outro um "outro si mesmo"." My translation: "There is a close relationship between justice and peace, whether we consider justice as the 'synthesis of virtues' or as 'particular justice,' when it is identified with legality. In the first case, being the social dimension of virtue, justice regulates relationships among people and would be the basis of philia that recognizes in the other an 'other self.'")

[37] Feperbaum, M. (2021). *Metodologias ativas em Direito: guia prático para o ensino jurídico participativo e inovador.* Fundação Getúlio Vargas. (This work addresses a wide and rich range of active teaching methods that can be applied in legal education, including in an interdisciplinary manner.)

[38] Oliveira, H., Sanches, T. & Martins, J. (2022). *Problem-based learning in a flipped classroom: a case study for active learning in legal education in international law.* The Law Teacher, 56(3), 1-15. https://www.tandfonline.com/doi/abs/10.1080/03069400.2022.2040934

[39] Harvard University. Derek Bok Center for Teaching and Learning. (2023). *Law Faculty Teaching Fellows Program Annual Report 2022: Assessing Pedagogical Innovation.* Harvard University. https://bokcenter.harvard.edu/law-program-assessment.

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another group participated in an integrated legal-psychological program, with pre- and post-semester evaluations. The interdisciplinary approach resulted not only in substantial gains in divorce law knowledge, but also in psychological insights, such as understanding the impact of divorce on children and trauma-informed practice that were not observed in the control group. Additionally, focus group feedback highlighted increased confidence, empathy, and satisfaction derived from collaborating with psychology peers. This case underscores how context-based, interdisciplinary training fosters both professional competence and socioemotional skills in future practitioners.[40]

The feasibility of these proposals lies not in the absence of resources or methodological guidance, but in the political and institutional will to implement a new pedagogical rationality that aligns legal education with the ethical values that ought guide it.

c) Interdisciplinary Teacher Training

Overcoming disciplinary fragmentation also requires a profound transformation in teacher education. Morin (2003, p. 20) emphasizes that the reform of thought necessarily entails the reform of education[41], which means preparing educators to act as facilitators of complexity, rather than mere transmitters of content. Topics such as ethics, learning psychology, critical pedagogy, and the culture of the humanities should be integral components of both initial and continuing teacher education in the field of law. This broader training enables educators to foster interdisciplinary connections, dialogical practices, and formative assessments, thereby contributing to the creation of a more reflective and inclusive learning environment.

In this regard, Perrenoud (2000, p. 27) highlights that developing the competence to organize and facilitate learning experiences, collaborate effectively, and reflect critically on pedagogical practice is essential for teaching in complex educational settings. For him, teaching is not about adhering to a predetermined script but about making continuous, conscious decisions in environments marked by diversity, uncertainty, and transformation.[42] This demands not only technical expertise but also sensitivity, openness to dialogue, and a willingness to learn from students.

As Morin proposes, it is necessary to "reintroduce the subject into knowledge" to recognize that all knowledge is a subjective, ethical, and cultural construction, not merely an objective fact.

This perspective is reinforced by Hernández (1998)[43], who advocates for the "transgression" of traditional pedagogical models as a pathway to more meaningful educational practices. According to him, the curriculum should be conceived as a space for negotiation, where diverse voices and experiences can emerge and interact, promoting substantive changes in both teaching and learning. Hernández proposes a pedagogy committed to social transformation and the holistic development of individuals, an approach that aligns directly with the goals of legal education aimed at fostering critical and pluralistic citizenship.

Interdisciplinarity, therefore, is not merely a teaching technique but an ethical stance on knowledge and human development. The integration of socio-emotional competencies into legal education necessitates a transformation in curriculum design, teaching methodologies, assessment practices, and, fundamentally, teacher training. This is a challenge that calls for institutional courage, intellectual openness, and political commitment to an emancipatory vision of education.

Educating legal professionals who can act with sensitivity, critical awareness, and social responsibility is a commitment to both the present and the future of law in a democratic and pluralistic society. In this context, teacher education ceases to be a bureaucratic formality and becomes a strategic field for the reinvention of legal education.

Finally, there is something essential that every educator must bring with them: their soul.

Teaching is not merely about transmission of content, the application of methodologies, or the

[40] Applegate, J., D´Onofrio, B., & Holtzworth-Munroe, A. (2009). *Interdisciplinary psychology and law training in family and child mediation: an empirical study of the effects on law student mediators.* Behavioral Sciences & the Law, 27(6), 1006-1025. https://www.researchgate.net/publication/268872172_Interdisciplinary_psychology_and_law_training_in_family_and_child_mediation_An_empirical_study_of_the_effects_on_law_student_mediators

[41] Morin, E. (2003). *A cabeça bem-feita: repensar a reforma, reformar o pensamento.* (E. Jacobina, Trans., 8th ed.). Bertrand Brasil. (Original work in Portuguese: "A reforma do ensino deve levar à reforma do pensamento, e a reforma do pensamento deve levar à reforma do ensino." My translation: "The reform of education must lead to the reform of thought, and the reform of thought must lead to the reform of education.")

[42] Perrenoud, P. (2000). *Dez novas competências para ensinar.* Artes Médicas. (Original work in Portuguese: "A profissionalização do ofício de ensinar passa por aí: saber demonstrar a um interlocutor que as situações problemáticas foram analisadas e que não se fizeram milagres, mas o que outros profissionais competentes teriam feito, ou pelo menos considerado, diante dos mesmos alunos e nas mesmas circunstâncias. [...] O pedagogo ou terapeuta são obrigados a ter êxito, mas devem poder prestar contas de tentativas variadas e metódicas de delimitar os problemas, estabelecer diagnóstico, construir estratégias e superar obstáculos." My translation: "The professionalization of the teaching profession involves this: knowing how to demonstrate to an interlocutor that the problematic situations have been analyzed and that miracles were not performed, but rather what other competent professionals would have done, or at least considered, given the same students and under the same circumstances. [...] The educator or therapist is required to achieve success, but they must be able to account for varied and methodical attempts to define the problems, establish a diagnosis, construct strategies, and overcome obstacles.")

[43] Hernández, F. (1998). *Transgressão e Mudança na Educação.* Artmed.

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evaluation of performance. It is, above all, an ethical, human, and relational act. As Rios (2001, p. 24)[44] affirms, the true educator is one who engages in the educational process, offering their sensitivity, values, and ethical responsibility in service of the student's development. Their "soul", understood as a living, sensitive, and committed presence is what gives meaning to the act of teaching.

The presence of the educator as a whole person, teaching not only with reason but also with heart, is essential for fostering bonds of trust, respect, and attentive listening. Rios emphasizes that the ethical educator is one who understands teaching as an exercise in responsibility, openness to dialogue, and commitment to social transformation. In this sense, teaching becomes an act of generosity and hope.

This vision resonates with the words of Rubem Alves (2002, p. 100)[45], who argues that education must also be romantic-driven by wonder, a passion for knowledge, and love for students. Alves maintains that teaching is a form of poetry, in which the educator not only informs but also transforms, inspires, and touches the soul of the other. For him, a good teacher "is not the one who knows everything, but the one who delights in learning and teaching with joy and sensitivity."

By bringing their soul into the classroom, the teacher does more than share knowledge; they inspire, provoke, welcome, and challenge. They become a reference not only for what they know but, above all, for who they are: someone who teaches because they believe in the potential of others and in the transformative power of education as a practice of freedom.

IV. Conclusion

The integration of socioemotional competencies in legal education emerges not only as a pedagogical necessity but also as a call for educational systems that cultivate empathy, ethical awareness, and collective problem-solving, elements that remains largely absent in many law schools, where traditional models continue to prioritize technical content. This disconnect compromises the legal profession's capacity to respond effectively tp the multifaceted and interconnected challenges of contemporary society.

Interdisciplinarity and the implementation of active learning methodologies are not simply educational trends; they are structural imperatives for preparing legal professionals to engage with the complexities of modern human and social relations. In this regard, it is essential that higher education institutions, faculty members, and educational policymakers more systematically incorporate socioemotional competencies into law curricula, addressing elements such as empathy, emotional self-regulation, active listening, and critical thinking.

Despite significant challenges, including the rigidity of conventional legal curricula and the limited pedagogical training of faculty, practical experiences with innovative teaching strategies demonstrate that meaningful transformation is not only possible, but urgently necessary.

Thus, the adoption of these practices should not be seen merely as a response to evolving market demands, but as a critical step toward the realization of constitutional rights and the development of a more democratic, inclusive, and socially responsive legal culture. Such transformation is fundamental to empowering legal professionals to act as agents of social change and to strengthening citizenship in an increasingly complex world.

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Attributes of Being as the Generative Basis and Object of Reflection in the Neuro-Linguistic System of the Substance of the Brain

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Abstract- The article discusses the role of attributes of being as the basis for the formation and identification of universal, internal, integral universal properties of realities – matter, space-time continuum, movement in the substance of the brain.

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Attributes of Being as the Generative Basis and Object of Reflection in the Neuro-Linguistic System of the Substance of the Brain

Anvar Gofirovich Mukhiddinov

Аннотация- **В статье рассматриваются вопросы о роли атрибутов бытия как основы формирования и идентификации всеобщих, внутренних, неотъемлемых универсальных свойств реалий – материи, пространственно-временного континуума, движения в субстанции мозга**.

Ключевые слова: атрибут бытия, пространственно-временной континуум, силлогизм, фрейм, дежавю, жемевю, прескевю, сюрреализм, кубизм.

Abstract- **The article discusses the role of attributes of being as the basis for the formation and identification of universal, internal, integral universal properties of realities – matter, space-time continuum, movement in the substance of the brain.**

Keywords: attribute of being, space-time continuum, syllogism, frame, deja vu, gemevu, preskevu, surrealism, cubism.

I. Introduction

Attributes (attribio – I give, endow) are a universal, internal, integral, universal property of a substance characteristic of all natural phenomena. The concept of "substance" (from Latin) is used to denote the supposed primordial community of all that exists. substantia is what underlies it), which is a synonym-a doublet of the word matter.

For a full–fledged scientific identification of the concept of attribution (attribute, endow) of being as universal, internal, integral, universal properties of natural phenomena, it is necessary to consider the problem within the framework of neuro-linguistics, focusing on the issue of the line of contact and demarcation of natural and socio-cultural phenomena in the substance of the brain. Based on the fact that all research and procedures in the framework of other natural sciences, for example, the elimination of brain pathologies in medicine, are mainly carried out using invasive methods (from Novolatinsk invasivus; from invado — "I go inside") procedures related to penetration through natural external barriers (skin, mucous membranes), and research in the humanities involves the use of non-invasive methods. This approach to brain research is justified in the sense that visual perception of brain structures and direct observation of complex processes occurring in this unique substance (the formation of new structures in the substance of the brain, the appearance and disappearance of impulses, the energy supply to the brain, etc.) make it possible to capture the overall picture, but do not allow us to draw deeply reasoned conclusions about interconnectedness and the interdependence of phenomenal processes in the binary structure of the brain. Taking into account the specifics of the identification of this philosophical problem within the framework of neuro-linguistics, we will rely on data from natural and socio-humanitarian sciences and try to bring all judgments within the framework of the philosophy of language to a common denominator.

II. Literature Review

In the study of the attributes of being, it is necessary to consider all problems at the level of philosophical identification. In this discourse, it is advisable to rely on the doctrine of Noem and noesis by E. Husserl. Husserl 2005.]. The concept of noema (Greek: νόημα — "thought"; adj. "noematic" (the Latin term cogitatum is also used as an equivalent) is interpreted as a mental representation of an object, the objective content of thought, an intentional correlate of noesis, the representation of an object in consciousness that is associated with specific concepts. According to the outstanding philosopher, noesis consists of two components - the component of sensation (hyletische Daten) and the component of sense formation (sinngebende Daten). Noesis is revealed in the composition of experience by means of phenomenological reduction. Consequently, the material substrates of the brain, the perceptual neurons and the neurons providing mental representation, play an important role in the formation of noesis.

Ideation (eidetic intuition, categorical contemplation, contemplation of essence)— one of the central concepts of E. Husserl's phenomenology, meaning the contemplation of essence (one can assume that ideation is identical to the process of cognition). The emergence of ideation in the sphere of consciousness is associated with the functioning of peculiar neurobiological mechanisms, in particular, the ventral pathway, which connects the optical center of

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the frontal cortex with the zone of semantic analysis of speech located in the temporal and occipital parts of the cortex (neocortex). In psychology, the term ideation is also interpreted. ideation), where this definition denotes the ability (process) of generating abstract or concrete mental representations, as well as the ability (process) of arbitrarily operating these mental constructs of consciousness.

Essences, according to E. Husserl, are divided into substantive essences (general essences of things, states of affairs, etc.) and meanings (essences of words and expressions, which are a special case of essence). From the point of view of cognitive linguistics" the essence of the concept of "red" is considered as a permanent pattern of adequate perception of a given type of color in a given specific situation. Such general concepts exist in the mind of a native speaker outside of time and space.

It can be assumed that noetic intentions play an important role in the formation and restructuring of the neural network of the cortex, in the transformation of genetically determined neural impulses of the subcortical sphere, providing perception, into signatures of linguistic signs as a means of transitive communication between the natural biological and mental information codification system in an integrated speech-thought-language process.

Ideation of the universal in language is expressed using nouns with abstract meanings expressing a general idea (for example, whiteness, boldness, etc.). Similar concepts are reflected in general value detectors, which are directly related to private value detectors. Individual ideation is expressed by adjectives denoting a specific quality of objects or phenomena (for example, the green color of leaves).

Concrete things arise and disappear, but their basic foundation – matter (substance) – is uncreated and indestructible, it is not conditioned by anything other than itself.

The philosophical identification of the concept of matter presupposes the identification of certain common attributive properties in all material objects, which include:

- Consistency (orderliness, structural certainty);
- Activity (movement, change, development);
- Self-organization;
- The spacetime form of being;
- Reflection;
- Informative content.

Movement, like any changes and interactions in nature and society, is a procedural phenomenon encompassing all types of changes and interactions, a form of existence of matter.

Space as an attribute of being has many forms, including metric space, phase space, vector space, functional space, topological space, linguistic space, information space, outer space, etc.

Time as an attribute of existence has its own units of measurement: second, minute, hour, day, week, month, year, century, millennium, era, period, epoch, etc. Of the listed units, only day and year are concepts that express the relationship of words with specific attributes of nature. A day is a period of time equal to 24 hours, the length of day and night. A year is a period of time equal to the period of the Earth's revolution around the Sun – 12 calendar months. The remaining tokens have an additional meaning that is identified in a specific context. This additional, often metaphorical meaning is clearly evident in the word "epoch."

Time has a strictly defined direction: from what has already happened (the past) to what is happening at the moment (the present) and further to what supposedly can or should happen later (to the future). These concepts are related, and many of them are used not only in scientific usage, but also in everyday communication.

In everyday life, space is perceived as the receptacle of all conceivable (and assumed) material objects, events, and actions.

The genetically determined information processing system at the level of biomolecular coding in the subcortical area is not subject to changes under the influence of the mental structures of the speech-thought-language system in the cerebral cortex. This is confirmed by the fact that in the natural human genetic program (genomic map) located in the subcortical nuclear zone of the brain, purely human acquired abilities are not fixed. It is important to mention here the idea of linguist and neurologist Eric Heinz Lenneberg [Lenneberg, E., 1967], who was a proponent of the concept of innateness, that "contact with other people acts only as a trigger that triggers the innate mechanism."

The difficulty of studying both the adequate and linguocognitive characteristics of the category of time in a language is related to its specific properties: time has a temporal character, it is known in comparison with other events. In semantics, the category of time is comprehended through the category of space, since all temporal changes in objective reality are more clearly perceived in space. For example, to adequately express the temporal identification of time in the sentence "After graduation, he went abroad", it is necessary to clearly present some presuppositions related to the situation described in this sentence after graduation (schools, business trips, internships, etc.).

Deep discrepancies are found in the nature of the connection between language and thinking in the process of cognition. Some scientists tend to directly identify language and thinking (for example, the concept of F. E. Schleiermacher [Schleiermacher, Friedrich

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Daniel Ernst, 1808.], others have an excessive tendency to ignore the role of language (behaviorism, neo-Holdianism, neopositivism, linguistic formalism, descriptivism).

From the point of view of the famous scientist T. Givón, linguistic phenomena should correspond to the peculiarities of human memory and mental operations [Talmy Givón, 1979.]

The deep (subcortical) substance of the brain in the neocortex establishes a two-dimensional system of sign formation and coordinates the functioning mechanisms of neural substrates of linguistic signs, which identically reflect logical schemes, linguistic codes that are formed in the collective consciousness of the linguistic community.

When covering this issue, it is necessary to focus on the differences between logical and grammatical categories, including the following features:

1. There are more grammatical categories (case, number, person, etc.) than logical ones (concept, judgment, conclusion, etc.); Следует отметить, что Ж.Лакофф и М. Джонсон дали новую трактовку понятия «истинной рациональности», которая очень существенна для понимания разницы между понятиями «язык» и «мышление». [Lakoff, J., Jonson, M., 1999]

Дж. Лакофф одним из первых обратил внимание на необходимость использования концептуальных положений нейрофизиологии и нейролингвистики, проводил исследования в данном направлении [Lakoff, J., 1987]

Lakoff was one of the first to draw attention to the need to use the conceptual provisions of neurophysiology and neuro-linguistics, and conducted research in this direction [Lakoff, J., 1987]

Peculiar cognitive units reflecting the properties of language and thinking are syllogisms, alogisms, paralogisms and paradoxes.

Syllogism (Greek: συλ-λογισμός "summing up, counting, concluding" from συλ- (συν-) "together" + λογισμός "counting, counting; reasoning, reflection")- this is a deductive reasoning in which a new categorical statement is derived from two categorical statements. In the broadest sense, a syllogism is a deductive reasoning, and in the narrowest sense, it is a special case of a two—premise deductive reasoning.

Varieties of figures that differ in the nature of premises and conclusions are called syllogism modes. In total, from the point of view of all possible combinations of premises and conclusions, there are 64 modes in each figure. There are 4 * 64 = 256 modes in four figures. Of the six modes in each figure of all possible modes of the syllogism, only 24 modes are correct. The traditionally accepted names of the correct modes of the first two figures are: Barbara, Celarent, Darii, Ferioque prioris; Cesare, Camestres, Festino, Baroko, sekundae; Tertia Darapti, Disamis, Datisi, Felapton, Bokardo, Ferison habet; Quarta insuper addit Bramantip, Camenes, Dimaris, Fesapo, Fresison.

The term frame, first used by American artificial intelligence specialist Marvin Minsky, has been widely used in cognitive linguistics. From the point of view of neuro-linguistics, a frame can be characterized as a neural structure that reflects a holistic picture of being, and the neural substrate of a slot is a neural detector that reflects specific semantic components of the frame representation.

Zh. Lakoff introduces the term "gestalt," which, from the point of view of cognitive linguistics, refers to thoughts, perceptions, emotions, cognitive processes, motor activity, and language organized using the same structures. From the point of view of neuro-linguistics, all these concepts are related to the neural structure, i.e. the material substrates of the brain that set in motion all the multiplex mechanisms of cognition (consciousness, thinking and language).

A frame as a linguistic unit allows you to closely link procedural and declarative (attributive) knowledge about an object, i.e. combine the informational, functional and behavioral components of the object into a single whole. In IT, such unity is ensured through the use of specification elements, including restr_by (<boolean expression>) – restriction on the slot values to be set; by_default <default value> – default value of the slot when creating an instance frame; without <slot name> {,<slot name>} - enumeration of slots which are missing in the instance frame; <slot name> = empty – undefined slot value; if_added <procedure name> – the name of the daemon procedure that runs when creating the instance frame; if_deleted <procedure name> - the name of the daemon procedure that runs when deleting the instance frame; if_changed <the name of the procedure that runs when changing the values of the instance frame slots. [Marvin Minsky, 1974.]

A blend occupies a peculiar place in the cognitive process. This is a way of word formation in English, but this method is also used in other languages: aromfume aroma+perfume - perfume fragrance, holilendar - holiday+calendar - holiday calendar, brase - brain+base brain base, oxbridge - Oxford-Cambridge.

In the subcortical layers of the brain, which coordinate the processes of processing verbal information, encoding and decoding are carried out on the basis of a kind of cryptogram that allows recognizing the content of information only on the basis of establishing compliance not with a cognitive, but with a communicative scheme of a behavioral act. It should be noted that in the subcortical area, where human qualities (language, intelligence, human relationships) They do not manifest themselves, but the instinct of communication is crucial in codifying information.

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Therefore, at this level, the specific properties of language are not essential, and the universal signs of acts of communication are crucial.

In modern linguoculturology, much attention is paid to the study of the concept of "concept". As a cognitive unit of language, the concept is closely related to semantic structures of various levels of complexity, which are concentrated in the slots and terminals of the lexical system of the language. The multilayered nature of a linguistic concept is manifested in the presence of several qualitatively different components (layers, dimensions, components, levels, etc.) in its structure.

The central component of the linguocultural concept structure is the associative model of the concept. The nominative density of the concept within the framework of this approach is the main characteristic of the core of the concept, i.e. the totality of the associations included in the concept. At the same time, it is noted that the periphery is characterized by metaphorical diffusivity.

The immanent properties and essential parameters of language are rooted in the biopsycho-social nature of man. The biophysiological material substrate of language, the neural network, causes an exponential increase in the range of coverage of the noetic field of language. Each lexeme in the language system functions as a cultural carrier and undergoes exponential growth. In mathematics, this concept means an increase in magnitude, when the rate of growth is proportional to the value of the magnitude itself. It obeys the exponential law, which is indicated by the formula "y=ex" and reflects continuous growth with a coefficient. In this function, "e" is the Euler number, which is a constant (~2.72). In other words, the growth of any quantity is directly proportional to its value. Exponential growth is contrasted with slower (over a sufficiently long period of time) linear or power-law relationships. For example, a bank deposit increases by a certain amount of interest every year. If you put 1,000 euros in the bank at 10% per annum, then in a year the deposit will be 1,100 euros. And next year, 10% will be accrued based on the amount of 1,100 euros. That is, the contribution will grow stronger, and so the amount of increase will increase from year to year.

The attributive properties of matter usually include:

- Consistency (orderliness, structural certainty);
- Activity (movement, change, development);
- Self-organization;
- The spacetime form of being;
- Reflection;
- Informative content.

Charles Scott Sherrington (English Charles Scott Sherrington; November 27, 1857, London — March 4, 1952, Eastbourne) was a British scientist in the field of physiology and neurobiology who was awarded the Nobel Prize in Physiology or Medicine in 1932 (jointly with Edgar Adrian) "for discoveries concerning the functions of neurons."

In the process of visual perception, deviations from the norm are observed, which are called optical illusion. This phenomenon is associated with the discrepancy between the reality of the representation of a visible phenomenon or object due to the structural features of our visual apparatus. The eyes sometimes do not adequately perceive the light coming from the object, as a result of which erroneous information comes to the brain. In such cases, the brain does not always respond correctly to signals coming from the eyes. [Perelman Ya.I., 2012.]

Among the deviations from the identical perception of the realities of life are deja vu, gemevu and preskavu. Deja vu, or déjà vu, is a mental state in which a person feels that he has already been in a similar situation or in a similar place, but cannot connect this "memory" with a specific moment from the past. [Kovacs, N.; Auer, T.; Balas, I.; Karadi, K.; Zambo, K.; Schwarcz, A. et al.. — 2009.]

Jamevue, or jamais vu (fr. jamais vu [ʒa.mɛ.vy] — "never seen") is a state that suddenly comes upon the feeling that a well—known place or person seems completely unknown or unusual, as if seen for the first time. It seems that knowledge about them has instantly and completely disappeared from memory. [Judy Skatssoon. Is it really you or jamais vu? July 19, 2006].

I describe the mental state of a person when a familiar word is spinning "on the tip of the tongue" — there is a feeling that the forgotten word will be found right now and that it is very easy to remember, but nevertheless it is not remembered. [Abrams L., 2008].

The illusion effect is used in the visual arts to create unusual moments of visual perception. For example, the painting by the founder of surrealism, artist Salvador Dali "Persistence of Memory" (fr. La persistence de la mémoire), created in 1931, is widely known in popular culture, sometimes called "Soft Clocks" or "Melting Clocks". The softness of hanging and flowing clocks is an image expressing a departure from the linear understanding of time. [Helen Gardner, 1991].

Space as an attribute of existence has received a peculiar embodiment in cubism (French cubisme, from cube — cube) as a modernist trend in fine art. This trend in Western European art is associated with the concepts of modernism. His followers depicted the objective world using simple geometric shapes. This form of representation of the realities of life involves the fragmentation of shapes into geometric elements, a combination of straight broken lines and a violation of perspective. Pablo Picasso's painting "The Maidens of Avignon" (1907) became a kind of pictorial manifesto of Cubism. The painting harmoniously combines two

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favorite colors of the great master - blue and pink. Monochromatic radiations containing light of the same color are perceived as one shade.

The so-called combined camera angles are considered an important step towards Cubism. The historian of science Arthur Miller argues that Picasso's attempts to combine images of an object from different points of view in a two-dimensional space were influenced by the ideas of mathematicians Esprit Jouffre and Henri Poincare on the visualization of the fourth dimension. [Green C. 1987.]

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José Querino Ribeiro and the Foundations of Public School Administration in Brazil

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Abstract- The field of Public School Administration as an area of study in Brazil began to take shape in the early twentieth century. José Querino Ribeiro is widely recognized as the scholar who laid the foundational groundwork for this discipline, publishing his first book on the subject in 1938. In this seminal work, he introduced key conceptual definitions – such as those for '*administration*', '*cooperation*', and '*coordination*' – that would become central to the field. His theoretical framework was notably influenced by Henri Fayol's general theory of administration. Querino Ribeiro's impact on school administration in Brazil extended through the 1950s and was significantly reinforced with the publication of his landmark work *Ensaio de uma teoria da administração escolar* (1952), which remains one of the most influential contributions to the field. This article examines the administrative theory developed by the Brazilian scholar across two seminal works, highlighting their foundational role in establishing Public School Administration as a multidisciplinary field of research in Brazil.

Keywords: josé querino ribeiro, brazilian education, public school administration, administrative theory, henri fayol, educational leadership, comparative education, multidisciplinary approach, educational history, content analysis.

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Abstract- The field of Public School Administration as an area of study in Brazil began to take shape in the early twentieth century. José Querino Ribeiro is widely recognized as the scholar who laid the foundational groundwork for this discipline, publishing his first book on the subject in 1938. In this seminal work, he introduced key conceptual definitions – such as those for '*administration*', '*cooperation*', and '*coordination*' – that would become central to the field. His theoretical framework was notably influenced by Henri Fayol's general theory of administration. Querino Ribeiro's impact on school administration in Brazil extended through the 1950s and was significantly reinforced with the publication of his landmark work *Ensaio de uma teoria da administração escolar* (1952), which remains one of the most influential contributions to the field. This article examines the administrative theory developed by the Brazilian scholar across two seminal works, highlighting their foundational role in establishing Public School Administration as a multidisciplinary field of research in Brazil. The study employed a qualitative approach, grounded in textual evidence analyzed through the methodological framework of Content Analysis. The primary conclusion indicates that Querino Ribeiro's theoretical contributions have not only shaped the academic discipline and advanced scholarly inquiry in the field, but have also influenced the professional practices of public school principals across Brazil to the present day.

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I. Introduction

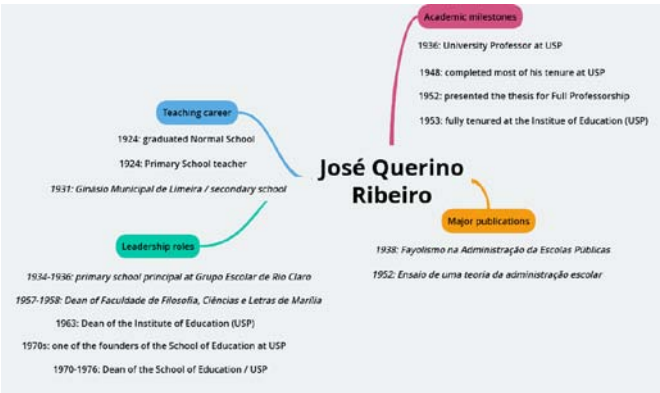
José Querino Ribeiro remains one of the most influential scholars in the field of Brazilian public school administration theory, as his publications continue to serve as significant references in this area of study. The research that underpins this article is grounded in an analysis of his two most notable publications in the field, which are identified below. The research problem guiding this inquiry was to examine Querino Ribeiro's contributions to the foundations of public school administration in Brazil, both as a professional practice and as an academic field of study. The main objective was to underscore his pioneering role in the area, particularly through the publication of his foundational 1938 work. It is essential to emphasize, particularly for non-Brazilian readers, that the field of inquiry at the intersection of "education" and "administration", primarily defined in Brazil as school administration – especially by the author – underwent a reclassification to school management in the 1990s. Notwithstanding this, throughout the paper we will retain the original phrasing used at the time, referring to it consistently as "school administration". Although the research identifies Querino Ribeiro as the founder of this field of study in Brazil, he did not view himself as such, instead attributing this distinction to Roldão Lopes de Barros, his former professor at USP, whom he regarded as the founder of the discipline in the state of São Paulo. One key issue is that numerous online bibliographic surveys conducted since 1999 have failed to identify any publications by Roldão Lopes de Barros on the subject. Both pieces of information are corroborated by Costa (2007), who confirmed that she was unable to locate any publications by him, despite his involvement with two newspapers and participation on the editorial boards of several journals in the state of São Paulo. It is important to highlight that Roldão Lopes de Barros was one of the signatories of the *Manifesto dos Pioneiros da Educação Nova* (1932) representing the theme of public school administration within the text. Nonetheless, in one of his books, Querino Ribeiro (1952) himself referenced concepts he had learned from his professor, drawing on notes he had taken as an undergraduate student at USP. He further noted that Roldão Lopes de Barros was the first professor to teach school administration as a specialized discipline for school administrators at the university level, specifically at the Institute of Education at the University of São Paulo (USP), shortly after its founding in 1934 (Querino Ribeiro, 1952, p. 101). He also stated that his reliance on foreign theoretical references stemmed from the lack of published material in Portuguese that could support his theory on public school administration, which further reinforces the fact that Roldão Lopes de Barros had not published on the subject. In conclusion, based on Costa's (2007) account, there is a strong possibility that Roldão Lopes de Barros was the pioneer in researching school administration in the state of São Paulo. However, due to the absence of any located publications by him, it is not possible to definitively affirm his pioneering status. The discussion regarding the scholar's possible status

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as a pioneer in school administration in Brazil remains somewhat inconclusive and represents an unresolved question within the field's historiography. Nonetheless, this debate provided the strongest basis on which to argue for Querino Ribeiro's pioneering role in the research area. Therefore, this article aimed to analyze some of his key contributions to Brazilian public school administration, highlighting his significance to the field – particularly due to the depth of his research and the early historical period in which it was conducted.



Source: Chizzotti (2002), Ribeiro & Machado (2007), Dias (2007), Meneses (2007)

Fig. 1: José Querino Ribeiro: Career Milestones and Major Publications

An analysis of his professional trajectory (shown in Figure 1) indicates that he began working as a primary school teacher sometime after 1924, the year he graduated from Normal School. According to Dias (2007), he initially taught in his hometown of Descalvado, in the state of São Paulo. Nonetheless, the type of educational experience considered crucial to his theory was related to public school administration – specifically, the opportunities he had to manage educational institutions. He began his academic career as an Assistant Professor of School Administration and Legislation at the Institute of Education at USP (Chizzotti, 2002). With regard to his academic trajectory at USP, he completed a significant portion of his tenure as a professor of School Administration and Comparative Education. Between 1957 and 1958, he was appointed by the Governor of the State of São Paulo to establish a new public college: *Faculdade de Filosofia, Ciências e Letras de Marília*[1]. It is important to highlight these various educational experiences of Querino Ribeiro to underscore that, from the 1920s to the 1950s, he served as a primary and a secondary school teacher and principal, as well as a university professor of School Administration. These cumulative experiences positioned him to be invited to take on administrative roles within higher education public institutions. Therefore, it can be inferred that his theory on public school administration was also shaped by his practical experience in managing public institutions, which simultaneously prepared him to take on greater challenges in the field of public educational administration. His first contribution to the emerging field of Brazilian public school administration was the book *Fayolismo na administração das escolas públicas* [could be translated to Fayolism in the administration of public schools], published in 1938 – just two years after he became a university professor. According to Chizzotti (2002), following the publication of his second book *Ensaio de uma teoria da administração escolar* [could be translated to Essay on school administration theory], in 1952, and his organization of the first Brazilian Symposium on School Administration in 1961, Querino Ribeiro firmly established himself as a leading scholar in the field of Brazilian public school administration research. As will be demonstrated later in this article, his 1938 book laid important foundations for scholarly debate in the area, particularly due to his adoption of Henri Fayol's ideas as a theoretical framework – at a time in Western history when the dominant references in administrative science were the works of Frederick Winslow Taylor and Henry Ford. Additionally, as noted by Sander (2007), the writings of Max Weber on bureaucracy also served as a major intellectual influence during that period. Fourteen years after that influential theoretical work, Querino Ribeiro published an even more significant contribution to the field. Following the presentation of his thesis for promotion to Full Professor at USP, he released one of the most important works ever published on Brazilian school administration: *Ensaio de uma teoria da administração escolar*. One possible explanation for the significance of this book is that, beginning sometime in the 1940s, he began to develop a multidisciplinary educational theory, which subsequently led to the formation of a multidisciplinary approach to school administration. His perspective on public education was informed by a range of theories from various influential disciplines, including Sociology, Psychology, Philosophy, and History. At the same time, with specific regard to school administration, he engaged with key works by foreign scholars, particularly those from the United States.

[1] In the 1970s, that college became the School of Education at a state university, *Universidade Estadual Paulista "Júlio de Mesquita Filho"*, where I studied from 1994 to 2006 – advancing from undergraduate studies to the completion of my doctoral degree.

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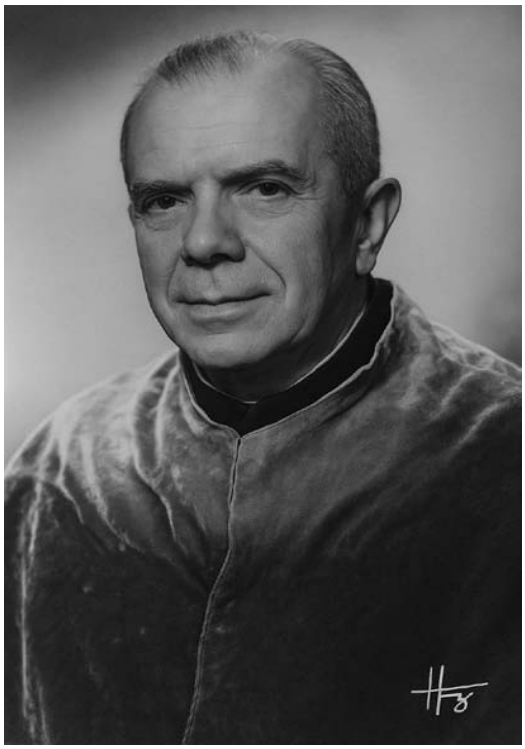


Fig. 2: José Querino Ribeiro. The Photograph is Part of the Former Deans' Gallery at the School of Education/ USP

This body of literature had a strong influence on his thinking. Three of these authors are especially noteworthy: Ellwood Patterson Cubberley, and Jesse Brundage Sears from Stanford University; and Arthur Bernard Moehlman from University of Michigan. These three American authors had produced relevant and comprehensive works on public school administration, which played a critical role in advancing the field in Brazil through Querino Ribeiro's 1952 publication. The books are respectively: Public School Administration. A Statement of the Fundamental Principles Underlying the Organization and Administration of Public Education (1916); The Nature of the Administrative Process. With special reference to Public School Administration (1950); and School Administration. Its Development, Principles, And Future in the United States (1940). In a later section, the significant contributions of these authors will be briefly analyzed in relation to the Brazilian scholar's administrative theory. As examined in this article, Querino Ribeiro's ideas represented a turning point in the development of public school administration in Brazil. His effort to formulate and systematize administrative principles for the field helped establish a new area of academic inquiry in the country. As observed by Sander (2007, p. 32), he was embedded in an intellectual environment in Brazil marked by the initial efforts to synthesize academic insights related to school administration and organization, as well as by the emergence of the first theoretical essays on the subject. According to the author, this movement was significantly influenced by contemporaneous academic developments in the United States and Europe, which provided important stimuli for the advancement of the field in Brazil (Sander, 2007). Prior to Querino Ribeiro's efforts to develop a systematized administrative theory, publications on the subject in Brazil largely consisted of personal accounts by successful educational administrators. The fact is that during the 1920s and the 1930s in Brazil, several of the most prominent scholars in education and school administration served as public education administrators, often by invitation from state governors. Querino Ribeiro himself, along with Anísio Spínola Teixeira, Antonio Ferreira de Almeida Júnior, Fernando de Azevedo, Manoel Bergström Lourenço Filho, and Antônio Carneiro Leão, can be cited as authors of some of these personal accounts that were later published. However, Querino Ribeiro (1952) identifies as pioneering examples of this type two personal reports published in 1936 – one by Anísio Spínola Teixeira and another by Antonio Ferreira de Almeida Júnior. These reports, and also Querino Ribeiro's 1938 book, were used as textbooks in the early stages of teaching the subject in teacher and principal training programs across Brazil, due to the lack of systematized theories on public school administration at the time. This use allowed future school administrators to begin learning about the profession not only through on-the-job experience, but also beforehand – during their undergraduate education, for example. These scholars were deeply committed to advancing Brazilian public education, and, to that end, chose to transform their reflections on professional experience into books and textbooks that could be used in the training of future education professionals. It is important to note that, although these materials were thoughtfully crafted by their authors – eminent Brazilian educators – some of the books did not demonstrate the same depth of theoretical foundation and framework as Querino Ribeiro's 1952 publication. Although he identifies Anísio Teixeira's 1936 book as the pioneering work of this kind, we argue that *O Ensino no Estado da Bahia* (2001), by Anísio Teixeira, should instead be considered one of the earliest examples in Brazil of a published report by a successful educational administrator. This report was published sometime between 1928 and 1929, after its author had served as head of the Department of Education of the State of Bahia from 1924 to 1928, under Governor Francisco Marques de Góis Calmon. The fact that this report was published in the 1920s makes it likely the first work to present a systematized perspective on educational administration in Brazil. The other report cited by Querino Ribeiro, published as a book by Anísio Teixeira in 1936, is titled *Educação para a democracia. Introdução à administração educacional*. The significance of this book for the field in Brazil lies in

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the fact that it was published two years prior to Querino Ribeiro's *Fayolismo na Administração das Escolas Públicas* (1938). Anísio Teixeira served as head of the Department of Education in the city of Rio de Janeiro – then the capital of Brazil – from 1931 to 1935. Upon completing his term, he submitted the report to the Mayor and subsequently published the book, which included chapters based on his writings and speeches as head of the department. Another important book of this type is *Introdução à Administração Escolar* (1953) – its first edition was in 1939 –, authored by Antônio Carneiro Leão. The reports that were transformed into books and textbooks during the 1920s and 1930s represent the genesis of public school administration as a field of scientific inquiry in Brazil. As evidenced by the citations above, the period preceding Querino Ribeiro's theoretical essay on school administration – namely, the 1940s – was marked by the use of publications derived from the practical experiences of scholars who had served as school or county administrators, as well as educational reformers. Returning to the initial analysis of Querino Ribeiro's two works, it can be anticipated that, over a span of fourteen years, the scholar significantly deepened his understanding of the subject and its theoretical foundations. This development is evident in his transition from a single-author, single-model approach to one grounded in a broad and diverse theoretical framework, greatly enriching his contributions to Brazilian public school administration. It is accurate to state that the author's theory evolved from a disciplinary to a multidisciplinary approach. Last but not least, we sought to develop reflections on the profile and responsibilities of principals in Brazilian public schools, drawing on his administrative model as a foundation. An attempt was made to infer the potential challenges faced by these professionals through an analysis of Brazilian educational history and school administration data, using Querino Ribeiro's theories as a foundational framework. The greatest challenge encountered during the research was the lack of available data on the performance of public school principals between the 1930s and 1950s. As will be shown below, it was possible to identify relevant data on the number of public and private schools, public school enrollment, and the growing number of teachers – key indicators of the expansion of Brazilian public education throughout the 1930s and 1940s. On the other hand, very little data was found regarding the challenges faced and actions taken by public school principals during this period. Considering the contextual information presented above, this study was guided by three central research questions: (1) In what ways did Querino Ribeiro's contributions shape the theory of Brazilian public school administration? (2) How did his 1952 book contribute to shifting the field from administrators' reports toward the development of scientific research? (3) Which major concepts in Brazilian public school administration were advanced through his work? This article argues that Querino Ribeiro's theoretical contributions reshaped the field of public school administration in Brazil by establishing a multidisciplinary approach. His development of key concepts – such as 'administration', 'coordination', and 'co-responsibility' – constitutes a lasting legacy that continues to inform the work of subsequent generations of Brazilian educational administrators. Finally, to help guide the reader through this article, we outline its structure as follows: following this introduction, the article is divided into five sections. The next section analyzes Querino Ribeiro's first published book, which presents an administrative theory grounded in Fayol's model. It is important to note that this analysis is significantly enriched by the contributions of Dias (2007), Paro (2007), and Calderón & Fedre (2016), whose scholarly interpretations have provided valuable insights into Querino Ribeiro's theoretical framework. Subsequently, the analysis turns to his second and most influential work in the field, *Ensaio de uma teoria da administração escolar* (1952). A fourth section was also included to reflect on the interpretations and contributions of Brazilian scholars regarding Querino Ribeiro's administrative theory. The section that follows provides a brief explanation of the research methods employed during the different phases of the study that gave rise to this article. The sixth and final section presents our conclusions based on the analysis conducted.

II. Fayolismo na Administração das Escolas Públicas (1938)[2]

Querino Ribeiro's first published work on public school administration was the book *Fayolismo na Administração das Escolas Públicas* (1938), which, according to Meneses (2007), was also his first publication overall. It is important to note that, in 1930s Brazil, the primary reference for scholars studying administrative theories – whether industrial, educational, or otherwise – was the work of American engineer Frederick Winslow Taylor and his writings. The very fact that Querino Ribeiro, in his 1938 book, chose to base his theory on Jules Henri Fayol's administrative principles and ideas was, for the time, a notably disruptive and forward-thinking approach. This assertion is grounded in the fact that, building on Fayol's theory, Querino Ribeiro developed key concepts such as administration, cooperation, and coordination. Moreover, by adopting a 'general theory of administration' as

[2] It is important to inform readers that hardcopies of this book are extremely rare. Although I have been studying school administration theories in Brazil since 1997, I only recently gained access to a digital copy. In light of this, it is relevant to acknowledge *Associação Nacional de Política e Administração da Educação* (ANPAE) for its valuable initiative in digitizing one of the few existing hardcopies available in the country.

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his theoretical framework, he laid the foundations for Brazilian public school administration in a manner not predominantly tied to industrial management principles.

a) Socio-Historical Context of Brazilian Education in the 1930s

As contextual background, it is important to inform readers – particularly those from outside Brazil – that the 1930s marked a period of significant change in Brazilian education. This decade was characterized by a notable expansion of access to schooling for a broader segment of the population. According to Ribeiro (1998), the number of public and private schools in Brazil increased from 22,922 in 1923 to 39,104 in 1936. The author also emphasizes that 73.3% of these institutions were public. This growth in the number of schools led to an increase in student enrollment. Enrollment increased from just over two million in 1932 to approximately three million by 1936 (Ribeiro, 1998). As a result, the number of teachers also grew. It rose from 76,025 in 1932 to 96,161 in 1936. Ribeiro (1998) notes that this growth contributed to a certain degree of improvement in the administrative structures of schools. In the same four-year period, more than twenty thousand teachers were hired. It can be inferred that, prior to stabilization, the rapid expansion of the public school system likely led to a certain degree of administrative disorder. According to the author, as student enrollment outpaced the number of available schools, it became evident that the administrative structure had evolved not only in scale but also in its actual capacity to create and accommodate new student placements. With the growing demand for enrollment, public schools were increasingly required to implement more effective coordination and control measures (Ribeiro, 1998). In 1937, just one year before Querino Ribeiro's first publication, President Getúlio Dornelles Vargas established the *Estado Novo* regime. His government also enacted a new Brazilian Constitution, which stipulated that families unable to demonstrate financial need would be required to contribute financially to support the public school system. The government also placed significant emphasis on manual training within public schools. This initiative reinforced a social dichotomy: while wealthier classes received a predominantly academic education, lower-income groups were directed toward vocational training. This form of education, often of lower quality, aimed to prepare them for positions in Brazil's emerging industrial workforce.

b) Foundations and Conceptualization of Administration

The opening issue addressed in the book is the necessity of administration, which the author defines as a "guiding force" that directs collective efforts toward the achievement of a common goal (Querino Ribeiro, 1938, p. 9). He expanded on this definition by stating that a group engaged in a collective activity – particularly after reaching a certain scale and level of specialization – requires functionally effective administration. Without it, the group risks falling into disorder, experiencing operational paralysis, or even facing the dissolution of its members (Querino Ribeiro, 1938, p. 9). He then analyzes the nature and possible origins of human activity, asserting that it has always been goal-oriented – that is, directed toward a more or less clearly recognized purpose – and has intentionally involved a degree of foresight or anticipation. The author's statement thus leads to the inference that all human activity is grounded in planning and intentionality, inherently presupposing a certain degree of administrative organization. He further explains that human beings respond to environmental stimuli, and from this analysis, he develops a compelling discussion centered on one particularly striking idea: the "natural" difficulty individuals face in appropriately balancing the various forces they employ in their actions. He concludes his reasoning by asserting that while human beings consistently respond to environmental stimuli, they rarely do so in the most effective or optimal manner given the circumstances. The scholar's assertion prompted us to raise an important question, particularly given the historical context in which it was written: could this book – especially that specific passage – have laid the groundwork for the later development of the concept of "limited rationality"? This question invites an exploration of the concept's chronology, as we first encountered bounded rationality through the insightful writings of eminent Stanford Professor James G. March in the late 1950s (March & Simon, 1958). Continuing his analysis of human social activity, Querino Ribeiro (1938) reflected on the formation of human groups, asserting that such organization arises from the need for collective effort to achieve common, useful, and essential goals – objectives that would be nearly impossible to attain through individual actions alone. Building on these assertions, he concluded that cooperation is one of the fundamental characteristics of social life. Citing Fernando de Azevedo, another distinguished professor at USP, Querino Ribeiro (1938, p. 20-21) emphasizes that cooperation becomes possible only when individuals act collectively, thereby forming a network of relationships that constitutes society. Quoting a paper by Mooney and Reiley, the author argues that intelligent cooperation allows society to flourish, but only when guided by a coordinating authority (Querino Ribeiro, 1938). At this stage, he introduces one of his central foundations for defining administration as a social activity: the concept of coordination. He regards coordination as a fundamental requirement for effective cooperation, enabling social groups to work together toward the goal of achieving efficiency. From his analysis, it can be inferred that coordination involves directing cooperative efforts toward predetermined goals, as the author himself defines it as a corrective

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force aimed at achieving the best possible outcome. Additionally, he defines administration as a form of corrective force and, simultaneously, as a means of exercising authority in its corrective capacity (Querino Ribeiro, 1938). Moreover, he asserts that administration extends far beyond the concept of bureaucracy, grounding his principal definition of administration in Henri Fayol's *Administration industrielle et generale*. According to him, Fayol defines administration as a function composed of six categories of operations: technical, commercial, financial, security, accounting, and administrative. Administration, as the sixth category of operations, is further subdivided into the functions of planning, organizing, directing, coordinating and reporting. In 1937, Luther Gulick published a work that expanded upon Fayol's administrative theory, introducing the well-known acronym POSDCORB – representing Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting (Gulick, 1937). These managerial principles had a significant influence on Brazilian public school administration throughout the 1940s and were frequently discussed in comparison to Taylor's administrative theories.

c) Querino Ribeiro's Comparative Analysis of Administrative Theories

Querino Ribeiro (1938, p. 33) examines administration in relation to government and education, and also explores its nature as either a science or an art – these aspects of the book were highlighted by Dias (2007). Concerning its relationship with government, he asserts that while administration constitutes an essential component of governance, it should not be conflated with it. From his analysis, it can be inferred that government is more closely associated with planning and organizing – implicitly pointing toward policy-making – while administration is primarily concerned with the execution of actions. This distinction later led some scholars to argue that Querino Ribeiro's theory echoed Taylor's principle of the division of labor. One of the most relevant analyses conducted by the author is the comparison between the terms "administration" and "education". In this analysis, he references one of the most influential educators worldwide, John Dewey. Citing Dewey's Democracy and Education, Querino Ribeiro (1938) highlights the American scholar's assertion that education is a process of guiding and directing the natural impulses of non-adults towards better social adaptation. Since Dewey uses the terms "guide" and "direct", he draws a parallel with administration, concluding that while education involves guiding and directing the individual and their impulses, administration performs an analogous function for the group, as noted by Dias (2007). It can be inferred that, drawing on Dewey's theory, Querino Ribeiro (1938, p. 34) redefines administration as the act of guiding and directing the social group and its impulses. He goes even further by questioning whether education could be considered the "administration of the individual" and administration the "education of the group", all possibilities derived from Dewey's definition. Another influence from Dewey's educational theory was the idea of education as a non-coercive action, aimed at channeling human impulses toward a goal – in the case of public schools, enabling individuals to learn. In this sense, administration and education would share a very similar definition, since, according to the author, neither should rely on coercion to operate. Of course, we are not attempting to reduce the interpretation of Dewey's educational theory to a mere play on words. Rather, our aim is to illustrate the type of theoretical construction a Brazilian scholar in the 1930s could develop, given the research resources and bibliography available to him at the time. Moreover, we sought to demonstrate the depth of his analysis and the breadth of his references, considering the field of inquiry he was exploring. Subsequently, Querino Ribeiro (1938, p. 36) discusses whether administration should be considered a science or an art, and categorically concludes that it is neither. Instead, he views administration as a distinct concept, an area of interest, and a fact in itself. According to the author, administration itself cannot be considered a science, as what emerges from its study is the development of an administrative science. He also acknowledges the possibility of an art of effectively applying administrative laws and principles within an enterprise, but only after an administrative science has been established. Finally, he presents two important definitions regarding the concept of administration and its nature: empirical administration and rational administration. He first defines empirical knowledge as originating from sensory experiences and practical, concrete situations (Querino Ribeiro, 1938). He then adds that empiricism represents the early stage of scientific knowledge – in Portuguese he refers to this early stage using the corresponding word for "childhood". He subsequently defines rational knowledge as that which is produced and systematized from empirical experience, following processes of classification, reasoning and the logical organization of information and experiences. He once again cites Dewey, noting that the American scholar defined science as rationalized knowledge. Nonetheless, Querino Ribeiro (1938) emphasizes that empiricism and rationalization are not opposing concepts. Moving forward to connect these ideas to administration, he states that the empirical form of administration is characterized by the absence of planning and control. According to the author, empirical administration leads an enterprise toward routine or stabilization, which, as a consequence, can result in the stagnation of business development. Rational administration, on the other hand, is grounded in facts, emphasizes planning and control, and establishes connections among past

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experiences by analyzing their causes and closely monitoring the entire process, including its outcomes. According to his study, these systematic processes are essential to ensuring efficiency within administration. Next, we will analyze some of the author's arguments that justify his choice of Fayol's administrative model as his primary theoretical reference.

d) Grounding School Administration in Fayolian Theory

As previously mentioned, Querino Ribeiro (1938) incorporated Henri Fayol's principles of general management, adapting them to the context of school administration within Brazilian public schools. In order to make a final decision regarding Fayol's model, he conducted a thorough comparison of the theories proposed by three of the most influential figures in industrial administration at the time: Fredrick Winslow Taylor, Jules Henri Fayol, and Henry Ford. Querino Ribeiro (1938) stated that he had reviewed approximately six hundred pages authored by Ford in order to fully comprehend the principles underlying his concepts of industrial administration. According to the Brazilian scholar, he had read two books published by Ford, which were translated into Portuguese by Monteiro Lobato. Nevertheless, one question persists: if Taylor's administrative theories were dominant in the industrial administration landscape, significantly shaping organizational analysis and administrative thought at the time, what led Querino Ribeiro (1938) to adopt Fayol's model? First, it is important to note that the Brazilian scholar analyzed Taylor's work, *La Direction des Ateliers*, published in French. A key aspect emphasized by him in relation to Taylor's administrative theory is the American engineer's establishment of the division of labor. Furthermore, he argues that both Taylor and Fayol established essentially the same administrative principles – namely, planning, organizing, directing, coordinating, and reporting – previously mentioned. The Brazilian author highlights that both theorists adopted these principles because they were deemed fundamental to effective administration. However, the scholar contends that only Fayol succeeded in systematizing these principles and clarifying their application within the field, which helps explain his decision to adopt the French author's administrative model. In comparing the administrative theories of Taylor, Fayol, and Ford, Querino Ribeiro (1938) initially remarked that, at the time, very little was discussed regarding Ford's approach to administration, with most references to his ideas being limited to manufacturing methods alone. He asserted that Fayol advocated for the principle of unity of command, whereas Taylor, owing to his principle of division of labor (which was also accepted by Fayol), supported the concept of multiple commands. In contrast, Ford advocated for the absence of any formal command structure. According to the Brazilian author, both Ford and Taylor, within their respective texts, delved into the intricacies of the division of labor, focusing specifically on the technical aspects of the functioning of an enterprise. In terms of administration as a practical activity, Taylor retains his principle of division of labor, while Ford largely abandons it. In contrast, Fayol acknowledges the division of labor but advises caution regarding the potential negative consequences of its excessive application (Querino Ribeiro, 1938). He then examines how each of the authors addresses the relationships among three fundamental administrative principles: authority, hierarchy, and discipline. Fayol proposes a hierarchical structure that extends vertically, with authority increasing in accordance with the hierarchy, while discipline is balanced through the judicious application of equity. According to Querino Ribeiro (1938, p. 48), Fayol defines equity as a prudent combination of justice, benevolence, energy, and rigor, acknowledging the impossibility of anticipating all eventualities within an enterprise. Since Taylor advocates for a broader, rather than a vertically extended, hierarchy, there is a corresponding weakening of authority and an intensification of discipline, as it becomes focused on the minutest details of the orders (Querino Ribeiro, 1938). Ford, on the other hand, relaxed the hierarchical structure by concentrating authority at the top and fragmenting it at the lower levels of the chain of command. In doing so, he sought to prevent procrastination among the workforce by transforming discipline into an individual responsibility (Querino Ribeiro, 1938). For both Taylor and Fayol, staff camaraderie is considered essential. Ford, however, views it as unnecessary, believing that camaraderie within the plant could undermine efforts to maintain control. With respect to the centralization of command, the Brazilian scholar stated that Fayol fully supported it, while Ford opposed it, and Taylor occupied an intermediate position on the issue. Concerning remuneration, all three theorists agreed that it should be as favorable as possible, with variations arising in the methods of its implementation. On this matter, Querino Ribeiro (1938) highlights two significant aspects emphasized by Taylor: first, that salaries should be subject to adjustment if a worker fails to complete the assigned task; and second, that his administrative system is better suited to contexts where labor can be acquired at a low cost. With respect to workers' initiative, Taylor effectively nullifies it, Ford regards it as "the apple of his eye", and Fayol adopts an intermediate position on the matter. With regard to order in the workplace, all three theorists considered it absolutely essential. They diverged, however, on the issue of staff stability: while Fayol regarded it as a fundamental administrative element, Taylor preferred not to depend on it, and Ford considered it dispensable, given that he had access to a large labor force and could easily replace employees (Querino Ribeiro, 1938). After conducting a relatively

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thorough comparison, the Brazilian author concluded that it is impossible to categorically affirm any absolute affinity or divergence among these administrative approaches – referred to in Portuguese as *Fayolismo*, *Taylorismo*, and *Fordismo*. He emphasizes that, while the three share several points in common, they also present numerous areas of divergence. Although each approach emphasizes different key ideas and elements, they all, in essence, advocate the same fundamental administrative principles – such as planning, directing, and organizing – and pursue the same basic objective: ensuring the profitable operation of the enterprise (Querino Ribeiro, 1938).

Administrative Principles: A Comparative Overview

PRINCIPLE	TAYLOR	FAYOL	FORD	QUERINO
Division of Labor	✓	✓	✓	✓
Planning	✓	✓	✓	✓
Organizing	✓	✓	✓	✓
Directing	✓	✓	✓	✓
Coordinating	✓	✓	✓	✓
Command	Multiple	Unity	Absence	Flexible
Authority	Weak	Strong	At the top	Flexible
Hierarchy	Broader	Vertical	Relaxed	Vertical
Discipline	Intense control	Balanced	Individual resp	Balanced

Fig. 3: Key differences between Taylorism, Fayolism, and Fordism according to Querino Ribeiro (1938)

Following this comparative analysis of the three administrative theories, it is possible to infer a theoretical model of school administration derived from these principles, designed to guide principals in managing Brazilian public schools at the time. This model can thus be summarized as follows: unity of command with a strong centralization of authority, a cautious division of labor to avoid excesses, emphasis on hierarchy, staff camaraderie, moderated discipline balanced by the judicious application of equity, optimal remuneration, attention to staff initiative and stability, and the maintenance of order within schools. This administrative model, derived from Querino Ribeiro's text and primarily based on Fayol's administrative theory, envisions a public school administration in which the school principal maintains unity of command with a high degree of centralization of authority within a vertical hierarchical structure. Such a framework would foster an educational environment in which professional relationships are predominantly shaped and constrained by hierarchical controls. On the other hand, it can be inferred that the selection of elements from Fayol's model to be incorporated into public school administration was intended to address the human aspects of the issue, particularly through the moderation of discipline, the prudent application of the division of labor, and the emphasis on staff camaraderie and stability. These choices align well with the nature of the educational enterprise, which, as understood, differs fundamentally from the industrial context. An analysis of the administration of Brazilian public schools during the 1940s and 1950s would likely reveal that these institutions adhered to most, if not all, of the principles and elements outlined in this model. The influence of these administrative principles and elements, particularly those derived from Fayol's theory, remains evident in the administration of Brazilian public schools to this day. Why is this the case? These principles are effective because they simultaneously address the need for order and authority, while also accommodating the stability and degree of initiative required from teachers and principals in the daily operations of schools. We contend that these characteristics were inherently adaptable to school administration, which is why Querino Ribeiro (1938) adopted them and subsequently made them a key component of Brazilian literature in the field he himself contributed to shaping. Furthermore, it can be inferred that, when comparing the administrative theories developed by Fayol, Taylor, and Ford, most of the elements proposed by Fayol pointed to a more balanced administrative model, particularly in terms of managing workers within a non-industrial context. We assert that this characteristic was the primary factor that captured Querino Ribeiro's attention, prompting him to adopt Fayol's model in the development of his school administration theory and to advocate for the integration of these elements into Brazilian public institutions. Nonetheless, it is important to offer some reflections of our own, which may diverge from Querino Ribeiro's justification for consolidating his theoretical preference for Fayol's model. Based on our analysis of public school administration in Brazil, it can be argued that Ford's administrative model – as examined by Querino Ribeiro (1938) himself – could also have served as a significant theoretical foundation for the management of Brazilian public schools. Based on our understanding of what constitutes significant and meaningful administrative procedures within a public school, Ford's method would contribute relevant elements to the development of educational administrative processes. One noteworthy example is Ford's abandonment – according to Querino Ribeiro (1938) – of the principle of division of labor. The application of this industrial concept, as originally proposed by Frederick Taylor in the United States, to the educational context was not endorsed by the Brazilian scholar and later faced strong criticism in Brazil, particularly throughout the 1980s and even more so during the 1990s. This aspect, combined with Ford's relaxation of the hierarchical structure – particularly through the fragmentation of authority at the lower levels of the chain of command – would be well suited to the educational context in Brazil, especially given the high value placed on democratic and autonomous school administration within the Brazilian

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public education system. On the other hand, by emphasizing individual responsibility as a means to prevent worker procrastination, Ford's administrative model reflects a managerial approach inherently oriented toward outcome-based assessment – an approach characteristic of its origins in industrial administration. Although outcome-based assessment is widely criticized as an inadequate approach for Brazilian public education today, it is important to observe that, in practice, this very model appears to be used to evaluate the performance of public school principals, whose administrative work is often measured by the results their schools are able to demonstrate. As will be discussed later, Querino Ribeiro's work on administration faced significant criticism in Brazil during the 1990s, as he was perceived to have adopted an industrial perspective in the context of public school administration. One of the main points underpinning this critique was likely his characterization of the public school as an enterprise[3]. While it is evident that public schools and capitalist enterprises pursue fundamentally different objectives, Querino Ribeiro (1938) employed the term *empreza* – the Portuguese word for company or enterprise – as a broad conceptual definition. He used it to describe "a collective of individuals operating within a hierarchical structure, united in the goal of alleviating human difficulties, fostering solidarity, and facilitating the attainment of a shared, socially valuable purpose: the preservation and development of the human species" (Querino Ribeiro, 1938, p. 58). To arrive at this definition, the scholar drew upon the works of Vilbois-Vanuxem, Mooney and Reiley, and Henry Ford. In order to clarify his general concept of enterprise, he compared the State and Government to a form of public enterprise, emphasizing that their hierarchical structure is grounded in impersonal authority and responsibility. As a public enterprise, in the sense proposed by Querino Ribeiro, the administration of public schools should be grounded in the principle of impersonal authority within their hierarchical structure. However, it is well understood by educators that, particularly in smaller schools, professional managerial relationships often take on a personal character in various ways. Returning to the analysis of Querino Ribeiro's text, he emphasized that neither the State nor the Government, at the time, could afford to disregard two key principles observed in commercial enterprises, which he also considered fundamental to public institutions: efficiency and rational administration. As a consequence of this line of reasoning, Querino Ribeiro (1938) recognized public schools as state-maintained enterprises and, given their structural similarities, considered it both possible and pertinent to adapt Fayol's administrative principles to the context of public school administration. Furthermore, he advocated for the principle of rationalization, recognizing that Brazilian public schools – both at the time and even more so today – must pursue significant social objectives while contending with substantial financial constraints. Based on this analysis, he argued that public school administration should be guided by the principles of rationalization and efficiency, given the complexity, broad scope, high cost, and inherently sensitive nature of educational services. One of the key aspects the author emphasized in pursuit of administrative rationalization was the need for specific training for school principals, as highlighted by Ribeiro (2024). Once again, in addressing these aspects, the Brazilian scholar endorsed Fayol's administrative model, highlighting its structural flexibility and its encouragement of worker initiative. In comparing the concepts of order and initiative, Querino Ribeiro (1938) sought to demonstrate their compatibility by referencing Auguste Comte, who emphasized their complementary nature, noting that order and initiative involve a dynamic interplay between stability and progress. He underscores the importance of equity in public school administration, drawing a comparison with the concept of justice. According to the author – once again drawing on Fayol's ideas – equity holds greater significance than justice in this context, as it reflects a more balanced and context-sensitive approach to administrative decision-making. Furthermore, he argued that justice is grounded in the fulfillment of established conventions, which presupposes a capacity for accurately predicting outcomes. However, the author noted that such predictability is particularly challenging within public schools, where interpersonal relationships require a greater degree of equity. He further contended that regulations are inherently incomplete and, therefore, cannot be applied rigidly or without contextual interpretation. In light of this analysis, it is essential that public school principals cultivate equitable professional relationships within their institutions to ensure that administrative processes are carried out effectively and appropriately. Based on the administrative elements emphasized by Querino Ribeiro (1938), and in an effort to discern the characteristics of the administrative model he ultimately advocated, it is possible to outline a profile of the Brazilian public school principal during the 1930s and 1940s. According to the elements identified by the Brazilian scholar, the ideal public school principal in Brazil at the time would be a professional specifically trained for the role, capable of rationalizing administrative procedures with a particular emphasis on achieving maximum efficiency at minimal cost. At the same time, this school principal would need to be equipped to manage a public enterprise of increasing complexity and scope, while also recognizing the

[3] The fact remains that the author employed the term "*empreza*" – then spelled with a "z" – which, within the context of Brazilian educational administration literature, was later the subject of significant criticism due to its perceived alignment of public school administration with the management practices of capitalist enterprises.

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sensitive nature of the role – particularly as public schools began to serve a growing and more socially diverse population of children and their families. Additionally, the principal should demonstrate strong initiative, recognizing and promoting structural flexibility, and be capable of managing and implementing adaptable administrative procedures within the school context. On the other hand, this professional should not disregard the importance of order, as it remains a fundamental element; it is precisely the balance between order and initiative that enables the creation, expansion, improvement, and advancement of the public school administrative structure. Querino Ribeiro's selection of Fayol's administrative model was thoroughly justified and firmly established by the author. His analysis was grounded in key administrative principles associated with the notion of "general administration", thereby supporting his decision to adapt the model to the context of Brazilian public school administration. Nevertheless, his adoption of Fayol's framework was not uncritical; fully aware of its limitations, he also offered pointed critiques as a means of reinforcing his informed and deliberate choice.

e) Fayol's Administrative Framework: A Critical Perspective from Querino Ribeiro

As previously noted, although Querino Ribeiro (1938) advocated for the adoption of Fayol's administrative model in the context of Brazilian public school administration – particularly following his comparative analysis with the models proposed by Taylor and Ford – he remained cognizant of the limitations inherent in Fayol's framework and did not refrain from articulating critical observations regarding its applicability. Two specific critiques directed by Querino Ribeiro toward the French author's model merit particular attention. The first critique concerns the concept of planning. According to the Brazilian scholar, Fayol committed a conceptual error in the role he assigned to planning by treating it as an administrative function encompassing the establishment of organizational goals. Querino Ribeiro (1938) argues that if such an interpretation were accepted, it would attribute to administration a level of importance that it does not inherently possess. He argued that planning should not involve the establishment of organizational goals; rather, it should function as a process of identifying and analyzing the elements that may hinder the organization from achieving its predefined objectives. The second critique he directed at Fayol's theory concerns the concept of rigor. According to him, while Fayol asserted that equity within an organization should not preclude the application of vigorous actions or rigor in decision-making, Querino Ribeiro disagreed – arguing that while vigorous actions may indeed align with equity, rigor is inherently incompatible with it. He further argues that rigor may be understood as an attempt to impose absolute justice within organizational operations; however, in his view, absolute justice can lead to profound unfairness (Querino Ribeiro, 1938, p. 104). As this brief analytical overview of Querino Ribeiro's 1938 work demonstrates, he was able to construct a comprehensive theoretical model of public school administration. Although his framework drew on principles of industrial management, he effectively adapted these foundations to the educational context, taking into account the distinct nature of schools – particularly the differences in professional roles and interpersonal dynamics compared to industrial settings. Notably, he developed an administrative approach that, while incorporating key elements of Fayol's general management theory, remained firmly centered on the primary objective of Brazilian public schools: the effective learning of children.

III. Ensaio de Uma Teoria da Administração Escolar (1952)

Querino Ribeiro's second book in the field was published following the defense of his thesis for a Full Professorship at the University of São Paulo (USP) in 1952. According to the author, one of the key responsibilities of a Full Professor in the area of public school administration was to articulate sound administrative principles that could serve as a foundation for the practices of professionals engaged in managing public education. In this sense, the book represented a pivotal turning point in Brazilian educational administration. When comparing the "before and after" of its publication, several key administrative principles emerge from his theory. Among them were his defense of the judicious use of public funds for education and his advocacy for the rationalization of school administrative procedures through systematized practices, in contrast to the earlier trial-and-error approach. Moreover, his pivotal definition of school administration – particularly through the concept of co-responsibility – initiated a shift in understanding the role of the school principal. Rather than being viewed as a solitary authority, the principal came to be recognized as the coordinator of a collective endeavor. In an article published in 2007, we argued that the Brazilian scholar's essay contributed significantly to the development of public school administration in Brazil as a field of scientific inquiry, particularly by enabling the delineation of its object of study (Ribeiro & Machado, 2007). Moreover, one of our principal conclusions is that this work established a scientific foundation for practicing a more flexible form of public school administration – understood as non-mechanistic procedures – within bureaucratic educational contexts (Ribeiro & Machado, 2007). Prior to Querino Ribeiro's thesis, both the area of public school administration and the practices of school administrators faced significant challenges, particularly

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the absence of a clearly defined domain of study from which to derive theoretical grounding and, consequently, guide professional learning and role development. One of the author's primary concerns in the thesis was to establish foundational bases for the development of a Brazilian theory of public school administration, aimed at providing a set of principles – the ones previously mentioned – to guide school leaders in the effective and reliable management of educational institutions. His book laid the foundations for a Brazilian theory of public school administration by emphasizing a local perspective on co-responsibility. While he adapted Fayol's principles – planning, organizing, and coordinating – his conception of co-responsibility paved the way for one of the most important principles of public school administration in Brazil: community participation in decision-making, which underpins the notion of democratic school management.

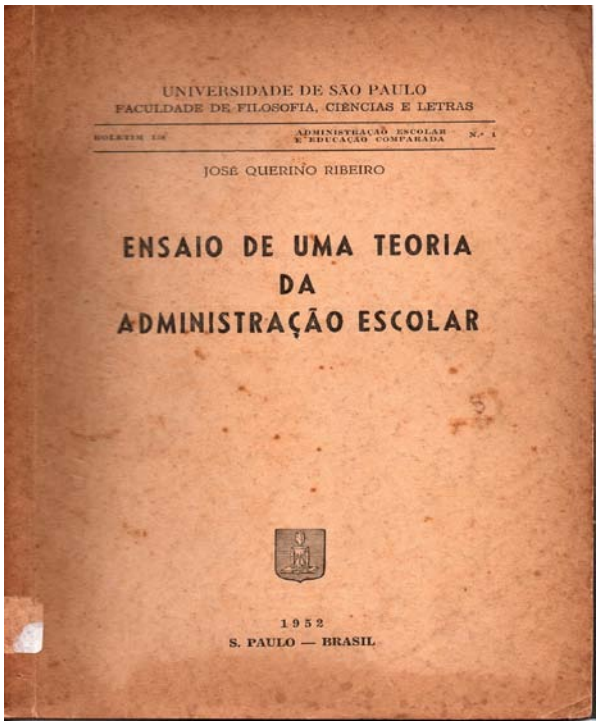


Fig. 4: Front Cover of One of the Rare Surviving Hardcopies of the First Edition of Querino Ribeiro's Thesis, Later published in Book form in Brazil

a) Socio-Historical Context of Brazilian Education (1940s-1950s)

It is important to highlight the historical context in which the thesis – later published as a book – was likely written. Considering the period between 1937 and 1955, as delineated by Ribeiro (1998), it becomes evident that Brazilian society was undergoing a significant transformation, shifting from an economy predominantly based on agriculture and exportation to a national development model increasingly oriented toward early industrialization. This societal transformation had a profound impact on the social role of public schools and, by extension, their administrative structures. Before the onset of Brazil's industrialization process, the primary objective of public education was limited to teaching children basic literacy and numeracy skills. With the advent of industrial operations, there emerged a growing demand for a more educated workforce – individuals capable of comprehending written instructions and executing standardized industrial procedures. Accompanying these broader social transformations were significant educational developments: public school principals saw their roles evolve from managing small institutions with limited teaching and learning concerns to administering much larger schools and addressing a more complex array of social and educational issues. The increase in student enrollment introduced a distinct set of challenges, including larger class sizes and, consequently, the integration of children from diverse social backgrounds. These factors may partially account for what Querino Ribeiro (1952, p. 73) referred to as the "profound instability in child and adolescent behavior". According to Ribeiro (1998), one of the most complex challenges faced by schools in the 1930s, during the onset of Brazil's industrialization, was the redefinition of the public school's social and educational role – namely, the task of preparing a significantly larger workforce to meet the demands of new and varied functions within the industrial sector. Furthermore, according to the author, there was little interest at the time in public schools in engaging with the distinction between manual and intellectual labor, as both public education and industrial training were primarily directed toward individuals from lower-income social classes (Ribeiro, 1998). Within the context of educational expansion, school principals were required to manage an increasing number of newly hired teachers, whose levels of training and pedagogical competence varied significantly. Between the publication of Querino Ribeiro's two most influential works, from 1938 to 1952, the social and educational roles of Brazilian public education underwent profound transformations, which, in turn, substantially reshaped the responsibilities of school principals. Brazilian public schools evolved from institutions with a limited educational scope, focused on imparting basic knowledge to small groups of children and adolescents, into broader social and educational agencies perceived by the most disadvantaged populations as one of the few viable pathways for social mobility, particularly as industrialization and its associated job opportunities began to demand more advanced knowledge and skills. As a result, public school principals required more comprehensive training and, as evidenced in Querino Ribeiro's work, needed to acquire a stronger foundation in administrative principles that were aligned with the evolving demands of a newly diversified and complex educational institution.

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b) Querino Ribeiro's Conception on Teaching and Learning

Understanding the Brazilian scholar's perspective on teaching and learning as inherently social and educational processes is essential to grasp his theoretical stance on school administration. The first and foundational concept articulated by Querino Ribeiro (1952, p. 14) regarding education is his view of learning as an individual process, which he referred to as 'self-education'. According to the author, contemporary educational theories indicated that individuals must organize and reorganize their own experiences, as this process cannot be undertaken by others on their behalf. When referring to education as the organization of experience, it can be inferred that Querino Ribeiro draws unequivocally from John Dewey's 'Democracy and Education'. Influenced by Dewey, he understood self-education as the process of learning through the integration of biological, psychological, and social experiences. In this regard, Querino Ribeiro (1952) asserted that society defines the means, sets educational objectives, and directs the educational process. He maintained that individuals are educated in accordance with specific social contexts and the resources made available by society. He further argued that intentional and systematized education – such as that offered in public schools – consisted of instructional situations deliberately structured by the social group to promote ideas, attitudes, and behaviors aligned with socially established norms and values. This conception of education as a process of social adjustment suggests the influence of Émile Durkheim's sociological theory on Querino Ribeiro's educational thought and, by extension, his scholarly writings. Furthermore, he asserted that public schools encompassed two fundamental aspects of intentional education. The first was teaching, which he regarded as only meaningful when intrinsically linked to its necessary counterpart – learning. He viewed the teaching and learning processes as the core of the school experience, wherein the systematization and structuring of communication enabled the delivery of systematic instruction. The second aspect was equally significant, as it involved instructional guidance aimed at fostering lifelong learning. The author deemed this essential in contemporary societies, arguing that 'changing civilizations' no longer allowed for the transmission of social behaviors as fixed 'ready-made formulas', as had been done in the past. Moreover, he argued that even the most efficiently organized and administered public school was incapable of covering all the knowledge required by individuals in modern life. This understanding led to the development of an educational program aimed at equipping children and adolescents with the ability to learn independently beyond the school environment – a concept that, in retrospect, closely aligns with what is now recognized as lifelong education. In this context, it can be inferred that the primary role of public school administration was to ensure the provision of essential conditions – such as adequate infrastructure, instructional resources, and well-trained professionals – to support the implementation of this emerging philosophy of lifelong learning.

c) The Origins of Public Schooling and School Administration in Brazil

In the opening section of his book, Querino Ribeiro (1952) presents a nuanced analysis of the role of education and public schools in shaping modern society. He argues that in less complex societies, direct communication served both as a means of facilitating public participation and as the primary mechanism for educational processes. At a certain point in history, according to the scholar, the increasing complexity of society rendered direct communication insufficient as an educational mechanism. This shift necessitated the creation of formal instructional structures – public schools – which emerged to replace the collective social responsibility of transmitting accumulated knowledge and experiences to new generations. At this point in the book, Querino Ribeiro (1952) unequivocally asserts that public schools in Brazil emerged as a social instrument for the transmission of instructional experiences, framing this development as a manifestation of the social division of labor. Importantly, he distinguishes this notion from Taylor's concept of industrial division of labor, which, despite influencing other authors in the field, was inaccurately attributed by some Brazilian researchers to Querino Ribeiro's administrative theory. His position on the matter clearly reflects his conviction that the division of labor – exemplified by the emergence of public schools – was fundamentally a social phenomenon, rather than one rooted solely in industrial logic. Based on the context in which the term appears, it is reasonable to infer that the author was referring to the social division of labor within society, rather than to Taylor's notion of industrial division of labor. Nevertheless, Querino Ribeiro's work – particularly his 1952 publication – faced substantial criticism in Brazil during the 1990s. At that time, his administrative model was deemed incompatible with educational principles, as the concept of industrial division of labor was viewed as incongruent with the realities and demands of public school administration. A deeper reading of Querino Ribeiro's text suggests that the author was merely acknowledging the existence of a division of labor already present within Brazilian society – a recognition that differs significantly from advocating for the application of the industrial division of labor principle in public school administration. This distinction is crucial, as it indicates that his theoretical position was more aligned with a sociological understanding of labor organization than with the mechanistic logic characteristic of industrial management models. Another

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significant issue that he analyzed relates to the widespread concern – shared by Brazilian scholars such as himself and Anísio Spínola Teixeira, as well as by school administrators – regarding the high cost of public education. Given that funding for public schools has historically been a sensitive issue in Brazil, there was an urgent need to identify more efficient approaches to managing this costly social enterprise. Querino Ribeiro's educational and administrative experience, particularly within the public sector, informed the systematization of his essay on school administration theory, with a particular emphasis on the judicious use of public funds. His advocacy for the principles of efficiency and rationalization in public education was often misinterpreted through the lens of Taylor's 'one best way' approach. This misreading stemmed from the dominant influence of the American engineer's theories on industrial management, particularly those emphasizing productivity and efficiency, which heavily shaped administrative thought at the time. As previously noted, he had extensive experience within public educational institutions, and his concern with efficiency must be understood in this context. Given that public institutions are funded by taxpayers, his advocacy for rationalization was rooted in the responsible and effective use of public resources, aiming to improve the functioning of public schools. His use of the term, therefore, referred to administrative efficiency rather than to an economic or industrial logic. This distinction is critical, as the criticism leveled at him – particularly the claim that rationalization implied the imposition of industrial management principles on education – reflects, in our view, a misinterpretation of his intent. Rather than importing an industrial model, he framed rationalization as a means of strengthening public school administration within its social and institutional context. Despite the prevailing influence of Taylor's theories, Querino Ribeiro deliberately chose to align himself with a 'general administrative theory' inspired by Fayol. He recognized that Taylor's framework, if applied to education, risked equating schools with industrial plants and their administration with mechanical operations. In contrast, Querino Ribeiro (1952) sought to distance public school administration from such mechanistic analogies, advocating instead for a more flexible and human-centered approach. While conducting the bibliographical research for his Full Professor thesis, he noted the absence of scholarly works published in Portuguese that could serve as a foundational reference for a comprehensive introduction to the topic of public school administration, as well as for a consistent analysis of the subject and its development into specific subfields (Querino Ribeiro, 1952). This lack of local academic resources was one of the primary reasons he turned to literature published in other languages, particularly English. Some of the challenges encountered by the Brazilian scholar, along with key propositions emerging from his thesis, were previously examined in an earlier analysis of his contributions to public school administration (Ribeiro & Machado, 2007). Selected administrative concepts articulated by the author are revisited bellow.

d) Public School Administration: Theoretical Insights from Querino Ribeiro (1952)

In an effort to provide school administration professionals with a reliable foundation for their daily practices, the Brazilian scholar sought to articulate administrative principles grounded in a coherent and accessible theoretical framework, enabling their secure and effective application within public schools. In his attempt to establish principles for the field in Brazil, his administrative ideas were often misinterpreted through the lens of managerial principles derived from industrial management, particularly those associated with Taylorism. One of the most frequent critiques of Querino Ribeiro's work during the 1980s and particularly in the early 1990s in Brazil was that his administrative principles were rooted in the country's capitalist social structure, thereby reflecting an exploitative logic and managerial ideas oriented toward profit. One aspect to consider in response to this critique is that, if current indicators of Brazilian public schools – such as student performance, administrative efficiency, and other factors commonly associated with capitalist models of management – were applied retrospectively, these institutions would likely be deemed bankrupt. Conversely, if the public schools of today reflected the effectiveness presumably intended by the principles the author was accused of endorsing, they might rank among the best in the world. Such critiques of Querino Ribeiro's theory appear, at the very least, to be imprecise, given that he clearly acknowledged – and addressed within his work – the implications and limitations of employing an administrative model rooted in an industrial framework to develop a Brazilian theory of public school administration. Considering that Brazilian society began its industrialization process in the 1930s, as noted by Ribeiro (1998), and given that the adopted economic model was capitalist, it would be unrealistic to expect public schools – operating within a capitalist society characterized by close interrelations between social institutions such as schools and industries – to develop an administrative theory without accounting for foundational principles such as efficiency and rationalization. Had Querino Ribeiro attempted to construct his theory entirely removed from these principles, he would have had to disregard the broader Brazilian social context and, by extension, its educational reality – an unlikely stance given his commitment to public institutions and his academic background in Social Sciences. In such a case, criticism would likely have focused on the anachronistic nature of

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his theoretical approach. Querino Ribeiro (1952, p. 35) highlighted the hypertrophy of the Brazilian state – reflected in the excessive expansion of public administration – and demonstrated an awareness of its interrelations, concluding that such growth was a consequence of modern societal progress. He argued that the state needed to rationalize its public administration in pursuit of efficiency, which in turn led to an expansion of its role not only in intervening in social affairs but also in legitimizing its functions as a public administrator. In its pursuit of legitimacy, the Brazilian state began to engage in the production of knowledge across various domains. As the scholar insightfully explained, this shift in the state's role supports the inference that the establishment of research institutions – such as the *Instituto Nacional de Estudos e Pesquisas Educacionais* (INEP) in 1937 and the emergence of Brazilian research centers in the 1950s – was part of a broader strategy to consolidate the state's position not only as a public administrator but also as a producer of knowledge. Consequently, this shift in the state's role had a significant impact on research in school administration, as the Brazilian state assumed not only the function of providing social and educational services but also that of establishing academic institutions. Public universities, such as the University of São Paulo (USP) – which Querino Ribeiro helped to consolidate – were founded not only as centers of teaching but also as hubs for academic research. As the Brazilian state came to exercise an almost monopolistic role in the production of knowledge – particularly in strategically significant areas such as education, teacher training, and school administration – it was able to legitimize a specific trajectory for consolidating its authority to establish educational standards. Simultaneously, by shaping dominant patterns of thought, the state's legitimacy continued to influence the prevailing approaches to teaching and managing public schools. On the other hand, one of the most significant research outcomes supported by the state was Querino Ribeiro's thesis on school administration, which made a substantial contribution to the field through his most important publication – his 1952 book. In this work, he offered a pivotal definition of school administration describing it as the set of scientifically determined processes that, aligned with a specific philosophy of education and educational policy, are carried out before, during, and after school activities to ensure their coherence and efficiency (Querino Ribeiro, 1952, p. 153). In identifying the key components of school administration from a scientific perspective, he emphasized three essential elements: human, legal, and material resources. Among these, he regarded the 'human means' as the most critical. Within this category, one of his most significant contributions to the field was the concept of co-responsibility, which he defined as a foundational principle for effective school administration.

The prevailing view of school administration in Brazil at the time depicted the role of the principal primarily as a solitary authority figure, whose main function was to issue directives. Querino Ribeiro challenged this notion by redefining school administration as a collective endeavor, involving principals, their immediate subordinates, and teachers – each sharing co-responsibility for the various dimensions of managing public schools. He was likely attempting to distinguish public school administration from the management of other types of social organizations by emphasizing a defining feature of educational administration: the principle of co-responsibility among principals, staff, and teachers. He asserted that the effective execution of administrative tasks within schools depended fundamentally on collaboration and shared responsibility among all members of the school community. Although this notion may appear elementary by today's standards, it is essential to recognize that Querino Ribeiro was addressing the context of Brazilian public school administration in the 1950s. Within that historical framework, his emphasis on co-responsibility represented a significant and forward-thinking contribution to the development of educational theory in the field. In analyzing the relationship between educational policy and public school administration, he recognized that the close connection between these dimensions of state governance required school administration to both interpret and implement such policies. This understanding implied that school principals should assume an active and engaged role in the policy implementation process. At this point in the analysis, it is noteworthy that he demonstrated awareness of the detrimental effects that can arise from a rigid separation between planning and execution. Nevertheless, critics of his work often focused their critiques on this very aspect, arguing that Querino Ribeiro endorsed such a division. However, our interpretation differs, as he explicitly criticized Taylor's industrial division of labor – even while acknowledging its effectiveness in certain contexts of rationalized management – thereby signaling his opposition to its application within the realm of school administration. Rather than endorsing the suitability of the aforementioned separation of principles, the scholar approached both the separation and the integration of planning and execution as inherent features of the administrative process. Although he acknowledged the effectiveness of such a division in specific industrial contexts, he firmly rejected its application to public school administration. Instead, he asserted that the philosophy of education and educational policies should guide the definition of the social and educational objectives of Brazilian public schools. As a critical component of his analysis, he sought to interpret the implications of this reasoning for the role of the public school principal. He argued that it was not an easy task

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to find an individual sufficiently qualified to simultaneously fulfill the roles of educational philosopher, policy-maker, and school administrator – though he acknowledged the possibility of such a figure existing. Based on the scholar's reflections, it is possible to infer the profile he envisioned for a public school principal in Brazil: a highly qualified educator, particularly in the areas of educational administration, philosophy and policy, capable of comprehending and enacting the core philosophical tenets underpinning the nation's educational goals. This individual would implement educational policies with a focus on their legitimacy and alignment with broader societal values, always prioritizing the social and educational well-being of students.

e) Influence of International Scholars on Querino Ribeiro's Thesis

The Brazilian author explicitly acknowledged the scarcity of publications in Portuguese that could support the development of his thesis, which led him to rely extensively on theoretical works published in other languages, particularly English and French. In the course of gathering bibliographic references to support his work, he consulted three significant publications by leading American figures in the field of school administration, as previously mentioned: Ellwood P. Cubberley, Arthur B. Moehlman, and Jesse B. Sears. He regarded the first as the founding figure in establishing school administration as a specialized function within educational institutions, thereby laying the groundwork for its development as a distinct field of study within educational research. He stated that the American scholar systematized knowledge on school administration at the beginning of the twentieth century. According to him, Ellwood Cubberley himself described in his book how the field was constructed through the collection and organization of numerous publications from the final quarter of the nineteenth century, which had originally been published under various titles. The Brazilian author further noted that Cubberley curated and structured these materials to serve as instructional resources for the school administration courses he taught at Stanford University's School of Education, given their relevance to the emerging field (Querino Ribeiro, p. 99). At this point in his thesis, it becomes evident that the studies Querino Ribeiro identified as reports of successful administrators' professional experiences likely originated with Cubberley, who appears to have been one of the first scholars to document such accounts and utilize them as foundational materials for teaching school administration at the university level. Querino Ribeiro (1952, p. 99) emphasized that E. Cubberley drew upon his professional experience to formulate reflections on school administration, thereby constructing a set of administrative principles for practice within the field. However, the Brazilian author critiqued Cubberley's work for its predominantly localized focus, noting that it concentrated almost exclusively on specific American administrative issues and their corresponding solutions. As a complementary analysis, Querino Ribeiro (1952, p. 104) noted that Jesse Sears' book on school administration aimed primarily to construct a theoretical framework for the administration of American schools, responding to a recognized need among scholars in the United States. He regarded Sears' treatment of authority within American schools as particularly appropriate and well-founded. His critique of Sears' approach centered on the latter's assertion that educational goals were to be determined by school administration. The Brazilian author contended that such goals should be established at a higher level, external to the school context, and grounded in a well-defined educational philosophy. With regard to Arthur Moehlman's publication, he highlights the American author's definition of school administration as aligning closely with his own perspective – namely, as an instrument for achieving educational goals. Moehlman's central thesis, which significantly influenced Querino Ribeiro's ideas, is the assertion that instruction is the paramount purpose of schools. In this perspective, administration should function as a service activity, facilitating the realization of educational objectives through effective organization and management. However, similar to his critique of Cubberley, Querino Ribeiro considers Mohelman's approach to be overly focused on localized issues, lacking broader theoretical generalization. This aspect may help explain why, in contrast, he sought to formulate an administrative theory grounded in a broader conceptual framework – one that could simultaneously contribute to the development of a distinctly Brazilian theory while addressing a limitation he identified in the work of American scholars: excessive localism. From this perspective, it can be inferred that the limitations of American theories also played a significant role in shaping his own theoretical construction. Nevertheless, it is important to acknowledge the influence that Querino Ribeiro's educational and administrative theory received from a range of international authors, including the Americans John Dewey and Luther Halsey Gulick. Notably, the Swiss Robert Dottrens and the Austro-Hungarian Vaclav Prihoda contributed significantly to this theoretical foundation – Dottrens by adapting Fayol's administrative principles to the field of education, and Prihoda by applying Taylor's scientific management concepts to school practices, both in works published in 1935. Additionally, the British management consultant Lyndall Fownes Urwick played a relevant role in shaping Querino Ribeiro's ideas, particularly through his efforts to synthesize classical management theories and emphasize organizational efficiency, which aligned with the Brazilian author's pursuit of a coherent and

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scientifically grounded approach to public school administration in Brazil. Scholars from diverse academic fields contributed to Querino Ribeiro's construction of a multidisciplinary theory of public school administration in Brazil – one of his most significant contributions to Brazilian public education.

IV. Scholarly Readings of Querino Ribeiro's Theory in Brazil

Over the years, Brazilian authors have examined and critically engaged with Querino Ribeiro's contributions to the field of public school administration, offering diverse interpretations of his theoretical foundations, the context of his work, and its enduring influence on public education in Brazil. The chronological analysis presented here begins with two articles published in the 2000s – both authored by us – which examine Querino Ribeiro's 1952 book. These publications stemmed from research conducted during our Master's dissertation and Doctoral thesis, which laid the foundation for our continued academic engagement with the author's theoretical contributions. The first of these articles, titled *Para uma teoria da Administração Escolar no Brasil* (Ribeiro & Machado, 2003), analyzed six books authored by Brazilian scholars, including Querino Ribeiro's *Ensaio de uma teoria da Administração Escolar* (1952). In that study, we concluded that his work was grounded in a rational and scientifically oriented approach to school administration, emphasizing the importance of systematic principles in the organization and management of public education. Another conclusion reached at the time – and reaffirmed in the present study – is that his book presents an administrative theory that is markedly multidisciplinary. Moreover, we observed that while Querino Ribeiro adopted Fayol's administrative theory as a significant theoretical foundation, he demonstrated full awareness of its limitations when applied to the context of public school administration. The second article, *Teorias de Administração Escolar em Querino Ribeiro e Lourenço Filho* (Ribeiro & Machado, 2007), focused specifically on the two most influential works authored by José Querino Ribeiro and Manoel Bergström Lourenço Filho, with particular attention once again given to Querino Ribeiro's 1952 publication. The main findings highlighted his pioneering role in advocating for efficiency and rationalization in the use of public educational resources. The study also anticipated the paradox later identified by Paro (2007), as we argued that Querino Ribeiro's administrative theory – while firmly situated within its historical context – deliberately refrained from uncritically adopting rational and bureaucratic principles. Instead, he conceived school administration as a set of operations aimed at fulfilling the school's primary mission: the effective learning of children. Finally, the article concluded that the author was a forerunner in promoting administrative flexibility in schools, recognizing the necessity of ongoing adjustments in response to fluid social dynamics and the evolving behavior of students (Ribeiro & Machado, 2007, p. 18). Following these two publications, still in the 2000s, several prominent Brazilian scholars – through their published analyses – highlighted Querino Ribeiro's administrative theory and the enduring significance of his contributions to the field of public school administration.

a) Vitor Henrique Paro's Perspective

This author is one of the most influential Brazilian scholars in the area since the 1980s, and offered critical analyses of Querino Ribeiro's theoretical contributions. Our research identified two key publications in which Paro (2007; 2009) directly engages with his work. Although Vitor Paro was a prominent critic of Querino Ribeiro's ideas throughout the 1990s, his writings from the 2000s suggest a significant shift, indicating a renewed appreciation for the relevance and contemporary value of his administrative theory. In 2007, Vitor H. Paro was invited to deliver a lecture at an event commemorating the centenary of Querino Ribeiro's birth. He subsequently transformed his address into an article published in the *Revista Brasileira de Política e Administração da Educação* (RBPAE). In this publication, Paro (2007) examined what he identified as a central paradox in Querino Ribeiro's *Ensaio de uma teoria da administração escolar* (1952). While Querino Ribeiro proposed an educational administrative theory grounded in general administrative principles – a framework Paro (2007) viewed as inherently non-neutral and aligned with capitalist logic – he simultaneously sought to adopt this model without endorsing its capitalist dimensions, such as the exploitation of labor. In conclusion, the author argues that those who approach Querino Ribeiro's book in search of educational administrative methods and techniques will encounter insights that go far beyond procedural concerns – offering valuable reflections on education and the nature of schools themselves. He closes his analysis by affirming that the study of school administration must take the school as its central object of inquiry, rather than focusing exclusively on administrative principles (Paro, 2007). The second article referenced here was published in 2009 and explored the contemporary relevance of Querino Ribeiro's ideas regarding the training of school principals – an analysis we further developed in our own study on principal preparation in Brazil (Ribeiro, 2024). In his work, Paro (2009) reiterates the presence of a paradox within the Brazilian scholar's administrative theory as it relates to education. In his concluding remarks, Paro (2009) affirms the contemporary relevance of his ideas, particularly emphasizing the necessity of specific training for school principals. He

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underscores that such training should be grounded in his conception of administrative processes as forms of mediation aimed at fulfilling the fundamental objective of schools: the effective learning of children.

b) José Augusto Dias's reading

Another relevant article was identified, authored by José Augusto Dias, also a professor at the University of São Paulo (USP), like José Querino Ribeiro and Vitor Henrique Paro. Published in the same 2007 issue of *Revista Brasileira de Política e Administração da Educação* (RBPAE) as Paro's contribution, Dias's work underscores the significance of his definition of school administration, as previously examined in this article, in the subtopic Public School Administration: Theoretical insights from Querino Ribeiro (1952). Dias (2007), in turn, analyzes the implications of the five core elements that constitute his conceptualization of school administration. The first element refers to the "complex of processes" involved in administration. According to Dias, this component was clearly influenced by Fayol, as both authors conceptualize administration as a sequential set of interrelated processes – such as planning, organizing, directing, and others. The second element identified by Dias (2007) is the scientific determination of administrative processes within schools, highlighting his commitment to grounding school administration in methodologically rigorous and rational principles. According to this author, unlike Taylor, he did not adhere to the notion of a fully scientific administration. Rather, he recognized the value of drawing on scientific knowledge to better understand the human dimensions of the schooling process. In this regard, Querino Ribeiro advocated for the use of scientifically informed techniques that could enhance the effectiveness and performance of school-related activities, while remaining attentive to the inherent complexity of the human dimensions involved in educational processes (Dias, 2007, p. 557). The third element introduces a layer of complexity and contention to the field of public school administration, as it pertains to adherence to a specific educational philosophy and educational policy. According to this principle, by accepting the position, the school principal implicitly agrees to administer the institution in alignment with predetermined philosophical and policy frameworks, over which they have limited or no influence. Dias (2007) observes that, upon accepting their post, principals inherit educational ends and means that have already been defined. This arrangement can create tension, as administrators may feel constrained – and potentially dissatisfied – when required to manage an institution without the authority to make certain key decisions. In contemporary Brazil, this issue remains particularly relevant, as school autonomy and governance are central to ongoing debates about democratic school management and the effective participation of the school community in decision-making processes. The fourth aspect concerns the schooling process, which encompasses activities occurring before, during, and after teaching and learning. However, Querino Ribeiro rejects any notion of simplicity or linearity in this sequence, arguing that school activities cannot be organized chronologically in a rigid manner. He emphasizes that these processes are not hierarchical but rather interdependent, with their effectiveness relying on the dynamic relationship among them. Finally, the fifth element concerns the need to ensure unity of purpose and efficiency in public school administration, with the overarching objective of enabling schools to function effectively using the resources available (Dias, 2007, p. 557). In his concluding analysis, Dias (2007) asserts that Querino Ribeiro's *Ensaio de uma teoria da administração escolar* (1952) remained unmatched for many years in terms of its contribution to research in the field. As evidence of its enduring significance, Dias (2007) cites the book's reissue in the late 1970s, more than two decades after its original publication[4].

V. Methods

Before outlining the methodological procedures adopted in this study, it is important to clarify that this article is the outcome of multiple research efforts carried out in three distinct, yet complementary, periods[5]. The first phase took place during the period of graduate studies (1999-2001), as part of the research conducted to obtain a Master's degree in Education. The second phase occurred between 2002 and 2006 and culminated in the completion of a Doctorate in Education, with a focus on School Administration. The most recent phase was carried out in the final quarter of 2024. These distinct research phases enabled the analysis of Querino Ribeiro's works from multiple perspectives and under varying circumstances, contributing to a more mature and comprehensive inquiry[6]. Unlike the previous study presented in Ribeiro (2024), it was not possible in this article to apply one of the key techniques proposed by Bardin (1977) – the floating reading technique. Nevertheless, Content Analysis, as outlined by the French scholar, remains one of the principal methodological frameworks guiding this research. Given that the two books analyzed in this study had already been read multiple times, the

[4] Regarding the reissue of the book, it is important to acknowledge the role of João Gualberto de Carvalho Meneses, a former student of Querino Ribeiro at the University of São Paulo (USP) and one of his academic mentees. Drawing on his classroom notes and academic training under Querino Ribeiro's guidance, João Gualberto de Carvalho Meneses contributed to the review and revision of the text, ultimately becoming Querino Ribeiro's co-author in the 1970s edition.

[5] This justifies the identification of four distinct financial supporters for the research, as noted in a footnote on the first page of the article.

[6] As a result of our previous research on Querino Ribeiro's works, an unpublished paper was written on his 1952 book, intended for publication in 2012, marking the sixtieth anniversary of its first edition.

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application of the floating reading technique – as defined by Bardin (1977) as a preliminary step involving the initial, non-exhaustive reading of the material – was deemed inappropriate. Since this technique is intended for first-time, exploratory engagement with the content, it did not align with the advanced stage of familiarity the researcher already had with the texts. For this reason, although the qualitative approach employed in analyzing the author's publications remained consistent throughout the research process, the researcher was able to discern new dimensions of the scholar's work as a result of revisiting the texts during different phases of the investigation – whether for the second, third, or even tenth time. Ultimately, it was this qualitative methodology that enabled an in-depth exploration of the multiple layers and nuances present in the texts. As Sherman and Webb (2005, p. 5) assert, "The aim of qualitative research is not verification of a predetermined idea, but discovery that leads to new insights". That was precisely the case. Although Querino Ribeiro's 1952 book had been read multiple times prior to this final phase of the research, it was only during the most recent analysis that the depth of his engagement with the works of non-Brazilian authors became fully apparent. In light of this, a qualitative approach proved particularly suitable, as the theoretical foundations drawn upon by him were not limited to administrative theories alone, but encompassed a broader and multidisciplinary intellectual framework. Hence, the research required a qualitative perspective, focused on generating insights through the interpretation of open-ended ideas and conceptual frameworks. Particular attention was given to passages that led to significant conclusions – especially those in which underlying meanings and implicit information could be discerned "beneath the surface of the text" (Bardin, 1977). Precisely due to the analytical depth required, it was concluded that only Content Analysis would be suitable for examining such a complex and layered textual structure. A clear example of this can be found in Querino Ribeiro's 1938 publication, in which he compares the administrative theories of Taylor, Fayol, and Ford. In one particular passage, it becomes evident that the author strategically constructs the narrative to position Fayol's administrative model as a balanced intermediary between the contrasting approaches of Taylor and Ford. The way the author constructed the text – something only perceptible through a deeper reading – suggests a deliberate positioning of Fayol's ideas as the most balanced among the others, despite their broader and more general character. This subtle preference helps to explain the choice of the French theorist as the primary reference for his theoretical framework. This observation allows us to formulate a hypothesis grounded in one of the key characteristics of qualitative research, as emphasized by Alves (1991). According to this author, the qualitative approach is based on the premise that individuals act according to their beliefs, perceptions, feelings, and values. Their behavior is always meaningful, though this meaning is not immediately evident and must be interpreted and revealed through careful analysis (Alves, 1991, p. 54). Based on this, the hypothesis formulated concerns Querino Ribeiro's belief in the necessity of a general administrative theory specifically suited to the context of Brazilian public schools. With this perspective, although the author had access to other significant contributions to administrative thought, he deliberately chose Fayol's model. The structure of his text was crafted to present the French theorist's approach as the most adequate for educational purposes. In contrast, the models proposed by Taylor and Ford were deemed less appropriate due to their strong industrial orientation. Nevertheless, as discussed in this article, certain principles from Ford's administrative model may still support specific aspects of school management, particularly regarding the reinforcement of autonomy within educational institutions. Querino Ribeiro's emphasis on the appropriateness of Fayol's model for public school administration appears to be strongly influenced by his values as an educator, which led him to partially reject industrial management models. This perspective becomes particularly evident in his 1938 work, where he defines the term *administration* without referencing any specific actor. Instead, he employs the passive voice, suggesting a more universal and abstract conceptualization – one that could be applied across various administrative contexts, including education. This definition of administration can only be fully understood within the conceptual framework developed by the author, in which the origin of administration – referred to as a guiding power – is conceived as a human activity emerging within social groups, aimed at establishing cooperation as a mechanism for collective advancement. This general perspective on administration, initially adopted by Querino Ribeiro, is further reinforced in his 1952 publication, in which he draws significantly on Sears' 1950 work. In our assessment, Sears' contribution aligns with a general theory of administration, also influenced by Fayol's writings. Another important inference, supported by biographical data, is that Querino Ribeiro's consistent theoretical orientation was shaped by his background in the Social Sciences – a field in which he earned his degree from the University of São Paulo (USP) in 1940 (Chizzotti, 2002). This academic foundation appears to have played a central role in his interpretation and appropriation of administrative theories within the educational context. A close reading of Querino Ribeiro's works, aimed at uncovering foundational elements of his administrative theory beneath the surface of the text, reveals his consistent engagement with the field of Social Sciences. This influence is particularly evident in his frequent references to one of

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Brazil's most prominent social scientists, Fernando de Azevedo. Such references suggest that Querino Ribeiro's stance on educational administration was deeply informed by sociological perspectives, reinforcing the multidisciplinary nature of his theoretical approach. It is important to recognize that contextual factors play a crucial role in this type of research, as emphasized by Sherman and Webb (2005). In relation to the influence of context on the research process, Alves (1991) further contributes to the understanding of Querino Ribeiro's writings by affirming that reality is a socially constructed phenomenon in which the researcher plays an active role. Consequently, social phenomena can only be comprehended through a holistic perspective that considers the interplay between subjectivity, context, and interpretation (Alves, 1991, p. 55). We maintain that Querino Ribeiro, in writing both of his books, took into account key elements of the research process, particularly those aligned with a qualitative and holistic approach. Given his sociological analysis of the Brazilian public school system, it is plausible to interpret him as a researcher who, albeit implicitly, adopted a holistic perspective in the construction of his administrative theory. Although he does not explicitly articulate his methodological stance in his texts, our analysis has sought to interpret his theoretical contributions as the product of a qualitative inquiry rooted in his interactions with the Brazilian educational reality and broader social context – an outcome that, in our view, could not have been otherwise. Alves (1991, p. 55) emphasizes that only a holistic research perspective – one that considers the components of a given situation in their dynamic interactions and reciprocal influences – enables the researcher to grasp the complexity of educational realities such as those examined by Querino Ribeiro. This approach inherently rejects the notion of linear cause-and-effect relationships and precludes the possibility of statistical generalizations. In fact, our adoption of this methodological framework represents an effort to interpret a historically distant reality of Brazilian public school administration and its implications through the lens of Querino Ribeiro's writings. This approach significantly increased the complexity of the analysis, thereby requiring a robust and comprehensive methodological foundation. For this reason, we employed Content Analysis, which provided the necessary analytical depth to explore the subtleties and underlying structures within the author's texts. Bardin (1977), and her emphasis on reading beyond the surface of the text, makes it evident that many of Querino Ribeiro's critics may not have engaged, at first, in this deeper level of analysis. As a result, certain aspects of his administrative principles were deemed incompatible with public education without a thorough examination of their contextual and conceptual foundations. However, this perspective began to shift in the 2000s, particularly with the contributions of Vitor Paro. In two articles (Paro, 2007; 2009), he highlights the value of Querino Ribeiro's work, especially his nuanced approach to public school administration and his critical awareness of the limitations inherent in applying industrial management principles to the educational field. As a final methodological consideration, it is important to acknowledge that qualitative research is often subject to criticism regarding its scientific rigor. This perception frequently stems from a misunderstanding of the inductive approach commonly employed in such investigations, which is sometimes mistaken for a lack of methodological precision. As discussed earlier, the qualitative approach adopted in this study involves interpreting theoretical constructs embedded in texts produced in a different historical and intellectual context by a previous generation of scholars. This temporal distance places upon the researcher the responsibility of constructing hypotheses and drawing inferences through an inductive process, while engaging deeply with the complex elements of the original works. At the same time, it demands a careful effort to avoid anachronistic interpretations by refraining from imposing contemporary methodological frameworks onto past conceptualizations.

VI. Conclusion

Throughout this article, we have sought to demonstrate the significant contributions of José Querino Ribeiro to the field of public school administration in Brazil.

a) Historical Context

A key point to emphasize is that Querino Ribeiro published his first major work – an influential text in the area – just four years after the founding of the University of São Paulo (USP), which would later become the country's leading institution for higher education and academic research. Moreover, this publication was released just two years after he began his academic career as a university professor. This contribution is particularly noteworthy, although its significance may not be fully appreciated by many Brazilian educators today. It is important to consider that, unlike the abundance of research infrastructure and academic resources currently available, conducting rigorous scholarly research in the 1930s posed considerably greater challenges due to limited access to materials, institutional support, and communication networks. One example that illustrates the challenges of conducting research during that period is the fact that some of his reflections were based not on formal academic publications, but on notes he had taken as an undergraduate student at USP.

b) Theoretical Advances

His pioneering efforts in the field of public school administration were instrumental in the creation

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and consolidation of a new area of study in Brazil. To help foreign readers grasp the significance of Querino Ribeiro's contributions to educational research in Brazil, it is important to contextualize the linguistic and academic conditions of the period. Unlike today – when proficiency in multiple languages is relatively common among researchers – it was unusual at the time for university professors to read academic material in foreign languages. Nonetheless, Querino Ribeiro drew upon sources in English, French and Spanish to inform and develop his research, demonstrating a remarkable intellectual effort and scholarly breadth for that historical context. A second key aspect underscoring the significance of Querino Ribeiro's contributions to Brazilian education is his role in establishing public school administration as a distinct field of research in the country. His importance lies not only in being a foundational figure but also in the depth and rigor of his inquiry. Drawing extensively from his experience in managing public educational institutions, he developed a theoretical framework that represents a systematic articulation of both empirical practice and conceptual analysis, thereby offering a substantial and enduring contribution to the academic study of public school administration. His effort to systematize a Brazilian theory of public school administration was driven by the need to transcend the prevailing status of the field in the 1930s and 1940s, when most publications consisted of reports based on the practical experiences of so-called successful educational administrators. His theoretical endeavor was closely linked to the distinction he established between empirical and rational administration. Accordingly, his work sought to lay the foundation for a Brazilian administrative theory capable of guiding public schools through principles of rational management, grounded in methodological rigor and aligned with the broader goals of public education. In advocating for rational administration, one of the key principles emphasized by the scholar was the efficient and judicious use of public funds in education. He regarded the responsible management of financial resources as a fundamental component of effective public school administration, recognizing its centrality to the sustainability and functionality of the educational system. He was likely the first Brazilian scholar to formulate an administrative theory grounded in a comparative analysis of the principles advanced by Taylor, Fayol, and Ford. Following a detailed examination of these models, he ultimately adopted Fayol's general administrative theory in the late 1930s, considering it the most advanced and suitable framework for the Brazilian public school system. Notably, he demonstrated a critical and mature engagement with it, offering thoughtful and constructive critiques of its limitations within the educational context.

c) Enduring Influence

It is important to highlight his contribution to Brazilian education in formulating a general definition of the term *administration* as early as the 1930s. This initiative was particularly significant, considering that a comparable effort to define the concept within the field would only reemerge in the 1980s, notably in the work of Vitor Henrique Paro. In the process of formulating his administrative theory, he not only accomplished this task but also advanced a multidisciplinary approach grounded in a broad array of theoretical references. As a result, he constructed a framework that moved beyond reliance on a single author or administrative model, evolving into a theory informed by contributions from Sociology, History, Philosophy, Psychology, and Biology. As a result, the solidity of his theoretical formulation appears to prefigure elements of the discussion that later enabled James G. March to articulate his influential concept of limited rationality. Moreover, Querino Ribeiro developed the concepts of cooperation, coordination, and co-responsibility by tracing their origins to human activity and adapting them to the context of educational administration. These foundational contributions continue to inform the conceptual use of such terms in the field to this day. Drawing upon influential international theoretical frameworks – particularly John Dewey's educational theory – he redefined the concept of administration as the group education. Furthermore, he posed significant challenges to the field by stimulating renewed debates on foundational educational concepts, including the distinction between education and self-education, as well as ideas now associated with lifelong learning. In the 1960s, he played a foundational role in the establishment of the *Associação Nacional de Professores de Administração Escolar* (ANPAE) – National Association of Professors of School Administration – and was one of the principal organizers of the first Symposium on School Administration held in Brazil. Both the association and the event remain, to this day, among the most influential scientific forums in the field of educational administration in the country. Querino Ribeiro's contributions laid the foundations for a field of inquiry that strengthened the professional practice of school principals and left a lasting legacy. Today, the central challenge for Brazilian public school administration is to balance administrative rationality and financial responsibility with the human dimensions of education, particularly by deepening community participation in decision-making.

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Generative Artificial Intelligence for Educational Inclusion

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Abstract- This essay argues that Artificial Intelligence (AI), despite its inherent risks and challenges, can be a valuable tool for promoting the educational inclusion of neurodivergent students within Mathematics Education. We contend that by offering customizable adaptive and functional supports, AI has the potential to mitigate specific barriers to learning, communication, and participation, acting as a complementary resource to inclusive pedagogical practices. We theoretically explore this potential by connecting recent literature on AI in education and inclusion with critical reflections from teaching practice in supporting neurodivergent students, using the methodology of self-study of professional practice. We analyze AI's potential as a functional support and empowerment tool, the barriers to its adoption (cultural resistance, authorship concerns, social representations), and discuss its limits, risks, and implications for a more inclusive Mathematics Education and school culture.

Keywords: *mathematics education, educational inclusion, neurodiversity, artificial intelligence, assistive technology.*

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Generative Artificial Intelligence for Educational Inclusion

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Abstract- This essay argues that Artificial Intelligence (AI), despite its inherent risks and challenges, can be a valuable tool for promoting the educational inclusion of neurodivergent students within Mathematics Education. We contend that by offering customizable adaptive and functional supports, AI has the potential to mitigate specific barriers to learning, communication, and participation, acting as a complementary resource to inclusive pedagogical practices. We theoretically explore this potential by connecting recent literature on AI in education and inclusion with critical reflections from teaching practice in supporting neurodivergent students, using the methodology of self-study of professional practice. We analyze AI's potential as a functional support and empowerment tool, the barriers to its adoption (cultural resistance, authorship concerns, social representations), and discuss its limits, risks, and implications for a more inclusive Mathematics Education and school culture.

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I. Introduction

"Professor! With you, I can handle it. Without you, I can't. Since I don't have you at home to keep answering my questions, I talk to the AI, and it explains things to me!" (Ana, a high school student)

Ana's statement, emerging from a composite narrative — a methodological resource that blends recurrent experiences from teaching practice to create a fictional archetype — illustrates a concrete use of Artificial Intelligence (AI) in an educational context. This fictional representation serves to illuminate a phenomenon within the paradigm of inclusive education, a global and national commitment aimed at transforming structures, curricula, and pedagogical practices to welcome and value human diversity in its entirety. This movement, driven by landmarks such as the Salamanca Statement (1994) and Sustainable Development Goal (SDG) 4 — to which Brazil has committed to "ensure inclusive and equitable quality education" — underpins the quest for a school that removes barriers and guarantees the right to learn for all.

That said, this essay focuses on a new way of understanding and valuing the natural plurality of human brain functioning, which can be conceptualized as neurodiversity. Understood as the natural variability of human neurological configurations, it encompasses profiles such as Attention-Deficit/Hyperactivity Disorder (ADHD), Dyslexia, Autism Spectrum Disorder (ASD), Bipolar Affective Disorder (BAD), Dyscalculia, Dyslalia, Oppositional Defiant Disorder (ODD), the Obsessive-Compulsive Disorder (OCD) Spectrum, and Tourette Syndrome, among others. The inherent challenges in mathematics learning for these students highlight the limitations of traditional pedagogies. In this landscape, the disruptive emergence of AI in education (Mattos & Kalinke, 2024), with its promises and questions (Silveira & Paravidini, 2024; Barbosa, Taveira, & Peralta, 2024), drives the investigation into how to mobilize it to promote a more effectively inclusive Mathematics Education.

Considering this issue, in this essay, we argue that AI, despite the risks and challenges (Ribeiro, Navarro, & Kalinke, 2024; Silveira & Paravidini, 2024), can be a valuable tool for promoting the inclusion of neurodivergent students in Mathematics Education. We contend that by offering adaptive and customizable supports (Alves et al., 2024), AI can mitigate barriers to learning, communication, and participation, complementing inclusive pedagogical practices.

In this sense, our objective is to theoretically explore this inclusive potential, articulating recent literature on AI in education and inclusion with critical reflections from teaching practice in supporting neurodivergent students, using the self-study of professional practice (Ponte, 2002) as a lens.

Finally, we organize the text by presenting the theoretical foundation (inclusive education, neuro-diversity, challenges in mathematics, AI in education), the methodological perspective, the potential of AI as functional support, the barriers to its adoption (resistance, authorship), a discussion of limits and risks, and the final considerations.

II. Theoretical Foundation

In this section, we establish the theoretical underpinnings of the essay. We begin by contextualizing inclusive education and its target population in Brazil. Next, we delve into the concept of neurodiversity and the specific challenges it presents in the context of mathematics learning. Finally, we provide a conceptual overview of Artificial Intelligence and its general applications in education, culminating in an exploration of AI's specific potential as a tool to promote inclusion.

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a) *The Paradigm of Inclusive Education and its Target Population*

The math teacher asks Mirela to read a problem from the book. Mirela, who has dyslalia, begins to read, mispronouncing some phonemes. "Thee boxes..." Her anxiety rises, and her stereotypies, a subtle rocking of her torso, become more evident. A muffled laugh comes from the back of the room. She continues, her voice trembling: "...the poblem asks to..." The laughter spreads. Mirela stops, ashamed, and the teacher tries, unsuccessfully, to reprimand the class. The damage to her self-image is already done; the barrier erected was not the complexity of the math problem, but the simple expectation of participating orally in class.

Inclusive education represents a paradigm shift that transcends the mere integration of students with special needs into regular classrooms. It is a set of political-pedagogical processes aimed at ensuring the right to learn for all, opposing standardized teaching methods and seeking the removal of barriers that prevent the entry, permanence, and success of any student.

In the Brazilian context, the concept of the "target population of inclusive education" is vast and multifaceted, reflecting the understanding that barriers to learning can have multiple origins. Legislation and educational policies support a broad spectrum of students, which includes:

- *Disabilities:* This covers physical/motor, sensory (visual and auditory), intellectual, and multiple disabilities, which demand specific adaptations in the environment, materials, and communication.
- *Global Developmental and Learning Disorders:* This category includes Autism Spectrum Disorder (ASD), as well as specific disorders like Dyslexia, Dyscalculia, and Attention-Deficit/Hyperactivity Disorder (ADHD).
- *High Abilities/Giftedness:* A group that, although often neglected, has special educational needs that require curricular enrichment and intellectual challenges to prevent disinterest and demotivation.
- *Groups in Situations of Social and Cultural Vulnerability:* Inclusive education recognizes that social, economic, and cultural factors can create significant barriers, supporting working students, nomadic populations, linguistic and ethnic minorities, among other marginalized groups.

The math teacher, excited, comments on the latest superhero movie and asks the class what they thought. Igor shrinks in his chair. For him, the cinema is a distant universe, a luxury his reality does not afford. The conversation flows, but he remains silent, a spectator of a world to which he does not belong. Next, the teacher proposes a group project: a PowerPoint presentation on the history of numbers. Igor feels the ground disappear. He has no cell phone to coordinate with his classmates, nor a computer at home to research or create the slides. The barrier, once again, is not mathematics, but the socioeconomic abyss that separates him from the tools and experiences the school considers universal. Igor is in the classroom, but in practice, he is excluded.

This broad understanding is crucial, as it positions the focus of this essay on neurodiversity as a fundamental piece of a larger, systemic puzzle: the construction of a truly just and equitable school for all.

b) *Neurodiversity and Challenges in the Mathematics Teaching-Learning Process*

Claudio (a high school student) is perpetually frustrated. No matter how much he studies, he doesn't learn. Just when he feels he's starting to understand, the class ends, and by the time he gets home, he has forgotten everything. He becomes even more distressed knowing the teacher won't repeat it all the next day, and even if they did, he would soon forget it again.

The experience of Claudio, a fictional character mirroring the frustrations of many neurodivergent students from the author's teaching practice, illustrates the importance of considering neurodiversity. Armstrong (2011) recognizes this concept not as deficits, but as variations in cognition with both challenges and potentials, requiring Mathematics Education to accommodate their specific needs (Mazzotta & D'antino, 2011).

In this sense, evolutionary psychiatry helps to understand the persistence of these neurological variations. This field seeks to understand mental disorders like ADHD and BAD not as primary 'deficits,' but as expressions of traits or vulnerabilities that may have had ancestral adaptive relevance or be byproducts of other evolutionarily advantageous characteristics (Nesse & Williams, 1994). The 'mismatch' theory, for example, posits that traits adaptive in the past may manifest as dysfunctional in modern contexts, which differ from the environments of cognitive evolution.

This evolutionary perspective, therefore, aligns with neurodiversity by investigating the origins and persistence of different neurological profiles (Armstrong, 2011). Instead of focusing solely on dysfunctions, evolutionary psychiatry explores how certain patterns of thought and behavior — which in extreme manifestations constitute disorders — may be linked to cognitive strategies useful for survival or reproduction. Such an understanding does not minimize the challenges, like those of Ana, Mirela, or Claudio, but enriches the comprehension of neurodiversity as a natural human variation shaped by evolutionary interactions.

Indeed, Claudio's difficulties can be understood in light of the cognitive and functional challenges of neurodivergent students in mathematics. These include problems with executive functions (organization, planning, working memory, cognitive flexibility, initiation, and maintenance of mental effort) (American Psychiatric Association, 2014), variations in attention/energy

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(ADHD, BAD), and difficulties with numbers/calculations, as in Dyscalculia (Shalev, 2004).

Furthermore, communication and expression of mathematical thought can be barriers: difficulties in verbalizing reasoning, organizing written ideas, or using formal mathematical language, even when concepts are understood (Geary, 2004). In pedagogical social interaction, participation anxiety, fear of making mistakes, or difficulties in collaborating with teachers can limit engagement (Mazzotta & D'Antino, 2011), straining the dialogical relationship (Freire, 1970).

Frequently, such challenges are exacerbated by a school culture that pathologizes or moralizes divergent behaviors as character flaws rather than neurodivergent manifestations (Mazzotta & D'Antino, 2011). This dynamic, analyzable through the concepts of habitus and cultural capital (Bourdieu, 1989) or the relationship with knowledge (Charlot, 2000), generates stigma and barriers. Given this, we identify, in our teaching practice, the need to seek more flexible and inclusive educational actions.

c) *Artificial Intelligence: A Conceptual and Educational Overview*

In parallel, Artificial Intelligence (AI) is rising as a transformative social force: computational systems performing tasks that would require human intelligence (learning, reasoning, problem-solving, natural language) (Barbosa, Taveira, & Peralta, 2024; Russell & Norvig, 2009, as cited in Durso, 2024). In our case, generative AIs, machine learning systems, and natural language processing are particularly noteworthy (Mattos & Kalinke, 2024).

In the educational field, its applications include adaptive platforms (Mattos & Kalinke, 2024; Alves et al., 2024), intelligent tutors (Mattos & Kalinke, 2024), automated assessment (Durso, 2024), chatbots (Ribeiro, Navarro, & Kalinke, 2024), writing and organization assistants, and accessibility resources (Duffy, 2024; Silva, 2024).

d) *Artificial Intelligence as a Tool for Inclusion*

Patrick (a calculus student in Engineering) has bipolar disorder and, in many situations, becomes irritated and expresses himself aggressively. Now, he has started using a generative AI to filter his written communications. Patrick has become more assertive in expressing his thoughts, reducing communication-related detriments, and has also learned, by reading the AI-corrected texts, strategies to convey his thoughts more efficiently.

Patrick's experience — a fictional archetype reflecting the author's teaching experiences with neurodivergent students — illustrates the growing inclusive potential of Artificial Intelligence (AI) (Alves et al., 2024; Silva, 2024). AI-tools like text-to-speech/speech-to-text conversion, image recognition, and captioning are crucial for overcoming barriers related to sensory/motor disabilities (Duffy, 2024). Moreover, adaptive AI systems promote individualized learning paths, catering to diverse educational needs (Mattos & Kalinke, 2024; Alves et al., 2024).

For neurodiversity, AI functionalities connect to learning challenges: assistance with organization (executive functions); alternative/multimodal explanations (processing styles); and chatbots for questions (reducing social anxiety) (Silveira & Paravidini, 2024). Patrick's experience with AI for suggesting tone and style in writing is particularly relevant: this tool helped him refine his communication, making it more assertive and reducing negative interpretations, while also promoting the learning of communication strategies. The personalization of pace/intensity via AI is also crucial for sensory/attention sensitivities (Alves et al., 2024). We will explore this potential further.

III. Methodological Perspective

This qualitative theoretical essay combines a review of contemporary literature on neurodiversity, Artificial Intelligence (AI) in education, and inclusive processes with critical reflections from the author's teaching experience in supporting neurodivergent students. The self-study of professional practice (Ponte, 2002) is adopted as an analytical lens, allowing for a reflective dive into the complexities of the pedagogical daily life and the transformative potential of AI.

To lend concreteness to the theoretical discussions and illustrate behavioral patterns, recurring challenges, and ethical and practical dilemmas, composite vignettes are used. These are brief, focused narratives constructed by amalgamating recurrent observations and experiences from teaching practice with students. It is important to emphasize that, although inspired by real situations, the characters and dialogues in the vignettes are archetypal constructions, developed to protect the identity of those involved and to highlight dynamics relevant to the discussion.

They do not represent specific individuals but an amalgam of observed characteristics and experiences, allowing for in-depth analysis without exposing the particularities of isolated cases. Thus, this methodological approach "gives life" to qualitative data, transcending traditional academic report formats and facilitating the transmission of meaning succinctly.

Reflections on the use of AI as support and for the inclusion of neurodivergent students are permeated by practical examples of existing and utilized technologies. Such examples include:

- *Virtual Assistants and Voice Interfaces:* Such as Alexa (Amazon Echo) or Google Assistant, which can assist in organizing tasks, reminders, quick access to information, and device control — functionalities useful for students with difficulties in executive functions.

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- *Recording and Transcription Tools:* Voice recording apps, present on smartphones and other devices, and automatic transcription services, such as those integrated into Google Workspace (Google Docs Voice Typing) or dedicated software. These tools are valuable for students who express themselves better orally or who have difficulties with writing, allowing for the recording of ideas and their subsequent conversion into text, as illustrated in the case of "Bruna" in this study.
- *Generative Artificial Intelligences:* Advanced language models like ChatGPT (OpenAI) and Gemini (Google), which can assist in reformulating texts, organizing ideas, exploring different ways to explain a concept, and even generating adapted math problems or examples, as explored in the vignettes of "Bruna" and "Marvin." Gemini, in particular, has proven to be a versatile tool for the author in supporting pedagogical practice and exploring new teaching approaches.
- *Image and Video Generators:* Tools capable of creating visual representations from textual descriptions, which can be useful for making abstract concepts more concrete or for creating visually appealing and personalized teaching materials.
- *3D Modeling and Visualization Software:* As mentioned in the case of "Glória," which can incorporate AI elements to facilitate the transition between 2D and 3D representations, assisting students with difficulties in-spatial visualization.

It is crucial to highlight that the mention of these AIs and their functionalities aims to illustrate the available technological potential and how it can be mobilized critically and reflectively to meet the specific needs of neurodivergent students. The analysis proposed in this essay is not restricted to specific brands or products but explores the categories of tools and their pedagogical implications in the context of inclusive Mathematics Education.

By intertwining theory, the self-study of professional practice, and the illustrative use of composite vignettes and AI examples, this essay seeks to offer a relevant contribution to the debate on the role of new technologies in promoting a more equitable, accessible, and diversity-sensitive education.

IV. The Potential of AI as Functional Support and a Tool for Student Empowerment

As argued, AI offers promising functionalities as a support for neurodivergent students in Mathematics Education, mitigating barriers and fostering autonomy. The following narratives, based on teaching practice, illustrate how the functional aid and empowerment provided by this technology materialize into concrete solutions, connecting fictional experiences to real technologies and projects.

Our first case is Bruna, who has ADHD. She demonstrates sharp mathematical reasoning orally but struggles to translate this clarity into formal writing, resulting in fragmented texts that do not reflect her understanding and cause her distress. Her strategy involves recording her explanation of problems and using transcription software. The transcribed text, still reflecting her non-linear thinking, is then submitted to a generative AI. This tool organizes her ideas into a logical and mathematically cohesive script, acting as an external organizer that translates her verbal logic into a written structure. This practice is enhanced by specific assistive technologies, such as the Microsoft Immersive Reader (Microsoft, n.d.) or Speechify (Weitzman, 2023), which are designed to convert text to speech and aid in reading, allowing Bruna to hear her own reorganized text, validating her understanding and bypassing her decoding difficulty. Thus, she can present her reasoning in a comprehensible way, feeling validated and more confident.

We also have Pedro, with ADHD and traits of Oppositional Defiant Disorder. He deals with inattention, difficulty initiating tasks, and consequent procrastination. AI emerges as a cognitive scaffold. He uses it to get a "starting point" for exercises — an initial outline or strategy-suggestions — breaking the inertia of "I don't know how to start," without giving him the ready-made answer. This need connects directly to the concept of adaptive learning platforms. Tools like DreamBox Learning (DreamBox Learning, n.d.) use AI to analyze not just the student's final answer, but the strategy used to solve a problem, offering the exact cognitive support he needs. The technology acts as an extension of his executive functions, reducing mental overload, which in turn reduces defiant behaviors and improves his engagement.

Let's consider Marvin, a student with high abilities/giftedness, who faces boredom in classes with standardized exercises that he solves quickly. He finds in AI a source of intellectual stimulation, using generative AIs to create complex mathematical problems aligned with his interests (quantum physics, games, music) and advanced level. The AI complements the teacher, offering personalized engagement and transforming boredom into deep, autonomous learning.

Finally, let's think about Glória, a student on the autism spectrum with significant difficulty in spatial visualization, especially in transitioning between 2D and 3D representations. She finds in AI, within modeling software, a bridge to this understanding. Tools that allow her to interactively assemble/disassemble geometric solids or transform floor plans into navigable 3D models offer her a concrete experience. To ground this application in the Brazilian reality, we can cite the

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"Rede Incluir" project from the State University of Paraná (UNESPAR). This project uses AI to collaborate in creating accessible pedagogical materials, and one of its first products was a 3D-printed reading guide, demonstrating the practical application of AI in designing tactile materials that can be adapted for exploring geometric concepts (UNESPAR, 2025). The AI acts as a visual and tactile translator, allowing Glória to explore spatial relationships in a way that is meaningful for her processing, thus overcoming barriers.

These examples illustrate the core of the argument: AI, when used critically, can become a powerful ally in inclusion. Table 1, below, systematizes some tools and their applications.

Table 1: AI Tools and Applications for Neurodiversity

Tool	Primary Inclusion Functionality	Primary Target Audience	Practical Use Example
Magic School AI	Generation of Individualized Education Plans (IEPs), rubrics, and adapted assessments.	Inclusive Education Teachers, Students with various SEN.	Generate a draft IEP for a student with ASD, focusing on social communication goals.
Teachy	Creation of interactive and gamified activities with instant feedback.	ADHD, Learning Disorders, General class engagement.	Create a gamified quiz to review a topic, keeping students with ADHD engaged.
Microsoft Immersive Reader	Text-to-speech, adjustment of spacing, syllable highlighting, and translation.	Dyslexia, Low Vision, Reading Difficulties, ADHD.	Activate the reader on an online text so the student can listen to the content, facilitating comprehension.
DreamBox Learning	Adaptive learning platform that analyzes the student's problem-solving strategy.	Dyscalculia, Math Difficulties, High Abilities.	The system identifies a student's inefficient strategy and offers a micro-lesson to teach a more effective method.
Rede Incluir (Unespar)	Use of AI for the design and prototyping of 3D-printed tactile pedagogical materials.	Visual Impairment, Dyslexia, ASD, Kinesthetic Learners.	Design 3D models of geometric solids to aid in understanding spatial visualization.

Source: Prepared by the author based on the cited authors.

V. Barriers to AI Adoption in Mathematics Education: Resistance, Authorship, and Prejudices

Despite the inclusive potential of AI, its integration into Mathematics Education faces pedagogical, cultural, and epistemological barriers, in addition to technical or access-related ones. This hesitation echoes historical resistance to technologies like the calculator, with fears of dependency and the loss of mental calculation skills (Araújo & Soares, 2002; Cunha, 2019), suggesting a pattern of resistance to tools that challenge conceptions of effort and learning.

In the context of generative AIs, the critique of "inauthenticity" — the idea that the work "wasn't done by the student" — ignores the interactive nature of the human-AI process. The user defines objectives, crafts prompts, and validates the final product (Durso, 2024). Since AIs operate through statistical combinations without semantic understanding (Santaella, 2023, as cited in Rodrigues & Rodrigues, 2023), intellectual agency remains with the human (Barbosa, Taveira, & Peralta, 2024). To disqualify the use of AI as a support would be analogous to questioning the authorship of a typed text (Araújo & Soares, 2002).

This issue of authorship is linked to misunderstandings and "prejudices" fueled by a lack of familiarity, ethical concerns (plagiarism, biases), the need for teacher training, and the perceived threat to traditional roles (Marques, 2023, as cited in Rodrigues & Rodrigues, 2023; Silva, 2024; Alves et al., 2024; Durso, 2024; Cunha, 2019). The Theory of Social Representations (Moscovici, 1978; Jodelet, 2001; Andrade, 2007) explains how the technological "new" is anchored in notions of risk or dehumanization, contrasting with an idealized "authentic" past (Andrade, 2007).

Thus, the "prejudice" against pedagogical practices with AI reflects a social representation (Bona & Costa, 2023) that associates technology with a loss of control or undue facilitation. Such a perception invalidates the use of AI for compensation and access,

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ignoring the user's intellectual process (Barbosa, Taveira, & Peralta, 2024) and its assistive potential, especially for neurodivergent individuals.

VI. Discussion: Limits, Risks, and Implications for an Inclusive Mathematics Education

The analysis of Artificial Intelligence's (AI) potential as a support tool for the inclusion of neurodivergent students reveals a complex landscape, full of possibilities but equally fraught with risks and tensions that demand a critical eye. Beyond cultural barriers, the implementation of AI in education imposes technical and ethical challenges of great magnitude.

One of the most critical risks is algorithmic bias. This phenomenon occurs when an AI system produces systematically prejudiced outcomes because it learns from data that reflects societal inequalities and stereotypes (Holdsworth, 2023). In the educational context, this can manifest in pernicious ways, such as discriminatory pedagogical recommendations — suggesting less challenging paths for minoritized groups — or in unfair assessments that may penalize students for linguistic variations or regional accents, mistaking cultural difference for error (Cohen, n.d.).

Another central concern is data privacy. AI platforms collect an unprecedented volume of student information, ranging from grades to behavioral patterns, interactions, and, in more advanced systems, even biometric data. In Brazil, the General Data Protection Law (LGPD) imposes strict rules for the processing of this information. The risks associated with poor governance include the improper commercial use of data, the creation of a surveillance environment that inhibits creativity, and, most importantly, security breaches that can expose vulnerable students to various dangers (Desinteligência Humana, 2024).

Finally, the introduction of AI into a scenario of profound social inequality accentuates the risk of digital exclusion. Without active public policies, technology can widen existing inequities. A World Bank analysis (Saavedra, Barron, & Molina, 2024) points to the creation of three distinct groups of students in the AI era: the empowered, who use technology to enhance critical thinking; the dependent, who use it as a shortcut, losing learning opportunities; and the excluded, the vast majority in low- and middle-income countries, for whom AI remains a distant concept. This scenario reinforces the urgency of ensuring equitable access to infrastructure and digital literacy, so that AI becomes a tool for reducing, not amplifying, inequalities.

In this context, profound implications emerge for teaching practice and public policy. The teacher's role shifts significantly: less as the sole transmitter of knowledge, and more as a critical curator of knowledge and an epistemic validator. Their function becomes to teach students how to interact critically with AI, to question its answers, and to verify sources, ensuring an ethical and reflective use of technology (Santos, 2012).

This transformation, however, is only possible with strong support from public policies. The debate on AI governance in education is already underway in Brazil. The National Education Council (CNE) is in the final stages of drafting the first official guidelines for the use of AI in basic and higher education (Redação TI Rio, 2025). Concurrently, the Ministry of Education (MEC) is developing the "Framework for Responsible Use and Development of AI" and projects like the "Gestão Presente" data hub, which aim to guide the ethical and safe use of technology, aligned with Brazil's educational vision (Brasil, 2025; Alli, 2024). Such initiatives are crucial to ensure that the implementation of AI does not deepen exclusion but instead helps build educational environments where neurodiversity is truly welcomed.

VII. Final Considerations

In this essay, we explored the potential of AI as an inclusion tool for neurodivergent students in Mathematics Education. We argued that, despite resistance and technical and ethical risks, AI can offer valuable functional supports, mitigating barriers and empowering students, thereby promoting autonomy and engagement.

The articulation between literature, the self-study of professional practice, and the analysis of ongoing policies proved fruitful for evaluating the potential and limits of AI in a situated and critical manner. We conclude that AI is neither a magic solution nor a threat to be rejected, but a potent resource whose successful implementation depends on a systemic approach involving teacher training, data governance, and a commitment to equity.

We invite the community of mathematics educators, researchers, and administrators to a continuous, ethical, and pedagogically grounded exploration of AI's possibilities, always in dialogue with the real needs of students and as part of a broader, indispensable effort to transform school culture (Mazzotta & D'Antino, 2011). Technology, by itself, does not guarantee inclusion; it is its critical and intentional use that can assist in building educational environments where neurodiversity is truly welcomed, understood, and potentiated.

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Note: The references have been formatted to align with the APA style recommended by the journal guidelines. The original Portuguese titles are retained for non-English sources, followed by an English translation in brackets for clarity, as is common practice.

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Students' Performance in Literature-In-English: Exploring Ghanaian Students' Perception of the Influence of Pedagogy on Teaching and Learning

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Abstract- The performance of Literature-in-English students at senior high schools in Ghana has declined. Over the past decade, less than half of the students have passed Literature-in-English, with performance dropping by more than 50% from 2007 to 2021. Pedagogical practices are a key factor influencing students' results. Removing effective teaching from the process has serious consequences for students' academic success. This study examined the impact of teaching methods on students' interest and achievement in Literature-in-English at the senior high school level in Ghana. A descriptive research design was employed, and 601 students were selected using simple random sampling. Data was collected through the Teachers' Teaching Methods Questionnaire (TTMQ). The findings show that teachers often do not incorporate real-life experiences into their lessons, depriving students of the chance to connect their learning to daily life. Furthermore, teachers tend not to assign challenging tasks or provide relevant reading materials. Students reported that their teachers prioritise examinations over the syllabus content. Teachers focus on preparing students for tests rather than equipping them with lifelong knowledge. The study confirms that teachers' pedagogical skills can have a significant impact on students' interest in a subject. It is recommended that Literature-in-English teachers receive regular professional development training in teaching, learning, and assessment methods.

Keywords: *English language, literature, pedagogy, performance, assessment, teaching and learning.*

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Ato Kwamina Arhin [α], Faith Ben-Daniels [σ] & Jonathan Essuman [ρ]

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I. Introduction

Literature is geared towards enhancing the aptitudes of students in an all-inclusive, balanced and unified way, on all sides of the physical, spiritual, intellectual and emotional facets, to produce a well-balanced human being with a remarkable cognitive ability and great social morals. The study of Literature-in-English is pivotal to critical thinking abilities, and for the realisation of the multifaceted potential of the English language as a means of communication. Globally, there has been a growing concern about the academic performance of students in Literature-in-English as a subject (Romerhausen, 2013), and Ghanaian students are no exception. According to Ward, Stoker, & Murray-Ward (1996), academic performance is the degree to which a student has accomplished his or her short or long-term educational goals. Thus, every student has his or her goals, whether short-term or long-term, and achieving these will mean they have attained better academic performance. Students studying literature as a subject in the various senior high schools in Ghana are now faced with a huge challenge concerning performance in their external examination, the West African Secondary School Certificate Examination (WASSCE).

Improvement in the quality of education has been considered one of the major operational factors creating a country's pervasive growth. It is no wonder that in Ghana, many educational policies, such as free education, double-track system, and common core curriculum, introduced in recent years, are all geared towards improving the quality of teaching and investing in human resources.

Again, in educational planning, students' academic performance improvement is regarded as part of the primary objectives. Ultimately, the academic performance of students is deemed as one of the crucial criteria for assessing the quality of education. Hence, academic performance is currently a great concern for all stakeholders of education: parents, school administrators, government, teachers, and students, among others. Several studies have been conducted to ascertain the factors that account for the differences in performance or achievements among students (Ikpi, Enya, & Johnny, 2014). Among such factors identified are the quality of teachers and their experiences, instructional materials, teaching methods, and the type of school and location.

Similarly, studies have shown that students who receive motivation to improve upon their prior or impending performance tend to do better academically than those who have lower or no motivation (Barry & Rhonda, 2011). This is to say that students' performance is well linked to the output or quality of the teachers and the methods of teaching. Hence, the teacher's methods of teaching are highly regarded as essential determinants of students' performance, achievement and interest.

It is significant to state that the problem of underperformance in Literature-in-English at the high

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school level has taken up a worrying position in the Ghanaian educational system. The national students' performance has taken a downward trend. The disturbing picture of students' performance is depicted in Table 1 and Figure 1. Students' performance took a nosedive from 2010 to 2020, with the worst result in 2020, where less than 20% of the candidates passed the exam. In 2020, only 2 (0.004%) students obtained a grade of A, and 25,191 (55.9%) obtained a grade of F9. This is the current state of students' performance in Literature-in-English. It can also be gleaned from Table 1 that from 2012 to 2021, the percentage of students passing has not exceeded 35%. This indicates that about 65% of the students failed the subject.

Table 1: Percentage passes of Literature in English

Year	Percentage of passes A1-C6
2007	60.8
2008	65.4
2009	49.0
2010	49.6
2011	48.6
2012	35.0
2013	27.0
2014	31.8
2015	27.0
2016	25.7
2017	26.8
2018	20.1
2019	23.6
2020	17.7
2021	29.6

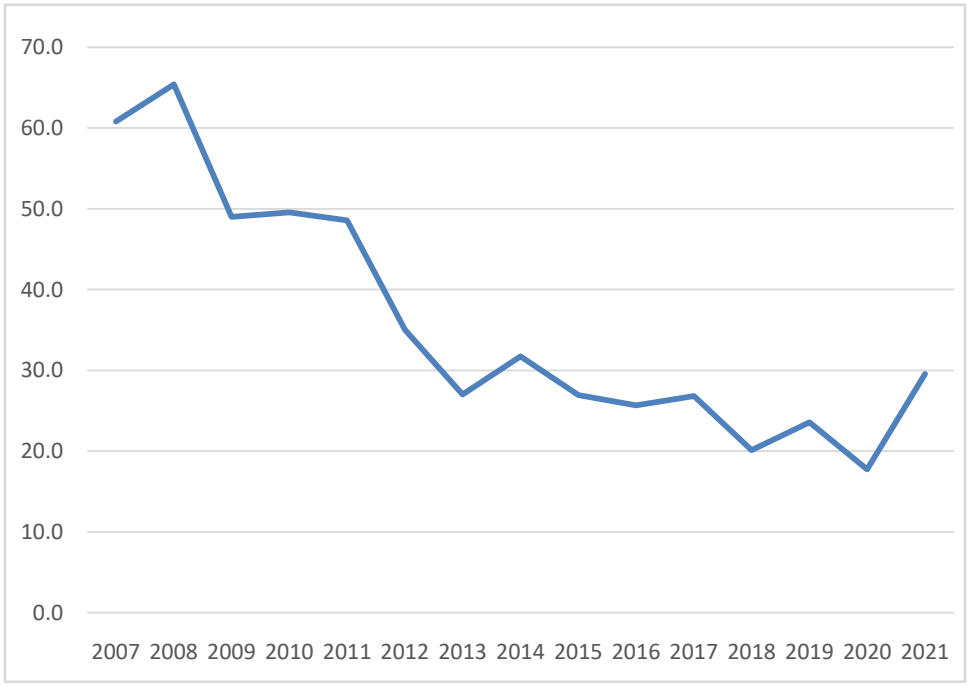


Figure 1: Percentage passes of Literature-in-English

The West African Examinations Council (WAEC) has identified diction and other literary devices used in the area of poetry, a tall list of poems, and the students' low proficiency in English Language, as some of the main reasons for the poor performance of students in Literature-in-English in the West African Senior School Certificate Examination (Daily Graphic online, Dec. 2023). Students' abysmal academic performance is often attributed to a lack of teachers, inadequate teaching resources and a weak foundation of students from the early years of schooling (Amua-Sekyi & Nti, 2015). It is established that the role teaching methods

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play in developing students' interest and enthusiasm for various subjects in the classroom (Ripollés & Blesa, 2024). The teaching methods employed in teaching literature-in-English go a long way in influencing students' interest. In the context of an English as a second language classroom, pedagogical methods are critical to boost interest in the subject (Munna & Kalam, 2021). There are very few studies that examine the pedagogical techniques of teachers and students' academic performance. Currently, in many senior high schools, the number of students reading literature in English has reduced because of poor performance. On the other hand, it looks as if there are signs that point to some unknown factors that may be accountable for the declining performance in literature in English. As a preliminary investigation, this study aims to find out Ghanaian high school students' perceptions of the influence of pedagogical factors on the teaching and learning of Literature-in-English.

More so, in Ghana, it was discovered that Arthur, Owusu, Arhin, and Asiedu-Addo (2018) have conducted a study on the role of pedagogical factors in predicting Ghanaian students' interest in mathematics. Their study revealed three constructs which made up the Ghanaian teachers' teaching methods. These were: Systematic Teaching (ST), Traditional teaching methods (TTM) and Effective Teaching Material (ETM). They maintained that the teacher's systematic manner of presenting his content and the effective use or integration of teaching materials highly serve as an influence on students' interest in mathematics. Consequently, they concluded that students' interest is significantly predicted by pedagogical factors.

It can be noted that there is seemingly no study on literary pedagogy as a determinant of students' performance in the Ghanaian context. This serves as the gap in research which this study seeks to fill. Hence, this study is different from what has already been discussed above, and it will serve as a significant literature on literary pedagogy and contribute greatly to providing knowledge to Ghanaian teachers of literature about how they can motivate, develop interest and increase students' performance in the subject. Based on the purpose of the study, two research questions were formulated to guide the study.

1. What are the high school students' perceptions of the influences of pedagogical factors on the teaching and learning of Literature-in-English?
2. How do the principal components extract influence the interest of students in Literature-in-English?

II. Theoretical Framework

The performance of students in Literature-in-English is influenced by various factors, including pedagogical approaches, student perceptions, and contextual variables. This framework draws upon constructivist and socio theories, adapted to the context of Literature-in-English education in Ghana. It integrates these perspectives to understand the complex interplay between pedagogy, learner characteristics, and socio-cultural factors influencing Ghanaian high school students' performance and perceptions regarding the subject.

a) Constructivist Theory

Constructivist theory is based on observation and scientific study of how individuals learn. According to Bereiter (1994), individuals develop their understanding and knowledge of the world through experiencing and reflecting on those experiences. In the broadest sense, constructivism means encouraging students to use active techniques (interviews, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. When a learner encounters new information, he compares it with his previous ideas and experiences. The conclusion the learner can arrive at is twofold: maybe changing what he believes, or discarding the new information as irrelevant. In any case, we are active creators of our knowledge. To do this, we must probe, explore, and assess what we know.

The teacher ensures that he/she understands the students' preexisting conceptions, and guides the activity to address them and then build on them (Oliver, 2000). The teacher's ability to identify students' prior relevant knowledge will enhance the teacher's lesson preparation and help in the selection of the appropriate teaching method and teaching and learning materials.

The constructivist theory emphasises the active role of learners in constructing their understanding, which is fundamental to this study. According to Boadu et al. (2020), constructivist approaches in Ghanaian classrooms encourage students to explore, question, and construct their interpretations rather than passively receiving information. This aligns with the broader educational goal of fostering critical thinking and independent learning. These are key ingredients for students studying literature in English. The subject deals with how to appreciate poems and analyse texts for themes, etc. This foundational theory does not encourage passive attitudes towards the learning of literature in English.

Teachers are to provide challenging tasks that encourage students to own their learning. This will help students to identify areas of strength and need. These tasks offer students the chance to set their own personal goals. When students become responsible for their learning, it can have a positive effect on stemming the decline in performance. Constructivism requires students to be active participants in the learning process. Broadly speaking, students can be active participants in the learning process by exploring their

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environment and seeking to find the implications of their experiences (Boghossian, 2006).

b) Socio-Cultural Theory

The sociocultural theory of cognitive development explores the influence the world has on an individual's development. It asserts that learning is a mostly social process whereby development occurs through interactions with people who possess more knowledge or skill than the learner (Cherry, 2022).

Vygotsky established this theory of learning, believing that parents, teachers, peers, caregivers, and society at large influence an individual's cognitive development. Learning at its root involves interacting with others around you. Vygotsky asserted that learning is a cultural phenomenon, with children from different cultures embracing different styles of learning (Cherry, 2022). According to Vygotsky, learning is a process of acquiring knowledge, beliefs, and problem-solving strategies through interactions with what he termed "more knowledgeable others (McLeod, 2020).

It is through our interactions with others that we make sense of the information we encounter. It is an inherently social process, one in which we depend on others to help us understand the world. Social learning thus precedes individual development and is unique to the individual. Sociocultural theory encourages cooperative learning among students. The teacher is to use several methods to integrate cooperative learning into teaching and learning literature in literature-in-English. Adade (2014) discusses how socio-cultural factors and motivation influence language competence among Ghanaian students. This theory suggests that students' learning experiences are deeply embedded in their cultural and social environments, which can significantly impact their engagement and performance in Literature-English. In the Ghanaian context, this requires investigating the influence of students' cultural backgrounds, languages, and social interactions within the classroom on their engagement with literature-in-English. Also. storytelling, traditional songs, and proverbs can be incorporated into the teaching of literature in English since most students are familiar with these cultural practices.

The socio-cultural theory emphasises learning through association, which is based on interactions students have among themselves. The teacher can activate this theory in the classroom by utilising group work. Here, students are encouraged to work in teams on given assignments. This brings cross-fertilisation of ideas and promotion of reasoning skills among the team members. Literature-in-English requires this type of pedagogical approach. Students can greatly benefit from this approach, where ideas are shared freely, and this produces an atmosphere of growth. This can lower the declining performance.

c) Review of related works

Literature is considered as the source of gaining knowledge into all aspects of human life from diverse cultures. (Marhasi, 2012) However, to study literature successfully, Marhasi argues that one must have a full grasp of language. And in the case of Literature-in-English, one must have "a good command of English" (Marhasi, 2012, p.34), which is a prerequisite to the study of Literature-in-English. Marhasi's argument holds for the study of Literature as a subject in any language. To fully appreciate and have a full grasp of the study, it is required that the learner have mastery of the language the literature is written. This implies that language and literature are interrelated, and one needs a full grasp of the language of the literature to succeed in the study of that particular literature. Marhasi's argument is authentic and re-echoes the arguments raised by the earlier researchers on the study of literature. For instance, Lee (1970), cited in Sage (1987), states that:

> It is in literature that the resources of the language are most fully and skillfully used. It seems to follow that literature should enter into the language study of those who are to use the language with the greatest possible skill and effect (p.6).

Collie and Slater (1987) are of the view that studying literature is a sure way for students to improve their language. Similarly, Carter and Walker (1989) affirm by adding that since literature itself is language and endowed with rich metaphors that not only add to the language but also engage students with critical thinking concepts, it can serve well for language learning. In addition, literature can present authentic language to its learners and by authentic, Collie and Slater (1987) explain by saying that literary works are authentic because they are not arranged specifically for a language teaching situation.

In addition, more recent researchers like Damor (2023) add to the usefulness of the study of literature by highlighting on literature's connection to cultural studies, heritage and identities. For instance, Damor argues that if students study literature from other cultures and in the language of those cultures, such students gain insight into the new culture through the study of its literature. But this happens only after they have gained mastery of the language.

So far, the arguments made by these researchers show that for one to study literature successfully, one must first have mastery of the language the literature is written in. However, several studies prove that students' performance in literature are dwindling although the subject is taught in the language they speak officially and use in formal teaching and learning. Several studies have been conducted as to why this is so. For instance, Stern (1991) alludes to the use of traditional methods or approaches in the teaching of literature as the cause of low students' performance in literature. She maintains that the decline

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in teachers' interest in researching teaching literature is the main reason why the traditional approach to teaching literature is still in use.

Studies have shown that only surveys have been conducted on literary pedagogy. Prominent amongst them is that of Akyel and Yalcin (1990). This survey was conducted in Turkey to investigate the existing condition of literature teaching in the departments of English of five (5) selected private high schools in Istanbul. The following areas were specifically investigated in this study:

- Goals of the teachers,
- Students' reactions to the specific contributions of prose fiction, drama and poetry, in developing linguistic and communicative competence,
- Students' reaction to text selection,
- Classroom techniques used, and
- Teacher and student evaluations of the program.

From this survey, it was discovered that the techniques often adopted by teachers of literature lead to teacher-centred activities in literature classrooms. Such include: offering background information on the author and his work, individual reading and asking questions on the text. On the contrary, it was reported that students preferred discussions or debates on the meaning and interpretations of literary texts to teacher-centred activities. Their request was to be given lots of writing activities to improve their composition skills and independent research.

Another survey conducted by Hirvela and Boyle (1998) also looked at students' attitudes towards the study of literature courses. It was observed that students' needs are often neglected, which was similar to the findings of Akyel and Yalcin (1990). The use of communicative methods of teaching literature was very limited.

Furthermore, Mustakim, Mustapha and Lebar's (2014) study on approaches in teaching literature aimed at identifying the techniques employed by teachers in teaching Contemporary Children's Literature Programme to upper primary school. This study was conducted in Malaysia using classroom observations and interviews as research instruments. They evaluated the approaches of five ESL teachers teaching Year five (5) pupils and examined the many difficulties encountered by the teachers in the teaching of literature. Their findings revealed that the incorporation of literary elements in the classroom was minimal, and teachers lacked creativity and fully utilised the modules provided by the Curriculum Development Centre.

Likewise, Adhikari (2019), in his study, "Literature in the Language Classroom: Roles and Pedagogy," provides a theoretical perspective to the pedagogical dimension of literature in the language classroom in general and the ESL/EFL classroom in particular. The study was primarily on key publications in the field and the experiences of the researcher in English language education. He maintains that literary pedagogy should be student-centred, exploratory, collaborative and integrative. He adds that it is equally of high significance that the teaching methods seek to activate students' inner resources, enrich their content and language, and provide them with the opportunity to consolidate what they have learned from texts. Hence, concluding that the conjunction of literary texts and activation activities can stimulate inner resources such as interest, motivation and memory.

d) Literary Pedagogies

According to Wallek and Warren (1984), approaches to teaching literature are distinguished into intrinsic and extrinsic. The focus of the intrinsic approach is mainly on the linguistic features and form of the text. Under this approach, a text is categorised into grammatical, lexical, structural and cultural levels. Whereas the extrinsic approach seeks to delve much deeper into the historical, political, or social happenings which make up the context of the text.

On the contrary, Lima (2005) presents intuitive and syntactic analysis as the two key approaches to the teaching of literature. By these approaches, the texts' literary and cultural aspects are relegated. They prefer occurrences such as language organisation and readers' responses. The readers' spontaneous response to the text is the focus of the intuitive analysis approach, thereby demystifying literature and linking it to real-life experiences of individuals. The Syntactic analysis approach, however, investigates the linguistic features and organisation of the text.

Carter and Long (1991) stated that there are three models in the teaching of literature: (1) The Cultural Model which views literature as a teacher-centred source of facts where the teacher delegates knowledge and information to students, (2) The Language Model which allows teacher to employ strategies used in language teaching to deconstruct literary texts to serve specific linguistic goals, and (3) The Personal Growth Model where the focus is on a particular use of language in a text and a specific cultural context. These models have been incorporated in various approaches to the teaching of literature. There are six approaches to the teaching of literature. They are the (1) Language-Based Approach, (2) Paraphrastic Approach, (3) Information-Based Approach, (4) Personal-Response Approach, (5) Moral-Philosophical Approach, and (6) Stylistic Approach. Each of these approaches is related to the teaching of the Contemporary Children's Literature (CCL) Programme in classroom instruction.

e) Cross-Cultural Pedagogy

The pedagogy of literature in Ghana operates at a dynamic and frequently controversial intersection of cultures. It is shaped by a colonial past that enforced

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Western literature and critical methodologies, a post-independence initiative to forge a unique national and African identity, and contemporary challenges posed by globalisation and changing educational policy. An analysis of literature pedagogy in Ghana reveals a complicated interaction between inherited Eurocentric frameworks and local African knowledge systems and teaching methodologies. The students' cultural backgrounds, values, and life experiences significantly influence their comprehension and perception of a literary book. (Gates, 2000; Amoako & Otchere, 2024).

The origin of formal literary instruction in Ghana is closely tied to British colonialism. The basic paradigm was the British "Cambridge School" system, intended to cultivate a literate African class capable of serving in the colonial administration (Amuah, 2013). This system was intrinsically cross-cultural in its implementation, resulting in a cultural disjunction between the Ghanaian learner and the literary text. The curriculum was primarily focused on the works of Shakespeare, Dickens, Wordsworth, and other notables of English literature. The objective was cultural integration, promoting a respect for English "civilisation" and its literary accomplishments (Al-Tamimi, 2012). The pedagogy was predominantly focused on texts and examinations. It prioritised rote memorisation, summary composition, and the replication of "standard" critical analyses supplied by the instructor or study materials. This methodology, frequently referred to as the "New Criticism" model, concentrated solely on the text, detaching it from its social, historical, and, crucially, the students' cultural context (Yankson, 1994).

The teaching of literature in a foreign context has engendered a phenomenon of "cultural alienation," wherein Ghanaian pupils examine themes like 'love' in Romeo and Juliet or the 'social classes' in Pride and Prejudice, which possess minimal direct reference to their daily realities (Adeyemi, 2020). This legacy created a significant path dependency, the consequences of which are still experienced today. The period after Ghana's 1957 independence saw a deliberate initiative to decolonise the curriculum. This was an element of a wider Pan-African intellectual movement spearheaded by prominent individuals such as Kwame Nkrumah, the inaugural president of Ghana. A strategic initiative was undertaken to incorporate works by African and African diaspora authors. The novels of Chinua Achebe (Things Fall Apart), the dramas of Ama Ata Aidoo (The Dilemma of a Ghost), and the poetry of Kofi Awoonor became essential components of the literature curriculum (Okrah, Ampadu, & Yeboah, 2020). This served as an essential cross-cultural correction, offering students literary reflections of their own realities, histories, and societal issues. Nevertheless, studies demonstrate that the teaching frequently did not progress in tandem with the evolving canon. The instructional approaches employed for teaching Achebe often mirror those utilised for Shakespeare, emphasising story, character, and topic primarily to facilitate success in standardised assessments such as the West African Senior School Certificate Examination (WASSCE) (Ojaide, 1997 & Amuah, 2013). The capacity of these writings to promote profound cultural critique, identity development, and engagement with oral traditions has largely been overlooked. The dominant educational paradigm in many Ghanaian literary courses remains teacher-centred and focused on knowledge transmission. We shall emphasise certain essential cross-cultural discrepancies within Ghana's primarily communal and oral culture.

The educator is regarded as the primary source of knowledge, whereas student engagement is frequently restricted to the absorption and retention of interpretations (Fredericks, Blumenfield, & Paris, 2004). This contrasts with the interactive, dialogic essence of many indigenous Ghanaian educational settings, exemplified by storytelling sessions where audiences engage actively through call-and-response. Ghana possesses a profound legacy of oral literature, encompassing folktales, proverbs, appellations, and poetry. This huge pool of cultural information is systematically ignored within the academic literary curriculum.

Amuah (2013) argues that prioritising written texts diminishes indigenous knowledge systems and overlooks an educational approach that is naturally engaging and culturally meaningful for students. The high-stakes nature of the WASSCE examination shapes classroom practices. Teaching is limited to "teaching to the test," focusing on formulaic essay formats and expected questions, thereby reducing opportunities for creative interpretation, personal reactions, and critical analysis (Amissah & Brew-Hammond, 2023). The exam-oriented culture suppresses the cross-cultural dialogue that literature is particularly well placed to foster.

III. Methods

a) *Research Design, Sampling, and Participants*

The descriptive design was employed in this study. The descriptive design was the most appropriate because it describes individuals or conditions by studying them as they are in nature (Creswell, 2014). This design does not allow for the manipulation of variables, but rather reports them as they are. This study aimed to report the exact issues in the teaching and learning of English literature in senior high school classrooms in Ghana. The survey was constructed to develop an understanding of the construct "pedagogical factors in the teaching and learning of literature-in-English" in its varying dimensions. All nine senior high schools from the Kumasi Metropolis were purposively sampled based on the school's location and availability of literature-in-English teachers. The collection of

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participant data from a purposive sample provides a numeric description of trends, attitudes, or opinions of the population under study (Creswell, 2014). The form two students who participated in the study were randomly selected. Forms one and three were exempted from this because the Form one students had just been admitted, and Form three students were also preparing to write their end-of-school examination. These reasons made the Form Two students the available participants for this study. The necessary ethical clearance was obtained from each head of the school. The literature-in-English teachers facilitated the collection of data by explaining the study to the students for them to consent before questionnaires were distributed to those who agreed to participate in the study.

b) Instrument

The authors modified the Teachers' Teaching Methods Questionnaire (TTMQ) to collect data on students' views about the pedagogy deployed in their various literature in English classrooms. The items in the instrument were adopted and modified to suit the context of literature-in-English language. The instrument used the five-point Likert scale type with responses ranging from strongly agree 5 to strongly disagree 1.

An expert in questionnaire design was tasked to review the instrument. The expert aligned the items with the research questions and enhanced the clarity of the item wording. The final instrument was piloted to check understanding and vagueness, and fix any errors that would be due to framing and development of the items. After the pilot testing, the instrument was reviewed based on the results. The piloting of the instrument was administered to 100 students who were not part of the main study. The internal consistency for each construct was determined using intercorrelation and Cronbach's alpha. The Cronbach alpha value for 24 items that measured the teachers' teaching methods questionnaire (TTMQ) was .832.

During the administration of the teachers' teaching methods questionnaire (TTMQ), participants and their teachers were briefed on the study's objectives and the importance of providing honest responses. It was emphasised that the study serves academic goals and was intended to benefit the school, teachers, and students. The students were guaranteed that their replies would be treated as confidential, and their identities would remain anonymous. In addition, they were required to sign the consent form and were informed that they had the option to withdraw from the study at any moment without facing any negative repercussions.

It took 7 weeks to collect the data from the selected schools. Out of the 620 participants enrolled in the selected schools, 601 were available to provide their responses. This shows a 96.9% response rate for this study. Students were encouraged to respond to the survey items based on their individual experiences in their various literature in English classrooms. Permission was sought from the heads of the schools, and the literature teachers helped in the data collection. To ensure fairness during the data collection, researchers were present in each of the participating schools. All ethical issues were strictly followed in the data collection and its use.

c) Data Analysis

To help understand the structural patterns coming from students' responses to the influence of pedagogical factors influencing the teaching and learning of literature in English, an exploratory factor analysis was conducted. Before starting the factor analysis, data were inspected to ensure suitability for factor analysis.

The Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity were used to assess the suitability of the data for factor analysis (Dziuban and Shirkey, 1974). Exploratory factor analysis (EFA) was first performed unrotated, using maximum likelihood extraction and eigenvalues greater than 1. PCA was used as the first step in an EFA to decide upon the number of factors to extract. An EFA was performed using the principal component analysis and oblique rotation. The oblique rotation was selected because pedagogical factors are likely to be correlated. The minimum factor loading criterion was set to 0.40. The communality of the scale, which indicates the amount of variance in each dimension, was also assessed to ensure acceptable levels of explanation. The results show that all communalities were over 0.50.

An important step in assessing the overall significance of the correlation matrix is Bartlett's Test of Sphericity, which measures the probability that the correlation matrix contains significant correlations among some of its components. The results were significant, $x2(n = 601) = 3579.355$ ($p < 0.000$), indicating its suitability for factor analysis. The Kaiser–Meyer–Olkin measure of sampling adequacy (MSA), shown in Table 3, indicates the appropriateness of the data for factor analysis and was .91, which Hutcheson & Sofroniou (1999) describe as 'marvellous'. The scree plot for the analysis is presented in Figure 2. The plot clearly shows that the curve dramatically drops after the first two factors and begins to flatten just after the next five factors. Data with MSA values above 0.800 are generally considered suitable for factor analysis. Additionally, a preliminary analysis was conducted to obtain eigenvalues for each factor. To determine the optimal factor structure, Monte Carlo PCA for parallel Analysis and the scree plot (see Figure 2) were employed. The results supported a three-factor solution, explaining 55.6% of the variance, with eigenvalues surpassing the corresponding criteria for a random data set of the same

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size (24 variables x 601 participants). Factors with loadings below 0.4 were disregarded as they did not represent significant values (Field, 2013). During the initial EFA, three items—"AP5: Uses real-life experiences to explain difficult concepts," "AP6: Gives challenging assignments," and "SM7: Uses effective teaching materials"—failed to load significantly onto any dimension. Consequently, these items were removed from further analysis.

The authors repeated the EFA without including these items. The results of this new analysis confirmed the 3-dimensional structure theoretically defined in the research (see Table 4). The Kaiser–Meyer–Olkin MSA was 0.93. The three dimensions explained a total of 53.62% of the variance among the items in the study. Bartlett's Test of Sphericity proved to be significant, and all communalities were over the required value of 0.50. The three factors identified as part of this EFA aligned with the theoretical proposition in this research. Factor 1 includes items SM1 to M7, referring to Knowledge of representations of subject matter (SM). Factor 2 gathers items SM2 to RDR6, which represent Assessment practices (AP). Finally, Factor 3 includes items PR2 to PR6, referring to Pedagogical approaches (PA). Factor Loadings are presented in Table 4.

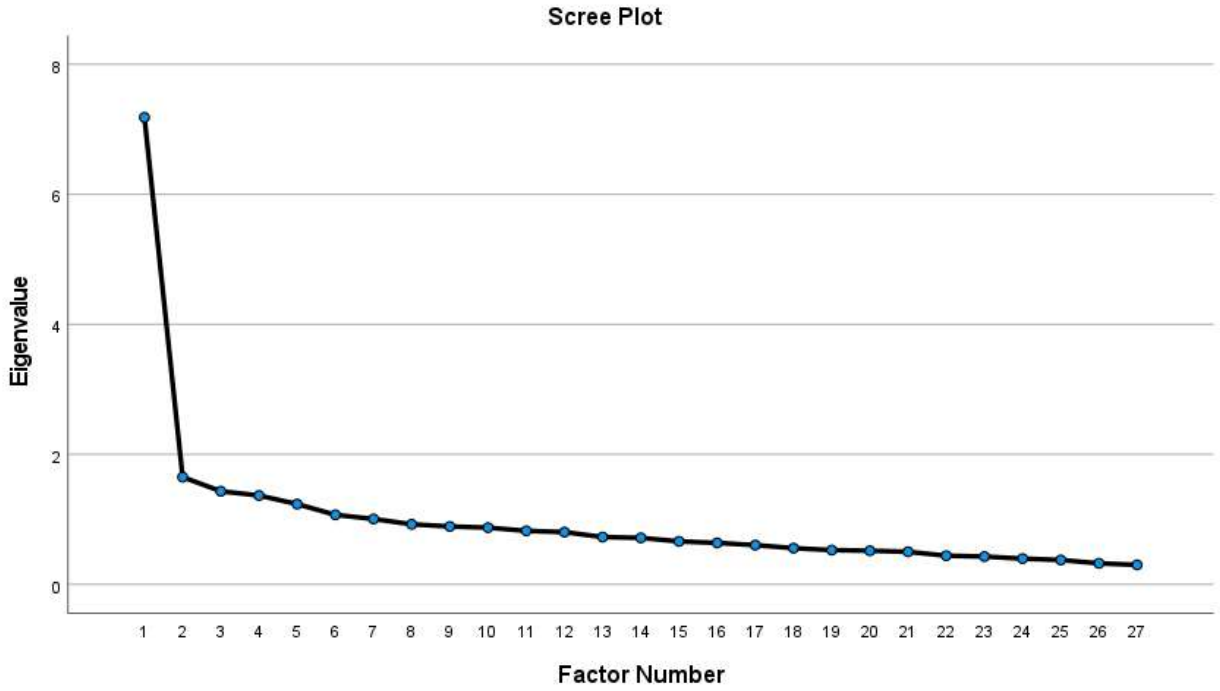


Figure 2: Scree Plot

IV. Results

The result of the demographic characteristics of the participants is presented in Table 2.

Table 2: Demographics of Participants

Age	Frequency	Percentage
15 and below	9	1.5
16-18	581	96.7
19-21	10	1.6
22 and above	1	.2
Gender	**Frequency**	**Percentage**
Male	231	38.3
Female	370	61.7
Total	601	100%

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Table 3: Kaiser-Meyer-Olkin Measure of Sampling Adequacy

KMO and Barlett's Test		
Kaiser-Meyer-Olkin measure of sampling adequacy		.908
Barlett's Test of Sphericity	Approx. chi-square	4890.634
	df	351
	Sig.	.000

Out of the total participants, 231 (38.3%) were males and 370(61.7%) were females. This confirms the perception that females dominate the study of reading subjects like literature-in-English. The ages of the respondents ranged from 15 to 22 years. Demographic information about the participants can be seen in Table 2.

Table 4 presents the skewness and kurtosis of the items, along with the item wording, mean scores, and standard deviations.

a) Factors Influencing Students' Performance in Literature-in-English

The results of the descriptive statistics showing the factors influencing students' performance in Literature-in-English are presented in Table 4.

Table 4: Items with their Factors, Standard Deviation, Skewness and Kurtosis

	Item	Mean	Standard Deviation	Skewness	Kurtosis
SM1	Ensures course objectives are met	4.032	1.0743	-1.267	1.215
SM2	Develops the course systematically	4.049	1.0387	-1.144	.894
SM3	Outlines major points clearly	4.352	.8554	-1.711	3.569
SM4	Provides examples and case studies	4.334	.8798	-1.655	3.038
SM5	Explains concepts clearly	4.3	.8987	-1.587	2.844
SM6	Gives me a deeper understanding of the concepts he/she teaches	4.083	1.1129	-1317	1.124
AP 1	Ensures there is coordination between what is taught in Literature class and the Literature exercises given	3.940	1.1453	-1.004	.257
AP4	Assesses us in knowledge and skills at the start of a lesson	3.951	1.1.0997	-1.029	.468
PA 1	Getting us to read text aloud	4.125	1.1962	-1.331	.757
PA4	Using student-centred group activities (debates, discussions)	.479	1.1320	-.990	.230
PA5	Using vocabulary-building exercises	.611	1.0921	-1.077	.460
PA6	Using linguistic investigation activities at word, sentence, and discourse level	.598	1.2213	-.444	-0.664
PA7	Writing exercises using the text as a model (paraphrasing, rewriting, cloze exercises)	.448	1.1498	-.784	-0.15
PA8	Combining different methods of teaching (Information-based, student-centred, language-based)	.769	1.1052	-1.118	0.571
AP 7	Gives at least two class tests before the end-of-term exams	.702	1.4050	-.86	-.626
AP 8	Returns marked scripts before the next test	.643	1.4199	-.894	-.556
AP9	Makes corrections on exam scripts before they are returned	.589	1.2662	-1.073	.084

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AP2	Focuses on examinations, rather than the content of the syllabus	.620	1.4406	.242	-1.314
AP3	Uses the traditional method of chalk (or whiteboard marker) and talks to teach	.702	1.2959	-1.075	.037
PA3	Using teacher-centred text comprehension (guided questions, informative background lectures).	.476	1.5563	4.078	60.001

b) Research Question One

Table 5 presents the factor structure and loadings, reliability coefficients (i.e., Cronbach's alpha), and variance explained. A three-factor structure was identified to understand students' perceived influence of pedagogy on teaching and learning of literature-in-English. Factor 1, which was termed as *Subject matter knowledge of teachers,* centred on six items that imply that students perceive that their teacher's subject matter knowledge was very important to help them learn literature in English. The students perceived that the subject matter knowledge of teachers serves as a source of boosting their interest in the subject. Also, teachers' subject matter knowledge has a way of motivating students to learn.

Factor two was termed *assessment practices*. This factor was made up of five items. It indicates that the assessment practices employed by teachers in teaching literature-in-English language influence students to learn. Finally, factor three was termed *pedagogical approaches*. The third factor was made up of four items. Students indicated that the pedagogical methods teachers use impact the learning of literature in English. Also, teachers' use of a variety of pedagogical methods activates students' interest in literature in English.

Table 5: Exploratory factor analysis of perceived influences of pedagogy on teaching and learning of Lit-in-English

Items		Factors		
		Subject Matter Knowledge	Assessment Practices	Pedagogical Approaches
SM5	Explains concepts clearly	.681		
SM2	Develops the course systematically	.640		
SM1	Ensures course objectives are met	.618		
SM3	Outlines major points clearly	.618		
SM6	Gives me a deeper understanding of the concepts he/she teaches	.589		
SM4	Provides examples and case studies	.515		
AP3	Uses the traditional method of chalk (or whiteboard marker) and talks to teach		.702	
AP 7	Give at least two class tests before the end-of-term exams		.702	
AP 8	Returns marked scripts before the next test		.643	
AP2	Focuses on examinations, rather than the content of the syllabus		.620	
AP9	Makes corrections on exam scripts before they are returned		.589	
PA 1	Getting us to read text aloud			.769
	Combining different methods of teaching (Information-based, student-centred, language-based)			.769
	Using vocabulary-building exercises			.611
PA6	Using linguistic investigation activities at the word, sentence, and discourse levels			.598
	Variance explained %	18.76	10.84	10.24
	Reliability	0.85	0.73	0.62

Extraction method: Principal Axis Factoring. Rotation method: Oblimin with Kasier Normalisation Factor loadings lower than .4 were suppressed.

c) Research Question Two

The factor loadings from Table 5 provide the specific factors capable of influencing students' perception of the teaching and learning of literature-in-English language. The extracted factors suggest that students' perceptions are largely influenced by teachers'

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subject matter knowledge (mastery of the subject), assessment practices employed in the classroom and pedagogical approaches; these factors are capable of creating a conducive environment for the teaching and learning of literature-in-English language.

The results indicate that the students prefer their teachers to teach literature-in-English language using a "combination of different methods of teaching" (student-centred, information-based and language-based) as to the teacher-centred approach. Larsen-Freeman (1986), supports this finding stating that the general pattern in modern-day methodology is for the teaching to be learner-centred. By this approach, the teacher serves as a guide in the learning process and the learners assume some responsibility for the direction of the learning and bear the ultimate responsibility for how much learning takes place. Calvo (2007) observes that the learner-centred approach to language teaching regards the teaching-learning process from the point of view of the learner and pays special attention to the needs of the learner. Additionally, it targets the characteristics of learners, and it appears to be efficient and popular in second-language teaching and learning classrooms.

The systematic literature-in-English language teacher is the teacher who meets the course objectives, develops a unique blend of teaching methods that is most appropriate for the students based on the characteristics of the group of students, outlines major points in each lesson clearly for students, provides examples and case studies and finally provides a deeper understanding for students. The effective teacher provides effective teaching and learning materials and can coordinate what is taught in the classroom with exercises, focusing not only on examinations but also on delivering the curriculum requirements for the course to increase interest and understanding of concepts in literature-in-English.

The third factor, known as teaching methods, does not contribute to building student interest in Mathematics. The traditional chalk and board method was found to contribute insignificantly to building students' interest in Mathematics. This finding requires a new dimension to teaching Mathematics in Ghana, other than the traditional chalk and board method, which, although it cannot be eradicated, yet, the introduction of new techniques of teaching will improve the students' interest.

V. Discussions

Three factors loaded below 0.4; as such, they were suppressed. The suppressed three factors were—using real-life experiences, giving challenging assignments, and reading materials. Unfortunately, students strongly disagreed with all three because they are not being used by teachers teaching literature. This indicates a huge flaw in the teaching and learning of literature-in-English in most Ghanaian high school classrooms.

These three factors that have been taken out, therefore, introduce an anomaly in the teaching of literature-in-English. Firstly, it is an indisputable fact that real-life experiences are relevant in the teaching of literature. This is because, when a literary text being studied is fiction, it is important to understand that writers of fiction hardly ever write in a vacuum. For instance, Ben-Daniels, Essuman, and Brempong (2020) posit that the African writer has a duty as not just an entertainer, but a historian and a grassroots activist. They argue that Africa's complex history, for instance, is always reflected even in the fiction writers create. This is because, intentionally or unintentionally, writers could graft historical elements into their work. They delineate that this is so because the African writer has always been burdened by Africa's history of slavery, colonialism, neocolonialism, coup d'etats, among others. A typical example is Chinua Achebe's novel, Anthills of the Savannah. Although Achebe's setting in the novel is geographically fictitious, his subject matter of coups and his setting of the time frame in the early 60s to 70s are synonymous with the historical period of coups across West Africa. Therefore, if a novel like *Anthills of the Savannah* is being taught, the learners must be acquainted with the historical background that has served as a resource material for the author. The learners' knowledge of the historical period of the novel will help them better understand the text and contribute meaningfully to the teaching and learning process. A much closer to home example is Amma Darko's novel, *Faceless* (1996). The subject matter of streetism, which features heavily in the narrative, is a prevalent challenge in Ghana's metropolitan areas. Female head porters, that is, women who carry goods on their heads in exchange for money, are part of the human work force of Ghanaian markets. Although the story is pure fiction, a character like Fofo, a street child and head porter, is an accurate representation of a section of the diverse labour force in Ghanaian markets. Her story as a young female head porter sleeping in the streets is a commonly heard story on the radio. As such, when Ghanaian students are presented with real-life situations either through listening to radio programs discussing the issue or visiting the marketplace on a study tour, they are placed in a better position to understand and critically appreciate the text.

It is for this reason that it is advised that teachers begin the teaching and learning process with the learners from the known to the unknown. Real-life experiences are part of the resource materials of the 'known' in the teaching and learning process.

Again, Ben-Daniels' novel, *Mimosa* (2015), although a work of fiction, unfolds its plot around the historical unfortunate event of the collapse of the

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Melcom store in Accra, which occurred on November 7th of 2012. Therefore, to teach the text, the students must be allowed to share their opinions on the real or historical events of the Melcom disaster. Talking about the real-life disaster and researching it would afford the students a deeper understanding of the fictitious events of the novel. By so doing, students are encouraged to explore their analytic and interpretative skills of texts to the fullest. If students are allowed to share real-life experiences of others that they have read or heard, or their own experiences in connection with a text, understanding and interest for the subject and the text under study is created. As teachers, we cannot overlook the fact that understanding and interest in the subject can boost students' performance.

Secondly, it is equally important that teachers give their students challenging assignments. For instance, in Vicky Hallett's (2024) interview with Joyce L. Epstein of Johns Hopkins University, Epstein is recorded to have said: "our data show that with 'good' assignments, more kids finish their work, more kids interact with a family partner, and more parents say 'I learned what's happening in the curriculum.'" A 'good' assignment is a challenging assignment. Challenging assignments encourage students to interact more with their peers, family, and informative materials. Challenging assignments can include tasking students to write essays on the text that is being taught. For instance, the teacher could ask students to identify some metaphorical or thematic statements in texts and write their interpretations. It is always important that the teacher chooses a task that has not been discussed or taught in class. By so doing, students are forced to explore beyond the confines of their literary boundaries and, in the process, acquire knowledge that would go a long way to enhance their performance. For instance, if a teacher is to teach Efo Kodjo Mawugbe's play, *Prison Graduates* (2015), he or she can give the students assignments like: writing a short presentation of one's knowledge on neocolonialism, post-colonialism and colonialism. The teacher can equally ask students to go and fish for information on what is meant by The Theatre of the Absurd. The teacher can also task students to refer to an earlier studied play and map out the plot structure using Fretag's Plot Structure. These assignments would prepare the students for the complex presentation of subject matters in the text because the text's loudest subject matter is neocolonialism, and it also relies heavily on adaptations of Martin Esslin's Theatre of the Absurd in discussing the many subject matters that directly expose the challenges in the socio-economic and political space of Ghana. The assignment on the plot structure would equally prepare the students for the unconventional plot structure of the play. Providing challenging tasks or assignments to students will serve as an assessment of learning. Students and teachers can use these assignments to monitor the progress and learning difficulties of students in order to inform future pedagogical skills and other learning goals.

Thirdly, giving students reading materials and reading assignments is very important. It is not enough for a student to read only the required text by which he or she would be examined. Debrah and Baah (2023), in their research on reading culture in pre-tertiary technical institutions in Ghana, observed that students' reading was limited to their course materials. If a student's reading is focused only on the text for examination, then such a student would be limited in his or her interpretation and analysis of text in literature. The teacher must introduce students to related texts. For instance, when teaching a text, the teacher should draw examples from other texts that share similar subject matter, themes, and style. This helps students broaden their knowledge base, and it equally heightens their power of imagination. As literature teachers, we must expose students to the world. This is because, through the study of literature, one can see and understand the world from multiple viewpoints. After all, irrespective of how widely or narrowly one has read, it does not change the fact that there exists one literature or the other for every aspect of human life and existence. The existence of genres like speculative fiction, supernatural fiction, and thriller novels, among many others, shows the diverse artistic representations of literature.

a) *Implications for Teaching and Learning of Literature-in-English*

These findings highlight critical implications for teaching and learning of Literature-in-English at the senior high school level in Ghana. Students have weak foundations in the English language. Addressing the pedagogical approaches, assessment practices and subject matter knowledge of teachers is essential to improve teaching and learning of Literature-in-English.

Teachers are to use a student-centred learning approach. The study highlights the importance of using a combination of teaching methods, including student-centred learning approaches and the use of real-life examples in teaching. Teachers should incorporate group activities and discussions to engage students. Also, integrating real-life experiences into lessons can make literature more relatable and interesting for students. Teachers should encourage students to connect literary texts with their own experiences and contemporary events.

Teachers should provide regular and varied assessments, including class tests and assignments, to help students prepare better for exams. It is expedient that teachers score tests and deliver quick, detailed feedback to students to help them understand their mistakes and improve their learning.

Teachers' deep understanding of the subject matter is essential to boost students' interest in the

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subject. Professional development programmes should be organised to enhance teachers' teaching skills. Teachers should focus on explaining literary concepts clearly and systematically, using examples and case studies to deepen students' understanding. Assignments that challenge students to think critically and analyse texts beyond classroom discussions can enhance their analytical skills and interest in literature. Providing students with a variety of reading materials, including related texts and supplementary readings, can broaden their literary knowledge and improve their interpretative skills.

For all of the above to work effectively, reading as a practical subject needs to be introduced during the pre-school and early childhood education years of students. Reading as a subject means that after every teaching and learning of phonics, the students are given a book to take home and read. On return to school, teachers must assess learners on their reading by asking them to narrate the simple plot of the book and also read to the class. Also, students must be given a short passage to read and then answer short questions on the passage. This ensures that the students develop a love for reading and can read from an early age. The students can also understand and answer questions on the text they have read from an earlier age. Such assignments and learning strategies help in the development of comprehension skills.

b) Innovative Idea

We are proposing this framework to be used in the teaching of literature in English. The framework for teaching literature in English is shown in Figure 3. The framework displays a seamless workflow of the interaction between learning theories, integrative principles, pedagogical approaches, implementation strategies and extensions. The framework explains how to design, deliver, and evaluate literature-in-English lessons that involve students as active participants within a rich and stimulating social environment.

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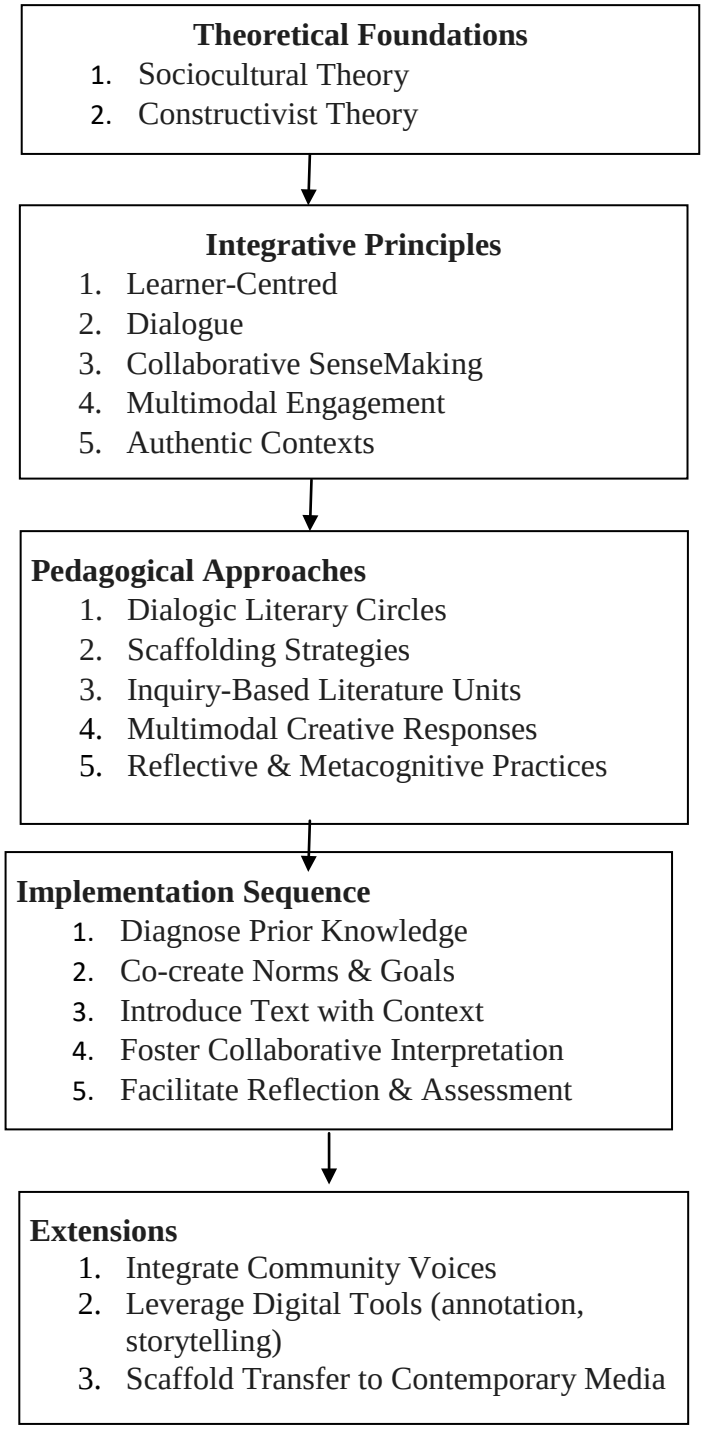


Figure 3: A Framework for Teaching Literature in English

Both socio-cultural and constructivist theories emphasise that students construct their own knowledge and understanding; the former highlights learning through interactions with more knowledgeable peers, cultural tools and historical contexts, while the latter focuses on the learner's internal cognitive processes. Integrative principles address essential practical steps for teaching literature-in-English in the classroom.

Learner-centred dialogue: Positions students' lived experiences and cultural backgrounds as entry points for text exploration. Collaborative sense-making uses group discussions, literature circles, and peer review to co-construct meaning. Multimodal engagement uses dramatic, digital, and written responses to deepen comprehension. Authentic contexts connect texts to historical, community, or contemporary events to heighten relevance.

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Pedagogical approaches outline specific instructional methods for teaching literature in English, with accompanying examples. Dialogic Literary Circles: Small groups select a novel or poem. Rotate roles (discussion leader, connector, summariser, illustrator). Convene the entire class to share group insights and challenge interpretations. Scaffolding Strategies: Use character webs, theme matrices, and plot timelines. - Question Prompts: "How does this scene mirror your own experiences?" "What might the author want us to imagine?" Inquiry-Based Literature Units: Begin with an open-ended question (e.g., "What makes a protagonist?"). Research historical and cultural backgrounds using primary documents, interviews, and multimedia. Multimodal Creative Responses: - Visual: Draw comic-style reinterpretations of key scenes. - Dramatic: Script and perform a critical vignette or modern adaptation. - Digital: Create a narrated slideshow or podcast episode analysing motifs. Reflective and Metacognitive Practices: Include reading journals and daily entries on confusion, surprises, and personal connections. Learning Logs: Document strategies that helped decode difficult language or imagery.

Implementation Sequence: Diagnose Prior Knowledge - Conduct a quick survey on favourite stories, cultural traditions, and previous thematic explorations. Co-Create Norms and Goals: Develop a class contract for respectful dialogue, active listening, and risk-taking. - Set reading targets and personal learning objectives. Introduce Text with Context: Use multimedia (images, music, maps) to situate the work historically and culturally. Foster Collaborative Interpretation: Rotate through literary circles; host full-class debates on contested meanings. Facilitate Reflection and Assessment: Use rubrics co-developed with students that value critical thinking, creativity, and collaboration. - Hold one-on-one conferences to discuss portfolios and next steps.

Extensions discuss how to provide students with out-of-the-classroom experiences and knowledge by reaching out to the larger community. These approaches are to guide students to have firsthand experiences of what they have learnt in their classrooms and also to enable them to think outside the box. Integrate local community voices: Invite authors, elders or cultural practitioners to share oral traditions related to the text. Leverage technology: use collaborative annotation tools (e.g., Hypothesis) or digital storytelling platforms. Scaffold transfer: Ask students to apply literary lenses to contemporary media (songs, films, social media narratives.

Finally, weaving sociocultural scaffolds, constructivist inquiry, and diverse pedagogical strategies, this framework transforms literature classrooms into dynamic spaces where students co-author meaning and grow as critical, creative thinkers.

VI. Conclusion

The findings of this study underscore the critical role of pedagogical factors in shaping students' performance in Literature-in-English at the senior high school level in Ghana. The study identified three key areas where pedagogical practices significantly influence student outcomes: the use of real-life experiences, the provision of challenging assignments, and the availability of diverse reading materials. Unfortunately, these elements are currently underutilised in many classrooms, contributing to the declining performance in Literature-in-English.

To address these gaps, teachers must adopt a more student-centred approach, integrating real-life examples and encouraging active participation through challenging assignments. Research shows that incorporating real-life experiences in teaching can enhance students' understanding and engagement (Almuhammadi, 2017). Additionally, providing challenging assignments has been found to improve students' critical thinking and problem-solving skills (Amua-Sekyi & Nti, 2015). Furthermore, diverse reading materials can broaden students' literary knowledge and foster empathy and cultural understanding (Dewi & Asrifan, 2024).

Professional development programs for teachers are essential to equip them with the necessary skills and knowledge to implement these strategies effectively. Studies indicate that ongoing professional development can significantly improve teaching practices and student outcomes (Lombardi, 2024)

Furthermore, the study emphasises the importance of introducing literature studies at the primary education level to establish a solid foundation and cultivate a love for reading from an early age. Early exposure to literature has been shown to enhance cognitive and language development, as well as critical thinking skills (Widyastuti, Andriyanti, Nurhayati, 2024).

To conclude, enhancing pedagogical practices in literature-in-English is crucial for improving student performance. The findings of this study give literature-in-English teachers a strong basis to improve their pedagogical skills. Teacher education stakeholders should increase the content for training pre-service teachers on pedagogical approaches. Additionally, teachers should receive regular, tailor-made professional development on pedagogical approaches.

VII. Limitations and Suggestions for Future Research

The use of literature-in-English teachers in data collection has the potential to produce socially desirable responses from the students. This could introduce biases into the study. However, the assurance of anonymity and confidentiality of their responses,

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coupled with the presence of the researchers in the various schools for the data collection, helps to reduce the probability of this problem occurring. Also, data were collected in only one region in Ghana, thereby limiting the generalisability of the findings. Notwithstanding, this study has provided some compelling evidence. Future research should consider increasing the sampling size by extending it beyond one region and using qualitative data to provide more insight into the issue.

Declarations

Ethical Approval

Ethical approval was sought from the Head of each senior high school before data collection commenced. Following this approval, the Head of the English department was asked by the Head of the institution to supervise the data collection alongside department members. Respondents' consent was obtained, and only willing students were permitted to participate in the data collection.

Competing Interests

We declare that there are no competing interests, whether financial or personal.

Authors' Contributions

Jonathan Essuman

Conceptualisation of the article, literature review, theoretical framework, development of the data collection instrument, proofreading, editing, and managing the data collection process.

Faith Ben-Daniels

Literature review, theoretical framework, discussion, proofreading, editing, and drafting the conclusion and recommendations.

Ato Kwamina Arhin

Development of the data collection instrument, theoretical framework, data analysis, discussion of results and findings, drafting the conclusion and recommendations, and proofreading and editing.

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Availability of Data and Materials

Data is available and can be accessed upon request via a Google link.

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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.



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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.



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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

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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.

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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

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