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Dr. Manoj Kumar

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FOREWORD

I am pleased to put into the hands of readers Volume-8; Issue-2: 2026 (March-April 2026) of “**Journal of Humanities and Education Development (JHED) (ISSN: 2581-8651)**”, an international journal which publishes peer reviewed quality research papers on a wide variety of topics related to, Humanities and Education development. Looking to the keen interest shown by the authors and readers, the editorial board has decided to release print issue also, journal issue will be available in various library also in print and online version. This will motivate authors for quick publication of their research papers. Even with these changes our objective remains the same, that is, to encourage young researchers and academicians to think innovatively and share their research findings with others for the betterment of mankind. This journal has DOI (Digital Object Identifier) also, this will improve citation of research papers.

I thank all the authors of the research papers for contributing their scholarly articles. Despite many challenges, the entire editorial board has worked tirelessly and helped me to bring out this issue of the journal well in time. They all deserve my heartfelt thanks.

Finally, I hope the readers will make good use of this valuable research material and continue to contribute their research finding for publication in this journal. Constructive comments and suggestions from our readers are welcome for further improvement of the quality and usefulness of the journal.

With warm regards.



Dr. Manoj Kumar

Editor-in-Chief

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The Rise of Loyal and Righteous Figures in the Qing Dynasty and Their Culture of Violence

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Abstract— *This article discusses the sacrifice ceremony of Zhaozhongci in Qing dynasty by method of dual-subject of system and text. On the one hand, it clarifies the evolution of the system, and explains the formation and development context of text group of "Loyalty Characters". On the other hand, it proves the internal and external changes of the sacrifice ceremony system of Zhaozhongci by describing writing connotation and spiritual transformation of "Loyalty Characters". The development trend of the increasingly flourishing of sacrifice ceremony system and text of Zhaozhongci as well as its interaction with politics, society, culture and psychology reveals that sacrifice ceremony of Zhaozhongci has certain position and influence in many aspects in the late Qing Dynasty. Based on such understanding, the author further explores the generation, development and spread of violence culture through the "Death" and "Violence" in the text, attempting to present the aspect of violence psychology that is increasingly pervading in the society of the late Qing Dynasty.*

I. INTRODUCTION

In the late Qing Dynasty, a vast array of texts emerged, documenting the deeds of loyal and righteous figures and their martyrdom. The scale of the figures and events involved was unprecedented in previous dynasties, a phenomenon closely tied to the establishment of the Zhaozhong Shrine sacrificial rites during the Qing Dynasty. The Zhaozhong Shrine sacrificial rites, initiated during the Yongzheng era, were designed to honor loyalty and valor, commemorating subjects who sacrificed their lives for the sovereign and the state. Those included in the rites were not limited to nobility, generals, ministers, scholar-officials, or gentry, but extended to soldiers, commoners, women, servants, and other ordinary individuals. Notably, the inclusion of a large number of people was an institutional and scale innovation unseen in earlier dynasties. The Zhaozhong Shrine sacrificial rites constituted a long-standing system rather than a temporary or localized commemorative activity. It grew increasingly prosperous, spreading from the central government to local regions, and from Beijing to the far reaches of the empire.

This development paralleled the wars and rebellions from the High Qing to the late Qing period, becoming a remarkable phenomenon in the sacrificial culture of the late Qing. The Zhaozhong Shrine sacrificial rites were not merely an institutional presence; they also gave rise to a diverse and rich array of texts, including imperial edicts, "Zhaozhong Shrine Liezhuan" (Biographies of the Loyal and Righteous from the Zhaozhong Shrine), memorials, official documents, local gazettes, inscriptions, essays and poetry, Zhaozhonglu (Records of Loyalty and Valor), regulations, genealogies, epitaphs, and even newspapers. These form a collective body of texts centered on the symbol of "loyalty and righteousness." The potential information embedded in these diverse texts far exceeds the institutional framework and its political implications. Exploring broader dimensions such as society, culture, and psychology through these materials can undoubtedly yield a richer historical understanding.

From a socio-cultural perspective, the events and essence documented in texts related to the Zhaozhong Shrine represent the most extreme form of "violence," a

culture of violence and death symbolized by "loyalty and righteousness." Synchronized with the expansion of the Zhaozhong Shrine sacrificial rites from the High Qing to the late Qing, one can discern a trend in the rise of "loyal and righteous" writing and a culture of violence. Corresponding to this cultural phenomenon were the increasingly prominent internal and external rebellions and violent activities in 19th-century China. The connections and dynamics among these political and social activities, sacrificial culture, and social psychology undoubtedly warrant attention and reflection. This article, by examining the institutional and textual evolution of the Zhaozhong Shrine sacrificial rites, elucidates the context of the formation and development of the textual collective of "loyal and righteous figures" in the Qing Dynasty. It further attempts to use the concept of "violence" to capture this narrative trend in the late Qing and the contemporaneous violent mindset it reveals.

II. THE ESTABLISHMENT, PRACTICE, AND LOCALIZATION OF THE ZHAOZHONG SHRINE SACRIFICIAL RITES

2.1 Emperor Yongzheng's Political Rewards and Propaganda

Emperor Yongzheng (1678-1735) ascended the throne amidst a fierce struggle among princes for the succession, and the legitimacy of his rule was repeatedly questioned by his political opponents. The victory in the Qinghai campaign in the second year of his reign (1724) played a crucial role in solidifying his position and stabilizing the political situation, enabling him to launch a political counterattack against his rivals. In October of that year, he issued an edict ordering the construction of the "Biaojiang Zhongxun Ci" (Shrine for Honoring Loyal and Meritorious Officials) in the capital, dedicated to the civil and military officials, as well as officers and soldiers, who had died in service to the state since the founding of the dynasty.¹ Emperor Yongzheng's initiative to establish this new sacrificial rite to promote loyalty and integrity served a dual purpose. On the one hand, it was a means to leverage the favorable situation created by the Qinghai victory to strike at his political enemies. On the other hand, while ostensibly rewarding loyal merit through generous rewards and commendations for the officers and soldiers who had distinguished themselves in battle, and providing substantial compensation and accolades for the fallen and

their families, it was actually a way to publicize the Qinghai military achievement. This served to elevate and establish his own historical standing, aiming to prove the legitimacy of his succession and consolidate his imperial authority.

The Zhaozhong Shrine sacrificial rites, through their physical form, provided a concrete space for commemorating the Qing Dynasty's military prowess and constructed a format for recalling the dynasty's military achievements. From then on, the Zhaozhong Shrine in the capital became a tangible symbol in Beijing of the Qing Dynasty's great accomplishments and the emperor's recognition of loyal service, thereby highlighting the significance of the ethic of loyalty to the ruler.

2.2 Emperor Qianlong's Military Campaigns and Bestowed Favors

In order to distinguish himself from Emperor Yongzheng's severe and stringent political style, Emperor Qianlong (1711-1799) upon his ascension declared a governing principle of "tempering severity with leniency." He sought to rule with benevolence to win over the people's hearts and to heal the divisions and estrangement between ruler and officials resulting from past factional struggles within the court[1]. Within this political atmosphere, he deliberately utilized and promoted the few policies of his father, Emperor Yongzheng, that showed generosity and favor towards his subjects. He repeatedly bestowed additional favors upon and expanded the scope of the Zhaozhong Shrine sacrificial rites. By providing tangible personnel benefits, he deepened the collective connection and identification of these individuals with the ruler and the state, encouraging continued sacrifice for the nation. (Refer to Table 1.) He extolled these rites as a "kuangdian" (unprecedented grand ceremony) for rewarding merit, bestowing upon them the highest praise.

¹ In the sixth year of the Yongzheng reign (1728), the shrine was completed and officially named "Zhaozhong Shrine."

Table 1: A Table of the Institutional Evolution of the Zhaozhong Shrine Sacrificial Rites During the Qianlong Reign

1st Year of the Qianlong Reign (1736)	An imperial edict was issued ordering the investigation and reporting of the family members of those enshrined in the Zhaozhong Shrine, granting them promotion and care.	Qinding Daqing Huidian Zeli, vol. 84, p. 640
3rd Year of the Qianlong Reign (1738)	Officials and soldiers who died in service at the Western Route, Zhuozishan Mountain, and Qizishan Mountain (all during the Yongzheng reign) were to be enshrined in the Zhaozhong Shrine.	Qing Gaozong Chun Huangdi Shilu, vol. 66, p. 72
4th Year of the Qianlong Reign (1739)	An imperial edict was issued ordering that personnel who died in service at the Northern Route military camps during the Yongzheng reign be posthumously added to the Zhaozhong Shrine.	Qing Gaozong Chun Huangdi Shilu, vol. 86, p. 346
13th Year of the Qianlong Reign (1748)	It was approved through deliberation that for hereditary officials of the Eight Banners who had long had no descendants, a spirit tablet for the original titleholder should be established in the Zhaozhong Shrine to receive offerings, thereby manifesting their meritorious service.	Qinding Daqing Huidian Zeli, vol. 84, p. 641
25th Year of the Qianlong Reign (1760)	An imperial edict was issued ordering that servants of officers and soldiers who died in battle be granted special favors and have their cases deliberated for compensation. In addition to being enshrined in the Zhaozhong Shrine, their sons and younger brothers were permitted to leave the bond-servant registers and become commoners.	Daqing Huidian Shili (Guangxu chao), vol. 449, p. 152
39th Year of the Qianlong Reign (1774)	During the Wang Lun Incident, Fang Yi, the nephew of Fang Guangsi, the Chief of Police in Tangyi County; Wu Wenxiu, the nephew of Wu Li, the Instructor; and the servant Wang Zhong all followed the officials in resisting the bandits. They either died in the line of duty or, following their masters, cursed the bandits and were brutally killed after refusing to submit. All of them, despite holding no official position, were enshrined in the Zhaozhong Shrine.	Qing Gaozong Chun Huangdi Shilu, vol. 968, p. 1207
58th Year of the Qianlong Reign (1793)	Hailancha (?-1793) died of illness at home. According to regulations, he was not eligible for enshrinement in the Zhaozhong Shrine. However, the Qianlong Emperor, considering that Hailancha had "served in the military camps for many years and had been wounded in battle," granted him special posthumous favors as a high minister who had served in the military camps. An edict was issued bestowing the favor of enshrining him in the Zhaozhong Shrine.	Qing Gaozong Chun Huangdi Shilu, vol. 1425, p. 68

Moreover, the Qianlong Emperor proclaimed his "十全武功" [2]. The violence and death brought by numerous campaigns continuously provided abundant material for the Zhaozhong Shrine sacrificial rites. The Qianlong Emperor implemented these rites throughout this series of wars, during which the practice of enshrining officials and soldiers who died in battle became an established Qing Dynasty custom for granting posthumous compensation and honors [3]. Through prolonged operation and practice, the Zhaozhong Shrine sacrificial rites became fully institutionalized. During the sixty years of the Qianlong reign, the rites were conducted with great stability, held semi-annually in spring and autumn (the second and eighth months of the lunar calendar) without interruption.

While the Qianlong Emperor's enthusiasm and emphasis on the sacrificial rites were certainly politically motivated or aimed at promoting his military achievements, his methods were notably more magnanimous and nuanced, demonstrating a greater grasp of his ministers' psychology. The Qianlong Emperor's bestowal of favors upon those who served and died for the state and ruler, as well as their families, reached an extreme, strengthening the interactive dynamic between the emperor and his subjects within the rites. The emperor's care for the deceased loyalists and their families provided both psychological and tangible incentives, while simultaneously serving as exemplary education (models of loyalty and courage) and a source of psychological pressure. The numerous wars and rebellions of the

Qianlong era were not only opportunities to enact the sacrificial rites but also arenas to test the integrity and resolve of his subjects. Both high ministers and common soldiers were forced to make choices when facing life and death. The Zhaozhong Shrine sacrificial rites provided a normative form and framework (applicable to both ruler and ministers), and their influence is undeniable. Those who survived through dishonorable means faced the severest punishment, while the deceased were granted the highest sacrificial honors and grace. Whether an individual was granted enshrinement in the Zhaozhong Shrine became an indicator of the emperor's evaluation of that person and their deeds.

The emperor's grace and the memory of their fathers' and grandfathers' loyalty had a similarly emotive and normative impact on family members and descendants. According to regulations, they were required to participate in the biannual Zhaozhong Shrine ceremonies. This was both an act of reverence and remembrance for their ancestors' deeds and a response of gratitude for the emperor's favor. They were expected to participate respectfully and behave appropriately. Regardless of the true psychological state of these family members, this form of participatory ritual served as a reminder when they might one day face their own life-or-death decisions. This was not merely a top-down political performance but a normative, collective interaction. The long-term practice and shared participation in this cultural form, where ruler and ministers interacted and perceived each other within this arena, established a certain psychological foundation for the Qianlong Emperor and his subjects. It played a significant role in sustaining the martial spirit and ethos of loyalty and righteousness within the military forces as the Qianlong Emperor repeatedly pursued his military exploits.

2.3 Localization: The Establishment of Provincial Zhaozhong Shrines and Army-Specific Zhaozhong Shrines

In the seventh year of the Jiaqing reign (1802), on the eve of suppressing the Sichuan-Shaanxi-Hubei sectarian rebellions, the Qing government, following the established practice since the Yongzheng and Qianlong eras, began the process of enshrining fallen officers and soldiers in the Zhaozhong Shrine. However, due to the immense number of casualties, the Zhaozhong Shrine in the capital faced the dilemma of insufficient space to accommodate additional spirit tablets. Consequently, the Jiaqing Emperor proposed the widespread establishment of Zhaozhong Shrines in various prefectures (including sub-prefectures and independent departments), thereby extending this form of ruler-subject interaction to the local populace. The localization of the Zhaozhong Shrine sacrificial rites

commenced with enshrinements related to the Sichuan-Shaanxi-Hubei incident and the Miao uprisings in western Hunan. This was subsequently followed by cases such as Cai Qian's uprising in the southeastern seas and the Tianlijiao incident in Zhili and Henan provinces. During the Daoguang reign, events like the campaign to pacify Jehangir, the Zhang Bing incident in Taiwan, and the Opium War continually provided impetus for the ongoing development of Zhaozhong Shrines. Driven by the Jiaqing Emperor's active promotion, the geographical distribution of Zhaozhong Shrine construction expanded from the southwestern and northwestern provinces to the southeastern coastal provinces and even to the northeastern regions beyond the Shanhai Pass.

The trend of internal rebellions reached its climax with the Taiping Heavenly Kingdom movement. The Xianfeng Emperor (1831-1861) issued edicts decreeing that civil and military officials, gentry, and their families who had died loyal to the Qing since the start of the Taiping uprising should receive additional posthumous honors beyond the standard compensations. These honors included bestowing posthumous titles, enshrinement in Zhaozhong Shrines, or the erection of memorial arches to commemorate their chastity and martyrdom. This was a strategy to rally popular support and cope with the crisis, positioning the Zhaozhong Shrine once again as a crucial spiritual rallying symbol for the Qing Dynasty. The Taiping Rebellion lasted over a decade, resulting in enormous military and civilian casualties. With strong encouragement from the central government, a fervent wave of Zhaozhong Shrine construction swept across various regions. Regardless of whether an area was remote or a core economic zone, activities related to building or repairing Zhaozhong Shrines emerged everywhere. Among these, the most extensive was the General Zhaozhong Shrine in the provincial capital of Hangzhou, Zhejiang Province. After the recovery of Zhejiang Province, local authorities established a General Bureau for Investigating Loyalty and Righteousness. Through organized investigation and documentation, over 200,000 individuals, including deceased officials, gentry, soldiers, local braves, and their female family members, were enshrined. From the Jiaqing-Daoguang period through the Xianfeng-Tongzhi era, the scope of identities eligible for enshrinement in Zhaozhong Shrines continuously expanded. By the Tongzhi and Guangxu reigns, the General Zhaozhong Shrine in Zhejiang began including female family members in attached sacrifices and opened enshrinement fully to local figures, with the numbers often reaching tens or even hundreds of thousands [4]. Regardless of whether these vast numbers of war dead enshrined in Zhaozhong Shrines died voluntarily,

accidentally, or under duress, their deaths were shaped through enshrinement and documentation into an image of loyalty, righteousness, and martyrdom for the Qing regime.

Another noteworthy phenomenon during the localization of the Zhaozhong Shrine sacrificial rites was the emergence of army-specific Zhaozhong Shrines. In the third year of the Xianfeng reign (1853), the Xiang Army, which was formed relatively early, saw its founder Zeng Guofan (1811-1872) take the lead in advocating for the construction of a Xiangxiang Loyalty and Righteousness Shrine dedicated specifically to the militia forces. Subsequently, the Xiang Army (also known as the Chu Army) successively established shrines in Jiangxi, Jiangning (Nanjing), Huguang (Hubei and Hunan), as well as in the Guanzhong region and Xinjiang. Following the precedent set by the Xiang Army, the legalization of privately established army-specific Zhaozhong Shrines gradually became normalized. The Huai Army, formed somewhat later, eventually surpassed others in this regard. The Huai Army participated in nearly every military campaign of the late Qing Dynasty, earning a reputation as the empire's most formidable force. Concurrently, casualties within the Huai Army mounted daily, naturally leading to an increase in the construction of Huai Army Zhaozhong Shrines. Furthermore, numerous other military factions, each with its independent regimental designation and identity, also established their own dedicated Zhaozhong Shrines. The considerations and orientations for site selection for late Qing army-specific Zhaozhong Shrines differed significantly from those for prefectural and county-level shrines. During the Tongzhi and Guangxu reigns, the Chu and Huai Armies fought across the nation and garrisoned key strategic points. For soldiers who died in battle or from illness and could not be returned to their ancestral homes for burial, it became common practice for each army to purchase local public cemeteries for interment. The Zhaozhong Shrine, attached to the army's public cemetery, then served as the central sacrificial site. The construction of army-specific Zhaozhong Shrines and public cemeteries formed an inseparable whole. This not only highlighted the "private" nature of these shrines but also demonstrated the profound psychological and emotional significance they held for local military forces.

III. THE FORMATION OF A TEXTUAL COLLECTIVE ON LOYALTY AND RIGHTEOUSNESS

3.1 The Zhaozhong Shrine Liezhuan System: Writing "Loyalty and Righteousness" and Death

The establishment of the Zhaozhong Shrine sacrificial rites was profoundly significant. Concurrent with the deliberation of the rites, a corresponding system for composing biographies was also established, producing a body of officially authored texts. The compiled historical record was the Zhaozhong Shrine Liezhuan. This work was created by "翰林院分派各員詳查實錄、國史、方畧各館檔案，移取兵部清冊，各為立傳，彙成一編，垂諸永久" [5]. The biographical writing in the Zhaozhong Shrine Liezhuan followed a set of formulaic narrative plots and writing paradigms. A typical biography would begin with the person's place of origin, background, moral conduct, meritorious service over the years, and the circumstances of their death in battle or martyrdom. It would also include memorials requesting posthumous compensation, imperial edicts, and records of posthumous titles and honors bestowed.

A distinctive feature of the biographical writing in the Zhaozhong Shrine Liezhuan was its focus on ordinary individuals and the plot of facing death. The Qing state made a grand display of the sheer numbers involved; the scale of individuals enshrined was unprecedented in the history of sacrificial shrines. The vast majority were minor civil and military officials, soldiers, and other ordinary people. These individuals, whose only notable deed was their sacrificial death and who had no other accomplishments, would not have qualified for biographies in the standard national histories. Yet, thanks to the Zhaozhong Shrine Liezhuan, they could leave their names and virtuous examples to posterity. Secondly, the narrative core of the texts associated with the Zhaozhong Shrine sacrificial rites was the account of facing death. The writing promoting the deeds of loyal and righteous figures, centered on the Zhaozhong Shrine rites, invariably described either dying in battle or choosing to die by one's own hand. The essence of these accounts was simply the choice to end one's life through the violence of the enemy or through one's own act of violence. It could be said that what the system and its texts encouraged, beyond the culture and significance of loyalty to the ruler, was implicitly the ultimate expression of such loyalty: the most extreme form and outcome of violence.

The Zhaozhong Shrine sacrificial rites and the writing about loyal and righteous figures constituted a construction of a culture of death. Firstly, it promoted a specific perspective on death, distinct from the ultimate concerns offered by religions, such as reincarnation, the Western Pure Land, or the concept of a true void hometown, which aimed to assuage worldly fears and imaginings of death. The Zhaozhong Shrine rites, in contrast, focused on secular values and expectations.

Leveraging the traditional Chinese view of history, it held out the possibility of enduring recognition through the imagination of official historical positioning and evaluation. By juxtaposing death with permanence as a rhetorical point and incentive, it sought to extend its ethical influence beyond the scholar-official class. Secondly, the state provided a specific way to die: dying for loyalty to the ruler and the country, which would be rewarded with the state's care and collective commemoration. This form of death, however, could only occur through acts and situations of violence. In employing the Zhaozhong Shrine sacrificial rites to promote loyalty and integrity, the practice undoubtedly embedded the genes of a culture of violence and death within its political operations and ethical endeavors.

3.2 The Textual Collective on Loyal and Righteous Figures

The cultural policies of the Qianlong reign were interconnected. The Zhaozhong Shrine sacrificial rites were not merely a component of the ritual system; they also involved verifying facts concerning personal histories, circumstances of death, and bestowals of posthumous honors, as well as their chronological order. This necessitated consulting various archival documents, including the original military records of the dead from the Ministry of War, the short biographies compiled by the Hanlin Academy, and the *Baqi Tongzhi* (Comprehensive Gazetteers of the Eight Banners). On the other hand, the writing of the biographies for the Zhaozhong Shrine also drew upon the military rosters from the Ministry of War and the records held by the Veritable Records, National History, and Military History offices. It is evident from this that the Zhaozhong Shrine sacrificial rites and their associated writings were closely intertwined and mutually influential with Qing Dynasty archives and officially compiled administrative manuals, ritual books, and historical texts. This is particularly noteworthy in the realm of "biographical writing."

During the early Qing Dynasty, in order to successfully govern the Han Chinese territories, the state implemented numerous cultural policies, among which officially compiled historical texts held a significant position. Biographies of individuals constituted a major part of this official historiography. Among the seventeen historical texts compiled during the Kangxi, Yongzheng, and Qianlong reigns, sixteen focused on figures from the Qing dynasty itself. This indicates a clear trend in the early Qing towards historical compilation activities characterized by writing biographies of contemporary figures. Within these biographies dedicated to Qing subjects, "loyalty and steadfastness to the ruler" emerged as a prominent criterion and a goal for moral

transformation. Although the *Shengchao Xunjie Zhuchen Lu* (Record of Officials Who Died Loyal to the Previous Dynasty), compiled in the 40th year of the Qianlong reign (1775), did not concern Qing figures, it served as a precursor to the later compilation of the *Guoshi Erchen Zhuan* (State History Biographies of Twice-Serving Officials) and the *Guoshi Nichen Zhuan* (State History Biographies of Rebellious Officials). In its portrayal of loyal officials from the Ming dynasty, it repeatedly emphasized the motif of "dying for one's duty." This is remarkably consistent with the writing style and language found in the *Zhaozhong Shrine Liezhuan*. The paramount importance of "loyalty to the ruler" was undoubtedly the shared core value across this entire series of official biographies, with "death" and "violence" serving as their ultimate, external behavioral standards; there is a clear line of continuity between them.

In contrast to the writing about loyal Ming figures were those Ming officials who surrendered to the Qing and those who surrendered and later rebelled. In the 41st year of the Qianlong reign (1776), an imperial edict ordered that the biographies of Ming officials who had surrendered to the Qing, originally within the general state history biographies, be separated into a distinct category titled *Guoshi Erchen Zhuan*. In the 54th year of the Qianlong reign (1789), another edict mandated the extraction of those with records of rebellion from the *Guoshi Erchen Zhuan* to form a separate work, the *Guoshi Nichen Zhuan*. The intention behind these actions was clearly to demonstrate the emperor's standards and ideology concerning loyalty.

The Qianlong Emperor deliberately undertook the extensive compilation of biographies of Qing figures and the promotion of their deeds of loyalty and patriotism. The writing about "loyal and righteous figures" became a significant category within the official biographies compiled by the Qing state. In the late Qianlong period, biographies of civil and military officials who had died for the state from the founding of the dynasty down to the Qianlong reign were compiled into the *Guoshi Zhongyi Zhuan*. The composition and sheer number of figures included were unprecedented in any previous dynasty. The Eight Banners gazetteers complemented the state history. The *Baqi Tongzhi* (*Chuji*), compiled between the 5th year of the Yongzheng reign and the 3rd year of the Qianlong reign (1727-1738), already included a section on "Biographies of the Loyal and Valiant" within its biographical chapters. Li Fu (1673-1750), in his preface to the "Biographies of the Loyal and Valiant," stated: "逮我世宗憲皇帝御極，尤加意致命諸臣……。祠祀既建，忠烈益昭，人心共勸。" [6] The revised edition from the

Qianlong reign, published during the Jiaqing reign, was the Qinding Baqi Tongzhi. In this version, the "Biographies" section was reorganized into "Treatises on Personalities," and the "Biographies of the Loyal and Valiant" was renamed "Biographies of the Loyal and Righteous." Through these examples, the clear contours of the Qing state's historical compilation activities and ethos dedicated to promoting loyalty and righteousness become evident.

In summary, it is clear that the Zhaozhong Shrine Liezhuan and the various other official writings on loyal and righteous figures were part of a continuous tradition, with a very close interactive relationship between the institutional framework and the texts themselves. The Qianlong Emperor not only perfected the Zhaozhong Shrine sacrificial rites and ensured their long-term practice, but he also utilized and expanded them. Within his broader political agenda of promoting civil governance and compiling extensive collections of texts, he fostered the formation of the official corpus of writing on "loyal and righteous figures," centered on works like the Zhaozhong Shrine Liezhuan, the Guoshi Zhongyi Zhuan, and the "Biographies of the Loyal and Valiant/Righteous" sections within other official histories.

The prolonged and steadfast practice of the Zhaozhong Shrine sacrificial rites and the writing about its loyal figures indeed constructed a complete set of available forms and modes of participation. This system was rich in the culture and resources of loyalty, including ritual activities and performances, a widely used vocabulary and texts, countless exemplary figures and situational models for remembrance and dissemination, as well as both spiritual and tangible incentives. Its influence can be described as a form of latent, long-term psychological construction. The texts, in relation to the rites, not only endowed them with meaning and enriched their content but also amplified their dissemination and impact on an intellectual and psychological level. The culture of death and violence embedded within the Zhaozhong Shrine sacrificial rites and the writings on loyal and righteous figures would also attach themselves to this psychological influence and be transmitted. While the impact of this form of transmission was initially limited to a certain scope, it already possessed the potential and energy for further expansion. The catalyst for this expansion was the localization of the sacrificial rites during the Jiaqing reign.

IV. TEXTUAL PROLIFERATION AND ITS WRITING OF DEATH AND VIOLENCE

The most direct textual change corresponding to the localization of the Zhaozhong Shrine was the massive

emergence of local texts on loyalty and righteousness. These became the mainstream of Zhaozhong Shrine-related writing and grew increasingly diverse, synchronously reflecting the frequent local wars and rebellions and the sharply rising death toll in the mid-to-late Qing Dynasty. Among the deceased figures documented, martyred merchants, gentry, militia members, and common men and women became new, increasingly common, and essential subjects. This highlights the extensive and brutal scale of wartime death and violent injury, which also had a more direct impact on the perceptions and psychology of the general populace.

Local rebellions in the late Qing, culminating in the Taiping Heavenly Kingdom movement, reached a peak in terms of war scale, violence, and death. The existing Guoshi Liezhuan (State History Biographies) and Zhaozhong Shrine Liezhuan became inadequate to handle the sheer volume. The number of martyrs dying in a single city or locality often reached tens of thousands, and for an entire province, the figure could be as high as several hundred thousand. The format and scale of state historiography were utterly incapable of meeting the fervent desire of local people to record the deeds of their local loyal and righteous figures, preventing their names from being forgotten, and were insufficient to bear the weight of such profound emotion and memory. Consequently, provincial-level Zhaozhonglu (Records of Loyalty and Righteousness) and Zhongyilu (Records of Loyalty and Righteousness) began to be compiled. During the Tongzhi reign, such records from various provinces were successively compiled and published, for example, the Guangxi Zhaozhonglu, Zhejiang Zhongyilu, and Hunan Baozhonglu Chugao (Draft History of Honoring Loyalty in Hunan). Compilations even appeared at the county level, such as the Kuangdian Chanyou Lu from Dali County in Shaanxi. Thus, the deaths and actions of a vast number of ordinary people flooded into these texts on loyalty and righteousness, simultaneously demonstrating that such texts had a broad basis in social reality and popular psychology.

Changes in the writing of local gazetteers occurred even earlier than the appearance of Zhaozhonglu. During the Jiaqing and Daoguang periods, records related to the Zhaozhong Shrine sacrificial rites and corresponding biographies of loyal and righteous figures had already been gradually incorporated. Early examples appear in the southern Shaanxi region, one of the first areas where the Zhaozhong Shrine was localized. Local gazetteers from this area included many accounts of the loyal and righteous deeds of ordinary local people. For instance, the Daoguang era Liuba Ting Zhi (Gazetteer of Liuba Subprefecture) records the story of Wang Lunyuan:

增生，性慷慨。嘉慶五年，賊匪過境，執之，掄元曉以大義，賊怒連刺七刃，至死罵不絕口。[7]

By the Guangxu reign, a wave of local gazetteer compilation emerged, and the related writings expanded significantly. These ordinary individuals, unlike officials and gentry, did not have rich military achievements or backgrounds. The only material available for writing about them was their loyal and righteous behavior before facing death, which typically involved resisting the enemy, preferring death over surrender, or committing suicide. Moreover, these accounts often depicted exceptionally brutal death processes. From the Daoguang to the Guangxu reigns, a paradigmatic model for writing about local loyal and righteous figures gradually took shape.

The writings on loyalty and righteousness by military factions operated within a different context compared to those by local elites. Faced with the deaths of numerous members due to war and illness, military factions often relied on the emotional support among comrades-in-arms and between commanders and soldiers. Through activities such as petitioning for shrine construction (or donating for the establishment of public cemeteries) and the associated writings, military leaders and generals addressed the emotional and psychological needs of their troops, thereby sustaining the fighting capacity of their forces. For example, the regulations of the Huai Army's Zhaozhong Shrine and the Anhui Association Hall in Hubei declared, "淮軍自統帥以及官弁，皆與祠內奉祀將士有生死不渝之義" [8]. As Li Hongzhang (1823-1901) stated in his "Record of the Anhui Public Cemetery and Memorial Hall," "死之卹也愈厚，則生之聚也益堅" [9]. The motivation behind such statements is clearly articulated. They placed greater emphasis on the connection of shared memory and emotion, recalling the camaraderie among officers and soldiers and expressing feelings of grief and pity—an emotional tone not previously seen in official texts. This kind of emotional expression distanced itself from the state's discourse and the mode of ruler-subject interaction, gradually weakening the link between army-specific Zhaozhong Shrines and the national ethos of loyalty to the ruler. It can be said that both local military groups and local elites, operating on the basis of the collective psychological needs of society, altered the intrinsic meaning of the sacrificial rites and their texts through their utilization, reinterpreting the practical significance of the Zhaozhong Shrine rites.

The popular newspapers of the late Qing period also frequently carried reports related to the Zhaozhong Shrine sacrificial rites. Consider, for example, a report on the Zhaozhong Shrine ceremony in Hubei Province published

in the Shenbao on the 13th day of the 8th lunar month in the 21st year of the Guangxu reign (1895):

鄂省昭忠祠不下數處，如曾軍、霆軍，皆奉旨建立，祭祀以時.....。本月初五日，各祠致祭之期，酋事者先在漢口雇得福興菊部諸伶，在某祠登臺扮演，時則天高氣爽，風和日晴，祠中兩面高搭看臺，俾觀劇者便於坐立；伶人亦興高采烈，笙歌嘹亮，高唱入雲，誠一時盛事也。[10]

This news report shows that the images and emotions of loyalty, righteousness, valor, grief, and solemnity that should have been present in texts related to the Zhaozhong Shrine had completely vanished, presenting a completely different scene. "Souls of the dead" had replaced "loyal souls," and religious ceremonies had replaced official sacrifices. What the report on the sacrifices seemed to aim for was to present the grand occasion of the Zhaozhong Shrine ceremonies, rather than to interpret their ethical significance. The way it evoked memory was a form of reconstruction, yet this reconstruction did not involve writing about death (loyalty and righteousness) but sought to downplay death (ghosts and spirits). This difference undoubtedly provides a social perspective and interpretation from a different viewpoint. Specifically, it seemed intent on using religion and festivity to shake off the imagery of death inherent in the Zhaozhong Shrine, and the attendant psychological terror. The more joyful the atmosphere and the louder the music rose into the clouds, the heavier, perhaps, the emotional burden it sought to eliminate. This kind of reconstruction of death memory is not only a recollection and commemoration of past deaths but can also be a psychological projection of the present terror of death. Violence and death are both past events and ongoing processes. From this, we can perceive within the text the socio-psychological impact left by war and death, as well as the contemporary psychological fear of facing death.

The Zhaozhong Shrine sacrificial rites and the writing about massive death events constructed a kind of collective memory that allowed for emotional catharsis or provided emotional support. However, this construction of memory carried ancillary psychological and cultural influences. Specifically, the writing about loyal and righteous figures for the Zhaozhong Shrine contained a large amount of violence and death, especially the numerous and varied local texts that emerged. The local public memory constructed by the writing about local loyal and righteous figures was built upon a foundation of violent writing and death imagery piled up from the deaths of hundreds of thousands of lives in a single locality. Ma Xinyi (1821-1870), the Governor of Zhejiang, wrote in his preface to the Zhejiang Zhongyilu: "上而疆臣闔帥，下而

一命之吏、一介之夫，以及婦女童孺，罔不激於義憤，雖斷首剖心，九死而靡悔。” [11] Sun Shaokang (1886-?) recalled in his "Record of Visiting the Zhejiang Provincial Zhaozhong Shrine": “賊猝至，男婦不及避者，或唾罵死、格鬪死、溺死、縊死，武舉人顯清手刃賊數十人以死，無一屈者。” [12] Such descriptions were even more common in local gazetteers. For example, the Guangxu era Libo Xian Zhi records the circumstances of martyrdom: “有奮勇當先而死者……，有城陷巷戰而死者，有被擒不屈而死者，有厲聲罵賊而死者，有投河、投池、投井、赴火、服毒、自刎而死者，吁！皆忠也。” [13] Without the strict constraints of official writing, such texts, continuously supplied with material, freely depicted various figures and deeds. They deliberately showcased the loyal and righteous spirit of local people who resolutely faced death, and portrayed in detail the brutality of violence and death on both sides. This context of violence was indispensable for highlighting "loyalty and righteousness."

Moreover, such a vast quantity of writings, encompassing individuals from such a wide range of social backgrounds, revealed political and social significance different from the past, and its impact on the psychological and cultural level was also profoundly different. The writing on loyalty and righteousness produced in the late Qing, forged through experiences of the terror of death and the practice of violence, underwent a qualitative change not only in the words themselves but also in the structure of the close connection and mutual influence between the text and social reality. Descriptions similar to those detailing the horrors of slaughter and circumstances of death were ubiquitous. From the perspective of collective social memory, this sensitivity and focus on violence may stem not only from the memory of the "past" but also from the writer's own perception of and psychological projection onto the current reality. For instance, Liu Kunyi (1830-1902) stated in his preface to the Jiangxi Zhongyilu: “然伏莽未盡除，異類未盡馴，防軍未盡解，士民習於戰鬪，睚眦忿爭，輒相攻擊，守土之吏心惴惴焉，常若有意外之虞。” [14] This passage describes the post-war social tensions in Jiangxi, a situation where various localities were 陷入 collective violent confrontation, which was also the social reality inhabited by numerous writers and readers. Considering the psychological element of "violence" in writings on loyalty and righteousness alongside the textual descriptions of violent social situations, it can be said that in certain specific regions from the mid to late Qing Dynasty, corresponding situations and psychologies of collective violent confrontation existed over a long period; both were

ongoing. In other words, the social, psychological, and cultural influence of violence was spreading, not ending. [15]

Furthermore, there was also a category of pictorial publications, such as the Jiangnan Tielei Tu published during the Xianfeng reign. The pictorial themes in this work were invariably violent scenes of massacres, rapes, looting, and kidnappings by the Taiping forces, with corpses strewn across the land. These images both accused and propagandized against Taiping violence, while also implying the legitimacy and necessity of violence on the other side. [16]

The textual collective on loyal and righteous figures, which gradually took shape during the Yongzheng and Qianlong periods, further spread into local texts during the Xianfeng, Tongzhi, Guangxu, and Xuanton reigns. New types of texts on loyalty and righteousness continuously emerged, at one point even proliferating throughout society. Simultaneously, through the renewal and reinterpretation of these texts, their spirit and intrinsic meaning gradually transformed. The culture of violence implicit within them also interacted closely with the situations of social violence, highlighting its broad and profound socio-psychological impact.

V. CONCLUSION

This article, through a detailed examination of the context surrounding this group of texts, argues that the system of historiographical biography was an extremely important component of the Zhaozhong Shrine sacrificial rites, and also a distinctive feature that set these rites apart from others. Therefore, this article pays particular attention to the institutionalization of the rites and their associated writings during the Qianlong reign, connecting this process to the broader cultural project of compiling numerous texts under the Qianlong Emperor. Of special note is the formation of a textual collective centered on "loyal and righteous figures," which undoubtedly amplified the cultural influence of the "loyalty and righteousness" symbol.

The writing of texts possesses a determining quality. Through texts, the set of cultural forms provided by the Zhaozhong Shrine sacrificial rites had their meanings and standards fixed. The interplay between the institutional system and the texts, each reinforcing the other, thus expanded their influence. On the other hand, texts are also reconstructible. As the sacrificial rites spread to local areas, the texts related to the Zhaozhong Shrine diversified correspondingly, with local writings becoming the mainstream. Local groups used these texts to reinterpret the practical significance of the rites, and consequently, the

Qing government lost its discursive authority over their interpretation. It was precisely because the Zhaozhong Shrine sacrificial rites and their related texts were fully utilized by local groups for memory and emotion that the rites experienced significant development from the mid to late Qing Dynasty. The extensive construction of Zhaozhong Shrines in local areas and the massive production of related texts, which even became subjects for media reporting and reproduction, all demonstrate that the Zhaozhong Shrine held a certain position and exerted influence in the political, social, cultural, and psychological spheres of the late Qing period. Based on this understanding, the author observes elements of a culture of violence, particularly the cultural phenomenon of the rise of texts focused on writing about violence. This reveals the dissemination of a culture of violence within them, which likely had a certain degree of influence in intensifying violence, as a mentality of violence increasingly spread throughout late Qing society.

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A literature review of Formative assessment in English education

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Abstract— In the classroom, teachers need to evaluate students based on their individual learning characteristics, tailoring their assessment methods to each student's unique needs. American psychologist Bloom classified educational evaluation mainly into three types based on its functions. They are diagnostic assessment, summative assessment and formative assessment respectively. Since the teaching process determines the teaching outcome, formative assessment should become the foundation and key component of the teaching evaluation. Xie Na (2010) pointed out that evaluating students' performance in their daily learning process, the achievements they have made, as well as their emotions, attitudes, and learning strategies reflects a significant advantage compared to summative evaluation. In the field of foreign language education, formative evaluation research emerged in the early 21st century. Driven by policies such as "Teaching Requirements for College English Courses" (2004) and "English Curriculum Standards for Compulsory Education" (2022 edition), it gradually became a hot topic (Yuan Shuhou&Shu Dingfang, 2017). Many scholars have conducted research and discussions on formative evaluation. This article provides a review of such research.

I. INTRODUCTION

Educational evaluation serves as the guiding principle for curriculum reform, and its paradigm shift directly affects the realization of educational goals. The "English Curriculum Standards for Compulsory Education(2022 Edition)" clearly states that "we should adhere to process evaluation to promote the development of students' core competencies", marking a profound transformation in English education in China from a "knowledge-based" approach to a "competency-based" one (Ministry of Education, 2022). However, the long-term dominance of traditional summative evaluation has led to three major dilemmas in teaching practice: narrow functionality: evaluation has become a screening tool, ignoring the value of the learning process; single subject: teachers monopolize the evaluation rights, and students passively accept judgments; rigid tools: reliance on standardized tests makes it difficult to meet the needs of competency

cultivation. Formative assessment is the key path to resolving these dilemmas. Its core concept originates from Scriven and Bloom, emphasizing the optimization of teaching and learning processes through continuous feedback. In the field of foreign language education in China, formative assessment research emerged in the early 21st century and was catalyzed by the policy of the "University English Curriculum Teaching Requirements" in 2004, gradually becoming an academic hotspot (Yuan Shuhou&Shu Dingfang, 2017).

Formative assessment was proposed by American evaluation expert M. Scfiven in 1967 and later applied to the teaching field by American educator B. S. Bloom. Specifically, formative assessment refers to the process of evaluating students' progress during the formation of their knowledge, skills, and attitudes in educational activities. It also involves monitoring the acquisition of students' knowledge and skills and evaluating their learning

progress. Ultimately, feedback is provided to adjust teaching and improve teaching quality. Bloom believed: "Formative assessment is a systematic evaluation conducted during the teaching process to obtain feedback information about teaching, improve teaching, and enable students' knowledge to reach the mastery level, that is, to evaluate the content that students have not yet mastered." Formative assessment emphasizes multi-level and diversified analysis and judgment of the teaching and learning process, providing timely and accurate diagnostic information for both teaching and learning, promoting the improvement and development of the teaching and learning process. At the same time, formative assessment also emphasizes evaluating students' learning process. It not only starts from the needs of the evaluator but also pays more attention to the needs of the evaluated, emphasizing students' experiences in learning, the communication between teachers and students, enabling students to actively and correctly understand themselves and improve themselves. This is conducive to cultivating students' autonomous learning ability.

Formative assessment is in contrast to traditional summative assessment. The so-called formative assessment is an evaluation of "students' performance during the daily learning process, the achievements they have made, and the development of their emotions, attitudes, and strategies reflected" and is a developmental evaluation based on continuous observation, recording, and reflection of the entire learning process of students. Its purpose is "to motivate students to learn, help students effectively regulate their learning process, enable students to gain a sense of achievement, enhance self-confidence, and cultivate a cooperative spirit". Formative assessment enables students "to transform from passive acceptance of evaluation to becoming the subject and active participant of evaluation".

In practical terms, under the backdrop of the new round of English curriculum reform, formative assessment and autonomous learning have become two major hot issues that have disrupted traditional English teaching. In the process of English teaching, systematically implementing formative assessment can stimulate students' intrinsic motivation for learning, help them break away from bad habits such as procrastination and laziness, provide them with the experience of success after making progress, and gradually cultivate their awareness of autonomous learning and strengthen their autonomous learning behavior.

From a theoretical perspective, formative assessment runs through the entire process of students' learning and has more advantages compared to summative assessment. First, it can make the evaluation subjects more diverse. Traditional summative assessment mainly involves

teachers evaluating students, which cannot fully leverage students' subjectivity. In contrast, formative assessment emphasizes students' active participation, transforming students from passive evaluation to active evaluation. This helps cultivate students' enthusiasm and initiative. Second, the content of formative assessment is more comprehensive. Summative assessment focuses on evaluating learning outcomes, while formative assessment evaluates the entire learning process. It not only assesses students' mastery of knowledge but also evaluates their learning attitudes, strategies, and emotional factors. Therefore, its evaluation results are more scientific and complete. Third, the formative assessment methods are more diverse. Summative assessment mainly uses paper-and-pencil tests for evaluation. In contrast, formative assessment can be evaluated through teachers' observations of students' classroom performance, as well as through classroom discussions, student diaries, homework and quizzes, questionnaires, and interviews. Such evaluation results can better reflect students' true levels. Fourth, the feedback effect of formative assessment is more targeted. Since formative assessment can accurately and timely reflect students' learning situation at a certain stage, it can provide students with timely feedback. It can also help cultivate students' good learning habits (Xie Na, 2010).

II. THEORETICAL FOUNDATIONS

Formative assessment is a concentrated manifestation of modern educational concepts. The theories of multiple intelligence and constructivism all embody this assessment perspective.

2.1 The evaluation perspective of multiple intelligence theory

The theory of multiple intelligence was proposed by Howard Gardner, a professor from the Harvard Graduate School of Education in the United States, in 1983. Gardner believes that a person's intelligence should be a measure of his problem-solving ability. According to this definition, human intelligence has at least the following nine types: linguistic-linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, bodily-motor intelligence, musical intelligence, interpersonal intelligence, interpersonal intelligence, naturalistic intelligence, and existential intelligence. Education plays a significant role in the development and utilization of these intelligence. The differences in individual intelligence are determined by the combination of different intelligence. Everyone has their own dominant intelligence and also has their own weak intelligence. Various intelligence can be continuously improved through effective postnatal

cultivation. Therefore, the evaluation concept under the guidance of the theory of multiple intelligences includes the following aspects: 1. Cultivate students' subjective initiative and attach importance to the role of timely feedback in evaluation. 2. Expand the evaluation subjects and form a comprehensive evaluation involving teachers, students, and parents. 3. Improve the evaluation content and take into account the evaluation of students with different developmental needs. 4. Evaluation should pay more attention to the process and be less focused on the results.

2.2 Evaluation Perspective of Constructivist Theory

The constructivist theory was initially proposed by Piaget. According to constructivism, the acquisition of knowledge does not occur through the transmission by teachers; instead, students actively construct knowledge through their existing experiences in a certain context. Students are the center of learning and active learners. Learning is a meaningful construction process of knowledge. The central task of constructivist learning is to create positive, active, and enjoyable learning situations. The evaluation perspective of constructivism has the following characteristics: 1. Evaluation focuses on the process of knowledge. 2. Evaluation emphasizes the development of students' own selves. 3. Evaluation methods are diversified. 4. Evaluation subjects are diverse.

III. LITERATURE REVIEW

3.1 Research Progress Abroad

From the historical perspective of the development of formative assessment abroad, it has gone through a process from academic assessment to educational assessment and then to formative assessment. In 1897, American educator T.M. Rice conducted a spelling test on 30,000 primary school students, which was regarded as the beginning of assessment research in the field of evaluation. In the 1930s to 1950s, the College Follow-up Survey Group led by Taylor evaluated the results of the "Eight-Year Study". One of the important achievements of the "Eight-Year Study" was the replacement of testing with educational evaluation.

The period from the 1960s to the late 1970s was a time of great development in educational evaluation. Many educators studied it from different perspectives, and evaluation methods such as "goal-free evaluation" and "response evaluation" emerged. It was also during this period that in 1967, American evaluation expert Michael Scriven first proposed the concept of formative assessment in "Evaluation Thesaurus": he pointed out that the two functions of evaluation are to continuously improve the

plan and help managers analyze the effectiveness of the plan. In 1969, American evaluation expert Bloom transplanted formative assessment into the field of learning evaluation. He believed that traditional tests only judged and classified students, but formative assessment could provide feedback and correction to students at any stage of the teaching process. In the 1980s, foreign research on formative assessment mainly focused on the differences between summative assessment and formative assessment.

3.2 Domestic Research Progress

In China, research on academic evaluation began in the early 1980s. In 1983, China officially joined the International Association for the Evaluation of Educational Achievement, and since then, China has actively carried out evaluation and pilot projects as well as domestic and international academic exchanges. In the 1990s, China issued the "Outline for the Reform of Basic Education", and in the "Notice on Actively Promoting the Reform of Evaluation and Examination Systems in Primary and Secondary Schools" (2000), it was pointed out that formative evaluation should be combined with summative evaluation, with formative evaluation as the main focus. He Genyou and Wang Xiaoqin (2015) also pointed out that traditional university English teaching evaluation overly relies on summative evaluation (such as CET-4 and CET-6), which has the drawbacks of emphasizing results over processes, having a single evaluation subject, being one-sided in content (ignoring abilities, emotions, strategies, etc.), and being biased towards discrimination rather than motivation, thus restricting students' development and teaching reform.

Since then, many scholars have been studying the theoretical development and practical application of formative evaluation in English teaching. Zhao Nanyu and Yin Hong (2021) explored how to implement formative evaluation in primary school English classrooms. Luo Shaoqian and Zhang Shuai (2019) used learning portfolios to evaluate the development of students' core English subject literacy. A learning portfolio is an archive based on a student's growth process, collecting all the output tasks completed by the student. This not only allows students to personally experience their progress over a semester but also serves as the basis for formative evaluation of the student during that semester. Through the use of learning portfolios, teachers can conduct a more comprehensive evaluation of students.

Many scholars have also conducted more detailed research on the impact of formative evaluation on different texts. Wei Li and Zhang Lintao (2023) focused on the role of formative evaluation in improving junior high school students' reading comprehension ability of narrative texts.

The study found that through the intervention of formative evaluation, students' reading comprehension ability in English narrative texts improved significantly, achieving the expected goal. Through participation in the research, students made significant progress in information extraction, strategy application, and multi-dimensional thinking. Students no longer regarded doing exercises and tests as the purpose of reading but were able to participate in various reading and evaluation activities, experiencing the joy of learning English. Since this study only focused on narrative reading texts, future research can expand the genre and conduct research on reading teaching of different genres such as expository and argumentative texts through formative evaluation, thereby comprehensively enhancing students' English reading comprehension ability and promoting the development of students' core literacy. Fei Xiaolan (2023) focused on English reading ability and designed formative evaluation methods suitable for the initial stage of extracurricular reading based on the two major elements of reading literacy. On the one hand, by establishing class systems and clarifying personal goals, students' reading character is enhanced; on the other hand, various templates targeting language accumulation, strategy application, cultural perception, and opinion expression are used to cultivate reading ability. These methods can help students improve their reading literacy and also facilitate the implementation and sustainable development of extracurricular reading. Li Xiangqin (2019) focused on the application of formative evaluation in writing. She proposed strategies for the application of formative evaluation in high school English writing teaching. Specifically, these include: clarifying writing goals and internalizing evaluation standards; implementing reading-to-write and providing strategy guidance; strengthening teacher-student interaction and activating the writing process.

In addition to different texts and the cultivation of students' different abilities, some scholars have also focused on how to make formative evaluation more interesting and integrate it into the classroom. For example, Liu Jianda and Ma Siyu (2023) explored gamified formative evaluation in foreign language teaching. Gamified formative evaluation involves introducing game elements into the formative evaluation teaching process to improve the implementation method of formative evaluation, stimulate students' learning motivation, enhance students' classroom experience, and ultimately promote learning. It is pointed out that the game-based formative assessment tool is not merely a medium for information transmission, but also a new teaching concept that shifts the teaching focus from the teacher's dissemination of knowledge to the students' critical processing of information. It is also noted

that in the practice of game-based formative assessment, teachers can observe and collect various game elements (such as points, badges, and levels) and different game modes (such as challenge settings, group cooperation, and story background settings), as well as information that affects students' language learning, such as whether it has an effect, what effect it has, and on which students it has an effect. Based on this information, teachers can improve their teaching methods and provide targeted feedback to students, thereby helping students improve their learning efficiency and truly achieve the goal of promoting learning.

3.3 Summary

Research abroad has laid a theoretical foundation since the 1960s, emphasizing the feedback and improvement value of formative assessment. Domestic research in recent years has focused on localized practices, overcoming the drawbacks of summative assessment (such as exam-oriented and process neglect), and exploring innovative models - such as gamified assessment (motivation stimulation), stratified reading literacy assessment (improving information extraction and strategy application), etc., confirming its positive role in students' ability development and learning experience optimization. In the future, formative assessment needs to further explore the deep integration of technology (such as AI-driven real-time feedback, gamified intelligent tools), the guarantee mechanism of assessment fairness (adaptability in cross-cultural or large-class teaching scenarios), and a multi-dimensional ability assessment system (such as cross-genre text reading, critical thinking, and other core competencies), and build an integrated "assessment-teaching-learning" ecosystem to promote the transformation of formative assessment from tool innovation to systematic educational reform.

IV. DISCUSSION & CONCLUSION

The theoretical foundation of formative assessment can be traced back to Scriven's functional definition and Bloom's teaching application. Its core value lies in dynamically optimizing teaching and learning through continuous feedback. Domestic research has flourished under policy-driven circumstances (such as "University English Curriculum Teaching Requirements" in 2004 and "Compulsory Education English Curriculum Standards" in 2022), shifting from a "screening tool" to a "learning accelerator", emphasizing the role of assessment in cultivating autonomous learning abilities (Xie Na, 2010) and core competencies; breaking the monopoly of evaluation by teachers and promoting students to become "evaluation subjects" (such as self-evaluation and mutual

evaluation), which aligns with the constructivist concept of "centering on students"; evolving from a single mode of paper-and-pencil tests to game-based evaluation (Liu Jianda and Ma Siyu, 2023), reading literacy stratification templates (Fei Xiaolan, 2023), and other diversified tool systems, significantly enhancing learning motivation and strategic application abilities (Wei Li and Zhang Lintao, 2023). Notably, local practices have created distinctive paths while addressing the drawbacks of traditional assessment: game design integrates elements such as points and challenges into evaluation, stimulating students' critical information processing abilities; reading literacy assessment through targeted intervention by genre (such as narrative essays) significantly improves information extraction and multi-dimensional thinking levels, laying the foundation for cross-genre promotion.

Despite the abundant achievements, current research still presents significant contradictions: diverse assessment activities (such as portfolios, observation records) are difficult to implement in large-class teaching, with teachers facing overburdened time and energy; the reliability and validity of student self-evaluation/peer evaluation are questionable, prone to being influenced by subjectivity, and lacking a fairness guarantee mechanism; in the context of deeply rooted traditional exam-oriented education, students and parents have limited recognition of non-exam assessment, and the concept of "emphasizing results over processes" has not been fundamentally reversed.

To break through the current bottleneck, future research can evolve towards a systematic and intelligent direction, promoting the deep integration of technology, as proposed by Liu Liping and Qu Lingyun (2024), with technology empowerment and evaluation innovation. In the future, such as developing AI-driven assessment systems (such as intelligent essay grading, learning behavior analysis), this can alleviate teachers' burden and improve the timeliness of feedback. In the future, technology empowerment should solve operational problems, system reform should reconcile the tension of evaluation functions, and ultimately build a "evaluation - teaching - learning" deeply coupled educational ecosystem. Only in this way can formative assessment truly implement core competencies, rather than remaining superficial.

V. LIMITATIONS & FUTURE DIRECTIONS

1. Implementation challenges in large-class settings. Despite abundant achievements, current research reveals significant contradictions: diverse assessment activities (portfolios, observation records) remain difficult to implement in large-class teaching, with teachers facing time and energy burdens. Future research should explore

efficient implementation models and technological solutions to reduce teacher workload while maintaining assessment quality.

2. Reliability and validity concerns. Student self-evaluation and peer evaluation remain questionable in reliability and validity, prone to subjectivity influences and lacking fairness guarantee mechanisms. Future research should develop standardized training protocols and calibration procedures to enhance the credibility of student-involved assessment.

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A Research Overview of Corpus-Assisted Enhancement of English Writing Proficiency

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Abstract— With the deep development of big data and artificial intelligence technologies, corpus research has garnered increasing attention and recognition. Initially, corpora were collections of speech materials aimed at linguistic research; now, they serve as deeply annotated knowledge resources supporting knowledge discovery and extraction. One of the most popular research areas is the integration of corpora with teaching. Studies have found that corpora, as an empirical research tool, provide rich authentic language materials for English writing instruction. This exposure helps students encounter genuine language use, improving the accuracy and authenticity of their writing. We recognize the multifaceted advantages of applying corpora in English writing instruction. These benefits include aiding students in identifying and correcting writing errors, enhancing language awareness, enriching writing resources, and fostering innovation in teaching models. The study categorizes the application of corpora into two main types: indirect and direct use. Indirect use of corpora reveals common issues in English writing and provides theoretical basis and practical guidance for improving teaching resources and methods. Direct use of corpora focuses more on practical operations, showing more significant effects in writing instruction by correcting specific writing errors, and innovating teaching models and methods, thereby directly promoting students' writing skills. Although research on corpus-assisted English writing abilities has yielded considerable results, there is still room for improvement. It is suggested that research outcomes should be closely integrated with frontline teaching practices and expanded research samples. Teachers need to incorporate corpus tools and methods into everyday teaching to achieve mutual promotion of research and teaching. Moreover, educational departments and schools should provide professional training to enhance teachers' corpus knowledge and application skills. Additionally, students' attitudes towards and proficiency in using corpora should be

emphasized, encouraging them to actively use corpus resources for exploratory learning and self-correction. Future research could further explore the retrieval efficiency of corpora and the intelligence level of their teaching applications, combining interdisciplinary research to comprehensively understand and explore the overall role of corpora in English writing instruction, thereby better advancing the role of corpora in improving English writing skills.

I. INTRODUCTION

A corpus is an electronic collection of texts compiled according to specific criteria, designed to represent a language or its various varieties and styles, thereby facilitating linguistic description and analysis (Kennedy, 1998; Liang, Li, & Xu, 2011). Originating in the 1960s, corpus linguistics once ranked among the fastest-growing disciplines within linguistics. Although initially met with skepticism from the rationalist Chomskyan school, it rapidly expanded from Europe to the global stage due to its empirical research methods, focus on the social functions of language, and advantages in historical, synchronic, and sociolinguistic studies (Gui, 2011). It has gained widespread popularity across many application-oriented fields, among which corpus-based language teaching research constitutes a major branch (Shirato & Stapleton, 2007; Gilquin, 2015; Dose-Heidelmayer & Götz, 2016; Pérez-Paredes & Bueno-Alastuey, 2019; Wang, 2020). Corpora can be categorized by collection method into written and spoken corpora, and by language variety into native, foreign, and lingua franca corpora (Liang et al., 2011). Research in corpus linguistics began in China in the late 20th century (He, 1997) and developed rapidly in the early 21st century, sparking a surge of studies in foreign language teaching (He & Xu, 2003; Wang & Zhou, 2004; Wei, 2004; Liang et al., 2004).

A number of corpus-based studies focusing on English learners in China have also emerged (Gui & Yang, 2003; Dong & Chu, 2010; Liang, Li, & Xu, 2010), introducing new elements, dynamics, and methods to the challenging and often slow-progress domain of English writing instruction. However, a review of the literature reveals a relative scarcity of comprehensive summaries on corpus-assisted writing pedagogy. Most existing studies

employ quantitative methods, with qualitative research and syntheses being less common (Zhou & Wang, 2022; Ji, 2022; Hong, Wang, & Li, 2022; Huang & Wang, 2021). Based on a review of relevant literature, this study outlines the conceptual foundations of corpora and writing instruction, as well as the main approaches to using corpora in assisting English writing teaching. It aims to help researchers and educators better utilize corpora to support English writing instruction. By providing a summary, this research seeks to offer recommendations for future studies on corpus-based writing pedagogy, reduce the difficulties teachers and students face when using corpora for writing teaching and learning, enhance their understanding and motivation for using corpora, improve the efficiency of corpus utilization, and ultimately contribute to the advancement of English writing proficiency.

II. THE CONNOTATION OF CORPUS

The term "corpus," derived from Latin meaning "body," refers in modern linguistics—particularly in corpus linguistics—to "a systematically organized collection of authentic language materials intended for research purposes" (Liang, 2016). Renowned linguist Crystal (1991) described a corpus in his work as a body of linguistic data, whether spoken or written, often in transcribed form, serving as a foundation for language description or a means of testing linguistic hypotheses.

In general, while definitions of a corpus vary among scholars, there is broad consensus regarding its essential characteristics. A corpus typically exhibits four fundamental features: (1) a large volume of language data; (2) authenticity and representativeness of the materials; (3) storage and retrieval via computer or cloud-based systems; and (4) application in linguistic investigation and analysis.

The integration of corpora into linguistics has introduced new research content and methodologies for second language acquisition. On one hand, corpora provide researchers with extensive authentic language materials, enriching research topics; on the other hand, corpus retrieval software enables systematic and efficient processing of language data, offering clear and intuitive statistical results that support innovative research approaches (Sinclair, 1991; Atkins & Clear, 1992; Gui & Yang, 2003; Yang, 2002; Sinclair, 2004; McEnery, Xiao, & Tono, 2006; Huang & Li, 2007; Yu, 2009). For instance, corpus-assisted English language teaching can be applied in phonetics, grammar, vocabulary, and reading instruction (He, 2017). Teaching materials derived from spoken or written corpora can supply learners with abundant authentic language samples in natural contexts (Warren, 2016).

With advancements in computer technology and deeper linguistic research, corpus-based methods have become a vital approach to collecting language data. Corpus linguistics relies on authentic language usage and employs statistical analysis to reveal patterns of language use, offering new pathways for linguistic studies.

As more corpora become freely accessible to learners, their application in foreign language teaching continues to expand. However, the effectiveness of corpora in instructional contexts also depends on teachers' expertise in corpus linguistics. For example, Caines and McCarthy (2016) pointed out that due to limitations in foreign language teachers' knowledge of corpus linguistics, research findings and technologies related to spoken corpora have not yet been widely or effectively integrated into language teaching.

In summary, while corpus-assisted English language teaching possesses incomparable advantages and potential, its implementation requires three conditions: (1) A greater variety of corpora should be made freely available to English teachers and learners; (2) Teachers need professional training in corpus linguistics, including how to select or construct corpora and how to design corpus-based teaching activities; (3) Students should receive training in using corpora and recognize their dual role in corpus-assisted learning—not only as learners but also as "researchers" capable of conducting in-depth

exploratory studies of English through corpora.

Owing to the significant imbalance between investment and outcomes in corpus-assisted English teaching, very few applied studies in domestic research have implemented corpora in instructional practice. Boulton (2010) accurately summarized the prevailing attitude among teachers toward corpus-assisted instruction as characterized by high difficulty, demotivation, low pedagogical relevance, and inefficiency. Nonetheless, integrating corpora with foreign language teaching holds promise for developing more targeted and efficient English teaching methods.

III. THE ENGLISH WRITING AND CONNOTATION OF WRITING ABILITY

English writing, as a comprehensive language skill, offers a clear reflection of a learner's English proficiency. Collins and Gentner (1980) defined it as a process involving two main stages: the generation of ideas and the drafting of text. Calkins (1986) further emphasized that writing is not merely a act of recording, but a dynamic process of developing stories and thoughts, underscoring its significance as a language skill. From an information-processing perspective, Hyland (2003) proposed that writing involves organizing fragmented mental information and transforming it into structured written expression. Vicki Urquhart and Monette McIver (2005) suggested that writing enables students to establish connections among different characters, events, and ideas. Through targeted systematic thinking and questioning, it effectively hones logical reasoning and cultivates critical thinking. Thus, writing serves both as a means of communicating experiences and sharing ideas, and as a manifestation of the learner's integrated language awareness and productive language ability.

Writing ability is regarded as the capacity to integrate information, construct texts, and convey ideas through written language. The academic community has extensively discussed the components of writing ability and proposed various evaluation criteria (Wen, 2010). Artiga (1992) identified five dimensions for assessing writing competence: language use, writing conventions, content process, style, and evaluative techniques. Yoon and Hirvela (2004) broke down writing ability into the skills of

conveying information, controlling the writing process, mastering writing thinking, and evaluating writing. Writing is a process through which people express thoughts and emotions linguistically; it is also a progressive process of identifying, analyzing, and solving problems. In this sense, writing ability equates to problem-solving ability (Liu, 1999). Zhao (2008) further proposed that writing ability encompasses five aspects: basic writing skills, strategic competence, linguistic competence, discourse rhetorical competence, and sociocultural competence. Specifically, students should be able to clearly articulate their stance on familiar topics and support their viewpoints with persuasive arguments. Moreover, they need to be capable of systematically describing personal experiences and events around them, such as extracurricular activities and campus competitions, while employing rhetorical techniques to ensure clear structure and vivid narration. Students should also be able to engage in basic discussions of sociocultural content using the internet and mobile devices—for example, exploring traditional culture and festival customs.

It is evident that writing ability is a comprehensive skill essential for students learning English. Therefore, corresponding writing instruction holds significant importance. Although corpus-based research is not yet common domestically, studies have shown that corpora play an indispensable role in enhancing English writing proficiency, warranting further analysis of the feasibility of integrating corpora into writing instruction.

IV. CURRENT RESEARCH ON CORPUS-ASSISTED ENHANCEMENT OF ENGLISH WRITING SKILLS

Since the late 1920s, educators and scholars have begun to explore the use of corpora for a wide range of research purposes. From both theoretical linguistic perspectives and practical foreign language teaching viewpoints, corpora have demonstrated positive impacts and effectiveness in improving the writing skills of English learners (Li, 2024). Based on a review of existing literature related to corpus-assisted English writing development, as well as Leech's (1997) classification of corpus applications in English language education, current studies can be broadly grouped into two main approaches: (1) Indirect

use of corpora to enhance English writing skills, which primarily involves teaching resource development and language assessment; (2) Direct use of corpora to improve English writing ability, focusing on how to utilize corpora in classroom teaching and how to instruct students in using corpora independently.

This paper likewise adopts these two pathways to examine research on corpus-assisted enhancement of English writing proficiency.

4.1 Research on the Indirect Use of Corpora

Studies on the indirect use of corpora to enhance English writing skills primarily focus on analyzing errors in English writing or examining the effects of corpora on writing performance. Through such analysis, researchers aim to identify factors that hinder the improvement of writing competence and draw pedagogical implications to refine teaching resources, adjust instructional methods, or improve language testing systems. Ultimately, these studies offer recommendations to facilitate teaching activities targeted at boosting English writing proficiency.

Research on the indirect application of corpora can be categorized into two main strands: (1) Error analysis in English writing, (2) Analysis of the impact of corpora on English writing.

4.1.1 Error Analysis in English Writing

Error analysis in English writing is conducted through two main approaches: self-collected essays and the use of existing corpora.

4.1.1.1 Analysis Based on Self-Collected Essays

Most studies adopting this approach gather writing samples from secondary school students, often in large quantities, to ensure representativeness and objectivity.

These studies employ corpus-based methodologies by collecting hundreds to thousands of routine writing samples from junior and senior high school students. Through systematic analysis, they identify common errors made by foreign language learners and propose comprehensive summaries aimed at helping students reduce mistakes, enhance writing techniques, and ultimately increase their interest in English learning while improving writing proficiency (Bett, 2010; Ondrakova, 2016; Talakoob & Mansour, 2017; Shi & Yu, 2019; Zhang, 2020; Leng, 2020).

Some scholars shift their focus from secondary school

students to undergraduate or graduate students, concentrating specifically on errors in English academic writing.

These studies typically collect essays from university students to construct small-scale specialized corpora for analyzing writing errors. Through comparative and statistical examination, researchers investigate the causes of linguistic inaccuracies, reveal characteristics of adjective usage, explore lexical features in learner writing, and summarize pedagogical implications for English writing instruction (Shamsudin, 2010; Xu, 2014; Phuket, 2015; Liu & Wang, 2015; Divsar, 2017; Qian, 2021; Sun, 2018).

4.1.1.2 Analysis Using Existing Corpora

While many studies utilize self-constructed corpora, the majority—particularly in China—rely on established corpora for research. A prominent example is the Chinese Learner English Corpus (CLEC), which has been extensively employed in domestic studies. Comprising over one million words collected from secondary school to university students, CLEC serves as a valuable resource for enhancing the writing proficiency of Chinese English learners across various educational stages (Gui & Yang, 2003).

These studies primarily focus on the English writing of Chinese university students, using CLEC to conduct in-depth analyses. The research identifies the causes of common errors, attributing them mainly to three factors: interlingual transfer, intralingual transfer, and influences from the learning environment. Consequently, recommendations are made for instructors to refine teaching methodologies, with particular emphasis on verb usage. In addition to enhancing comparative instruction between English and Chinese, educators are encouraged to improve students' awareness of diverse verb collocations and applications. Beyond increasing language input, it is also essential to provide more opportunities for language output, enabling learners to master and flexibly apply various lexical and grammatical forms in practical contexts, thereby improving the overall effectiveness of English writing instruction (He, 2004; Lin, 2004; Wang & Zhang, 2007; He, 2009; Zhu, 2009; Cheng, 2010; Li, 2022).

4.1.2 Analysis of the Role of Corpora in English Writing

Research on the impact of corpora on English writing also adopts various approaches, particularly by examining how corpora influence teaching and assessment models. These studies aim to provide insights and references for refining instructional and evaluative frameworks, thereby enhancing the effectiveness of English writing pedagogy and increasing students' adaptability to corpus-assisted writing instruction.

Dong and Chu (2010) utilized a computer-based corpus platform to explore a data-driven approach to English writing instruction. Their findings demonstrate that corpus tools and methods effectively monitor the accuracy of language output and ensure fluency, confirming the practical value and potential of corpora in writing pedagogy. In a comparative experiment, Cai (2008) investigated differences between corpus-based teaching methods and traditional writing instruction. The results revealed that corpus-assisted teaching offers significant advantages in delivering writing theory, improving students' self-evaluation skills, and promoting autonomous learning. Additionally, Cai emphasized another key benefit: corpora not only stimulate students' interest in writing but also tangibly enhance their writing proficiency. Further expanding on this line of inquiry, Blanchard et al. (2013) examined the role of corpora in the assessment of English writing. They reported the development of a new corpus comprising texts produced by non-native English writers. This corpus demonstrated considerable utility in native language identification, grammatical error detection and correction, and automated essay scoring. The development of such a resource provides new tools and methodologies for teaching and evaluating English writing among non-native speakers. These findings are further corroborated by the research of Wang and Wu (2021), who emphasize the dual role of corpora in English teaching: corpora serve not only as instructional resources but also as pedagogical aids. They argue that applying corpora to the teaching of continuation tasks can effectively assist students in predicting discourse themes, identifying genre features, comprehending plot development, inferring meanings of unfamiliar words, and discerning characters' emotional attitudes—thereby offering new directions for pedagogical design. Du (2022) further points out that in continuation writing, corpora help students accumulate

diverse and authentic language materials, leading to richer and more accurate expression, as well as more vivid character portrayal. Similarly, Zhang (2022) contributes unique insights through a multi-corpus study of continuation tasks. By employing AntConc and a self-built corpus based on three versions of high school English textbooks, Zhang conducted keyword analyses of both source texts and graded continuation samples. The study reveals that keywords sensitively reflect lexical style and spelling errors, which to some extent indicate the quality of continuation writing.

The studies above illustrate both commonalities and variations in how different scholars indirectly utilize corpora to investigate English writing proficiency. In summary, through the indirect application of corpora, researchers have systematically identified factors hindering the development of writing ability—such as interlingual transfer, intralingual transfer, influences of the learning environment, lexical errors, and grammatical inaccuracies—while also exploring how corpora can enhance both instructional and assessment models. These improvements, whether direct or indirect, ultimately contribute to the development of students' English writing skills. Nevertheless, translating these research insights into tangible classroom benefits requires extensive practical application and adaptation by frontline teachers and researchers. Without empirical validation, the practical impact of such theoretical implications remains limited.

4.2 Research on the Direct Use of Corpora

Studies on the direct application of corpora to enhance English writing skills primarily focus on utilizing corpora to identify and correct errors in writing, with the aim of uncovering factors that influence the effectiveness of such methods and proposing recommendations for improving writing proficiency. Alternatively, this line of research explores how the direct integration of corpora can transform English writing instruction and examines the potential improvements in pedagogical practices facilitated by corpus tools. Research on the direct use of corpora can be categorized into two main strands: (1) Analysis of direct corpus use for error correction in English writing, (2) Analysis of the role of direct corpus application in teaching English writing.

4.2.1 Analysis of Corpus-Based Error Correction in

English Writing

Research indicates that the direct application of corpora for error correction in English writing yields insights across multiple dimensions, such as error types, corrective feedback, and language awareness.

Dolgova (2019) conducted a study focusing on how learners use corpus tools to correct various types of writing errors and examined the effectiveness of these tools across different error categories. The results revealed that learners' success rates in error correction were closely related to the specific types of errors they encountered. Crosthwaite, Storch, and Schweinberger (2020) further explored the role of written corrective feedback within corpus-assisted error resolution. Their research investigated how such feedback influences the efficiency with which learners employ corpus tools to address errors. The study emphasized that teachers should carefully consider whether their written corrective feedback facilitates effective interaction between learners and corpus resources when integrating these tools into writing instruction. Lou (2020) identified issues related to lexical collocation and pragmatic accuracy in the academic English writing of graduate students. The study proposed the use of concordance analysis from specialized corpora to enhance linguistic awareness and rhetorical skills in academic writing.

4.2.2 Analysis of the Role of Corpus-Based Instruction in English Writing

Research on the direct application of corpora in English writing instruction has a relatively longer history and greater complexity, yielding more specific and representative conclusions.

Most studies in this category innovate English writing teaching models through corpora, thereby enhancing students' specific writing skills.

Some scholars focus particularly on abstract writing competencies.

For example, Yoon and Hirvela (2004) conducted a study on corpus use in two ESL academic writing courses. Their research specifically examined students' corpus usage behaviors and their perceptions of the advantages and disadvantages of corpora as a second language writing tool. Both qualitative and quantitative data indicated that, overall, students found the corpus approach beneficial for the development of L2 writing skills and reported

increased confidence in writing in their second language. Cotos (2014) conducted a study based on multiple corpora, investigating the implementation of activities drawing on both native-speaker and learner corpora. The research demonstrated the effectiveness of data-driven learning methods in raising learners' awareness of observed language phenomena, promoting knowledge acquirement, and improving the use of target language forms. Results showed that students exhibited improvements in the frequency, diversity, and accuracy of adverb usage, with those exposed to corpora containing their own writing making more significant progress. Li (2024) adopted a quantitative research paradigm, conducting a 10-week teaching experiment. Using SPSS 20.0 software, the study compared pre- and post-test scores between experimental and control classes, and summarized data from post-experiment questionnaires and interviews. The findings revealed that the corpus-assisted continuation task teaching model effectively enhanced students' continuation writing performance and overall competence, increased their interest in English learning, and contributed to the development of autonomous learning abilities.

Meanwhile, a greater number of scholars have focused on enhancing specific English writing skills

Many of them often utilize corpus as pedagogical methods through the implementation of innovative teaching models.

For instance, Chen (2014) implemented a 12-week "Input–Output–Consolidation" teaching model that integrated lexical chunk instruction with writing practice. By comparing pre- and post-test results, the study demonstrated significant improvements in students' use of lexical chunks and overall writing performance. Ying (2021) similarly proposed a new pedagogical model for corpus-assisted instruction, introducing a corpus-based approach for teaching practical English writing in senior high schools. This model combines data-driven learning principles with frequency-guided language teaching methods, structured around seven steps: corpus selection, output stimulation, input facilitation, independent writing, evaluation and revision, consolidation and refinement, and the development of a self-built corpus. Building on previous studies, Chen (2024) also adopted a corpus-based instructional model for English writing, employing a

student-centered data-driven learning approach known as the CCC model (Collaboration–Consolidation–Construction). The findings revealed that: (1) Corpus-assisted English teaching significantly improved the lexical richness of junior high school students' writing. (2) It notably enhanced students' awareness of vocabulary use strategies related to lexical diversity. (3) It substantially elevated the overall quality of students' writing.

Chen's study demonstrates that corpora can effectively increase lexical richness in student writing by positioning learners in the role of "researchers." This approach addresses previous limitations in corpus-assisted English teaching, such as teacher-dominated instruction, limited interactivity, and low efficiency.

Other scholars have employed existing or self-constructed corpora to support English writing instruction through practical teaching applications.

For example, Guan (2022) conducted a study using the WebCorp corpus retrieval tool to provide rich linguistic input for college English writing courses, helping students accumulate high-frequency vocabulary. Through this process, students were able to summarize and master typical word usage and collocations. During writing tasks, Guan guided students in using WebCorp to search for key terms and gather relevant language materials to enrich their writing. After drafting, students again utilized WebCorp to check and refine questionable collocations and sentence structures, thereby improving the overall quality of their compositions. In this study, both teachers and students actively engaged as users of the online corpus, collectively participating in the teaching and learning process. Han and Zong (2023) made use of multiple corpora in their research. In a writing revision course for senior high school students, they introduced two corpora—COCA (Corpus of Contemporary American English) and SkELL (Second Language English Learner Corpus)—to enhance the authenticity of students' language expressions. The study emphasized the student's role as the primary user of web-based corpora. Through independent searching and application of corpus resources, students were able to more effectively refine their writing, making their language use more aligned with native speaker norms. Liu (2023) adopted a more targeted

approach by constructing a self-built corpus for analysis. Based on error analysis, output theory, and in-depth corpus examination, the study identified five common error types among high school students in the use of non-finite verbs: errors in tense, form, confusion between infinitives and gerunds, confusion between finite and non-finite verbs, subject-verb agreement errors, and spelling mistakes. Among these, the most frequent was the confusion between finite and non-finite verbs. The study further explored the causes of these errors, attributing them to three main factors: intralingual transfer, interlingual transfer. Ultimately, the research demonstrated that instructional designs incorporating self-built corpora are highly effective in addressing non-finite verb errors in English writing. This teaching method significantly improved students' writing performance and showed markedly better outcomes compared to traditional error correction approaches. Finally, Li (2024) provided a comprehensive investigation into specific English writing competencies. Grounded in corpus linguistics, scaffolding theory, and data-driven learning theory, Li analyzed collected data and found that applying a corpus-based scaffolding approach to high school English writing instruction notably enhanced students' initiative in writing. Reflected in their written expressions, students showed significant improvement across multiple dimensions: lexical richness, collocational authenticity, sentence variety, discourse coherence, and writing speed. Both writing scores and overall quality demonstrated steady progress.

The aforementioned studies reveal both commonalities and distinctions among scholars in their direct application of corpora to enhance English writing proficiency. Overall, corpora serve as an effective tool to help students identify and correct errors in areas such as lexical collocation, pragmatic accuracy, tense, verb forms, and the use of infinitives versus gerunds. These studies underscore the importance of error typology, corrective feedback, and language awareness in improving writing competence. Furthermore, the direct integration of corpora has driven innovation in English writing pedagogy, exemplified by models such as the "Input-Output-Consolidation" framework and the CCC (Collaboration-Consolidation-Construction) corpus-assisted teaching model. By incorporating lexical chunk instruction,

data-driven learning, and frequency-based language teaching methods, these approaches have significantly enhanced students' writing skills—including lexical richness, collocational accuracy, syntactic variety, and discourse coherence. Compared to research on the indirect use of corpora, studies involving direct application demonstrate more tangible and observable improvements in writing outcomes. However, such studies remain relatively limited in number. They often involve longer implementation periods, greater operational complexity, and multiple influencing factors. Moreover, due to relatively small sample sizes, the generalizability of their findings is somewhat constrained. There is a need for further collaboration among researchers to expand sample sizes and diversity through practical application, in order to validate and enhance the representativeness of these results.

V. CONCLUSION AND IMPLICATION

Overall, this review demonstrates that corpus-based approaches in English writing instruction encompass a wide range of study populations, including learners from secondary school to undergraduate and graduate levels, reflecting the applicability and value of corpora across various educational stages. Moreover, the research covers multiple linguistic dimensions—such as vocabulary, grammar, syntax, and discourse—highlighting the comprehensive role of corpora in enhancing writing pedagogy. It is evident that corpora play a significant role in supporting the development of English writing proficiency.

First, the application of corpora offers new perspectives and methodologies for English writing instruction. By providing access to abundant authentic language materials in real communicative contexts, corpora enable students to engage with natural language use, which is crucial for improving the accuracy and authenticity of their writing. Corpus-assisted teaching models, such as the "Input-Output-Consolidation" framework and the CCC (Collaboration-Consolidation-Construction) model, incorporate systematic instructional procedures that have been shown to significantly enhance students' lexical richness, grammatical accuracy, and overall writing quality.

Second, research on corpus-assisted writing development employs diverse methodologies, which can be broadly categorized into indirect and direct uses of corpora. Findings indicate that both approaches contribute substantially to the improvement of students' writing abilities. Specifically, corpora help learners identify and correct errors, raise metalinguistic awareness, enrich writing resources, and foster innovation in teaching models. Furthermore, corpora provide robust empirical evidence and diverse research perspectives that continue to inform and refine English writing instruction.

Studies involving the indirect use of corpora have revealed common challenges in English writing—such as interlingual transfer, intralingual transfer, environmental influences, and specific lexical or grammatical errors—and have proposed corresponding solutions. These investigations provide both theoretical foundations and practical guidance for refining teaching resources and instructional strategies.

In contrast, research on the direct application of corpora tends to focus more on practical implementation, demonstrating more pronounced effects within writing instruction. By enabling real-time error correction and supporting innovative teaching models and methods, the direct use of corpora contributes tangibly to the enhancement of students' writing skills. Findings indicate that corpus-assisted instruction effectively improves learners' lexical richness, syntactic variety, and discourse coherence, while also fostering greater autonomy and motivation in English writing.

Overall, scholars both domestically and internationally have achieved substantial results in researching the application of corpora to enhance English writing skills; however, there remains considerable room for improvement. It is essential to closely integrate research outcomes with frontline teaching practices and to expand the scope of research samples. Teachers should actively incorporate corpus tools and methods into daily instruction to foster mutual enhancement between research and pedagogy. In this process, teachers' competence in using corpora plays a crucial role. Future studies could investigate teachers' corpus literacy, while educational authorities and schools should provide targeted professional development to strengthen teachers'

knowledge and applied skills in corpus-based instruction. Simultaneously, students' attitudes toward and proficiency with corpora cannot be overlooked. Learners should be positioned as “researchers” in the corpus-assisted learning process, encouraged to actively utilize corpus resources for exploratory learning and self-correction. Moving forward, research could also focus on establishing and refining various types of corpora—especially personalized corpora tailored to different learning stages and needs—to provide more diverse teaching and learning resources for both educators and students.

Furthermore, sustained empirical research on corpus-assisted English writing instruction should be conducted, incorporating continuous feedback to optimize teaching methods and strategies in response to evolving educational demands. Building on previous studies, modern information technologies—such as artificial intelligence and big data analytics—can be leveraged to enhance the efficiency of corpus retrieval and the intelligence of pedagogical applications. Interdisciplinary research integrating knowledge from education, psychology, applied linguistics, and other related fields will contribute to a more comprehensive understanding and exploration of the multifaceted role of corpora in English writing instruction, thereby more effectively advancing the enhancement of English writing proficiency through corpora.

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Survival of Right to Privacy under Administrative Surveillance: A Comparative Legal Study

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Abstract— *The right to privacy, recognised as a fundamental human right, faces serious challenges in the era of expanding administrative surveillance. Governments across the world increasingly rely on mass surveillance to address concerns of national security, crime prevention, and efficient governance. However, such practices often result in excessive data collection, intrusion into personal autonomy, and the risk of misuse of sensitive information. This paper examines the survival of privacy rights amid growing state surveillance, focusing on the delicate balance between individual freedoms and legitimate state interests. It analyses legal frameworks governing surveillance in democratic societies and evaluates the adequacy of existing privacy safeguards. Landmark judicial decisions, including *K.S. Puttaswamy v. Union of India* and *Carpenter v. United States*, are critically examined. The study also explores how technological advancements such as artificial intelligence, biometric systems, and data mining intensify privacy concerns. Emphasising proportionality and necessity, the paper advocates stronger oversight, transparency, and privacy-oriented digital governance to protect privacy rights.*

I. INTRODUCTION

The right to privacy is one of the most rudimentary and inherent elements of human dignity and sovereignty. The right to privacy has been debated exceedingly in the present digital age. With the fast-industrialized exponential growth of technology and an increased reliance on digital governance, administrative surveillance has gained importance as a significant issue. Governments worldwide justify surveillance measures as necessary for ensuring national security, law enforcement, and administrative efficiency. However, these measures often come at the expense of individual privacy, raising questions about the balance between state interests and fundamental rights. The conflict between privacy and surveillance has intensified with the rise of mass data collection, artificial intelligence-driven monitoring, and predictive analytics. This study explores the survival of the right to privacy under administrative surveillance, examining its legal foundations, challenges, and possible safeguards.

The rise in surveillance technologies has radically changed the contours of privacy rights. Traditionally, privacy has been considered an inalienable right that guards individuals from unrequired state incursion. However, the post-9/11 dispensation has seen a rapidly expanding state surveillance in the name of counterterrorism, crime prevention, and governance enhancement. Programs such as PRISM¹ in the United States, China's social credit system², and Aadhaar-based biometric identification in India³ illustrate the growing breadth of administrative surveillance.

¹ Greenwald, G., & MacAskill, E. (2013, June 7). NSA Prism program taps into user data of Apple, Google and others. *The Guardian*. <https://www.theguardian.com/world/2013/jun/06/us-tech-giants-nsa-data>

² Creemers, R. (2018). China's social credit system: An evolving practice of control. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3175792>

³ Unique Identification Authority of India. (n.d.). *Aadhaar*. <https://uidai.gov.in/>

This study's significance lies in its attempt to bridge the gap between legal protections and the realities of surveillance mechanisms. While governments argue that surveillance enhances national security and public safety, it can also lead to mass surveillance, data breaches, and the erosion of civil liberties. The study will critically analyze whether privacy can coexist with the growing demands of administrative surveillance by focusing on a balanced approach to ensure security without compromising fundamental rights.

1.1 Research objective

The primary objective of this research is to assess the survival of the right to privacy in the context of administrative surveillance. The study aims to:

- A. Analyse the impact of administrative surveillance on privacy in democratic and authoritarian regimes.
- B. Evaluate the effectiveness of existing legal frameworks in protecting privacy.

1.2 Research methodology and scope of study

This research adopts a multidisciplinary approach, integrating legal analysis, case study evaluation, and policy assessment. The methodology comprises two primary components:

1.2.1 Legal and Doctrinal Analysis: A thorough examination of constitutional provisions, statutory laws, and judicial interpretations forms the core of this study. Key legal documents, including the Universal Declaration of Human Rights (UDHR), the International Covenant on Civil and Political Rights (ICCPR), the European Convention on Human Rights (ECHR), and national constitutions, will be analysed. Special attention will be given to judicial precedents, particularly the rulings in *K.S. Puttaswamy v. Union of India*, *Carpenter v. United States*, and other landmark cases that have shaped privacy jurisprudence.

1.2.2 Comparative Case Study Approach: The study will compare administrative surveillance practices across different jurisdictions, including:

- United States: The role of the National Security Agency (NSA), the USA PATRIOT Act⁴, and the Foreign Intelligence Surveillance Act (FISA)⁵.
- European Union: GDPR's⁶ impact on privacy and the European Court of Human Rights rulings on surveillance.

- India: The Aadhaar biometric database, its privacy implications, and Supreme Court judgments.

These case studies will provide a global perspective on the effectiveness and challenges of privacy protection in different legal and political frameworks.

The research is limited to analysing state-led surveillance rather than private-sector surveillance. However, it acknowledges the growing role of corporate entities in data collection and their collaboration with governments, which further complicates privacy concerns.

The research highlights the growing tensions between privacy and administrative surveillance. It underscores the significance of privacy as a fundamental right, the threats posed by expanding state surveillance, and the necessity for robust legal protections. The study aims to contribute to the legal and policy discourse by examining existing frameworks, identifying gaps, and proposing solutions to ensure the survival of privacy rights in an era of pervasive surveillance. Through a combination of legal analysis, case studies, and policy recommendations, this research aspires to provide a comprehensive understanding of how privacy can be preserved amid increasing state surveillance efforts.

II. WHAT IS PRIVACY?

The concept of the 'Privacy' is not new to us, it always is available to us. Only the form and jurisdiction of the 'Privacy' are changed. It starts with a 'Right to Live Alone' but now it deals with social, virtual, economic, and personal privacy. The right to privacy has evolved significantly over time, shaped by changes in societal values, legal interpretations, and technological advancements.

2.1 Privacy in Ancient and Early Societies

Early concepts of 'Privacy' can be traced back to ancient civilizations, though the term "privacy" as we understand it did not exist. In societies, privacy is available in the form of individual boundaries, personal respect, and honour. Norms and ethics of society show the decorum of privacy in life. In respect of social interest making things confidential and doing some daily activities under the curtail show the presence of privacy.

2.2 Privacy in Religious and Philosophical Thought (Medieval Period)

⁶ General Data Protection Regulation (GDPR), Regulation (EU) 2016/679, of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC, 2016 O.J. (L 119) 1.

⁴ (USA PATRIOT Act) Act of 2001, Pub. L. No. 107-56, 115 Stat. 272 (2001).

⁵ *Foreign Intelligence Surveillance Act of 1978*, 50 U.S.C. 1801–1885c (2023).

During the medieval period, religious traditions such as Christianity, Judaism, and Islam, Hinduism introduced the idea of personal dignity and respect, indirectly supporting privacy by emphasizing the sanctity of family and home life. Rituals emphasized the importance of personal moral space, which laid an early foundation for the recognition of individual boundaries and autonomy.

2.3 Privacy and Individual Rights (Enlightenment and 18th Century)

The Enlightenment period: with its emphasis on individual rights and personal liberty, saw the emergence of privacy as a social and philosophical concept. Thinkers like John Locke discuss about privacy in his work “Two Treaties of Government” . In his work, he treated privacy as the output of natural law theory. Jean-Jacques Rousseau in 1762 in his book ‘The Social Contract’ promoted the idea that individuals have natural rights, including autonomy over their personal lives. This period also witnessed the rise of constitutional frameworks (e.g., the U.S. Constitution) that implicitly protected privacy through provisions safeguarding property and freedom from government intrusion.

2.4 ‘Privacy’ as a Legal Right (19th Century)

The manifest recognition of ‘Privacy’ as a legal right occurred in the 19th century. In 1890, ‘American lawyers Samuel Warren and Louis Brandeis’ published the seminal paper “The Right to Privacy” in the Harvard Law Review. They contended that everyone should have the “right to be left alone” and highlighted the requirement for ‘Privacy’ protection against the press and emerging technologies like photography. This paper established the groundwork for privacy law in the ‘United States’ and inspired similar legal protections globally.

The law regarding trespass in the Indian Penal Code somehow shows the protection of ‘Privacy’ in respect of property and chattels. Not only that laws regarding religion and defamation also protect personal and emotional privacy.

The provision of privileged communication between legal counsel and client in the Indian Evidence Act, of 1872 also shows the presence of privacy.

Apart from these concepts privacy in consideration and privacy of parties in the Indian Contract Act, also resemble the right to privacy.

And, in family law, only the concerned aggrieved party can file a case against each other also a concept of privacy of a family.

2.5 Privacy in the Age of Communication (20th Century)

The 20th century marked the expansion of privacy rights as new technologies such as the telephone, radio, and television enabled greater public access to private information. The legal is going to adopt this right.

- The Universal Declaration of Human Rights (1948) by the United-Nations, she recognized privacy in Article 12, establishing a global standard for privacy rights.

- Article 17 of the “International Covenant on Civil and Political-Rights (ICCPR)” emphasizes the protection of the ‘Privacy’ for citizens in each country.

- The United Nations International Convention on the Protection of the Rights of All Migrant Workers and members of their families also declared the eight of privacy for migrants.

- Article 21 of the Indian Constitution by manifestation of the right to life with dignity ensures the ‘right to-privacy’ of a citizen of India.

- After the case of Kharak Singh vs. State Of Uttar Pradesh and Ors . In the case of Gobind vs. State of M.P. and in the case of PUCL vs. Union of India the Supreme Court confirm the ‘Privacy’ under the umbrella of the “Right to Life”. The court held that to live a dignified law in a civilized society it is necessary to ensure the right to privacy.

2.6 ‘Privacy’ in the Digital-Era (Late 20th and Early 21st Century)

The late 20th century witnessed the rise of the digital-age with computers, the internet, and mobile communication, reshaping privacy concerns. Personal data became an asset, and the capacity to collect, store, and process information grew exponentially.

The case of K.S. Puttaswamy (Retd.) vs. Union of India plays a vital role in the recognition and evolution of the ‘Privacy’. In this case court confirms the ‘Privacy’ with citizens of India as a fundamental right and makes the government accountable for its protection. It is the first time the court concerned about virtual privacy. Court made comment on data protection, virtual privacy, unethical surveillance, and biometric information.

2.7 Privacy in the Age of Surveillance and Big Data (Present Day)

Today, privacy is challenged by pervasive data collection, artificial intelligence, and surveillance technologies. The widespread use of social media, location tracking, and biometric data collection has heightened concerns over how personal data is used and protected.

With that view, India comes with The Digital Personal Data Protection Act (DPDPA),2023 . The DPDPA

mandates that data fiduciaries obtain explicit-consent from individuals before collecting, processing, or sharing their data. It emphasizes transparency, accountability, and the rights of individuals, including the right to access, correct, and erase personal data. The Act also establishes a Data Protection Board to oversee compliance and address grievances. By aligning with global standards, the DPDPA seeks to enhance user trust and safeguard privacy in an increasingly data-driven world.

In this way, the evolution of privacy reflects society’s ongoing effort to balance individual freedom with technological progress. As the boundaries of personal information and privacy become increasingly blurred, understanding the historical context of privacy is essential for shaping future policies and practices that respect both individual rights and collective security in the digital-age.

Table-1 *Evolution of of privacy*

ANCIENT PERIOD	In the ancient periods privacy came under the criteria of individual boundary, family respect, norms, human, dignity, and ethics.
MEDIEVAL PERIOD	In this period religious and philosophical aspects of society emphasized individual rights and personal liberty.
EARLY MODERN PERIOD	In this period international organizations started to recognize the ‘Privacy’ and unethical surveillance.
MODERN PERIOD	In the modern digital world right to privacy includes virtual privacy, stalking, data security, digital surveillance, etc.

Privacy is a fundamental human right that involves the ability of individuals to control their personal information, autonomy, and space. It enables people to decide what information they wish to share or keep private, thus fostering personal freedom, dignity, and individuality. Privacy is not limited to physical spaces but extends to digital spaces and informational privacy, particularly relevant in the modern information age. The term Privacy has been defined by so many scholars in some of the defined below-

Table-2 Scholar’s contribution in definition of privacy

1	Alan Westin (1967):	“Privacy is the claim of individuals to determine for themselves when, how, and to what extent information about them is communicated to others” ⁷ .
2	Ruth Gavison	“Privacy is a condition where one is protected from unwanted access by

⁷ Westin, A. (1967). *Privacy and freedom*. Atheneum.

	(1980):	others, ensuring autonomy and freedom” ⁸ .
3	Daniel Solove (2006):	“Privacy is not a single concept but a family of related problems involving control over personal information and protection from intrusion” ⁹ .
4	Hyman Gross (1967):	“Privacy involves the ability to control what others know about you and to limit their access to your personal life.” ¹⁰
5	Fried Charles (1970):	“Privacy is rooted in the respect for persons and is essential for intimacy and relationships.” ¹¹
6	Judith DeCew (1997):	“Privacy encompasses informational, accessibility, and decisional control dimensions.” ¹²
7	Anita Allen (1988):	“Privacy is crucial for self-development and maintaining personal dignity.” ¹³
8	Julie Inness (1992):	“Privacy is based on the idea of respect for personal boundaries and control over intimate decisions.” ¹⁴
9	Adam Moore (2003):	“Privacy involves a realm where individuals can make personal decisions free from interference.” ¹⁵
10	Beate Roessler (2005):	“Privacy ensures personal space for self-expression and development of autonomy.” ¹⁶

In last it can be concluded that the right to privacy is completely related to personality. Everyone has a different personality with himself for example one personality with friends, one personality at the workplace, and one

⁸ Gavison, R. (1980). Privacy and the limits of law. *Yale Law Journal*, 89(3), 421–471. <https://doi.org/10.2307/795891>

⁹ Solove, D. J. (2006). *The digital person: Technology and privacy in the information age*. New York University Press.

¹⁰ Gross, H. (1967). *The concept of privacy*. Anchor Books.

¹¹ Fried, C. (1970). *An anatomy of values: Problems in the philosophy of law*. Harvard University Press.

¹² DeCew, J. (1997). *In pursuit of privacy: Law, ethics, and the rise of technology*. Cornell University Press.

¹³ Allen, A. (1988). *Privacy: Philosophical dimensions of the law*. Oxford University Press.

¹⁴ Inness, J. (1992). *Privacy: A tradition in crisis*. Oxford University Press.

¹⁵ Moore, A. (2003). *Privacy rights: Moral and legal foundations*. University of Pennsylvania Press.

¹⁶ Roessler, B. (2005). *The value of privacy*. Cambridge University Press.

personality with the spouse, one personality with family members, etc. And the right to privacy ensures the right to secure and maintain this personality. It means under the right to privacy, no person can't know about another personality of an individual without his consent.

In this way **“Right to privacy can be defined as no person shall know about another’s personal information without his consent except according to procedure established by law”**.

2.8 Significance of privacy

‘Privacy’ is recognized as a fundamental essential right after a long struggle. Now ‘Privacy’ is treated as the right to life (Article 21)¹⁷. The right to protect personality is one of the major requirements for a dignified life. If we don't allow the ‘Privacy’, then it becomes hard to enhance the personality of an individual. And improvement in the personality is the essence of life. The ‘Privacy’ plays a significant role in leading of good life. Everyone should be free in discretion to showcase himself. To know about someone should be done with his consent. It's not about the invasion of the right to information, it's about the protection of the right to a dignified life. The significance of the right of privacy is defined below-

1. Protection of Individual Dignity: Individuals can manage their data and make decisions about their lives without undue intervention thanks to privacy, which protects their autonomy and dignity.
2. Freedom of Speech and Expression (Article 19)¹⁸: Privacy creates an atmosphere in which people feel free to voice their ideas, opinions, and convictions. It safeguards the privacy of communications, which is necessary in a democracy.
3. Personal Autonomy: People can make choices about their bodies, relationships, and personal lives thanks to their right to privacy, which encourages self-determination and individual liberty.
4. Prevention of Abuse: Privacy protects against abuses of power and overreach by the government. By limiting monitoring and control, it shields people from capricious official actions and rights abuses.
5. Promotion of Trust: Intimacy and trust are fostered by privacy in interpersonal relationships and social interactions. People can exchange knowledge without worrying about being taken advantage of or judged because of it.

¹⁷ Constitution of India, 1950

¹⁸ Constitution of India, 1950

6. Discrimination Prevention: Privacy can shield people from prejudice based on traits, inclinations, or situations. It gives underrepresented groups a safe place to express who they are.
7. Innovation Facilitation: A strong right to privacy promotes innovation by giving people and companies the assurance they need to experiment with new services and technology without worrying about illegal data exploitation.
8. Maintenance of secrecy: In several professional domains, including healthcare, law, and finance, where maintaining secrecy is critical to preserving client and professional confidence, privacy is vital.
9. Data Protection: The privacy is becoming more closely associated with ‘data protection in the digital age’. It guarantees that people oversee how their personal information is gathered, used, and disseminated.
10. Legal Framework and Accountability: By acknowledging the ‘Privacy’, a legal framework is established that makes institutions and governments responsible for privacy violations, encouraging openness and accountability.

In this way, it can be concluded that the right to privacy is significantly required for the enforcement of the right to life. In a democratic civilized society, it requires that everyone should have some personal space where they can do their activities.

III. ADMINISTRATIVE SURVEILLANCE: JURISDICTION AND SCOPE

3.1 Understanding Administrative Surveillance

Administrative surveillance is the systematic collection of information by state agencies for security, governance, and regulation. It is not judicial or law enforcement surveillance, which needs probable cause or warrants. Administrative surveillance is mainly undertaken for policy implementation, national security, and the efficiency of public services. It encompasses the digital collection of data, CCTV surveillance, biometric verification, monitoring of the internet, and mass data analysis.

3.2 Justifications for Government Surveillance

The rationale for surveillance by the government is based on several legal, security, and administrative justifications. Governments defend surveillance on the following assumptions:

National Safety and Security: One of the most fundamental motivations for administrative monitoring is preventing terrorism, cybercrime, and other national security threats. Governments contend that immediate information gathering and monitoring have the potential to prevent possible dangers from occurring before they become actual threats. The USA PATRIOT Act¹⁹, which was passed following the 9/11 attacks, illustrates how the surveillance statutes are broadened during periods of crisis to strengthen intelligence collection.

Crime Prevention and Law Enforcement Assistance: Surveillance helps law enforcement officials to identify and catch criminals. Automated facial recognition technology, traffic monitoring, and communication interception are regularly cited as indispensable means of upholding law and order. The Indian Telegraph Act, of 1885²⁰, offers legal support for government interception of electronic communication in certain circumstances.

Regulatory Governance and Compliance: Surveillance is imperative to ascertain tax compliance, financial regulations, immigration policy, and health-related compliance. It is regarded as pivotal to public administration's effectiveness in enforcing compliance. The Aadhaar Act, 2016, of India²¹, requiring biometric authentication for public services, is a perfect example of regulatory surveillance.

Public Health and Emergency Response: Governments employ surveillance to monitor disease outbreaks, follow pandemic conditions, and enforce public health interventions. This was particularly evident during the COVID-19 pandemic, where digital surveillance was utilized in contact tracing and vaccine administration. The Epidemic Diseases Act, of 1897²², provided authorities with sweeping powers to observe and regulate health emergencies.

Economic and Infrastructural Development: Digital governance and smart city initiatives depend on administrative surveillance to streamline public services like traffic control, energy efficiency, and waste management. Surveillance for urban planning is typically justified under municipal governance statutes and environmental protection statutes.

3.3 Impact of Mass Surveillance on Civil Liberties

Although administrative surveillance has several advantages, it also sparks important issues around the right to privacy and other civil rights. The consequences of mass surveillance are:

- **Erosion of Privacy Rights:** Large-scale collection of data, usually done in the absence of explicit consent, results in degradation of the privacy rights of individuals. The government's capacity to monitor people's movements, calls, and digital activities can contribute to a high degree of personal loss of autonomy. The Indian Supreme Court, in Justice K.S. Puttaswamy (Retd.) v. Union of India (2017)²³, established that privacy is a constitutional right under Article 21 of the Indian Constitution²⁴, limiting state surveillance.
- **Chilling Effect on Free Speech and Expression:** Mass surveillance makes individuals hesitant to express opposing viewpoints, become politically active, or stage protests for fear of being targeted by the government and facing the consequences. The European Court of Human Rights in *Big Brother Watch v. United Kingdom* (2021)²⁵ held that mass surveillance schemes need to be subject to rigorous legal supervision to ensure protection against free expression rights violations.
- **Risk of Abuse and Overreach:** Lacking robust legal frameworks and control mechanisms, administrative monitoring can be used politically, for biased targeting, or improper sharing of data with non-governmental institutions. The U.S. Foreign Intelligence Surveillance Act (FISA)²⁶ has been faulted for being overly broad in scope and opaque in operation.
- **Disproportionate Targeting of Minority Communities:** Disproportionate targeting of racial, religious, and ethnic communities by surveillance technologies has been criticized on grounds of inducing systemic biases and discrimination. Predictive policing technology has been contested in various jurisdictions based on perpetuating racial profiling.
- **Legal and Ethical Challenges:** Artificial intelligence and predictive analytics in surveillance raise issues of algorithmic bias, data security, and the likelihood of wrongful incrimination. The Indian Supreme Court has noted that laws governing surveillance should agree with

¹⁹ Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (USA PATRIOT Act) Act of 2001, Pub. L. No. 107-56, 115 Stat. 272 (2001).

²⁰ The Indian Telegraph Act, 1885, No. 13, Acts of Parliament, 1885 (India).

²¹ Government of India. (2016). *The Aadhaar (Targeted Delivery of Financial and Other Subsidies, Benefits and Services) Act, 2016*. <https://www.indiacode.nic.in>

²² Government of India. (1897). The Epidemic Diseases Act, 1897. Ministry of Health and Family Welfare.

²³ *K.S. Puttaswamy v. Union of India*, (2017) 10 SCC 1.

²⁴ Government of India. (1950). *Constitution of India, Article 21*.

²⁵ European Court of Human Rights. (2021). *Big Brother Watch v. United Kingdom*, App. Nos. 58170/13, 62322/14, 24960/15.

²⁶ U.S. Foreign Intelligence Surveillance Act, 50 U.S.C. § 1801 (1978)

the doctrines of proportionality and necessity so as not to be excessive.

IV. NATIONAL AND INTERNATIONAL LEGAL FRAMEWORKS GOVERNING SURVEILLANCE AND PRIVACY

4.1 National Legal Frameworks

All developed and developing country faces a clash between privacy and administrative surveillance. There is a lot of legal measures have been made to counter this problem:-

Table -3 Legal Framework for Administrative Surveillance

1	India	<p>Constitutional Protection (Article 21 and Puttaswamy Judgment) The right to privacy was declared a fundamental right under Article 21 of the Indian Constitution in the case Justice K.S. Puttaswamy v. Union of India (2017)²⁷. The Supreme Court stressed that privacy is an integral part of the right to life and personal liberty.</p> <p>The Information Technology Act, 2000: The Information Technology Act, 2000 (IT Act)²⁸ forms the legal basis for electronic surveillance in India. Section 69 of the Act authorizes the government to intercept, monitor, and decrypt information in the national interest of sovereignty, security, and public order. There are, however, apprehensions regarding judicial oversight and transparency.</p> <p>The Indian Telegraph Act, 1885: Section 5(2) of the Indian Telegraph Act²⁹, 1885 gives the government the right to intercept messages in times of public emergencies or in the cause of public safety. The Rules under the Telegraph Act also provide further details on the interception process, including issues of concern over executive discretion being too high.</p> <p>The Personal Data Protection act, 2023:</p>
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²⁷ K.S. Puttaswamy v. Union of India, (2017) 10 SCC 1.
²⁸ Government of India. (2000). *The Information Technology Act, 2000* (No. 21 of 2000).
²⁹ The Indian Telegraph Act, 1885, No. 13, Acts of Parliament, 1885 (India).

		<p>India's Digital Personal Data Protection Act, 2023³⁰, modelled after the EU General Data Protection Regulation (GDPR)³¹, aims to control data gathering and processing. Nevertheless, the bill gives wide-ranging exemptions to the government to use personal data for surveillance activities, fuelling concerns about unbridled state surveillance.</p>
2	United States	<p>The Fourth Amendment the Fourth Amendment to the U.S. Constitution³² protects citizens against unreasonable searches and seizures, requiring a judicial warrant based on probable cause.</p> <p>The Foreign Intelligence Surveillance Act (FISA), 1978³³: FISA establishes procedures for the surveillance of foreign powers and agents. It created the Foreign Intelligence Surveillance Court (FISC), which oversees warrant applications for electronic surveillance.</p> <p>The USA PATRIOT Act, 2001: The USA PATRIOT Act³⁴ widened the surveillance capacity of the government after the 9/11 attacks, and it provided for bulk data gathering and the notorious Section 215 program, under which mass phone metadata surveillance was authorized.</p> <p>The CLOUD Act, 2018: The Clarifying Lawful Overseas Use of Data (CLOUD) Act³⁵ makes it easier for law enforcement to access data across borders by allowing authorities to seek electronic data from companies, even if abroad.</p>
3	European	<p>General Data Protection Regulation (GDPR), 2018: The GDPR³⁶ imposes</p>

³⁰ Digital Personal Data Protection Act, 2023, No. 22, Acts of Parliament, 2023 (India).
³¹ General Data Protection Regulation (GDPR), Regulation (EU) 2016/679, of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC, 2016 O.J. (L 119) 1
³² (U.S. Const. amend. IV)
³³ *Foreign Intelligence Surveillance Act of 1978*, 50 U.S.C. §§ 1801–1885c (2023).
³⁴ (USA PATRIOT Act) Act of 2001, Pub. L. No. 107-56, 115 Stat. 272 (2001).
³⁵ Clarifying Lawful Overseas Use of Data (CLOUD) Act, Pub. L. No. 115-141, § 105, 132 Stat. 1213 (2018).
³⁶ General Data Protection Regulation (GDPR), Regulation (EU) 2016/679, of the European Parliament and of the Council of 27 April 2016 on the protection of

	Union	<p>strict data collection, processing, and transfer rules, with a guarantee that personal data will be dealt with openly and lawfully.</p> <p>The European Convention on Human Rights (ECHR)³⁷: Article 8 of the ECHR ensures the right to private and family life if such is subject to lawful and proportionate limitations.</p> <p>The e-Privacy Directive, 2002³⁸: The directive complements the GDPR in that it safeguards confidentiality in electronic communications and puts a stop to unauthorized data monitoring.</p>
4	United Kingdom	<p>The Investigatory Powers Act, 2016 (IPA)³⁹:- The IPA, otherwise referred to as the "Snooper's Charter," provides UK authorities with sweeping surveillance powers, including bulk data collection. The European Court of Human Rights (ECtHR) has declared aspects of this legislation incompatible with the right to privacy.</p>

4.2 International Legal Mechanisms

Some international legal tools attempt to govern state surveillance and uphold privacy protection:-

Table-4 International mechanism for Administrative Surveillance Regulation

1	The International Covenant on Civil and Political Rights (ICCPR), 1966	<p>Article 17 of the ICCPR⁴⁰ promises protection against arbitrary interference with privacy. The United Nations Human Rights Committee has reaffirmed that surveillance programs should be necessary, proportionate, and under</p>
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natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC, 2016 O.J. (L 119) 1

³⁷ European Convention on Human Rights, Nov. 4, 1950, 213 U.N.T.S. 221.

³⁸ European Parliament and Council. (2002). *Directive 2002/58/EC of the European Parliament and of the Council of 12 July 2002 concerning the processing of personal data and the protection of privacy in the electronic communications sector (e-Privacy Directive)*. Official Journal of the European Communities, L 201, 37-47. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32002L0058>

³⁹ Investigatory Powers Act 2016, c. 25.

<https://www.legislation.gov.uk/ukpga/2016/25/enacted>

⁴⁰ International Covenant on Civil and Political Rights, art. 17, Dec. 16, 1966, 999 U.N.T.S. 171.

		independent review.
2	The Universal Declaration of Human Rights (UDHR), 1948	<p>Article 12 of the UDHR⁴¹ provides that no one shall be subjected to arbitrary interference with his privacy, home, or correspondence. Though not legally binding, it has helped influence international norms.</p>
3	The Convention on Cybercrime (Budapest Convention), 2001	<p>The treaty, crafted by the Council of Europe⁴², sets international cooperation about investigations of cybercrime and ensures guarantees for privacy.</p>
4	United Nations Guidelines	<p>The United Nations Guidelines for the Regulation of Computerized Personal Data Files, 1990⁴³:- These rules set data protection standards that involve data collection restrictions, transparency, and accountability.</p>
5	OECD Guidelines	<p>The OECD Guidelines on the Protection of Privacy and Trans border Flows of Personal Data, 1980⁴⁴:- The Organisation for Economic Co-operation and Development (OECD) published guidelines encouraging equitable practices in data processing and limiting the unjustified invasion of privacy.</p>

The legal regimes for surveillance and privacy manifest the constant tension between security needs and human rights. While universal instruments promote privacy guarantees, national legislation tends to give states carte blanche for surveillance. Strong oversight, judicial checks,

⁴¹ United Nations. (1948). *Universal Declaration of Human Rights*, Article 12. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

⁴² Council of Europe. (2001). *Convention on Cybercrime* (ETS No. 185). <https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/185>

⁴³ United Nations. (1990). *Guidelines for the regulation of computerized personal data files*. Retrieved from <https://www.un.org>

⁴⁴ Organisation for Economic Co-operation and Development (OECD). (1980). *OECD guidelines on the protection of privacy and transborder flows of personal data*. OECD. <https://www.oecd.org/digital/oecd-guidelines-on-the-protection-of-privacy-and-transborder-flows-of-personal-data.htm>

and powerful data protection laws are vital in ensuring that the right to privacy endures amidst the tide of administrative surveillance.

V. JUDICIAL INTERVENTION ON PRIVACY AND ADMINISTRATIVE SURVEILLANCE

Administrative surveillance is a two-edged sword. While it has important governance and security roles, it also brings serious risks to civil liberties, especially the right to privacy. The legitimacy of surveillance practices is contingent on sound legal frameworks, open policies, and strong mechanisms of oversight, which weigh against national security needs and safeguard core rights. Thus, it is necessary to create surveillance legislation that is proportionate, indispensable, and in keeping with democratic values to safeguard the existence of the right to privacy during the era of administrative surveillance. Judicial precedent, constitutional safeguards, and international human rights standards have to be used for informing and implementing policies of administrative surveillance to maintain the precarious balance between security and liberty.

Table-5 Case Laws Administrative Surveillance and privacy

1.	United State	<p>Katz v. United States (1967)⁴⁵ – Held that the Fourth Amendment guarantees individuals, not locations, a reasonable expectation of privacy.</p> <p>Smith v. Maryland (1979)⁴⁶– Established the third-party doctrine, holding that information voluntarily given to third parties is not protected by the Fourth Amendment.</p> <p>Carpenter v. United States (2018)⁴⁷– Called for a warrant for law enforcement to obtain historical cell-site location information (CSLI).</p> <p>American Civil Liberties Union v. Clapper (2015)⁴⁸– Held that the NSA's bulk telephone metadata collection was unlawful under the Patriot Act.</p> <p>United States v. Jones (2012)⁴⁹– Held that affixing a GPS tracker to a suspect's vehicle was a search under</p>
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⁴⁵ Katz v. United States, 389 U.S. 347 (1967).

⁴⁶ Smith v. Maryland, 442 U.S. 735 (1979).

⁴⁷ Carpenter v. United States, 585 U.S. ____ (2018).

⁴⁸ American Civil Liberties Union v. Clapper, 785 F.3d 787 (2d Cir. 2015).

⁴⁹ United States v. Jones, 565 U.S. 400 (2012).

		<p>the Fourth Amendment.</p> <p>Riley v. California (2014)⁵⁰– Held that police must have a warrant to search a suspect's cell phone when arrested.</p>
2.	European court	<p>Zakharov v. Russia (2015)⁵¹– Held that Russia's mass surveillance scheme did not contain proper safeguards, contravening Article 8 of ECHR.</p> <p>Klass v. Germany (1978)⁵²– Affirmed state surveillance measures but stressed the importance of enforcing strict legal controls to avoid abuses.</p> <p>Weber and Saravia v. Germany (2006)⁵³– Accepted that mass surveillance needs to be proportionate and subject to independent supervision.</p> <p>S. and Marper v. United Kingdom (2008)⁵⁴– Found holding DNA samples of innocent people breached the right to privacy.</p> <p>Malone v. United Kingdom (1984)⁵⁵– Held that the UK's telephone tapping activities contravened Article 8 of European Convention on Human Rights (ECHR).</p> <p>Big Brother Watch v. United Kingdom (2021)⁵⁶– ECHR held UK's mass surveillance legislation breached rights to privacy.</p>
3.	United Kingdom	<p>R (Privacy International) v. Investigatory Powers Tribunal (2019)⁵⁷– Held that judicial review of the UK's Investigatory Powers Tribunal is applicable.</p> <p>Campbell v. Mirror Group Newspapers (2004)⁵⁸– Held public figures too had a right against media intrusion of privacy.</p>

⁵⁰ Riley v. California, 573 U.S. 373 (2014).

⁵¹ Zakharov v. Russia, App. No. 47143/06, ECHR (2015).

⁵² Klass v. Germany, 2 E.H.R.R. 214 (1978).

⁵³ Weber and Saravia v. Germany, App No. 54934/00, 2006-XI Eur. Ct. H.R.

⁵⁴ S. and Marper v. United Kingdom, 2008 ECHR 1581.

⁵⁵ Malone v. United Kingdom, 7 E.H.R.R. 14 (1984).

⁵⁶ Big Brother Watch v. United Kingdom, App. Nos. 58170/13, 62322/14 & 24960/15, ECLI:CE:ECHR:2021:0525JUD005817013 (Eur. Ct. H.R., May 25, 2021).

⁵⁷ R (Privacy International) v. Investigatory Powers Tribunal, [2019] UKSC 22.

⁵⁸ Campbell v. Mirror Group Newspapers, [2004] UKHL 22.

4.	Canada	R v. Spencer (2014) ⁵⁹ – Found police need a warrant to access subscriber details associated with an IP address. Hunter v. Southam Inc. (1984) ⁶⁰ – Held that the Canadian Charter of Rights and Freedoms guards against unreasonable searches. R v. Duarte (1990) ⁶¹ – Held that private conversations must be judicially authorized prior to being intercepted by the police.
5.	Australia	Dow Jones & Co Inc v. Gutnick (Australia, 2002) ⁶² – Dealt with jurisdictional privacy matters in the context of online defamation and data privacy.
6.	Ireland	Max Schrems v. Data Protection Commissioner (Ireland, 2015) ⁶³ – resulted in the annulment of the EU-U.S. Safe Harbor Agreement for cross-border data transfers because of privacy issues.
7.	South Africa	Minister of Safety and Security v. X (South Africa, 2012) ⁶⁴ – Held that surveillance and data gathering must be proportionate and legally justified.
8.	India	K.S. Puttaswamy v. Union of India (2017) (Privacy Judgment) ⁶⁵ – A classic case in which the Supreme Court of India in a unanimous verdict established privacy as a fundamental right under Article 21 of the Constitution. Justice K.S. Puttaswamy (Retd.) v. Union of India (Aadhaar Case) (2018) ⁶⁶ – The court established the constitutional validity of Aadhaar but

		put curbs on its use to ensure privacy. PUCL v. Union of India (1997) (Telephone Tapping Case) ⁶⁷ – Laid down parameters for lawful interception of communications to avoid misuse of surveillance power. Shreya Singhal v. Union of India (2015) ⁶⁸ – Declared Section 66A of the IT Act as unconstitutional, holding that it was an infringement on free speech and privacy rights. Gobind v. State of Madhya Pradesh (1975) ⁶⁹ – Engraved privacy as an unarticulated right within the right to life and liberty (Article 21). R. Rajagopal v. State of Tamil Nadu (1994) (Auto Shankar Case) ⁷⁰ – Held the right to privacy as including safeguards against both state and private incursions. People's Union for Democratic Rights v. Union of India (1982) ⁷¹ – Enunciated guidelines to avert misuse of the state over the privacy of individuals. Selvi v. State of Karnataka (2010) ⁷² – Declared narco-analysis and polygraph tests as illegal on an insistence basis, safeguarding privacy in criminal investigations. Anuradha Bhasin v. Union of India (2020) ⁷³ – Held that unplanned shutdowns of the internet are violations of basic rights, reiterating privacy online.
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VI. CONCLUSION

The research on the survival of privacy under administrative surveillance highlights the fine line between individual rights and state security interests. The legal debate over privacy has significantly changed in national and international courts, reflecting a growing international

⁵⁹ R v. Spencer, [2014] 2 S.C.R. 212 (Can.).

⁶⁰ *Hunter v. Southam Inc.*, [1984] 2 S.C.R. 145 (Can.).

⁶¹ *R v. Duarte*, [1990] 1 S.C.R. 30 (Can.).

⁶² *Dow Jones & Co Inc v. Gutnick*, (2002) HCA 56, 210 CLR 575 (Austl.).

⁶³ *Max Schrems v. Data Protection Commissioner*, C-362/14, ECLI:EU:C:2015:650 (Court of Justice of the European Union, Oct. 6, 2015).

⁶⁴ *Minister of Safety and Security v. X*, (2012) (S. Afr.).

⁶⁵ *K.S. Puttaswamy v. Union of India*, (2017) 10 SCC 1.

⁶⁶ *Justice K.S. Puttaswamy (Retd.) v. Union of India (Aadhaar Case)*, (2018) 1 SCC 809.

⁶⁷ *Public Union for Civil Liberties v. Union of India*, (1997) 1 SCC 301 (India).

⁶⁸ *Shreya Singhal v. Union of India*, (2015) 5 SCC 1.

⁶⁹ *Gobind v. State of Madhya Pradesh*, (1975) 2 SCC 148 (India).

⁷⁰ *R. Rajagopal v. State of Tamil Nadu*, AIR 1995 SC 264

⁷¹ *People's Union for Democratic Rights v. Union of India* (1982)

⁷² *Selvi v. State of Karnataka* (2010)

⁷³ *Anuradha Bhasin v. Union of India*, (2020) 3 SCC 637.

acknowledgment of the right to privacy as a core human right. Administrative surveillance continues to be a controversial topic where governments have used national security, law enforcement, and public interest as reasons to justify far-reaching data gathering and monitoring. We need to make a harmonious relation in both of them and adopt a protective approach. Individual security and individual sovereignty is not contradictory to each other. These are co-related to each other. To secure this issue following points can be used:-

- Privacy is a Constitutional or Human Right – Landmark judgments like *K.S. Puttaswamy v. Union of India* (2017)⁷⁴ in India and *Carpenter v. United States* (2018)⁷⁵ in the U.S. reaffirm that privacy is not a privilege but a constitutional or human right in most jurisdictions. Courts have time and again held that privacy protection is available to digital domains, communications, and personal data.
- Surveillance Laws Tend to Lack Oversight – Numerous government surveillance schemes, including the U.S. NSA's PRISM program and Russia's SORM system, has been criticized for functioning with minimal transparency and judicial supervision. The ECHR's decision in *Zakharov v. Russia* (2015)⁷⁶ serves to illustrate the dangers of mass surveillance absent adequate safeguards. It is the duty of all state that whenever they make any policy for surveillance keep the space of survival of right to privacy.
- Judicial Interpretation Adapts with Technology – Courts across the globe have recognized the challenges presented by contemporary technology. The transition from *Katz v. United States* (1967)⁷⁷ to *Carpenter v. United States* (2018)⁷⁸ in the United States illustrates how the judiciary is evolving legal doctrines to safeguard privacy in the digital era. Judiciary have to understand its duty and keep vigilant on the right to privacy.
- Governments Rationalize Spying on Security Reasons – National security is the most widespread reason for administrative surveillance. Laws passed after 9/11, such as the Patriot Act in the U.S. and India's IT Rules, 2021, reflect that governments frequently use threats to security as the reason for broadening their powers of surveillance. But, on the name of security you cannot diminish the sovereignty

of individual. All surveillance data should be collected with bonafide intention with minimal use.

- Data Privacy Laws Are Imperative to Privacy – Legal instruments like the EU General Data Protection Regulation (GDPR) and India's Digital Personal Data Protection Act (DPDPA), 2023, reflect an increasing international focus on data privacy. In this digital era we require to secure the virtual identity of person.
- Judicial Review Plays a Crucial Role – Cases such as *Privacy International v. Investigatory Powers Tribunal* (2019)⁷⁹ in the UK show that judicial bodies remain essential safeguards against excessive surveillance. Courts have a key role in ensuring proportionality and necessity in government surveillance programs.

The right to privacy is a pillar of democracy, individual autonomy, and liberty. Administrative surveillance, though in some situations necessary, must be made transparent, accountable, and proportionate to avoid undermining fundamental rights. Courts and legislatures across the globe must be ever watchful in protecting privacy from unbridled government surveillance so that technological advancement does not happen at the expense of individual freedom.

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⁷⁶ *Zakharov v. Russia*, App. No. 47143/06, ECHR (2015).

⁷⁷ *Katz v. United States*, 389 U.S. 347 (1967).

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The Role of Parental Involvement in Student Academic Success

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Abstract— The aim of this study is to investigate if lifestyle at home and parenting influence students' achievement when controlling for other factors that are also known to influence learning. Based on Epstein's framework, this study explores the influence of active parents' participation in home-based learning on children's academic skills, efficacy and performance. A cross-sectional quantitative study in which structured questionnaires were used to sample parents and teachers in some selected primary schools. The results identify a highly significant relationship between parental engagement at home and their child's success in school focusing on among other themes, discipline, completing homework, communication skills and a positive attitude to learning. The implications of the study are to recommend the ministry of education to develop and establish policies that support and promote parent involvement outside of the school. Theoretically, the research supports Epstein's model, providing further evidence that home-based parenting activities are equally important as school-based practices in ensuring the development of the whole child. The study is limited by its use of self-report and by the restricted geographical range of the sample and it suggests the need for additional research on qualitative data and for cross-cultural examination. In conclusion, this investigation confirms that the role of parental effect particularly via home learning is a fundamental and too often neglected cause of children's success in school in today's educational world.

I. INTRODUCTION

The importance of education in Malaysia is well-recognized as it goes through the decades in preparation for a 21st century education. Control is performed by the Malaysian Ministry of Education with funding coming from the state for Malaysia education system. Education is considered, from pre-school to tertiary levels as an instrument for learning as well as for the cultivation of the homosocial individual for national socio-economic development in Malaysia (Emirhafizovic et al., 2022). Consistent with Vision 2030 and other national agenda, Malaysia is seriously aiming also on next-generational assets that will serve the country, region and the world and this will be among a generation that is globally competitive, technology-savvy and having strong moral values.

Students' academic success is critical to the realization of these educational objectives. Academic achievement serves as

a significant criterion that students are learning successfully content, life skills and academics to address further academic and career challenges (Gamage et al., 2021). It is a pathway to higher education, scholarships and better job opportunities. For students to have opportunities and advantages which including gain access to renowned universities, professional development programs and international forums where academic performances matter in a competitive world of job industry in Malaysia.

The education system in Malaysia has also seen numerous structural and policy changes throughout the years as the country developed and responded to the changing global environment (Lestari et al., 2024). While the adjustments are often well-meaning, they have sometimes had unintended consequences that affect teaching and learning experiences across the nation (Gee et al., 2024). It's not exactly a new

question causing handwriting among parents, educators and policymakers that the educational system so incoherent with new curriculum and assessment modes that changes very quickly. These changes have led to confusion and uncertainty for not only students but teachers who must change their content, teaching styles and types of examination on a regular basis.

Moreover, the lack of a coherent long-term education policy has discouraged a great number of teachers who see their work undermined by ad hoc planning and political interference (Dudley, 2024). Instability causes not only students' academic performance to suffer but also their emotional well-being. The continual change presented to students through variabilities in content, expectations and assessment as well as creating undue stress and hinders the student's planning for and preparation for study. Over time, this variability can erode fundamental knowledge and skills and impact their college and career readiness.

An escalating issue is also the urban-rural divide in the standard of education. Even in cities, the schools have better resources and can afford new materials, good teachers and online resources but in rural cities, things become tough as the infrastructure is poor plus inadequate support (Rawal, 2024). This disparity exacerbates the difficulty of keeping up with frequent changes in curriculum in public education with rural educators being less likely to have access to timely staff development and materials to address new initiatives. Students in poorer areas are thus at a greater disadvantage and the achievement gap across the nation is widened.

The system of education in Malaysia has grown and changed over the years from a colonial system to a national and comprehensive system with emphasis on fair, affordability and competitiveness (Bernardlauwers et al., 2024). In the first few decades following independence, the priority was to increase access to primary education especially in rural and other lagging regions. National Education Policy and Malaysia Plans also resolved to formalise and integrate education in the country through public schools, vocational colleges and universities were set up to cater for the increasing needs (Ong, 2025). Reforms have been increasingly directed towards enhancement of literacy and access and alignment of the education system with international standards with specific focus on STEM, Digitally Literacy and 21st Century skills (Ismail et al., 2024).

Malaysian schools have evolved over the years in order to match industry standards as well as to prepare students to work in the real world. Schooling in the beginning stressed on cramming for exams and there was hardly anything done for developing soft skills or for real life (Mukhalalati et al., 2024). However, with Malaysia's economy moving to a more knowledge-based and digital-driven economy, there's an

increasing realization that academic success alone isn't going to make the cut. Schools took to embedding skills such as critical thinking, problem solving, creativity and communication into curriculum through initiatives such as the 21st Century Learning and the Malaysia Education Blueprint 2013–2025 (Janius et al., 2024).

While many parents have the knowledge of what an average contribution may entail making them familiar with homework help, attendance at school events and meetings and teacher communication for others this field remains terra incognita (DeBaryshe, 2023). The main reasons include socioeconomic differences such as parental education and access to information. Thus, relatively well-educated parents know and appreciate the importance of academic involvement, and underprivileged families are likely to lag behind (Bhandari & Timsina, 2024). Another major gap is the absence of support from schools, indicating the efficiency of parental participation efforts. Some schools implement strategies aimed at informing and engaging parents while others avoid creating channels for meaningful communication. The end result is a gap while some children benefit from a college environment, others are not prepared or cannot get this support. Moreover, language barriers, cultural differences and rigid systems limit the efficacy of that interaction. With the development of telecommunication, the expectations regarding parents shifted to consuming digital learning at home as well (Misirli & Ergulec, 2021). However, not every parent is tech-savvy especially during uncertain periods such as the COVID-19 lockdown. All these gaps exacerbate existing problems and render many parents unable to meet modern expectations.

Epstein's model based on Six Types of Involvement includes parenting, communicating, volunteering, learning at home, decision making and collaborating with the community was intended to provide a comprehensive understanding of possible ways in which families can be involved in a child's education (Li et al., 2024). More importantly, Epstein consistently argued that families cannot fulfil their educational role in isolation from schools and effective education could not be achieved without a functioning partnership between the two parties. Throughout the years, Epstein's model continued to change and develop which made it capable of remaining relevant across different generations with their unique customs, practices and social circumstances (Jurkova & Guo, 2021).

These complexities identified in this study unveiled the need for further examination into how variations in parenting, communication and learning at home affect student academic success across socio-economic and generational contexts. A key reason for this lack of specifying the relevant moderation contexts are relationships in the context of educational outcomes between parents and teachers and parents and

children without a comprehensive understanding of this interrelationship. Many efforts to improve educational outcomes through increasing parental involvement may be inadequate especially in underrepresented or disadvantaged communities. This study aims to fill this void by exploring the influence of these three core roles anchored in Epstein's model on students' academic performance as well as the mediating role of family background and generational differences in the quality and impact of parental involvement.

Objectives

The primary objectives of this study are:

To analyze on the relationship between parenting influence against the academic success of student's academic success.

To analyze on the relationship between parent-teacher communication against the academic success of student's academic success.

To analyze on the relationship between learning at home against the academic success of student's academic success.

foundation in which it shares the dilemma of how the roles of parental involvement in their children's academic success is crucial. With this being mentioned, the researcher's focus is placed onto learning the role of parental involvements and how it influences the academic success of their children. This could be from the perspective of the socio-economic balance as well as in general of how parents could involve themselves in their children's education.

II. METHODOLOGY

Research Design

A quantitative cross-sectional survey technique was employed in this study to explore the significance of parental involvement to student academic achievement. Quantitative method is suitable for this study since it allows to gather numerical data and analyze to test the connections between specified variables which are parenting influence, parent-teacher communication and learning at home as independent variables and student academic success as a dependent variable. Using structured questionnaires, the research generates standardized answers to be statistically explored to discover tendencies, associations and the strong inter-relationships between variables (Tao et al., 2022). A cross-sectional design enables the researcher to capture data at a single time point which can provide a snapshot of parental involvement and its impact on students' academic achievement between homes and levels of education.

Population and Sample

This study looks to employ a stratified random sampling technique to select participants from the target population that comprises of parents from both primary and secondary

school students. Stratified sampling is chosen due to the samples that accurately representing various different subgroups within a subset of the population demographically. The demography looks into the school levels, parental education level and also the geographical location. The sample size of the study is determined based on the total pre-determined population of the parents with children enrolled in primary or secondary schools. Based on the population of the study, the statistical validity and generalization for the findings suggests responses of 384 respondents.

III. DATA COLLECTION METHODS

Quantitative Data Collection: The questionnaire will be comprised of close-ended questions assessed on a Likert scale that is able to measure in a quantifiable way participants' attitude, behavior and perception. This facilitates consistency, reliability and comparability of response at a larger sample size. The survey will be administered to a sample from parents to provide information on the various aspects of parental involvement in the context of Epstein's framework. In addition as a cross-sectional study, the researcher could discriminate among demographic groups such as parental education, income or age without engaging in long-term data collection of participants.

Data Analysis

Quantitative Data Analysis: The employed investigation method was largely quantitative structured to analyze the extent to which a variety of types of parental involvement including parenting influence, parent-teacher communication and learning at home contributed to student academic success, through the use of various statistical methods. The statistical tool for data analysis was descriptive and inferential statistics especially correlation and regression analyses. Descriptive statistics were employed to summarize and describe the data set such as frequencies, means and standard deviations to provide a further insight into the general trend of the variables. On the contrary, inferential statistics were indispensable in answering the question if the associations found among variables could be believed to be statistically significant and applicable in population beyond the samples.

IV. RESULTS

Descriptive statistics

The descriptive statistics indicate the strong support of renewable energy development by respondents. The average score of adoption intention is 4.27 suggesting high degree of willingness to adopt renewable technologies with

negatively skewed and leptokurtic distribution which means strong level of agreement. Attitude of renewable energy has also largest difference on mean (4.42) with small SD meaning that perceptions toward usefulness and safety of renewables devices are commonly positive. The subjective norms exhibits the lowest average (3.84) and the largest dispersion indicating that there is mixed influence in society regarding adoption. Perceived behavioural control ($M = 4.19$) suggests that the majority of respondents believe that they would be able to use renewable energy, but there are few obstacles for some others. Finally, a high level of consensus is reached when it comes to perceived relative advantage (mean = 4.29) in which renewables are believed to offer long-term benefits that outweigh those of traditional sources. Thus, in a general way it can be said that positive attitudes, perceived advantages and self-efficacy determine more the adoption of the technology when compared to social expectations. Overall, the data suggest a stronger influence on acceptance by positive attitudes rather than social pressures continued education and support are required for wide-scale adoption.

Linear Regression Analysis

The model summary table gives some of the important metrics to assess the regression model with. The multiple correlation coefficient for this model is 0.883 ($R = .883$), representing a very strong positive relationship between the independent variables with student academic success. The R Square value (0.780) indicates that the three predictors

account for 78% of the variance in student academic success. The Adjusted R Square (0.778) that adjusts R Square value based on predictors and sample size also provides evidence of the model being robust. The Standard Error of the Estimate is an estimate of the amount by which the actual observations deviate from the value predicted by the model. Finally, concerning autocorrelation, the Durbin-Watson test statistic (2.673) falls in the accepted range of values between 1.5 and 2.5 (independence) as it is close to 2.5 there is potential mild positive autocorrelation but this is something that could merit further investigation.

ANOVA (Analysis of Variance) table tests the overall significance of the regression model. For F-statistic (449.614) its significance value was (p values = 0.000) indicate that the model fits significantly better than an empty model suggesting that the predictors together are good predictors of student academic success. The proportion of variance in the outcome variable accounted for by the predictor variable model is the ratio of the explained variance in the regression model (Regression Sum of Squares = 181.465) and the unexplained variance of the null model (Residual Sum of Squares = 51.123) together with the explained variance in the regression model (Regression Sum of Squares = $(181.465 + 35.151) / 232.587$; 78% and 82% respectively for frogs and toads). A large F-value and a small p-value indicate that the overall model fits the data well.

Table 1. Descriptive Statistics.

Descriptive Statistics									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Adoption of Renewable Energy	300	1.80	5.00	4.2753	.70226	-1.657	.141	3.367	.281
Attitude	300	1.60	5.00	4.4227	.62352	-2.495	.141	8.372	.281
Subjective Norms	300	1.00	5.00	3.8433	1.09428	-1.117	.141	.235	.281
Perceived Behavioral Control	300	1.60	5.00	4.1853	.84223	-1.395	.141	1.531	.281
Perceived Relative Advantage	300	1.40	5.00	4.2933	.71605	-2.186	.141	6.104	.281

The table of coefficients gives a detailed understanding of the contribution of each independent variable to predict the dependent variable. The constant (intercept) is 0.735 that means if all independent variables are zero where the baseline predicted value of academic success would be 0.735. Of the predictors, Parenting Influence plays the most important role in predicting academic success, it alone has got a standardized beta of 0.790 and p-value is highly significant (0.000). This indicates that the more committed

and encouraging the parents, the greater the scholastic achievement of the child. Notably, Parent-Teacher Communication has a negative beta weight (-0.045) and is also insignificant ($p = 0.090$). Learning-at-Home contributes positively and significantly contact learning is clearly learning which was conducted through face to face on classroom or school 0.000 but the influence is more modest than that of Parenting Influence.

Table 2. Linear Regression Analysis.

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.883 ^a	.780	.778	.36679	2.673

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	181.465	3	60.488	449.614	.000
	Residual	51.123	380	.135		
	Total	232.587	383			

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.735	.099		7.410	.000
	Parenting Influence	.718	.034	.790	20.818	.000
	Parent Teacher Communication	-.029	.017	-.045	-1.700	.090
	Learning At Home	.112	.029	.142	3.855	.000

Pearson Correlation Coefficient

The r between these is $r = 0.878$ which is a very strong positive association. This indicating that the more positively involved and supportive the parenting styles applied, the better students tend to fare academically. This association is also statistically significant ($p = 0.000$) between vector and pattern a strong correlation is a reliable correlation. The results revealed a significant and very strong positive relationship between level of parenting influence and student academic achievement ($r = 0.878$). This is to say that when parents are more engaged in their child’s academic life by making sure they go to school have the necessary supplies and emphasize the importance of an education, they usually see their children perform better academically. This trend was also evident in the regression such that parenting influence had the highest and significant

beta ($\beta = .790, p < .001$). This validates that parenting influence is a critical factor predicting educational attainment in this model.

Learning at Home has a strong association with Student Academic Success ($r = 0.722, p = 0.000$). This result emphasizes the reframing of learning activities that take place in the home helping with homework, engaging in educational conversations and coaching for persistence have a considerable positive influence on student academic achievement. That's a clear indication of the role of parents in academics not just in terms of discipline or values but also in daily academic support. Learning at home was found to correlate highly with academic achievement ($r = .722$) which means that the more engaged parents are in learning by helping with homework or stressing the importance of effort, the better students perform in school. This variable

likewise had a significant and positive impact in the regression ($\beta = 0.142$, $p < 0.001$), further suggesting that homeschooling per se independently improves student achievement, regardless of other covariates.

By contrast, Student Academic Success is moderately positive correlated with Parent-Teacher Communication ($r = 0.339$). Although this is a small effect size compared to the two other predictors, a meaningful correlation is nonetheless observed that is statistically significant ($p = 0.000$). This may be an indication that while parent-teacher communication supports academic achievement, it is not as

strong a contributor to it as other behaviors like active parenting or at-home learning participation.

Considering the inter-correlations between the independent variables, Parenting Influence and Learning at Home are significantly correlated ($p = 0.755$, $p = 0.000$) suggesting that effective parenting is often accompanied by parents supporting learning at home. On the other hand, Parenting Influence and Parent-Teacher Communication exhibit moderate positive relationship ($r = 0.422$) and Parent-Teacher Communication and Learning at Home are also moderately associated ($r = 0.355$).

Table 3. Pearson Correlation Coefficient.

Correlations		Student Academic Success	Parenting Influence	Parent Teacher Communication	Learning At Home
Student Academic Success	Pearson Correlation	1	.878**	.339**	.722**
	Sig. (2-tailed)		.000	.000	.000
	N	384	384	384	384
Parenting Influence	Pearson Correlation	.878**	1	.422**	.755**
	Sig. (2-tailed)	.000		.000	.000
	N	384	384	384	384
Parent-Teacher Communication	Pearson Correlation	.339**	.422**	1	.355**
	Sig. (2-tailed)	.000	.000		.000
	N	384	384	384	384
Learning At Home	Pearson Correlation	.722**	.755**	.355**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	384	384	384	384

V. DISCUSSION

Parenting influence, parent-teacher communication and learning at home are major factors that have contributed significantly to student academic success. Through the Epstein's framework of parental involvement, parenting influence has been analyzed as a key factor shaping children's academic growth, their study habits, attitudes and motivation. The authors of the book identified parent-teacher communication as another key determinant. Melding formal and informal channels with the teachers in a child's school not only provide both sides mutual assistance in nurturing students' achievement, it also meet individual needs for children.

Theoretical Implications

A central theoretical contribution of this paper is the empirical verification of Epstein's six types of involvement

and more specifically, the three dimensions selected for this paper. The strong relationship observed between these factors and students' academic success only adds to the model's strength and applicability when used in different cultural and geographical settings. This corroborates the idea that parent participation although often perceived as a pragmatic issue or policy-driven concern might also be grounded on social and educational theory that is subject to quantitative measurement and analysis. By providing such clear examples of how theoretical concepts are made manifest in educational activities related to real students, the findings of this study further bridge the gap between theory and practice rendering Epstein's framework applicable to scholars and educational professionals worldwide.

Limitations and Future Directions

The main limitation of this study is that the study design

was cross-sectional. The data collection was cross-sectional limiting the ability to infer causality between the independent factors (parenting influence, parent–teacher communication, learning at home) and the dependent factor (student academic success). Though the analysis does indicate strong correlations, it can't prove one way or the other whether parental involvement causes better academic attainment or whether students who succeed can attract more of their parents' time and attention. It would be interesting for future research to take a longitudinal perspective to better understand how these relationships change over time.

There are some limitations to the study and future researchers should consider a longitudinal design to follow parental involvement and its effects on student academic achievement across time. A cross-sectional design can identify associations at one time but cannot explain how the role of parent's changes through early life or in relation to familial and school settings. Longitudinal data would permit consideration of causality to be conducted more rigorously enabling us to provide more robust evidence on the effect of the continuity, change or increase in parental involvement on long-term academic development.

Practical Implications

The MOE can use this information to frame national guidelines for parental involvement similar to teaching standards. Such guidelines might offer schools formal avenues for including parents in their children's learning beyond the occasional meetings on discipline or passing out report cards but through regular outreach, academic involvement programs and family learning activities. Adoption of a formal parental involvement guide patterned after Epstein would bring the value of consistency and uniformity in how schools are working with their families regardless of location and socio-economic status.

From the school's point of view, the study underscores the need to build a culture of partnership. Schools need to make a conscious effort in changing the way they see parents from being external stakeholders to being part of the teaching and learning process. That means more than parent-teacher conferences it means establishing continuous and inclusive lines of communication that build trust, shared decision-making, and a sense of shared responsibility that transcends boundaries. Schools need to develop explicit structures and plans for parent participation using the Epstein framework, parent-teacher communication, volunteering, learning, advising, and collaborating. By making these practices institutional, schools can help it become second nature for every parent regardless of their own background to feel welcome and capable of partnering in their children's education.

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Evolution of Classical, Romantic, and Modern: A Study of Stylistic Characteristics and Aesthetic Shifts in Piano Works from the Late 18th Century to the Mid-20th Century

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Abstract— This paper takes the historical evolution of Western piano music styles from the late 18th century to the mid-20th century as its central thread of inquiry. It selects Clementi's *Sonatina Op. 36 No. 2*, Beethoven's *Piano Sonata in G Minor Op. 49 No. 1*, Schubert's *Impromptu Op. 90 No. 1*, Tchaikovsky's *May*, and the fourth and eleventh movements of Ligeti's *Ricercare* as core analytical texts. Organized around historical periods, the study is divided into two major sections for in-depth formal analysis. Building on the preceding analysis, the third part conducts a systematic stylistic comparison of piano works from different historical stages, focusing on core dimensions such as the construction of harmonic language and the logic of harmonic function to identify similarities and differences. This approach aims to deepen the theoretical understanding of the principles of harmonic application and the aesthetic shifts in piano music from the late 18th century to the mid-20th century.

I. STYLISTIC ANALYSIS OF PIANO WORKS FROM THE LATE 18TH CENTURY TO THE MID-19TH CENTURY

As a core genre of Western classical music, the piano sonata exhibits distinct artistic characters and creative pursuits under different composers. Clementi's *Sonatina Op. 36 No. 2*, Beethoven's *Piano Sonata in G Minor Op. 49 No. 1*, and Schubert's *Impromptu Op. 90 No. 1* respectively represent the establishment of the Classical paradigm, the transitional breakthrough from Classicism to Romanticism, and the expressive freedom of Romantic lyricism. Together, these three works construct the dialectical relationships of "form and emotion," "convention and innovation," and "unity and variety" in musical creation. They not only outline a clear trajectory of stylistic evolution in piano music but also provide a significant reference of both theoretical depth and practical value for performance practice and compositional research.

The core essence of Classical music lies in balance, rigor, and clarity—qualities typically embodied in Clementi's *Sonatina Op. 36 No. 2*. The work strictly adheres to the structural logic of "contrast–development–recapitulation," featuring clear and logically ordered sonata form and ternary form. The exposition establishes a contrast between the main theme and secondary theme; the development section intensively treats the core motives through transposition, variation, and other techniques; the recapitulation returns smoothly with moderate condensation, achieving structural completion while avoiding mechanical repetition. This framework exemplifies the core principle of Classical composition: musical structure must unfold in an orderly manner around core material, allowing formal logic to serve emotional expression rather than becoming a disorderly accumulation of materials. From a performance perspective, a clear structural awareness is essential: highlighting thematic

contrast in the exposition, intensifying tension through dynamic crescendos and rhythmic compression in the development, and returning to stable equilibrium in the recapitulation, enabling the audience to clearly perceive the music's internal logic.

In terms of tonality and harmony, Clementi employs smooth modulations to manifest Classical stability. Transitions such as G major to D major, and C major to A minor are seamlessly achieved through common chords and dominant seventh chords, avoiding any abruptness. The harmony strictly adheres to the functional logic of "tonic–dominant–tonic," with clear harmonic direction ensuring stable cadences and well-defined phrasing. This offers important insights for both composition and performance: modulations should utilize common chords and dominant sevenths to achieve natural transitions, avoiding tonal fragmentation; performers should highlight the tension of dominant chords and the stability of tonic chords, grounding melodies in a solid harmonic foundation. Rhythm and texture further endow the work with distinct character and dimension. The dotted rhythm in the second movement creates a playful quality; the triplets and sixteenth notes in the third movement form a lively rhythmic flow; the varied interplay between right-hand and left-hand textures creates both clarity and dialogue. This suggests that texture should always serve the melodic line, with performers attending to voice balance and composers avoiding excessive complexity that might obscure the thematic material. Thematic material achieves variety within unity, with refined attention to detail, imbuing this work with vibrant artistic vitality within a rigorous Classical framework, confirming that an excellent Classical work requires both macro-structural logic and micro-level refinement.

Clementi's composition epitomizes the standardized writing of the Classical period, while Beethoven's *Piano Sonata in G Minor Op. 49 No. 1* represents a breakthrough within the Classical framework, marking a significant transition from Classicism to Romanticism. Beethoven does not adhere rigidly to formulaic paradigms but instead flexibly reconfigures forms according to the principle that "form serves content." In the second movement, he employs a reversed recapitulation and replaces the development section with a coda; in the first movement, the latter part of the theme is directly transformed into a transition passage, breaking away from conventional formal structures. Simultaneously, he proactively achieves structural balance through techniques such as repeated passages and intensifying dominant preparation tension, compensating for disparities in sectional proportions, reflecting a dynamic approach to structural thinking. Emotional expression is deeply integrated with musical

elements: the melancholic character of the main theme arises from stepwise imitation and flowing textures; the crisp quality of the subordinate theme stems from its compact rhythm; the serene atmosphere of the conclusion is achieved through *pianissimo* dynamics and echo-like figurations. Modulations serve as a crucial vehicle for emotional expression—the shift from G minor to B-flat major in the first movement, and the alternation between major and minor modes in the second movement, directly drive emotional transitions. This demonstrates that emotional expression is not abstract outpouring but must be precisely supported by concrete musical elements.

In his use of material, Beethoven continues the Classical principle of "achieving more with less," employing core motives throughout the entire work via transposition, variation, compression, and other techniques, significantly enhancing unity and dramatic tension. Harmony and contrapuntal techniques transcend Classical regularity; displaced cadences, sustained dominants, and contrapuntal textures enrich the musical fabric and intensify dramatic effect. His handling of details is equally masterful: the rhythmic delay of the displaced cadence, the gentle transition of the two-measure introductory phrase, and the precise control of the *pianissimo* ending are all executed with refined subtlety. Textural shifts serve to delineate formal sections, making the structural logic and emotional trajectory more perceptible. The core value of this work lies in its "innovation within tradition": it retains the Classical principles of harmonic functionality, clear structure, and thematic unity while infusing the emotional expressivity and structural freedom characteristic of Romanticism, profoundly articulating the artistic principle of "foundation in convention, soul in innovation," offering a classic example of "breaking through from tradition" for later musical composition and performance.

Entering the Romantic era, Schubert's *Impromptu Op. 90 No. 1* embodies the aesthetic qualities of "emotion paramount, form free, and color rich," while simultaneously adhering to intrinsic discipline within expressive freedom, achieving a "controlled freedom." In terms of form, the work integrates principles of variation, recapitulation, and cyclic structure, transcending the constraints of a single form. Its four connective passages serve functions of tonal transition, material integration, and emotional preparation, rendering sectional transitions fluid and natural. This demonstrates that "improvisation" is not aimless rambling but a free unfolding constrained by core material. Texture becomes a direct vehicle for emotion: melancholic expression is conveyed through counterpoint and broken chords; heightened emotion is intensified through block chords and octaves; lyrical

fluidity is supported by triplet arpeggiated textures, achieving a high degree of synchronization between emotion and texture.

The use of tonality and dynamics epitomizes the Romantic pursuit of coloristic effect. Alternation between major and minor modes and remote modulations generate powerful emotional fluctuations. Extensive dynamic contrasts ranging from *pp* to *f* and further to *ppp* heighten dramatic tension and create lingering resonance. Despite its strong subjective emotional coloring, the work remains grounded in Classical harmonic logic, avoiding tonal disarray. In terms of thematic development, Schubert expands a single folk-like theme through multidimensional approaches—textural transformation, voice transference, rhythmic elasticity, and modulatory transposition—forming four variations that achieve variety within unity. In Variation II, the allusion to the rhythmic motive from Beethoven’s *Symphony No. 5* becomes a classic instance of quotation, succeeding due to its emotional affinity and stylistic coherence. Schubert’s freedom never abandons discipline: remote modulations are still achieved smoothly through common chords; improvisatory expression consistently revolves around the core theme and emotional logic. The coda, by returning to thematic material and concluding stably in C major, achieves emotional resolution and structural closure, leaving a lingering resonance.

Surveying these three works, the evolutionary trajectory of Western piano music from Classicism to Romanticism is clearly discernible: Clementi pursues equilibrium and rigor, constructing intrinsic beauty through formal discipline; Beethoven seeks breakthroughs within tradition, subordinating structure to emotional expression; Schubert places emotion at the core, upholding logical order within freedom. This developmental progression does not represent a negation of tradition but rather a continuous sublimation built upon it—the formal discipline of Classicism lays a solid foundation for the exploratory freedom of Romanticism, while Romantic emotionalism infuses the disciplined forms of Classicism with vibrant vitality. For performers, it is essential to deeply grasp the core characteristics of works from different stylistic periods: Classical works emphasize balance and restraint, while Romantic works pursue freedom and tension. The artistic value of these works is brought to life through precise attention to detail and nuanced emotional expression. For composers, the task is to innovate boldly while inheriting traditional discipline, balancing logical rationality with individual expression, enabling piano music to evolve continuously through the dialectical equilibrium of “form and emotion,” “convention and innovation,” and “unity and variety.”

II. STYLISTIC ANALYSIS OF PIANO WORKS FROM THE MID-19TH CENTURY TO THE MID-20TH CENTURY

The development of piano music has always revolved around the dialectical relationship between “inheriting tradition” and “achieving stylistic breakthroughs.” Tchaikovsky’s *May* (from *The Seasons*), as a quintessential example of Romantic lyric piano music, employs Classical forms as its structural framework while incorporating nationalistic, vocal-style melodies, achieving a high degree of balance between emotion and form. In contrast, the fourth and eleventh movements of Ligeti’s *Ricercare* (from *Musica ricercata*) reconstruct traditional genres from a pioneering perspective, showcasing the experimental nature and expressive power of modern music through rhythmic deconstruction, contrapuntal innovation, and thematic refinement. Although belonging to different eras and stylistic camps, these two works together affirm the artistic principle that “tradition serves as the foundation for innovation, while innovation imbues tradition with vitality.” An in-depth analysis of their compositional approaches and artistic techniques not only reveals a clear trajectory of stylistic evolution from Romanticism to modern music but also provides theoretical insights and practical guidance for performance and composition that transcend historical periods.

Centered on the lyrical core of Romanticism, Tchaikovsky’s *May* achieves a perfect fusion of “Classical discipline” and “emotional freedom” in its formal structure and musical expression. The work’s most prominent artistic feature lies in the layered texture and innovative quality of its formal structure. It adopts a compound ternary form as its overarching framework, with both the first section and the trio section each containing an inner rounded binary or ternary structure, creating a multi-layered architecture of “a large frame containing smaller frames.” This dual-layered design transcends the flatness of a single form: the primary frame ensures overall stability and structural closure, while the secondary frames provide ample space for the detailed unfolding of emotional nuances. More significantly, the D section within the trio does not merely serve a traditional contrasting function but assumes an episodic, developmental character. Through sequence, modulation, and voice exchange, it propels the lyrical quality to a climax, filling the tension gap between the main section and the recapitulation, thereby imbuing the musical development with greater momentum. This structural design suggests that form is not a rigid template; composers can enhance structural depth through “nested frameworks,” while performers must accurately grasp the

functional roles of different layers—emphasizing overall unity in the primary structure and highlighting expressive details in the secondary structures.

In terms of musical expression, *May* constructs an expressive system centered on melody, deeply binding “vocal quality” (cantabile) with musical elements. The entire work adheres to the principle of “melody first,” where the texture consistently serves the melody: arpeggios provide support in lighter passages, broken chords accompany flowing sections, and denser textures intensify climactic moments—never allowing the texture to overshadow the melodic line. The voice interaction is exquisitely crafted, with the interplay and imitation between the high voice and the tenor, and the alternating emergence of high and low registers, transforming the melody into a “duet” that breaks away from the simplistic “melody plus accompaniment” model. Tonality achieves a natural synergy between functionality and color. Although modulations are frequent, they remain clearly structured, driven by the logic of emotion: the first section shifts to B-flat major to brighten the mood; the trio section modulates to B minor and F-sharp minor to deepen emotional intensity; the recapitulation returns to G major, concluding in tranquility. Each modulation precisely corresponds to emotional shifts. The descending stepwise sequence (by seconds) in the trio section propels the same material through successive tonal shifts, maintaining unity while accumulating tension—a classic technique for building climaxes in lyrical works. Together, these approaches demonstrate that the Romantic ideal of “emotion paramount” does not entail formless indulgence but is built upon the precise coordination of musical elements.

The meticulous handling of details and stylistic nuances endows *May*’s Romantic lyricism with depth and resonance, also reflecting Tchaikovsky’s consummate mastery in “integrating tradition and innovation.” The work departs from the rigidity of conventional symmetrical phrasing. Sections A and B feature asymmetrical phrase structures such as 4+5 and 4+6 measures. Shorter phrases convey agility and playfulness, while longer phrases allow for lyrical expansion, achieving nuanced emotional progression through variations in phrase length. Performers must carefully capture the breathing of these asymmetrical structures, avoiding rigid rhythms to let the natural flow of long and short phrases serve emotional expression. The expansion and *pianissimo* conclusion are particularly masterful: a two-measure extension, a slowing of tempo, and a gradual dynamic decrease to *ppp* create an atmosphere of “sound fading into distance, leaving lingering resonance,” forming an emotional arch that connects back to the opening. These seemingly subtle details are precisely where emotional

depth is enhanced—the rests creating moments of silence, the gradual dynamic shifts, and the flexible pacing all breathe life into the music. From a stylistic perspective, *May* perfectly exemplifies the compositional logic of Romantic lyrical works: grounded in the structural rigor of Classical forms, incorporating the cantabile melodies characteristic of Russian folk music, and conveying genuine emotion through the multidimensional coordination of texture, tonality, and dynamics. This suggests that when studying Romantic works, one must grasp the structural underpinnings of Classical forms to avoid emotional excess, while also rooting oneself in national musical materials to endow melodies with natural lyricism. Compositionally, it is essential to achieve a balance between tradition and innovation, activating Classical forms with a contemporary sensibility to allow emotion to find profound expression within structure.

In contrast to Tchaikovsky’s Romantic lyricism, the fourth and eleventh movements of Ligeti’s *Ricercare* (from *Musica ricercata*) represent modern music’s “creative reconstruction” of tradition, revitalizing classical genres through pioneering techniques. The work’s most distinct breakthrough lies in its approach of “new wine in old bottles” towards traditional genres. The fourth movement, based on waltz rhythms, disrupts the fixed 3/4 meter by incorporating metric conflict between 3/4 and 2/4, creating a playful and dynamic effect. The eleventh movement appropriates the framework of the “ricercare,” a classical contrapuntal genre, infusing it with modern contrapuntal textures and thematic fragmentation techniques, generating a collision between traditional contrapuntal logic and avant-garde expression. This compositional thinking does not negate tradition but rather treats it as a resource to be activated—first precisely grasping the core characteristics of traditional genres (such as the imitative logic of counterpoint or the rhythmic feel of the waltz), then reconstructing them with modern musical language, thereby retaining cognitive anchors for the listener while offering entirely new aesthetic experiences.

Rhythm and texture transcend their auxiliary roles to become primary sources of expressivity. In the fourth movement, melodic textures featuring “stepwise motion plus leaps,” textural variations between single notes, double notes, and octaves, combined with metric conflicts, construct rich layers. In the eleventh movement, the alternation of three rhythmic patterns, the gradual accumulation of voices from 1 to 8, and extreme contrasts in register shape an emotional progression from calm to solemn to fragmented. This breaks away from the traditional “melody-dominant” mindset, demonstrating that rhythm and texture themselves can assume functions

of emotional expression and structural propulsion. Regarding thematic development, Ligeti demonstrates a principle of “less is more.” The fourth movement is built around a “four-note motive,” from which musical ideas are derived through intervallic expansion and rhythmic compression. The eleventh movement takes a single-voice theme comprising twelve pitches as its foundation, generating rich materials through imitation, fragmentation, and accumulation, ensuring unity while avoiding monotony. The functionality and precision of his handling of details are particularly notable: rests in the small codas regulate rhythmic momentum; the shortening of the introduction in the recapitulatory section achieves structural balance; the retention of tonal centripetal force provides a stable anchor for the pioneering techniques, grounding the experimental quality of modern music in precise logic.

Synthesizing these two works, the logic of the evolution from Romanticism to Modernism in piano music becomes clear: Romanticism, rooted in Classical discipline, pursued a balance between emotion and form, its essence being “tradition as the skeleton, emotion as the flesh.” Modern music takes tradition as its starting point, achieving breakthroughs through deconstruction and reconstruction, its essence being “tradition as a resource, innovation as the soul.” Tchaikovsky’s *May* demonstrates that the emotional freedom of Romanticism must be grounded in Classical discipline to avoid emotional excess. Ligeti’s work shows that the avant-garde explorations of modern music must anchor themselves in tradition to avoid formal vacuity. For performers, interpreting *May* requires grasping Romantic cantabile alongside Classical formal logic; interpreting Ligeti’s work necessitates highlighting rhythmic conflict and contrapuntal innovation while also capturing its inherent traditional genes. For composers, both works offer the same insight: tradition is not an obstacle to innovation but its foundation; only by deeply understanding the essence of tradition can one maintain artistic coherence and expressiveness in innovation. Innovation is not a departure from tradition but an activation of the classics from new perspectives, granting them enduring vitality as time progresses. Whether in Romantic lyricism or modernist exploration, “balance” remains the central pursuit—balance between emotion and form, tradition and innovation, unity and variety. Only through such balance can piano music possess both logical depth and artistic resonance.

III. COMMON CHARACTERISTICS AND STYLISTIC DIFFERENCES AMONG THE FIVE PIANO WORKS

The development of piano music spans multiple historical periods—Classical, Romantic, and Modern—with a dazzling array of stylistic schools. Yet the underlying logic of composition and analysis consistently reveals overarching commonalities that support the integrity and listenability of musical art. Regardless of how formal structures evolve or stylistic expressions diversify, all works adhere to the core three-part trajectory of “exposition–development–conclusion.” From the “exposition–development–recapitulation” of Beethoven’s sonata, to the “theme–variations–coda” of Schubert’s impromptu, to the three-part structure of Ligeti’s works, this logic ensures a complete arc: the initial presentation of core material, its development through extension and contrast, and the eventual return to stability, culminating in a conclusive closure. This forms the foundation of structural coherence in music.

In the use of tonality, the principle of “contrast and unity” runs throughout. Tchaikovsky’s *May* (from *The Seasons*) moves from G major to B-flat major; Clementi’s sonatina modulates from G major to D major; Ligeti’s fourth movement extends from G minor to related tonalities. Modulations not only enrich the musical color and avoid monotony but ultimately return to the tonic or establish a stable tonality, achieving structural closure. Simultaneously, all works employ textural variation and dynamic contour to shape emotional layers. Through transformations of texture—from broken chords and block chords to multi-voiced imitation and tremolos—combined with dynamic shifts such as crescendos, diminuendos, and gradations from *pp* to *mf* to *f*, the music transcends flat narration to create vivid emotional tension. Schubert’s impromptu drives its climax through a shift from “triplet arpeggiated texture to block-chord texture”; Beethoven’s sonata concludes with “dense sixteenth-note passages leading to block chords”—both exemplify this logic.

At the level of compositional expression, “repetition and derivation” of core material, along with the “precise matching” of emotion to musical elements, constitute another set of common approaches. Whether it is the recurring “four-note motive” in Ligeti’s fourth movement, the literal restatement of the theme in Clementi’s sonatina, or the four variations on the theme in Schubert’s impromptu, the core motives or phrases in all works are developed through repetition, sequence, variation, counterpoint, and other methods. This maintains melodic recognizability while avoiding monotony through derived transformations, achieving “variety within unity.” Moreover, emotional expression never detaches itself from the support of concrete musical elements: the melancholic struggle in Beethoven’s early sonata arises from the somber quality of G minor and contrapuntal techniques;

the bright, cantabile quality of Tchaikovsky's *May* originates from arpeggiated textures and lucid modulations; the tragic, flowing character of Schubert's *Impromptu* relies on its song-like theme and layered textural progression. This high degree of alignment between "emotion and musical elements" renders abstract feelings tangible, representing a creative consensus that transcends historical periods.

Despite these underlying commonalities, works from different eras and composers exhibit distinct stylistic and formal differences, primarily manifested in four dimensions: formal structure and genre, tonality and rhythm, compositional orientation, and textural complexity. In terms of formal structure and genre, Clementi's Classical *Sonatina Op. 36 No. 2* adopts a three-movement structure that blends Baroque virtuosity with Classical rigor, serving as a model of the Classical sonatina. Beethoven's *Piano Sonata in G Minor Op. 49 No. 1* employs sonata form, emphasizing parallel phrase structures and normative modulations, reflecting the formal regularity of the early Classical period. Schubert's Romantic *Impromptu Op. 90 No. 1* adopts a peripheral formal design of "theme + four variations + connecting passages + coda," balancing improvisatory freedom with coherent musical ideas. Tchaikovsky's *May* uses a compound ternary form nested with an inner rounded binary or ternary structure, intensifying lyricism through sectional contrast. Ligeti's modernist works innovatively transform traditional genres: the fourth movement, based on a waltz, breaks the fixed 3/4 meter by interjecting 2/4, creating a playful effect; the eleventh movement, a "ricercare," centers on multi-voiced imitation at the fifth, developing from a single voice to an accumulation of eight voices, exemplifying the modernist innovation of "new wine in old bottles."

Regarding tonality and rhythm, Clementi, Beethoven, Schubert, and Tchaikovsky all adhere to Classical and Romantic tonal principles, with modulations based on the circle of fifths or relative keys, and rhythms conforming to generic conventions. Ligeti, however, breaks away from traditional frameworks: the fourth movement departs from circle-of-fifths modulations and introduces metric conflict; the eleventh movement blurs tonal boundaries through multi-voiced accumulation and employs complex, layered rhythms. In terms of compositional orientation, Classicism prioritizes form, emphasizing structural rigor and balanced phrasing; Romanticism prioritizes emotion, highlighting lyricism and individual expression; Modernism prioritizes innovation, focusing on the deconstruction and reconstruction of tradition. In textural complexity, traditional works predominantly feature "melody plus

accompaniment" or "dialogue between the hands," with clear voice layering and distinct hierarchies. Ligeti's works exhibit dense, interwoven textures: the accumulation of eight voices and fragmentation of thematic material in the eleventh movement break away from the lightness of traditional textures, imbuing the music with greater dramatic intensity and experimental character. These differences stem both from shifting aesthetic sensibilities across eras and from the individual pursuits of each composer. Together, they construct the rich lineage of piano music from Classicism to Modernism, and the dialectical balance between "inheriting tradition" and "achieving stylistic breakthroughs" remains the intrinsic driving force behind the continuous evolution of piano music.

IV. CONCLUSION

This paper takes six representative piano works from the late 18th century to the mid-20th century as its research subjects, including Clementi's *Sonatina Op. 36 No. 2*, Beethoven's *Piano Sonata in G Minor Op. 49 No. 1*, Schubert's *Impromptu Op. 90 No. 1*, Tchaikovsky's *May* (from *The Seasons*), and the fourth and eleventh movements of Ligeti's *Ricercare* (from *Musica ricercata*). Through a comparative analysis of aspects such as formal structure, tonality and harmony, texture and rhythm, emotional expression, and compositional approach, it clearly outlines the trajectory of stylistic evolution in Western piano music from Classicism through Romanticism to Modernism.

The research reveals that despite significant differences in stylistic periods, the six works share a stable underlying logic of composition. All adhere to the structural trajectory of "exposition–development–conclusion," maintaining musical unity through the repetition, derivation, and variation of core motives. In terms of tonality, they uphold the principle of "contrast and unity," employing modulations to enrich color and ultimately returning to the tonic to achieve structural closure. Simultaneously, they rely on textural variation and dynamic contours to drive emotional layers, achieving a precise correspondence between emotion and musical elements. These common principles constitute the fundamental framework for piano composition and analysis, also demonstrating that formal logic is not merely an adjunct to period style but rather the foundation for the integrity and listenability of musical art.

Regarding individual differences, Classicism, represented by Clementi and the early Beethoven, emphasizes structural rigor, clear functional harmony, and symmetrical balance, with Beethoven achieving

breakthroughs within the Classical framework, heralding the advent of Romanticism through his principle of “form serving content.” The Romantic period, represented by Schubert and Tchaikovsky, shifted toward prioritizing emotion. While retaining the structural logic of Classicism, they expanded tonal color, intensified cantabile melodies, and employed asymmetrical phrasing and freer forms, endowing their music with greater lyricism and personal character. By the mid-20th century, Ligeti, through an approach of “new wine in old bottles,” undertook a modernist reconstruction of traditional genres. He disrupted metric stability, blurred tonal boundaries, and employed dense, multi-voiced textures, achieving a breakthrough and transcendence of Classical and Romantic aesthetics while inheriting traditional techniques such as imitation and counterpoint.

Overall, the development of piano music from the late 18th century to the mid-20th century represents a historical trajectory of “inheriting norms, gradually breaking through, and moving toward diversity.” Classicism established the foundations of structure and harmony, Romanticism expanded emotional range and expressivity, and Modernism pursued formal innovation upon the resources of tradition. These three phases do not negate one another but rather progress in layers, mutually supporting each other. This conclusion offers significant insights for both piano performance and composition: performance requires balancing stylistic character with structural logic, achieving equilibrium between rigor and freedom; composition should seek individual expression grounded in an understanding of traditional norms, establishing unity between formal innovation and emotional authenticity.

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Grieving the Death of Pets from the Perspective of Life Education: The Experience of Taiwan

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Abstract— There is a special emotional bond between humans and their pets. In modern society, pets have become emotional family members rather than utilitarian objects, fulfilling human needs for belonging, security, and intimacy. However, since pets' lifespans are shorter than humans', the impact of pet death cannot be overlooked. This article explores owners' grief reactions and adjustment processes from the perspective of life education, analyzing how life education can help owners face loss, complete mourning, and reconstruct meaning. The findings reveal multifaceted grief reactions across emotional, cognitive, physical, and behavioral domains. Grief intensity is related to attachment strength, cause of death, and social support. Grief adjustment is a dynamic process involving impact, pain, and reconstruction stages. Coping strategies include facing emotions, sublimating grief, modifying cognition, and performing mourning rituals. Emerging digital memorials also contribute to meaning reconstruction. Life education can assist owners through five dimensions: understanding life and death, learning grief expression, participating in mourning rituals, seeking social support, and giving meaning to death. Suggestions include integrating pet-related issues into life education curricula, establishing support networks, and providing professional training to promote societal attention to pet loss issues.

I. INTRODUCTION

The population of pet owners in Taiwan has been increasing year by year. According to statistics from the Council of Agriculture, Executive Yuan[1], the total number of pet dogs and cats in Taiwan has exceeded 2.8 million, an increase of nearly 40% compared to 2015. During the COVID-19 pandemic, pet ownership rates increased significantly, and the human-pet attachment bond became even closer [2]. Pets not only provide emotional companionship but also satisfy human needs for belonging and attachment [3], reducing loneliness and enhancing life satisfaction [4]. Research by Bowen et al. [5] indicates that during the pandemic, pets served as important emotional pillars for many people, helping to alleviate anxiety and loneliness.

However, the lifespan of pets is short, and their death has a profound impact on owners. Research shows that pet

death can trigger symptoms such as depression, anxiety, and insomnia, with approximately 30% of owners experiencing clinically significant grief symptoms [6]. Those with high attachment levels experience stronger grief reactions [7], and about 10–20% of owners may develop complicated grief, characterized by persistent longing, inability to accept the loss, and impaired daily functioning [8]. A review by Donahue of the past decade's research indicates that the impact of pet death on mental health has gained widespread academic attention[9], but cross-cultural comparisons and intervention studies still need strengthening.

Life education aims to guide individuals in exploring the meaning of life, confronting death-related issues, and establishing positive values. Pet death, as the first encounter with loss for many people, presents an excellent opportunity for implementing life education. A systematic

review by Testoni et al. [10] points out that incorporating pet death into life education curricula helps students develop a proper understanding of life and death, cultivate empathy, and foster a sense of responsibility. Although substantial research has been accumulated in Europe and the United States [10,11], relevant studies in Taiwan remain limited. From the perspective of life education, this paper explores owners' grief reactions and coping processes, analyzing how life education can help owners confront loss, complete mourning, and reconstruct meaning.

Specifically, the questions this paper seeks to explore are as follows: What grief reactions do owners experience after the death of a pet? What is the grief adjustment process? What are the influencing factors? How can life education assist owners in grief adjustment? What are the unique characteristics of Taiwanese owners' grief adjustment experiences within the socio-cultural context?

II. THE ESSENCE AND PRACTICE OF LIFE EDUCATION

Life education is an integrated educational concept encompassing cognitive, emotional, and practical dimensions, aimed at guiding individuals to explore the meaning of life, confront death-related issues, and establish positive values. Chang Shu-Mei [12] points out that the core of life education includes four aspects: "understanding life," "respecting life," "cherishing life," and "developing life," with death education being an indispensable component.

Pet death, as the first encounter with loss for many people, presents an excellent opportunity for implementing life education. A systematic review by Testoni et al. [10] indicates that incorporating pet death into life education curricula helps students develop a proper understanding of life and death, cultivate empathy, and foster a sense of responsibility. Research shows that students who participate in courses on pet ownership and loss demonstrate a significantly enhanced understanding of life and death, while their anxiety levels decrease [10].

Life education can assist owners in coping with pet death through the following five dimensions:

First, understanding life and death: Comprehending the natural cycle of life, recognizing the relatively short lifespan of pets, and engaging in psychological preparation.

Second, learning to express grief: Recognizing that grief is a normal emotional response and learning to express it healthily through talking, writing, artistic creation, etc.

Third, participating in mourning rituals: Through funerals, memorial activities, and similar practices, helping

to accept the reality of death and complete the mourning process.

Fourth, seeking social support: Sharing grief with family and friends, or joining support groups, to obtain emotional support.

Fifth, attributing meaning to death: Assigning meaning to the pet's life and death, thereby facilitating personal growth from grief.

These five dimensions will serve as the theoretical framework for this paper's analysis of how life education can be integrated into pet grief adjustment.

III. THE CHANGING ROLE OF PETS AND THE HUMAN-PET ATTACHMENT BOND

3.1 The Changing Role of Pets: From Tools to Family Members

The role of pets in human society has evolved along with changes in social structures and family forms. Following industrialization and urbanization, interpersonal relationships became more distant, and pets gradually took on emotional roles [4]. In modern society, many people regard their pets as "family members," even referring to them as "fur children." This cross-species emotional connection has become a significant feature of contemporary family relationships. A qualitative study by Charles and Davies [13] found that pet owners commonly describe their pets as "family members," with a status equivalent to that of children or partners. A cross-cultural study by Irvine and Cilia [14] further noted that while this phenomenon is prevalent in both Western and Asian societies, there are slight differences in expression and cultural connotations.

A study by Bowen et al. [5] on changes in human-pet relationships during the pandemic found that 35% of owners reported a closer relationship with their pets, particularly among those living alone and the elderly. A review by Packman et al. [15] of 25 years of research on human-pet attachment indicates that pets have transformed from "possessions" into "emotional subjects," a shift that makes the impact of pet death on owners deserving of greater attention.

3.2 The Human-Pet Emotional Bond: An Attachment Theory Perspective

The emotional bond between humans and pets can be understood through attachment theory. Bowlby [16] proposed that humans form emotional bonds with caregivers, characterized by features such as a sense of security, proximity seeking, and separation anxiety. Subsequent research has confirmed that a similar relationship exists between humans and pets, with pets serving as secure attachment figures for their owners [17].

Zilcha-Mano [3] further proposed the concept of "pet attachment orientation," categorizing human-pet attachment relationships into secure attachment and insecure attachment (including anxious attachment and avoidant attachment). The quality of attachment influences the owner's grief reaction after the pet's death. Field et al. [18] found that the strength of the attachment between owner and pet is positively correlated with the intensity of grief following the pet's death. A quantitative study by Rockett and Carr [7] confirmed that securely attached individuals are better able to utilize social support resources and navigate the grief adjustment process more smoothly, whereas insecurely attached individuals are more prone to complicated grief.

Clements et al. [19] emphasized that the human-pet emotional bond has a protective effect on physical and mental health and can be considered a source of social support. Research during the pandemic further indicated that pets became important emotional pillars for many, helping to alleviate anxiety and loneliness [2].

IV. THE IMPACT OF PET DEATH AND GRIEF REACTIONS

4.1 Types of Impact from Pet Death

McCutcheon and Fleming [20] categorized causes of death into three types, each resulting in different psychological impacts on owners. A systematic review by Barnard-Nguyen et al. [21] updated this classification, incorporating discussions on contemporary ethical issues surrounding euthanasia.

Sudden death, such as from car accidents, accidental poisoning, or acute illness, occurs abruptly, leaving owners psychologically unprepared. Grief reactions are often most intense and complex. Such causes of death can easily trigger guilt and self-blame in owners, for example, repeatedly thinking, "If I had been more careful, it wouldn't have happened." A systematic review by Komischke-Konnerup et al. [8] pointed out that sudden death is a significant risk factor for complicated grief, with a risk approximately 2.5 times higher than that of anticipated death.

In cases of death from chronic illness or old age, owners usually have a longer period for psychological preparation, and grief reactions are relatively milder. However, the long-term care of elderly or sick pets can itself lead to caregiver burden and anticipatory grief for the owner. A study by Spitznagel et al. [22] found that owners caring long-term for seriously ill pets exhibited significantly higher levels of anxiety and depression compared to general pet owners, highlighting the need to attend to their mental health.

Euthanasia is a highly controversial form of pet death, often confronting owners with difficult ethical choices and emotional struggles. During the euthanasia process, owners may experience intense guilt, indecision, and post-decision self-blame. Research by Spitznagel et al. [23] indicates that if owners receive thorough explanations and emotional support from the veterinarian during the euthanasia decision-making process, their feelings of guilt and self-blame are significantly reduced. Barnard-Nguyen et al. [21] also emphasized that the quality of communication from the veterinarian during euthanasia has a critical impact on the owner's subsequent grief adjustment.

4.2 Worden's Four Dimensions of Grief Reaction

Worden [24] proposed four dimensions of grief reactions, which can comprehensively describe the types of reactions owners experience after the death of a pet.

The affective dimension includes emotional responses such as sadness, guilt, anger, loneliness, anxiety, helplessness, and yearning. Lagoni and Butler [11] point out that guilt is the most common and distressing emotion for owners experiencing pet death, especially when the owner is involved in the euthanasia decision.

The cognitive dimension includes reactions such as disbelief, confusion, preoccupation with thoughts of the pet, hallucinations, and difficulty concentrating. Some owners may experience "metaphysical experiences," such as dreaming of their pet or feeling their pet's presence, which can sometimes help alleviate grief.

The physiological dimension includes reactions such as stomach upset, chest tightness, weakness, dry mouth, and sleep disturbances. A quantitative study by Gosse and Barnes [6] found that approximately 40% of owners experienced sleep disturbances within one month after the death of their pet, with a higher prevalence among women than men.

The behavioral dimension includes reactions such as insomnia, social withdrawal, memorializing behaviors, and seeking support. Sofka et al. [25] note that contemporary owners increasingly engage in memorialization through digital means, such as social media tributes and online memorial platforms.

A systematic review by Komischke-Konnerup et al. [8] indicates that approximately 10–20% of owners experience complicated grief, characterized by persistent longing, inability to accept the loss, impaired daily functioning, and social withdrawal. Risk factors include high attachment levels, sudden death, lack of social support, and prior history of mental illness.

4.3 Factors Influencing Grief Reactions

The intensity and duration of grief reactions following pet death are influenced by multiple factors. Based on recent research, the following key factors can be identified.

Attachment strength is the most significant factor. Field et al. [18] found a positive correlation between the strength of the owner-pet attachment and the intensity of grief. Zilcha-Mano [3] further noted that owners with insecure attachment (anxious and avoidant) exhibit more complex and difficult-to-manage grief reactions. The study by Rockett and Carr [7] confirmed that securely attached individuals are better able to utilize social support resources and navigate the adjustment process more smoothly.

Length of ownership is also correlated with grief intensity. Davis et al. [26] found that the longer the ownership period, the greater the emotional investment and daily interaction, leading to higher levels of loss and grief after the pet's death. A review by Packman et al. [15] indicated a moderate positive correlation between the length of ownership and grief intensity.

The predictability of death influences the complexity of grief. McCutcheon and Fleming [20] found that grief reactions following sudden death are more intense and complex than those following anticipated death. A systematic review by Komischke-Konnerup et al. [8] also confirmed that sudden death is a significant predictor of complicated grief.

Owner characteristics include age, gender, previous experience with pet loss, and personality traits. A study by Gosse and Barnes [6] found that female owners are generally more willing to express grief and experience higher levels of grief, but may also be perceived as "overreacting" and consequently lack social support. Older owners and those with more experience in pet loss tend to recover from grief more easily.

The social support system is crucial for grief adjustment. Research by Kogan et al. [27] found that online pet loss communities have become a new source of social support, especially for owners who lack understanding in their offline lives. Hoffmann et al. [28] also pointed out that supportive comments and shares on social media help owners feel understood and accepted. An analysis of online support community content by Clements et al. [29] revealed that members primarily receive three types of support: emotional support, informational support, and companionship support.

Funeral rituals and memorial activities can help owners accept the reality of death, express grief, and complete the mourning process. A study by Redmalm [30] indicated that owners who participate in pet funeral rituals (such as cremation, burial, or memorial services)

navigate the grief adjustment process more smoothly. Sofka et al. [25] explored the rise of digital mourning rituals (such as online memorial services and social media tribute pages), finding that these emerging rituals also serve functions of emotional catharsis and meaning reconstruction.

Cultural and religious beliefs influence owners' understanding of death and their ways of expressing grief. A comparative study by Chiu et al. [31] on pet grief experiences in Taiwan, Japan, and China found that owners in Buddhist cultural contexts more frequently utilize religious rituals (such as chanting or ceremonies for the deceased) to cope with grief. A study by Yamamoto et al. [32] on the development and cultural significance of pet cemeteries in Japan found that cemeteries serve not only as places for handling remains but also as important spaces for owners to engage in mourning and meaning reconstruction. These findings can serve as a reference for the development of pet funeral culture in Taiwan.

V. THE GRIEF ADJUSTMENT PROCESS FOLLOWING PET DEATH

5.1 Theoretical Foundations of Grief Adjustment

Grief adjustment refers to the cognitive, emotional, and behavioral strategies individuals employ after experiencing a loss to restore psychological balance and adapt to new life circumstances. In the context of pet death, the adjustment process involves how owners confront grief, process the loss, reconstruct meaning in life, and gradually resume daily functioning.

Various theoretical models have been proposed to explain the grief adjustment process. Kübler-Ross [33] proposed the five-stage model (denial, anger, bargaining, depression, acceptance), which is often applied to pet death grief adjustment, although some scholars criticize it for being overly linear and neglecting individual differences. Worden [24] proposed four tasks of mourning: accepting the reality of the loss, working through the pain of grief, adjusting to the new environment, and emotionally relocating the deceased. This model emphasizes that grief adjustment is an active process. Neimeyer [34, 35] proposed the meaning reconstruction model, arguing that the core of grief adjustment lies in reconstructing the meaning of the loss, reinterpreting the relationship with the deceased, and finding a new place for them in one's life. The dual process model by Stroebe and Schut [36] emphasizes that grief adjustment requires a dynamic oscillation between "loss-oriented" (thinking about the deceased, experiencing grief) and "restoration-oriented" (adapting to new life, developing new roles).

A review by Breen et al. [37] on the application of the dual process model in pet death research found that owners

who can flexibly oscillate between loss-oriented and restoration-oriented coping navigate the adjustment process more smoothly. A meta-analysis by Milman et al. [38] also confirmed that meaning-reconstruction-oriented interventions have significant effects on grief adjustment.

5.2 The Three-Stage Process of Grief Adjustment

Grief adjustment following pet death is not a linear progression but a dynamic, cyclical, and individualized process. Synthesizing the aforementioned theories with recent research, three main stages can be identified.

The initial stage is the impact and confusion phase. In the early period after a pet's death, owners may experience shock, denial, and numbness. Their daily routines are disrupted, and emotions are chaotic. The primary task in this stage is to "accept the reality of the loss," which can be facilitated by viewing the body or participating in funeral rituals. Sofka et al. [25] point out that contemporary owners can also gradually accept the reality by digitally documenting the moment of death or sharing information online.

The middle stage is the pain and struggle phase. As the reality of death becomes clearer, owners begin to experience profound grief, including emotions such as sadness, anger, guilt, and loneliness. The primary task in this stage is to "work through the pain of grief," allowing oneself to feel grief and express it in healthy ways. A study by Kogan et al. [27] found that online support communities play a crucial role during this phase, as members can share their emotions and receive immediate responses at any time. Some owners may show signs of complicated grief during this stage and require professional assistance.

The later stage is the adjustment and reconstruction phase. Over time, owners gradually adapt to life without their pet, re-establish daily routines, and find a new place in their hearts for the departed pet. The primary tasks in this stage include "adjusting to the new environment" and "emotionally relocating the deceased." Neimeyer [35] emphasizes that the key in this phase is meaning reconstruction, where owners need to assign meaning to their pet's life and death and derive growth from the grief. A study by Lloyd et al. [39] found that owners who participated in online memorial activities or created commemorative works exhibited significantly higher levels of meaning reconstruction.

5.3 Factors Influencing Grief Adjustment

The grief adjustment process following pet death is influenced by multiple factors. An integrative review by Breen et al. [37] identified the main influencing factors as: personal factors (age, gender, personality traits, past pet loss experiences, attachment style); social factors (family support, friend companionship, societal acceptance of pet

death, online community support); event factors (cause of death, participation in funerals, opportunity for farewell); and cultural factors (religious beliefs, views on death, pet funeral customs).

Kogan et al. [27] particularly emphasized the importance of online communities in contemporary society. Their research found that owners participating in online pet loss communities reported levels of social support comparable to those from in-person support groups, with added advantages such as 24/7 accessibility and anonymity. Clements et al. [29] further analyzed interaction patterns in online communities, finding that members primarily support each other through sharing stories, offering advice, and expressing empathy.

The influence of cultural factors should not be overlooked. A comparative study by Chiu et al. [31] on pet grief experiences in Taiwan, Japan, and China found that owners in Buddhist cultural contexts more frequently used religious rituals to cope with grief, while those with Christian backgrounds tended to rely on prayer and church support. A study by Yamamoto et al. [32] on Japanese pet cemeteries found that these cemeteries not only provide remains handling services but also hold regular memorial services and offer online tribute platforms, forming a comprehensive mourning support system.

VI. GRIEF ADJUSTMENT STRATEGIES FROM A LIFE EDUCATION PERSPECTIVE

Life education can assist owners in coping with pet death through five dimensions, as detailed below regarding their content and practical application.

6.1 Understanding Life and Death

The primary task of life education is to guide individuals in understanding the natural cycle of life and comprehending that death is an inevitable process. Research by Testoni et al. [10] found that students participating in courses on pet ownership and loss significantly improved their understanding of life and death, while their fear of death decreased.

Before acquiring a pet, owners should be aware of the pet's relatively short lifespan and engage in psychological preparation. During the ownership period, discussing issues related to pet death with family members can help gradually establish the understanding [11] suggest that veterinarians can proactively discuss end-of-life care issues with owners during routine health check-ups to assist with psychological preparation.

6.2 Learning to Express Grief

Grief is a normal emotional response, and individuals should allow themselves to feel it and express it healthily. Worden [24] emphasizes that suppressing grief may actually prolong the adjustment process. Life education

should teach individuals methods to identify, accept, and express grief emotions.

Writing is an effective way to express emotions. Research by Pennebaker [40] confirmed that writing about sad experiences daily can aid emotional adjustment and physical health. A study by Lloyd et al. [39] found that owners using pet loss apps to record their feelings and share stories had significantly lower levels of grief compared to a control group.

Talking about grief is also an important form of expression. Discussing memories of the pet and sharing feelings of grief with family and friends can provide support and companionship. Kogan et al. [27] noted that online communities offer an alternative space for discussion, especially for owners lacking listeners in their offline lives.

6.3 Participating in Mourning Rituals

Mourning rituals help owners accept the reality of death, express grief, and complete the mourning process. Research by Redmalm [30] indicates that owners who participate in pet funeral rituals navigate the grief adjustment process more smoothly. Rituals take various forms, including cremation, burial, memorial services, and creating commemorative items.

Digital mourning rituals have emerged in contemporary society. Sofka et al. [25] explored new forms such as online memorial services, social media tribute pages, and virtual memorial gardens, finding that these rituals also serve functions of emotional catharsis and meaning reconstruction. A study by Lloyd et al. [39] noted that creating online pet documentaries or establishing memorial websites has become an important way for many owners to express their longing.

6.4 Seeking Social Support

Social support is crucial for grief adjustment. Research by Planchon et al. [41] found that understanding and support from family members, companionship from friends, and participation in support groups all help owners adjust to grief. Conversely, if an individual's grief is not understood by others, it can lead to social withdrawal and complicated grief.

Kogan et al. [27] found that online pet loss communities have become a new source of social support. Their survey of 500 community participants revealed that 85% felt the community helped them through their most difficult times. An analysis of community content by Clements et al. [29] showed that members primarily received three types of support: emotional support (e.g., empathy, comfort), informational support (e.g., resources for funeral services, professional consultations), and companionship support (e.g., shared memories, witnessing grief).

6.5 Attributing Meaning to Death

Neimeyer [35] emphasizes that the core task of grief adjustment is to attribute meaning to the loss event. Owners need to reinterpret their relationship with the deceased pet, assign meaning to its life and death, and find a new place for it in their lives.

There are various ways to attribute meaning. Some owners channel their love for their pet into tangible actions, such as helping stray animals or donating to animal welfare organizations. Others create written tributes or artistic works to document their pet's life. A meta-analysis by Milman et al. [38] confirmed that meaning-reconstruction-oriented interventions have significant effects on grief adjustment, with benefits lasting up to six months or more.

A study by Yamamoto et al. [32] on how Japanese owners attribute meaning to their pets' deaths found that many regard their pets as "life teachers," believing they learned from them lessons such as unconditional love, living in the present moment, and facing death with courage. Such positive reinterpretation helps owners derive personal growth from their grief.

VII. CONCLUSION AND RECOMMENDATIONS

7.1 Summary of Research

From the perspective of life education, this paper explored the grief reactions and adjustment processes of owners after the death of a pet. Based on the literature analysis, the following conclusions can be drawn.

Pets have become objects of emotional attachment in modern families. With social changes and the distancing of interpersonal relationships, the role of pets in families has shifted from a functional tool to an emotional family member. The COVID-19 pandemic further intensified this phenomenon, with pets serving as crucial emotional pillars for many people. This "pet as family member" phenomenon makes the impact of pet death on owners impossible to ignore.

Pet death triggers multifaceted grief reactions. The four dimensions of reaction described by Worden [24]—affective, cognitive, physiological, and behavioral—are commonly observed among owners. Approximately 10–20% of owners may develop complicated grief, with risk factors including high attachment levels, sudden death, and lack of social support. Owners who opt for euthanasia may face unique challenges related to guilt and decision-making burden.

Grief adjustment is a dynamic and individualized process. It can be divided into three stages: impact and confusion, pain and struggle, and adjustment and reconstruction. Meaning reconstruction is the core task of adjustment, requiring owners to assign meaning to their

pet's life and death and find a new place for them in their lives. Those who can flexibly oscillate between loss-oriented and restoration-oriented coping navigate the adjustment process more smoothly.

Diverse adjustment methods exist, and emerging digital approaches deserve attention. Traditional coping methods include facing and accepting grief emotions, transforming and sublimating grief, modifying personal cognitions and behaviors, and engaging in mourning rituals. Emerging digital forms of memorialization, such as social media tributes, online memorial platforms, and pet loss apps, have become important channels for many owners to express their longing and receive support.

Social support and cultural context influence adjustment outcomes. Family support, friend companionship, and support group participation all facilitate adjustment. Online support communities further complement the shortcomings of offline support, providing 24/7 accessible companionship. Cultural background and religious beliefs influence owners' understanding of death and their expressions of grief. Taiwan's Buddhist influences and pet funeral culture warrant further research.

7.2 Specific Recommendations for Integrating Life Education into Pet Grief Adjustment

Based on the research findings above, this paper proposes specific recommendations aligned with the five dimensions of life education.

Regarding understanding life and death: It is recommended to incorporate pet ownership and death issues into life education curricula at all school levels. At the elementary school level, classroom pets can be used to guide students in observing the life cycle and understanding the inevitability of death. At the junior and senior high school levels, issues such as euthanasia ethics and pet funeral culture can be explored to foster critical thinking and value clarification. Universities and colleges could offer elective courses such as "Human-Pet Relationships and Loss Adjustment" to provide more in-depth theoretical and practical training.

Regarding learning to express grief: It is recommended that educational authorities collaborate with professional organizations to develop educational materials on pet grief counseling, teaching owners how to identify, accept, and express grief. Diverse media such as manuals, videos, and online courses can be created to provide resources for self-learning. School counseling centers should include pet loss as a topic of concern to help students cope with the emotional distress of losing a pet.

Regarding participating in mourning rituals: It is recommended that pet funeral service providers offer diverse and dignified service options, encompassing both

traditional rituals and digital memorialization. Collaborations with schools and communities could be established to hold events such as pet memorial days or remembrance services, providing public spaces for owners to express their longing. The government could develop regulations for pet funeral services to protect owners' rights and ensure pets are treated with dignity.

Regarding seeking social support: It is recommended that the government partner with non-governmental organizations to establish a pet loss support network. This could include setting up support hotlines, training volunteers, forming support groups, and building online resource platforms. Medical institutions could incorporate pet loss into clinical care considerations, and veterinary clinics could provide referrals for emotional support resources. Online community platforms could collaborate with professional organizations to offer accurate information and appropriate guidance.

Regarding attributing meaning to death: It is recommended that counseling professionals recognize the importance of meaning reconstruction and integrate relevant techniques into pet grief counseling practice. Owners can be guided to attribute meaning to their pet's life through writing, creative activities, volunteer service, and other means. Schools can encourage students to document their pets' stories or create commemorative works, transforming their grief experiences into opportunities for life learning.

7.3 Future Research Directions

Based on the analysis in this paper, suggested directions for future research include: expanding studies to include diverse samples, encompassing owners of different genders, age groups, and pet types; conducting longitudinal studies to track the long-term trajectories of owners' grief adjustment; promoting cross-cultural comparisons to examine pet grief experiences and coping strategies in Taiwan versus other East Asian countries; developing intervention studies to evaluate the effectiveness of life education curricula, support groups, online platforms, and other interventions; exploring new phenomena related to pet grief in the digital age, such as social media memorialization and grief over virtual pets; and studying the long-term changes in human-pet relationships after the pandemic, as well as the unique experiences of those who lost pets during the pandemic.

7.4 Conclusion

The grief triggered by the death of a pet is a real emotional experience that deserves recognition. For many owners, the loss of a pet is not only a bereavement event but also an opportunity for life education. Through grief, people come to understand the fragility and preciousness of life;

through adjustment, they can reorganize their life experiences and assign new meaning to death.

From the perspective of life education, the death of a pet is not the end of the relationship but its transformation. If owners can confront their grief healthily and complete the mourning process, they can find a new place in their hearts for the departed pet and continue forward with that love and memory. As Neimeyer [35] states, the core of grief adjustment lies not in "letting go" but in "reconnecting"—finding a new way to connect with the deceased after loss and assigning new meaning to them in one's life.

Death brings grief, but it also brings opportunities for growth. Only by truly confronting loss and experiencing grief can one understand the absolute value of one's own life, reorganize life experiences and meaning, and unleash potential while clarifying one's sense of self-worth. May every owner who has lost a pet find strength in their grief, see hope in their loss, transform their love for their pet into nourishment for life, and live a richer, more meaningful life.

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Project-Based Learning on Phenols in Senior High School Organic Chemistry: Unveiling Chemical Wonders in Chu-Style Lacquerware

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Abstract— *This study employs the national intangible cultural heritage "Chu-style Lacquerware Decoration Techniques" as an authentic context, with "urushiol"—its core film-forming substance—as the knowledge and inquiry thread. Through completing five sub-tasks—"Initial Exploration of Lacquerware," "Unveiling the Secrets of Urushiol," "Scientific Improvement," "Innovative Application," and "Achievement Exhibition"—students deeply construct knowledge systems encompassing the structure, acidity, color reaction, oxidation properties of phenolic hydroxyl groups, and the characteristics of phenolic derivatives. The project integrates literature research, experimental inquiry, scheme design, and traditional cultural inheritance, fostering students' abilities in evidence-based reasoning, scientific inquiry, and innovation awareness. Students profoundly appreciate the value of chemistry in cultural heritage protection and innovation, achieving the unified development of "knowledge, emotion, will, and action" core competencies.*

I. ANALYSIS OF PROJECT THEME AND CONTENT

The core teaching content of this project corresponds to "Theme 2: Properties and Applications of Hydrocarbons and Their Derivatives" under "Module 3: Fundamentals of Organic Chemistry" in the elective compulsory curriculum of the General Senior High School Chemistry Curriculum Standards (2017 Edition, Revised 2020). The latest version of the standards requires: "to recognize the composition, structural characteristics, properties, transformation relationships of phenols and their important applications in production and daily life"; "to understand the relationship

between organic reaction types and the composition and structural characteristics of organic compounds"; and "to understand, in combination with practical production and living contexts, the potential environmental and health impacts of certain hydrocarbons and their derivatives, to appreciate the significance of 'green chemistry' principles in organic synthesis, and to pay attention to the safe use of organic compounds".

In the People's Education Press elective compulsory textbook (Book 3), phenol serves as the representative compound of the phenol class, with emphasis on its weak acidity, substitution reactions, and color reactions.

However, studying phenol as a single substance appears somewhat limited. Urushiol in raw lacquer is a highly distinctive natural catechol derivative widely applied in Chu culture lacquerware. Its structure features two phenolic hydroxyl groups and an unsaturated long-chain hydrocarbon group containing 15-17 carbon atoms. This structure determines that it possesses both general properties of phenols (weak acidity, color reaction with FeCl_3) and unique characteristics (oxidative polymerization catalyzed by laccase under specific temperature and humidity conditions). This authentic, complex, and culturally rich carrier provides students with a depth and breadth of phenol knowledge far exceeding that of textbook materials.

Through the exploration of Chu-style lacquerware, students in this project will not only master the core knowledge of phenols but also establish the chemical concept that "structure determines properties, and properties determine applications and craftsmanship," understand the scientific principle that "chemical reactions can be regulated by controlling reaction conditions" (such as the regulation of humidity and temperature in the traditional "yin drying" [shaded air-drying] process), and profoundly appreciate the important role of chemistry in protecting and inheriting excellent traditional Chinese culture.

II. PROJECT TEACHING OBJECTIVES

(1) Through analyzing the cross-sectional structures of lacquer films from Warring States Chu tombs (such as the "wood base-primer layer-red lacquer film layer-pattern layer" structure of the inner coffin from the Xinzhuang Chu Tomb in Pingdingshan, Henan) and compositional data, students will identify the main organic component of lacquer films as raw lacquer (urushiol) and inorganic pigments as cinnabar (HgS), pararealgar (As_4S_4), among others. Students will be able to predict the properties of urushiol from its molecular structure (catechol derivative

with long-chain hydrocarbon groups), explain its weak acidity, color characteristics, and oxidative polymerization capability, thereby cultivating their competence in "macroscopic identification and microscopic analysis."

(2) Through designing and implementing comparative experiments (such as acidity and color reaction comparisons between urushiol and phenol; curing experiments of urushiol under different humidity conditions with and without laccase), students will obtain evidence, inductively reason the properties of phenolic hydroxyl groups and the conditions for urushiol polymerization, and construct a phenol cognition model based on "structure-properties-conditions-applications," thereby cultivating their competence in "evidence-based reasoning and model cognition."

(3) Based on the pain points of traditional raw lacquer craftsmanship (allergenicity, slow drying), students will be able to consult literature, propose scientific hypotheses for reducing allergenicity or improving workability, design preliminary improvement experimental schemes (such as urushiol-epoxy resin blending), and conduct simple performance tests, thereby experiencing the technological innovation process and cultivating their scientific practical abilities in scientific explanation and discovery, creation and application.

(4) Through understanding the glorious history and modern dilemmas of Chu-style lacquerware, students will appreciate the chemical wisdom and cultural spirit of ancient craftsmen, enhancing their national pride and cultural confidence. Through discussing the application of chemistry in lacquer art protection and innovation, students will deeply understand the dual impact of chemical technology on social development, form concepts of sustainable development and sense of responsibility, and cultivate their scientific attitude toward chemistry and awareness of actively assuming social responsibility.

III. PROJECT TASKS AND TEACHING PROCESS

The specific tasks and process design of this project are shown in Table 1:

Table 1 Teaching Process

Project Task	Student Activities	Teacher Support	Design Intent
Task Introduction: Initial Exploration of Lacquerware	<ol style="list-style-type: none"> 1. Appreciate the beauty of Chu-style lacquerware. 2. Observe cross-sectional diagrams of Warring States lacquerware, analyzing its layered structure and possible components. 3. Propose the core question: "Why can 'lacquer black' remain incorruptible for millennia?" 	<ol style="list-style-type: none"> 1. Prepare videos, high-definition cultural relic images, lacquer film cross-section micrographs, and compositional data tables. 2. Guide students to extract scientific questions from cultural relic phenomena: "What is the core organic component?" 	Create an authentic intangible cultural heritage context to stimulate interest and national pride, drive project initiation, and naturally introduce the core substance—urushiol.
Task 1: Unveiling the Secrets of Urushiol	<ol style="list-style-type: none"> 1. Model building: Compare phenol and catechol models, construct urushiol molecular models, and predict similarities and differences in properties. 2. Experimental inquiry: weak acidity; color reaction; oxidative polymerization. 	<ol style="list-style-type: none"> 1. Provide molecular model kits and safe experimental materials. 2. Design experimental instruction manuals, guiding control of variables. 3. Explain laccase catalysis and oxygen free radical polymerization mechanisms. 	Through models and experiments, construct core knowledge, deeply understand phenol properties, and explore the unique curing characteristics of urushiol, deciphering the scientific principles of the "yin drying" process.
Task 2: Scientific Improvement	<ol style="list-style-type: none"> 1. Problem identification: Analyze disadvantages of traditional raw lacquer. 2. Literature research: Consult modern urushiol modification patents/literature. 3. Scheme design: Design improvement schemes in groups. 4. Experimental verification: Prepare blended samples and test curing speed and acid-base resistance. 	<ol style="list-style-type: none"> 1. Provide information on raw lacquer disadvantages and modern modification cases. 2. Guide scheme design and safe operation. 3. Provide simple performance testing methods. 	Apply chemical knowledge to solve real problems, cultivating engineering thinking, green chemistry concepts, and innovative practical abilities.
Task 3: Innovative Application	<ol style="list-style-type: none"> 1. Modern application research. 2. Design activity: Design a concept drawing/model of a cultural and creative product incorporating lacquer art 	<ol style="list-style-type: none"> 1. Showcase modern urushiol resin application cases. 2. Organize design workshops and provide design tools. 	Connect past and present, appreciate the modern transformation of traditional chemical wisdom, and cultivate interdisciplinary innovation and expression

		elements.	abilities.	
Task 4: Exhibition	Achievement	1. Group presentation: Display the entire project's research results. 2. Hold a small exhibition: "Chemical Codes in Chu Lacquer" popular science exhibition. 3. Interactive evaluation: Conduct peer evaluation among groups based on evaluation rubrics	1. Develop detailed achievement presentation evaluation rubrics. 2. Organize exhibitions and presentation sessions, inviting art or history teachers to participate in evaluation. 3. Guide students in project reflection.	Integrate knowledge, abilities, comprehensive display and evaluation, and competency outcomes; exercise expression, communication, and reflection abilities; solidify learning outcomes and enhance cultural confidence.

IV. PROJECT IMPLEMENTATION PROCESS AND STUDENT LEARNING OUTCOMES

(1) Task Introduction: Initial Exploration of Lacquerware—Deciphering the Mystery of Millennial Preservation

[Teacher] Plays video materials of cultural relics including lacquerware from the Tomb of Marquis Yi of Zeng, the Tiger-Seat Bird-Frame Drum, and the painted lacquer bamboo box from the Baoshan Chu Tomb.

[Students] Watch the videos, marveling at the brilliant colors and exquisite patterns of the lacquerware.

[Teacher] These exquisite artifacts originate from Warring States Chu tombs over two thousand years ago. A crucial question is: why have their organic coatings remained incorruptible after millennia?

[Students] Perhaps they used very stable materials that are not easily degraded.

[Teacher] Displays the micrographic cross-section of the lacquer film from the inner coffin of Tomb No. 1 at the Xinzhuang Chu Tomb site in Pingdingshan, Henan (clearly showing the wood base, black primer layer, red lacquer film layer, and pattern layer) and the EDS compositional analysis data table (showing that the red layer contains C, O, S, and Hg).

[Teacher] Observing the cross-section, how many layers does the lacquer film have? What does the compositional data indicate the red pigment is? What might the main organic component be?

[Students] There are four layers. The red pigment is cinnabar (HgS). The organic component... literature says it is raw lacquer.

[Teacher] Exactly! Raw lacquer, this natural resin collected from lacquer trees, is precisely the "core technology" behind the millennial preservation of Chu lacquerware. And the most important functional component in raw lacquer, accounting for 50%-80%, is a substance called urushiol. It belongs to the phenolic compounds we are studying in this chapter. Today, we will transform into "science detectives" and "craft improvement engineers" to together Explore the Chemical Miracles in Chu-style Lacquerware.

(2) Task 1: Unveiling the Secrets of Urushiol—Exploring Phenolic Characteristics and Film-Forming Mechanisms

Phase 1: From Macroscopic to Microscopic—Predicting Properties from Molecular Structure

[Teacher] Urushiol is a phenolic compound. What similarities and differences does it have with phenol we just studied? Please make bold predictions based on its name and applications.

[Students] Both have phenolic hydroxyl groups, so they probably have acidity and can undergo color reactions. But since it can cure to form a hard film, it may have other special properties or structures.

[Teacher] Excellent! Let's reveal its true nature. Urushiol, more precisely, is a mixture of various catechol derivatives, with side chains being unsaturated long chains containing 15-17 carbons.

[Students] Work in groups to construct molecular models of urushiol (represented by a typical structure) and phenol.

[Teacher] Comparing the models, what structural differences can you identify? How might these differences lead to different properties?

[Students] Urushiol has two phenolic hydroxyl groups (in ortho positions), while phenol has only one; urushiol has a very long tail (side chain). The two phenolic hydroxyl groups may make it more acidic or more reductive; the long tail may make it more greasy, less volatile, and possibly participate in cross-linking.

Phase 2: Experimental Inquiry—Verifying Properties and Exploring Film Formation

Sub-activity 1: General Properties of Phenols—Weak Acidity and Color Reaction

Table 2 Experimental Phenomena and Conclusions of "General Properties of Phenols"

Experiment	Phenol	Modified Urushiol	Conclusion
Add NaOH	Dissolves, forming sodium phenoxide	Dissolves, forming sodium urushiolate	Both have weak acidity and can react with bases
Then add HCl	Phenol re-precipitates	Urushiol re-precipitates	/
Add FeCl ₃	Solution turns purple	Solution turns blue-purple	Both can undergo color reactions with FeCl ₃ ; color differences stem from structural differences

Sub-activity 2: Unique Characteristics of Urushiol—Oxidative Polymerization (Controlled Variable Inquiry)

[Teacher] The most magical property of urushiol is its ability to cure in air to form a hard, durable lacquer film. Ancient craftsmen controlled the environment through "yin rooms" (shaded drying chambers) to dry lacquerware. What is the secret behind this?

[Students] Perhaps it requires specific temperature? Humidity? Or maybe a catalyst?

[Teacher] Scientific inquiry requires designing experiments to verify hypotheses. It is known that raw lacquer contains a key enzyme—laccase—which can catalyze oxidation reactions. Please design a set of controlled experiments to investigate the effects of laccase and humidity on urushiol curing.

[Students] Finalized experimental scheme:

Group A: Urushiol + Laccase → placed in high-humidity environment (humidity >80%)

Group B: Urushiol + Laccase → placed in dry environment (humidity <30%)

[Students] (In a fume hood, using low-allergenicity modified urushiol samples)

① Acidity verification: Take two test tubes, add small amounts of phenol and modified urushiol respectively, dropwise add NaOH solution, observe the phenomena; then add dilute hydrochloric acid.

② Color reaction: Take another two test tubes, add small amounts of phenol and modified urushiol solutions respectively, add 1-2 drops of FeCl₃ solution, observe and record the colors.

[Experimental Records and Conclusions] Experimental results are shown in Table 2:

Group C: Urushiol (without laccase) → placed in high-humidity environment (humidity >80%)

[Students] Set up the three group conditions, observe and record state changes of samples at different time intervals (fluidity, viscosity, surface curing status).

[Experimental Phenomena and Conclusions] Experimental results are shown in Table 3:

Table 3 Experimental Phenomena and Conclusions of "Unique Characteristics of Urushiol"

Group	Conditions	Phenomena (after 24 hours)	Conclusion
Group A	Laccase + High humidity	Surface cured, lacquer film formed	basically Laccase and high humidity are key conditions for rapid urushiol curing. Laccase catalyzes the oxidation of urushiol to form quinone intermediates under appropriate temperature, which then undergo free radical polymerization and cross-linking to form a network polymer film.
Group B	Laccase + Dry	Still viscous liquid, not cured	/
Group C	No laccase + High humidity	Color deepened, slightly thickened, but not cured	/

[Teacher] Through the above inquiry, we have not only verified the general properties of urushiol as a phenol but also revealed its unique oxidative polymerization characteristics and the scientific connection to the core craft of Chu-style lacquerware—"yin drying" (shaded air-drying). This is the magic of chemistry: interpreting millennia of wisdom at the molecular level.

(3) Task 2: Scientific Improvement—Optimizing Traditional Lacquer Art

[Teacher] Although traditional raw lacquer has excellent properties, it has two major pain points: first, urushiol can cause allergic contact dermatitis; second, drying heavily relies on the "yin room" environment, resulting in low efficiency. How can we use chemical knowledge to improve it?

[Students] Consult information cards and propose improvement ideas.

Group 1 Idea: Hydrogenate the double bonds on the side chain to reduce its binding capacity with skin proteins, thereby decreasing allergenicity.

Group 2 Idea: Blend raw lacquer with epoxy resin. Epoxy resin can provide a rigid skeleton, potentially accelerating the overall curing speed and improving workability.

[Teacher] Idea 1 involves organic synthesis, which is difficult to achieve at the secondary school level. Idea 2, blending modification, is more practical for experimental

verification. Please Group 2 design a simple blending modification experimental scheme.

[Students] Take two equal portions of modified urushiol, one as control, the other mixed with a certain proportion of epoxy resin and curing agent. Apply both simultaneously onto glass slides, place them in the same environment, and observe and record the tack-free time and through-dry time. Additionally, dilute NaOH solution can be dropped onto the surface for preliminary comparison of alkali resistance.

[Students] Conduct the experiment and record data.

[Experimental Results] The experimental group (urushiol-epoxy blend) showed significantly shorter tack-free time compared to the control group, and the formed lacquer film demonstrated improved alkali resistance.

[Teacher-Student Reflection] Blending improved performance, but may have sacrificed the purely natural characteristics. Chemical improvement requires seeking balance among performance, cost, environmental protection, and tradition.

(4) Task 3: Innovative Application

Modern Application Research: Through materials provided by the teacher, students learned that urushiol and its modified products (urushiol-acetal resins, urushiol-epoxy coatings) are widely applied in ships, petrochemical industries, underground engineering,

high-end furniture, and other fields due to their excellent corrosion resistance and wear resistance.

Creative Design: Each group completed the design task "When Lacquer Art Meets Modern Life," producing works including: conceptual phone cases made from modified urushiol materials, LED lampshades with Chu decorative patterns, and lacquer art jewelry design drawings or models.

(5) Task 4: Achievement Exhibition

Each group conducted final presentations, comprehensively displaying the project research process and achievements, and held a small exhibition. Teachers and students conducted peer and teacher evaluations based on assessment rubrics (covering multiple dimensions including knowledge application, inquiry depth, innovation, collaboration, and expression).

V. PROJECT TEACHING REFLECTION AND IMPROVEMENT SUGGESTIONS

(1) Project Effectiveness:

This project successfully achieved deep integration of intangible cultural heritage with core high school chemistry knowledge. Students were no longer passive learners of "phenol" properties; instead, they actively constructed knowledge and understood concepts while solving authentic problems such as "why can lacquerware remain incorruptible for millennia" and "how to improve traditional lacquer art." They also enhanced higher-order thinking abilities including experimental inquiry, evidence-based reasoning, and innovative application, achieving synchronous development in cultural identity and core competencies.

(2) Implementation Challenges and Solutions:

The strong allergenicity of urushiol poses the greatest safety challenge. Solutions include: ① using low-allergenicity alternatives such as hydrogenated modified urushiol for hands-on operations; ② completing core oxidative polymerization experiments using virtual simulation software; ③ for operations that must be conducted, strictly equipping with protective gloves and goggles and performing in fume hoods. The issue of tight class hours can be addressed by moving some literature review and scheme design phases to pre-class preparation,

and extending some production activities to after-school clubs.

(3) Improvement Suggestions:

Inviting lacquerware intangible cultural heritage inheritors or relevant enterprise engineers to conduct lectures or workshops on campus would deepen industry-university-research connections and significantly enhance the project's appeal; more precise evaluation tools could be introduced, such as the SOLO (Structure of the Observed Learning Outcome) taxonomy, to conduct more accurate assessments of students' thinking levels in organic synthesis route design and problem-solving; students could be guided to further explore the chemical properties of inorganic pigments in lacquerware (cinnabar, pararealgar), or compare chemical differences in lacquerware crafts from different regions (such as Chu region versus Yangzhou), expanding the breadth of the project and enriching its connotations.

This project-based teaching design, themed "Exploring the Chemical Miracles in Chu-style Lacquerware," effectively situates high school phenol knowledge within the grand context of excellent traditional Chinese culture. Through scientific inquiry, students deciphered ancient crafts, and then infused them with new vitality using chemical wisdom, perfectly interpreting the connotation of "upholding the fundamentals while innovating." This is not merely a chemistry lesson, but a fusion journey of cultural inheritance and scientific exploration, effectively cultivating students' core competencies and sense of national identity.

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Cultural Wealth as Community-Rooted Care: Inside of the Media Arts Academy

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Abstract— *This article examines Community Cultural Wealth as an intervention framework within the Media Arts Academy (MAA), a six-week summer youth employment and media production program grounded in critical consciousness and social change. Centered on the Village Value framework, MAA positions youth as vital contributors to an interdependent learning community. The article analyzes the program's response to behavioral disruptions that threatened collective productivity. Rather than employing exclusionary discipline, the Academy implemented an asset-based intervention grounded in Tara J. Yosso's (2008) Community Cultural Wealth framework. Leveraging community-based cultural assets restored cohesion, strengthened self-regulation, and enabled full participation in media production. The article demonstrates how Community Cultural Wealth can serve as a restorative, practice-based model for transforming behavioral challenges into opportunities for leadership and collective growth. Community Cultural Wealth served as a viable framework for restorative intervention within youth development and arts-based education contexts. It argues that community-rooted, asset-centered approaches can transform behavioral crises into opportunities for leadership development, self-efficacy, and liberatory practice.*

I. INTRODUCTION

Critical Race Theory (CRT) asserts that racism is “normal, not aberrant, in American society” and is embedded within social institutions and structures (Delgado & Stefancic, 2017). Emerging from this tradition, Tara J. Yosso's Community Cultural Wealth (CCW) framework offers a proactive challenge to deficit interpretations of behavior in educational settings. Rather than locating pathology within Communities of Color, CCW highlights the array of cultural knowledge, skills, networks, and adaptive strategies cultivated through lived experience in racially stratified contexts (Yosso, 2005).

II. ORIGINS OF AN ASSET-BASED INTERVENTION

In 1973, as a recent high school graduate, I became a beneficiary of the Comprehensive Employment and

Training Act (CETA), signed into law by Richard Nixon on December 28, 1973 (Pub. L. 93-203). Through CETA, I was employed by the Pomona Unified School District to lead an afterschool Introduction to Gymnastics class for fifth- and sixth-grade girls.

During the first week, one student lingered at the classroom doorway, observing but refusing to enter. When she eventually joined, her participation quickly escalated into disruptive behavior. As a novice youth leader, I faced a potential power struggle. Instead, I invited her to the front of the class and offered her the role of co-instructor. The shift was immediate and sustained. Disruption transformed into leadership. Within days, teachers who had previously struggled with her behavior observed her confidently co-leading the class. When asked how I succeeded where traditional discipline had failed, my response was simple: beneath her disruption, I saw leadership capacity. Rather than contesting her authority, I redirected her energy into

structured responsibility. This formative experience—long before I encountered CRT or Community Cultural Wealth—revealed a foundational insight: behavioral disruption is often misread leadership energy. When institutions default to deficit interpretations, they miss embedded assets. When youth are repositioned rather than punished, transformation occurs.

That early insight did not remain a personal pedagogical reflection; it became the foundation for future intentional program design. What began as an instinctive decision to reposition perceived disruption into leadership revealed itself years later in the form of an aspect inside of a structured model in which asset activation, collective responsibility, and youth agency combine as parts of an intervention.

III. THE STORY: COMMUNITY-ROOTED CARE

The Media Arts Academy (MAA) curriculum (Warfield, 2010) integrates lessons of racism in the English language, anti-bias education goals (Derman-Sparks & Edwards, 2010), social change theory, media literacy, responsible filmmaking and collaborative production. Students research social justice topics, select production roles, and collectively create media tools for social change.

Central to the curriculum is *Village Value*, a framework that positions each participant as essential to a collective learning community. Students cultivate:

- **Aspirational Wealth** through envisioning equitable futures
- **Linguistic Wealth** through multilingual storytelling
- **Navigational Wealth** by managing complex relational and production processes
- **Resistance Wealth** by producing media that challenges inequity
- **Social and Familial Wealth** through partnerships and community engagement

During one six-week summer employment cycle, escalating behavioral disruptions by a participant threatened program stability. Rather than resorting to removal, the program activated Community Cultural Wealth as an intervention framework. Community service providers were engaged onsite. An Individualized Leadership Plan was developed. Family members participated in the intervention process. Through this coordinated approach, the student successfully redirected his behavior, completed the program, and co-produced media addressing social inequities.

The intervention accessed Social, Aspirational, Navigational, Familial, and Resistant capital simultaneously. Importantly, Resistance Wealth manifested not only in the student's media production, but in the program's refusal to default to exclusionary discipline. In the next section takeaways from Community-Rooted Care inside of the Cultural Wealth Model are framed inside of Critical Race Theory as applied to reversing deficit model perceptions, redirecting resistance, educators' responsibility to learn how to read their classrooms, intentionality around classrooms as healing environments, and moving beyond graduation into cultivation.

IV. INTENTION TO EMPOWER REVERSES THE PERCEIVED DEFICIT

Educational systems frequently interpret disruption through a deficit framework shaped by dominant interpretations of cultural capital rooted in Pierre Bourdieu's theory (Bourdieu, 1986). CRT scholars argue that such interpretations obscure the strengths present within marginalized communities (Ladson-Billings, 1995). An intention to empower shifts the inquiry. Instead of asking, "How do we stop this behavior?" practitioners ask, "What strength is being expressed ineffectively?" Within CCW (Yosso, 2005), disruption may reflect misdirected resistant capital or underdeveloped navigational capital—not deficiency. Empowerment is structured repositioning. Youth are assigned visible responsibility. Leadership replaces liability.

Research on relational and restorative discipline confirms that such approaches reduce exclusionary outcomes while strengthening accountability (Gregory & Fergus, 2017). Intention precedes transformation. Seeing leadership where others see liability is a theoretically grounded intervention strategy. Research on relational and restorative discipline confirms that such approaches reduce exclusionary outcomes while strengthening accountability (Gregory & Fergus, 2017). Intention precedes transformation. Seeing leadership where others see liability is a theoretically grounded intervention strategy.

V. TRANSFORMING RESISTANCE INTO CONTRIBUTION

Resistance is frequently misinterpreted as defiance. CRT reframes it as agency shaped by lived experiences of inequity (Solórzano & Delgado Bernal, 2001). Through CCW, resistance becomes capital rather than pathology.

Operationally, transformation involves:

1. **Reframing** resistance as communicative

2. **Repositioning** youth into accountable leadership roles
3. **Embedding supports** that activate aspirational, navigational, social, linguistic, familial, and resistant capital

Boundaries remain firm. What shifts is the locus of authority—from adult dominance to relational accountability.

VI. RESPONSIBLE EDUCATORS LEARN TO “READ” THE CLASSROOM

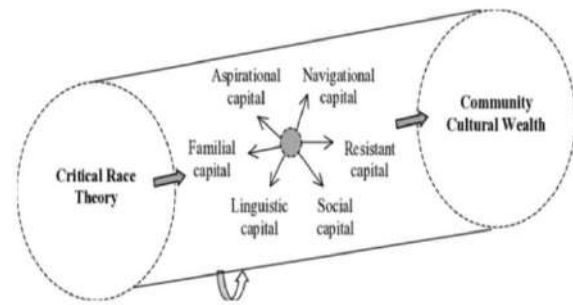
To “read” the classroom is to interpret behavior as relational data rather than isolated misconduct. Patterns of withdrawal, interruption, or challenge signal identity negotiation, belonging, or agency. When educators assess function rather than fault, intervention becomes strategic rather than reactive. Research supports relational and restorative approaches that strengthen accountability while reducing exclusion (Gregory & Fergus, 2017). Contribution replaces compliance as the organizing principle.

VII. CLASSROOMS AS HEALING ENVIRONMENTS

Healing classrooms prioritize safety, trust, and relational accountability. Trauma-informed research underscores the importance of predictability and connection for student growth (Brunzell, Stokes, & Waters, 2016). By activating Community Cultural Wealth, classrooms shift from corrective to generative spaces. Academic, social, and emotional development become interdependent outcomes of intentional design.

VIII. CULTIVATING TRANSFORMATION VS. GRADUATION AS A TARGET

Graduation metrics alone cannot capture educational purpose. A transformational approach measures success by agency, navigational capacity, and sustained contribution. Culturally sustaining pedagogies affirm that equity requires building from community strengths rather than conditioning success on assimilation (Paris & Alim, 2017). Graduation becomes a milestone. Transformation becomes the enduring outcome.



Note. A Kaleidoscope of Community Cultural Wealth [Adapted from Villalpando and Solórzano (2005) and Yosso (2005, 2006)]. From “‘This Is No Slum!’ A Critical Race Theory Analysis of Community Cultural Wealth in Culture Clash’s Chavez Ravine” by T. Yosso & D. Garcia, 2007, *Aztlan: A Journal of Chicano Studies*, 32(1), 155 (<https://doi.org/10.1525/azt.2007.32.1.145>). Copyright 2007 by T. Yosso.

Fig.1. Community Cultural Wealth Model

IX. DISCUSSION

The Media Arts Academy story demonstrates that behavioral challenges in youth programs are often expressions of untapped capacity rather than inherent deficits. By applying the Community Cultural Wealth framework, the program redirected misaligned energy into leadership, collaboration, and meaningful contribution. This approach illustrates how asset-based interventions can transform disruption into opportunity, highlighting the importance of repositioning youth, activating multiple forms of cultural capital, and designing intentional, relationally accountable learning environments. Framed within Critical Race Theory, these practices challenge deficit-based interpretations, emphasize the value of resistance as a form of agency, and shift the focus from compliance and graduation to holistic transformation and empowerment. Recent research supports reframing youth development and educational practice through asset-based lenses that counter deficit interpretations and center cultural strengths. Park, Choi, Lee, and Shin (2025) advocate for the application of Tara J. Yosso’s Community Cultural Wealth (CCW) framework in sport-based youth development, emphasizing that conventional deficit models depict youth as “problematic or at-risk,” whereas CCW recognizes aspirational, linguistic, familial, social, navigational, and resistant capital as foundational assets in resilience and identity formation (Park et al., 2025). Studies in formal schooling demonstrate similar dynamics, showing that when teachers intentionally cultivate the CCW of Black students in cognitively demanding classrooms, engagement and persistence increase (Menzies, Schunn, & Stein, 2024). Research on familial capital further illustrates how students and families actively leverage existing cultural resources to navigate and persist through challenging educational programs (Vegas Lewis, Taughrin, & Iantosca, 2025). Additionally, latent class analysis of CCW profiles among

biology majors at a Hispanic-serving institution highlights the role of cultural wealth in supporting academic outcomes beyond traditional predictors (Author, 2025). Collectively, this literature reinforces the present article's claim that deficit framings obscure students' inherent strengths and that practices rooted in Community Cultural Wealth and Critical Race Theory provide frameworks for transforming behavioral challenges into opportunities for growth, agency, and equitable engagement in educational contexts.

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Generative AI and Students' Voice in Academic Writing

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Keywords— *Generative AI, University students, Academic writing, voice dilemma, critical AI literacy.*

Abstract— *This qualitative study explores the adoption of generative artificial intelligence (AI) in academic writing in higher education and explores its influence on the quality of writing, creativity, and ethical interaction. Using an interpretive design, which involves semi-structured interviews, and thematic coding, the study focuses on how university students navigate the human-AI collaborative process. Results indicate that generative AI is more of a mediating resource that reduces cognitive load and increases linguistic ability, especially among non-native speakers of the English language and at the first draft stage. Statistics also show that students are more engaged when generative AI reduces the technical obstacles to academic expression. However, there is a substantial amount of tension between authorship authenticity, and the participants are facing a voice dilemma whereby there are better mechanics at the cost of individual expression. Other hazards of creative obsession and mass extinction of new material are also reported in the study, where ideas are limited to the expected patterns of generative AI models. Also, the respondents are critically mindful of technical constraints, such as the frequency of hallucinations, with 47 per cent of AI-generated references in medical texts being fabricated (Bhattacharyya et al., 2023) and the unreliability of detection software (Gotoman et al., 2025; Wu and Wu, 2024). These results indicate that colleges and universities should stop focusing on enforcement based on detection and start focusing on the development of critical AI literacy, creating explicit rules to provide students with opportunities to use AI as a partner without interfering with authority and scholarship.*

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I. INTRODUCTION

Higher education is undergoing significant change due to the rapid adoption and use of generative AI applications such as ChatGPT, Claude, and Bard (Bamasoud et al., 2025). These technologies have not merely been assistants but have become ubiquitous ghostwriters that require strategic interactions in academic life (Teng & Huang, 2025). The surveys show a significant increase in adoption, with more than 40% of students in the United States in the age bracket of 1829 using ChatGPT for academic reasons specifically (Bamasoud et al., 2025).

1.1 Academic Writing and the Complicated Process

English academic writing is a complex process that involves the coordination of the various cognitive processes and skills, such as strategic management of memory, problem-

solving, and goal-setting (Kim et al., 2024). These requirements pose a serious linguistic and structural challenge to many students, especially to those who speak English as a second language (Hongxia & Razali, 2025; Kim et al., 2024). The development of traditional writings is a careful process, although students tend to rely on AI-based tools to improve performance by finding automated feedback on the content, structure, and coherence (Hongxia & Razali, 2025; Kim et al., 2025).

1.2 Opportunities and Tensions

The recent empirical data point to the generally positive attitude towards generative AI among university students who appreciate its ability to assist them in personalized learning, brainstorming, and research analysis. Studies have

shown that AI can enhance the writing skills in such aspects as:

- **Linguistic Range:** Improving vocabulary and grammatical correctness (Hongxia & Razali, 2025).
- **Structural Coherence:** Helping to organize the arguments and flow (Hongxia & Razali, 2025).
- **Engagement:** More than 60 per cent of students indicate that AI tools have a positive effect on their affective and cognitive engagement in the process of writing (Hongxia & Razali, 2025).

Although these affordances exist, there exists a critical tension between the advantages of efficiency and the threats to academic integrity. Researchers and educators are still worried about the AI accuracy, the risk of algorithmic bias, and the risk of developing a weak metacognitive approach to learning in case students become too dependent on the tools (Tejeda et al., 2026; Wu and Carroll, 2025). Moreover, AI hallucinations, such as fabricated citations, which can reach up to 69% in specialized studies, pose severe ethical challenges to academic writing (Glickman, 2023; Zhang, 2024; Walters, 2023; Wilder, 2023).

1.3 The Present Study

Still, the quantitative dynamics of the AI adoption are fairly well-studied, whereas a more comprehensive and nuanced insight into the role played by the student perceptions in their real writing practices and results is still required. That is the gap that this research seeks to address by qualitatively examining the patterns of human-AI interaction (Kim et al., 2025) and the subjective experiences of students who are challenged by the shifting boundaries of authorship and academic literacy (Baldrich, 2025; Kim et al., 2025). Through these views, the study will be informative towards the creation of responsible guidelines and methods of teaching that will utilize the potential of the generative AI without jeopardizing the authenticity of the writing process (Wu and Carroll, 2025).

II. LITERATURE REVIEW

The incorporation of generative artificial intelligence into higher education has spawned a deep and significant scholarly space of discussion about its effects on academic literacy. The present review combines the current literature on four critical dimensions, which include writing performance and quality, creativity and originality, adoption trends and usage patterns, and technical reliability.

2.1 Performance and Quality

GenAI tools, like ChatGPT and QuillBot, are empirically shown to be powerful mediators in the process of writing since they provide real-time feedback about the accuracy of

the grammar, the flow of the argument, and the organization of it (Deep and Chen, 2025; Rafi and Amjad, 2025). These aids are especially beneficial to EFL and ESL students, who wish to be able to develop the native-like mechanics and expansive linguistic palette (Hongxia and Razali, 2025; Rafi and Amjad, 2025). AI assistants can also alleviate cognitive load, reducing the effort required in writing and editing complicated academic materials (Deep and Chen, 2025). The engagement has also increased, and more than 60 percent of the students state that working with AI has a positive effect on both affective and cognitive engagement during writing assignments (Hongxia and Razali, 2025). The development of skills may also be observed in the case of the AI implementation, that is, when it is planned as part of the curriculum, it promotes self-directed learning and enhances writing fluency (Deep and Chen, 2025; Maphoto et al., 2024).

2.2. Influence on Innovation and novelty

Although the performance has improved, more and more concerns about the so-called paradox of creativity in GenAI have emerged (Desdevises, 2025). Although AI can boost the efficiency of individuals, it can also generate a reduction in the diversity of new content (Doshi and Hauser, 2024). Design fixation can take place, whereby ideas of students are restricted to the same pattern and anthropomorphic biases placed in its training data (Chen et al., 2025; Desdevises, 2025). An excessive use of AI can trigger the development of algorithmic subjugation, thus weakening the ability to think critically and reflectively (Karimova et al., 2024; Pereira et al., 2024). In experimental research, a harmful effect of AI application on certain creative writing skills, including risk-taking and the generation of the most original content, has been found (Desdevises, 2025; Niloy et al., 2023).

2.3 Trends and Usage Patterns of Adoption

The implementation of GenAI in higher education is rapidly increasing in an upward trend (McDonald et al., 2024). According to prevalence studies, the level of acceptance has increased rapidly, with some reports suggesting that college students in educational institutions have turned to GenAI. Typical applications are brainstorming, conceptual definition, translation, and first content generation (Adali and Bilgili, 2025; Sousa and Cardoso, 2025). A significant training gap can be observed, as one out of three learners (or even less) says that he/she received formal education about the responsible and effective use of such tools (Mogelvang et al., 2025).

2.4 Technical Reliability and Hallucinations

One of the most crucial obstacles in the ethical implementation of GenAI is the process of hallucinations, which is the fabrication and falsification of information

(Emsley, 2023). There is a high level of bibliographic fabrication; the analysis of AI-generated research proposals shows that the cited sources do not exist or do not have a valid DOI (Emsley, 2023; Glickman and Zhang, 2024). It is even worse in the more specialized medical settings, where ChatGPT provides references, which are all fabricated (Glickman and Zhang, 2024; Wilder and Walters, 2023). Even legitimate citations often have significant mistakes, including the wrong year of publication, names of authors, or names of non-existent journals (Glickman and Zhang, 2024; Walters and Wilder, 2023).

III. METHODOLOGY

A qualitative lens makes it possible to attain a methodological rigor that describes the human-tool interaction

3.1 Research Design

The research design is an interpretive qualitative research, which is necessary to explore the multifaceted and subjective sense-making of the students as they traverse the new technological boundaries. The design is aimed at learning the perceived affordance of AI tools: efficiency and linguistic support, and defining the confusing experiences and ethical dilemmas of working in collaboration.

3.2. Participants and Context

Purposive sampling is used to select university students who all belong to different academic backgrounds. The respondents include non-native English speakers, who represent the wide population of individuals who use GenAI as a ubiquitous ghostwriter at present. Students who have used AI in different types of academic assignments, such as brainstorming, outlining, and updating linguistic content, are included in the sample.

Summary of Participant Demographics

- **Total Participants:** 20
- **Target Group:** Undergraduate students
- **Engagement Data:** Qualitative analysis of logs indicates **that participants** report higher affective engagement when AI is used to lower technical writing barriers.
- **Coding Frequency:** Themes were derived from a corpus of **100+ activities** documenting the human-AI collaborative process.

3.3. Instruments and Tools used to collect data

Three major qualitative tools are used:

1. Semi-structured interviews, which act as the main source of data and emphasize the themes of familiarity with AI, perceived affordances, and ethical issues. Interpretation

of the interview protocol is done by reviewing it by an expert panel, which validates it with linguistic integrity and addresses the goals of the research.

2. Artifact elicitation: where interviews are based on physical artifacts, like chat logs and essay drafts, to give a written account of what queries were posed and how the AI responded.

3. Screen records and digital traces: that capture real-time prompting and refinement, thus making the otherwise invisible writing process visible to a researcher.

3.4. Data Analysis

The analysis is inductive thematic: Codes are grouped into candidate themes, i.e., Efficiency vs. Integrity or Human-AI Partnership. Activity Theory: The results are viewed in light of the Activity Theory, and the mediation artefact of the AI on the student (subject) and the writing activity is analyzed.

3.5. Ethical Considerations

The research covers vital ethical dualisms such as:

1. Authorship and Integrity: Surviving the post-plagiarism environment where boundaries between the old and the new are being made indistinct.

3. Interview Data

These "raw" responses were collected from participants and subsequently coded into the themes found in your Results section.

- **Participant "A" (on Identity):** *"The first dilemma... is the choice between sounding better or sounding like me when integrating AI into the decision-making process."*
- **Participant "B" (on Ethics):** *"That AI is used for cheating is mostly believed by older people, when most of my peers use the AI as tools to help our writing."*
- **Student B (on Method):** *"I asked ChatGPT to show me literature about the topic; I also asked GPT to write an introduction... so that I can compare mine with the output."*
- **Student C (on Alignment):** *"Ooof... that is exactly what I am trying to say."*

This suggests that the integration of generative artificial intelligence into academic writing is not merely a technical change but a fundamental shift in the "activity system" of higher education. By interpreting the results through the lens of **Activity Theory**, we can analyze how AI acts as a mediating tool that reconfigures the relationship between the student (subject) and the writing task (object).

In short, chatbots are not a replacement for teachers. They can be useful support, but only if used in a balanced way.

Future studies should look more closely at how students change their writing over time when they use chatbots, and also how different cultures or contexts affect these experiences.

IV. RESULTS

The obtained data were thematically analyzed, and the results were summarized from semi-structured interviews with the participants and the AI interaction log, which revealed 4 major themes. Such results extrapolate the subjective experience and behavioural pattern of students who use generative AI in an academic setting.

4.1 Perceived Affordances: Support of Linguistics and Efficiency

The data show that the participants mostly consider generative AI as an instrument of productivity and overcoming the previous paradigm of writing.

Cognitive Load Reduction: The students often mentioned AI tools as the most significant at the first stages of writing. The technology helped in the offloading of the mental load to trigger a complex task through brainstorming and creating structured outlines.

Linguistic Refinement: The participants defined themselves as non-native speakers of English and they utilized the tool as a language translator, which was essential. These learners used the technology to enhance the accuracy of grammar and increase vocabulary and said that they felt more confident about the technical quality of their final drafts.

Time Saving: The ability of the tool to narrow the time slot of the repetitive tasks, like reformatting the writing or writing the first summaries of the research topics, was among the most common findings in the entire group.

Trends in Interaction: Chat records and digital traces have indicated that the student-AI interaction is not linear and unidirectional most of the time. Instead, it is an iterative prompting loop, till the students approach the desired output, and refine their inputs.

Refinement Strategies: The majority of participants were also engaged in a negotiation process with the AI, in which they began with a broad preliminary question and proceeded to very specific follow-up questions. This enabled the students to adjust the output of the AI to meet the needs of the constraints that were peculiar to their academic tasks.

Human in the Loop Editing: The artefacts reveal that the students did not take the output of AI blindly. The last stage of manual proof-reading and re-adjusting was found in the stage where the final text generated was corrected by the

participants to make logical sense and to fit in their pre-conceived arguments.

4.2 The Dilemma of Author-Writer Negotiation

There was a critical tension on the perceived ownership of writing that was created with the help of AI.

The Hybrid Voice: The students responded that they constantly were on the edge of the sound that was more authentic and better. Their writing was made easier to read and comprehend by the AI, yet some of the participants believed that the outcome was not reflective of a personal voice of their own and the product was even deemed to be too clinical or even too robot.

Creative Constraints: Some of the participants also shared the sentiment of the fixation since they could barely stop to leave the initial ideas that the AI had suggested. The latter is that even productive, the tool can still be an inhibiting power limiting the range of creative options the student will possess.

4.3 Being a Critical Skeptic, being Ethically Aware

The information indicates that the students subconsciously know the risks of the automated writing assistants.

Expert Rating: The researchers also showed a high degree of skepticism on AI citations. There were numerous cases recorded in which the tool provided them with believable-seeming but utterly false references (hallucinations), and accordingly, they included a series of manual verification steps.

Fear of Academic Integrity: According to the respondents, they were still afraid of the ethical limits of AI use. This was a fear based on the fact that there were no actual policies in place at the universities, and most of the students were not certain about the extent of the AI assistance they would receive before it would be deemed an academic offence.

Lack of trust in Detection Software: According to the interview data, the AI detection software is viewed with distrust. The students were also apprehending the fact that they were being falsely accused by the software, of which they did not have confidence and this is what made them accept the recommendations that were given by AI by either paraphrasing them or heavily paraphrasing them.

The following data is the raw version of the text that was used to develop the thematic analysis in the Results Section.

4.4 Raw Interview Data: The Viewpoints of the participants

These are the quotes of the student about the application of AI to their writing style.

Table 1: Raw Interview Data and Thematic Coding

Participant	Raw Quote / Excerpt	Key Theme
P-1	"The first dilemma for me is the choice between sounding better or sounding like me when integrating AI into the decision-making process."	Voice & Identity
P-2	"That AI is used for cheating is mostly believed by older people, while most of my peers use AI as tools to help our writing."	Ethical Perception
P-3	"I asked ChatGPT to show me literature on the topic; I also asked GPT to write an introduction... so that I can compare mine with the output."	Efficiency & Comparison
P-4	Ooof... that is exactly what I am trying to say."	Cognitive Alignment

Interaction Logs: Prompt & Response Patterns

The following data points are extracted from the more than 50 activities of student-AI interactions, documenting the Iterative Prompting Loop.

- **Initial Inquiry Data:** "Show me literature about 'Artificial Intelligence' or 'Explain the concept of cognitive development.'"
- **Refinement Loop Data:** Students often follow up with specific questions like: " requests to ' *rephrase this information*".
- **The "Requesting" Pattern:** Data shows that "direct appeals for assistance" are the most

frequent communication tone used by graduate students.

- **The "Negotiated" Interaction:** Analysis of logs shows that students who engage in a **highly interactive, iterative process** (rather than linear copy-pasting) achieve higher performance scores in their final drafts.

4.6 Data Coding Matrix

The following tables present a structured representation of the qualitative data used in the thematic analysis. These include selected excerpts from participant interviews, interaction logs, and coding matrices, illustrating how key themes were systematically derived.

Table 2: Data Coding Matrix

Data Type	Raw Content Example	Analytical Code
Draft Versioning	Moving from a first-person narrative to a "neutral" AI-refined academic tone.	<i>Linguistic Neutralization</i>
Chat History	"Make this sound more like a PhD student."	<i>Tone Optimization</i>
Reflection Logs	"I felt like I was cheating even though I wrote the ideas."	<i>Authenticity Tension</i>
Source Tracking	Student manually checking a DOI that the AI provided (which turned out to be fake).	<i>Verification Labor</i>

The table below provides a representative sample of the raw interaction logs collected from student participants. These

data track the transition from initial inquiry to final refined text.

Table 3: Student-AI Interaction Patterns

Phase of Interaction	Student Prompt Example	AI Response / Observed Outcome
Initial Brainstorming	"Provide an outline for an essay on the impact of AI on student creativity."	A broad structural framework is provided.
Linguistic Support	"Rephrase this paragraph to sound more professional and academic."	Transformation of colloquial English to a formal academic tone.
Iterative Refinement	"Your last point was too vague. Explain the 'voice dilemma' in more detail."	Targeted expansion of specific themes.
Correction & Editing	"Check these two sentences for grammatical errors."	Identification of technical errors and syntax suggestions.
Verification Check	"Give me the DOI and author for the study you just mentioned."	Risk of hallucination

4.7 Chat Interaction Logs

This data consists of the textual records of the student-chatbot dialogue, showing the transition from initial inquiry to final refined text

Table 4: Chat Interaction Logs

Phase	Raw Student Prompt / Log Entry	Result/Action
Initial Inquiry	"Show me literature about ..."	Broad literature listing.
Drafting	"Write an introduction for my article so I can compare it with mine."	Structural comparison.
Clarification	"What do you mean by...?"	Definition/Concept mapping.
Correction	"Is there a grammatical error?"	Targeted editing.
Refinement	"Rephrase this information to sound more academic."	Linguistic transformation.
Verification	"Provide the DOI and author for the study you just mentioned."	Source validation check.

V. DISCUSSION

5.1 The Mediation of Efficiency and Cognitive Load

The empirical evidence indicates that the majority of learners apply the artificial intelligence (AI) systems to alleviate academic composition load, which is usually a big burden on their cognition. This fact is in line with the current body of literature that AI tools are perceived as cognitive offloaders and, therefore, assist students to overcome the first blank page syndrome by providing outlined information and brainstorming assistance (Gilbert, 2023; Lin, 2023).

5.2 Linguistic Equity

When it comes to non-native speakers of English, who are the members of the research in question, the linguistic mediator of the AI acquires a more significant role. The participants state that they relied on AI to get native-like grammar and stylistic mechanics, which justifies the realization that students mention that a positive change in cognitive and affective engagement takes place when linguistic barriers are minimal.

5.3 Affective Support

The amounts of confidence identified by the participants refer to a broader pedagogical pattern according to which AI offers some kind of safe environment to test out drafts before handing in high-stakes coursework.

5.4 Agency in the Prompting Loop

The iterated patterns of prompts that were observed in the data indicate that students are starting to build some kind of digital literacy. The interaction between the AI and the student is not a simple process of a passive user, but rather a complicated negotiation process.

5.5 The Editor Role

The analysis of participant behaviour has revealed that the human-in-the-loop schema has the learners as the strategic director or the editor. This trend in experiments promotes the view that AI is an omnipresent ghostwriter, yet it requires human intervention to ensure that the writing is significant.

5.6 Strategic Refinement

The narrowing to broadness creates the indicators of rising competence of students in manipulating AI systems to fit some academic needs, literally transforming the composition process into a kind of dialogue.

5.7 The Paradox of authorship and creative obsession

The other contradiction that emerged into the foreground was that about authorship and originality of people.

5.8 The Voice Dilemma

A dilemma between sounding better and sounding like me is a sign of a post-plagiarism dilemma where intellectual property boundaries are becoming more obscure (Wang, 2024). In addition to adding to a text flow and the application of lexical meaning, AI may substitute the idiosyncratic voice of a learner with a more homogeneous, robotic voice (Wang, 2024).

5.9 Group Diversity and Personal Performance

On the individual level, AI could be used to enhance the technical quality, whereas the original thinking is brutally undermined by the aforementioned creative restrictions and the obsession of a participant (Qin Bible, 2025). The same finding is reflected in the greater academic concerns that believe that the mass application of AI could deprive the bigger student population of the type of variety in new

material where patterns of repetitive outcomes of underlying schemes filter ideas.

VI. CONCLUSION

As indicated in the current study, generative artificial intelligence has revolutionized the academic writing process, making it not an individual thinking process but a collaborative interaction between the learners and a machine-learning process. The main benefit of such integration is that the cognitive load is reduced, and this allows the writer to overcome the technical barriers of drafting and can instead give more focus on the high-level argumentation. In the case of many students, especially those students who are struggling with second-language issues, AI tools are of essential support that facilitates linguistic accuracy and supplements the overall interaction with the writing process.

However, these performance benefits are dampened by strong creative and ethical issues. The main issue is the voice dilemma, whereby the way of using AI to produce a refined academic sound may unintentionally override the unique writer's voice of a learner (Hosni, 2025; Wang, 2024). Besides, the possibility of technical hallucinations, or the cases where AI systems create believable yet false citations and information, is an ongoing threat to the integrity of scholarship (Walters and Wilder, 2023; Zizka, 2025). According to evidence obtained on the basis of specialized fields, a large percentage of AI-based references may be completely non-existent, which makes the verification of the work by hand a crucial aspect of the composition process (Glickman and Zhang, 2024).

The creative fixation risk, documented (Doshi and Hauser, 2024), further shows that excessive utilization of AI-generated structural templates may limit the original thinking and reduce the variety of ideas in the submissions of the students. With the indivisibility of efficiency increasing, the collective originality of scholarly material can thus actually decrease as long as the learners are attached to the same patterns that are encoded in the AI training data.

It can be concluded based on these findings that higher institutions of learning have to change their approaches related to academic integrity. Instead of focusing on detection software, which is often unreliable with prone errors (Dalalah & Dalalah, 2023), universities ought to work on developing critical AI literacy. This implies the establishment of official training programs that teach students to use AI tools as tactical editors and brainstorming partners and at the same time maintain independent control of their arguments. It is also important that institutions implement definite policy frames to outline ethical limits of

AI help so that they can be used as a supplement, but not a replacement for the inner capabilities of critical thinking and original analysis.

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Teaching Gender Through the Screen: Feminist Film Pedagogy, Visual Literacy, and Critical Consciousness in Indian Undergraduate English Classrooms

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Abstract— *The Indian undergraduate English classroom is overwhelmingly text-centric: literary study is organised around the close reading of novels, poems, and plays, with visual and cinematic texts relegated to supplementary or extracurricular status. Yet the students who inhabit these classrooms are, paradoxically, among the most visually saturated learners in human history—immersed in the image cultures of Instagram, YouTube, OTT platforms, and Bollywood from childhood. This paper argues that feminist film pedagogy—the systematic integration of cinema into English literature teaching through feminist critical frameworks—offers a transformative methodology for developing gender-critical consciousness in Indian undergraduate classrooms. Drawing on bell hooks's (1996) theorisation of film as a pedagogical site, Mulvey's (1975) foundational analysis of the gendered gaze, and Freire's (1970) concept of critical consciousness, the paper presents a practitioner-based case study of feminist film pedagogy implemented in an undergraduate English programme at an aided college in Kerala. Through the analysis of three pedagogical interventions—teaching Mulvey through Malayalam cinema, using Bollywood item numbers to teach objectification theory, and deploying OTT series to examine intersectional gender representation—the paper demonstrates that feminist film pedagogy produces measurable gains in students' critical visual literacy, gendered analytical vocabulary, and willingness to interrogate the patriarchal logics of the media cultures they inhabit. The paper proposes a replicable framework for integrating feminist film pedagogy into Indian English curricula.*

I. INTRODUCTION

When the author asked a class of thirty-eight second-year BA English students at St. Mary's College, Manarcaud, to name the last novel they had read outside the syllabus, four students raised their hands. When the same class was asked to name the last film or series they had watched, every hand went up. The most popular answers—*When Life Gives You Tangerines*, *Jaya Jaya Jaya Jaya Hey*, *Premalu*,

Manjummel Boys—were all texts of extraordinary cultural richness, each engaging with questions of gender, class, caste, aspiration, and the politics of everyday life that the English literature syllabus claims as its domain. Yet these texts occupied no space in the curriculum. They were entertainment. They were not “literature.”

This paper begins from a simple observation: the Indian undergraduate English classroom suffers from a

constitutive mismatch between the textual cultures it teaches and the media ecologies its students inhabit. Literary studies in Indian universities remain overwhelmingly organised around print texts—novels, poems, short stories, plays—taught through close reading methodologies derived from mid-twentieth-century Anglo-American New Criticism (Nair, 2018). Meanwhile, the students who sit in these classrooms navigate daily through visual and audiovisual media environments—Instagram, YouTube, Netflix, Amazon Prime, regional OTT platforms—that are saturated with representations of gender, sexuality, caste, class, and power. The gap between what the classroom teaches and what the student experiences is not merely a curriculum problem; it is an epistemic problem—a failure to recognise that the most culturally consequential texts of the twenty-first century are not novels but screens.

This paper argues that feminist film pedagogy—the integration of cinema and screen media into English literature teaching through feminist analytical frameworks—offers a transformative bridge across this gap. By teaching students to read cinema the way they are taught to read literature—attending to form, ideology, representation, and the politics of spectatorship—feminist film pedagogy simultaneously develops critical visual literacy, deepens gender-critical consciousness, and demonstrates the continued relevance of humanities methodologies in a screen-saturated world.

The paper draws on three theoretical resources. First, bell hooks's (1996) argument in *Reel to Real* that cinema is “the perfect cultural site for critical intervention” because it is the medium through which most people encounter representations of gender, race, and class. Second, Laura Mulvey's (1975) foundational concept of the “male gaze,” which provides students with a transferable analytical tool for interrogating how visual media construct gendered spectatorship. Third, Paulo Freire's (1970) concept of *conscientização* (critical consciousness)—the development of awareness of social and political oppression through dialogue and reflection—which provides the pedagogical orientation for feminist film teaching.

II. LITERATURE REVIEW: FEMINIST PEDAGOGY AND FILM IN HIGHER EDUCATION

Feminist pedagogy, as theorised by hooks (1994), Shrewsbury (1993), and Crabtree et al. (2009), is grounded in three commitments: the validation of students' lived experience as a legitimate source of knowledge; the interrogation of power relations within the classroom and beyond; and the cultivation of critical consciousness that

connects individual experience to structural inequality. These commitments distinguish feminist pedagogy from both traditional lecture-based instruction and from generic “student-centred” approaches: feminist pedagogy is not simply about making students active participants but about making them critical analysts of the systems—patriarchal, capitalist, casteist, colonial—that shape their experience.

Film has been recognised as a particularly effective medium for feminist pedagogy since the emergence of feminist film theory in the 1970s. Mulvey's (1975) foundational essay “Visual Pleasure and Narrative Cinema” provided the conceptual vocabulary—the male gaze, scopophilia, the construction of woman-as-spectacle—that enabled systematic feminist analysis of cinematic representation. Subsequent scholars, including Kaplan (1983), hooks (1996), and Gopalan (2002), expanded this framework to address race, postcoloniality, and non-Western cinemas. hooks (1996, p. 2) argued that because movies “are the medium of story and myth for this culture,” they provide “the perfect cultural site for critical intervention”—particularly for students whose relationship to print texts is mediated by class, race, or colonial linguistic hierarchies.

In the Indian context, the integration of film into English studies has been limited. Prasad (2000) and Gopalan (2002) have produced influential critical analyses of Indian cinema, but these have circulated primarily within film studies rather than English literature pedagogy. The English literature syllabus at most Indian universities—including Mahatma Gandhi University—includes “literary criticism” and “cultural studies” as theoretical components but rarely translates these into systematic engagement with visual media. The result is a curriculum that teaches students to analyse the gender politics of Jane Austen but not the gender politics of the films they watch every evening on their smartphones—a pedagogical disconnect that undermines the humanities' claim to develop critical thinking about culture and society.

III. METHODOLOGY

This paper employs practitioner-based reflective analysis (Schön, 1983) to examine three feminist film pedagogy interventions implemented by the author in the BA English programme at St. Mary's College, Manarcaud, during the academic year 2025–2026. The interventions were designed as supplementary components within existing course structures—integrated into Literature and Cultural Studies modules rather than offered as standalone film studies courses—to demonstrate that feminist film pedagogy can be embedded within existing curricula without requiring structural redesign.

Data sources include: the author's teaching reflections (documented through a pedagogical journal maintained throughout the academic year); student written responses to film screenings (collected as formative assessment with informed consent); and comparative analysis of students' analytical vocabulary and critical engagement in pre- and post-intervention essay assignments. All student data has been anonymised and composited to protect individual identities. The analysis is qualitative and interpretive, focused on pedagogical process and student critical development rather than quantitative measurement of learning outcomes.

IV. ANALYSIS: THREE INTERVENTIONS

4.1 Teaching Mulvey Through Malayalam Cinema

The first intervention introduced Mulvey's (1975) concept of the male gaze through Malayalam cinema rather than through the Hollywood examples that Mulvey herself analysed. The rationale was pedagogical: students who had never seen *Vertigo* or *Rear Window* found Mulvey's examples abstract, but every student in the classroom had seen Malayalam films in which the camera's relationship to the female body enacted precisely the dynamics Mulvey describes. The author screened sequences from three films: the "introduction scene" of the heroine in a 1990s Mohanlal film (slow-motion, fragmented body shots, romantic background music); an equivalent scene from *Kumbalangi Nights* (2019), in which the female protagonist is introduced through her actions and speech rather than her appearance; and the dance sequence from *Jaya Jaya Jaya Hey* (2022), in which the female body is presented as a site of resistance rather than spectacle.

The pedagogical effect was immediate and striking. Students who had struggled with Mulvey's theoretical language when applied to unfamiliar Western films became animated and articulate when the same concepts were applied to the Malayalam cinema they knew intimately. One student observed that the "slow-motion introduction" was present in "every Mohanlal film from the 1990s but not in new Malayalam films," and asked whether this meant that the male gaze was "historically specific rather than universal"—a question of genuine theoretical sophistication that emerged not from the textbook but from the encounter between feminist theory and the student's own cultural knowledge. Another student noted that in Mohanlal's early films, "the heroine's first appearance is always about how she looks, but in *Premalu* [2024], the heroine's first scene is about what she does"—an observation that, when theorised, constitutes a feminist analysis of the historical transformation of gendered spectatorship in Malayalam cinema.

4.2 Item Numbers and Objectification Theory

The second intervention used Bollywood item numbers—the standalone dance sequences featuring a "special appearance" by a female performer—to teach Fredrickson and Roberts's (1997) objectification theory and its application to visual media. Item numbers are pedagogically powerful precisely because they are culturally ubiquitous: every student in the classroom had watched, danced to, and internalised the visual logics of item numbers without ever subjecting them to critical analysis. The intervention screened three item numbers spanning three decades—from *Choli Ke Peeche* (1993) through *Sheila Ki Jawani* (2010) to *Oo Antava* (2022)—and asked students to analyse them using objectification theory's analytical categories: instrumentality, denial of autonomy, fungibility, and reduction to appearance.

The classroom discussion that followed was among the most pedagogically productive the author has facilitated. Students initially resisted the application of objectification theory to item numbers: "It's just entertainment," "She chose to do it," "It's empowering because she's confident." These responses—which replicate the dominant cultural discourse around item numbers—provided the entry point for a Freirean critical dialogue about the relationship between individual choice and structural constraint, between empowerment rhetoric and the political economy of female bodily display, and between what feels liberating and what the camera's gaze actually constructs. By the end of the session, students were producing nuanced analyses that distinguished between the performer's agency and the cinematic apparatus's objectifying logic—a distinction that required genuine critical thinking rather than dogmatic application of feminist principles.

4.3 OTT Series and Intersectional Representation

The third intervention used contemporary Indian OTT series to teach intersectional gender analysis. Students were assigned to watch one episode each from three series—*The Great Indian Kitchen* (2021, Malayalam), *Made in Heaven* (2019, Hindi), and *Suzhal* (2022, Tamil)—and to analyse how each text represented the intersection of gender with caste, class, sexuality, and region. The assignment required students to apply Crenshaw's (1989) intersectionality framework to screen media, identifying how different axes of identity produced different experiences of gender within the same narrative world.

This intervention produced the most sustained analytical engagement. Students' written responses demonstrated a capacity for intersectional analysis that the print-text curriculum had not developed: they identified how *The Great Indian Kitchen*'s depiction of domestic

labour was caste-specific (the protagonist's Nair Brahmin household operates through a particular caste-patriarchal logic), how *Made in Heaven's* portrayal of queer identity was class-inflected (Karan's queerness is liveable because of his urban upper-class position), and how *Suzhal's* Tamil small-town setting produced gender dynamics irreducible to the metropolitan feminism of Hindi OTT series. The screen text's visual and narrative richness gave students analytical material that exceeded the theoretical framework—generating insights about gender, caste, and region that the textbook alone could not have produced.

V. DISCUSSION: A REPLICABLE FRAMEWORK

The three interventions analysed above converge on a central pedagogical argument: feminist film pedagogy transforms the Indian English classroom by connecting theoretical frameworks to the media cultures students already inhabit, producing critical consciousness that operates beyond the classroom in students' daily encounters with screen media. The paper proposes a replicable framework for integrating feminist film pedagogy into Indian English curricula, organised around four principles.

First, **cultural proximity**: film texts should be drawn primarily from the regional and national cinemas that students know, rather than from Western canons. Teaching Mulvey through Malayalam cinema rather than Hitchcock produces deeper engagement because students bring cultural knowledge that enriches rather than impedes theoretical analysis.

Second, **theoretical scaffolding**: film screenings must be accompanied by explicit feminist theoretical frameworks—the male gaze, objectification theory, intersectionality—that provide students with transferable analytical tools. Without theoretical scaffolding, film viewing remains consumption rather than critical analysis.

Third, **dialogic pedagogy**: following Freire (1970), the classroom should be organised as a space of dialogue rather than lecture. Students' initial resistance to feminist readings of beloved cultural texts—"It's just entertainment"—is not an obstacle but a pedagogical resource: it reveals the ideological naturalisation that feminist pedagogy aims to make visible.

Fourth, **assessment integration**: feminist film analysis should be incorporated into formal assessment structures rather than confined to supplementary or extracurricular activities. Until film analysis carries the same assessment weight as close reading of print texts, it will remain pedagogically marginal.

VI. CONCLUSION

This paper has argued that feminist film pedagogy offers a transformative methodology for developing gender-critical consciousness in Indian undergraduate English classrooms. Through practitioner-based analysis of three interventions—teaching Mulvey through Malayalam cinema, using item numbers to teach objectification theory, and deploying OTT series for intersectional analysis—the paper has demonstrated that film-based feminist pedagogy produces deeper critical engagement than print-text-only approaches because it connects theoretical frameworks to the media cultures students already inhabit.

The implications extend beyond the English classroom. In an era when screen media constitutes the primary cultural environment of most young people globally, the humanities' continued reliance on print-text-only curricula risks irrelevance. Feminist film pedagogy demonstrates that humanities methodologies—close reading, ideological analysis, attention to form and representation—are not bound to the printed page but can be productively applied to the screen, producing critical citizens capable of interrogating the gendered, casteist, and capitalist logics of the media ecosystems they navigate daily. The English classroom that refuses to engage with the screen is not protecting literary standards; it is abandoning its students to consume without critique the most powerful cultural texts of their generation.

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Interstate Marriages and Social Integration: A Comparative Study of Siwana and Beri Villages of Jhajjar District (Haryana)

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Keywords— *Adaptation, Social Environment, Demographic Imbalance, Traditional Marriage Migration.*

Abstract— *The present study examines the process of cultural adjustment and social integration among respondents after marriage in the villages of Siwana and Beri in Jhajjar district, Haryana. The study is based on primary data collected from 50 respondents through field surveys and structured questionnaires. It focuses on major aspects such as adjustment to customs and traditions, understanding of local language, adaptation to food habits, lifestyle, participation in local festivals, family support and perception of social respect. The findings reveal that respondents face initial challenges, particularly in cultural practices and language adaptation, which affect their early integration. However, family support and increased interaction with the local community significantly help in overcoming these barriers. Differences are observed between the two villages, with Beri showing stronger family support and lifestyle adaptation, while Siwana reflects relatively better participation in cultural activities. Over time, most respondents experience a reduction in cultural differences and gradually adapt to the local environment. The study concludes that cultural integration is a continuous and multidimensional process shaped by social, familial and environmental factors.*

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I. INTRODUCTION

Marriage in India is not merely a personal union but a deeply embedded social institution shaped by caste, kinship, region and cultural norms. Traditionally, marriages have been arranged within the same caste and locality, following strict rules of endogamy and social hierarchy. However, in recent decades, significant demographic and socio-economic changes have altered traditional marriage patterns, particularly in northern states such as Haryana. One of the most notable transformations is the rise of interstate marriages, especially in rural areas where demographic imbalances have disrupted conventional matrimonial systems.

Haryana has experienced a persistent decline in the child sex ratio due to strong son preference, gender discrimination and sex selective practices. This imbalance has led to a shortage of marriageable women, often

referred to as the “marriage squeeze,” compelling men to seek brides from other states (Ahlawat, 2009). As a result, cross-region and interstate marriages have become increasingly common, particularly in districts such as Jhajjar, Rohtak, Sonapat and Hisar. These marriages often involve women migrating from economically weaker regions of eastern and northeastern India, including Bihar, West Bengal, Assam and Odisha (Singh and Bhutani, 2024).

Interstate marriage in Haryana is closely linked with the broader phenomenon of marriage migration, which is a dominant form of migration among women in India. Studies indicate that more than 90% of Indian women migrate due to marriage, highlighting the centrality of marriage in shaping female mobility (Kukreja, 2024). However, interstate marriages differ from traditional marriages as they involve greater cultural, linguistic and social differences between spouses and their families.

These marriages often challenge existing norms of caste endogamy and regional homogeneity, thereby creating new social dynamics within rural communities.

While interstate marriages address the demographic imbalance, they also raise important questions about social integration and adjustment. Migrant brides frequently encounter challenges such as language barriers, cultural differences, social isolation and discrimination within their marital households and communities. The intersection of caste, gender and patriarchy further complicates their position, often limiting their autonomy and access to resources (Kukreja, 2018). In some cases, these marriages are associated with exploitative practices, including bride trafficking and the commodification of women, reflecting the darker consequences of demographic imbalance.

At the same time, interstate marriages also contribute to processes of social change and integration. They facilitate cultural exchange, expand kinship networks and gradually challenge rigid social boundaries. Over time, migrant brides adopt local customs and languages while also influencing the host society's cultural practices (Singh and Bhutani, 2024). Thus, interstate marriages represent both a response to structural demographic pressures and a catalyst for evolving social relations in rural Haryana.

In this context, the present study focuses on the Siwana and Beri villages of Jhajjar district to examine the patterns, determinants and implications of interstate marriages. It seeks to understand how these marriages influence social integration, gender relations and community dynamics in a region experiencing rapid socio-demographic transformation.

II. REVIEW OF LITERATURE

A lot of research has been done by various scholars on interstate marriages and social integration. Some important are being mentioned here.

Ravinder Kaur (2004), explored that across-region marriages in India are increasingly linked to skewed sex ratios and poverty. Studies show that deficit regions import brides from poorer states, leading to long-distance female migration. This "marriage migration" reflects gender imbalance, declining local brides and economic vulnerability, often resulting in exploitation, limited agency and cultural dislocation for women in destination regions.

Kaur (2013), examined cross-regional marriages in Haryana as a response to gender imbalance and declining sex ratios. The study highlighted that interstate marriages are largely driven by demographic pressure and

socio-economic disparities. It further noted that such marriages challenge traditional caste norms but often reinforce patriarchal control over women, limiting their social mobility and autonomy.

Kukreja (2018), examined caste dynamics in cross-region marriages in Haryana, focusing on Dalit brides married into Jat households. The study revealed that such marriages challenge traditional caste endogamy but do not eliminate caste hierarchies. Migrant brides often face discrimination, marginalisation and limited agency within patriarchal family structures. The research highlights how caste, gender and regional differences intersect to shape the lived experiences and social integration of these women.

Singh and Bhutani (2024), examined inter-state marriage migration in Rohtak district, focusing on socio-economic status and cultural value systems. The study revealed that factors such as unemployment, small landholdings and low income compel men to seek brides from other states. It further highlighted that rigid caste norms, khap regulations and traditional practices restrict local marriages, thereby encouraging interstate alliances. The study also found that migrant brides face cultural adjustment challenges but gradually integrate into the host society through family support and social interaction.

Manisha and Ankit (2025), examined the concerns of migrant brides in cross-regional marriages in rural Haryana, focusing on their children's future prospects. The study revealed anxieties related to identity, education and social acceptance, shaped by cultural differences and marginalisation. It highlights how interstate marriages create intergenerational challenges, affecting children's integration, access to opportunities and overall social mobility within rural communities.

Significance of the Study:

The present study is significant as it examines the emerging phenomenon of interstate marriages in Haryana, particularly in the Siwana and Beri Villages of Jhajjar district, within the broader context of demographic imbalance and social transformation. It contributes to understanding how declining sex ratios and the resulting marriage squeeze are reshaping traditional marriage systems and rural social structures. The study highlights the role of interstate marriages in promoting cultural interaction, social integration and changes in kinship patterns. At the same time, it brings attention to the challenges faced by migrant brides, including issues of adjustment, identity and social acceptance. By analysing both positive and negative dimensions, the study provides insights into gender relations, migration and rural development. The findings can help policymakers design

inclusive social policies, improve the status of migrant women and address the long-term implications of demographic imbalance in Haryana.

Objective of the Study:

The present study mainly examines cultural adaptation among brides that are from other states, focusing on Siwana and Beri villages in Jhajjar district of Haryana.

III. RESEARCH METHODOLOGY

The present study is based on primary data collected through field surveys conducted in the Siwana and Beri villages of Jhajjar district. A total no. of 50 households were selected for the field survey. Data were

gathered using structured questionnaires and personal interviews to understand patterns of interstate marriages and social integration. A suitable sampling method was adopted to select respondents from the villages. The collected data were classified, tabulated and analysed using basic statistical techniques. For better presentation and interpretation, graphs and charts were prepared using MS Excel. The methodology ensures a systematic and empirical analysis of the objective of the study.

IV. RESULTS AND DISCUSSIONS

This section presents the key findings of the study based on the analysis of primary data. It interprets patterns, relationships and trends related to interstate marriages and social integration.

Table 1: Respondents Perception about Cultural Adjustment and Social Integration after Marriage

Sr. No.	Villages	Responses (%)	
		Very Difficult	Difficult
1.	Siwana	18	12
2.	Beri	48	22

Source: Computed by the Research Scholar from the data collected during Primary Survey

Table 1 presents respondents perceptions of cultural adjustment and social integration after marriage in the selected villages. It indicates that some respondents experienced difficulties in adapting to new customs,

traditions and social environments. In Siwana village, a smaller proportion reported adjustment issues: 18% found it very difficult and 12% reported difficulties with cultural adjustment and social integration after marriage.

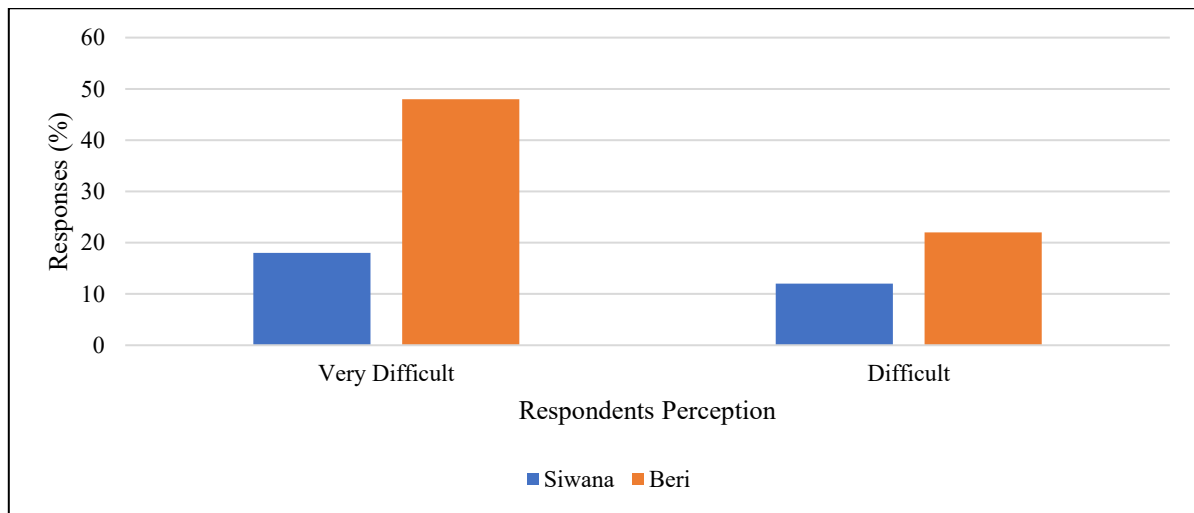


Fig. 1: Respondents Perception about Cultural Adjustment and Social Integration after Marriage

Source: Based on Table 1

In contrast, Beri village shows a higher level of adjustment challenges, with 48% of respondents reporting it as very difficult and 22% as difficult. This suggests that cultural adaptation is more challenging in Beri compared to Siwana. The variation may be influenced by differences

in social environment, community acceptance and support systems. The findings highlight that while adjustment is a common issue among respondents, its intensity varies across locations, reflecting diverse social conditions and integration processes.

Table 2: Respondents Perception regarding Understanding of Local Language after Marriage

Sr. No.	Villages	Responses (%)		
		Yes, partially	Learning Slowly	No
1.	Siwana	12	12	06
2.	Beri	20	16	34

Source: Computed by the Research Scholar from the data collected during Primary Survey

Table 2 presents respondents perceptions of their understanding of the local language after marriage in the selected villages of Siwana and Beri. Language plays a crucial role in social integration, communication and cultural adaptation, especially for individuals entering a new social environment through interstate marriage. In

Siwana village, the data illustrate a relatively better level of linguistic adjustment among respondents. About 12% of respondents reported understanding the local language partially, while another 12% stated they were learning it gradually.

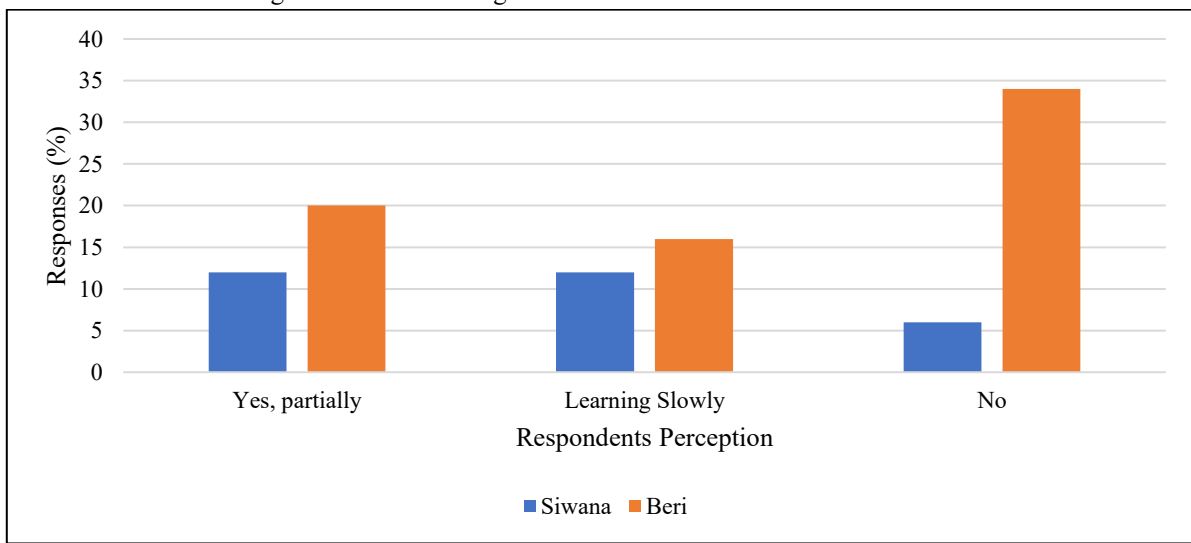


Fig. 2: Respondents Perception regarding Understanding of Local Language after Marriage

Source: Based on Table 2

Only a smaller proportion, around 6% reported that they do not understand the local language at all. This suggests that most respondents in Siwana are in the process of adapting linguistically and are gradually overcoming communication barriers. In contrast, the situation in Beri village reflects greater challenges in language adaptation. While 20% of respondents reported a partial understanding and 16% indicated they are learning the language slowly, a significantly higher proportion,

34% stated they do not understand the local language. This highlights a lower level of linguistic integration in Beri than in Siwana.

The variation between the two villages may be attributed to differences in social interaction, family support and exposure to the local community. Respondents who receive greater assistance and participate more actively in social activities are likely to learn the language more quickly.

Table 3: Respondents Perception regarding Adaptation to Local Food Habits and Daily Lifestyle after Marriage

Sr. No.	Villages	Responses (%)	
		Yes	No
1.	Siwana	10	20
2.	Beri	48	22

Source: Computed by the Research Scholar from the data collected during Primary Survey

Table 3 presents respondents perceptions of their adaptation to local food habits and daily lifestyles after marriage in the selected villages of Siwana and Beri. Adjustment to food practices and daily routines is an important aspect of cultural integration, especially in interstate marriages, where individuals are exposed to different traditions and living patterns.

In Siwana village, the data indicate relatively lower levels of comfort with local food habits and daily lifestyle. Only 10% of respondents reported adapting well, while 20% stated they are not comfortable. This suggests that respondents in Siwana may be struggling to adjust to new dietary patterns and daily routines, possibly due to differences in taste preferences, cooking methods and cultural practices.

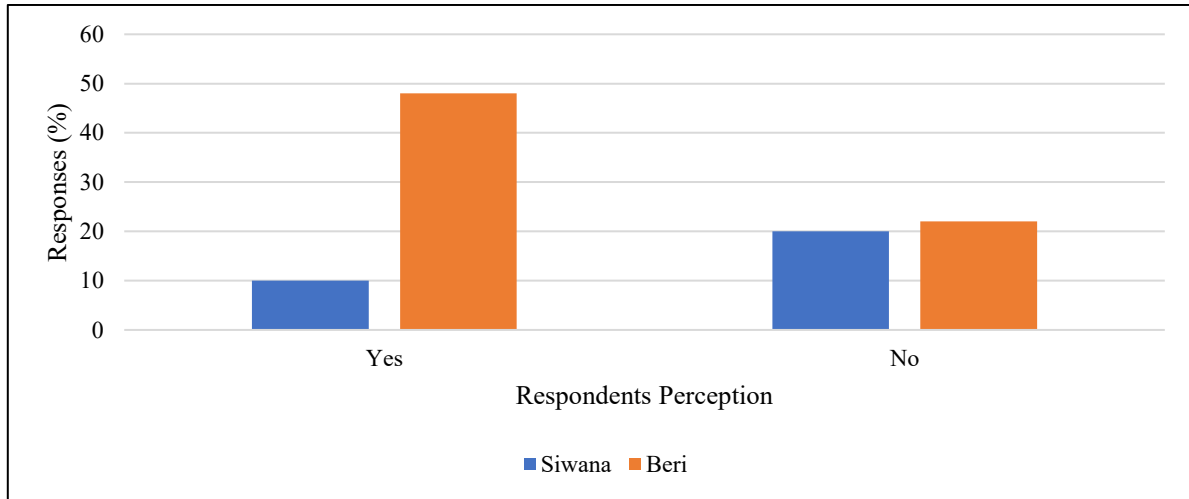


Fig. 3: Respondents Perception regarding Adaptation to Local Food Habits and Daily Lifestyle after Marriage

Source: Based on Table 3

Whereas Beri village shows a higher level of adaptation among respondents. About 48% reported being comfortable with local food habits and lifestyle, while 22% expressed discomfort. This indicates that a significant proportion of respondents in Beri have successfully

adjusted to the new environment. The relatively better adaptation in Beri may be influenced by stronger family support, greater interaction with the local community, or a more accepting social environment.

Table 4: Respondents Perception regarding Participation in Local Festivals after Marriage

Sr. No.	Villages	Responses (%)	
		Yes	No
1.	Siwana	20	10
2.	Beri	34	36

Source: Computed by the Research Scholar from the data collected during Primary Survey

Table 4 presents respondents perceptions of their participation in local festivals after marriage in the villages of Siwana and Beri. Participation in festivals is an important indicator of social integration, as it reflects the extent to which individuals engage with local traditions, customs and community life.

20% reported actively participating in local festivals, while 10% stated they do not. This suggests that a majority of respondents in Siwana are gradually becoming part of the local cultural environment. Their involvement in festivals may be supported by family encouragement and positive interaction with the community.

In Siwana village, the data show a relatively higher level of participation among respondents. About

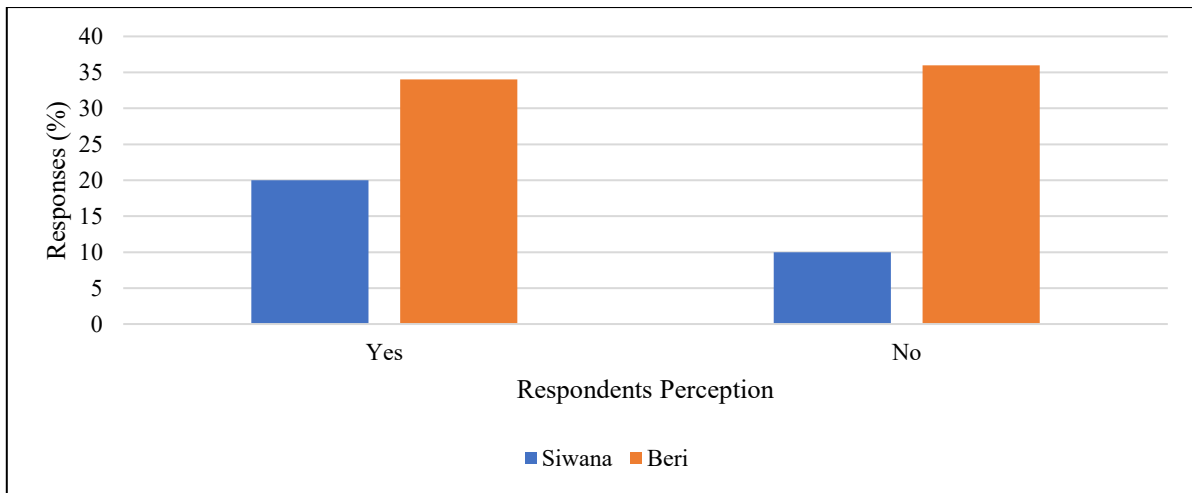


Fig. 4: Respondents Perception regarding Participation in Local Festivals after Marriage

Source: Based on Table 4

On the other side, Beri village shows a more divided pattern. While 34% of respondents reported participating in local festivals, a slightly higher proportion, 36%, reported not participating. This reflects a comparatively lower level of cultural integration in Beri, where a significant number of respondents may still feel hesitant or excluded from community celebrations.

The variation between the two villages may be influenced by factors such as social acceptance, family support and the duration of stay after marriage. Respondents who feel welcomed and supported are more likely to participate in cultural activities. The findings highlight that participation in local festivals varies across villages and plays a crucial role in social integration and cultural adaptation.

Table 5: Respondents Perception regarding Family Support in Understanding Local Culture after Marriage

Sr. No.	Villages	Responses (%)	
		Yes	No
1.	Siwana	24	06
2.	Beri	62	08

Source: Computed by the Research Scholar from the data collected during Primary Survey

Table 5 presents respondents perceptions regarding the role of family support in understanding local culture after marriage in the villages of Siwana and Beri. Family support is a crucial factor in facilitating cultural adjustment and social integration, especially for individuals entering a new socio-cultural environment.

In Siwana village, the data show that a majority of respondents 24% reported receiving support from their family in understanding local customs and traditions, while only 6% reported a lack of such support. This suggests that family members in Siwana play an active role in helping respondents adapt to new cultural practices, thereby easing the adjustment process.

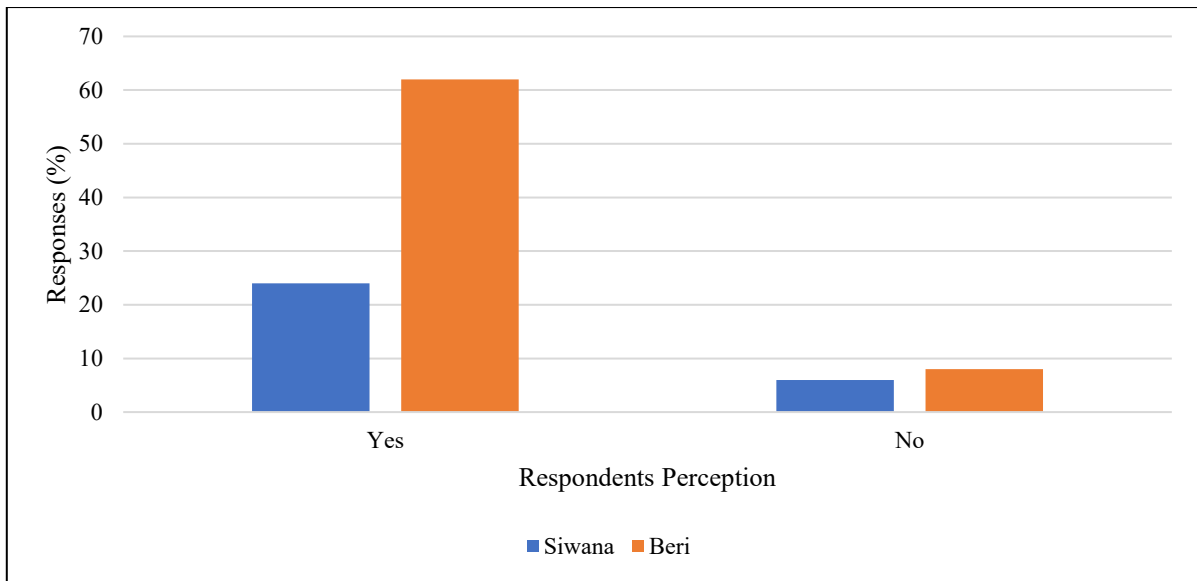


Fig. 5: Respondents Perception regarding Family Support in Understanding Local Culture after Marriage

Source: Based on Table 5

In Beri village, the level of family support appears even more significant. A substantial 62% of respondents reported that their family helped them understand the local culture, whereas only 8% reported otherwise. This indicates a strong support system within families in Beri, which likely contributes to better cultural adaptation and smoother integration into the local community.

The comparison between the two villages highlights that family support is generally strong in both areas, though it is more pronounced in Beri. Such support helps reduce cultural barriers, enhances respondents confidence and promotes a sense of belonging. The findings underscore the importance of family as a key institution in facilitating cultural understanding and successful social integration after marriage.

Table 6: Respondents Perception regarding Social Respect and Acceptance after Marriage

Sr. No.	Villages	Responses (%)	
		Yes	No
1.	Siwana	10	20
2.	Beri	36	34

Source: Computed by the Research Scholar from the data collected during Primary Survey

Table 6 presents respondents perceptions regarding social respect and acceptance after marriage in the villages of Siwana and Beri. Feeling respected within society is a key indicator of successful social integration, as it reflects community acceptance and a sense of belonging among respondents.

In Siwana village, the data illustrate that a smaller proportion of respondents, 10% reported feeling respected by society, while a larger share, 20% indicated that they do not feel respected. This suggests that many respondents in Siwana may experience challenges related to social acceptance, possibly due to cultural differences, limited interaction or existing social norms.

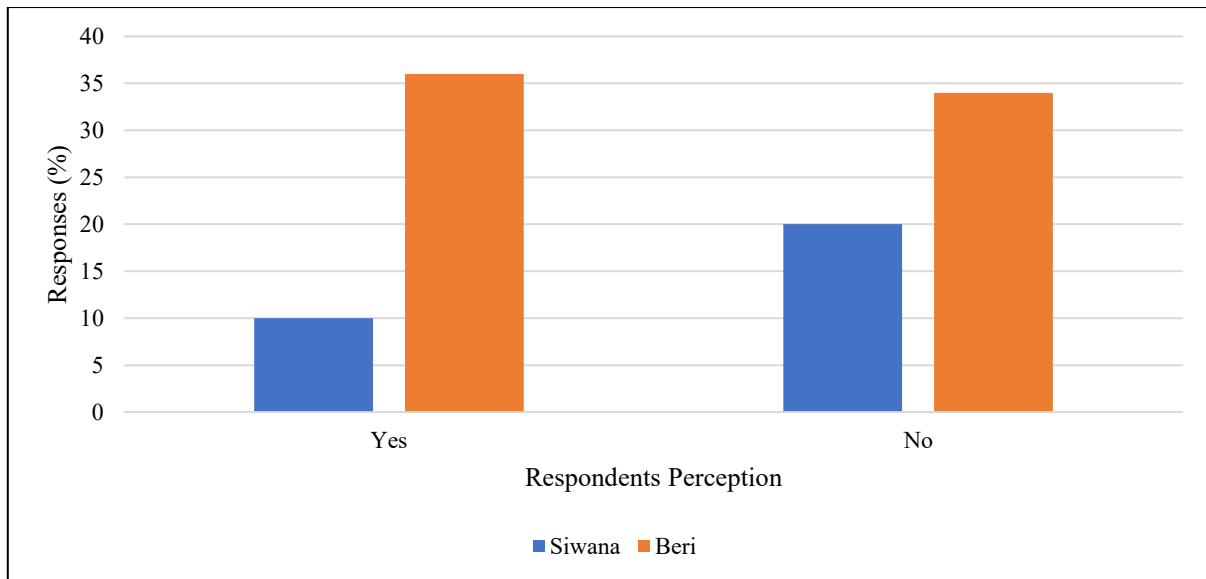


Fig. 6: Respondents Perception regarding Social Respect and Acceptance after Marriage

Source: Based on Table 6

Whereas, in Beri village, the situation appears comparatively balanced. About 36% of respondents reported feeling respected in society, while 34% reported feeling the opposite. This indicates that although a slightly higher number of respondents feel accepted, a significant

proportion still face issues related to recognition and inclusion within the community.

The variation between the two villages highlights that social acceptance is not uniform and depends on factors such as community attitudes, family support and the level of cultural adjustment.

Table 7: Respondents Perception regarding Reduction of Cultural Differences over Time after Marriage

Sr. No.	Villages	Responses (%)	
		Yes	No
1.	Siwana	24	10
2.	Beri	44	22

Source: Computed by the Research Scholar from the data collected during Primary Survey

Table 7 presents respondents perceptions regarding whether cultural differences diminish over time after marriage in the villages of Siwana and Beri. This indicator helps in understanding the extent of long-term cultural adjustment and the gradual process of social integration among respondents.

In Siwana village, the data illustrate that 24% of respondents believe that cultural differences decrease over time, while 10% feel they persist. This suggests that a majority of respondents in Siwana are gradually adapting to the local culture, indicating a positive trend toward

integration. Over time, increased interaction with family members and the local community may contribute to this adjustment.

In Beri village, a larger proportion of respondents, 44% reported that cultural differences decrease with time, whereas 22% stated that these differences remain. This indicates a higher level of cultural adaptation in Beri than in Siwana. The greater acceptance of local customs and continuous exposure to social practices may facilitate this process.

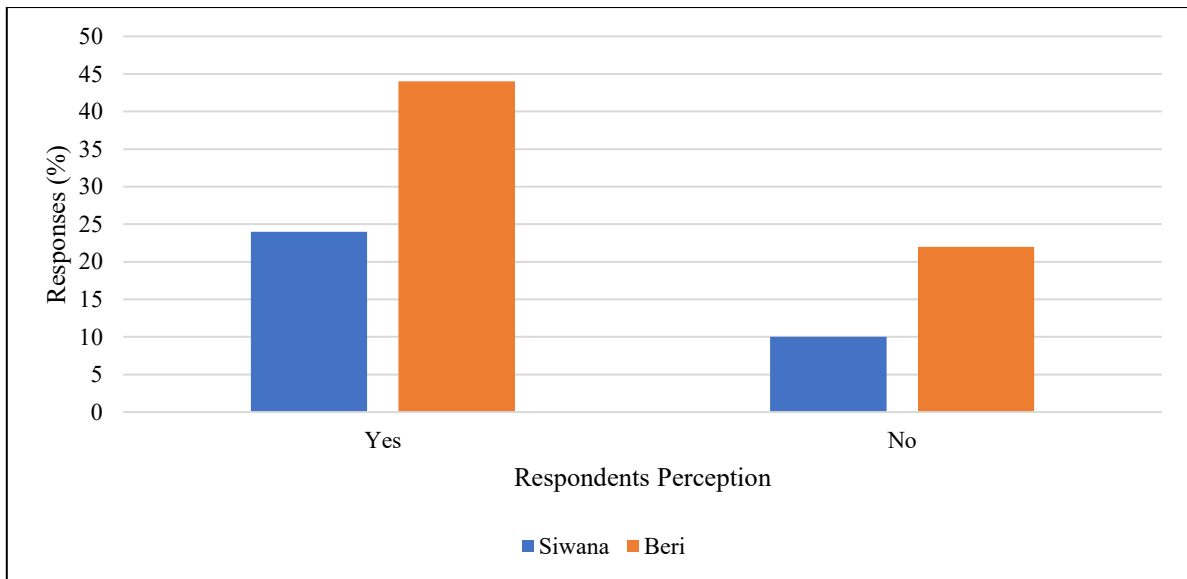


Fig. 7: Respondents Perception regarding Reduction of Cultural Differences over Time after Marriage

Source: Based on Table 7

Moreover, cultural differences tend to reduce over time for a significant number of respondents in both villages. However, the pace of adjustment varies depending on factors such as social environment, family support and individual adaptability. The results highlight that cultural integration is a gradual process, influenced by continuous interaction and evolving social relationships within the community.

V. CONCLUSION

The study demonstrates that cultural adjustment and social integration after marriage are interconnected processes influenced by multiple factors across the villages of Siwana and Beri. The initial adjustment to customs and traditions appears more challenging in Beri, as reflected in greater difficulty understanding the local language. These linguistic barriers further affect the pace of social interaction and integration. However, despite these initial challenges, respondents in Beri show better adaptation to local food habits and daily lifestyle, indicating gradual acceptance of everyday cultural practices.

Participation in local festivals, which is relatively higher in Siwana, suggests that social engagement can occur even when other forms of adjustment are slower. At the same time, strong family support, particularly in Beri, plays a crucial role in helping respondents understand local culture, thereby reducing cultural gaps over time. This support directly contributes to improved confidence and facilitates smoother integration into the community.

Perceptions of social respect are closely linked to these factors, as respondents who receive family support and actively engage in cultural activities are more likely to feel accepted. The findings further indicate that cultural differences tend to diminish over time in both villages, although the process is more pronounced in Beri. Overall, the study concludes that cultural integration is gradual and multidimensional, shaped by the combined influence of language, lifestyle adaptation, social participation and family support.

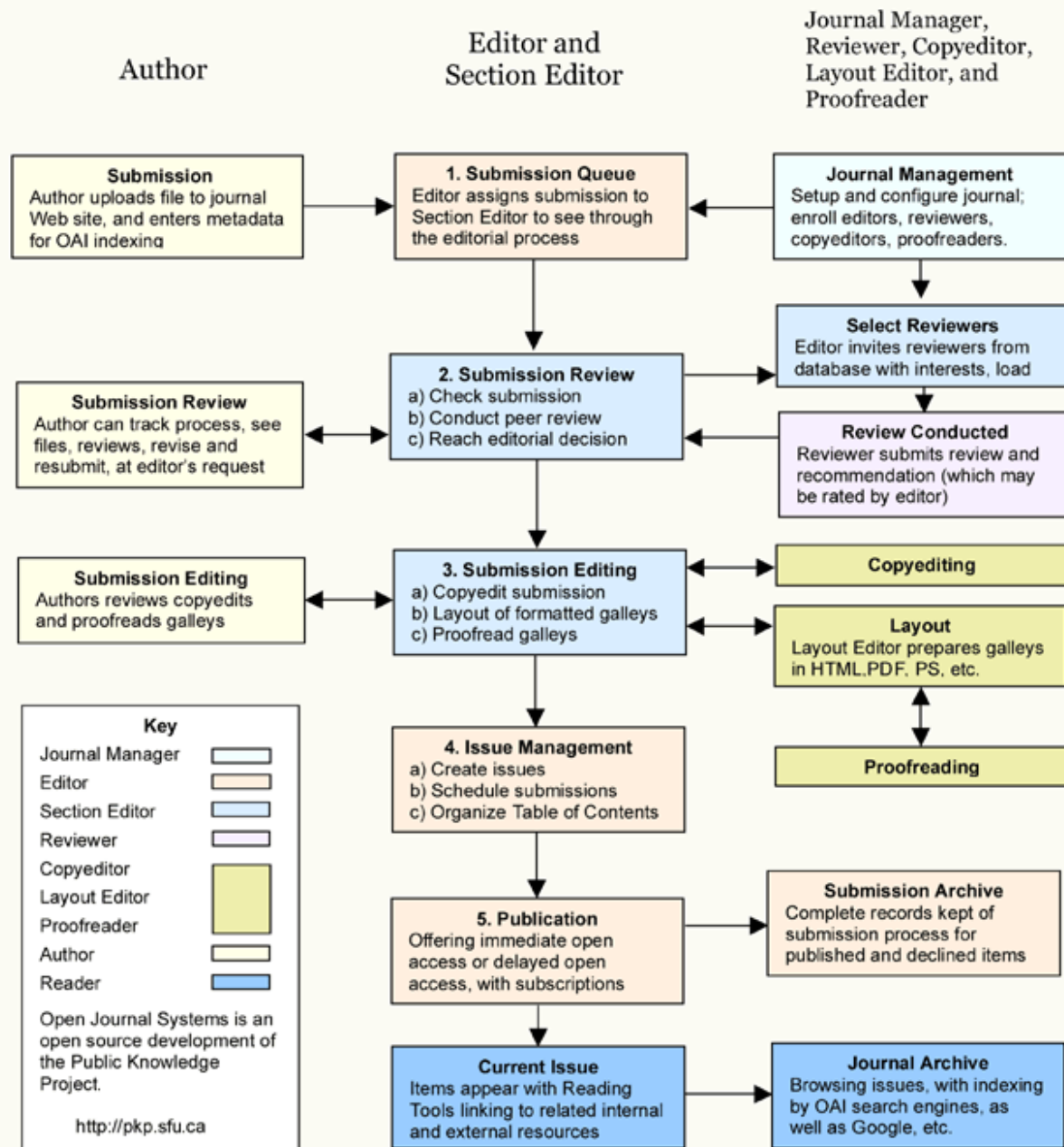
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