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Lessons to Guide AI Integration Efforts: An Illustrative Narrative of a Teacher Educator in New Zealand

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Carolyne Nekesa Obonyo

Abstract- Advances in technology have created the potential for a new era of learning that is both ubiquitous and authentically grounded in real-world contexts. However, there remains a gap between this theoretical potential and the lived experiences of teacher educators (TEs). To help bridge this gap, this study explored a TE's lived experience. The study used a narrative inquiry approach to examine how the TE integrated technology into teaching and learning, offering insights into a range of pedagogical strategies. The narrative illustrates how the TE designed and implemented a range of pedagogical approaches that modelled effective technology integration, giving student teachers (STs) authentic opportunities to engage in technology-mediated learning aligned with the TPACK framework. Lessons learned, which emphasise the need for ongoing professional development that strengthens both technical competencies and technology-enhanced pedagogical approaches, offer valuable insights into the integration of artificial intelligence in teacher education, a process that is still in its early stages.

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I. Introduction

Digital technologies have theoretically expanded the horizons for ubiquitous, collaborative, authentic, and innovative learning environments. The extent to which this potential is translated into substantive practice rests upon the pedagogical agency of teacher educators (TEs) (Cochrane, 2014). Nonetheless, a gap remains between this theoretical potential and the lived experiences of TEs. The recurring dissonance observed during technological transitions suggests that difficulties in embedding emerging tools are not merely technical. Still, they reflect a systemic failure to align institutional support with the evolving demands of technology integration. The pedagogical landscape of teacher education has undergone iterative transformation with the rapid evolution of digital tools, spanning from early computer-assisted instruction to the widespread adoption of Learning Management Systems (LMS) to support ubiquitous learning. The technological trajectory to Web 2.0 introduced affordances such as collaborative learning (Cochrane, 2014) with tools ranging from Virtual Learning Environments, e-portfolios, interactive whiteboards, and social media for professional learning networks. TPACK (Technological Pedagogical Content Knowledge) has become a core framework for researching how educators develop the skills to use technology in their practices (Mishra & Koehler, 2006). The emergence of AI-driven educational technologies, such as educational simulations (e.g., Lee & Kim, 2025), learning analytics, adaptive learning technologies, and intelligent tutoring systems, has brought profound and far-reaching systemic complexities that are reshaping the educational landscape (Crompton & Burke, 2022). However, it simultaneously offers a transformative opportunity to architect highly individualised and interactive learning environments.

Despite the evolution of digital tools, substantive pedagogical transformation is frequently stalled by a combination of systemic and individual challenges. These challenges create a widening gap between the availability of technological tools and their authentic application in practice. Externally, TEs contend with first-order barriers (Ertmer, 1999), including infrastructure deficits, inadequate technical support, and institutional policy frameworks that fail to keep pace with technological acceleration. More critically, these external pressures are compounded by internal, second-order barriers. Limited digital fluency, the persistence of traditional teaching philosophies, and the pedagogical inertia of educators continue to impede progress (Ertmer, 1999). Addressing these second-order barriers requires more than technical training; it necessitates a double-loop learning approach that encourages TEs to interrogate the foundational beliefs that underpin their resistance to technology adoption.

These are not new challenges; they have persistently plagued successive generations of technology. Their recurrence in current artificial intelligence (AI) adoption efforts reveals limitations in how educational institutions conceptualise and support digital transformation. These systemic barriers exert a profound impact on ITE by undermining the development of digital fluency. In the absence of robust pedagogical modelling of technology-enhanced instruction, including the ethical integration of AI, STs are deprived of the opportunity to

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develop a critical pedagogical stance. This creates a crucial gap in the workforce, as new teachers enter the profession theoretically aware but practically ill-equipped for the socio-technical demands of 21st-century schooling.

While challenges persist, many TEs have demonstrated significant pedagogical resilience in embedding digital tools within their practices. This research explored the pedagogical repertoire employed by TEs to cultivate the digital fluency of STs, ensuring their professional readiness for classrooms increasingly defined by rapid technological evolution (Obonyo, 2020). In this paper, the focus is narrowed from the larger research question: "What pedagogical strategies do TEs employ to support the teaching and learning of STs? An illustrative narrative of a TE provides lived experiences of how she navigated the challenges and integrated technology in her practices. These instances of effective practice provide a vital evidence base from which to draw as the sector confronts the complexities of AI.

II. Literature Review

a) *The Pedagogical Affordances of Artificial Intelligence*

This section explores the application of AI in educational contexts, with a focus on AI's pedagogical affordances in K–12 settings, the context in which STs are being prepared. Crompton et al. (2024) identified a wider range of pedagogical affordances than has been observed in higher education research. This can be attributed to the "pedagogical knowledge and training received in becoming a K-12 teacher" (p. 256). The section aims to provide insight, given evidence that teachers have a limited understanding of AI and its pedagogical applications, highlighting the continued need for further qualitative research (Crompton et al., 2024). AI has been conceptualised in multiple ways across the literature. For this paper, the definition adopted is that AI is "computing system that are able to engage in human-like processes such as learning, adapting, synthesising, self-correction and the use of data for complex processing tasks" (Popenici & Kerr, 2017, p. 2).

The literature indicates that using AI provides opportunities to support teaching and learning. Although AI was not designed for any specific subject domain, most empirical studies have focused on its use in mathematics, science, and language learning, with high school and elementary settings receiving the most sustained research attention (Crompton et al., 2024). Furthermore, teachers are the largest group of AI users (Diliberti et al., 2025). A systematic review of 204 articles across 2000-2020 focused on the use of AI in K-12 settings (Crompton & Burke, 2022). Findings show that teachers in schools mainly use AI for monitoring students, managing groups, automating grading, and supporting decision-making. Research shows how AI enables teachers to monitor student activity in the classroom and identify those who need support in a less physically intrusive way. In terms of group management, studies indicate that AI supports teachers with group formation, moderation, and facilitation.

Although grading remains a labour-intensive aspect of teaching, teachers are beginning to leverage AI to analyse student work and generate real-time feedback. Research demonstrates AI's affordances in efficiently processing extensive datasets and synthesising information from multiple digital platforms, enabling more timely and informed data-driven decisions (Crompton & Burke, 2022). Teachers are also using AI to predict student academic performance, and this aligns with findings showing that they integrate AI into activities grounded in specific pedagogical approaches, including active learning, personalised learning, gaming, modelling, and collaboration (Crompton et al., 2024).

While AI tools offer considerable pedagogical affordances, their integration into educational practice has also posed substantial challenges. Studies have reported that teachers have negative views of AI, ethical concerns, ease of use, hardware and software challenges, algorithmic biases and many institutions lack clear policies (Crompton et al., 2024; Popenici & Kerr, 2017). Diliberti et al. (2025) found that many K-12 public school districts have provided teachers' training on the use of AI in schools by addressing teachers' concerns, confusion, and fears about the technology. However, Crompton et al. (2024) found a need for more professional development to reduce some of these challenges. These challenges threaten to deepen existing inequities and place additional pressure on teachers to model pedagogically sound and responsible uses of AI.

b) *Integrating Technology into ITE Programmes*

Integrating technology into ITE programmes requires leveraging TEs' readiness and continuous professional development. Mishra and Koehler (2006) noted the integration of technology into teacher education is enhanced when TEs understand how knowledge of technology, pedagogy, and content is interrelated and how they align with one another. According to TPACK, successful technology integration is achieved when the use of technology works well with the pedagogy and content to facilitate new pedagogical ways of teaching. Noting the need for AI integration frameworks, Crompton et al. (2024) suggest that TPACK can be used to support educators' understanding of how AI can be implemented in teaching and learning. On the contrary, Farjon et al. (2019) noted that the TPACK framework has been criticised for not being useful to determine effective technology integration, while Admiraal et al. (2017, p. 116) argued that although TPACK models knowledge that must be acquired, it

"does not say much about how this integrated knowledge should be acquired."

However, the literature is consistent in finding that when technology is treated as an isolated component, STs feel unprepared to use it in their future classrooms (Tondeur et al., 2020). Conversely, several researchers (e.g., Lee & Kim, 2025) have highlighted that integrating technology throughout coursework, assessment practices, and field experiences enables STs to manage technology-enhanced learning environments effectively. In their studies, STs engaged with technology through design-based learning and collaborative inquiry. This enabled them to practise metacognitive reflection, resulting in an expanded pedagogical repertoire and a more integrated understanding of TPACK. The issue is no longer whether ITE programmes should integrate technology, but rather how they can do so in ways that are pedagogically robust, contextually appropriate, and sustainable over time (e.g., Baran et al., 2019).

Preparing STs to integrate technology adequately into their practices is a complex and challenging process for TEs (Tondeur et al., 2019). It requires good access to software, hardware, and support, both during coursework and teaching practice. TEs are expected to be proficient in the use of technology and to have positive attitudes towards technology (Tondeur et al., 2019). While some appear unwilling to integrate technology into their courses, they encounter difficulties associated with a lack of quality training and limited or no pedagogical training to meet the educational needs of 21st-century classrooms (Baran et al., 2019). The main challenge TEs experience is the time it takes to develop STs' technological pedagogical design capabilities (Tondeur et al., 2020).

c) Pedagogical Strategies used to Prepare STs for Technology Integration

This section explores what TEs do in the classrooms to prepare STs to integrate technology in their practices. TEs are expected to implement a range of innovative strategies that allow STs to experience, enact, and critically evaluate technology-enhanced learning. Such strategies support STs to connect their knowledge of technology, pedagogy, and content (Tondeur et al., 2020). This in turn, enables STs to "effectively teach with technology in PK-12 classrooms" (Foulger et al., 2017, p. 419). The literature reveals several interrelated pedagogical strategies that effectively prepare STs for technology integration and transfer to school contexts. Some of these strategies include modelling technology-rich pedagogy, authentic learning opportunities, active learning, collaborative learning, providing formative assessment, and personalised learning (Akçayır & Akçayır, 2018; Foulger et al., 2017; Tondeur et al., 2020).

Modelling technology-rich pedagogies aligned with content areas exposes STs to authentic illustrations of digital practice and provides opportunities to engage in the corresponding instructional activities (Foulger et al., 2017). TEs can provide STs with exemplars of the educational affordances of specific technology and support STs to use technology to search for information, learn independently, and acquire higher-order thinking skills (Baran et al., 2019). Research shows that modelling technology-rich pedagogy shaped STs' self-efficacy and their intentions to integrate technology (Kukul, 2023), motivated them to integrate technology into their subject teaching (Admiraal et al., 2017), and lowered second-order barriers in them (Tondeur et al., 2020). These findings suggest that when TEs demonstrate effective digital pedagogy, STs become confident in using technology, enhancing their ability to transfer knowledge into practical application (Obonyo & Thomas, 2025).

Authentic learning facilitates meaningful technology integration. It occurs when STs engage in situated, contextualised tasks that involve applying discipline-specific tools, fostering active participation and discursive processes that mirror real-world contexts (Tondeur et al., 2020). Obonyo (2020) found that TEs integrated mobile technologies into their practices to enhance STs' learning of a variety of real-world tasks that applied to school contexts, guided them to use mobile technologies as learning tools in authentic contexts and facilitated learning that was seamlessly integrated with authentic assessments. Authentic learning aligns seamlessly with the flipped classroom model, which also incorporates collaborative learning. The asynchronous delivery of content optimises the in-person space for higher-order, experiential activities that mirror real-world professional practice (Akçayır & Akçayır, 2018).

Another pedagogical strategy is the flipped classroom, in which students learn new content before class, typically through online resources. Class time is then used for deeper engagement, including discussion, collaborative group work, problem-solving, and feedback (Akçayır & Akçayır, 2018). Flipped learning environments enable TEs to design student-centred, technology-enhanced learning experiences. These environments provide opportunities for STs to engage with digital content, learn to express themselves in multimodal ways, manage online learning spaces, and reflect on how such approaches translate into school contexts (Akçayır & Akçayır, 2018; Ferdig & Kennedy, 2014). With rising expectations for online education, STs are now expected to teach in an environment that differs markedly from traditional classrooms. The flipped classroom supports active learning and pedagogical reasoning about technology integration. However, research consistently identifies the substantial time commitment and increased workload associated with pre-recording video lectures and preparing other learning resources as the primary challenges of this model (Akçayır & Akçayır, 2018).

Personalised learning is achieved by using technology to intentionally tailor learning, differentiate instruction and enable students to work at a pace that

suits their needs. Literature indicates that by personalising learning for STs, TEs give them first-hand experience of learner-centred design. This experience deepens their understanding of how technology can support differentiated, flexible approaches, thereby enhancing their readiness for technology integration (Ferdig & Kennedy, 2014). Although preparing STs for technology integration requires a multifaceted pedagogical approach, Tondeur et al. (2020) found that most studies focus on individual strategies. Exploring how multiple strategies work together would deepen insight into the preparation of STs for technology integration.

III. Methodology

This study employs a narrative inquiry methodology to explore a teacher educator's lived experience of integrating mobile technologies and the implications of this experience for effective AI adoption in teacher education. Narrative inquiry is grounded in the view that human experience is storied and that understanding experience requires attention to temporality, sociality, and place (Clandinin & Connelly, 2000). Narrative inquiry is well-suited to educational research puzzles that seek to generate richly contextualised accounts of participants' lived experiences and to interpret how they make meaning through the stories they tell (Wei, 2023), enabling a nuanced understanding of how educators interpret and respond to technological changes.

a) Research Design

The research design is structured around the three interrelated dimensions of narrative inquiry: temporality, sociality, and place (Clandinin & Connelly, 2000). These dimensions provide a systematic framework for capturing the richness of lived experience over time, the personal and social conditions shaping that experience, and the specific contexts in which it occurs (Wei, 2023). *Temporality* attends to how past experiences with technology shape present practices and future orientations. *Sociality* considers the personal and professional factors that influence the educator's decisions, including identity, values and beliefs, institutional expectations, and relationships with colleagues and students. *Place* recognises that experiences are situated within specific physical, organisational, and digital environments, such as teacher education programmes, policy contexts, and online learning platforms (Clandinin & Connelly, 2000). Together, these dimensions ensure that the narrative is analysed not simply as a personal story but as an experience embedded within broader educational, institutional, and technological contexts.

b) Participants

Participants were selected through purposive sampling. The work presented in this paper is based on a doctoral study (Obonyo, 2020) that explored a research puzzle of how eight TEs used mobile technologies to influence the teaching and learning experiences of STs. Semi-structured interviews were conducted with the TEs to gather their insights on the pedagogical strategies that they used to prepare STs to integrate mobile technologies into their future classrooms. This paper provides an illustrative narrative of one TE who supported approximately 50 STs, enrolled in a programme that had two modes of study, on-campus and a blend of distance and F2F learning. Ffion's (pseudonym) narrative is about how she used different innovative pedagogical practices and integrated cloud-based technologies into her teaching. When she participated in this study, Ffion had fifteen years of teaching experience at ITE and had actively incorporated technology into her practices, allowing for reflection across temporal dimensions.

c) Field Texts Generation

The contribution of narrative inquirers arises from the inquiries they pursue, their situated presence as observers within the research context, and their interpretive elaboration of participants' narratives (Wei, 2023). Field texts of this research were generated through multiple sources. A semi-structured narrative interview was used to elicit views and opinions from the TE. To ensure credibility and richness of the texts, additional field texts included both online and F2F classroom observations through non-participant observation and a reflective journal that captured the researcher's thoughts, reflections, and feelings throughout the research journey. The researcher engaged in ongoing reflexive practice to acknowledge positionality as both narrator and analyst. Narrative inquiry recognises reflective writing as a legitimate and rich data source because it captures the complexity, emotion, and situated nature of professional experience (Lim et al., 2022). The iterative nature of the writing process allowed the researcher to revisit and reinterpret key moments, deepening the analytical insight.

d) Transitioning Field Texts

Field texts were transitioned to research texts using three analytical tools: broadening, burrowing, and storying/restorying (Clandinin & Connelly, 2000). I began by familiarising myself with the text by reading and re-reading while noting down initial ideas. The process followed iterative cycles of coding, narrative reconstruction, and reflexive memoing to provide a nuanced understanding of how TEs make sense of their professional experiences. Themes were related to pedagogical reasoning and technology integration and were used as narrative threads that illuminated recurring patterns within Ffion's story, while the story remained the primary unit of analysis and representation. Since narrative is viewed as a whole, it does not require theming or categorisation; rather, threads are discussed within narratives (Clandinin & Connelly, 2000). To ensure

credibility and trustworthiness of the reconstruction and interpretation, the researcher consulted Ffion as part of the member-checking process. Ethical research approval was obtained from the university before conducting the study. Before presenting the illustrative narrative, the following is a brief description of the setting in which Ffions' lived experiences unfolded.

e) Setting

This section begins by setting the scene in New Zealand ITE to inform an understanding of the context in which Ffion was working and how she was responding to both their national and institutional contexts. ITE aims to equip STs with the knowledge, skills, and competencies needed to teach in diverse educational settings (Obonyo, 2020). In New Zealand, the focus is on meeting the diverse needs of learners by integrating coursework with practical teaching experience, emphasising culturally inclusive and contextually relevant practices and technological proficiency (Everatt et al., 2023; Fletcher & Everatt, 2021). The Teaching Council regulate all providers of ITE and must prove how their programmes enable graduates to meet the standards for the teaching profession (Education Council, 2017).

National education priorities, such as integrating technology and fostering culturally responsive teaching, have influenced the evolution of ITE practices. For example, during the period of this study, schoolteachers were being guided by the curriculum, which outlined digital technologies as a key learning area to prepare all students to be technologically literate. Given such national priorities for schools, ITE is entrusted to enable STs to develop curriculum and learning experiences aligned with the digital technologies outcomes. Another priority was to prepare culturally responsive STs to increase their effectiveness in supporting learners from diverse backgrounds, particularly Māori, Asian and Pasifika learners, students for whom English is an extra language, and those from low socioeconomic households. It was expected that STs would be assessed throughout the programme on their competence in te reo Māori, culminating in a final evaluation of their ability to pronounce te reo Māori words accurately and to use the language appropriately in teaching contexts. (Education Council, 2017). This description contextualises the ITE department within some national initiatives in the education system that influenced practices in teacher preparation during the time of this study.

The following section presents Ffion's lived experience as it unfolded over time with thematic insights woven through the narrative, shaping a nuanced understanding of how technology is experienced in practice and offering a grounded foundation for interpreting the implications of integrating AI in teacher preparation.

IV. Ffion's Illustrative Narrative

Narrative inquiry assumes that people make sense of their professional lives through stories, and that these stories unfold across time, shaped by relationships, contexts, and shifting identities. For this reason, the findings are presented as a series of narrative episodes that reflect Ffion's experience as it was lived, rather than as decontextualised fragments. Ffion's story offers insight about how she navigated change, uncertainty, and innovation.

With fifteen years of teaching experience, Ffion had created, coordinated and taught several courses in the ITE department. She entered the profession with a strong commitment to student-centred learning and a belief that teaching should be relational, dialogic, and grounded in care. Technology was not initially central to her practice; national education priorities and institutional changes shaped early experiences with digital tools. As a team leader of TEs, they were expected to blend distance learning and face-to-face (F2F) learning, a shift from traditional F2F teaching. These study options were enhanced by educational technology, which increased access, collaboration, and the flexibility of learning, and STs could choose an option that suited them. Furthermore, she worked closely with other TEs to redesign the curriculum into blended courses and to coordinate the improvement of the blended courses, especially the Māori language course across all the ITE programmes within the institution.

Ffion's relationship with technology evolved. She navigated the complex environment gradually, first by learning how to facilitate flipped learning, then distance learning, a decision that was shaped by the institution, and then with multimedia resources to support diverse students' needs. Facilitating a blend of distance and F2F learning marked a turning point, forcing Ffion to reimagine teaching in ways that foregrounded connection, clarity, and flexibility. This period reshaped Ffion's pedagogical identity, deepening a commitment to inclusive design and prompting a more intentional engagement with digital tools. When asked how she would rate her use of mobile technologies to support teaching and learning, Ffion identified their maturity at the highest level: Stage 6 (*Creative application to new contexts*), based on Knezek et al.'s (2000) Stages of Adoption of Technology Scale. This level represented integrating mobile technologies into the curriculum and in the classroom as instructional tools.

The following narrative episodes trace key moments in Ffion's journey, illustrating how technology became woven into the fabric of teaching practice and how these experiences illuminate possibilities and limitations for the emerging use of AI in teacher preparation.

Narrative Episode 1: Technology as a Tool for Supporting Authentic Learning Experiences

Ffion used technology with a clear instructional purpose that was focused on learning outcomes. She integrated technology into her teaching in creative ways to support skills such as creative thinking, analytical reasoning and collaboration. She said, "It wasn't about gaining knowledge but actually giving them skills [to use technology] as well." Indeed, she played a key role in responding to the increasing demands of transformational changes centred on teaching in the 21st century, which can disrupt TEs' beliefs about teaching and learning. What distinguished Ffion from other TEs was that she mastered a range of digital tools and mobile apps and understood how they could be deployed for a variety of pedagogical strategies, such as authentic learning, reflective practice, collaboration, and flipped classroom. Ffion was involved in selecting appropriate tools for the specific tasks with the STs, so that they could learn how to use technology by design. She encouraged STs to use Quizlet to create interactive quizzes for each other, because "that's my preferred one, it's easier for students [STs], particularly for te reo Māori, when they are learning new concepts, they will make quizzes for each other about the concepts we are doing." This task situated STs' learning within realistic teaching scenarios and reflected the authentic practices of the profession, prompting them to integrate pedagogical, technological, and content knowledge in a contextualised manner (Tondeur et al., 2020).

When I observed Ffion's online practice, I realised that some of the learning tasks she designed were complex in ways that supported creative thinking, collaborative reflection and problem-solving. The tasks enabled STs to actively construct their own knowledge through exploration (Lee & Kim, 2025). For example, Ffion uploaded a short video clip to the LMS for STs to watch at their own time and place before the session. The video illustrated a storytelling technique they could use with their future students. Ffion appeared to support STs in internalising key pedagogical principles they would later be expected to enact in school settings. While watching the video, STs were expected to reflect on four questions, which they would discuss during their class session. Sharing the video content allowed her to circumvent the temporal and logistical constraints of traditional methods, redirecting cognitive effort towards higher-order analysis (Akçayır & Akçayır, 2018). One of the questions asked how STs would offer opportunities for students to tell their stories, thus connecting theoretical understanding and practical applications, a challenge that persists in teacher preparation (Lee & Kim, 2025; Obonyo & Thomas, 2025). This task demonstrates how STs can engage in reflective practice to develop metacognitive awareness of their technology use. The unique affordances of mobile technologies provided STs with diverse modalities of engagement, effectively facilitating pedagogical efficiency.

One moment that stood out in Ffion's memory was the learning support that STs offered one another as they launched further into inquiry. "It was good to use Padlet because some students [STs] were struggling to know how to use Padlets to complete their assignments, and other students [STs] helped them. So that was great." She reflected. This illuminates the transformative potential of peer relationships and purposeful scaffolding through social interactions with more knowledgeable others in fostering knowledge construction. With the support of knowledgeable others, learners can accomplish complex tasks beyond their initial ability and internalise new concepts and skills (Vygotsky, 1978). Similar findings were reported by Tondeur et al. (2020).

Ffion used Zoom to create meaningful context for oral language development and to support deeper engagement with content. When teaching te reo Māori, she designed the activity for STs to experience real-world scenarios. She used the recording facility on Zoom to record native speakers of the Māori language, for STs to see and hear how they spoke and pronounced the words. She then used the LMS to share the Zoom recordings with the STs. Ffion said, "The main purpose was for STs to hear how other people speak in te reo Māori." She then encouraged them to refine their conversational skills by practising speaking in te reo Māori. She said, "We actually used Zoom mainly for students to work together and hear the language." STs recorded themselves speaking te reo Māori words, shared their audio clips, listened to one another for fluency checks and gave each other social support and explicit feedback in real-time. STs personalised their learning by using their mobile devices to listen to their recordings anytime, anywhere, and at their own pace, which supported continuous self-learning. This task required STs to plan, produce, and reflect on spoken language in context, supporting their development of fluency, confidence, and communicative competence. Ffion explained why and how she facilitated this course:

> For us, it is about students making connections. They say they don't have enough time for Māori, to hear other people using it or to get support. So at least each week they [in a small group] must meet in a Zoom, they hear each other talk Māori and then at the lecture we will watch [some of it] it and are given formative feedback about what we were hearing, what some of the sounds were, . . . is more about the hearing of the language, because we give them a lot of feedback about pronunciation, about what they're saying as well as the other grammar stuff.

Scaffolding authentic technology experiences plays a critical role in strengthening STs' readiness to integrate technology in their future classrooms, as they learn to make pedagogical decisions in realistic contexts rather than decontextualised settings.

In terms of AI integration, TEs must be involved in selecting appropriate tools for specific learning goals, defining acceptable use, and shaping AI policies. For example, teachers in schools are using subject content tools such as AI to support the development of oral language skills (Crompton & Burke, 2022). For AI to enhance pedagogical practice and support evidence-informed teaching, AI tools must be aligned with learning outcomes, assessment principles, and disciplinary pedagogies. A key lesson from Ffion's use of technology is that AI should enhance and not replace critical thinking, creativity, and social skills.

Narrative Episode 2: Technology as a Tool for Flipping the Classroom

Ffion used technology to enable flexibility, accessibility, and interactive learning. Her story and my observation of her practices indicated that the flipped classroom, an innovative teaching strategy, supported both F2F and distance study options. She drew my attention to the positive educational outcomes associated with flipped classroom. She said STs had "enough time to choose how they want to do their assignments, and [also] ... choose something interesting for them." Also, "it gives them more time to learn independently and for them to plan how they might want to study as well." Besides the flipped classroom model giving Ffion an insight into what she needed to cover, she pointed out that, "it also helped me know that I needed to work a bit more with the students."

Ffion started the F2F session by introducing me briefly, then reviewed the previous lesson by asking questions. Next, the STs took an online quiz in pairs, which was about a class reading activity they had been given. She reviewed the questions that were challenging. The next activity involved a PowerPoint presentation about supporting students to be confident and competent learners, according to the five principles of the curriculum. She facilitated critical discussions about the principles listed in the curriculum, as required by the Education Council. I realised she expected STs to engage with the content independently before class and prepare for the lesson by attempting some questions. She uploaded to the LMS course site (one week before class time), "the readings, short video recordings of resources that are related to the course or the topic so that students [STs] can watch, review, and comment online, then they can debate during class time." The following instruction was posted on the LMS course site:

> Please complete the . . . quiz. This will be based on the readings. There is a 15-minute timeframe for the quiz, and you can complete it as many times as you wish. Watch the video: . . . Note 2 things that you find interesting. Bring your answers to the workshop . . . The reading and links are available in the workshop section of this week's [course site]. Please complete the workshop tasks before class.

The LMS provided a framework for Ffion to organise the activity and served as a vehicle to deliver the content. She posted or linked learning materials for STs to access before the F2F session. It appears Ffion gave STs more control of the learning process by asking them to oversee their learning. During their class sessions, it was expected that they would contribute to the discussions about those readings and/or the videos, engage in collaboration and problem-solving. Collaboration is frequently highlighted within studies on 21st-century skills as a pedagogical strategy that enhances students' engagement and motivation to learn (Tondeur et al., 2020). Furthermore, it seems that with flipping the classroom, STs were not limited by time and place to access their learning because she organised for them to have "quite a long time to read and do the tasks any time . . . about six days really-to do all the tasks and the readings-before the session." Beyond enhancing flexibility, it seems STs had more time to engage meaningfully with the content.

By leveraging the flipped model, she successfully used class time to facilitate higher-order learning (Akçayır & Akçayır, 2018). After discussing the principles of the curriculum, she used Padlet to support STs in developing confidence in navigating digital environments. Padlet enabled her to break down complex tasks into manageable steps and to increase engagement. Each column on the Padlet wall explained each principle, paired with exemplars and reflective prompts. STs were required to work in groups and find images online that they thought represented the intent of the principle of each column and upload them to the Padlet wall. They were then to provide a summary of why they believed the image reflects the principle (from the course site). She said posting images on the Padlet wall allows every group's contribution to be seen by the entire class, but also "it gets them thinking a bit differently and exploring how their peers see things." This suggests that the use of Padlet for information sharing enabled STs to contribute to their peers' learning and deepen their own understanding, reflecting the social-constructivist view that knowledge is co-constructed through collaborative engagement (Vygotsky, 1978). This exchange and contrast of different perspectives enhance critical thinking skills (Obonyo & Thomas, 2025). This activity enhanced collaborative inquiry, mimicking the professional learning communities of real schools.

Later, Ffion projected the Padlet wall on the whiteboard for all the STs to see and contribute their thoughts. An hour later, after reflecting on the activity, a member of each group orally presented their findings. STs asked critical questions and provided alternative interpretations of the images, extending the social construction of knowledge, as stated:

> We had another student who interpreted an image in a bicultural way, where she had a Māori lens on it, and she had taught with it. I used her example in the session. Other students appreciated that because they could see the image, and another student had posted a quite similar image, but

had a very Western way of looking at the image and how it met what we were looking for. So the students could see different perspectives and ways of thinking about things.

Posting on the Padlet facilitated metacognitive development since STs had time to reflect on their views before sharing with their peers. Engaging in metacognitive practices, such as reflection-in-action, enhances students' ability to transfer knowledge to new contexts (Obonyo & Thomas, 2025). This learning activity appeared to enrich STs' learning process because Ffion said: "what was great is that the STs got better from their first presentations to the last ones." It appears that STs engaged in a higher level of reflection, developing a set of ideas through group reflection and co-construction.

Just like Ffion used various tools to facilitate pre-class learning, for an AI-enhanced flipped classroom, this means using AI as a pre-class tool. STs can use AI tutors to obtain personalised academic support that extends their conceptual understanding and improves their readiness for class (Crompton & Burke, 2022). Their use may also mitigate persistent challenges related to inadequate pre-class preparation and the need for additional guidance outside scheduled class time (Akçayır & Akçayır, 2018). However, STs will need to assess the quality and reliability of AI-generated content critically.

Narrative Episode 3: Technology as a Tool for Connection

Ffion reflected on how technology enabled her to facilitate hybrid learning by bridging distance learning and F2F study options. Although it was a period marked by uncertainty, technology became a lifeline. A live video conferencing (VC) approach, audio-visual resources, weekly synchronous chat sessions that enhanced instant feedback, and a discussion forum on the LMS enabled her to connect two different learning environments, the physical classroom and online. She said using VC to facilitate distance learning was relevant, for "the ability for me to connect with the students is huge. You know... with our distance students, what they all want is to connect to someone. That is very strong. Just the fact that they can see you." She emerged as an early adopter of Adobe Connect VC and Padlet, leveraging these platforms to facilitate the sessions synchronously, enabling distance and F2F STs to engage simultaneously. Their use not only aligned with flipped learning principles but also extended pedagogical interactions beyond the spatial limitations of traditional classrooms. Ferdig and Kennedy (2014) noted that "the new expectation of a successful and effective educator in the 21st century will be one who can blend the best technology-based resources with engaging pedagogical strategies in both online as well as face-to-face settings" (p. 221).

Ffion used synchronous sessions not simply to deliver content, but to create a sense of presence and community. She explained how she provided distance STs with explicit scaffolding on how to use Adobe Connect as an alternative to the F2F session. "In the first week [of the course], I get the students to bring their mobile devices, their headphones, particularly whatever device they are going to use during Adobe Connect, and we go into public classrooms [on campus] to have a mock Adobe Connect." Ever mindful that the STs would be by themselves in different locations during the sessions, Ffion ensured that they could access Adobe Connect. Although the ITE department had several computer laboratories that she could have used, she considered that the STs needed to understand how to use their own devices to join the sessions and participate in the learning, which helps in reducing cognitive load and increasing confidence. She said, "It is easy to use the computer lab, but when they get home, they've got different computers or devices. So, they need to know where the microphone or camera is and all that." She also conveyed the idea that learning with mobile technologies is not restricted to a specific time and place. She effectively collaborated with the STs to identify mutually convenient times for the sessions, in alignment with the established F2F schedule. "We also agree on a suitable time to have Adobe Connect with them." This is something she always endeavoured to do, because she found, "in previous years, we put a time up and students [STs] could not come. That's quite discouraging, you know, that's not good for us."

Ffion designed for two modalities at once by focusing on time, space and interaction. She said, "Sometimes I need them to prepare some work so that I know what to cover. So, a week before, I will let them know this is what we will do, I want you to put your thoughts on this Padlet." STs participated together in a shared forum and posted on the Padlet wall, which enabled her to sample some of their work as exemplars when facilitating the sessions. "I take little snapshots of their postings on Padlets to talk about with them [STs], and I use them … to reinforce my teaching." She would begin by "looking at the Padlet wall and making decisions about what I'm teaching," linking her teaching to STs' needs. She further used Padlet as a platform to prepare the STs for what she was going to cover, seek STs' feedback, and respond to their comments.

Although studies have indicated that distance students feel less connected and isolated, she supported equitable participation by pairing distance and F2F STs, using Padlet to "visualise their ideas and display them clearly," and giving them "the right to talk on Adobe Connect so that they can present at any time during the [small group] sessions." Ffion said, "the quality of feedback/feedforward was very high … Students demonstrated the ability to offer constructive comments focused on the work they viewed." Creating virtual learning communities and constructing meaning through virtual learning conversations seemed to create cognitive presence. This finding affirms Akçayır and Akçayır (2018)

argument that cognitive presence allows online learners to have access to one another, although they might be dispersed through time and space. Digital tools made it possible for STs to work on their tasks ahead of their session, to create and share digital artefacts with their peers from different locations, and to engage in learning conversations with one another and with Ffion. This indicates that the affordances of the increasing ubiquity of mobile technologies enhanced 'anytime and anywhere' learning. Resource sharing, which was enhanced by Padlet, permitted STs to look at subject content in new ways to support metacognitive reflective and connect their learning to real-life. She elaborated that when STs post their work on Padlet, "it's there all the time, and they can go back and see the comments. … We can highlight bits that people have done. So, I think that it [Padlet] has a real strength that we can think about, particularly for assessments."

The use of the flipped learning model seemed to allow distance STs to have enough time to research their tasks, watch the recorded lectures, and be ready for their discussions during their Adobe Connect session. I observed on their LMS course site that Ffion expected them to "share at least one key point you took from watching the lecture. Share your questions, comments, and/or thoughts with your group. Anything that needs clarifying?" Ffion noted that if she "had not given them [distance STs] that briefing, the learning wouldn't have been as rich." She continued to say, "we would have run out of time probably. But because they could do the work before the session and set it up [on Padlet] meant that we did not have to spend so much time trying to unpack as a group."

Ffion chose digital tools that connected distance and F2F STs, and designed learning that was accessible, interactive, and equitable across the two modalities. This enables STs to learn how to integrate technology and develop the competencies they will need in their future careers. In terms of AI integration, TEs need to know how to adapt AI tools to specific teaching needs. Ffion's story suggests that AI tools must be evaluated for their capacity to connect modalities, support personalised learning, and reflection. The challenge is to ensure that AI-mediated interactions support meaningful relationships between TEs and STs.

Narrative Episode 4: Professional Development is Essential and Must Be Ongoing

Navigating the accelerated shifts of the technological landscape requires a transition toward adaptive expertise, where continuous learning is framed as a strategic necessity for professional resilience. Strozzi-Heckler (2014) stressed that "we must be learning individuals in learning organisations (p. 1). Inadequate professional development and training are the most cited reasons for the lack of technology integration. As Ffion innovated with technology, I was curious to know how she learned to integrate mobile technologies into her teaching and enhance her digital competency. Ffion spoke unhesitatingly about how she was self-taught and kept herself up to date with the rapidly changing mobile technologies. It would appear Ffion did not receive formal mobile learning training, for she said, "I think that's a really great question, because-I have to be honest-everything I've done is just because I've given it a go, not because I've actually sat down with someone who's helped me through it."

Ffion demonstrated a strong passion for her work and actively created opportunities to reflect on her practice and share her insights with others. She was willing to incorporate technology into teaching even when she struggled to use it. For example, she would network with her colleagues to share her experience, which appeared to foster trust, relevance, and sustainable adoption. She remembered how she could problem-solve with Sue, whom she was co-teaching, which seemed to boost Ffion's confidence in using mobile technologies. She elaborated on this: "I network with [Sue] . . . We just sit down, and we say we're going to do this . . . and we just do that, and we hope it works really." Her experience supports findings that collaborative strategies such as professional collaboration, teacher talks, and faculty-wide mentoring programmes help develop teachers' TPACK (Diliberti et al., 2025; Tondeur et al., 2020). Although she did not mention engaging in professional learning communities, her experience suggests that she may have learned to integrate technology into her teaching through online sources, and she seemed ready to overcome any setback. Research indicates that successful technology integration requires sustained, iterative professional learning that progresses from introductory to advanced topics as educators gain confidence, rather than one-off workshops (Cochrane, 2014). Research further reveals that training TEs is necessary, and developing a technology plan at the ITE programme level contributes to meaningful integration (Farjon et al., 2019).

With AI becoming increasingly embedded in school practice, TEs require ongoing, scaffolded opportunities to experiment with AI and reflect on their implications. This will enable them to build ethical, pedagogical, and technical competence so they can remain current with technological developments and effectively prepare STs for their teaching profession. Crompton et al. (2024) emphasised the need for professional development "to show AIEd best practices and frameworks that support teacher understanding of how AI technology can be used effectively" (p. 263). To maintain professional efficacy within the current technological advancements, TEs must move beyond functional literacy toward metacognitive agility, where learning is viewed as a continuous process of unlearning and re-evaluating pedagogical frameworks.

Narrative Episode 5: Technology can widen inequalities

Although technology provides valuable learning opportunities, these benefits are not experienced equally. Inequalities can widen when learners differ in access, device quality, and digital skills, shaping the overall quality of their learning experiences. The institution had good internet connectivity. However, while using technology to support her teaching, her main concern centred on device accessibility and the digital skills of the STs, leading her to request that they bring their own devices (BYOD). STs positively received this since they were eager to embrace the use of mobile devices. All of them had access to a mobile device and a reliable internet connection. Ffion commented: "We design in-class quizzes using Quizlet, and students [STs] choose to bring their own devices to do that [the quizzes]. In fact, many students [STs] used their smartphones rather than computers." In this part of her narrative, it was evident that Ffion was aware that technology can widen inequalities if access, support, and design are not equitable. I also observed Ffion introducing the BYOD approach to support in-class group interactions better.

STs can use mobile devices that are loaned and controlled by their institutions. However, this could limit opportunities for personalised and collaborative learning. Schuck et al. (2017, p. 130) noted "the increasing levels of student ownership of devices mean that learners now take control of their own learning technologies." When STs use their own mobile devices, they can demonstrate autonomy in choosing the context, time, and pace of their learning (Obonyo, 2020). When AI is part of the learning environment, learners can take ownership of how they interact with AI tools. However, this raises questions about data privacy, consent, and the security of AI-enabled apps running on personal devices. A future possibility implies that AI integration must explicitly address digital divides, accessibility, and diverse learner needs. Inclusive design principles should guide tool selection and implementation.

V. Closing Thoughts

This study contributes to the literature by revealing Ffion's lived experience through the integration of self-reported data and observations from F2F and online classroom settings of her practices. This paper has presented Ffion's story as a coherent narrative, supported by thematic threads that illuminate recurring patterns across episodes. While the episodes presented here are situated within ITE in New Zealand, they serve as interpretive lenses for understanding technology integration and pedagogical decision-making, with relevance to the integration of AI in teacher preparation. This narrative reveals how Ffion designed and implemented pedagogical strategies that modelled effective technology integration, providing STs with authentic opportunities to participate in technology-mediated learning. This principle aligns with the TPACK framework, which emphasises that effective instructional practices arise from the interplay of content knowledge, pedagogically sound strategies, and technologically responsive practices.

This narrative highlights the importance of modelling responsible technology use and creating opportunities for STs to practise critical engagement with digital tools. Ffion's experience demonstrates that technology, when used purposefully, can enhance authentic learning, a flipped classroom, and strengthen connections between F2F and distance STs while supporting the design of learning that is accessible, interactive, and equitable across both modalities.

Generalisation is not possible. Nevertheless, understanding these experiences can offer valuable insights into how TEs traverse the challenges of integrating technology, while also informing emerging approaches to AI integration in ITE. For example, Episode 3 illustrates how technology served as a bridge for connection as she successfully navigated and overcame the challenges it entailed. Ffion said, "In previous years, we put a time up and students [STs] could not come. That's quite discouraging." Coupled with the successful integration illuminated in this narrative, there is a need for continuous professional development. Examining the integration of AI in ITE helps to clarify how AI enhances the preparation of STs.

Conflict of interest: The author has not disclosed any conflict of interest.

Abbreviations: The following abbreviations were used in this manuscript:

TE	Teacher Educator
STs	Student Teachers
ITE	Initial Teacher Education
AI	Artificial Intelligence
LMS	Learning Management System
BYOD	Bring Your Own Device
TPACK	Technological Pedagogical Content Knowledge

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The Role of School Libraries in Promoting Access to Supplementary Books

By Jeane Correia Costa & Amanda Gomes Pereira

Abstract- The state school Centro Educa Mais Deborah Correia Lima has Annex II – Mamorana in the rural area, located in the municipality of São Bernardo, MA, which faces an economic deficit and limited access to social and cultural capital. This Annex II is attended by young people from farming families engaged in small-scale subsistence production based on planting and harvesting cassava, corn, and beans, and who are therefore financially disadvantaged. In view of this, the aim of this study is to analyze the development of reading practices in this Annex, taking into account the existence of a school library, the variety of literary genres, whether the environment is used by students, and whether they have a reading mediator. The study also examines how these students come into contact with paradidactic books and the influence of the absence of this cultural asset on broadening their academic horizons. The methodological procedure used for the research was a literature review and fieldwork based on semi-structured interviews, which were qualitative in nature. The results are the absence of a reading area and practices aimed at developing the habit of reading in Annex II - Mamorana.

Keywords: *access to reading, paradidactic books, mamorana - são bernardo/ma.*

GJHSS-G Classification: *LCC Code: Z675.S3*

Strictly as per the compliance and regulations of:

The Role of School Libraries in Promoting Access to Supplementary Books

O Papel Das Bibliotecas Escolares na Promoção do Acesso aos Livros Paradidáticos

Jeane Correia Costa [α] & Amanda Gomes Pereira [σ]

Resumo- A escola estadual Centro Educa Mais Deborah Correia Lima tem o anexo II- Mamorana na zona rural, localizado no município São Bernardo- MA, onde neste município possui déficit econômico e de acesso aos capitais sócias e culturais. Este Anexo II é frequentado por jovens oriundos de família lavradora, modo de produção de pequeno porte dedicado a subsistência que provém do cultivo de plantação e colheita de mandioca, milho, feijão, portanto desfavorecida financeiramente. Perante isso, o trabalho tem como objetivo analisar o desenvolvimento da prática da leitura nesse Anexo, considerando verificar: a existência de biblioteca escolar, a variedade de gêneros literários, se o ambiente é usufruído pelos alunos e se têm algum mediador de leitura. Logo, como esses alunos entram em contado com livro paradidático e a influência da ausência desse bem cultural na ampliação dos horizontes acerca da jornada acadêmica. Para a pesquisa foi usado como procedimento metodológico a revisão bibliográfica e de campo a partir da realização de entrevistas semiestruturadas, com caráter qualitativo. Os resultados são a ausência de área de leitura e práticas voltadas para desenvolver o hábito da leitura no anexo II- Mamorana.

Palavras-chave: acesso à leitura, livros paradidáticos, mamorana- são bernardo/ma.

Abstract- The state school Centro Educa Mais Deborah Correia Lima has Annex II – Mamorana in the rural area, located in the municipality of São Bernardo, MA, which faces an economic deficit and limited access to social and cultural capital. This Annex II is attended by young people from farming families engaged in small-scale subsistence production based on planting and harvesting cassava, corn, and beans, and who are therefore financially disadvantaged. In view of this, the aim of this study is to analyze the development of reading practices in this Annex, taking into account the existence of a school library, the variety of literary genres, whether the environment is used by students, and whether they have a reading mediator. The study also examines how these students come into contact with paradidactic books and the influence of the absence of this cultural asset on broadening their academic horizons. The methodological procedure used for the research was a literature review and fieldwork based on semi-structured interviews, which were qualitative in nature. The results are the absence of a reading area and practices aimed at developing the habit of reading in Annex II - Mamorana.

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Keywords: access to reading, paradidactic books, mamorana - são bernardo/ma.

I. Introdução

No Brasil, a partir do decreto nº 520, de 13 de maio de 1992, foi criado, em conjunto com o Ministério da Cultura, o Sistema Nacional de Bibliotecas Públicas, objetivando possibilitar o acesso da população às bibliotecas públicas sistematicamente estruturadas para, assim, promover o incentivo à leitura e para a população participar do avanço na área social e cultural do país. Além dessa política pública, existe no âmbito nacional o Programa Nacional Biblioteca da Escola (PNBE) , instaurado em 1997, com o intuito possibilitar o acesso à cultura e estimular à leitura pelos estudantes e professores realizando a distribuição de livros na área da literatura, pesquisa e de referência. As escolas do ensino básico escolhem o material alternado, e esse programa ocorre de forma gratuita nas escolas públicas que participam do censo escolar (Brasil, 1992).

Posteriormente, foi sancionada a lei N° 12.244 em maio de 2010[1], que implementa a universalização das bibliotecas escolares no âmbito das instituições de ensino privadas e públicas, contendo o prazo de 10 anos para a sua efetivação. Mutuamente, foi criada a Lei N° 13. 0005, de 25 de junho de 2014, que aprovou o Plano Nacional de Educação- PNE, apontando para a necessidade de ter escolas com estrutura conveniente para o processo de ensino-aprendizagem. No entanto, o levantamento da Associação dos Membros dos Tribunais de Contas do Brasil – ATRICON a partir dos dados do Censo escolar de 2022, destaca que 31% das escolas públicas têm biblioteca e 46% possuem bibliotecário.

Nesse cenário, a maioria da população brasileira não tem acesso à biblioteca escolar, refletindo nos dados do Programa Internacional de Avaliação de Estudantes - PISA[2] (2022) no Brasil, em que 50% dos estudantes tiveram baixo desempenho na área de leitura (abaixo do nível 2), rendimento inferior à média dos países membros da Organização para a Cooperação e

[1] Lei Nº 14.837, de 8 de abril de 2024 realizou alteração na lei n° 12.224, de 24 de maio de 2010, modificou a definição de biblioteca escolar e criou o Sistema Nacional de Bibliotecas Escolares (SNBE).

[2] O PISA é um estudo que compara países , efetuado a cada três anos pela Organização para a Cooperação e Desenvolvimento Econômico (OCDE). Nesse programa é avaliado o conhecimento e habilidades dos estudantes na faixa etária de 15 anos em matemática, leitura e ciências.

Desenvolvimento Econômico (OCDE). Desse modo, nota-se o descompasso entre as políticas públicas que primam pela popularização da biblioteca e sua efetiva instauração no país –principalmente em regiões periféricas, localizadas distantes dos grandes centros e conglomerados urbanos e eixo Sul/Sudeste.

No âmbito regional, Norte e Nordeste são as regiões com a menor quantidade de escolas que possuem biblioteca, tendo o primeiro 20% e o segundo com 24%, contrastando com o Sul que 54% das instituições de ensino têm acesso à biblioteca, acompanhado do Centro-Oeste com 47%. Portanto, é perceptível a desigualdade de acesso a biblioteca escolar por região, tornando alunos de escolas públicas de localidades rurais das regiões Norte e Nordeste com escasso acesso a ambientes adequado de leitura, acervo e pessoas capacitadas para mediar a leitura ficando à margem nas avaliações que primam pela habilidade da compreensão e interpretação de textos, sendo alijados do hábito de leitura – que não se torna, um lazer, sem contribuir para moldar do ser social e individual por meio de acesso a bens culturais.[3]

Visto este contexto do acesso desigual a livros no âmbito nacional e regional, a minha experiência no ensino básico se configurou pela falta de acesso a livros paradidáticos[4], situação essa agravada por não ter condição financeira para custear livros, sendo filha de lavradores, oriunda das classes populares[5]. Posteriormente, ao adentrar na Universidade Federal do Maranhão, tive a possibilidade de acessar a biblioteca do Centro de Ciências de São Bernardo (CCSB)[6] e comprar livros com a bolsa do Programa Residência Pedagógica – CAPES[7].

Além da ausência de livros durante a minha experiência no ensino básico, foi possível por meio do Programa Residência Pedagógica escutar queixas dos professores do Ensino Médio das escolas de São Bernardo: Isabelle, Ronilson Oliveira e Délia Garcês sobre a ausência de livros didáticos e paradidáticos nas escolas Centro Educa Mais Deborah Correia Lima, Centro de Ensino Dr. Henrique Couto, ambas na zona urbana de São Bernardo, e Centro Educa Mais Deborah Correia Lima - Anexo I, escola localizada no povoado Coqueiro, zona rural. Consequentemente, essa narrativa dos professores contribuiu para instigar meu interesse acerca do tema da minha pesquisa, com a seguinte questão problema: em que medida a falta de livros paradidáticos, de bibliotecas e espaços de estudo em escolas públicas, localizadas em áreas rurais, acarreta efeitos negativos na formação escolar e no interesse pela leitura por adolescentes sobre a desativação da biblioteca Farol do Saber no município de São Bernardo - MA e o reflexo no desestímulo à leitura por parte de jovens e adolescentes de famílias de classes populares?

Como hipótese: Acreditamos que a falta de espaços de leitura e o acesso incipiente a livros paradidáticos no município de São Bernardo/MA, mais precisamente nas áreas rurais dessa cidade, tem como efeito o desestímulo à leitura por parte de jovens e adolescentes. Será analisado o objeto de estudo a partir da pesquisa empírica, qualitativa por meio de entrevistas e revisão bibliográfica. O objetivo geral da pesquisa é compreender o quanto o acesso irrisório aos livros pelos moradores do Povoado Mamorana produz consequências que incidem sobre a trajetória escolar dos estudantes, reduzindo seu campo de possibilidades e impactando seus projetos de vida (Velho, 1994).

A pesquisa será guiada pelos seguintes questionamentos: Existe alguma biblioteca pública em São Bernardo/ MA (além da existente na UFMA)? Como adolescentes e jovens, do Povoado de Mamorana, têm acesso a livros? Os alunos do Centro Educa Mais Deborah Correia Lima anexo II- Mamorana têm o hábito de utilizar a tecnologia (kindle, aplicativos) para leitura?

O INEP é responsável pelo planejamento e aplicação da avaliação no Brasil.

[3] Capital cultural, segundo Bourdieu (2007) é a herança cultural transmitida pelo seio familiar, que difere o aluno a partir da classe social e no êxito escolar, sendo afirmado na escola a cultura da classe hegemônica que desconsidera a realidade das crianças e jovens de origem familiar desfavorável ao acesso cultural, no qual se enquadra desde o acesso a certos ambientes, a disposição de livros e informações, dessa forma, intensificando as desigualdades no âmbito acadêmico. Consecutivamente, é definido por esse intelectual os três estados do capital cultural, que são: capital incorporado, o capital objetivado, o capital institucionalizado. O primeiro estado remete a efetiva internalização do capital cultural objetivado por meio do processo precoce de assimilação e do tempo livre que lhe é dedicado exclusivamente; no segundo estado é está disponível meios que tornem acessível a obtenção do capital cultural, no qual envolve o acesso a museus, livros, entre outros; o terceiro estado é a oficialização da aquisição das habilidades, conhecimentos exigidos, por meio do viés institucional.

[4] Segundo a editora Saraiva "os livros paradidáticos são aqueles que complementam o ensino de um tópico. Ou seja: embora não sejam feitos exclusivamente para o uso em sala de aula, têm características que possibilitam que eles sejam usados como ferramentas pelos professores". Disponível em: https://conteudo.saraivaeducacao.com.br/infantojuvenil/livros-paradidaticos . Acessado em: 30. nov.2023.

[5] Claudia Fonseca (2000) define classe popular a camada da sociedade que consta a classe baixa afetada pela desigualdade social, estereotipada como marginal, desvio do padrão social, diante disso, é pontuado através de análise etnológica que essa classe guia seus comportamentos e valores a partir de ambiente simbólico particular, contendo a origem em contexto palpável, sendo a relação de gênero pautada pelo jogo de poder, no qual tanto o homem e a mulher participam. Disponível em: FLA0352-2023: Fonseca, Claudia. | e-Disciplinas (usp.br). Acessado em: 19. nov. 2023.

[6] Segundo a bibliotecária, a biblioteca do campus pode ser frequentada pela comunidade , mas é limitado à leitura na biblioteca, sendo proibido empréstimo de livros, pois é necessário ter vínculo com a instituição de ensino.

[7] O Programa Residência Pedagógica é um programa da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior(CAPES), que tem o objetivo de desenvolver projetos Institucionais de residência pedagógica realizado por instituições de ensino superior, colaborando para o aprimoramento da formação inicial de professores da educação básica nos cursos de licenciatura. Disponível: Programa de Residência Pedagógica - CAPES. Acessado em: 10.jan.2025.

Os estudantes gostam ou têm o hábito de ler? Quais livros eles tiveram acesso até hoje?

A seguir, irei discorrer sobre São Bernardo e o Programa Farol da Educação, o acesso à leitura na escola estadual Centro Educa Mais Deborah Correia Lima anexo II – Mamorana, posteriormente, abordar sobre os resultados da pesquisa e finalizar com as considerações finais. Como conclusão, os dados apontam que a maioria dos alunos da escola Centro Educa Mais Deborah Correia Lima - Anexo- Mamorana, não tem acesso a biblioteca pública ou escolar, tendo como única possibilidade o livro digital gratuitos baixado pela internet ou ler em aplicativo gratuitos devido a sua condição financeira desfavorável. Consequentemente, poucos alunos tem o hábito da leitura, sendo que poderia ser desenvolvido essa prática a partir da biblioteca escolar com estrutura adequado para leitura e acervo diversificado em conjunto com atuação de mediadores. Por último, nota-se que os alunos que têm o contato com o livro mesmo sendo no formato digital, possui a perspectiva de dar continuidade a jornada acadêmica após a conclusão do Ensino Médio.

II. São Bernardo e o Programa Farol da Educação

São Bernardo/MA localiza-se na Região do Baixa Parnaíba Maranhense e, segundo dados do Instituto Brasileiro de Geografia e Estatística (IBGE) de 2022, possui um contingente populacional de 26.943, área territorial 1.005, 824 km², tendo como bioma o cerrado. O atual prefeito dessa cidade, no ano 2025, é Francisco das chagas Carvalho. Acerca da história deste município, de acordo com o IBGE (2023), não é possível determinar a origem, pois é inexistente documentação para validar o processo de ocupação, apesar de tradicionalmente sua formação ser datada do início no século XVIII, quando os padres jesuítas adentraram nessa área com a intenção de catequizar os povos indígenas. Foi nesse período que se construiu uma igreja às margens do Rio Buriti que, posteriormente, se degradou, sendo edificado outra no estilo colonial em 1798. Essa igreja recebeu o nome de Matriz, por causa dos jesuítas que delimitaram o território tendo como referência essa instituição religiosa.

Além dessa narrativa sobre a história de São Bernardo -MA, há a perspectiva crítica de Sousa (2023), que partindo de uma pesquisa interdisciplinar aliando História e Antropologia pontua que:

> A cidade de São Bernardo foi palco da luta e resistência de povos indígenas, em especial os Anapurus, passando por guerras justas, aldeamentos, e com isso toda a carga de violência causada pela missionarização. O trabalho escravo nas aldeias, nas guerras e nas fazendas, fez com que a cidade de São Bernardo nascesse. Mas, ao contrário do que era dito como oficial pelo Estado, inicialmente colonial, posteriormente imperial e agora republicano, de que não havia povos indígenas na região do município de São Bernardo, hoje sabemos da história do povo Anapuru, que atualmente se autodenomina Anapuru Muypurá, que estão vivos e sempre estiveram nessa região (Sousa, 2023, p.37)

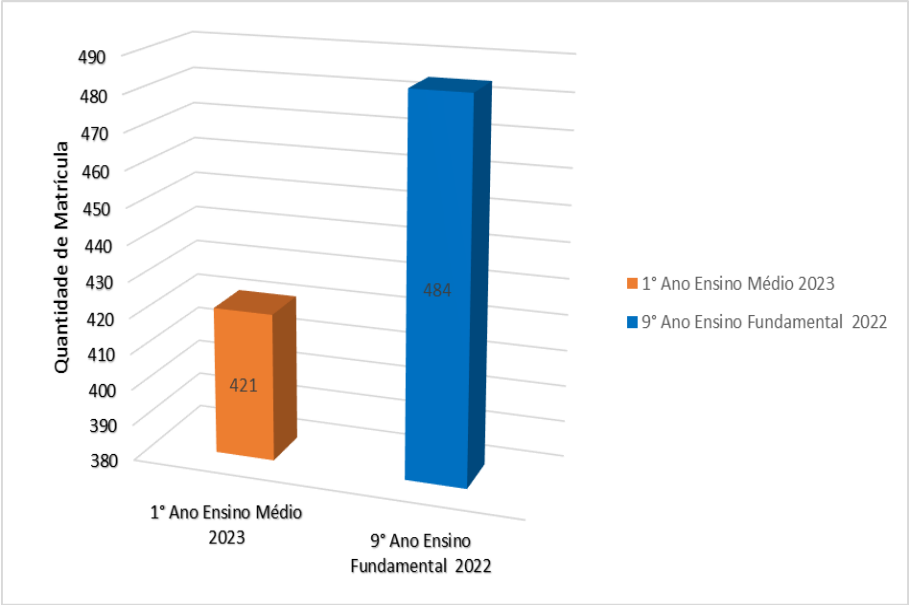
Não obstante, nota-se que processo de formação de São Bernardo se deu mediante a missionarização e a escravização de povos indígenas, especificamente do povo Anapuru, pois, a partir de uma análise documental, Sousa (2023) demonstra em mapas do período colonial a menção desses povos vinculados a São Bernardo - MA. Logo, retrata a origem desse município repleto de tensão, porque foi imposto o trabalho escravo e a missionarização com caráter violento, que resultou na resistência desses povos a esse processo.

Esta cidade, segundo dados do IBGE 2022, tem densidade demográfica de 26,76 habitantes por quilômetro quadrado, em 2021 o salário médio por mês era de 1,4 salários mínimo e pessoas ocupadas era cerca de 1.329, constando no censo de 2010 o rendimento per capita de ½ salário mínimo correspondendo a 53,8% da população. Na área da educação, segundo o IBGE (2023), o município tem 6 escolas do ensino médio, 79 docentes e o Índice de Desenvolvimento da Educação Básica (IDEB)[8] equivalente a 3,2 em 2021, sendo ausente a nota do IDEB do ano de 2023. Esse número de rendimento dos estudantes da educação básica, inferior à média do país, pode ser um indicativo de que o baixo acesso aos livros paradidáticos leva a um mau desempenho dos alunos nos exames que avaliam a educação brasileira, nacionalmente e internacionalmente.

Por conseguinte, a ausência de biblioteca pública e escolar, e a dificuldade de acesso a renda e dinheiro, consequentemente, nega o acesso ao tipo de capital cultural que Pierre Bourdieu (1998, p. 77) nomeia de capital objetivado, no qual é definido pelo autor como: "[...] o capital cultural objetivado em suportes materiais, tais como escritos, pinturas, monumentos etc., é transmissível em sua materialidade [...]". Bourdieu (1998) destaca ainda que o acesso incipiente a diversos capitais- sociais, econômicas, culturais- interfere no sucesso escolar.

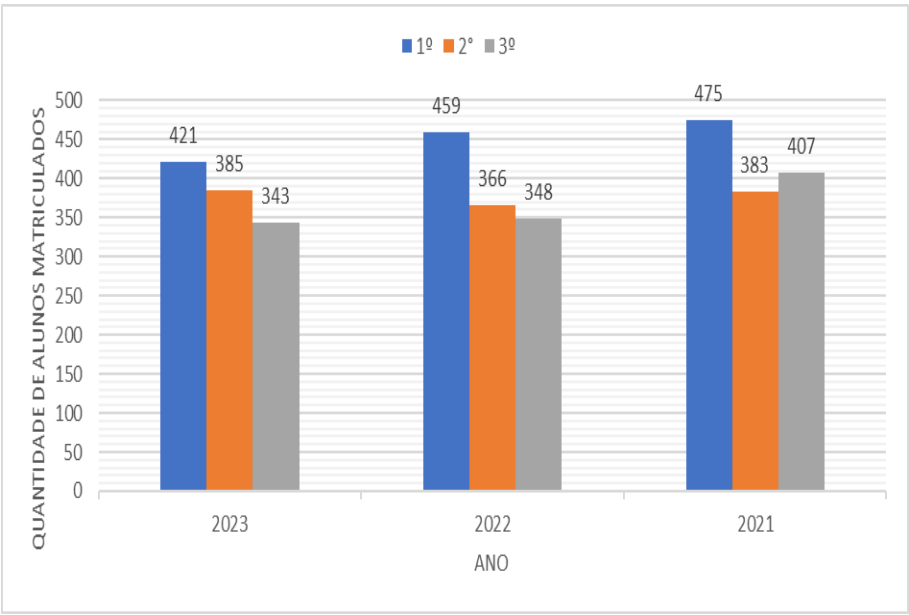
Ademais, além do índice do IDEB ser diminuto no Ensino Médio, essa etapa de ensino possui um percentual alto de déficit de matrícula/ano, ou distorção idade/série. Esta evasão após o ensino fundamental, é demonstrada por dados do IBGE do censo escolar, visível nas figuras 1 e 2:

[8] O IDEB é constituído pelo resultado de aprendizagem averiguado pelo Saeb acrescida do valor de aprovação medido no Censo Escolar, sendo o objetivo do IDEB acompanhar a performance das instituições de ensino pública e privada. A meta para o ensino médio em 2021 foi 5,2. Disponível em:Metas — Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira | Inep (www.gov.br) . Acessado em: 05. jun. 2024.



Fonte: Costa; Pereira (2024). [9]

Figura 1: A quantidade de matrícula entre o 9° ano (2022) e 1° ano (2023)



Fonte: Costa; Pereira (2024). [10]

Figura 2: Quantidade de matrícula no Ensino Médio nos anos 2021, 2022 e 2023

No primeiro gráfico demonstra que dos 484 alunos que se matricularam em 2022, no 9º ano do ensino fundamental II, 12,4% deles não se matricularam no ensino médio em 2023. Dessa forma, ocorreu uma descontinuidade dos estudos para esses jovens, como o gráfico aponta. Consecutivamente, o segundo gráfico retrata o número de matrícula no 3° ano do ensino médio ao longo de 2021, 2022 e 2023, consta que em 2021 se deu 407 e em 2022 com 348, posteriormente em 2023 com 343, sendo observado que desde 2022 vem diminuindo o número de matrícula, ademais nos três anos letivos têm em comum a diminuição de matrícula no último ano do ensino médio se comparado ao 1° ano. Além disso, nota-se a diferença de matrícula entre os 1º

[9] Gráfico elaborado a partir do Censo Escolar sinopse 2022 e 2023. Disponível no link: IBGE | Cidades@ | Maranhão | São Bernardo | Pesquisa | Censo escolar - sinopse | Ensino básico | 2022, acesso em 10 de outubro de 2024.

[10] Gráfico elaborado a partir do Censo Escolar sinopse de 2021, 2022 e 2023. Disponível no link: IBGE | Cidades@ | Maranhão | São Bernardo | Pesquisa | Censo escolar - sinopse | Ensino básico | 2022, acesso em 10 de outubro de 2024.

e 3º anos, durante esses períodos letivos, no qual demonstra o número de alunos desistentes, sendo em 2021 teve 68, em 2022 com 111 e em 2023 com 78 alunos, apesar de ter decaído em 2023 o valor de desistência é possível perceber que 18, 53% não prosseguiram os estudos dos 421 que estavam matriculados, torna-se um percentual considerável, pois são jovens, adolescentes que têm sonhos e talentos que poderia ser amplificado pela escola, no entanto o sistema educacional falhou. Logo, no gráfico 2 é visível a evasão escolar na rede estadual no município de São Bernardo, também é perceptível ao comparar o gráfico 1 e 2 a queda de matrículas no âmbito do nível de ensino, apresentando os números de entrada e saída nas séries do ensino médio, sinaliza para uma possível dificuldade de permanência dos estudantes nessa etapa da carreira escolar.

Nesse contexto, apesar da Lei de Diretrizes e Bases da educação (LDB, n° 9.394/1996), no artigo 2º, pontuar que: "A educação, dever da família e do Estado, inspirada nos princípios de liberdade e nos ideais de solidariedade humana, tem por finalidade o pleno desenvolvimento do educando, seu preparo para o exercício da cidadania, e sua qualificação para o trabalho" (Brasil, 1996), torna-se relevante compreender que os jovens que não dão continuidade a vida acadêmica, muitas vezes, não veem a formação escolar como agregadora à sua vida. Em alguns casos, isso deve-se à rotina monótona do cotidiano escolar, centrado apenas no objetivo de conseguir a nota e, assim, passar de ano. A leitura, para os adolescentes, é vista apenas como um mecanismo para decorar informações do livro didático para a prova.

Nestes alunos a ausência de incentivo e a incapacidade de encontrar sentido nas atividades escolares, atrelada a problemas pessoais acarretam muitas vezes a desistência dos estudos. Ao retoma o que é proferido na LDB, a educação tem papel importante na edificação da pessoa no patamar da cidadania e profissional, sendo o Estado o principal responsável pela efetivação desse objetivo,[11] pois tem condição de criar e implementar políticas públicas voltadas para a permanência nos bancos escolares, tanto no âmbito estrutural e pedagógico, em diferentes esferas do governo.

Dessa forma, correspondendo a LDB (Brasil, 1996), no artigo 3º, o ensino deve ter como base o princípio de equidade de circunstâncias, que propicie a entrada e continuidade nas instituições de ensino, garantindo a ampliação dos campos de possibilidades dos adolescentes e jovens brasileiros (Velho, 1994), ressoando em suas trajetórias de vida, transformando a realidade de gerações de famílias.

Destarte, o contexto social, econômico e educacional desfavorável, cria a necessidade da existência de biblioteca escolar ou pública, visto que o acesso ao livro paradidático tem o papel de incentivar aquisição de conhecimento, sendo uma ferramenta útil para o processo ensino e aprendizagem, além de ser um meio de construção, formação e identificação no âmbito da identidade dos jovens e adolescentes - promovendo a autonomia, a reflexão crítica, tornando-os cidadãos aptos para atuarem efetivamente nas decisões políticas, de maneira crítica e responsável, tanto no âmbito pessoal e profissional.

Farol de educação: Um programa de implementação de bibliotecas no Maranhão

A Biblioteca Farol de Educação, em São Bernardo/MA, sendo a única biblioteca pública existente nesse município, é fundamental para a difusão do incentivo à leitura e acesso ao livro. Na década de 90 entrou em funcionamento, no entanto não foi possível determinar a data da sua desativação, mas a partir de conversa, por meio do WhatsApp, com uma pessoa que frequenta esse ambiente é coletado a informação que em 2006 a estrutura dessa biblioteca se encontrava em estado degradante. Está localizada na Travessa Alexandre Mendes, próxima a escola Centro de Ensino Educa Mais Deborah Correia Lima, sendo a única biblioteca pública do município. Nessa biblioteca, trabalhou duas funcionárias, apenas consegui conversar com a Isabelle, por meio do WhatsApp, que me relatou o seguinte: "– Eu trabalhei lá alguns anos, mas não sei dizer a data de ativação, o motivo de não funcionar foi abandono mesmo por parte dos governantes da cidade que não tinham interesse nenhum em manter a biblioteca ativa". Apesar dela apontar a falta de interesse de governantes municipais, o programa Farol de Educação foi implementado como política pública do Estado do Maranhão, no governo de Roseana Sarney.

O prédio era entidade do governo, mas os funcionários eram mantidos pela prefeitura, que, segundo a funcionária Isabelle, "quem trabalhou lá sabe o quanto era difícil manter o local, faltando o básico." A partir desse relato, fica constatado a falta de zelo com a biblioteca por parte do município e do estado. Na imagem abaixo consta a foto da Biblioteca Farol de Educação, que atualmente está em reforma, iniciada em

[11] Deve se considerar que o Brasil possui desigualdade entre classes tanto no âmbito econômico quanto cultural, no qual é pontuado pela Claudia Fonseca (2000, pg.108) que " entre ricos e pobres , existe pouco contato : eles não moram nos mesmos bairros, nem usam os mesmos meios de transportes. Para uns, há escolas particulares , táxis, médicos a US$100 por consulta. Para outros , a escola pública sucateada, os ambulatórios , os ônibus [...] Para muitos brasileiros , os únicos momentos de contato interclasse se produzem na conversação com a faxineira ou durante um assalto. As barreiras de três metros de altura erigidas diante das casas burguesas são como uma metáfora do fosso quase intransponível entre os dois mundos. A histeria frente ao fantasma da violência urbana é o efeito colateral". Logo,as famílias de classes desfavorecidas não possuem mecanismos para assegurar a permanência dos jovens na escola, devido ao contexto desigual existente nesse país, reverberando a responsabilidade ao Estado.

2023, sendo que a finalização era para ter ocorrido em 20 de junho de 2024 – mas não foi concretizada até o presente momento. Na imagem 1 demonstra essa biblioteca em reforma.

Fonte: Costa (2023).

Figura 3: Biblioteca Farol de Educação

Esta Biblioteca Farol de Educação faz parte do programa Biblioteca Farol do Saber, no qual é oriunda de Curitiba, Paraná, e o governo do Maranhão, que estava sendo dirigido por Roseana Sarney, adaptou para a realidade maranhense e iniciou a instalação em 1997. Acerca disso, as especificações para implantação: as cidades fossem carentes de área de leitura e que tivesse ampla quantidade de escolas estaduais (Costa, 2013). Esse programa tem a finalidade de incentivar a prática da leitura, viabilizar a disponibilidade de informação e nutrir a criatividade. Existem 118 unidades, 94 estão sob coordenação da Secretaria de Estado da Cultura (Secma) e 24 sob a gestão da Secretária de Estado de Educação (Seduc).

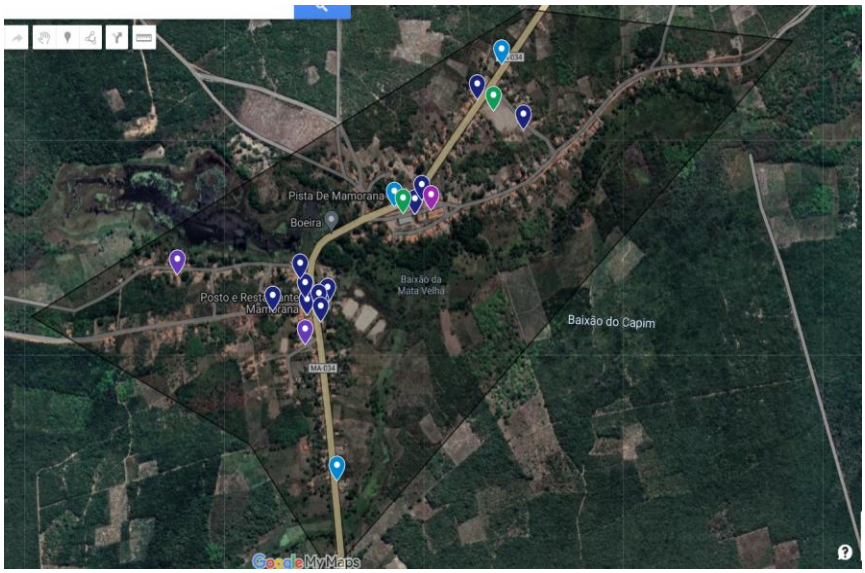
Os principais problemas que são entraves no funcionamento dos Faróis no interior é a ausência de estrutura e pessoas capacitadas, tendo os funcionários a partir da parceria entre estado e município, no qual o município sede funcionário para ser treinado pelo estado. Estas pessoas que trabalham nos faróis do inteiro, muitas vezes, não têm os requisitos exigidos pelo Manual dos Faróis: ensino médio ou curso superior na área da educação (Costa, 2013). Referente a isso, a desativação da biblioteca Farol de Educação no município de São Bernardo, agravou-se pela falta de manutenção das estruturas físicas.

III. Acesso à Leitura na Escola Estadual Centro Educa Mais Deborah Correia Lima Anexo ii- Mamorana

O povoado[12] Mamorana faz parte da área rural município São Bernardo, no qual possui 600 habitantes[13]. Segundo os moradores desse povoado não se sabe ao certo a sua origem, mas os moradores mais antigos retratam que em 1953 já existiam algumas casas que eram distantes entre si e uma área de festa, no qual era frequentado pelos moradores desse povoado e dos povoados vizinhos. Sendo que a principal renda das famílias provém do modo de produção do campesinato[14]. No âmbito educacional, tem apenas a Escola Municipal Juscelino Kubitschek, onde funcionam os seguintes níveis de ensino: o maternal, o ensino fundamental I (ambos no turno matutino), ensino fundamental II (turno vespertino), ensino médio (turno noturno).

No âmbito da saúde esse povoado tem dois agentes de saúde e uma Unidade Básica de Saúde (UBS) que além do Povoado Mamorana atende a população de outros povoados: Povoado Anapurus, Povoado São Benedito, Povoado Alto Bonito e Comunidade - Baixa do Meio. Essa Unidade Básica de Saúde conta com 16 funcionários[15]. Na figura 2, é possível ter uma dimensão da área que abarca o Povoado Mamorana:

[12] Termo êmico, amplamente utilizado pelos moradores da região, inclusive pelos que habitam os espaços urbanos. Além desse, é utilizado também o termo "interior" ou interiorzinho, no diminutivo.
[13] Informação prestada pela agente de saúde da localidade.
[14] O campesinato se refere a uma diversidade de formas sociais baseado na relação de trabalho familiar e formas distintas de acesso à terra como posseiros, o parceiro, o foreiro, o arrendatário, o pequeno proprietário, etc. A centralidade do papel da família na organização da produção e na constituição do seu modo de vida , juntamente com o trabalho na terra, constituem os elementos comuns a todas essas formas sociais. (Marques, p. 60 , 2008)
[15] Informação concedida pela atendente da Unidade Básica de Saúde.



Fonte: Costa; Pereira (2024)[16]

Figura 4: Povoado Mamorana

Na localidade Mamorana, foi instaurado em 2008 o Centro Educa Mais Deborah Correia Lima Anexo II- Mamorana, que atualmente ocupa a infraestrutura da escola municipal Unidade Integrada Juscelino Kubitschek, funcionando o ensino médio no período noturno. O Ensino Médio do Anexo II é constituído pelos Itinerários Formativos: Ciências da Linguagem, Ciências Exatas, Ciências da Saúde e Ciências Humanas, sendo os 83 alunos matriculados oriundos dos povoados Anapurus, São Benedito, Alto Bonito, Baixão do Capim e Mamorana[17].

No anexo II - Mamorana, segundo dados do Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (INEP) a nota do último IDEB realizado em 2023 é 2,4. O seu quadro de professor é composto por 7 docentes, os funcionários voltados a outras áreas são: 1 vigia, 1 merendeira e 1 auxiliar de serviços gerais, sendo a diretora a profa. Luiza Machado, responsável também pelo Centro de Ensino Mais Deborah Correia Lima, localizado na sede, área urbana de São Bernardo/ MA. O anexo II é resultado da parceria com o município, que disponibiliza os funcionários responsáveis pela limpeza, merenda e vigilância da escola. No patamar da estrutura dessa instituição, usufrui de 8 salas de aula, uma sala de professores, quatro banheiros e uma cozinha; nas três salas utilizada pelo ensino médio tem 9 ventiladores, distribuído para cada sala 3 ventiladores, tendo o 3° ano apenas 2 funcionando.

A partir da pesquisa de campo na escola foi possível observar o estado degredado em que se encontra o prédio, com as paredes repletas de manchas e riscos. Ademais, há mesas desgastadas e nas cadeiras possui áreas que estão enferrujadas. Na sala do 2° ano tem o suporte para mais um ventilador, np entanto, não tem o ventilador e as tomadas e interruptores de lâmpadas, na maioria das salas, estão faltando a barreira de proteção ou não estão encaixados corretamente. Assim, as salas de aulas precisam urgentemente de reformas, pois não é um ambiente propício ao processo de ensino aprendizagem e, consequentemente, deixa em desvantagem os alunos dessa localidade em relação a escolas que tem ambiente adequado. Ao comparar a estrutura dessa escola com a do Centro Educa Mais Deborah Correia Lima, localizada na sede, e o seu anexo I - Coqueiro[18] que se localiza na área rural de São Bernardo, ambos têm estruturas melhores.

Atualmente, os livros paradidáticos e didáticos estão distribuídos na antiga e atual sala da direção escolar, e sobre esses livros verificou-se que constam uma quantidade diminuta, que não estão acessíveis para consulta e empréstimos pelos alunos. Diante desta situação da falta de acesso ao livro paradidático e de compartilhamento desses em suas rotinas como estudantes, segundo Paulo Freire (2021, p. 274):

> [...]a posição crítica - democrática da biblioteca popular. Da mesma maneira como, deste ponto de vista, a alfabetização

[16] Mapa do povoado Mamorana. Disponível em: https://www.google. com/maps/d/edit?mid=1giv9mW0bnT2ys3C . Acesso em:09. jun.2024.

[17] Os alunos das localidades Anapurus, São Benedito, Alto Bonito e Baixão do Capim utilizam transporte escolar concedido pela parceria entre município e estado por meio do Programa Nacional de Apoio ao Transporte do Escolar (PNATE). A distância da Anapurus até o anexo II - Mamorana é de 10,9 km , de São Benedito para essa escola é 8,9 km. Ademais, a quilometragem de Alto Bonito para o anexo II-Mamorana consta 4,0 km.

[18] O Anexo I- Coqueiro usa a estrutura da escola do Município para realizar as suas atividades pedagógicas.

de adultos e a pós alfabetização implicam esforços no sentido de uma correta compreensão do que é a palavra escrita, a linguagem, as suas relações com o contexto de quem fala e de quem lê e escreve, compreensão portanto da relação entre "leitura" do mundo e leitura da palavra, a biblioteca popular, como centro cultural e não como um depósito silencioso de livros, é vista como fator fundamental para o aperfeiçoamento e a intensificação de uma forma correta de ler o texto em relação com o contexto. Daí a necessidade que tem uma biblioteca popular centrada nesta linha de estimular a criação de horas de trabalho em grupo, em que se façam verdadeiros seminários de leitura, ora buscando o adentramento crítico no texto, procurando apreender a sua significação mais profunda, ora propondo aos leitores uma experiência estética de que a linguagem popular é intensamente rica.

Diante do exposto, é demonstrado a necessidade de biblioteca, tanto pública quanto escolar, além de iniciativas que estimulem a utilização desses espaços de leitura. A biblioteca ocuparia, assim, esse espaço de centro cultural de leitura, troca de conhecimento, receptível a cultura popular da região. Nesse cenário de falta de recursos, a revitalização das bibliotecas escolares, a criação e manutenção de bibliotecas públicas e comunitárias, bem como a inserção de livros paradidáticos nas escolas poderiam promover o interesse pela leitura por parte dos estudantes.

Além da ausência do acesso a livros, em muitas escolas inexiste ambiente adequado para acomodar o acervo, desprovido de catalogação dos livros que estão na escola. As imagens abaixo apresentam as três estantes de livros nesta escola do Povoado Mamorana, Anexo II:

Fonte: Costa (2024)

Figura 5: Acervo na sala antiga da direção escolar

Fonte: Costa (2024)

Figura 6: Acervo na sala atual da direção escolar

Fonte: Costa (2024)

Figura 7: Acervo na sala atual da direção escolar

As imagens retratam a quantidade ínfima de livros juvenis[19] e expressam a carência de organização dos livros paradidáticos, pois os livros infantis e juvenis estão agregados com materiais da secretária, livros didáticos e objetos que possuem outras finalidades, sendo ausente a catalogação dos livros, tornando tais aspectos empecilhos que dificultam encontrar essas obras paradidáticas. Desse modo, Silva (1999, p. 59-62) retrata os fatores internos da biblioteca que desestimulam a leitura, em que abarca o fato dela está localizada em ambiente inadequado, o acervo escasso e obsoleto, a falta de organização dos livros, a ausência de empréstimo de livros ou a proibição a ter acesso aos livros dispostos nas estantes, devido o receio do extravio.

O descaso e a proteção exacerbada do ambiente de leitura agravam a construção do hábito da leitura, principalmente, por jovens que provém de famílias desfavorecidas no âmbito econômico e no que tange ao acesso à capital cultural. Mediante isso, os alunos do Anexo II- Mamorana, oriundos de famílias de trabalhadores rurais, em que muitas vezes a produção familiar resulta em suprir apenas necessidades básicas, acabam dependentes de biblioteca pública e escolar para o acesso à leitura de livros paradidáticos. Consequentemente, é negado o desenvolvimento pessoal, profissional e o exercício da cidadania plena, como esses jovens padecendo em meio a negligência que cerca o acesso aos livros nas escolas públicas brasileiras.

Ao analisar estas circunstâncias, cabe frisar que a desigualdade social na distribuição de internet e aparelhos (celular, tablete, etc.), no Brasil, torna inviável a equidade de acesso a livros online. Nesse sentido, segundo dados do PNAD (2021) Contínua-TIC (Pesquisa Nacional por Amostra de Domicílio Tecnologia da Informação e Comunicação), realizada pelo Instituto Brasileiro de Geografia e Estatística (IBGE, 2021), a região nordeste consta com o menor índice de acesso à internet nos domicílios, sendo que a zona rural é a mais afetada pela ausência de acesso à rede mundial de computadores. Logo, estes alunos do Centro Educa Mais Deborah Correia Lima são restritos à disponibilização de livro paradidático e incentivo à leitura, subordinados a iniciativas efetivas do setor político, que contemplem o acesso a bens culturais.

Esta ausência de livros paradidáticos de forma física ou digital para crianças e jovens, segundo Silva (2000), e a precariedade de acesso aos livros dificultam a compreensão das desigualdades e discriminações que circundam a sua realidade, sendo necessário construir uma visão crítica, e o desenvolvimento da sua criatividade. Nesse cenário, os estudantes dessa escola ficam à margem das iniciativas de governo e ações da gestão escolar, ampliando as desigualdades, problemas sociais e estando à mercê do sistema capitalista, com um risco de se tornarem adultos alheios ao conhecimento, com dificuldades de elaboração de pensamentos críticos para a tomada de decisões no exercício efetivo no âmbito político. Ausentes da esfera pública de tomada de decisão e sem participação direta na constituição de uma cidadania plena, esses estudantes se veem ilhados dos espaços públicos.

IV. Resultados

No cenário de relevância da biblioteca e a disponíveis tecnologias (internet, celular, tablet etc.) como mecanismos de democratização do acesso a

[19] Os livros juvenis são os circulados com a cor amarela.

livros, que visa estimular os jovens a desenvolver o hábito da leitura e o senso crítico. Para obter resultados, esta pesquisa utilizou como método a realização de entrevistas semiestruturadas com carácter qualitativo. Na aplicação das entrevistas semiestruturadas, foi empregado o método de amostragem em bola de neve, no qual após a pesquisadora explicar o objetivo da pesquisa de forma clara para o informante, foi proposto que a pessoa indicasse sujeitos e sujeitas com o perfil que se enquadrasse na pesquisa. Esse processo se estendeu até a amostra se encontrar saturada, ou seja, quando as informações repassadas foram recorrentes, não trazendo algo a acrescentar na pesquisa (Vinuto, 2014, p. 203). Sendo que a minha pesquisa operou com quantidade relativamente pequena de entrevistados, esse procedimento metodológico tornou-se o que melhor e mais adequado para esse tipo de pesquisa.

Ao longo da pesquisa, foram entrevistados 5 jovens do Centro Educa Mais Deborah Correia Lima Anexo II- Mamorana, que frequentaram o 2° ano do ensino médio, no povoado Mamorana, zona rural do município de São Bernardo. Os entrevistados são da faixa etária de 17 à 20 anos, residentes da Mamorana e de povoados vizinhos, sendo 4 do gênero feminino e 1 do masculino. A maioria é oriunda de família de lavradores/trabalhadores rurais e tem renda menor de um salário mínimo, e além de estudar ajudam as suas famílias nas tarefas de cuidados domésticos e de cultivo das roças. Dos entrevistados, apenas um tem estado civil de casado, sendo os demais solteiros.

Estas entrevistas foram aplicadas a partir de questionário semiestruturado, anteriormente elaborado, realizado por meio do whatsapp e presencialmente na residência dos entrevistados. A primeira entrevista foi concedida pelo E2[20] foi no dia 12/10/2024 e no horário 16:00 à 16:30; o segundo entrevistado foi E1 na data: 12/10/2024, no horário das 18:00 às 18:25; a terceira entrevistada foi P1 no qual se aplicou na data: 18/10/2024, no horário das 19:10 às 19:30; na quarta entrevista foi aplicado a L1 na data: 09/12/2024, no horário das 10:40 às 11:10 e o quinto entrevistado foi G1 na data: 10/12/2024, no horário: 13:29 às 14:58.

Neste momento da pesquisa, o maior desafio enfrentado foi conseguir que os estudantes aceitassem ser entrevistados, nesse sentido, 1 entrevistado ficou relutante ao saber que seria gravada a entrevista. Também teve 2 entrevistados que, por ser a sua primeira vez sendo entrevistado, ficaram com receio de não saberem responder as perguntas, mas em ambas situações consegui contorná-las. Na tabela 1 apresenta a recorrência de leitura dos entrevistados:

Tabela 1: Não lê

Estudante	Gênero	Estado civil	Contato com livro	Recorrência do ato de lê
E1	Feminino	Solteira	Sim	Tem o hábito
E2	Masculino	Solteiro	Não	Não lê
G1	Feminino	Solteira	Sim	Tem o hábito
L1	Feminino	Solteira	Sim	Não é recorrente
P1	Feminino	casada	Não	Não lê

Fonte: Costa (2024)

Nota: Se que a maioria dos estudantes tem contato com livros, mas apenas as alunas E1 e G1 têm o hábito de leitura. Esses dados, muitas vezes, segundo Silva (1999, p. 56) é consequência das "[...] imposições de padrões de gosto, de títulos a serem lidos em caráter obrigatório, de fichas de leitura a serem minuciosamente preenchidas impedem que os alunos sintam o prazer da leitura". Destarte, a perspectiva dos estudantes de que a leitura é monótona, é formada através da escola, que usa um sistema pedagógico limitado ao repasse do conteúdo do livro didático, utilizando a leitura apenas para responder atividades e avaliações – negando, assim, a amplitude que circunda o ato de ler.

Conforme o exposto a Petit (2009) pontua que os jovens ao atrelar o conteúdo do livro com caráter rebuscado, e por ter experiências escolares desagradáveis com a leitura –momentos que se sentiram inferiores, desconfortáveis – surge daí a revolta contra o ato de lê. Logo, é relevante um ambiente adequado para leitura, acervo diversificado, projetos que estimulem a leitura, com a presença de mediadores que demonstrem a leitura para além da aquisição de informação, para, assim, criar novas visões sobre a leitura para esses estudantes do Anexo II- Mamorana.

Sendo que o município de São Bernardo - MA não dispõe de biblioteca pública e a escola que esses estudantes frequentam não possui uma biblioteca escolar com estrutura adequada e acervo variado, o único meio de acesso ao livro é por meio do âmbito

[20] E1, E2, G1, L1, P1 são usados como nome fictício, com intuito de preservar a identidade dos entrevistados.

digital. No entanto, nesse cenário tecnológico, apesar de terem disponível o celular, a internet é ausente nessa relação como mediador capaz de despertar e incentivar o hábito da leitura. Na tabela 2 constam os livros favoritos e mecanismos de acesso a livros usados pelos entrevistados:

Tabela 2: Obra favorita e mecanismo de acesso a livros

Estudante	Tipo de livro	Obra favorita	Autor	Mecanismo de acesso ao livro
E1	não tem	não tem livro favorito	Não tem	aplicativo wattpad e internet
G1	Romance	Orgulho e preconceito	Jane Austen	aplicativo e internet
L1	Romance	Perdida: um amor que ultrapassa as barreiras do tempo	Carina Rissi	aplicativo kindle e internet

Fonte: Costa (2024)

Na tabela 2, a internet e aplicativos surgem como meios para a democratização do acesso ao livro, para esses jovens de baixa renda. Nesse sentido, L1 relata que "não gasto tanto dinheiro para conseguir os livros, pois são em formato de pdf e a maioria consigo pela internet de forma gratuita" (L1, 17a, estudante)[21]. Sobre o livro no formato digital Chartier pontua que:

> [...]A descontinuidade e a fragmentação da leitura não têm o mesmo sentido quando estão acompanhadas da percepção da totalidade textual do objeto escrito tal como o propõe o códex, ou quando a superfície luminosa da tela, onde aparecem os fragmentos textuais, não deixa ver imediatamente os limites e a coerência do *corpus* (livro, número de revista ou de periódico) de onde são extraídos.] (Chartier, 2019, p 13)

Em vista disso, nota-se a dicotomia do livro virtual, porque apesar de ser um formato acessível à classe popular é, muitas vezes, ausente de controle sobre o conteúdo exposto e, assim, frágil a confiabilidade sobre a validade do conhecimento e história repassados por meio desse modelo de livro. Por conseguinte, Chartier (2019) também aponta que o contato com o livro digital não nega a necessidade da obra física.

No contexto desses jovens, a tecnologia é uma ferramenta que possibilita a leitura de livros, sendo perceptível nas entrevistas que a biblioteca continua necessária, pois segundo a E1 "eu acho que deveriam abrir um local específico para isso, porque mesmo que a internet tenha ganhado bastante o mundo, ainda existe pessoas que procuram e se interessam pela leitura de livro físico, acho importante ter um lugar apropriado para isso" (E1, 17a, estudante). Portanto, a biblioteca escolar é relevante para esses estudantes para a construção do hábito da leitura, a disseminação de conhecimento e lazer, porque nesse ambiente além de ter amplo acervo confiável, tem o mediador –que pode ser um professor ou um bibliotecário –que intervêm nessa relação livro/ leitor.

Nessa conjuntura, o mediador auxilia na descoberta pelo gosto da leitura e na ampliação do seu campo de visão sobre a existência de diversos gêneros literários. O jovem, assim, não fica restrito a apenas ao romance, uma vez que por meio dos mediadores é possível conhecer a distopia, suspense, terror, não ficção, entre outros, que além de fazer os sujeitos e sujeitas se descobrirem como leitores, traz uma gama de possibilidade de narrativas que ampliam seus horizontes de vida ao identificar quais gêneros fazem parte do seu gosto. Desse modo, Petit (2009, p.174) destaca sobre o papel do mediador, que é:

> [..] aquele ou aquela que pode legitimar um desejo de ler que não está muito seguro de si. [...] que ajuda a ultrapassar os umbrais em diferentes momentos do percurso. Seja profissional ou voluntário, é também aquele ou aquela que acompanha o leitor no momento, por vezes tão difícil, da escolha do livro. Aquele que dá a oportunidade de fazer descobertas, possibilitando-lhe mobilidade nos acervos e oferecendo conselhos eventuais, sem pender para uma mediação de tipo pedagógico.

Dessa forma, a existência da biblioteca escolar e mediador operando em conjunto torna propício os jovens terem uma perspectiva favorável ao livro, tornando-se um mecanismo de entretenimento, mas também de aquisição de conhecimento, que possibilita expandir sua percepção sobre o campo acadêmico, profissional e pessoal. Nesse cenário, nas entrevistas foi visto que as estudantes E1, G1, L1 pretendem dar continuidade a vida acadêmica após concluir o ensino médio, em contrapartida o estudante E2 relatou que está incerto se vai continuar e a estudante P1 não tem o intuito de prosseguir com os estudos. Com base nisso, infere que o acesso a livro, apoiado no incentivo à leitura, amplifica o campo de possibilidade desses jovens – já

[21] Apresenta (nome, faixa etária, o vínculo com a escola).

que o interesse em dar continuidade aos estudos foi observado entre as alunas que têm contato com livros e uma visão positiva sobre a leitura.

Esta visão benéfica sobre o livro é trabalhada desde o primeiro contato com a obra, que pode ser no ambiente escolar ou familiar. Nesse sentido, a tabela 3 retrata os momentos que os entrevistados tiveram acesso ao primeiro livro e o incentivo dos pais a leitura.

Tabela 3: Incentivo dos pais a leitura e o primeiro contato com o livro

Estudante	Incentivo dos pais na prática da leitura	Primeiro acesso a livro
E1	Sim	com 6 anos
E2	Não	Não teve
G1	Sim	10 anos
L1	Não	com 15 anos
P1	Não	Não teve

Fonte: Costa (2024)

Acerca dessa tabela 3, percebe-se que a maior parte dos estudantes não têm o incentivo dos pais para praticar a leitura, sendo apenas as alunas E1 e G1 que foram estimuladas pelos pais a terem esse hábito. Mas, é importante compreender que os estudantes do anexo II- mamorana são oriundos da zona rural, e vivem a realidade de terem que ajudar seus pais na plantação e colheita dos produtos que são cultivados na terra – que são seu meio de subsistência. Ao considerar, essa realidade e que os pais têm experiências de vida que fazem ver o ato de ler como perda de tempo, resulta na ausência de valor agregado ao hábito da leitura. Sobre essa percepção da ação de ler um livro de literatura, não ficção etc., ser visto com caráter de supérfluo Petit (2009, p.116) aborda que tem "[..] no meio rural: a exigência do que é considerado "útil", a desconfiança em relação ao que se pensa ser algo próprio dos ricos[...]". Logo, as estudantes E1 e G1 são exceções a essa realidade que inviabiliza a leitura.

De acordo com exposto, outro elemento que contribui para a edificação do hábito da leitura é a faixa etária que a pessoa teve o primeiro contato com o livro, mediante isso, na tabela 3 acima demonstra que as alunas E1 e G1 tiveram o primeiro acesso a livro – no caso aqui exposto, durante a infância. A E1 expressa na entrevista que "o primeiro contato que tive foi quando estudava na escola, no ensino infantil, acho que tinha 6 anos" (E1, 17a, estudante), retratando a relevância da escola para estabelecer essa primeira aproximação com a leitura. Seno esses jovens de origem humilde, muitas vezes, apesar dos pais entenderem que o ato de ler é importante para o desenvolvimento dos seus filhos, não conseguem comprar livros para as crianças devido a sua condição financeira.

Concernente, sobre a importância do contato com o livro na infância para formação do hábito de ler, Petit (2009, p 143) destaca que "[...] seja qual for o nível sociocultural, a maioria dos que leem viu e ouviu alguém ler durante a infância [...]". Ademais, Silva (1999) destaca que a ausência de biblioteca escolar nega as crianças oriundas de famílias de baixa renda o desenvolvimento pleno, pois esse ambiente é para elas, muitas vezes, o único meio de ter disponível livros. Desse modo, nota-se que esses jovens do Centro Educa Mais Deborah Correia Lima Anexo II- Mamorana, fazem parte de contexto social e econômico que não atuam em prol do desenvolvimento do hábito da leitura.

Assim, percebe-se por meio da pesquisa que mesmo que o livro digital seja uma possibilidade de democratização do acesso ao livro para os jovens do Anexo II- Mamorana, a existência da biblioteca escolar na escola é uma importante ferramenta de democratização do acesso aos livros paradidáticos, contribuindo para a formação crítica e cidadã dos estudantes. Essa biblioteca torna possível esses jovens frequentar e um espaço, com acervo variado e confiável, que lhe estimularão a leitura e trará uma perspectiva ampliada e positiva sobre o ato de ler, com auxílio do mediador. Sendo oriundos de uma realidade desigual, o livro é um mecanismo crucial para ampliar seus horizontes no âmbito pessoal, profissional e intelectual.

V. Considerações Finais

Esta pesquisa teve como objetivo geral entender o quanto a quantidade diminuta de livros disponíveis para os moradores do povoado Mamorana produz efeitos sobre a trajetória escolar dos estudantes do Anexo II- Mamorana, limitando os seus campos de possibilidades e afetando seus projetos de vidas (Velho, 1994).

O resultado obtido com a pesquisa foi entender que a maioria dos alunos não tem acesso a biblioteca pública ou escolar, tendo como única possibilidade os livros digitais gratuitos, baixados pela internet ou ler em

aplicativo gratuitos, devido a sua condição financeira desfavorável. Consequentemente, poucos alunos têm o hábito da leitura, sendo que poderia ser desenvolvido essa prática a partir da biblioteca escolar com estrutura adequada para leitura e acervo diversificado em conjunto com atuação de mediadores. Por último, nota-se que os alunos que têm o contato com o livro, mesmo sendo no formato digital, apresenta a perspectiva de dar continuidade a jornada acadêmica após a conclusão do Ensino Médio.

O resultado aqui reunido pode servir para compreender a realidade dos estudantes de escasso acesso a livros paradidáticos e como isso lhes afeta, tornando possível promover intervenções sobre esse cenário e contribuir para futuras investigações sobre o acesso ao livro e habito da leitura, que faz parte da zona rural de São Bernardo e, assim, entender como esses fatores afetam o campo de possiblidades dos alunos da área rural desse município. Nesse sentido, essa pesquisa se limitou a apenas analisar de que forma a escassez de livro afeta os alunos do ensino médio, devido ao pouco tempo que poderia destinar a investigação e ao tamanho que o artigo deveria ter, logo, fica a cargo de outras pesquisas analisar os impactos em outros níveis de ensino atuantes nessa escola e em outras instituições de ensino de São Bernardo. Ademais, ao observar o ambiente dessa escola, percebe-se que as salas de aulas que são frequentadas por esses alunos estão em estado degradado, necessitando de reformas. Esse contato com escola me permitiu aspectos que vão além da necessidade de bibliotecas escolares e mediadores, sendo interessante futuras pesquisas sobre a estrutura das escolas atrelado a como afeta o ensino-aprendizagem em São Bernardo, na zona rural.

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Concept of Personality Development of Educators in Terms of Culture as Self and Mentoring Movement: Humanistic and Communicative Approaches

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Abstract- *Introduction.* Problem statement concerns the topical issues of theory and methodology support of the personality development of educators at In-service Institutions. There states the current notion of growing interest of teachers who try to do their best at exploring their own classrooms in the process of professional engagement, *i.e. from ideas, to their application, and to exploration language classrooms.*

The purpose of this article is seen on providing the concrete steps via which the likely exploration might be carried out within the research function of a teacher development.

Methodology and database of this research reflects the ideas of the humanistic approach. In terms of the growing interest in teacher-initiated action research results there presents the Axiology Model of Culture as Self and Mentoring teachers focused on the communicative motivation for exploring their own classrooms within the process of professional engagement as productive approach. The latter is based on the role of the mindset, & the emotion/feelings sphere, the personality status within the security poly-cultural environment that is taken in consideration while developing professional programmes at In-Service Professional Institutions for Schoolteachers in the Novosibirsk Region.

Keywords: *humanistic approach, exploration language classrooms, axiology model of culture as self and mentoring teachers, professional engagement, research function of a teacher development.*

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As a positive result, the Novosibirsk educators focus on their system activities for the realization of the concrete steps of professional development via using training didactic materials, and developing their own textbooks and teaching resources for usage while exploring the classrooms and programming the process for their recurrent professional education.

In *conclusion* we state that their findings indicate the overwhelming majority of participants' attachment to the necessity of specialized training in terms of the likely theory and methodology.

Keywords: humanistic approach, exploration language classrooms, axiology model of culture as self and mentoring teachers, professional engagement, research function of a teacher development.

I. Introduction

Problem statement of this paper concerns the development of the humanistic methodology of the research within the function of a teacher activity in the during process of the professional engagement. It is considered to be a must for particular guidance of a mentor at In-service Institutions. The methodology of ours is based on the personification principles development which focus on the Russian educational challenges within the culture-creation paradigm [1].

As is the case, it reads as from observation of ideas of novice paradigm to generalization and replication through cooperation within the multicultural and poly-language environment of security [1], "from educators to students, and further on to educators/ mentors as students" within the system activity at Regional In-service Institutions, and "the participants of the human speech communication process as the Self as Cultural, Intelligent and Critical Thinking [2] preferably, while training sessions.

Along with this, of prior significance for this study the concept that considers each sign and symbol of the educational spaces as languages of various educational subjects (Sciences and Humanities) for the current social and educational environment. And each participant of the educational process – students and teachers whose authentic languages, gestures and mimics, reflect within his/her status on varied segments of the information and educational spaces - should be of paramount importance for discussing it as "living" thing which is in need of authentic guide, care, and development [3].

In the light of the concepts under consideration the purpose of education as a value-oriented component of the philosophy and methodology of pedagogical activity, the worldwide in the modern era is seen in the systematic promotion of the concept of humanization of multicultural educational space as a project-created humanitarian reality [1]. In this we see the solution of the alienation and lack of motivation on authentic KC among students that currently scientific educators have witnessed in most of our public schools, general and universities; where the harmony of thinking/interaction/ communication/transmission of authentic knowledge from one generation to another, i.e. while raising cultural awareness in the classroom, the intellectual segment of the social community, presents as a factor of paramount importance for effects and challenge of personality and professional development in terms of the Self as Cultural in the polyphony of verbalization, and non-verbalization of the current information spaces [4.].

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In brief, to be precise, the problem statement of the author's target project as a continuation in terms of the longitudinal humanities research on humanistic concepts within the national culture and education, first and foremost, reflects the intellectual architectonics of the authentic social and educational experience within its diversity [1].

The empirical array of the past two decades of the Russian educational challenges and the information flows show that instead of pragma philosophy there is coming back, by and by, to be installed the ideology of dialogue/polylogue anthropocentrism approach as a prior value dominant for realizing the main principle that reads "a human being is a goal, not a device" [2].

There is under investigation the effects of dynamic system models of training/teaching/learning in the epoch of permanent reforms which affect the era of increment flows on the way to both the development of authentic Knowledge Content, Technology, and Pedagogy, Lingua Didactics within the regional education spaces, and to the Self as Cultural. Due to a variety of reasons, the majority of current research activities in this area favor modifications and improvements to the existing learner-centered priority and communicative approach [1].

As is the case, we quite agree with the statement considering (after B.L. Whorf (1956, pp. 207-219), the main concept that reads "Natural logic says that talking is merely an incidental process concerned strictly with communication, not with formulation of ideas. Talking, or the use of language, is supposed only to "express" what is essentiality already formulated nonlinguistically. Formulation is an independent process, called thought or thinking, is supposed to be largely indifferent to the nature of particular languages. Languages have grammars, …but the use of language is supposed to be guided no so much by them as by correct, rational, or intelligent thinking" [8, p.31].

Thus, we are inspired with the current notion of growing interest of teachers who try to do their best at exploring their own classrooms in the process of professional engagement, i.e. from ideas of Lingua Didactics to their application, and to exploration language classrooms focused on productivity of authentic communication of the participants of the educational process.

The purpose of this article is seen on providing the concrete steps via which the likely exploration might be carried out within the research function of a teacher development.

II. Methodology

The Methodology of this research reflects the ideas of the humanistic approach. In terms of the growing interest in teacher-initiated action research results there presents the axiology model of Culture as Self and Mentoring teachers based on the communicative motivation for exploring their own classrooms in the process of professional engagement. The latter is based on the role of the mindset, & the emotion/feelings sphere, the personality status within the security poly-cultural environment. Problem loci on some actual issues of the concept of humanization via expressive devices of culture, language and communication strategies of interaction that has been a neglected area of national public school education for some years. The humanistic principles promote the right atmosphere of psychological balance composing the basis for acculturation of the learning spaces which is understood in this research as a holistic process of using expressive devices of culture for confident and fruitful interaction by the participants of education [1; 2; 4; 5; 7]. Only one has to look at the large numbers of studies available to the teaching profession on Technology, Digitalizing, Testing, Monitoring, etc, and the scarcity of research works, monographs and dissertations on the personality culture, 'genuine' communication of students in the learning process, to see the imbalance. To take the comparison further, teachers have for some time been offered models of professional competencies, and educational website as effective tool, improving quality of education as a whole, and criteria for pedagogical assistance along with practical suggestions for classroom methodology, so on and so forth [6; 7]. It is only recently, however, these research investigations for CSD of the individual and acculturation into the humanities educational and informational spaces have offered thought-provoking ideas about what good culture oriented pedagogues do, ideas which hold implications for teachers who wish to help their students in this regard in terms of axiological approach, and to create the conditions of psychological balance within social and cultural activities [1; 2; 3; 5; 7]. In accord with current Scientific Scholarship, the problem aspects of Russian public school education in the main concern the need for transfiguration some of issues of its culture-creation mission in terms of humanism as dominant values because "the main danger of the civilization of XXI century is dehumanization of the human being, his/ her transformation to a machine of wishes and mass consumption" [1]. Taking into consideration these concepts, both scientific and pragmatic, *the purpose of this manuscript* is threefold: a) to introduce the Comprehensive Model of scientific and methodological support for Humanities teachers who need thorough attention and help in the aspect of creation of psychological balance in the classroom; b) to explore and determine the deficiencies of the subject level of proficiency in terms of the teachers' culture of communication; c) to define effective devices and means of minimizing deficiencies for organizational transformations and knowledge content efficacy in the learning and teaching process at Refresher Courses to

keep the target language up to date and some other regional events of professional development of pedagogues within the spaces of 'genuine' communication.

The programme of the study reflects on the actual issues of how constantly philosophers raised and solved the problem under discussion while addressing the fundamental problems of morality [1; 2; 5; 7]. In the main *acculturation* is understood as transfiguration of historical, cultural and creative tasks of formal vocational education of the teacher carried out in the socially significant spaces of the institutions of reproduction of the culture oriented personality as the main scientific problem of the continuing education system that needs requiring a solution is the mismatch between the complication of living conditions, the expansion of the teacher's functionality,…and archaic forms of its implementation [1]. So, the focus is positioned on dominant values and preferences reflected in the educational practices of a new formation, that of how to manage the "Tutoring and Mentoring" practices [1; 3; 4; 7] in the atmosphere of unpredictable realities of current era of postmodernism, within some of the most significant concepts that read "multilingualism and multiculturalism" in the world, efficacy of communication, culture identity in multilingual event spaces, where this is the ultimate individualization, continuity, openness, priority of the interests of the individual, networking, age diversity, andragogy, co-existence, (self) organization.

All this means a must to overcome the negative realia and ideological trends, and to increase humanistic social activity for neutralizing the psychological imbalance in the spaces that helps to explore its components fruitfully. The world has changed, sustainable, safe development of the society has become nowadays in the main *problem number one* for the fulfilling of cultural mission of the national public school education that is considered crucial; humanity has reached the threshold beyond which a new morality, new knowledge, a new mentality, and a new system of values are needed for [1; 2; 7]. By the same token, current scientific Scholarship propose the questions under crucial consideration as who will create and grow them? After all, this future will depend on how the next generations will be able to understand these realities of the future since ancient times, the possibility of acculturation/ humanization' is perceived as an idea of the main goals of the development of the humanities [1]. At the same time, education also is changing; it is a must for educators to create conditions that enhance the process of perception of educational information via meta-languages which cover the concepts of Humanities and Natural Sciences; moreover, the *heterochronous nature of the Knowledge Content* should serve as a condition for creating "contrast structure-mental images", i.e. for "mental' language in physical spaces. Thus, the education system of the society as a whole, and in particular its humanitarian component, culture-oriented segments, will contribute to this to a considerable extent in the harmony context of Knowledge Content Efficacy and genuine communication of all participants of current teaching and learning [1; 4; 5;7].

In terms of this maxima, the *acculturation* of students' knowledge, in our case, the Humanities educators, should be of a practical nature focused on the perception of culture for Knowledge Content Efficacy via "genuine communication" as a novel theory and technique used to develop certain language skills, communicative competence, sociocultural and linguistic ones. This research considers this methodological concept for the management solution of these problems as essentials. Given all this, the concept of 'acculturation' based on integration reshapes our views on Technology and Pedagogy as a whole in terms of comprehensive models both on "genuine" communication and on social and culture activities. The *pragma* of these methodological positions actualize the concepts of the author's Comprehensive Model of Dominant Value Constructs [2; 3; 7]; not only do they support recurrent professional education of Humanities teachers but also make them manifest themselves both in the national consciousness of social and professional choices of the person who uses a "mental language" for culture to activate (organize, plan and perform) social search for friendly atmosphere for bettering outside the classroom (the phenomenon of multilingual concept sphere of the individual as a dominant value); to make the most of its expressive means, "mental" languages for mastering and preserving cultural values (the phenomenon of 'genuine' communication); and to comprehend the ways and own choice in social life for self-realization (the phenomenon of humanitarian self-organization of the individual).

A general framework of intelligence architectonics modeling and project activities is presented to provide the design philosophy for Region Destination intercultural communication training models within the multi/poly-cultural information and education environment of security characteristics to disseminate the system of the novel Humanities practices for the Self as intelligent and cultural of the participants of the human speech communication process. In the basis of all the models and project activities in terms of intelligence architectonics methodology we consider three leading ideologemes/concepts: a) speech dynamics referring to the temporal characteristics in all stages of the human speech communication process (Li Deng, 2006); b) cubic model of the structure of intelligence (Guilford J.P., 1982); c) the concept of humanization of the poly-language educational environment (Bulankina, 2003, 2005).

1. *This speech "chain" starts with the formation of a linguistic message* in a speaker's brain and ends with the arrival of the message in a listener's brain. Given the intricacy of the dynamic speech process and its fundamental importance in human communication,

this statement is intended to be included into a comprehensive material on educational programs and to address the following issues to students. The compelling reasons for carrying out this information are to answer in two related aspects. First, scientific inquiry into the human speech code has been relentlessly pursued for several decades. As an essential carrier of human intelligence and knowledge, speech is the most natural form of human communication. Embedded in the speech code are linguistic (as well as para-linguistic) messages, which are conveyed through four levels of the speech chain. Underlying the robust encoding and transmission of the linguistic messages are the speech dynamics at all the four levels. Second, advancement of human language technology, especially, that in automatic recognition of natural-style human speech is also expected to benefit from comprehensive computational modeling of speech dynamics. The limitations of current speech recognition technology are serious and are well known. A commonly acknowledged and frequently discussed weakness of the statistical model underlying current speech recognition technology is the lack of adequate dynamic modeling schemes to provide correlation structure across the temporal speech observation sequence (Li Deng, 2006.).

2. *Cubic Model of the Structure of Intelligence:* The largest number of characteristics underlying individual differences in the intellectual sphere was named by J. Guilford. According to Guilford's theoretical concepts, the performance of any intellectual task depends on three components – operations, content and results. Operations represent the skills that a person must show when solving an intellectual problem. He may be required to understand the information that is presented to him, memorize it, search for the right answer (convergent products), find not one, but many answers that equally correspond to the information available to him (divergent products), and evaluate the situation in terms of right-wrong, good-bad. The content is determined by the form of information submission. Information can be presented in visual and auditory form, it can contain symbolic material, semantic (i.e. presented in verbal form) and behavioral (i.e. detected when communicating with other people, when it is necessary to understand from the behavior of other people how to react correctly to the actions of others). The results – what a person who solves an intellectual problem eventually comes to, can be presented in the form of single answers, in the form of classes or groups of answers. Solving a problem, a person can also find a relationship between different objects or understand their structure (the system underlying them). He can also transform the final result of his intellectual activity and express it in a completely different form than the one in which the source material was given. Finally, he can go beyond the information given to him in the test material and find the meaning or hidden meaning underlying this information, which will lead him to the correct answer. The combination of these three components of intellectual activity – operations, content and results – forms 150 characteristics of intelligence (5 types of operations multiplied by 5 forms of content and multiplied by 6 types of results, i.e. 5x5x6 = 150). For clarity, Guilford presented his model of the structure of intelligence in the form of a cube, which gave the name of the model itself. Each face in this cube is one of three components, and the whole cube consists of 150 small cubes corresponding to different intellectual characteristics. For each cube (each intellectual characteristic), according to Guilford, tests can be created that will allow this characteristic to be diagnosed. For example, solving verbal analogies requires understanding verbal (semantic) material and establishing logical connections (relationships) between objects, and requires a systematic analysis of the material presented in visual form and its evaluation. Having conducted factor-analytical research for almost 40 years, Guilford created tests to diagnose two-thirds of the intellectual characteristics theoretically determined by him and showed that at least 105 independent factors can be identified (Guilford J.P., 1982).

3. *The humanistic approach to the poly-language educational environment* concept that indicates the main features of the integration approach to varied languages of the information and educational spaces – verbal and non-verbal symbols/signs/languages – to help in providing the system of conditions for the Self as cultural and intellectual of all the participants of the human speech intercultural communication process (Bulankina, N.E., 2003 – my doctor's dissertation). Of special interest are the following methodology lines that concern a common division of the direct information transfer stages of the speech process, which is as follows:

- *Linguistic Level:* At this highest level of speech communication, the speaker forms the linguistic concept or message to be conveyed to the listener. That is, the speaker decides to say something linguistically meaningful. This process takes place in the language center(s) of speaker's brain. The basic form of the linguistic message is words, which are organized into sentences according to syntactic constraints. Words are in turn composed of syllables constructed from phonemes or segments, which are further composed of phonological features. At this

linguistic level, language is represented in a discrete or symbolic form.

- *Physiological Level:* Motor program and articulatory muscle movement are involved at this level of speech generation. The speech motor program takes the instructions, specified by the segments and features formed at the linguistic level, on how the speech sounds are to be produced by the articulatory muscle (i.e., articulators) movement over time. The central scientific issue at this level is how the transformation is accomplished from the discrete linguistic representation to the continuous articulators' movement or dynamics. This is sometimes referred to as the problem of interface between phonology and phonetics.
- *Acoustic Level:* As a result of the articulators' movements, acoustic air stream emerges from the lungs, and passes through the vocal cords where a phonation type is developed. The time-varying sound sources created in this way are then filtered by the time-varying acoustic cavities shaped by the moving articulators in the vocal tract.
- *Auditory and Perceptual Level:* During human speech communication, the speech sound generated at the acoustic level above impinges upon the eardrums of a listener, where it is first converted to mechanical motion via the ossicles of the middle ear, then to fluid pressure waves in the medium bathing the basilar membrane of the inner ear invoking traveling waves.

Thus, *these three methodological concepts* constitute the adapted core for the lecture notes of the seminars and activities in the frameworks of the recurrent system of intercultural communication process within the educational programming of recurrent education and project activities at Region Destination. The latter are devoted to main conceptual educational programs "Designing a safe communicative environment in the context of the implementation of the updated federal standards in the process of teaching intercultural communication" and 'Pedagogical support of a student in preparation for the final state certification in the light of the requirements of the updated standards: designing a system of educational tasks of a developing nature for the formation of subject, meta-subject and personal results of the development of the educational programs".

III. Results

The empirical array under consideration covers the search experience and expertise within the classroom at Refresher Courses; more than 1500 teachers' experience and tutors are under surveillance and guidance, careful planning and timing, and pacing; module additional programs are used to be transformed and kept up to date in the professional spaces annually for creating the right conditions of tutoring and mentoring in the Drama Frames cultivated for the past ten years (since the year of 1995 till present) at the Humanities, Russian and Literature, and International Languages Department within Yearly Refresher Courses.

Stage one reflects on the frame of the learning and teaching spaces of various elements, Technology, Pedagogy of a genuine communication of the participants, and Knowledge Content, and goal orientations achieved – to better social and culture activities – and subject components for improving coursebook presentation through drama in the teaching of spoken communication skills, and literature sources. All these strategies and stratagems – historical and social, subjective and objective, local and contextual, profile and creative, formal ones – are referred to an optional, but actual issues of multilingual concept sphere of the individual, as due to various semantic roots for clarifying, enhancing and harmonizing the constructs of the associative array, and learning conditions; for helping a perception of integrity of the reality, as 'the richer is the concept sphere of a student, the richer is the national, professional, and personal experience of the individual'. This frame of the proposals becomes a priority for students at the initial stage of the project to be adapted for inclusion into the classroom spaces via various languages of education [3; 7]. Basically, there are three major stages in a learning process of the classrooms which acculturation techniques are considered as unusual approaches in terms of games, humor, visuals, puzzles, role play, etc that should be used to develop certain professional skills, in particular, language skills for humanistic purposes, a) mental and physical preparation deepening perceptions including motives and emotions of the characters to create empathy via linking up with students' own experience; b) improvisation/mime to tap students' existing/target language via role play 'get up & do it for consolidation and fun; c) feedback to attract students' attention to the need of correcting mistakes and developing the feeling of responsibility for the results. *Within the first frame* we have to state that currently many practitioners view it not simply as very many things do not help/assist in creating high level motivation for communication culture in the classroom due to their absence in the educational spaces, i.e. language practice with experts, and lockdown in the pandemic period that leads to the lack of interest for developing communicative skills in the target native, Russian, and modern foreign languages; thus, given all this, the goals of this stage lie in the development spaces which have to cover in the main specifics of 'genuine' communication characterized in terms of hesitations, interruptions, distractions, misunderstandings, and even silences of the individuals which also constitute the architecture of the environment.

Stage two is framed by the concepts of relationships, student leadership status and teacher

background status which are of primary importance for cultivating communicative competence characterized by the structure, coherence and integrity of the individual thesaurus, the intelligence and the status making up the content of the following constructs; the polyphonic concept sphere of personality is understood as a combination of various elements of language culture, which implies the development of two main levels – speech culture and communication competence; mnemonic, speech-thinking, motivational-needs and interests, self-assessment and self-control of the concept sphere as the individual psychological supportive elements compose the individuality for a 'mental' language of the developing student that is manifested in his/ her experience and included into various types of activity. *Within this frame* of the external manifestation of the individual intelligence is speech activity, oral and written, as a part of culture as a whole that need some piece of advice for coaching. In this case, tutors are to ask the students to imagine a scenario where they are using the language in a way that is a perfect ten for them; imagine situations are very successful for the students if tutors ask them to rate themselves on the scale, i.e., where are they? then discuss what they would have to do to move up one step; that one step becomes a realistic action step that eventually leads them to wonderful places; let them realize the things that have already moved them up from zero; keep this mentality in the background of the group/teamship; let every positive interaction in the class be a catapult for growth, and keep curious about the progress that will come naturally. If these basic questions and tools are implemented correctly, one can transform student motivation, and increase practitioner wellbeing and engagement in the classroom; a tutor/teacher who notices low motivation in their class can improve the situation by search in terms of self-coaching.

Stage three includes a frame of planning, timing and pacing the components and reasons for inclusion the development, problem-solving, and drama techniques in terms of the system flows of development tasks aimed at the texts reflected on the spaces of productive dialogue of the participants of fruitful interaction, i.e. [3; 7] that makes a teacher as a facilitator, not a gate-keeper to knowledge; one does not need to make it as easy for students to pass through that gate as possible, and to guide the students all the way by using their strengths and supporting their deficiencies. *Within this frame*, if a tutor needs to create engaged, positive learners with strong positive motivation, one has actually to engage the students in the process of asking them – what they want to learn, what benefits the subject brings to them, what every conversation does bring to them, let them see that these positive, active interactions create life-changing transformation and abilities in them; there, in particular, a tutor offers a seriously valuable service to the students, giving them the gift of verbal communication, let them learn how that impacts each student in the classroom, let them see how it creates value for them and understand each other (what it is they like to do, where they feel anxious and inadequate, etc); these sessions create a bond of trust between students and teachers, between students and students that motivates them to be in the class, because this atmosphere aimed at honest discussion with students, their positive response, and positive feedback. So, individual stratagems of the participants through drama related to the two major objectives of using drama in teaching - allow the individual to navigate in the cultural and intercultural space in the class and outside creating the need for speaking, a "genuine" communication.

This theoretical and practical survey of the multilingual concept sphere of the individual within the current professional spaces gives us grounds to determine the functions for acculturation of life-long/ recurrent education of a modern pedagogue, to verify actual issues of the professional education, to fill the gap in the scarcity of research works, monographs and dissertations on the personality culture, 'genuine' communication, and culture self-identity/self-determination of students. The renewed interest in andragogy is partially due to the affordances provided by different Technology and Pedagogy for Knowledge Efficacy. An equally important task is to cultivate the ability to interact with others with dignity, self-will, and a sense of personal security, i.e. culture self-determination (CSD). Taking into account cultural activities and dominant values of current public school education, current technologies such as drama, social media resources, TeachMeet resources and Flipped Classes activities, online and offline instruction, etc, integration of these flow processes as the main factor of Knowledge Content Efficacy compose the basis for communicative and educational spaces of the Humanities environment. In the main, these three methodological frameworks are very important for realization of the project in the learning spaces because it helps the tutor a) to solve professional problems with efficacy, b) to enhance the whole palette of means for self-realization via social and cultural activity; c) to design their own frames of integrated tasks of cognitive, developmental and educational character in the format of role play and singlish sessions, drama and games sessions for involving actions, imagination, emotions, both learning and acquisition that find reflection on the teachers' publications (more than 500 articles) of Novosibirsk Destination in on-line Russian journals annually [2;7].

This current search within the author's conceptual framework of CSD is also seen as a humane and humanitarian mission of the poly concept sphere of the individual allowing the boundaries of the human existence of the participants to be expanded within the professional educational spaces that still need much more attention to from both sides, at the State and

Regional levels because of some professional deficiencies, shortage of professionals and specialists, and weaknesses of Russian professional education at the initial stages.

Of special interest are the following prognosis methodology lines that concern a common division of the direct information transfer stages of the speech process, which is as follows (Table 1):

Table 1: Stages of the speech process

Level	Post Effects
Linguistic Level The highest level of speech communication, where the speaker forms the linguistic concept or message to be conveyed to the listener; i.e. the speaker decides to say something linguistically meaningful.	*Effect One* This process takes place in the language center(s) of speaker's brain The basic form of the linguistic message is words, which are organized into sentences according to syntactic constraints, then composed of syllables constructed from phonemes or segments, further composed of phonological features. So, language represented in a discrete or symbolic form.
Physiological Level Motor program and articulatory muscle movement takes the instructions, specified by the segments and features formed at the linguistic level that concerns how the speech sounds to be produced by the articulatory muscle (i.e., articulators) movement over time.	*Effect Two* The central scientific issue at this level is how the transformation is accomplished from the discrete linguistic representation to the continuous articulators' movement or dynamics. This is sometimes referred to as the problem of interface between phonology and phonetics.
Acoustic Level Acoustic air stream emerges from the lungs, and passes through the vocal cords where a phonation type is developed.	*Effect Three* The time-varying sound sources created in this way are then filtered by the time-varying acoustic cavities shaped by the moving articulators in the vocal tract.
Auditory and Perceptual Level The speech sound generated above impinges upon the eardrums of a listener.	*Effect Four* Firstly converted to mechanical motion via the ossicles of the middle ear, then to fluid pressure waves in the medium bathing the basilar membrane of the inner ear invoking traveling waves.

The integration characteristics of intercultural communication at the national and international levels initiated many innovations in the system of national education in the third millennium, based on which topical aspects of multilingualism and multiculturalism occupy priority positions due to their cognitive, developmental and educational functions. Along with positive trends in recent decades, there have been systemic negative phenomena accompanying foreign language education at various levels and requiring close attention of both the university pedagogical community and teachers of general educational organizations. The priority functions of the linguistic component of the human mentality are necessarily reflected in state documents on education, and in the organizational and content of scientific and methodological support of educational programs of language education in general, making up the methodology and axiology of modern program research of the Russian foreign language. In philosophical, scientific, pedagogical and methodological discourse, the culture-created function as an important value aspect of education is widely used. The appeal to advanced pedagogical practices within the framework of the design activities allows us to state some of the most striking positive phenomena occurring in the space of intercultural communication and motivating to the mastery of languages, the development of international language culture as a whole. The program strategy is to teach everyone, to educate everyone with the help of numerous and diverse means of foreign–language multicultural education reflected the two-fold program strategy (Table 2).

Table 2: The two-fold program strategy

Frames	Post Effects
Frame One 1. Preserving the traditions of schools with in-depth study of foreign languages to maintain interest in multilingual/ bilingual education, and the emergence of linguistic classes /schools/centers in the all-Russian and regional space, and the creation of schools with a national cultural component, including expanding the range of languages studied. 2. Testing integrated courses based on the variability of curricula and teaching aids and materials, and early learning/teaching of foreign languages; cultural exchange of teachers and school teams of educators; the enrichment of educational and methodological literature on foreign languages for general education organizations and universities with a culture-oriented and culture-centered component in the perspective of the principle of continuity.	*Effects* 1. The design activities of scientific and methodological support for foreign language educators – teachers, students of linguistic and non-linguistic universities is possibly provided that the strategic line of teaching creativity is promoted by creativity - from the Heads to the educators–practitioners – to the Heads. 2. Literature review on the target activity; A series of webinars/seminars for teachers to be conducted; Strategy and tactic sessions on the target activity with the authors of the textbooks and manuals to be conducted; Teaching materials to be collected; online classes with students to be organized; task analysis to be provided.
Frame Two 1. The results of the analysis of *Final Test Works - 2022,* as well as the results of previous years according to the criterion of "Achievement of planned results": The lexis-grammaR and phonetic skills of students, i.e. language and compensatory competencies, are insufficiently formed; receptive skills are somewhat better formed, allowing students to perform tasks on "Listening with understanding of the requested information" and on "Reading with understanding of the main content of the read text". A productive task on "Speaking: a monologue statement based on a plan and visual information" is performed worse than receptive tasks by most students. The task of describing the photo is a significant difficulty for students with poor language training. 2. The corpus of meta-subject skills designed in the Federal State Educational Standards are of great importance within the framework of "Foreign Languages". This is semantic reading (search, processing and interpretation of information in the process of reading). And the ability to evaluate and to interpret the information from various sources, logically reflect the viewpoint of a student, the choice of effective strategies in various communication situations, the ability to draw conclusions, etc. This is actually the intellectual corpus of personality/the intellectual component of communication and generalization (after A. A. Leontijyev).	*Effects* 1. The reason lies in studying the grammatical structure of a language, more attention is paid to the formal aspect, namely, to the formation of grammatical forms, and not to the substantive, functional, i.e. their use depending on the meaning in different contexts. Basically, tasks are offered on the example of unified/ separate sentences, and students do not learn to pay attention to the context. Often, in foreign language lessons, the teacher and students often communicate not in the foreign language being studied, but in their native language. Speaking tasks are replaced by memorizing "thematic texts/topics". Poor vocabulary and grammar skills in foreign languages lead to inability of a student to participate in the speech intercultural communication, and to express the Self as Cultural and Intelligent. 2. Accordingly, the following methodological concept follows - language practices correctly built on the basis of modern approaches could make up a significant contribution to the formation and development of functional literacy as a component of a unified system for assessing the quality of students' results in mastering academic subjects within the framework of the introduction of updated federal standards.

Two-fold strategy program reflects the causes of deficits in the educational preparation of students identified during the analysis - insufficient attention to the analysis of educational strategies for working with texts of various kinds; ignoring the semantic, functional side when studying grammatical material and lexical units – are voiced at the meetings of the Regional Methodical Associations, participants are recommended to use the method of synthetic reading and its individual techniques. Below we offer for understanding the following concept in three boxes of texts that can be used as a learning strategy during the next sessions of the methodological association.

Synthetic reading is reading in which the reader's attention is completely or mainly focused on the content, and this content is perceived holistically. Synthetic reading teaches the understanding of simple texts, without the use of analysis and translation. In synthetic reading, one has to consciously pay attention to complex words, internationalisms, since to a large extent they help the development of reading without a dictionary without hindering the holistic perception and understanding of

the text. Texts for synthetic reading are based on vocabulary familiar to students, they include up to 5-7% of unfamiliar words that can be independently understood by students without reference to the dictionary - relying on the disclosure of meaning by word formation, logical context and language guess.

Taking into account the peculiarities of the "clip" thinking of modern students, we immediately make the installation that the educational material should be interesting, small in volume and with a constant change of activities. Another feature of "clip" thinking is the preference for visual information processing strategies. This feature involves the use of a wide illustrative series, tables, diagrams, videos, etc. For example, do not neglect such an exercise as composing a story based on pictures. You can also include a simple search task in the number of tasks: match a word and an image. Tasks to search for meaningful words develop visual attention, contribute to the expansion of vocabulary. For example, for any text related to the description of attractions, you can offer the following number of lexical units: *sight, tour, uemsum, monument, dgebir, square, terow, etc.*, from them students need to choose words that make sense. It is important to teach how to highlight the reference words in the text. Auxiliary words are written out, based on them, the text is retold. To develop visual attention, you can close the text when retelling, and if it is difficult to open the text for a few seconds, so that students pay attention to the highlighted word and reproduce the text. Such work is offered both for home performance and as a type of work in the classroom to eliminate meaningless memorization of the text. For the development of visual-motor coordination and the skill of switching off from one to another information to another, the introduction of two or more texts combined into one is proposed. It can be alternating through a sentence or through a paragraph, but highlighted in color.

This type of work does not cause any particular difficulties for students, but the ability to separate information and retell it separately from each other already requires additional work. It is recommended to diversify the task of drawing up a text plan by drawing up various types of a plan (quotation, question, scheme, keyword, etc.), as well as various tables and mental maps. The selection of texts is recommended based on the following criteria:

- the entertaining plot;
- the relevance of the content;
- the topical proximity of the subject matter to the life experience and interests of students;
- the possibility of a clash of points of view and judgments that give rise to discussion;
- the possibility of various situational, lexical and grammatical transformations;
- the educational effect in axiology of training–intellect, culture, dominant values as security of a student and a teacher.

The basis of authentic intercultural communication as a process is the correlation of all types of speech activity, and this determines the search for means of combining learning how to read, speak, write and listen. The actual issues of interconnected learning is due to the fact that an "unusual" text has often been used as a teaching material in the learning process, because the text has changed its structure, form and transmission channel. That is, not only a solid and incomplete printed text, but an also media text, video text (both proposed by the teacher and created by the students themselves) began to be used as didactic material. When working with media and video texts all types of speech activity are activated, since simultaneous (synthetic) work on the formation of listening, speaking, reading, and writing skills is assumed. Along with audio-visual means specially developed for educational purposes, teachers also use authentic ones - documentaries, feature and animated films. Educational films created for specific purposes correspond to the Knowledge Content of the level of education, and documentaries, feature films, animated films, Internet content are those educational materials analyzed by the teacher and adapted to the goals and content of educational activities.

Another type of educational material is videos created by students with the support and assignment of the teacher. The use of video materials helps to create a favorable and secure atmosphere in the classroom, contributing to the active, creative and productive activity of students, stimulates the human speech intercultural communication as an intellectual activity. Along with traditional devices, teachers use new methods and techniques of working with modern texts, allowing them to teach in a new way to present information in the process of communication. One of these methods is the "mobile video" method. "Mobile video" is a method that allows using modern technologies in the learning process and forming stable speaking, listening, reading and writing skills, as well as making the learning process interactive, exciting and fascinating. So, at levels A1 (elementary) and A2 (basic), you can use a video monologue (description, report, address, greetings) and a video dialogue (request, advice, conflict, discussion, interviewing). A video monologue involves a student's statement on a certain topic, for example, it can be a story about oneself, about the phenomenon of reality, about surrounding objects, professions, about a book he has read, etc. A monologue can consist of a certain number of sentences (depending on the level of training), can be built on the basis of the model of utterance proposed by the teacher, based on reference words and phrases, etc. The author can be both in the frame and behind the frame. A video dialogue is an imitation of a conversation

in a certain situation (dialogues at school, in a cafe, in a canteen, in a store, on a bus, on the street, etc.). The number of replicas and the level of complexity depend on the requirements for the results of possession of this type of speech activity in accordance with the Federal State Educational Standard. Already at the A1 level, the student has enough vocabulary to record a video monologue about himself, about his family, about his room, about his city, etc. or a video dialogue in a cafe, in a store, at the post office, in a hospital. At the elementary and basic levels, the teacher offers educational material for each topic (words, phrases, important phrases, questions, etc.), and in the future this work will be carried out by the student himself: to highlight keywords, and to formulate the main thoughts, etc.

Creative projects and models of students created independently outside the classroom are information material for listening, discussion, as well as a form of control. The teacher can check whether the vocabulary, grammatical constructions of previous classes have been assimilated in a new context, check the formation of speaking, listening, and writing skills (if the student wrote the script himself), reading (if the video is subtitled). After watching the video designed by the students problem tasks are offered in the lesson. Tasks are given in stages. At the first stage, standard questions are asked to be suitable for the initial discussion of any type of "mobile video". The questions of the second stage depend on the goals and the topic of "mobile video". These may be questions for understanding vocabulary, for checking up the understanding of the content of the text, questions involving reasoning, etc. The tasks of the second stage are performed after the second viewing of the "mobile video". The third stage of working on the video involves telling the student about what he saw on the screen. The application of the model of teaching synthetic types of speech activity allows to use new forms of work with media or video text to organize the formation of several competencies necessary for students to demonstrate the achievement of educational results when performing tasks of external evaluation procedures, in particular the All-Russian verification work, and at the same time to neutralize the difficulties of the technical component of the work.

In sum, we state that the teacher is an important subject of the educational process, the process of teaching foreign languages, but his main activity, a very significant activity is carried out before the lesson, in the space of designing/creating a lesson project/lesson system. The teacher makes decisions about what tasks to set for students, the solution of which will lead them to achieve the goal; what types of activities to offer to students to support their motivation, what materials and how to present to students with different representative systems, how to optimize the interaction of students. The teacher predicts possible difficulties of students, conflict zones, planning measures to overcome them. All this activity is carried out before the lesson, and the field of activity in the lesson is provided to students, and the teacher acts as a mentor, moderator of students' activities, consultant and assistant. Teachers will undoubtedly note a different order of decision-making from the traditional lesson when planning (designing) the lesson. After setting a goal in traditional centered education, the question of the knowledge content of training is raised. When implementing the system-activity approach, it is necessary to solve, as the second task after goal-setting, what activities, what actions the student must perform to achieve the goal, and then it is necessary to decide in what social form of interaction the task will be solved, the formation of which intellectual skills will or should be facilitated by the activities of students. Taking into account the above statements, a final decision is made on the selection of the appropriate content. Another argument in favor of such a place for students' activities is the focus of the learning process on the development of the personality of schoolchildren and their interaction.

This research based on this methodological challenge is one of the attempts of the author of this opus within the longitudinal survey to respond to the novel challenges of a constantly changing world, including linguistic, or rather, multilingual and multicultural. In turn, challenges, representing a holistic vision of problematic loci in FL teaching constantly expand the boundaries of the study of the topical issues of the Self as cultural. Regional foreign language teacher team ships have repeatedly stated at the All-Russian level, finding the support of the pedagogical community of the country. As is the case, the idea of using CLIL arose as a result of increased requirements for the level of proficiency in a foreign language with limited time to study it. This approach allows teaching two subjects at a time, although the main focus may be on either a language or a non-linguistic subject. Language learning becomes more purposeful, as the language is used to solve specific communicative tasks. By the same token, students have the opportunity to better learn and understand the culture of the language being studied, contributing to the formation of socio-cultural competence of students. The student passes through a sufficiently large volume of language material, providing a full immersion in the natural language environment. It should also be noted that working on various topicality situations allows one to master specific terms, certain language constructions. Such a training format contributes to the implementation of the thesaurus for specific purposes

This opus presents in brief some of the clarified recommendations in the aspect of preparing students for an external unified system for evaluating educational results of students in a safe communicative space of a novel lesson. Prepare speech communication cliches (in the format of a system of educational tasks/patterns) for

each of the activities in the native language/foreign language (recommended for managers and teachers as an independent practical work). While teaching listening, teach students the use of various listening strategies: to use authentic recordings of different genres in the educational process without relying on written text; to extract detailed information from the text, develop the following skills: identify important arguments, details, keywords, examples, as well as specific dates, numbers, proper names, geographical names; carry out reflection: comment on the answers and explain the difficulties encountered during the task. While learning to read aloud, repeat the basic rules of reading words; constantly work on pronunciation, conduct phonetic exercises at each lesson. When teaching reading with the understanding of what has been read, abandon the practice of reading and translating what has been read, since this outdated approach is not focused on understanding based on the semantic and structural type of reading; to form students' skills to determine the topic, highlight the main idea, select the main facts from the text, predict the content by text elements, highlight semantic supports. When learning to operate with grammatical and lexical material, pay attention to grammatical tasks based on coherent texts, to seek an understanding of their general content and functions of the grammatical forms being studied, as well as to focus on grammar when teaching listening, reading, writing and speaking; to introduce and train lexical and grammatical structures using contextual tasks. When teaching speaking, teach how to compose a consistent and logical utterance according to a plan based on visual support (photo, picture, etc.); pay attention to the correctness of the linguistic and semantic construction of the utterance; teach how to use linguistic means of logical communication to ensure the coherence of the oral utterance; compose monologues/dialogues on different supports: by analogy with the sample, by keywords, plan, speech situation, picture, problematic issues.

IV. Conclusion

This study is a continuation of longitudinal research in the problem area of humanistic activities of the regional information and education environment, which is currently undergoing significant changes due to the actual value aspects of the polyphony of innovative theoretical research and pedagogical findings. The authors see the mission and goals of this article in presenting some novel results of the investigation of regional peculiarities in the aspect of integrated modeling and de-sign. Based on theoretical, methodological and practical search of modern realities the article focuses on the environmental and cultural approaches as the leading ones.

The latter helps to formulate the following methodological message: the constructive self-development of the region professional potential is possible if focused on leadership and communicative strategic guidelines. Modeling and designing of the humanitarian trends of the regional information and educational spaces are to develop the research array in terms of the use of systemic humanistic, humanitarian and communicative strategies. It means the reflexive activity on cultural self-determination of a personality who turns/goes professional, and then is in need of the basic intellectual skill set as a priority. As a result of developing the axiology context of the current target study, this project reflects the innovative dominant value trends integrated into the sociocultural and professional system of the region within the threefold intellectual architectonics covering the findings for professional potential development in terms of a) psychological balance; b) the intellectual component of a goer professional c) the communication management of professionals. In conclusion, the authors state the significance of the target goals and devices to systematically develop, test and implement optimal models of communication models for the existence of the participants of a secure information and communication environment, taking into ac-count regional specifics.

This search initiated as a conceptual approach to the intellectual/intelligence architectonics of international language training of students of various educational programs/projects, focuses, first and foremost, on learning to live together, on developing knowledge about others - their history, traditions and ways of thinking; learning how to acquire knowledge by studying via life; learning to work improving one's professionalism and acquiring global competencies, creativity, critical thinking in the Humanities and Sciences. Giving start-up to the prospects of foresight that greatly facilitates the group and team ship activities, currently too often ignored in pedagogical practice. That is, learning to live without leaving any of the talents unclaimed is the basic proposition of priority values of the society and human being, remains more relevant than ever before, in the third millennium, which is in a constant search of its value priorities in the space of ambiguous spirituality and morality of the mankind.

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Individualized Transition Plan in Promoting Inclusion in Education: An Analysis after the Brazilian Law for the Inclusion of People with Disabilities (LBI)

By Vanessa do Carmo Correia

Abstract- Inclusion has become a priority on the global educational agenda, as demonstrated by the themes addressed in the UN 2030 Agenda, the Brazilian Inclusion Law, and the recent Plano Viver Sem Limites (Living Without Limits Plan) of the Brazilian Federal Government. For this study, we highlight an instrument, as a pedagogical strategy, whose ultimate goal is to enable the entry of the target audience of Special Education into the world of work, the Individualized Transition Plan (PIT). In this sense, we propose a systematic analysis of the literature with the following research question: What are the challenges and best practices for the transition of students with specific needs to adult life? This study is explored based on two milestones: one experienced temporarily in Basic Education, High School, and another legislative, the 2015 LBI. Furthermore, previous research points to significant gaps in the understanding of the functioning and effectiveness of PITs, highlighting the importance of an in-depth analysis of the current state of research. The research used the IRaMuTeQ software for discourse analysis, based on searches in the SCIELO, BVS, Brazilian Digital Library of Theses and Dissertations and CAPES journals databases, using the descriptors: “School transition plan”, “PIT” and “PEI”. As a result, 16 materials were identified for further analysis and elaboration.

Keywords: *individualized transition plan in education, individualized teaching plan, world of work.*

GJHSS-G Classification: *JEL Code: I28*

Individualized Transition Plan in Promoting Inclusion in Education: An Analysis after the Brazilian Law for the Inclusion of People with Disabilities (LBI)

Plano Individualizado de Transição na Promoção da Inclusão no Ensino: Uma Análise Após LBI

Vanessa do Carmo Correia

Resumo- A inclusão tornou-se uma prioridade na agenda educacional global como mostra os temas abordados na Agenda 2030 da ONU, a Lei Brasileira de Inclusão e o recém Plano Viver Sem Limites do governo Federal do Brasil. Para este trabalho destacamos um instrumento, como estratégia pedagógica, cujo objetivo terminal é possibilitar a entrada do público alvo da Educação Especial para o mundo do trabalho, o Plano Individualizado de Transição (PIT). Nesse sentido, propomos uma análise sistemática da literatura com a seguinte pergunta de investigação: Quais são os desafios e as melhores práticas para a transição dos estudantes com necessidades específicas para a vida adulta? Estudo este, explorado a partir de dois marcos: um vivenciado temporalmente na Educação Básica, o Ensino Médio, e outro legislativo, a LBI de 2015. E ainda, buscas prévias apontam lacunas significativas no entendimento do funcionamento e eficácia dos PITs, destacando a importância de uma análise aprofundada do estado atual das pesquisas. A pesquisa utilizou o software IRaMuTeQ para análise do discurso, a partir da busca nas bases de dados SCIELO, BVS, Biblioteca Digital Brasileira de Teses e Dissertações e periódicos CAPES., utilizando os descritores: "Plano de transição escolar", "PIT" e "PEI". Como resultado foram identificados 16 materiais para aprofundamento e elaboração da análise. Conclui-se que uma abordagem integrada e sustentada por um sólido arcabouço legislativo e educacional é essencial para promover uma transição eficaz e inclusiva para o ensino superior ou mundo do trabalho, mas ainda distante da rotina diária educacional brasileira. A combinação de políticas públicas, práticas educacionais personalizadas e colaboração entre diversos agentes é fundamental para garantir a autonomia e inclusão plena das pessoas com necessidades específicas, contribuindo para uma sociedade mais justa e equitativa.

Palavras-chave: plano individualizado de transição no ensino, plano de ensino individualizado, mundo do trabalho.

Abstract- Inclusion has become a priority on the global educational agenda, as demonstrated by the themes addressed in the UN 2030 Agenda, the Brazilian Inclusion Law, and the recent Plano Viver Sem Limites (Living Without Limits Plan) of the Brazilian Federal Government. For this study, we highlight an instrument, as a pedagogical strategy, whose ultimate goal is to enable the entry of the target audience of Special Education into the world of work, the Individualized Transition Plan (PIT). In this sense, we propose a systematic analysis of the literature with the following research question: What are the challenges and best practices for the transition of students with specific needs to adult life? This study is explored based on two milestones: one experienced temporarily in Basic Education, High School, and another legislative, the 2015 LBI. Furthermore, previous research points to significant gaps in the understanding of the functioning and effectiveness of PITs, highlighting the importance of an in-depth analysis of the current state of research. The research used the IRaMuTeQ software for discourse analysis, based on searches in the SCIELO, BVS, Brazilian Digital Library of Theses and Dissertations and CAPES journals databases, using the descriptors: "School transition plan", "PIT" and "PEI". As a result, 16 materials were identified for further analysis and elaboration. It is concluded that an integrated approach supported by a solid legislative and educational framework is essential to promote an effective and inclusive transition to higher education or the world of work, but still far from the daily Brazilian educational routine. The combination of public policies, personalized educational practices and collaboration between different agents is essential to guarantee the autonomy and full inclusion of people with specific needs, contributing to a more just and equitable society.

Keywords: individualized transition plan in education, individualized teaching plan, world of work.

I. Introdução

Nos últimos anos, a promoção da inclusão tornou-se uma prioridade na agenda educacional de muitos países ao redor do mundo, visando educação inclusiva, equitativa e de qualidade, promovendo oportunidades de aprendizagem ao longo da vida para todos (Unesco, 2015).

A Agenda 2030 é um plano de ação global adotado pela ONU, composto por 17 Objetivos de Desenvolvimento Sustentável (ODS), que busca erradicar a pobreza, proteger o planeta e garantir a paz e a prosperidade para todos. Um dos pilares fundamentais é a promoção da educação inclusiva e equitativa (Unesco, 2015). Com isso, tem-se a educação de qualidade como um dos principais motores para o desenvolvimento sustentável, eliminando as barreiras que a Lei Brasileira de Inclusao (LBI – Brasil, 2015) traz como motivo do que, historicamente, marginalizam certos grupos com diversas necessidades específicas.

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A inclusão de pessoas com deficiência, transtornos do neurodesenvolvimento e comportamento superdotado na Educação Básica é crucial para assegurar que possam desenvolver ao máximo seu potencial, cuja condição indispensável é romper com o ensino preso as tradições e admitir estratégias como a adaptação curricular e disponibilidade de recursos assistivos Nesse contexto, a Agenda 2030 enfatiza a importância de ambientes de aprendizagem inclusivos, que respeitam e acolhem a diversidade de aptidões e estilos de aprendizagem, garantindo que a educação não seja um privilégio, mas um direito universal (Unesco, 2015).

Emponderar-se da educação como direito universal nos traz o pensamento de terminalidade do processo do ensino médio e da transição ao mundo do trabalho. O empoderamento das pessoas com necessidades específicas não só beneficia os indivíduos, mas também fortalece comunidades ao integrá-los plenamente nas atividades econômicas e sociais. A implementação da Agenda 2030 neste aspecto visa, portanto, não apenas promover a igualdade de oportunidades, mas também fomentar um desenvolvimento econômico mais abrangente e justo, respeitando os direitos humanos e a dignidade de todos (Unesco, 2015).

A Lei Brasileira de Inclusão (LBI), também conhecida como Estatuto da Pessoa com Deficiência, é um marco legal em 2015 que visa assegurar e promover, em condições de igualdade, o exercício dos direitos e das liberdades fundamentais por pessoas com deficiência, visando sua inclusão social e cidadania plena. No que tange ao trabalho, a LBI diz em seu artigo 34:

> Art. 34. A pessoa com deficiência tem direito ao trabalho de sua livre escolha e aceitação, em ambiente acessível e inclusivo, em igualdade de oportunidades com as demais pessoas.
>
> § 1º As pessoas jurídicas de direito público, privado ou de qualquer natureza são obrigadas a garantir ambientes de trabalho acessíveis e inclusivos.
>
> § 2º A pessoa com deficiência tem direito, em igualdade de oportunidades com as demais pessoas, a condições justas e favoráveis de trabalho, incluindo igual remuneração por trabalho de igual valor.
>
> § 3º É vedada restrição ao trabalho da pessoa com deficiência e qualquer discriminação em razão de sua condição, inclusive nas etapas de recrutamento, seleção, contratação, admissão, exames admissional e periódico, permanência no emprego, ascensão profissional e reabilitação profissional, bem como exigência de aptidão plena.
>
> § 4º A pessoa com deficiência tem direito à participação e ao acesso a cursos, treinamentos, educação continuada, planos de carreira, promoções, bonificações e incentivos profissionais oferecidos pelo empregador, em igualdade de oportunidades com os demais empregados.
>
> § 5º É garantida aos trabalhadores com deficiência acessibilidade em cursos de formação e de capacitação.

Além disso, o artigo 36 determina que os processos seletivos para ingresso em cargos, funções e empregos públicos devam prever acessibilidade e igualdade de condições para as pessoas com deficiência. Isso inclui a adaptação das provas e dos ambientes e a disponibilização de tecnologias assistivas que se façam necessárias.

No âmbito privado, a lei também incentiva as empresas a adotarem práticas inclusivas, promovendo a formação e a sensibilização dos colaboradores para a criação de um ambiente de trabalho inclusivo e acolhedor.

A capacitação técnica e profissional deve ser pensada para atender às necessidades do mercado, mas também para respeitar as individualidades dos trabalhadores, criando espaços laborais acessíveis e inclusivos. A Agenda 2030 promove a colaboração entre governos, setor privado e sociedade civil para investir em políticas públicas e iniciativas que garantam oportunidades justas e equitativas de emprego (Unesco, 2015).

Para alcançar esses objetivos, é essencial o comprometimento contínuo de todas as esferas da sociedade. Assim, no âmbito dessa discussão, o Plano Individualizado de Transição (PIT) emerge como uma ferramenta na promoção da transição de estudantes com necessidades específicas, com deficiência, transtorno global do desenvolvimento (TGD) e altas habilidades/superdotação (AHSD), do ambiente escolar para a vida adulta (Carvalho, 2018, p.4). Neste contexto, o presente trabalho propõe uma análise sistemática da literatura sobre o PIT na área do ensino na atualidade.

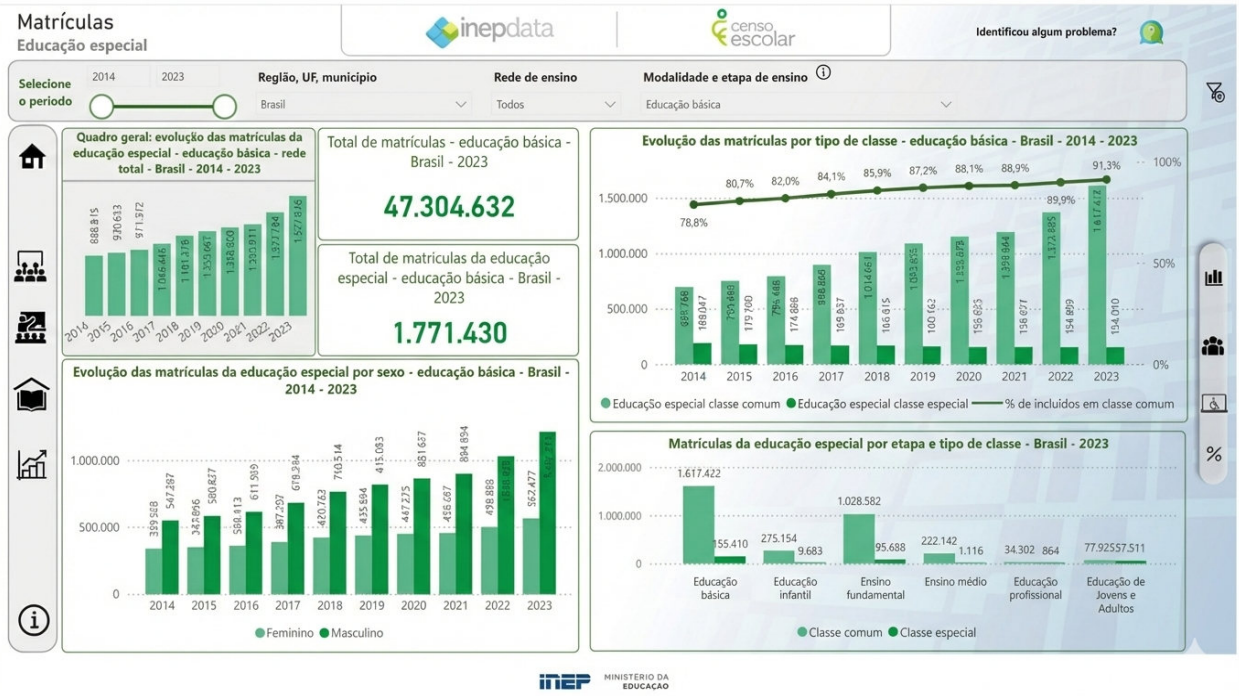
O PIT é conceituado como um instrumento baseado em metas e objetivos, que busca fornecer suporte personalizado e orientado para o desenvolvimento de habilidades essenciais para a vida após a conclusão da educação formal (Test, Mason, Hughes & Konrad, 2015). Por meio da identificação de metas individualizadas, considerando as necessidades e potencialidades de cada estudante, o PIT visa promover a autonomia, a independência e a participação plena na sociedade (Ferguson *et al.,* 2016).

O PIT é um instrumento, uma ferramenta, sob a forma de documento, no qual é registrado o passado, o presente e o futuro desejado dos jovens. Ele deve incluir informação sobre o universo da vida do jovem: condições familiares, história médica, tempos livres, valores e contexto cultural, e ainda informação sobre a sua educação e formação (Soriano, 2006, p.23).

A escolha deste tema se justifica pela importância crescente atribuída à inclusão de indivíduos com necessidades educacionais específicas nos sistemas de ensino, bem como pela necessidade de compreender os desafios e as melhores práticas

relacionadas à transição desses estudantes para a vida adulta (Kalyva & Agaliotis, 2015), a partir do Ensino Médio. Além disso, estudos apontam lacunas significativas no entendimento do funcionamento e da elaboração dos PITs, destacando a necessidade de uma análise aprofundada do estado atual das pesquisas na área (Grigal, Hart & Smith, 2016).

Observe na Figura 1, a evolução do cenário de alunos matriculados na Educação Especial[1], entre o período de 2014 a 2023, conforme os dados no Censo Escolar de 2023 (INEP, 2023).



Fonte: INEP, 2023[2]

Figura 1: Evolução das matriculas da Educação Especial – E.B. de 2014 a 2023.

Considerando os dados apresentados na Figura 1, evidenciamos em aspectos gerais o aumento quanto ao número de matrículas na Educação Especial, em sua maioria do sexo masculino, presentes principalmente nas classes comuns e um grande declínio de inscritos no momento após o Ensino Fundamental, seja a sua progressão para o Ensino Médio e/ou Ensino Profissional, ou na Educação de Jovens e Adultos.

O período de 2014 a 2023 mostra um aumento expressivo no número de matrículas de alunos na Educação Especial no Brasil, crescendo de 886.815 para 1.771.430 (INEP, 2023). Esse crescimento pode ser interpretado como um reflexo dos avanços nas políticas de inclusão e de uma maior conscientização social sobre a importância de garantir acesso à educação para todos, independentemente de suas necessidades. O aumento no número de matrículas é um indicativo importante de avanços, mas deve ser acompanhado de investimentos contínuos em infraestrutura e qualificação acadêmica para assegurar que a inclusão não seja apenas quantitativa, mas também qualitativa.

[1] A Lei Brasileira de Inclusão da Pessoa com Deficiência (Lei nº 13.146/2015), também conhecida como Estatuto da Pessoa com Deficiência, define a Educação Especial como uma modalidade de ensino que oferece atendimento educacional especializado a pessoas com deficiência, com foco em assegurar sua plena inclusão nos diversos níveis e modalidades do sistema educacional. Esse atendimento deve ocorrer preferencialmente em classes regulares, contando com serviços, recursos e estratégias pedagógicas específicos para atender às necessidades dos estudantes. A Educação Especial visa garantir o acesso à educação de qualidade, promovendo adaptações e eliminando barreiras que possam limitar a participação dos alunos, para que possam alcançar o máximo de seu desenvolvimento acadêmico e social.

[2] Dados do Censo Escolar 2023 disponíveis no Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (INEP). Acesso em 27/10/2024: https://www.gov.br/inep/pt-br/areas-de-atuacao/pesquisas-estatisticas-e-indicadores/censo-escolar/resultados-Microsoft Power BI

Avançando na análise, quanto a matrícula por tipo de classe[3], o aumento dos inscritos da Educação Especial em classes comuns, que passou de 78,8% em 2014 para 91,3% em 2023, pode ser explicado por uma série de fatores que refletem um avanço na busca por uma educação mais inclusiva. Em primeiro lugar, também se consideram as políticas públicas têm desempenhado um papel fundamental nesse processo. A ampliação de diretrizes, como a Política Nacional de Educação Especial na Perspectiva da Educação Inclusiva (PNEEI, 2008) e a LBI (BRASIL, 2015), reforçaram o compromisso de integrar esses alunos no ensino regular, assegurando-lhes o direito de aprender em um ambiente diversificado e inclusivo. Essas políticas têm incentivado a adaptação das escolas, tornando-as mais apropriadas a todos. Outros fatores que podem corroborar com este processo perpassam por formação continuada de professores, o aprimoramento da infraestrutura escolar, a introdução de recursos tecnológicos assistivos, Atendimento Educacional Especializado, presença de Sala de Recurso Multifuncional, dentre outros recursos e serviços disponibilizados.

Um fato recente que colabora com a presença deste jovem ao mundo trabalho a nível de brasil é Plano Viver sem Limites, lançado em 2011 e atualizado em 2024 pelo governo brasileiro, tem como objetivo principal promover a inclusão social e a cidadania das pessoas com deficiência. A versão de 2024 representa uma atualização significativa em relação à anterior, ampliando seu escopo para abranger novos desafios e oportunidades para a inclusão de pessoas com deficiência. (BRASIL, 2024)

O atual plano mantém os eixos fundamentais de educação, saúde, acessibilidade e inclusão social, mas com uma ênfase renovada em tecnologias assistivas e soluções digitais, tendo objetivo de eliminar barreiras físicas e digitais para garantir que todos tenham acesso às ferramentas necessárias para participar plenamente da sociedade, o que pretende favorecer a educação e o trabalho desse nicho populacional (Brasil, 2024).

Além da crescente matrícula na Educação Especial atrelado a politicas públicas, a crescente conscientização sobre os direitos das pessoas com deficiência tem sido uma questão relevante a ser considerada A sociedade, impulsionada por campanhas de sensibilização e pela mobilização de grupos da sociedade civil, tem reconhecido cada vez mais a importância da inclusão. Esse movimento pressiona o sistema educacional a adotar práticas que não apenas acolham, mas também promovam o desenvolvimento de todos os estudantes. A inclusão, portanto, deixou de ser vista como uma ação isolada e passou a ser uma prioridade para muitas pessoas e instituições.

De acordo com Mittler (2003), a inclusão vai para além da matrícula. É preciso criar um ambiente onde todos possam desfrutar o acesso, a permanência e o sucesso no ensino e tornarem-se membros totais da comunidade escolar e local, sendo, desse modo, valorizados pelas suas hábil.

Apesar do avanço nas matrículas a partir de 2014, principalmente nas classes comuns, nota-se uma redução expressiva de alunos da Educação Especial após o Ensino Fundamental, com apenas 222.142 estudantes no Ensino Médio e 34.302 na Educação Profissional, comparando com os 1.028.582 matriculados no Ensino Fundamental no ano de 2023. Esta queda acentuada, que caracteriza a transição para as etapas de grandiosa complexidade e para a vida adulta, pode ser compreendida através da análise proposta por Redig (2019) sobre a implementação inadequada do Plano Individual de Transição (PIT) e até mesmo a sua inexistência.

Segundo Redig (2019), o PIT é uma ferramenta indispensável para garantir que os alunos da Educação Especial possam transitar com sucesso do Ensino Fundamental para as etapas subsequentes, como o Ensino Médio, a Educação Profissional e a inserção no mercado[4] de trabalho. O autor destaca que o PIT deve contemplar, além das metas acadêmicas, habilidades voltadas para a vida adulta, como a autonomia, a orientação vocacional e o desenvolvimento de competências funcionais. Essa preparação é essencial para que os alunos possam enfrentar os desafios do Ensino Médio e além, mas os dados do Censo Escolar sugerem que há uma lacuna significativa nesse processo.

[3] A distinção entre classe comum e classe especial no contexto educacional brasileiro refere-se ao ambiente de ensino e às adaptações pedagógicas oferecidas aos alunos, especialmente em relação aos que possuem necessidades educacionais específicas. A classe comum é o ambiente educacional padrão onde os alunos são inseridos no sistema regular de ensino, conforme estipulado pela Lei de Diretrizes e Bases da Educação Nacional (LDB, Lei nº 9.394/96). A classe especial, por sua vez, é uma modalidade de ensino voltada exclusivamente para alunos com necessidades educacionais especiais que exigem adaptações mais específicas. Estas classes são oferecidas em ambientes segregados, seja em escolas regulares com turmas específicas ou em instituições especializadas (BRASIL, 2008).

[4] A transição dos alunos da Educação Especial para a vida adulta deve considerar a diferença entre "mercado de trabalho" e "mundo do trabalho". O mercado de trabalho está relacionado ao emprego formal e suas exigências de qualificação, enquanto o mundo do trabalho envolve diversas formas de inserção produtiva, incluindo atividades informais e voluntárias, favorecendo uma abordagem mais inclusiva. Dessa forma, o Plano Individual de Transição (PIT) deve preparar os alunos para ambos os contextos, promovendo uma transição abrangente para a vida adulta (REDIG, 2019). Considerando o contexto apresentando, daremos prioridade a terminologia como “mundo do trabalho” pela maior abragência.

A redução no número de matrículas após o Ensino Fundamental[5] infere a ausência de um suporte estruturado e contínuo durante esse período de transição, pensando no aluno como um todo e o seu projeto de vida . A ausência de um PIT eficaz contribui para um processo de transição mal planejado e desconectado da realidade e das necessidades dos alunos com deficiência ou com necessidades especificas. Redig (2019) argumenta que o PIT deve ser elaborado e revisado de forma colaborativa, envolvendo os próprios alunos, suas famílias, os professores e outros profissionais da rede de apoio. Contudo, muitos alunos deixam de contar com um plano estruturado para sua continuidade educacional ou para a vida, o que faz com que a transição para o Ensino Médio ou para outra condição seja marcada por um rompimento abrupto no apoio pedagógico, criando obstáculos que contribuem para a evasão.

Outro ponto fundamental levantado por Redig (2019) é que o PIT deve incluir ações práticas para o desenvolvimento de habilidades para a vida adulta, algo que parece estar ausente para muitos estudantes, ainda dialogando com os dados do Censo com redução de matrícula pós Ensino Fundamental. Para garantir que esses alunos possam se desenvolver de forma integral e se preparar para o mundo de trabalho, o PIT deveria incluir oportunidades para que eles participem de atividades vocacionais e experiências em ambientes reais, auxiliando na construção da autonomia e na transição para a vida profissional.

A ausência desse tipo de abordagem impede que muitos estudantes enxerguem uma perspectiva viável de continuidade após o Ensino Fundamental, contribuindo para a drástica queda nas matrículas observada no Ensino Médio e na Educação Profissional[6]. Os dados evidenciam que, enquanto o Ensino Fundamental consegue atrair e manter um número elevado de alunos na Educação Especial, a continuidade para etapas subsequentes enfrenta entraves consideráveis.

Portanto, a discrepância nos dados de matrículas entre o Ensino Fundamental e as etapas posteriores da Educação Especial mostra a necessidade urgente de implementar e fortalecer ferramentas como o Plano Individual de Transição. Esses planos devem ser dinâmicos e adaptáveis, apoiando não apenas o progresso acadêmico dos alunos, mas também suas necessidades pessoais, sociais e profissionais, garantindo uma transição bem-sucedida para a vida adulta e favorecendo esforços governamentais para o estabelecimento de leis, normas, pareceres, como a LBI e o Plano Viver Sem Limites.

Quando partimos para os dados de matriculados no Ensino Superior, observa-se um aumento gradual na presença de alunos público alvo da Educação Especial (INEP, 2023), composto por estudantes que apresentam necessidades educacionais específicas que demandam Atendimento Educacional Especializado (AEE) para assegurar seu pleno desenvolvimento e aprendizagem. Esse público inclui três principais categorias: pessoas com deficiência, pessoas com transtornos globais do desenvolvimento e pessoas com altas habilidades/superdotação (BRASIL, 2008).

O grupo de pessoas com deficiência abrange estudantes com deficiência física, auditiva, visual, intelectual ou múltipla. Já as pessoas com transtornos globais do desenvolvimento (TGD) incluem alunos que possuem condições como o Transtorno do Espectro Autista (TEA) e outros transtornos que afetam o desenvolvimento psicológico e a comunicação, resultando em desafios para a socialização e o aprendizado.

Além disso, o público-alvo também inclui pessoas com comportamento superdotado, que são estudantes que demonstram desempenho acima da média em uma ou mais áreas do conhecimento, tais como capacidades intelectuais, criativas, artísticas, psicomotoras ou habilidades de liderança.

Segundo o INEP, cerca de 92.756 alunos público alvo da Educação Especial estavam matriculados em cursos de graduação no Brasil (INEP,

[5] O sistema educacional brasileiro está organizado em etapas essenciais para o desenvolvimento educacional de crianças, adolescentes e adultos, compostas por: Educação Infantil (Primeira etapa da educação básica, atende crianças de zero a cinco anos), *Ensino Fundamental* (Obrigatório para crianças de seis a quatorze anos e com duração de nove anos, subdivide-se em: Ensino Fundamental I e II), *Ensino Médio:* Etapa final da educação básica, com duração de três anos, atendendo adolescentes de quinze a dezessete anos, *Educação Superior:* Após a conclusão do ensino médio, inclui cursos de graduação (bacharelado, licenciatura e tecnologia) e pós-graduação (especialização, mestrado, doutorado e pós-doutorado) (LDB, 2015).

[6] As principais modalidades de ensino são**:** *Educação de Jovens e Adultos (EJA):* Voltada para pessoas que não tiveram acesso ou não concluíram o ensino fundamental ou médio na idade regular; *Educação Profissional e Tecnológica (EPT):* Oferece formação técnica e tecnológica para preparar o estudante para o mercado de trabalho; *Educação Especial:* Voltada para o atendimento de alunos com deficiência, transtornos globais do desenvolvimento e altas habilidades ou superdotação; *Educação Indígena:* Destinada às comunidades indígenas, respeitando as especificidades culturais e linguísticas desses povos; *Educação Quilombola:* Voltada às comunidades quilombolas, respeitando suas tradições culturais e história; *Educação do Campo:* Oferecida para populações rurais, levando em consideração as peculiaridades do ambiente rural, as atividades produtivas e a cultura local; *Educação a Distância (EaD):* Modalidade que permite que o ensino seja realizado em ambientes virtuais, com a utilização de tecnologias para mediar o aprendizado; *Educação em Tempo Integral:* Embora não seja uma modalidade separada, é uma forma de organização do tempo e do espaço escolar em que os alunos permanecem mais tempo na escola (LDB, 2015).

2023) [7]. No entanto, questões quanto a acessibilidade e a adequação dos recursos de ensino e aprendizagem ainda são desafios significativos para esses estudantes. De acordo com os dados mais recentes da Pesquisa Nacional por Amostra de Domicílios (PNAD), divulgados pelo IBGE em 2023, aproximadamente 26,6% das pessoas com deficiência estão inseridas no mundo do trabalho no Brasil. Esse percentual é bastante inferior ao nível de ocupação do restante da população, que chega a 60,7%. Além disso, cerca de 55% das pessoas com deficiência que estão empregadas trabalham em situação de informalidade, refletindo uma vulnerabilidade adicional em relação às condições de trabalho e de renda (IBGE, 2023). Essas diferenças evidenciam a desigualdade enfrentada por esse grupo, mesmo dentro do ambiente laboral formal e informal, e apontam para a necessidade de políticas públicas mais inclusivas que promovam a igualdade de oportunidades e acesso ao trabalho para pessoas com necessidades específicas, reforçando a necessidade em se pensar e dialogar sobre transição novamente.

Segundo Redig e Pinheiro (2018), para proporcionar uma escolarização adequada aos alunos, é essencial adotar práticas pedagógicas individualizadas. As práticas, organizadas por documentos como o Plano de Ensino Individualizado (PEI) e o Plano Individualizado de Transição (PIT), podem facilitar uma transição estruturada e eficiente da escola para a vida independente. Destacam ainda que a criação de uma força-tarefa envolvendo professores, equipe técnica pedagógica, família, outros profissionais, a comunidade e o próprio aluno é crucial para a promoção educacional. No entanto, ao considerar essa abordagem na transição do Ensino Médio para o mundo do trabalho ou Ensino Superior, há o risco de que esse esforço seja descontinuado ou esquecido na escola onde o aluno concluiu os estudos.

Apesar dos avanços, ainda há muito a ser feito em relação à inclusão em todos os aspectos da vida educacional e profissional. É fundamental que políticas públicas, instituições de ensino e empresas continuem investindo em acessibilidade, acesso universal ou adequações e conscientização para promover uma sociedade mais inclusiva e equitativa.

Dessa forma, este estudo tem como objetivo principal realizar uma análise sistemática da literatura existente sobre o tema com a seguinte indagação: Quais são os desafios e melhores práticas para a transição dos estudantes com necessidades específicas para a vida adulta? Estudo este, explorado a partir dois marcos: um vivenciado temporalmente na Educação Básica, o Ensino Médio, e outro legislativo, a LBI de 2015. A pesquisa se propõe a uma análise qualitativa do discurso dos resumos e resultados principais dos textos selecionados, com o auxílio do software Iramuteq.

Para tanto, adotaremos uma abordagem sistemática na seleção e análise dos estudos publicados, visando contribuir para o avanço do conhecimento, para o aprimoramento das práticas educacionais inclusivas e apoio na implementação de políticas públicas.

II. Material e Métodos

O estudo refere-se a uma análise sistemática da literatura, de caráter qualitativo, com auxílio do software IRaMuTeQ para análise semântico do discurso (Klamt, Santos, 2021).

O IRaMuTeQ (Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaires) é um software de código aberto utilizado para análises estatísticas e textuais. Ele opera em conjunto com o ambiente estatístico R e é amplamente empregado na análise qualitativa e quantitativa de dados textuais. O IRaMuTeQ permite a realização de análises de conteúdo, identificação de frequência de palavras, análise fatorial de correspondências, e até a classificação hierárquica descendente, que agrupa segmentos textuais com base em similaridades. Esses recursos são úteis em diversas áreas de pesquisa, facilitando a interpretação de grandes volumes de dados textuais (RATINAUD, 2017).

Para a analise sistemática de literatura foram utilizadas as bases de dados Scientific Electronic Library Online – SCIELO, Biblioteca Virtual em Saúde (BVS), Biblioteca Digital Brasileira de Teses e Dissertações (BDTD/UERJ) e periódicos CAPES. Como primeira etapa realizou-se a busca do material a ser estudado, após a aplicação dos critérios de inclusão e exclusão. Como critério de inclusão foram selecionados trabalhos publicados nos periódicos acadêmicos relacionados, teses e dissertações, dentro do recorte temporal da pós promulgação da LBI, isto é, de 2015 até 2024, e que discutiam sobre plano individual de transição em sua totalidade. Como critérios de exclusão utilizamos trabalhos publicados fora do período de pesquisa selecionado, trabalhos duplicados, ou em outro idioma que não português e que desviassem do assunto central da pesquisa. Para a busca nas bases de dados foram utilizados os descritores “Plano de transição escolar“, “PIT” e “PEI”, utilizando o operador boleano OR. A palavra PEI foi utilizada na busca pois fornece uma base para que o PIT possa vir a ser desenvolvido com coerência, garantindo continuidade no processo educacional preparando o aluno para o futuro, assim estando correlacionados o PEI e o PIT.

Após esta etapa foi realizada a análise dos trabalhos selecionados, com a leitura dos título e resumos, e a partir disto os textos foram incluídos ou excluídos da pesquisa. O processo pode ser verificado na Tabela 1:

[7] Dados do Censo Escolar 2020 disponíveis no Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (INEP). Acesso em 27/10/2024: https://www.gov.br/inep/pt-br/areas-de-atuacao/pesquisas-estatisticas-e-indicadores/censo-escolar/resultados

Tabela 1: Resultado da busca

Base de dados	Estratégia de pesquisa	N de trabalhos encontrados	Selecionados para o estudo
SCIELO	"Plano de transição escolar" OR "PIT" OR "PEI"	36	2
BVS	"Plano de transição escolar" OR "PIT" OR "PEI"	98	2
BDTD/UERJ	"Plano de transição escolar" OR "PIT" OR "PEI"	28	5
Periódicos CAPES	"Plano de transição escolar" OR "PIT" OR "PEI"	22	9
Duplicados			2
Total			16

Fonte: Os autores (2024)

Após a identificação nas bases de dados dos materiais, os resumos foram lidos para garantia dos critérios de inclusão e exclusão, dentre os 18 materiais em conformidade, dois artigos foram identificados em duas bases de dados distintas, sendo assim excluídos por estarem duplicados. Sendo assim contamos com 16 materiais para continuidade do trabalho.

Sobre a análise com o auxílio do software IRAMUTEQ, inicialmente realiza-se a fragmentação do texto a ser analisado. O texto em análise é chamado de corpus e os fragmentos são denominados segmentos de texto, que alguns trabalhos apontam, também, como Unidades de Contexto Elementar (UCE). Os segmentos de texto são obtidos em função do tamanho do corpus, que geralmente corresponde a cerca de 3 linhas, o que é equivalente a uma quantidade de palavras entre 10 e 20. Apesar do software realizar esse dimensionamento de maneira automática, esse ajuste pode ser alterado manualmente (CAMARGO, JUSTO, 2013; BARBIERI, FRANCO, 2018; MANDJÁK at. Al, 2019; SMYRNAIOS, RATINAUD, 2017).

Após a realização dos segmentos de texto, o programa computacional faz a lematização, que consiste em de-flexionar uma palavra para determinar o seu lema. Por exemplo, as palavras: menino, menina, meninos e meninas correspondem à forma do lema "menino", ou seja, são lexemas. Com isso, a lematização utilizada apresenta o verbo no infinitivo e os substantivos e adjetivos no singular nas suas formas masculinas. Entretanto, o software não realiza a desambiguação.

Uma das análises proporcionadas pelo IRAMUTEQ é a Classificação Hierárquica Descendente – CHD, algo que o software ALCESTE (Analise Lexicale para Context d'un Ensemble de Segments de Texte, Análise Lexical para o Contexto de um Conjunto de Segmentos de Texto), desenvolvido por Reinert, já era capaz de realizar, porém de maneira mais ampliada. Além da CHD, surgiram outras formas de análise como: lexicografia básica (cálculo da frequência de palavras) e similitude. (CAMARGO, JUSTO, 2013; BARBIERI, FRANCO, 2018; MANDJÁK at. Al, 2019; SMYRNAIOS, RATINAUD, 2017).

Para a representação gráfica no plano cartesiano, o IRAMUTEQ realiza a Análise Fatorial de Correspondência (AFC) baseada na CHD, o que auxilia na visualização da relação entre classes ou palavras. O programa computacional ainda permite que seja resgatado, no corpus, o contexto em que os termos são considerados, c a análise qualitativa da proximidade e compreensão das palavras no texto.

Um outro estudo realizado pelo software é a análise de similitude é uma técnica que examina dados textuais para identificar temas centrais e as conexões entre eles. A partir de uma visualização gráfica, a análise de similitude facilita a compreensão da estrutura do discurso, destacando os conceitos principais e as relações entre eles.

As técnicas com o software ajudam a visualizar padrões temáticos de forma objetiva, o que é especialmente útil na educação inclusiva, PIT e o mundo do trabalho. E assim, identificar pontos de tensão e necessidades urgentes, promovendo a elaboração de práticas educativas mais assertivas e adaptadas às realidades dos alunos com necessidades específicas.

O corpus para análise foi preparado, conforme orientação contida no manual de instruções do programa, incluindo para análise o título do artigo ou da tese/dissertação, palavras-chave, resumo e trechos principais dos resultados apresentados dos 16 estudos selecionados.

O trabalho foi elaborado a partir da seguinte questões norteadora: Quais são os impactos do Plano

Individualizado de Transição no ensino de estudantes com deficiência, ou com necessidades específicas após a implementação da Lei Brasileira de Inclusão?

III. Resultado e Discussão

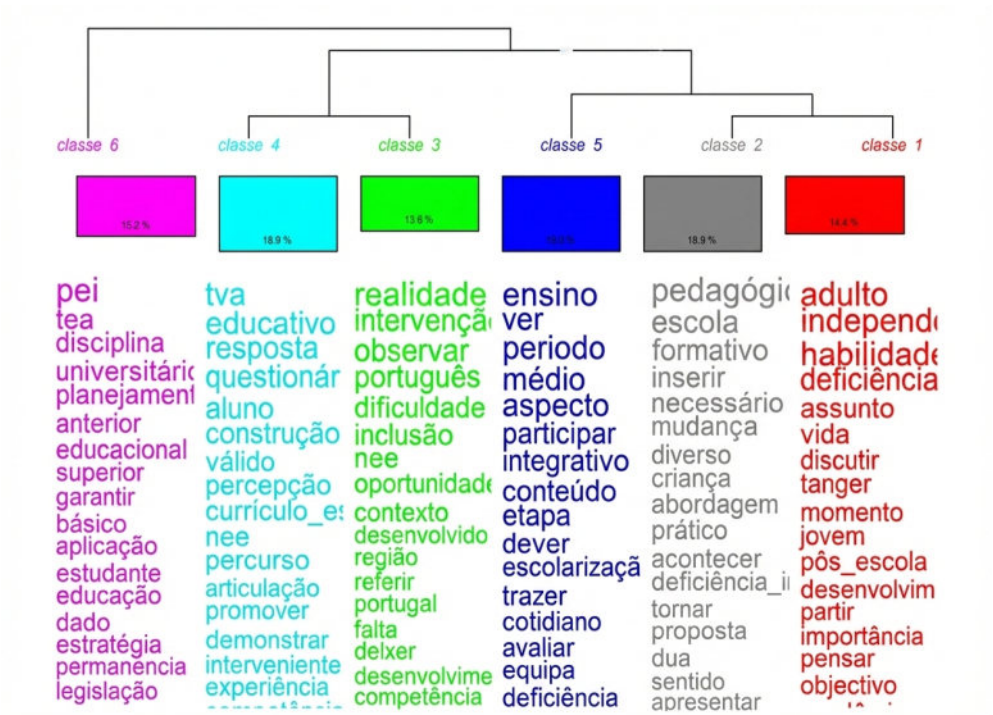
O primeiro passo para a análise dos dados no software IRAMUTEQ e apresentação dos resultados é tratar o corpus para processamento, o qual foi constituído a partir dos textos selecionados, em que padronizamos e substituímos as siglas e as suas referências apresentadas por extenso, como: "Plano Individual de Transição", por "PIT" e pronomes implícitos por sua relação a um substantivo.

Cada texto foi separado por uma linha de comando seguida da variável para identificação do trabalho (*** *id_01, id_02, id_01 e assim por diante). Para a elaboração do corpus, a formatação especial foi desconsiderada (ex.: negrito, itálico, sublinhado, tachada etc.), bem como tabulação, parênteses, chaves, colchetes, asteriscos, cifrões, porcentagens, aspas, hifens.

Assim, diante do *corpus* organizados e padronizados, seguimos à utilização da ferramenta do IRAMUTEQ para auxiliar na sistematização e análise de todas essas informações. Dessa forma, o corpus foi composto por 16 textos, extraindo-se 168 segmentos de textos (ST) e 132 destes foram classificados (78.57%), o que resultou em um aproveitamento satisfatório e consistente. Vale ressaltar que que a literatura aponta o limiar de 75% para que se tenha uma utilização eficiente. O Número das classes terminais foram seis.

A partir do corpus, o software elabora um dicionário de palavras com base no teste do qui-quadrado ($\chi 2$), em que é possível verificar o grau associativo entre as palavras e a respectiva classe. Na análise, a maior ligação entre a palavra e a classe ocorreu com o valor de qui-quadrado igual a xx , tendo $p = 0, 00050$. O p representa o nível de significância da associação da palavra com a classe, ou seja, o nível de confiança, sendo $p < 0, 05$ considerado estatisticamente significativo. Dessa forma, quanto menor a relação do termo com a classe, menor será o valor de $\chi 2$ e, por consequência, p terá um valor elevado.

As classes são formadas para auxiliar a análise de conteúdo, para que ocorra a classificação e a relação das classes, os textos são organizados em grupos de acordo com o lema das palavras, dando origem aos segmentos e gerando um dicionário com tais elementos, que utiliza o teste do $\chi 2$ para elaboração. A partir da classificação, é construída o dendrograma das classes, em que estas são destacadas bem como a ligação que possuem entre si. Para facilitar a leitura e interpretação de tal elemento gráfico, as classes são representadas em cores distintas, que correspondem ao segmento de texto. Além disso, o tamanho das palavras é proporcional ao percentual da frequência média. A seguir é apresentado o dendrograma (Figura 2) obtido a partir da análise com o software.



Fonte: Os autores (2024).

Figura 2: Dendrograma.

A análise das classes apresentadas no dendrograma gerado pelo IRaMuTeQ indica uma inter-relação entre os temas abordados em cada classe, apresentando uma progressão lógica que reflete o desenvolvimento do discurso sobre inclusão educacional, desde o planejamento inicial até a preparação para a vida adulta, O dendograma divide o corpus em subcorpus, representando a segmentação hierárquica dos dados textuais. A leitura é realizada da esquerda para a direita, mostrando como o corpus principal se subdivide em classes menores.

Cada classe é representada por um ramo no dendograma e corresponde a um conjunto de Unidades de Contexto Elementar (UCE). As classes são numeradas e associadas a uma cor distinta para facilitar a visualização, aqui nominadas e apresentadas abaixo, a partir da sua ordem de aparição, da esquerda para a direita no dendograma:

Classe 6: Planejamento educacional individualizado para estudantes com NEE

Classe 4: Percurso Educacional

Classe 3: Crítica às intervenções educativas

Classe 5: Integração e avaliação de conteúdos no ensino

Classe 2: Práticas pedagógicas inclusivas na escola

Classe 1: Desenvolvimento de habilidades para a vida adulta e independência

A primeira classe apresentada Classe 6 - Planejamento educacional individualizado para estudantes com NEE (valor de qui-quadrado igual a 51,55% e $p < 0,0001$ para a palavra mais significante: PEI), representa aproximadamente 15,2% dos segmentos analisados, foca no planejamento educacional individualizado, destacando termos como "PEI" (Plano Educacional Individualizado) e "TEA" (Transtorno do Espectro Autista), evidenciando a importância e necessidade do planejamento personalizado como base para as práticas inclusivas, desdobrando todas as classes seguintes. Os segmentos de texto complementam a análise:

> "...o Brasil não possui dispositivos na legislação federal que garantam que tais estudantes tenham um PEI baseado em suas peculiaridades e na prática esse tipo de planejamento tem sido centrado apenas nos serviços das salas de recursos multifuncionais e nos centros de atendimento educacional especializado..."

> "...os resultados do estudo corroboram a importância do uso do PEI enquanto serviço educacional especializado inclusivo e geram questionamentos sobre os motivos pelos quais ainda não está prevista na legislação educacional o emprego dessa prática desde a educação básica até o nível superior, replicando preocupações de estudos anteriores..."

Esse planejamento inicial serve como ponto de partida para qualquer outra ação que se relacione com a educação na perspectiva inclusiva, para a etapa de transição, sendo essencial para adaptar o ensino às necessidades de cada aluno. É importante destacar que esse plano individual parece muito ligado aos transtornos globais do desenvolvimento, a deficiência intelectual e crítica por sua falta, fato representante do avanço da LBI que trazer obrigatoriedade da inclusão escolar, consequentemente, para alguns casos de necessidades específicas, o PEI se torna imprescindível para o processo acontercer de forma concreta [citar carol 23].

O Plano Viver Sem Limites 2024, renovado pelo governo brasileiro, mantém seu foco na inclusão educacional como um dos quatro eixos fundamentais. Este eixo prioriza a criação de ambientes de aprendizagem acessíveis e equitativos, promovendo a adaptação curricular e a oferta de recursos assistivos para estudantes com deficiência. Através de políticas públicas, busca garantir que esses alunos tenham oportunidades iguais de desenvolvimento acadêmico e social, eliminando barreiras físicas e digitais que possam dificultar seu acesso a uma educação de qualidade.

Em seguida, a Classe 4 - Percurso Educacional (valor de qui-quadrado igual a 25,1 e $p < 0,0001$ para a palavra mais significante: TVA – Transição de vida adulta), representa aproximadamente 18,9% dos segmentos analisados, que trata da articulação educativa e curricular, se apresenta como uma extensão do planejamento individualizado, seja PEI/PIT, enfatizando a construção de práticas educativas inclusivas e a integração do currículo escolar.

Nesse sentido, o Plano Viver Sem Limites 2024 enfatiza a formação e capacitação contínua de profissionais da educação para assegurar práticas pedagógicas inclusivas. Incentiva a colaboração entre escolas, comunidades e governos para construir um sistema educacional que acolha a diversidade, respeitando as especificidades e potencialidades de cada estudante. Com o uso de tecnologias inovadoras e soluções digitais, o eixo educacional do Plano Viver Sem Limites visa transformar a educação em um direito verdadeiramente universal, proporcionando uma base sólida para a plena cidadania e igualdade no Brasil.

Os segmentos de texto complementam a análise:

> "o estudo efetuado a partir dos dados recolhidos demonstra que existe uma preocupação por parte das escolas em dar respostas educativas e implementar recursos de modo a promoverem a tva de alunos com nee."

> "a tva é percepcionada como um processo contínuo ao longo do percurso escolar do aluno principalmente destinada aos que têm currículo_específico_individual procurando assegurar o desenvolvimento de competências pessoais sociais e laborais."

Essa classe destaca a importância de adaptar o percurso educacional para garantir que ele seja acessível para todos os alunos, particularmente aqueles com necessidades educacionais específicas, pensando em transição para além da vida escolar. O que conversa

com a LBI nos Artigos que focam na eliminação de barreiras, assegurando materiais didáticos acessíveis, formação de professores em práticas inclusivas e a implementação de políticas que facilitem a transição dos alunos para a vida pós-escolar.

A Classe 3- Crítica às intervenções educativas (valor de qui-quadrado igual a 32,9 e $p < 0,0001$ para a palavra mais significante: realidade), representa aproximadamente 13,6% dos segmentos analisados, por sua vez, aborda as oportunidades e dificuldades da inclusão, representando uma análise crítica dos desafios práticos da implementação das estratégias planejadas. O que coonfonua dialogando com a ênfase nas barreiras sociais e estruturais tão provocante ns LBI.

Os segmentos de texto complementam a análise:

> "se observou um gap entre os modelos teóricos de inclusão e as intervenções adotadas com variações em diferentes contextos ainda que mantidos os princípios da política de inclusão o acompanhamento do desenvolvimento dos alunos fez perceber uma indissociabilidade entre os sistemas microssociais e as condições macrossistêmicas."

> "para uma realidade mais difícil com inúmeros obstáculos e com dificuldades constantes que terão de ser ultrapassadas dentro das limitações e capacidades de cada indivíduo com NEE as atividades deverão ser pensadas em função das oportunidades locais."

Essa reflexão sobre a realidade escolar é importante para identificar as barreiras que precisam ser superadas e destacada na politica atual s, criando uma base para ajustes e adaptações contínuas. Pensando ainda em como avançar no processo se faz necessário um processo recorrente de auto avaliação e percepção dos serviços prestados pelas instituições de ensino. Será que os "clientes"/alunos estão sendo ouvidos sobre as suas necessidades?

A Classe 5- Integração e avaliação de conteúdos no ensino (valor de qui-quadrado igual a 20,9 e $p < 0,0001$ para a palavra mais significante: ensino), representa aproximadamente 18,9% dos segmentos analisados, está focada no processo de escolarização e na adaptação de conteúdos, particularmente no contexto do Ensino Médio.

Os segmentos de texto complementam a análise:

> "a começar pelas instâncias de base como por exemplo instituições de ensino, família, docentes e demais profissionais que atuam no cotidiano de indivíduos com deficiência."

> "a elaboração integrativa faz parte de todo o processo a fim de que cada novo passo seja revisado e analisado para a etapa pós_escola equiparado a diversidades dos indivíduos e a sensibilização para o olhar das condutas inclusivas."

A sequência lógica é evidente, pois após a identificação de dificuldades e a adaptação curricular, é necessário adaptar o ensino e os conteúdos para garantir que eles estejam adequados e acessíveis para estudantes com deficiência ou com necessidades específicas.

A Classe 2- Práticas pedagógicas inclusivas na escola (valor de qui-quadrado igual a 34,35 e $p < 0,0001$ para a palavra mais significante: pedagógico) representa aproximadamente 18,9% dos segmentos analisados, se dedicando às práticas pedagógicas e à inserção dos alunos no ambiente escolar.

Os segmentos de texto complementam a análise são:

> "...as demandas práticas pedagógicas que atendam às especificidades deste alunado para que seu itinerário formativo na escola promova sua inclusão acadêmica social e laboral foram apresentadas e discutidas propostas efetivas no sentido de promover o acesso permanência e construção de conhecimento para estes estudantes."

> "...nessa direção acreditamos que com a elaboração de práticas pedagógicas individualizadas atreladas e organizadas por documentos como o pei e pit esse percurso formativo poderá ser construído de forma a possibilitar que a transição da escola para a vida independente aconteça de maneira estruturada e eficiente."

Essa classe enfatiza a necessidade de adaptar as abordagens pedagógicas para garantir a efetiva participação dos alunos com deficiência, abordando diretamente as estratégias práticas para implementar o currículo adaptado. Percebe-se que adaptar é também a palavra chave na LBI e no Plano Viver Sem Limites.

Por fim, a Classe 1- Desenvolvimento de habilidades para a vida adulta e independência (qui-quadrado igual a 31,64 e $p < 0,0001$ para a palavra mais significante: adulto) representa aproximadamente 14,4% dos segmentos analisados e se concentra na preparação dos alunos para a vida adulta, discutindo a importância de desenvolver habilidades de independência e autonomia para os jovens com deficiência.

Os trechos abaixo dos segmentos de texto 13 e 14 corroboram com a análise do material identificado para a análise:

> "*... este estudo teve dois objetivos específicos:* elaborar o PIT com ênfase no ensino de habilidades de leitura escrita e letramento para um adulto com deficiência_intelectual, acompanhar a implementação do PIT para um adulto com deficiência_intelectual a partir do alfaletramento visando o desenvolvimento de habilidades para uma vida independente."

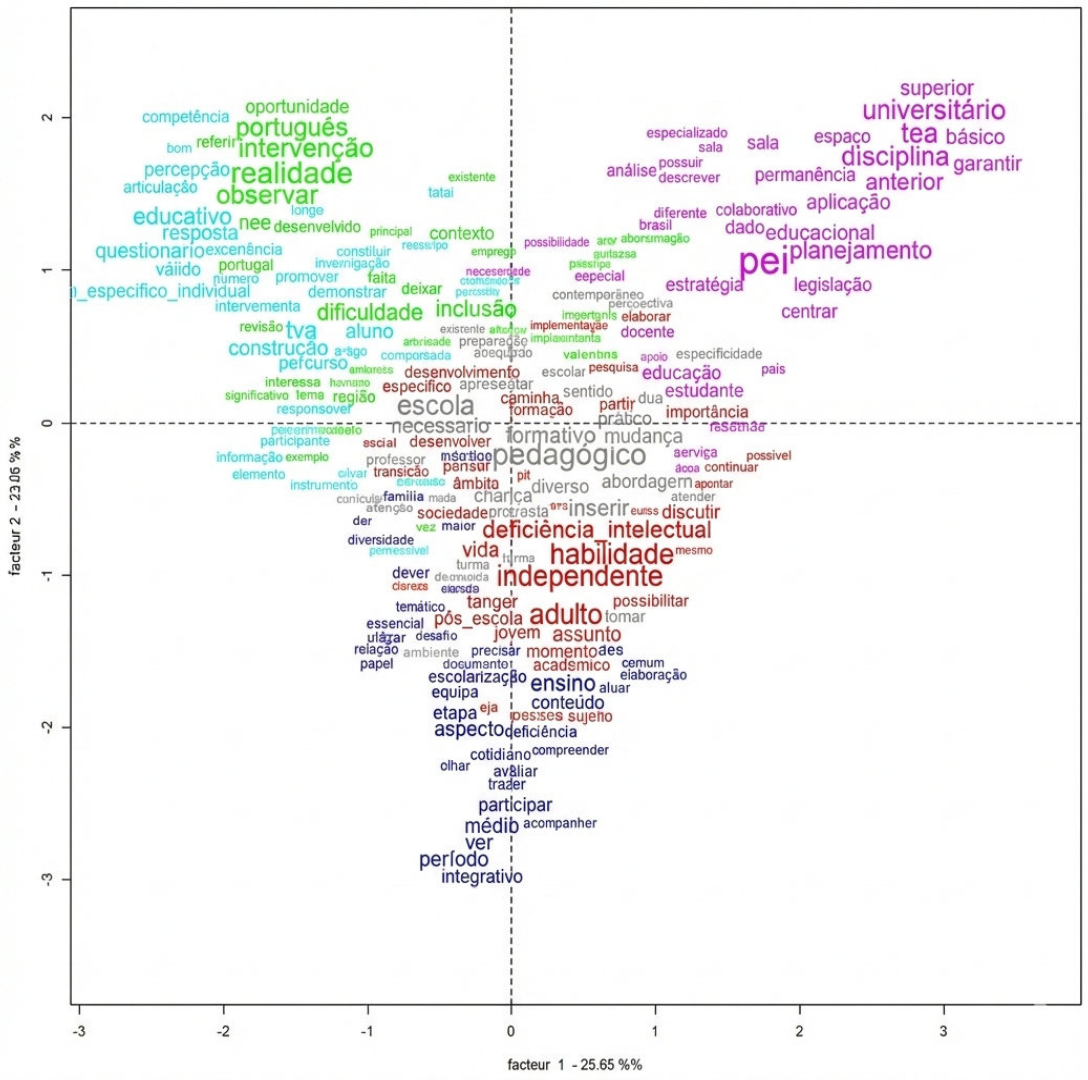
> "... se percebe que a formação continuada é um caminho favorável para a disseminação de práticas de cunho inclusivo ressaltando o olhar para um assunto pouco discutido mas fundamental que é a de transição para a vida independente de pessoas com deficiência_intelectual e as atribuições que vem junto com a fase adulta."

A aparição dessa classe por último reflete a continuidade do processo de inclusão, que a partir do acesso e a participação no ambiente escolar, é fundamental preparar esses alunos para os desafios da vida adulta e garantir que possam se inserir na sociedade de maneira plena e autônoma.

Assim, as classes apresentadas pelo dendrograma revelam uma progressão que parte do planejamento inicial, passando pela adaptação curricular e pelas práticas pedagógicas, até a preparação dos alunos para a vida adulta ou mundo do trabalho. Mas ainda muito distante o planejamento de um ensino individualizado e de transição e a independência na vida adulta.

Cada classe se relaciona e depende da anterior, ilustrando a complexidade do processo de inclusão educacional e a necessidade de uma abordagem coordenada que contemple todas as etapas do desenvolvimento dos alunos. Destacando tanto a importância do planejamento personalizado, individualizado quanto a necessidade da continuidade do suporte ao longo de toda a trajetória educacional e da vida.

Partindo para uma outra análise, considerando a Análise Fatorial de Correspondência (AFC) das varáveis ativas, como segunda parte do resultado da categorização do software, apresentando as palavras em uma distribuição em um plano cartesiano, Figura 3, percebe-se os distanciamentos e aproximações entre as classes, podendo ser verificadas com precisão, de acordo com a posição que ocupam nos quadrantes. Nessa imagem, o padrão de cores é mantido, assim como os termos maiores que representam maior significância dentro da classe. Também é possível perceber quais palavras estão sendo utilizadas em contexto próximo dentro do corpus, que são as palavras próximas a origem (0,0). Além disso, termos utilizados em contextos diferentes são apresentados em regiões periféricas do gráfico, como apresentado a seguir.



Fonte: Os autores (2024)

Figura 3: Análise Fatorial de Correspondência das varáveis ativas.

A partir da Figura 3, observamos a distribuição das variáveis ativas em um gráfico de duas dimensões, representando como os conceitos se organizam e se associam em termos de proximidade semântica. Esta análise é uma técnica estatística que ajuda a identificar padrões latentes e relações entre os termos do corpus

textual, oferecendo uma visualização da estrutura do discurso e das relações temáticas, corroborando com a análise a partir da distribuição em classes.

No quadrante superior esquerdo, representado pelas cores verde claro e azul, destacam-se termos como “intervenção”, “realidade”, “educativo”, “resposta” e “contexto”. Esse agrupamento sugere uma temática voltada ao contexto educacional e às práticas de intervenção pedagógica, com ênfase nos aspectos práticos e específicos do ensino e na adaptação curricular. As palavras aqui dispostas apontam para uma abordagem prática e contextualizada, que possivelmente reflete práticas de inclusão e análises de resposta educacional.

No quadrante superior direito, em tons de rosa e magenta, surgem palavras como “universitário”, “disciplina”, “permanência”, “planejamento”, “lei” e “TEA”. Esse conjunto indica um foco na educação superior, direcionando a discussão para temas de legislação, planejamento acadêmico e estratégias de permanência para estudantes, especialmente aqueles com Transtorno do Espectro Autista (TEA) ou outras necessidades específicas. As palavras “planejamento” e “universitário” sugerem uma análise sobre a adaptação curricular e estratégias de suporte voltadas à inclusão nesse nível de ensino, para além do ensino médio.

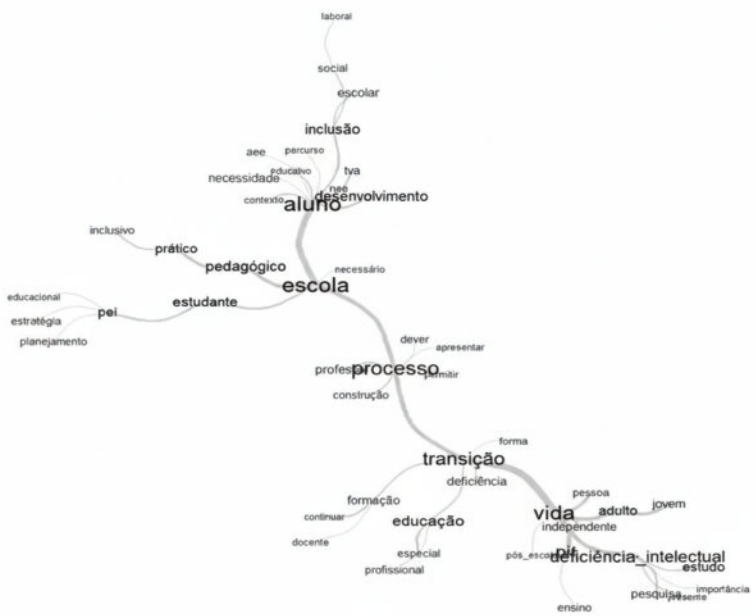
O quadrante inferior direito, caracterizado pela cor vermelha, apresenta palavras como “habilidades”, “independente”, “deficiência intelectual”, “adulto” e “jovem”. Este grupo aponta para uma temática centrada no desenvolvimento de habilidades para a vida adulta e independência de pessoas com deficiência intelectual. Termos como “independente” e “pós escola” remetem a discussões sobre a transição para a vida adulta e as competências necessárias para essa fase, indicando um foco na preparação para a vida pós-escolar.

No quadrante inferior esquerdo, em azul escuro, aparecem palavras como “ensino”, “escolarização”, “médio”, “conteúdo” e “participar”. Este conjunto sugere uma ênfase na escolarização e no ensino médio, abordando temas do cotidiano escolar e da participação dos estudantes. Palavras como “escolarização” e “conteúdo” indicam uma análise voltada para a integração dos conteúdos acadêmicos e a experiência dos estudantes no ambiente escolar.

A análise revela duas dimensões principais: uma voltada para o planejamento e implementação de políticas inclusivas e outra que foca no desenvolvimento de habilidades ao longo da escolarização e na preparação para a vida adulta. Essa estrutura evidencia a complexidade do processo de inclusão, destacando não apenas os aspectos pedagógicos e estruturais, mas também as fases de transição e os desafios enfrentados por estudantes com deficiência ou necessidades específicas ao longo de sua trajetória educacional.

A visualização facilita o entendimento das tensões e das demandas que envolvem tanto a inclusão em sala de aula quanto a autonomia e participação social após a escola, proporcionando subsídios para a formulação de práticas pedagógicas e políticas mais eficazes e inclusivas.

Como última estratégia utilizada, apresentamos na Figura 4, a análise por similitude:



Fonte: Os autores (2024)

Figura 4: Similitude

A análise de similitude trata-se da investigação de dados textuais, que buscam identificar temas centrais e as conexões entre eles, a partir de uma visualização gráfica, como a apresentada na Figura 4 é possível observar a estrutura do discurso, compreender os principais conceitos e as interações entre eles.

Podemos observar que palavras como "escola", "aluno" e "processo" ocupam posições centrais, indicando que são temas estruturantes no corpus analisado. Esse tipo de análise não apenas facilita a identificação de conceitos fundamentais. Segundo Camargo e Justo (2013), a análise de similitude por meio do IRaMuTeQ auxilia na visualização e interpretação de padrões temáticos de forma objetiva, reduzindo a subjetividade na análise inicial dos dados textuais.

No contexto educacional, a análise de similitude revela a ênfase nas discussões sobre inclusão e os desafios enfrentados por alunos com necessidades educacionais específicas, como indicado pelos agrupamentos em torno dos termos "deficiência intelectual", "inclusão", "educação" e "vida". Esses agrupamentos evidenciam a preocupação com a construção de um ambiente escolar inclusivo e com o desenvolvimento de estratégias pedagógicas voltadas para a formação integral desses alunos, incluindo a preparação para a vida adulta e o mundo do trabalho.

Essa abordagem é particularmente relevante na educação inclusiva, pois possibilita que a identificação dos principais pontos de tensão e as necessidades urgentes, promovendo a elaboração de práticas educativas mais assertivas e adaptadas às realidades dos alunos com deficiência ou com necessidades específicas.

Podemos observar que as palavras que melhor descrevem, com relação ao tamanho e à ramificação, são as palavras processo, transição e vida, onde essas três palavras representam bem o entendimento do que é o PIT aonde ao redor da palavra vida temos uma representação da possibilidade de vida independente para as pessoas com deficiência intelectual ou no período pós-escola em que o ensino acaba e é necessário haver uma continuidade através do instrumento de transição para ocorrer o processo entendido. Por outro lado, ao redor das palavras transição e processo, aparece indicativos de que precisa haver uma formação ligada a esse processo de continuidade para a vida adulta, onde os estudos demonstram que esse processo de transição tem que ser construído como dever do professor e da equipe pedagógica da educação básica de onde o aluno com deficiência é oriundo. Isso reflete citar referencias da introdução

Por outro lado, o planejamento individual como estratégia, está muito voltado para a escola, como podemos ver ao redor da palavra escola e da palavra aluno não há uma preocupação muito clara com a saída desse indivíduo da escola. A ideia do social e do trabalho só vai aparecer em uma ramificação muito fraca, ligado à palavra inclusão, ao qual está muito mais ligada ao contexto do PEI à prática pedagógica individual e do desenvolvimento do aluno com necessidades específicas. Esse estudo nos remete às duas realidades destacadas que a LBI ainda está colocando mudanças apenas no domínio da escola, pois nem as palavras universidade, ensino superior, mundo de trabalho e vida adulta representam algum destaque ligado à preocupação da escolarização do público alvo da perspectiva inclusiva. Nesse aspecto, o PIT como ferramenta para conter informação para a vida do estudante que sai da escola básica, seria uma proposta relevante segundo Soriano (2006) e Fergunson (2016).

Então precisamos avançar no sentido trazido pela UNESCO (2015) juntamente no com os objetivos da ODS da agenda 20-30, ao qual propõe uma agenda continuada para promover uma vida adulta com direitos garantidos e equitativos. Esse trajeto, como mostra nossa análise de literatura, precisa retornar a escola e à família como foco principal dessa transição, colocando nesse texto os atores a responsabilidade para a construção do PIT enquanto prática pedagógica relacionada à transição dos estudantes com necessidades específicas para a vida adulta.

IV. Considerações Finais

A partir das análises realizadas foram gerados subsídios para a compreensão dos desafios e potencialidades da Educação Especial na perspectiva inclusiva, para que a partir da finalização da Educação Básica, a vida siga o caminho de alguém com Ensino médio completo. Neste caso, a Classificação Hierárquica Descendente (CHD) e a Análise Fatorial de Correspondência (AFC) permitiram explorar de maneira detalhada as relações semânticas e a estrutura dos discursos produzida pelos textos selecionados nas bases de dados, evidenciando as tensões e os aspectos centrais discutidos pelos trabalhos participantes da pesquisa.

Os resultados revelaram seis classes temáticas principais, cada uma representando um aspecto essencial da inclusão educacional e o avanço para vida com autonomia. A progressão das classes, que vai desde o planejamento educacional individualizado, passa pela articulação curricular e práticas pedagógicas, até a preparação dos alunos para a vida adulta, demonstra a complexidade do processo de inclusão. As classes apresentaram temas inter-relacionados que refletem a necessidade de um planejamento cuidadoso, intervenções adequadas, e preparação contínua para garantir não apenas o acesso ao ambiente escolar, mas também a autonomia futura dos alunos. Esta análise evidencia a importância de compreender o processo inclusivo de forma holística e legal, considerando cada etapa do percurso educacional como fundamental para

o desenvolvimento integral dos estudantes com a possibilidade de políticas públicas como o Plano Viver Sem Limites de forma a apoiar as ações.

Já a Análise Fatorial de Correspondência contribuiu para aprofundar o entendimento sobre como os termos e conceitos se agrupam e se relacionam ao longo das diferentes dimensões do corpus. Os eixos fatoriais indicaram uma distinção entre os aspectos ligados ao planejamento e regulamentação das práticas inclusivas, e aqueles relacionados ao desenvolvimento de habilidades ao longo da escolarização e na transição para a vida adulta. A AFC mostrou claramente que, enquanto o planejamento e as estratégias regulamentares são fundamentais para a construção de um ambiente inclusivo, a execução dessas estratégias e o desenvolvimento de habilidades de autonomia e participação social são igualmente importantes para o sucesso da inclusão.

Este resultado destaca a interdependência entre o planejamento institucional e o acompanhamento constante dos alunos, desde o ingresso escolar até sua inserção na vida adulta.

Questões sobre plano de transição correlacionados a pessoa com deficiência intelectual foram mencionados e nos cabe uma análise reflexiva quanto a isso. Será que a transição para a vida adulta só ocorre para as pessoas com deficiência intelectual? Porque os estudos estão voltados apenas para esse público? O que acontece com as demais pessoas com necessidades específicas? Para além dessas questões a serem respondidas em estudos futuro, fica o registro da necessidade de individualização no ensino e continuidade no processo para além dos espaços escolares.

Portanto, as análises realizadas apontam para a necessidade de uma abordagem inclusiva que considere a Educação Especial de forma integrada, englobando o planejamento educacional individualizado, a adaptação curricular, as intervenções pedagógicas, e a preparação para a vida adulta. Tanto o planejamento quanto a prática pedagógica precisam estar alinhados e articulados para garantir que os alunos com deficiência ou com necessidades específicas não apenas tenham acesso à escola, mas também possam se desenvolver plenamente e alcançar a independência. É imprescindível que os profissionais da educação, gestores e formuladores de políticas públicas reconheçam e atuem sobre as diferentes dimensões do processo educacional inclusivo, assegurando que as barreiras sejam progressivamente eliminadas para que se a lei prestes fazer 10 anos e as ODS de justiça social e direitos humanos da Agenda 2030 a 10% dos brasileiros com necessidades específicas das mais diversas. Assim, as oportunidades para os alunos sejam ampliadas, de modo que possam participar plenamente da sociedade.

As evidências encontradas sugerem que o sucesso da inclusão depende não apenas da adoção de práticas educativas específicas, mas também de uma transformação cultural e institucional que suporte, de maneira integrada, para cada etapa do percurso educativo desses alunos, de maneira interligada.

Portanto, as análises realizadas sugerem que o PIT, apoiado por práticas pedagógicas personalizadas e um processo contínuo de adaptação e monitoramento, pode ser importante e decisório na transição escolar e na promoção da autonomia dos estudantes para além do Ensino Regular. A LBI criou uma base normativa para a inclusão, mas os resultados desta pesquisa demonstram que, para essa inclusão ser efetiva, é necessário um esforço contínuo e bem articulado que promova a adaptação curricular, o acompanhamento do progresso dos alunos e a preparação para a vida adulta, garantindo que a inclusão seja verdadeiramente transformadora e emancipatória como prevê o resultado da aplicação da lei.

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The Influence of Mother Tongue(S)on the Learning and Teaching of English as a Foreign Language at Three Universities: The Case of Protestant, Kinshasa and Technological/Bel Campus Universities in the Democratic Republic of Congo

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Abstract- This paper attempted to assess the attitudes of students in the use of national and international languages in DRC and to identify the factors that constitute linguistic barriers among Congolese students from three universities (UNIKIN, UPC, and Bel Campus). The study used a quantitative method for data collection through a questionnaire given to each randomly selected representative sample of students, targeting only three faculties (arts, economics, and medical school).

According to the survey results, the majority of students, primarily girls, were opposed to the use of local languages in favor of foreign languages such as French and English and also parents' social status has a significant influence on the use of the preferred language (s) of student targeted.

Keywords: local language, mother tongue, foreign language, kinshasa, vernacular, status, DRC.

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I. Introduction

a) The Problem

We all know that a mother tongue has an impact or influence on learning additional languages, particularly in an EFL context like the Democratic Republic of Congo, and choosing the dominant language among different background languages of students to use in class to enable those students with low levels of English or French to understand the lesson may be a challenging task.

Given the short study time-once or twice a week- and other considerations, some Congolese students of English find it challenging to master English because it is studied in the DRC as a foreign language.

While French is used throughout the nation as an official language in the government, the media, the courts of justice, and other formal situations, it is also taught for a longer period of time.

Therefore, the majority of students at Universities of Congo including foreigners (African students from neighbouring countries) studying in Kinshasa do not have a unique and the same mother tongue, but study in a language (English) both as a subject and medium of instruction that they do not have the command of it. As an illustration, there are cases where a person speaks different basic languages, including a Congolese one and a second Congolese language, or a Congolese and a foreign language. That is to say a person who has been greatly exposed to a non Congolese language such as French since birth alongside the Congolese language(s), may become more competent in the second language.

We cannot deny the reality that some students have a very difficult time reading or even writing in English correctly, particularly when it comes to completing a scientific work like a bachelor's or final term research paper.

People generally use one language in tandem with another in a multilingual environment like the DRC because we are exposed to many languages at once as children, making it challenging to speak only one language. Thus, the idea of mother tongue is delicate.

The concept 'mother tongue' initially defined by UNESCO (1953) in terms of chronology and language competence. In some cases, it is not always easy to identify the dominant language especially where a multilingual person uses several languages alternatively for different circumstance.

Many people develop different mother tongues and are exposed to several languages. These several languages may be grouped into four categories: vernacular languages, national languages, official language and one foreign one. At the vernacular (tribal) level, they are dispatched geographically throughout the country such as Kilega, Kipende, Kinande and so on.

The second level includes the four national languages, i.e kikongo, Kiswahili, lingala and Ciluba. The official language, French, is at the third level, and the foreign language, English, is at the fourth level. If we are to use the UNESCO definition of competence, it is vital to keep in mind that some students have two mother languages because of things like the rural exodus, travel, etc.

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II. Aim of the Research

The study used four objectives, which are:

1. What language do they use most the time at the university
2. To evaluate students' opinions on the national and international languages they use.
3. To look into how social standing affects language learning.
4. Identifying circumstances (factors) that might make learning or using a foreign language difficult.

III. A Review of Literature

Due to the differing viewpoints of instructors, educators, and researchers, the use of the mother tongue (MT) in EFL classes continues to be a hot topic of discussion.

The use of the first language is widespread and natural in foreign language instruction, according to certain academics like Carless (2001), and it appears to positively affect the learning process.

The absence of the mother tongue is also viewed by Macaro (1997) as being unworkable and depriving learners of a crucial instrument for language learning.

Nunan and Lamb (1996) claim that foreign language instructors are unable to forbid the use of the mother tongue in their classes.

Because there are few opportunities to utilize the foreign language outside of the classroom, Lu (1985) notes that it is strongly advised to speak in your mother tongue.

Sharma references Auerbach (1993) in 2006:81) not only recognises the usefulness of the mother language in the classroom but also offers suggestions for its application in managing the class, addressing intercultural challenges, giving directions, clarifying mistakes, and assessing comprehension.

While promoting the use of Mother tongue in FL education, it is crucial to remember that there are no standards for the appropriate dosage of Mother tongue use.

Cook (2001) lists the efficiency, learning, naturalness, and external relevance criteria for using the Mother tongue.

Efficiency refers to using the Mother tongue to complete a task more successfully.

The use of the students' Mother tongue raises the question of whether Foreign Language (FL) learning is improved by it. In terms of specific topics, naturalness refers to whether students prefer to use their Mother tongue or FL.

The mother tongue's ability to assist students with FL applications they may require outside of the classroom is the final indicator of external relevance.

The last criterion may be connected to using English for communication; it may speak to commonplace subjects, practical knowledge, and pragmatic language like speaking or taking part in internet discussions in English.

Despite the fact that these criteria may be helpful in clarifying the general teaching circumstances for using the MT with regard to a particular class or topic, they are in no way a replacement for the formal guidelines, which should be defined practically and in terms of particular topics, situations, and frequency.

The two trends in language policy in post-colonial Africa that are evident in sociolinguistic literature are those that outright reject colonial Western languages because they are thought to be incompatible with African interests and those that aim to coexist or compromise between Western and African languages. Professor Malekani has demonstrated both of these trends in his article.

The leaders of the first trend include James Nguzi and Franz Fanon, whereas Professor Ayo Bamgbose and others have backed the second approach (1991).

The promotion of a national language that could be made official and the preservation of a certain level of national multilingualism are two more themes that may be found within the realm of local African languages.

Belgian language disputes were frequently imported into Belgian Congo during the colonial era, as described in Wardhaugh (1986) and Kutumisa (1983).

As part of its divide-and-rule colonial strategy, Belgium saw any proposal for the creation of a single Congolese language as harmful for fear that it might serve as justification for national unification in the event of independence.

Indigenous languages were not established because, on the one hand, they would be a logistical nightmare and, on the other, they were intended to communicate the traditional traditions that the colonial authority had vowed to defend alongside the Christian church.

Due to their cultural neutrality and demographic representation, the inter-ethnic or regional languages Ciluba, Kikongo, Kiswahili, and Lingala were thought to be intriguing.

Thus, texts for schools and newspapers were published in these four languages, with a focus on the first three given that Lingala was then thought to have a smaller demographic proportion.

The Belgians permitted only a small number of Congolese to receive an education in French while permitting only restricted usage of these vernacular languages in primary schools (for the same reason mentioned above).

The four languages' sociolinguistics followed the same pattern as the language policy:

Lingala for the army, as military bases were typically built in Lingala-speaking regions:

In Kivu's plantations, Ciluba and Kiswahili were spoken and Eastern Province, while Bandundu's crops and railway building sites employed Kikongo.

According to Fabian (1989), there were three guiding ideas for Belgian colonial language policy:

Limiting multilingualism, which poses a challenge to the administrative order; rationally developing the major indigenous languages to prevent the emergence of a sense of national identity;

As a result of these three guiding principles, a language policy with three tiers of languages was developed, including:

a) French at the top as a contact language used only by a small number of Congolese;
b) The four common vernacular languages used as official languages in the various provinces of the nation;
c) Local dialects that are not featured in official media.

In contrast to the Belgians, the British and Portuguese permitted local indigenous languages to develop further in line with their cultural values, whilst the French allowed an African elite from the French colonies to develop this language in the same way as the French themselves.

The post-colonial era (1960–) Seminars, seminars, and conferences have been held to address the language issue, primarily, as previously indicated, focussing on the potential selection of a national language to replace French as the official language (Polome 1968; Bokamba 1976; Huta-Mukana 1984).

Due to political, economic, and social considerations, the sociolinguistics of the four common languages has significantly evolved since then.

For obvious reasons, Lingala has grown significantly in importance under the Mobutu dictatorship, much as Kiswahili has for both the same and opposite reasons.

Some studies have advocated for a single national tongue.

a. *The selection of Lingala*

In a well-researched article, Professor Ntahwakuderwa (1986) promotes Lingala as the national language and one of the official languages and elaborates on Lingala's main asset, that of supporting the political leadership of the time, as the attitude of politicians has always played a significant role in the choice of a national language, citing the example of Kiswahili in Tanzania and making comments on the Arusha Declaration where Tanzanian citizens would have equal rights

It is crucial to note additional significant Lingala advantages, which are likewise supported by numerous earlier publications:

1. The music of the Congo uses it. 2. The Army's use of it. 3. Its use in Kinshasa, the nation's capital. 4. Many students' impressions of the Lingala language are that it is a simple language.

b. *The decision to choose Kiswahili*

For his side, Professor Kamwangamalu (1997) argues for the following reasons in support of Kiswahili as the country's official second language and national language:

1. Since Kiswahili was brought to Congo from Tanzania and Kenya and the majority of persons who speak it also speak other indigenous languages—many of which are not one of the four national languages—no one in Congo can claim that Kiswahili is an ethnic language.

Thus, Kiswahili would be regarded as a universally neutral language.

2. Kiswahili has a wider national and international distribution and diffusion than the other national languages. 3. Even though the literary tradition of Kiswahili is not more developed than that of other national languages in the DRC, it is developed outside the DRC and includes dictionaries, grammars, journals, poems, courses at foreign universities, and broadcasts on foreign radio stations.

As a result, the government would spend less money purchasing instructional materials to teach Kiswahili. Without outright disagreeing with Professor Ntahwa's viewpoint on Lingala, it is nevertheless critical to place them in some context:

a. Even though Lingala is still primarily used in Congolese music, it is important to remember that other languages have been used in the past, most notably Kiswahili with Wendo, Bombenga, and other musicians; additionally, phrases from other languages are still used in Congolese music today.
b. Its use in the army is now shared with Kiswahili from the AFDL (politico military party for liberation of the Democratic Republic of Congo);

No language is completely easier than others, depending on the psycholinguistic, sociolinguistic, and pedagogical aspects unique to the situations concerned. The capital Kinshasa is gradually importing other national languages, as can be seen in buses and other public areas.

Without disputing the core of Professor Kamwangamalu's argument in regards to Kiswahili, it is crucial to clarify its boundaries:

1. There is ongoing disagreement among scientists on the precise timing of the arrival of Kiswahili into the Congo.
2. According to some analysts, such as Professor Nkulu (1984), this introduction must have happened much earlier than the 19th century, given the prosperous trade interactions that must have occurred centuries

ago between chiefs of Katange and Tanzania who all spoke Kiswahili.

3. The Congolese ethnicity of Kiswahili is effective, despite the fact that it is more recent than certain others, according to this argument.
4. Although it should not be overstated, the use and spread of a language abroad may have some influence at home. The establishment of a single official national language is more influenced by national factors.
5. The pedagogical benefit is still restricted in that even in its standardized form, the variety of Kiswahili taught in schools shouldn't stray too far from everyday usage, bringing Kiswahili back up to par with other languages.
6. In the end, Kiswahili continues to have an undisputed political edge over other languages due to its broader circulation and internal diffusion in Congo.

Additionally, in post-colonial Congo, the sociolinguistic status of the four Congolese languages has undergone a significant transformation.

Lingala has gained recognition as a genuine contender to become a distinct national and official language throughout this time.

The continuous use of Lingala in the army, music, and the military coup in 1965 are some of the most important political, social, and economic reasons that have raised the sociolinguistic status of the language (Kutumisa, 1987; Malekani, etc.).

The sociolinguistic pyramid.

The explanation above leads to the conclusion that the languages spoken to some extent in the Democratic Republic of Congo (DRC) can be arranged in a pyramid with the following four levels:

1. The 240–250 vernacular languages, comprising several dialects, at the bottom.
2. The second-level study of the four national languages
3. Third-level French, the official language
4. And at the fourth, with brackets, the foreign language, English! (why?)

French and the four national languages have a diaglossic relationship, with French being the High (H) and the National languages being the Low (L).

One of the hallmarks of diaglossia, according to Ferguson (1954), is that H is more prestigious than L and has more specialized roles and areas of application in the community.

Despite the increasing use of national languages in some official institutions and the fact that, according to some researchers, only a small portion of Congolese people use French (for example, Rubengo: only 30% speak it and only 25% write it correctly), French continues to be very popular in the present.

The four national languages and the vernacular languages are believed to share a similar relationship since during the two years of primary school, the national languages were used as the medium of instruction.

Despite the proposals made to some previous governments by a number of Congolese scientists who gathered at conferences and colloquia in one or more cities of the Democratic Republic of Congo (DRC), the debate on the use of the first language in the teaching of foreign languages, particularly at the university level, has not yet been resolved in this country.

In order to put into practice what UNESCO advises, which states that "the child learns best exclusively in his mother tongue," the focus was placed on using the mother tongue in higher education and achieving official status similar to that of French.

The use of L1 is either rejected or ignored by certain teachers in the English-speaking world at the moment. Teachers in the English-speaking world today can be divided into two groups: those who heavily employ L1 and those who reject it or fail to see the advantages or possibilities of the home tongue. More importantly, mistakes made by pupils can help teachers better understand the interlanguage abilities of their students.

An article by Professor MALEKANI (2001) on Mother tongue effect published in African review of educational sciences after investigation, revealed that students (in Kisangani) are trilingual, as seen by the MT-effect aggregate scores, which clearly demonstrate that despite the small appearance of France, the scores for the three languages are roughly equal.

It may seem strange that a foreign language (in this case, French) may serve as an MT for another language, but this is understandable when you consider how dominant French is in modern Congolese classrooms.

This result has the effect that any CA, EA, IL, or other applied linguistics study that includes the Congolese area covered by this study will need to account for three MTs instead of one.

IV. Methods

In order to use the quantitative method and collect data, the researcher has made use of tools like a questionnaire and observation. The data will be presented in the form of tables.

This questionnaire was divided into two main parts: Sociolinguistic and psycholinguistic. The questionnaire is an important tool in this data collection process, though it is mainly used in quantitative and survey research.

This study targeted three universities, one of which was a public state university (UNIKIN) and two private ones (UPC and Campus). The researcher collected the data from a questionnaire given to this randomly selected sample of students, and the tables

below show the exact number of these students distributed according to the classes and faculties chosen.

To collect data, we used a total of 416 randomly selected students from various universities. Each student was given a survey questionnaire to complete, and we also watched the students as they took classes in the study room to see how they used the language or handled the use of the English language.

V. Presentation and Analysis of Results of the Survey

Description of Variables: Sex, Age, Number, Major, Level.

Table 1: Gender of the respondents

Gender	Number of respondents	Percentage
Male	236	56,7
Female	180	43,3
Total	416	100

In all these three universities chosen for the study, which are listed in this table, there are more boys than girls overall among survey respondents.

Table 2: Age Group of the Respondents

Age	Number of Respondents	Percentage
18-24	297	71,4
25-32	119	28,6
Total	416	100

As the percentage in the table above clearly shows, the majority of participants in this table appear to be young, that is, between the ages of 18 and 24.

Table 3: Institutions/Universities

Universities	Number of Respondents	Percentage
UNIKIN	208	50
UPC	175	42,1
BEL CAMPUS	33	7,9
Total	416	100

Most of the students attending the three universities chosen for the study come from Unikin, next UPC, and finally Bel Campus.

Table 4: Different Faculties at these Three Institutions.

Faculties	Number of Respondents	Percentage
Arts	208	50
Economics	175	42,1
Medical School	33	7,9
Total	416	100

Students from the faculty of Arts (UNIKIN), next those from Economic Sciences (UPC), and finally those from Medical school (Bel Campus), were those who responded to the survey the most, as was the case, according to our observation.

Table 5: Various Classes Selected from these Three Universities for Investigation.

Classes/Level of Study	Number of Respondents	Percentage
First year	124	29,8
Fourth year	146	35,1
Final year	146	35,1
Total	416	100

Looking at the table above, we can see that there are two classes (fourth year and last year) with an identical number of participants, which means that these two classes have more students than the first year.

VI. Results and Discussion

The study revealed that most of the respondents (mainly men) think that learning a foreign language does not require having a native language, and French is by far their most frequently used language (90%). The majority of respondents (70%) are students at the University of Kinshasa, followed by those at UPC (20%) and Bel Campus (10%). 100% of the respondents from these three target universities disagreed in the slightest with the idea of learning a foreign language using the local language. Two faculties' respondents strongly disagreed, and most of them respondents who agreed came from the Faculty of Arts.

In terms of age, the majority of responders are between the ages of 18 and 24, with only a small number in the 25–35 range. Ninety percent of our respondents are fourth and final year students at undergraduate level.

The study also found that students can use two or more foreign languages, (48%), primarily at the University of Kinshasa, while others not (40%) at UPC or Bel Campus or Bel Campus (12%).

The study confirmed what the vast majority of respondents to our questionnaires indicated that the use of the national language is significantly influenced by the social position of the parents. At this level, it's likely that the majority, if not all, of respondents in these universities concur that speaking a native language is a barrier to learning a foreign language.

VII. Conclusion

Even though they occasionally speak local languages in or outside of the classroom (study room), the majority of students (especially female students) prefer to follow lessons or courses in foreign or international languages, according to the same questionnaire. The respondents' ages ranged from 25 to 32 years.

Additionally, regardless of their university, every respondent felt that using two or more national or foreign languages in the study room helps them understand the lecture.

We also see that the use of the preferred language(s) in some academic and social contexts is significantly influenced by the social position of the parents.

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- Abstract: font size 9 with the word "Abstract" in bold italics.
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- 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.

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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.

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.

Results:

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

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

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

Content:

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

What to stay away from:

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

Approach:

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

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

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

Figures and tables:

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

Discussion:

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

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

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

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

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

Approach:

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

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

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

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

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

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

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

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

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

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Global Journal of Human Social Science

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