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RomaMultiLangPrimE

«Supporting Roma Children Integration via Multiliteracies
and Multimodality for Language Learning in Early Primary
Education»

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INNOVATIVE LEARNING METHODOLOGIES IN THE FORM OF A WHITE PAPER

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CHAPTER 1: INTRODUCTION

RomaMultiLangPrimE project aim is to increase Romani primary school students' Multiliteracies Language Learning Competences for their early and natural integration in their everyday educational classroom activities

In this innovative project, Multiplications, this is Multiliteracies, Multimodality, Multilingualism, and Multiculturalism, support the integration of Romani students in their everyday school activities and language learning. Multiplications can help the students of 6-12 yo expressing themselves and advance their reading and writing skills and competences by adapting to the modern communication requirements to utilize different media for meaning other than linguistic.

The pre study aim was to also test the pilot research taking place in the months of October - November - December, in order to identify any problems in order to be solved on time for the project completion.

Taking into account the specific needs of children from different cultural contexts, it will be examined whether the children's' literacy skills can be improved, so that Roma students can understand and produce all kinds of texts in a variety of social and cultural contexts.

In particular, this pre study aims to examine their ability to create a narration themselves.

More specifically, the whole study aims to examine and discuss the findings of a research project on the literacy skills of Roma primary education pupils in the production of narrative, descriptive, and argumentative texts, at 2 points in time: before the introduction of the experimental teaching material and after.

Moreover, an effort was made to investigate the extent to which the pupils' skills are influenced by specific parameters, including the students' social backgrounds, and teachers' attitudes on written discourse teaching and production.

The target group of this project consists of primary school teachers working with children aged 6 to 12 years from Roma communities. The indirect beneficiaries of this project are children between 6 and 12 years old from Roma and disadvantaged communities as well as their parents.

A written test was carried out, regarding the narrative discourse, which will be given to the children. They will be given an exercise to write a story. This test will also include a questionnaire with demographic questions. The criteria analysis matrix is the following:



Narrative Text Test for the Pre Study

Serial number _____ School (12α) _____ Section(12β) _____
Date and time (10) _____ Rating 1 2

A. The type of text meets the requirements							
A1. Overall score (0-10)							
A2. Overall score (0-6) <i>0: not at all 1: minimum 2: a little bit 3: enough 4:well 5:very well 6: extremely well</i>	0	1	2	3	4	5	6
A3.Coherence (0-4) <i>0: not at all 1: a little bit 2: enough 3: very 4: very much</i>	0	1	2	3	4		
B. - Narration of the episode							
B1. The point of view of the insect is indicated/adopted (0-4) <i>0: not at all 1: a little 2: moderate 3: very much 4: strongly</i>	0	1	2	3	4		
B2. The narration is written in the first person singular (0-2) <i>0: no 1: sometimes yes and sometimes no 2: yes</i>	0	1	2				
B3. Orientation is developed effectively (0-4) <i>0: not at all 1: a little 2: enough 3: a lot 4: very much</i>	0	1	2	3	4		
B4. The evolution of the action is developed effectively (0-4) <i>0: not at all 1: a little 2: enough 3: a lot 4: very much</i>	0	1	2	3	4		
B5. The story has an end (0-1) <i>0: no 1: yes</i>	0	1					
B6. The narration has a closing / ending (0-1) <i>0: no 1: yes</i>	0	1					
C. Cohesion – control of appropriate language mechanisms							
C1. Variety of past tenses (past, past simple, past continuous, present perfect, past perfect). How many tenses are used from the above: (0-4) <i>0: none 1: only one tense 2: two tenses 3: three tenses 4: four or more</i>	0	1	2	3	4		



C2. Historical present tense is used alternatively to other past tenses to give immediacy (0-1) <i>0: no 1: yes</i>	0	1					
C3. Number of subordinate clauses (0-4) <i>0: none 1: 1-3 2: 4-6 3: 7-9 4: 9 and above</i>	0	1	2	3	4		
C4. Number of time indicators used (0-4) <i>0: none 1: 1-3 2: 4-6 3: 7-9 4: 10 and above</i>	0	1	2	3	4		
C5. Number of causal and other indicators used (0-6) <i>0: none 1: 1-3 2: 4-6 3: 7-9 4: 10-12 5: 13-15 6: above 15</i>	0	1	2	3	4	5	6
C6. Mechanisms, that establish coherence through reference to persons (eg personal pronouns), are used correctly (0-4) <i>0: not at all 1: a little 2: enough 3: a lot 4: very much</i>	0	1	2	3	4		
C7 Textual coherence as a whole is established (0-4) <i>0: not at all 1: a little 2: enough 3: a lot 4 very much</i>	0	1	2	3	4		
D. Commentary - Evaluation of actions/situations and persons/heroes							
D1. 0: none 1: 1-3 2: 4-6 3: 7-9 4: from 10-12 5: 13-15 6: 15 and above	0	1	2	3	4	5	6
D2. 0: not at all 1: a little 2: enough 3: a lot 4: very much	0	1	2	3	4		
E. Grammaticality-Acceptability							
E1. Grammatical and syntactic correctness of text. <i>0: not at all 1: a little 2: enough 3: a lot 4: very much</i>	0	1	2	3	4		
E2. Spelling skills. Correct word toning. Correct use of capital letters, punctuation (0-4) <i>0: not at all 1: a little 2: enough 3: a lot 4: very much</i>	0	1	2	3	4		
E3. Semantic-Conceptual errors. Inappropriate words and formulas for written discourse. Correct expression (0-4) <i>0: too many 1: a lot 2: enough 3: a little 4: almost not at all</i>	0	1	2	3	4		
E4. Vocabulary (0-4) <i>0: very poor 1: poor 2: average 3: rich-/varied 4: very rich/special/unusual</i>	0	1	2	3	4		
E5. Successful separation of topics through paragraphs (0-2) <i>0: not at all 1: a little 2: a lot</i>	0	1	2				



<p>E6. Presentation-image-appearance of writing. Readability. Space between words. Straight writing direction (0-4)</p> <p><i>0: not good 1: a little better 2: quite good 3: very good 4: extremely good</i></p>	0	1	2	3	4		
<p>E7. There are errors in Grammar, Spelling, Punctuation that affect the understanding of the content (0-4)</p> <p><i>0: too many 1: a lot 2: enough 3: a little 4: almost not at all</i></p>	0	1	2	3	4		

In the next session the sociodemographic characteristics are presented as well as the Means of the scores of the Roma students in several criteria of the pre study test.

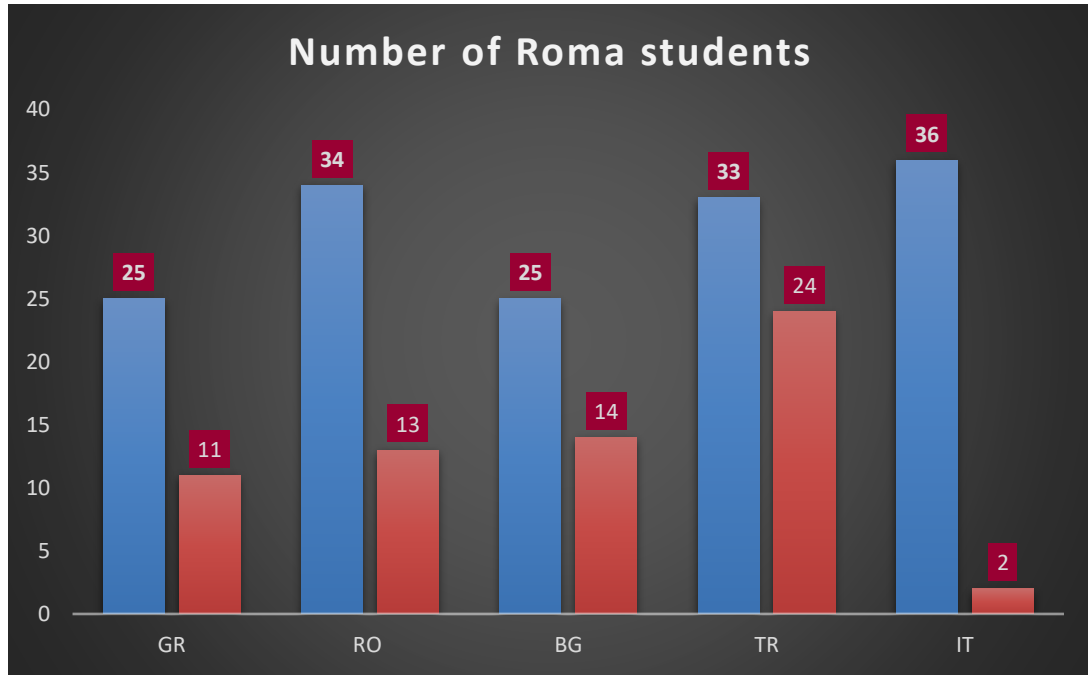
CHAPTER 2: ANALYSIS

2.1 SOCIODEMOGRAPHIC CHARACTERISTICS

In this section several elements about the sociodemographic characteristics of the Roma students participated in the pre-test are presented.

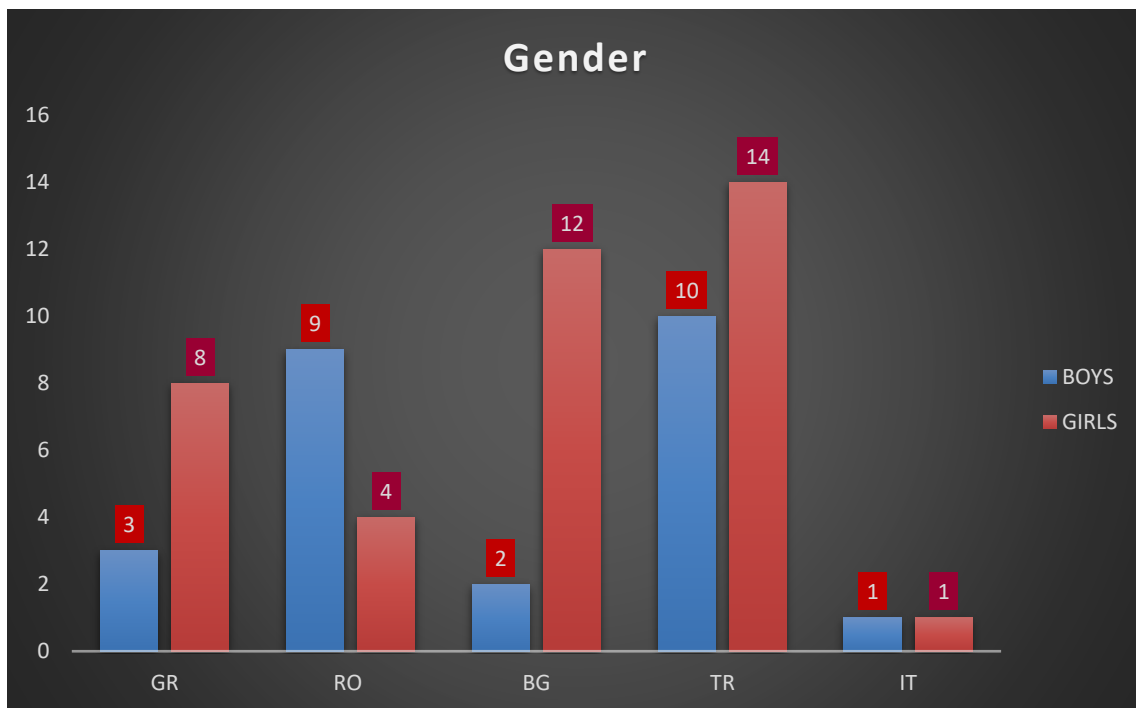
2.1.1 NUMBER OF ROMA STUDENTS

At total 98 students participated in the study, 64 of them Roma, as shown in the following chart



2.1.2 GENDER OF ROMA STUDENTS

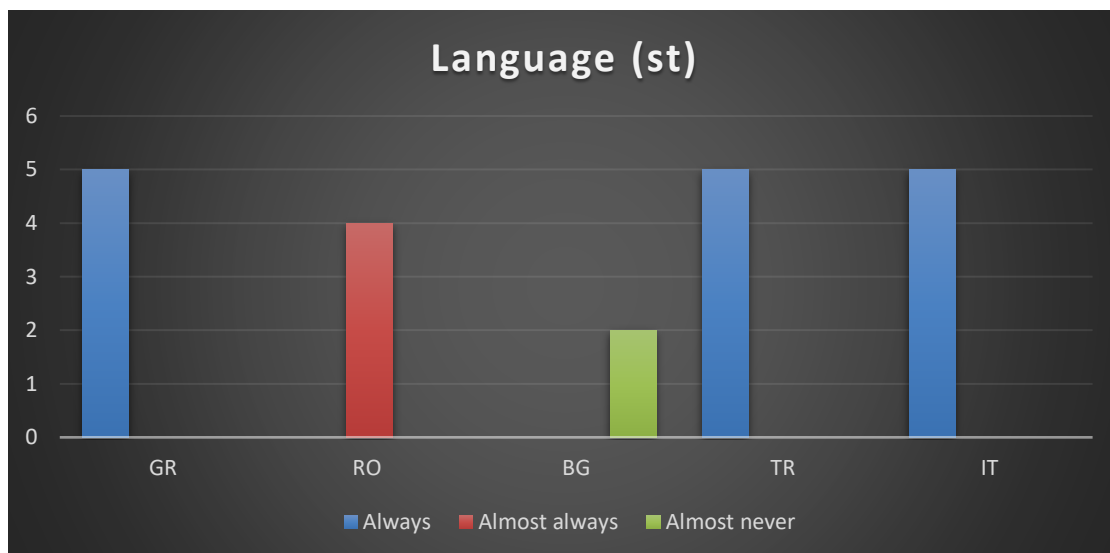
As shown below from the 64 Roma students participated, 38 were girls.





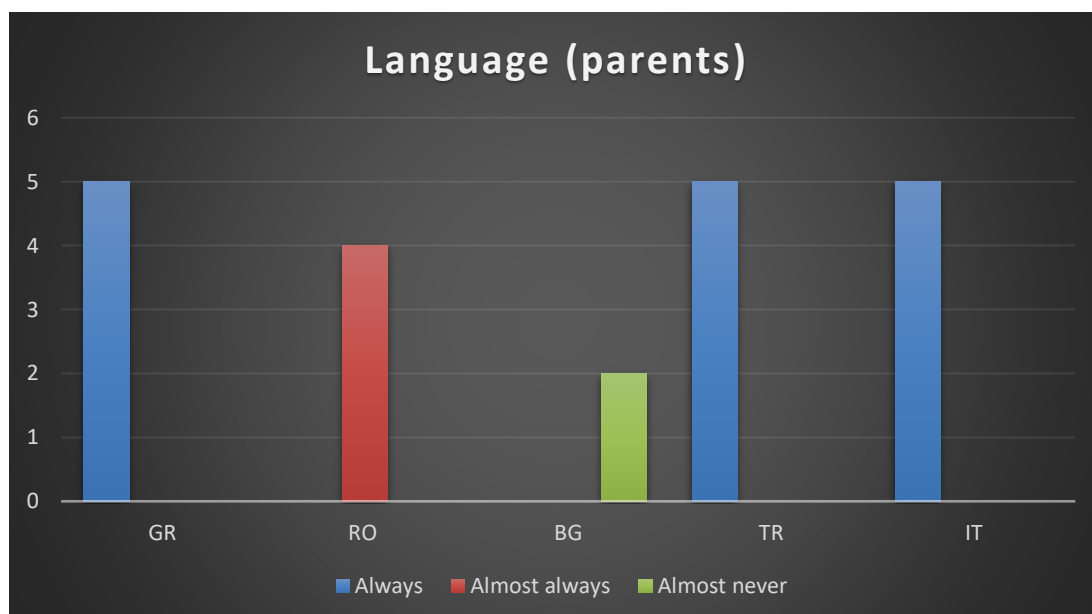
2.1.3 FREQUENCY OF THE LANGUAGE OF COUNTRY SPOKEN

As shown below Roma students speak the language of the country they live always or almost always, except students from Bulgaria who speak it rarely.



2.1.4 FREQUENCY OF THE LANGUAGE OF COUNTRY SPOKEN FROM PARENTS

As shown below parents of Roma students speak the language of the country they live always or almost always, except parents of Roma students from Bulgaria who speak it rarely.

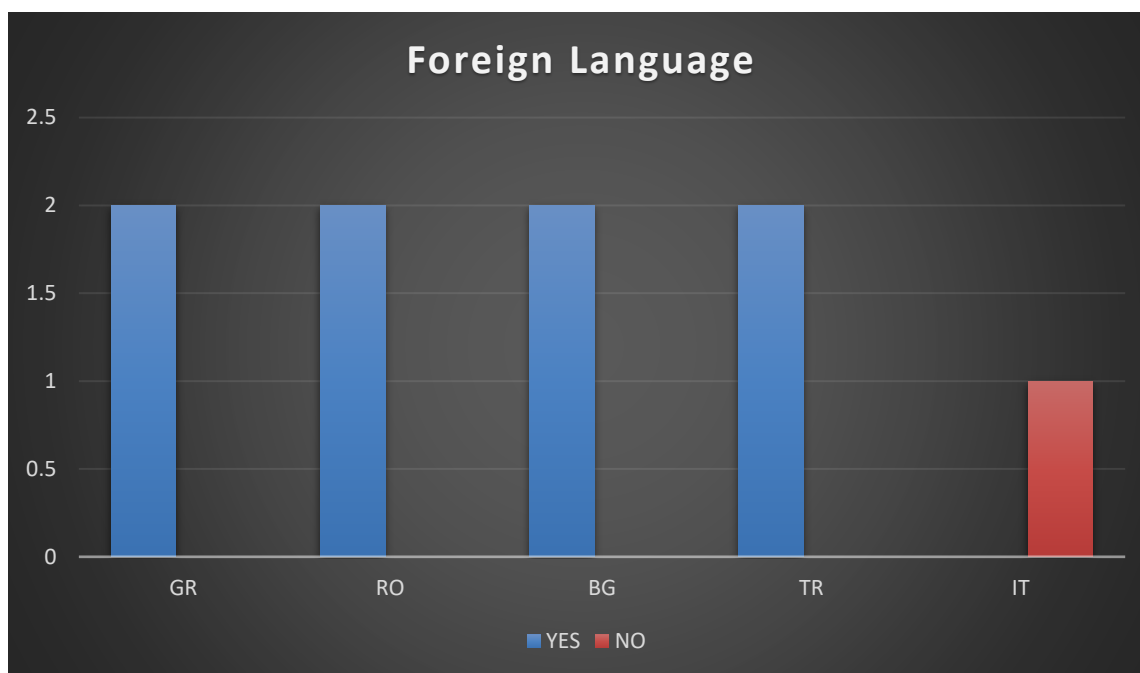




2.1.5 FOREIGN LANGUAGE

As shown below, Roma students, except them from Italy speak a foreign Language.

This is English & German or French for those from Greece, as the foreign language is mandatory in school, English for Roma students form Romania and Bulgaria and Turkey also.



2.1.5 FAMILY

a) Residence

Concerning several information gathered form Roma students about their families and their daily life, all Roma students in Greece, Romania, Bulgaria, Italy and Turkey (except 3-4 children) have a permanent residence.

b) Brothers/sisters

All Roma students in all countries have brothers or sisters. Number varies between 1-7. Most students answered that they have 2 or 3 brothers or sisters.

c) Living with grandparents

About living with grandparents, Roma students from Greece, Romania, Turkey and Italy answered that they do not live with their grandparents, though all Roma students from Bulgaria answered they do live with their grandparents.



d) TV

Roma students from all countries answered that they have TV sets in their homes.

e) Pc/ tablet

Most Roma students from Italy ($\bar{X} = 1.00$), answered that they have a PC or tablet, following by students from Greece ($\bar{X} = 0.72$), Turkey ($\bar{X} = 0.50$), Bulgaria ($\bar{X} = 0.42$) and Romania ($\bar{X} = 0.30$).

f) Reading newspapers or books

As Roma students answered, their parents scarcely read newspapers or books. Parents of students from Turkey read more ($\bar{X} = 0.45$), following by parents from Greece ($\bar{X} = 0.44$), Bulgaria ($\bar{X} = 0.14$) and Romania ($\bar{X} = 0.07$). Roma students from Italy answered that their parents do not read newspapers or books ($\bar{X} = 0.00$).

g) Books at home

As Roma students answered, there are books at their homes. This is more usual in Greece ($\bar{X} = 0.96$), in Turkey ($\bar{X} = 0.95$) and less in Italy ($\bar{X} = 0.50$), Romania ($\bar{X} = 0.23$) and Bulgaria ($\bar{X} = 0.14$).

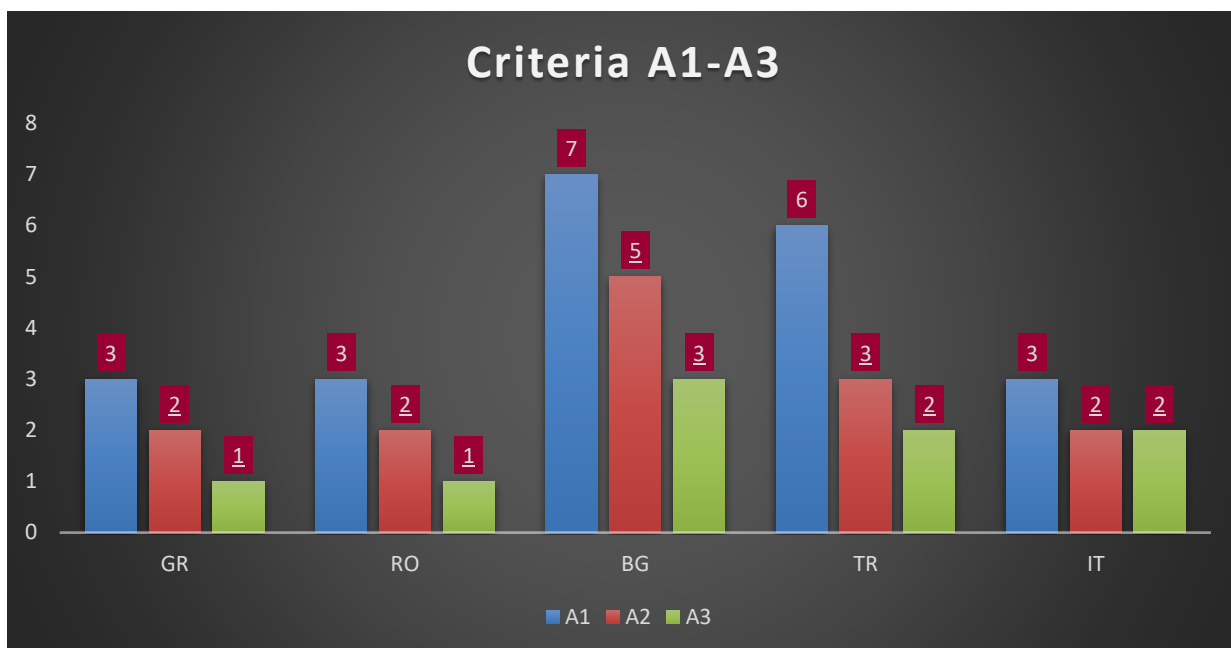
2.2 CRITERIA

In this unity the scores of Roma students in the pre-study tests are presented. Mean (\bar{X}) was chosen as the best statistical indicator to describe with simplicity the performance of Roma students in tests and differences or similarities among countries.

2.2.1 Criteria A1-A3

A1	<i>Overall rating (0-10)</i>
A2	<i>Total grade (0-6)</i>
A3	<i>Coherence (0-4)</i>

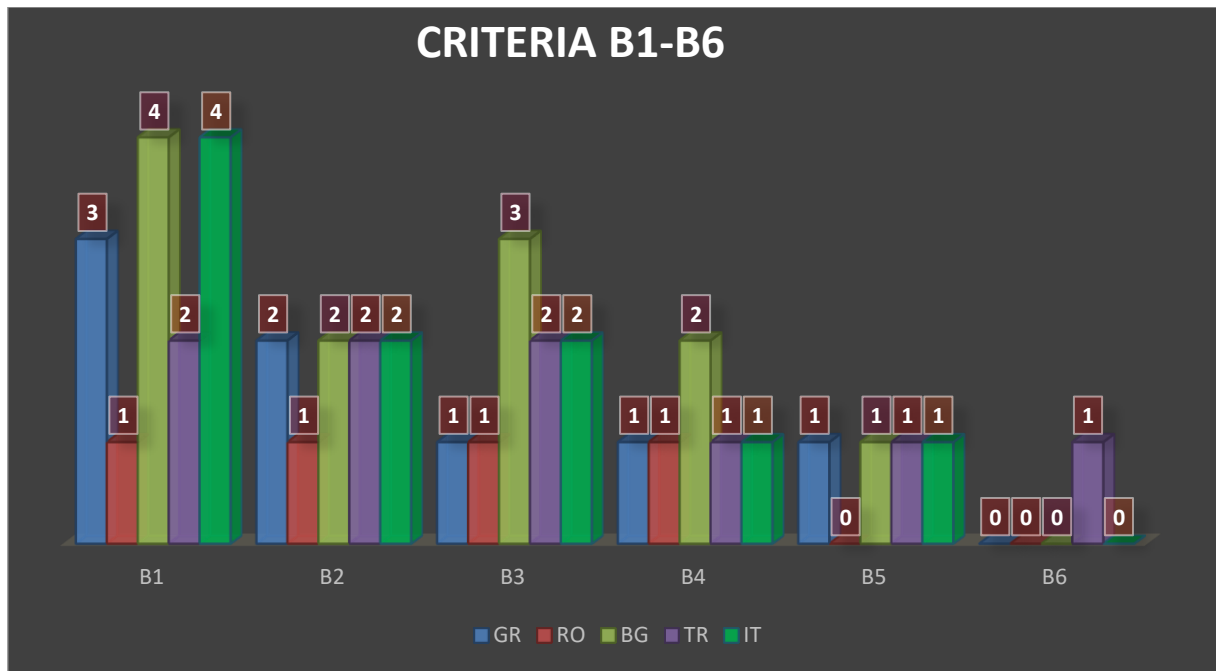
As shown below, the stories of Roma students are less complete and interesting, and they do not develop effectively. Not all the necessary information is available, while the logical connection of the parts of the narrative is missing.



2.2.2 Criteria B1-B6

B1	The point of view of the insect is indicated/adopted
B2	The narration is written in the first person singular
B3	Orientation is developed effectively
B4	The evolution of the action was developed effectively
B5	The story has an end
B6	The narration has a closing/ending

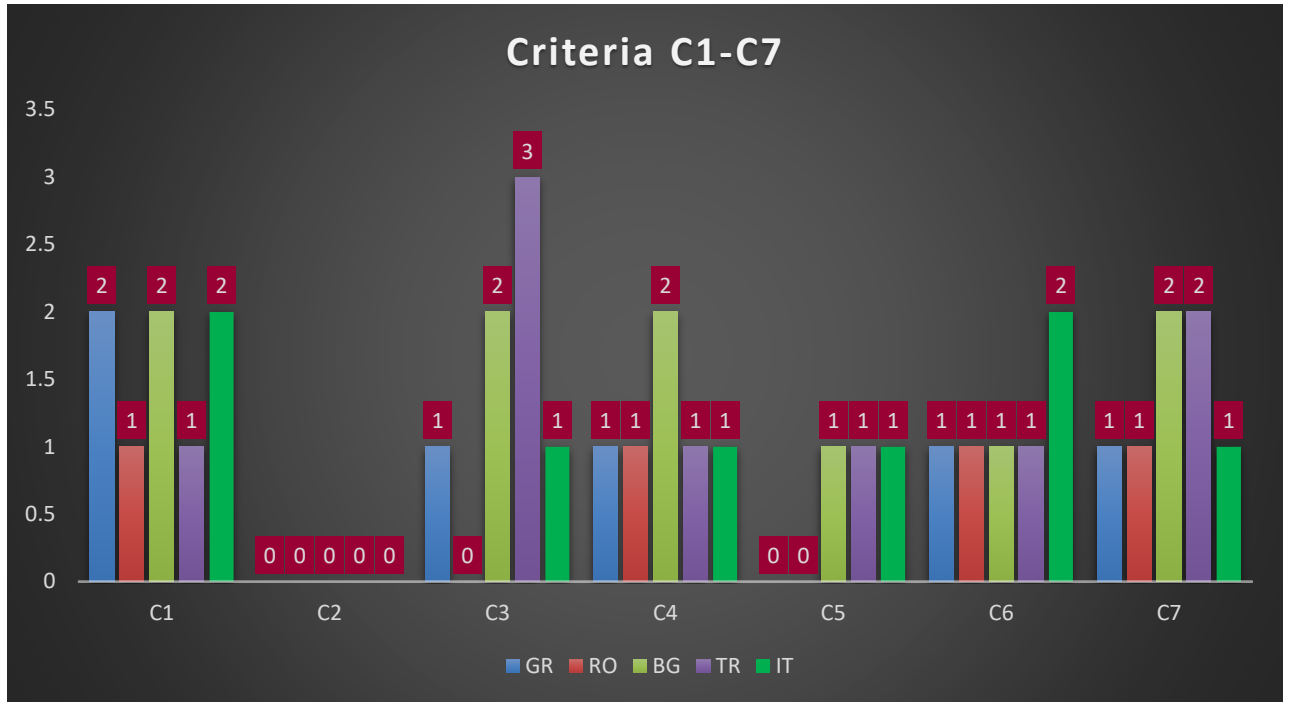
As shown below, the criterion B1 is the only criterion in which the score of Roma students is high. Their narration is written in the first person singular, although there was no information about the persons, the space, the time, in general about the initial situation and the effective introduction to the narration. Moreover, there was no information about the evolution of the action (plot, climax, solution), characters, as well as thoughts and feelings. The Roma students' stories have an end, even though there was no concluding statement that creates a sense of closure



2.2.3 Criteria C1-C6

C1	Variety of past tenses
C2	Use of Historical present tense
C3	Number of subordinate clauses
C4	Number of temporal indicators
C5	Number of causal and other coherence indicators
C6	Mechanisms that establish coherence through reference to persons
C7	Text coherence is established overall

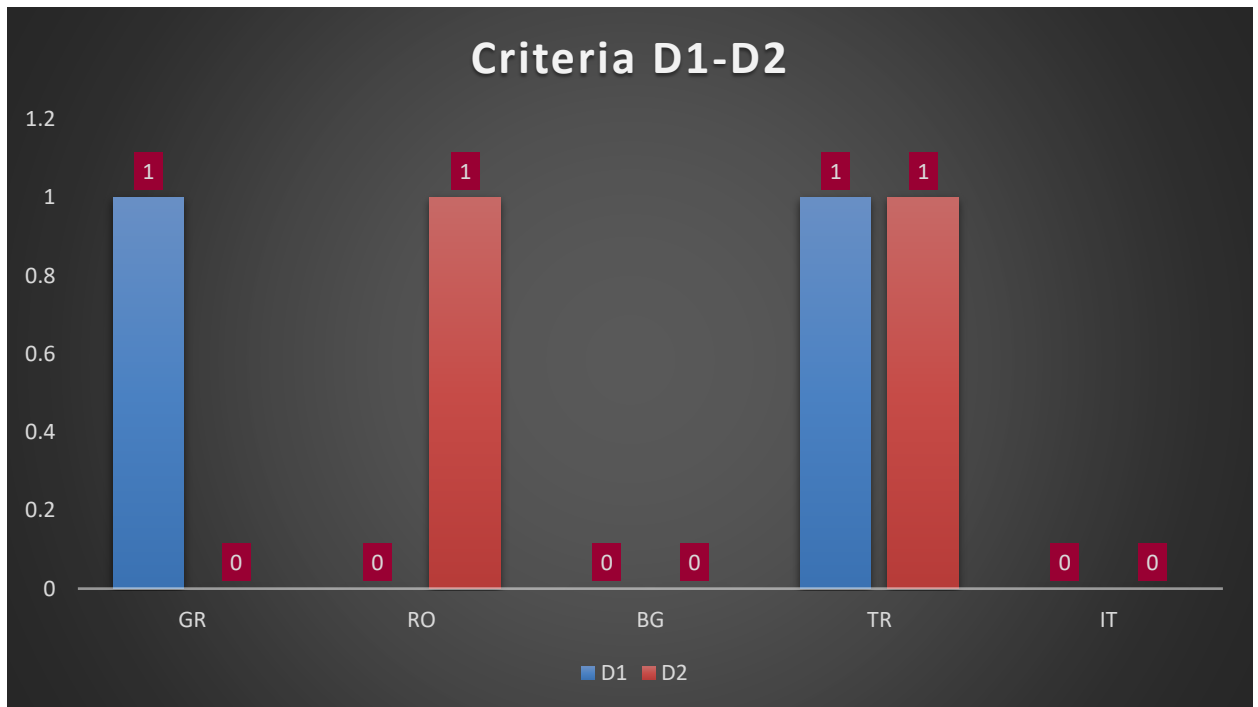
As shown below there was not much variety of use of past tenses and no historical present tense was used. Roma students neither use subordinate clauses nor participles of verbs, adverbs of time, prepositional phrases, except from some temporal conjunctions. Moreover, they do not use participles of verbs, prepositional phrases indicating cause, various adverbs, or even some causal links (e.g. why, because). They use only a few pronouns and a few textual coherence indicators.



2.2.4 Criteria D1-D6

D1	Commentary on acts or situations
D2	Commentary of persons-heroes

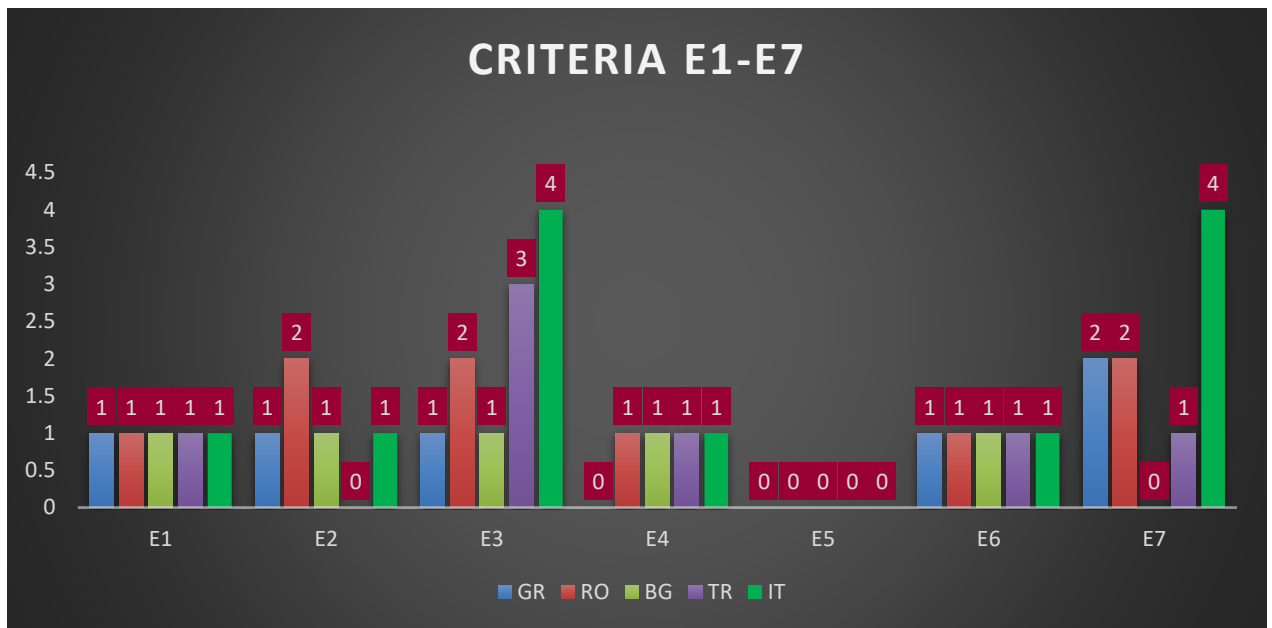
As shown in the graph below, Roma students rarely comment on acts or situations, but do not comment on persons.



2.2.5 Criteria E1-E6

E1	Grammatical and syntactic correctness of text
E2	Spelling skills, correct word toning, correct use of uppercase and lowercase letters
E3	Semantic-Conceptual errors. Inappropriate words and formulas for written discourse
E4	Vocabulary
E5	Successful separation of topics through paragraphs
E6	Presentation-image-appearance of writing, readability
E7	There are errors in Grammar, Spelling, Punctuation

As it is seen in the graph below, Roma students make many grammatical or syntactic mistakes, too many spelling mistakes, errors in word intonation, use of lowercase letters. They also make a lot of conceptual and semantic error and do not use rich vocabulary and appropriate for the communication occasion. They do not successfully separate the topics into paragraphs. Their texts do not have a good appearance, while some are illegible. Conclusively, they do make many errors.



CHAPTER 3: CONCLUSION

Report shows the results from the pre-study test implemented in February in schools.

There are some major results arising.

First, there is a difference in the texts of Roma and non-Roma students in the various criteria, but also in the general appearance, even though these are not presented on the report, mainly in order to avoid discrimination. The texts of Roma students have many errors, are mostly short texts, and have difficulties in coherence and cohesion. There is also lack of commentary on characters or acts. As a matter of fact, Roma students do not know enough about the structure of narrative speech.

Second, there are little differences in the countries participating in the Project. This, at a first glance means that Roma students face many difficulties in school generally.

On the other hand, teachers need to be educated in teaching methods for Roma students. Thus, through a teachers' teaching program in multiplications we believe, that teachers will support the integration of Romani students in their everyday school activities and language learning. Multiplications can help the Roma students of 6-12 years old to express themselves by adapting to the modern communication requirements to utilize different media for meaning other than linguistic. Then, they will be capable of communicating and develop their well-being in the society they live in.



CHAPTER 4: INNOVATIVE LEARNING METODOLOGIES IN THE FORM OF A WHITE PAPER

The data brought to light due to globalization call on modern society to face new challenges and stimuli with the aim of achieving an effective and equal social participation of its members. From the 1970s onwards, in countries to which foreigners had migrated (e.g. West Germany, Belgium) Pedagogy suggested that it was necessary to formulate basic principles of education and teaching in order for foreigners to achieve a smooth social integration and for children who did not speak the language or have the cultural background of the host country to be able to socialize and actively participate in school life without losing their own cultural identity.

In this light, in the circles of the Sciences of Education and especially in Pedagogy, views were expressed for a change in the provided education through detailed teaching programs and also through the re-education and training of teachers. Kanakidou and Papagianni (1997: 21) argued that under the pressure of these currents of migration and in the light of multiculturalism as a new form of social organization, scientific interest should focus on establishing an intercultural education. This was a necessity for the intercultural societies, as it could emphasize the importance that the Pedagogical relations have on recognizing the value of the cultural and linguistic background of the students and achieving an equal participation in the educational process. (Govaris, 2005: 10). An important parameter in this educational process seemed to be the mediating role of the teachers and in particular, the support material that they would use in order to guide students and help them become citizens of the world and communicate with people with different backgrounds, language and culture.

In this context, in 1994 in Australia, the Pedagogy of Multiliteracies was developed by the New London Group with the main purpose to teach all learners, foreigners and natives, how to fully participate in the social and economic life. Developing the writing skills seems to have been the key to accomplishing this task, as the ability to produce written speech is undoubtedly a prerequisite for most courses. Students who manage to exploit their writing skills are able to support and expand their knowledge in a variety of subjects taught in the classroom, while the lack of ease in its use leads to learning difficulties.

Research regarding the degree of development of written language production skills in Primary School students has shown that the scores of text performance for most of them are quite low and that their success is directly related to their socio-educational background (see indicative report in Fterniatis, 2015). This fact is attributed to the structural approach to language teaching and the consequent teaching practices.



4.1. Literacy

In the context of international research on language teaching, the term "literacy" has been studied by many researchers, who are trying to define this concept and discover its importance. Literacy is a new term in the Greek language and its definition is constantly evolving and difficult to delimit. Literacy is not the same for everyone, but it is a set of ideological positions, on the basis of which political practices are formulated, curricula are designed and even teaching classes are organized (Baynham, 2002: 17).

For centuries the concept of literacy has been closely linked to knowing how to read and write, thus referring to a static content. The development of this ability was the main purpose of school and was considered, according to Mitsikopoulou (2001a), a key factor for our social well-being and financial strength. Of course, during the Romantic period and the first years of the 20th century, those who possessed the skill of literacy were considered able to appreciate literary works, interpret their meanings or produce texts which imitated the works of leading writers of their time (Hatzisavvidis, 2007) .

However, after the end of World War II, there was pressure to improve the level of education throughout the western world and this fact, together with the founding of the United Nations and UNESCO, added a new dimension to the term "literacy". It banished its literary character and, according to UNESCO (1956), the term was used to signify all the knowledge and skills related to writing and reading, which allowed individuals to be involved in all the activities carried out by the cultural group they belonged to.

After 1960 and until the end of the 20th century the meaning of literacy was enriched, and it acquired a social dimension. Today it concerns the way in which people prepare in order to fulfill their social, economic and political roles, which goes beyond learning how to read and write (World Assembly of Ministers of Education, 1965). This means that knowing how to read and write is no longer equivalent to literacy, but it is a part of it. Barton et al. (2000) have come to the conclusion that this is a social practice. According to the "Right to Read" movement (1986), it is considered a set of skills that enable people able to move successfully in the professional field and comfortably in society, decoding the messages and expressions they encounter.

In other words, literacy is not exclusively related to the learner's ability to read and understand a text but it refers to the learners' ability to understand, interpret, produce and critically position themselves against all kinds of speech and text that are found in the social environment in which they live (Fterniati, 2010). It seems, therefore, that literacy develops naturally not only in the family and the social environment while learning the mother tongue, but also when communicating with other people through various kinds of speech and text. However, Mitsikopoulou (2001a) states that the more complex this communication becomes, the more diverse the texts produced by the individuals become and the more the demands in the workplace increase, the greater the



educational requirements in literacy become. This means that literacy is not only mastered in a natural way, but a systematic training is also considered necessary.

The purpose of school is to help the students achieve the goals set by the respective curriculum and increase their level of school and social literacy required in a society (Mitsikopoulou, 2001a).

4.1.1.Types of literacy

Reviewing the literature, it seems that literacy is a rather complex phenomenon that combines multiple cultural, social and cognitive aspects. Moreover its multifaceted content has created different versions of it and also different perceptions towards it. To that end, Baynham (2002) concluded that it is not about literacy, but literacies.

Educational Literacy

IT IS THE SET OF COGNITIVE, COMMUNICATIVE AND MENTAL SKILLS OF THE INDIVIDUAL THAT ALLOW HIM TO WRITE AND READ, CULTIVATE LOGICAL THINKING, UNDERSTAND THE RULES OF grammar and syntax and manage abstract concepts. It is essentially an evolving concept since these skills change according to the needs of each era and society. According to Bernstein (1971-1975), Wells (1986), Cook-Gumpertz (1986) & Dickinson (1994) (op. Cit. In Mitsikopoulou, 2001a), educational literacy systematically uses an elaborate code of communication, and thus people from lower social strata are driven to school failure.

School failure has preoccupied many researchers, as it depends on complex factors. Le Roux (2001), based on Bourdieu's theory of sociological reproduction, states that the socio-cultural background an individual largely determines their school success. The teachers therefore, call the students of lower social classes a disadvantage in their classrooms, and this perception eventually turns into a disadvantage. On the contrary, Charlot (1999) characterized this phenomenon as beneficial for both the school and the teacher, as it exonerates their role and incriminates the student. He proved in his research that this concept does not depend, mainly, on social factors, but has to do with the relationship that one has with knowledge, which has a scientific, identic and social dimension.

It seems that individuals can acquire educational literacy skills regardless of social background as long as the teaching material is based on the Pedagogy of literacy and multiliteracies, concepts that will be analyzed below. Therefore, school success is a function of multiple factors with the teacher playing the most important role. More specifically, it must embrace multicultural diversity, provide equal opportunities for all, create a positive social climate and provide productive teaching plans designed to the standards of multiliteracies.



Civic literacy

In addition to educational literacy, the purpose of school is to develop the civic. It is the set of skills that make individuals productive in their private, social and professional life and they are influenced by the needs of each society (Mitsikopoulou, 2001a). This means that the increase in the pace of life and the social needs also increment the need for understanding different types of text and speech. It seems that first we read the world around us and then we read a text. In other words, the reading and production of speech or a text stems from a complex social process, as it is related to social practices, to the broad social dynamics, the various forms of power, social classes, gender, identity, etc. a. (Hasan & Williams, 1996; Gee, 1996; Street, 1995, see also Mitsikopoulou, 2001a).

Visual- media and Digital literacy

Of course, other types of literacy have been developed such as cultural, ecological, technological / information, mathematical, visual, etc., and the more society changes the more types of literacy will be developed. In light of the present research, the reference to audio-visual literacy is considered important, because it introduces the importance of image and sound in the development of individual skills for comprehension and production of text and speech. It is a powerful tool of the teachers through which they can gain the attention and interest of the learner, and then help them develop the skills deemed necessary by the school and society. However, Kress & Van Leeuwen (1996: 15) argued that in light of audio-visual literacy, the school produces illiterates.

Nonetheless, in the New Curriculum (New School, 2011) the main goal is the development of audiovisual and digital literacy skills through the programs and the possibilities offered by the computers and the Internet, which will assist students to think, discover and develop skills. Rafferty and Steyaert (2007, in Sofos, 2010: 71) report that these are functional (emailing, word processing, web browsing, etc.), structural (using hyperlinks and evaluating information found) and strategic skills (critical analysis of available information, continuous search, etc.). It seems that these are types of literacy, which not only change and adapt to the data of each society, but they also play an important role in the specifications of the New School.

Functional and Critical literacy

Literacy as an object of study and analysis of many researchers is approached based on 2 directions. The first is known as functional literacy and, according to Mitsikopoulou (2001a), it is a measurable, quantitative term that refers to those skills that help individuals meet the demands and needs of the labor market. The concept of functionality is related to how individuals will effectively manage their daily life as citizens, but also as professionals. From this functional perspective the learners learn to achieve their social goals with a teaching method, in which they adapt to the dominant means of communication on their own terms, as something given and natural (Baynham, 2002: 12).



On the contrary, the second direction, critical literacy, does not accept the dominant sovereign institutions and reasons as natural, but challenges them. This term means to discover how something works, not to take things for granted, but to look beneath the surface, asking questions such as: *Why is this happening? What is its purpose? Whose interests does it serve? Whose interests does it undermine? How does it work; Could it be done differently by us?* (Baynham, 2002: 12-13). It is cultivated if individuals deal with different types of text and speech which focus on how power works representatively, if they actively participate in the production of texts by choosing from the available means and if they bring their personal experiences to school (Jewitt, 2008: 262).

4.1.2.Literacy Pedagogy

Literacy seems to be a social and cultural practice and as such it represents the ideological positions and dynamics of the society in which it is formed (Alexiou et al., 2012). In this context, key positions have been developed, which have influenced Pedagogical practices, forming a new framework, known as Literacy Pedagogy (Cope & Kalantzis, 1993). According to Hatzisavvidis (2007), the goal of this theory is to connect the learning process with society, in order for learners to become citizens with autonomy and critical thinking.

The principal of this Pedagogy is the genre with a social and cultural identity, which is the basic unit of literacy (Kekia, 2001). In particular, Fterniati (2010) states that, "the basic unit refers to the social practices that construct the textual genre in which they are depicted and can be traced". This means that learners need to become familiar with different textual genres (eg narrative, descriptive, argumentative) that interest them, are useful to them, and relevant to their daily lives. Essentially, these are textual genres of authentic communication situations and not fabricated ones, which, with the appropriate modification and organization of their content by the teacher, will constitute a powerful educational tool.

Also, according to the Pedagogy of literacy, the main means of acquiring educational literacy is the elaboration and production, mainly, of written textual items that are considered important for the identification and transmission of knowledge in various scientific fields. Intertwined with the political dimension of language, the students who know their rules and writing conventions will be able to participate in social processes and function effectively in different communication situations (Martin, 2000). It is essentially a theory that attempts to systematically connect language with its social context and its ultimate goal is to develop critical language awareness (Fairclough, 1992, cited in Fterniati, 2010).

It seems that the approach of textual genres in the context of Pedagogy of Literacy differs equally from both the traditional and progressive approach which have prevailed in the educational system and aims to be a model for literacy education in the modern



school (Kekia, 2001). The emphasis which is placed on familiarizing students with a variety of authentic textual genres and, subsequently, developing their critical language skills is evident by the need to provide equal opportunities for school success as well as social and professional development. Kekia (2001) emphasizes that the Pedagogy of Literacy constitutes a post-progressive Pedagogy of *inclusion* and *access*, and is based on the following main pillars:

An equal dialogue is established among culture, the educational discourse at school which is an institution of culture and the discourse of the learners. In particular, through frequent contact with textual genres, students perceive the differences between spoken and written language, realize the cognitive structures of language organization, while through the familiarization with textual genres of culturally different students they practice dialogue and achieve, finally, cultural penetration and acceptance (Cope & Kalantzis, 1993: 78-84).

The role of the teachers is crucial, guiding and helping students to develop and cultivate the skills which are required every time for the understanding and production of textual genres (Christie et al., 1990-1992, op. Cit. Kekia, 2001).

The curriculum, textbooks and modules are characterized by specific organizational structures and explicitly stated content and aim at the gradual and systematic initiation of learners into different semiotic resources that structure knowledge through the alternative processes of induction and abduction, language and translation, experience and theory (Cope & Kalantzis, 1993: 18-21).

Advocates of the abovementioned principles have been working towards making the actual transcript of this statement available online. They are not only acquainted with the appropriate and socially acceptable ways of organizing speech, but they also socialize in the social structures and evaluate the systems in which they live, while the ideological and cognitive content of the textual genres they come in contact with is revealed to them (Fterniati, 2010). Thus, in this way learners learn to use language in order to satisfy their own needs (Kress, 1994).

4.2. Multiliteracies and Multimodality

4.2.1. The concept of Multiliteracies

The theory of multiliteracies first appeared in 1996, in the text of a manifesto of The New London Group which is a group of ten scientists specializing in the teaching of literacy. In recent years the socio-economic scene has been gradually changing, and therefore the Pedagogy of Literacy can no longer respond to the new data. According to Hatzisavvidis (2007), a framework was needed to approach the modern environment and, above all, the diversity of speech through which it was expressed.



On the one hand, global economic integration and the migration wave have given the modern world a multicultural and multilingual character, making linguistic diversity a critical issue. When cultural and linguistic diversity is part of the modern age, the very nature of language learning changes (Cope & Kalantzis, 2000: 95). The spread of different national variants of supranational languages (eg words like pizzeria, fast food) in combination with the increasingly frequent divergent but "functional" ways of speaking and writing about business, activities (eg language skaters, computer generators) create more dialects which enhance the internal diversity within a language (Katsarou, 2011: 404). This means that the meaning is now shaped through the use of multiple and divergent intralingual variants, and as a result this influences the way and methods of production.

On the other hand, rapid technological developments have created new forms of text (such as electronics) in communication (The New London Group, 1996), and this diversity gave a new character to the meaning. The meaning is now shaped with methods that are increasingly multimodal, since the written-linguistic ways of producing meaning are combined with visual, acoustic, etc. types (Cope & Kalantzis, 2000: 92 -105). In other words, knowledge is approached by different types of learning as the learner draws and processes information through e-books, videos and images, uses the Internet for research, has access to electronic libraries, audio books and scientific journals, asks questions himself and gradually constructs its cognitive structures (Kypriotis, 2006).

It seems, therefore, that the concept of multilingualism was formulated on the basis of the diversity of texts which are related to information technologies and multimedia and produced within a multilingual and multicultural society (Kress, 2003; Fterniati, 2010). The familiarizing of learners with a wide range of media and cultural sources will help them develop a critical language awareness in order to understand the social and cultural power of these texts, as well as social practices (Kalantzis & Cope, 2000: 98). In this context, the goal is not only the texts of high social prestige, but also multimodal texts that highlight the different shades of the modern multicolored society (Fterniati, 2010).

4.2.2. Multiliteracies as a didactic approach

As a pedagogical proposal, Multiliteracies constitute a framework, the Pedagogy of Multiliteracies, which accepts cultural diversity, the dominance of modern technology and aims to help learners approach learning dynamically. According to the New London Group (1996), through the processing of different languages, types of speech, ways of expression and approaches to language, learners will develop metacognitive and metalanguage skills and will be able to develop critical thinking concerning complex systems and their interactions.

Learning is considered a process of constructing meaning, which is why it is a multifaceted and multimodal process through which students are constantly reshaping



themselves (Katsarou, 2011). With the school being the main body of this process, according to the theorists of multiliteracies, the meaning is signified as a *Design*. It is a new term introduced by the New London Group (1996) and seeks to replace the traditional terms "writing" and "speech production" and give teaching, according to Fterniatis (2010), a dynamic character by integrating source search, selection, combination and synthesis. Hatzisavvidis (2003) emphasizes that the practical implementation of the *Design* in the classroom promotes the active participation of students in teaching and enables them to internalize and handle a variety of language structures and meanings.

The *Design* includes three elements: the *designed*, the *designing* and the *redesigned*. According to Cope & Kalantzis (2000: 20-23), the *designed* refers to the range of available socio-cultural resources for the production of meaning, the *designing* refers to the process of forming meaning through new combinations of elements of the designed and the *redesigned* is the result of design, a new, hybrid, intertextual and intercultural meaning. In other words, it seems that the transmitter produces text - speech, designs (eg writes, reads) from the designed (eg the grammatical structures of its language), while the receiver during the reception process, redesigns, creates or reproduces based on what he has understood.

When it comes to classroom teaching, the *Design* is realized through four phases or otherwise cognitive processes (Cope & Kalantzis, 2000), the order of which is not fixed, but changes during the teaching: a) situated practice, b) overt instruction, c) critical framing and d) transformed practice (Fterniati, 2010).

More specifically, during the situated practice, the personal experiences of the learners are utilized through texts concerning their daily life, so that the educational process is connected with their needs and interests, creating a framework of security and intimacy and thus ensuring their participation in learning. A basic condition is to include texts in the teaching material which are characterized by linguistic diversity. According to Fterniati (2010: 4-5):

- There should not only be literary texts, but also texts from the wider social space (articles from the press, maps, advertisements, tables, etc.).
- The texts should emerge from "authentic" communication circumstances and be presented in the form they circulate in the social space (e.g. texts that are displayed through scanning).
- There should be a representation of types of speech that circulate in the social space, i.e. literary texts, informative, expressive speech texts and persuasion texts.
- There should be a representation of types of text (genres of speech) that circulate in the social space, i.e.: narrative, descriptive and argumentative texts.
- When presenting the texts we should utilize new technologies (multimodality), as is the case in the social space, since this is a main feature of modern society. In this light



we should also include texts that utilize semiotic ways (image, sound, movement, etc.) other than language separately or in combination.

In the cognitive process of overt instruction we implement practices that concern the understanding of the functions of language and the understanding of the structures and mechanisms that contribute to the organization and comprehension of the superstructure and functional grammar of a textual genre, with the use of metalanguage. In particular, according to Fterniati (2010: 5-9), these practices include:

- Awareness/ highlighting activities of the superstructure of each textual genre. These activities concern asking questions that reflect the basic components of the genre or making clear references and asking students to check if they are contained in the text.
- Functional grammar awareness activities. They aim at developing the conscious ability to control and manipulate linguistic elements, in order to perform stylistic differentiation, textual coherence and textual differentiation. They also include activities concerning the function and the communicative use of those morpho-syntactic phenomena which are used for the composition of the textual genre under consideration.
- Metalanguage description of grammatical phenomena. These activities include explicit teaching with the use of the metalanguage that refers to the function of the syntactic phenomena used for the composition of the textual genre under consideration.
- Teaching multimodal communication. In these activities teaching is pursued in ways other than linguistic (e.g. visual), since, according to the concept of Multiliteracies, this is considered a key element of practice.

Regarding the practice of critical framing, learners try to critically interpret a text by placing it in the social and cultural context in which it functions. In this context we include activities in which the learners practice on how to express the textual characteristics and also on how to realize their sociocultural impact (Fterniati, 2010:9-10).

In the transformed practice, the production of oral-written speech is attempted, its transfer and its adaptation and integration in a communication environment analogous or different from what has been taught. According to Fterniatis (2010: 11-12), in any speech production activity we must define the communication problem which must be solved, the communication framework of the text, - i.e. the purpose of the text in relation to the social and cultural context -, as well as the recipient. These are elements that guide the structure, the organization and the corresponding linguistic means. Equally important are the provision of a three-stage process for the production of written speech (draft, author, post-author), the provision of the necessary support and guidance, and the encouragement of communication activities related to the social space.

Each complete process must integrate these practices independently of order, since in the context of multiliteracies the teaching processes evolve cyclically and not linearly



(Katsarou, 2011). In teaching, elements from all four practices can be utilized at the same time, at a different level, as long as they are adapted to the specific school class and to the needs of its learners. Their main purpose is to complement each other and be used in combination, otherwise each one on its own is characterized as insufficient and limited. Therefore, a successful teaching requires the contribution of all four cognitive processes (Cope & Kalantzis, 2000: 158).

4.2.3. Multimodality

The new evolving cultural and technologically landscape that has been formed in the western world has contributed to the creation of two new terms, those of *modality* and *multimodality* (Hatzisavvidis & Gazani, 2005: 27). It seems that multimodality, although it has always existed as a term in the past as people have always used a variety of ways to communicate and display their messages (Bearne & Wolstencroft, 2007: 7), has recently come to the fore as it is associated with significant changes in communication, e.g. the dominance of the image in the written word and the rapid technological developments in the media and in the way messages are transmitted.

Multimodality is a complementary concept of multiliteracies and, according to Dimasi and Hatzidimou (2015), it is a synthesis of individual monotropic products, which are in a relationship of entanglement and two-way interaction. In particular, it refers to the different semiotic modes used to create a text, in contrast to the monotropic texts of the past (Fterniatis, 2011). The semiotic modes that can be combined are the spoken and written words, images, drawings, animation, music, videos, gestures e.t.c., which are directly dependent on the cultural, social and psychological environment of the people who use them.

The proponents of the term multimodality (Kress & Leeuwen, 1996) consider multimodality as a fundamental and essential parameter of any text. Depending on the occasion and the needs, one or more ways are offered by others and they dominate in communication, but without the complete absence of others who have their own characteristics and are equally important (Kress, 2000). The possibilities offered by each mode, depending on the available semiotic resources and the medium used, are varied and can be utilized by the teacher in such a way as to capture the interest of learners and create conditions suitable for effective learning

In written speech, grammatical, lexical or graphic methods, such as the shape and size of letters can be used, while color, shape, size, brightness and contrast in pictures can play an important role in mobilizing learners. Sound with the use of volume and accent is also a powerful tool for a text, while video through animation and the succession of images, music and motion seem to help for a deeper and more complete understanding of a text. Cope & Kalantzis (2000) emphasize that the familiarization of learners with this wide range of resources and means, in order to understand the cultural and social dynamics of multimodal texts, is essential.



4.2.4. The multimodal texts and their teaching

It seems that since multimodality is now a reality, everyone must acquire those skills that will help them interpret such texts, that is, acquire the perceptual ability of the morphological variety that the semiotic modes and the texts they form can have in the context of multilingual and multicultural societies (Fterniati, 2011). For this reason the Language course must follow a new trajectory which is parallel to the needs and requirements mentioned.

At an international level, several researches have been conducted in both Primary and Secondary education, which examine whether multimodal texts are included in school teaching and how and what benefits they bring to students. With the integration and didactic utilization of multimodal texts in the language lesson, aspects of the new social and communicative reality are utilized in teaching, which make the lesson more relevant to the daily life and experiences of students (see for example Donaghy & Xerri 2017; Handayano, 2018; Ruy & Boggs, 2016).

Paraskevaidi (2019) in a research conducted in High School found that the textbooks of the language course include and utilize multimodal texts, which are found in the daily life of students, such as comics, cartoons, posters, tables with statistics and more. As it emerged from this analysis, these texts are used as a means of teaching linguistic phenomena and in particular, as objects of reading and comprehension. Regarding multimodal text production activities, it seemed that there are very few. The use of these texts mainly concerned printed texts and not so much digital, since it was found that the new technologies were not used in this course.

Other research leads to similar findings, where it seems that the didactic use of images and multimodal texts is done in the context of traditional teaching approaches (Vekris, 2011). Dimasi & Hatzidimou (2015) examined the use of multimodal texts in the teaching of foreign languages (English and French) in High School and found that their function is not decorative, but mainly supportive of teaching and it concerns reading, listening and production activities in written speech. It seemed that multimodality is used functionally to construct the meaning of texts, regardless of the kind and type of text, and to acquire, develop and cultivate vocabulary, as well as to effectively teach the structure of language. This research on the teaching of English and French as a foreign language raises important concerns for the teaching of Greek as a foreign language, which is extremely important in the gradually multicultural class that is taking shape in the Greek foreground. In other words, it seems that the use of multimodal texts in a multilingual classroom may be able to contribute to school harmony and the achievement of learning objectives.

In contrast, in Primary Education the use of multimodality seems to be much more limited. Fterniati's research in 2008 on whether multimodality is implemented in the language teaching material showed that there is a remarkable effort to process multimodal texts in terms of percentage and presentation of different types of



multimodal speech. However, the results also showed that there is a limited use of a variety of modes and means, resource and media testing, transformation processing and figurative functions. Overall, it seemed that no systematic effort has been made in order for students to develop multimodal experiences in the language lesson.

It seems that the teaching of multiliteracies and in particular the contact with multimodal texts has not received systematic attention in school curricula (Unsworth, 2001: 71). This view is reinforced by Hatzisavvidis (2007: 6), who argued that the notions of Multiliteracies have been passed on implicitly in the curricula of pre-school and primary education. For this reason, their inclusion in the curricula should become an explicit issue in education since the modern requirements of society invite the student to design a variety of meanings using many semiotic modes.

4.3 Textual genres

According to the theory of multiliteracies and the development of multimodality, the analysis of textual genres is considered important. Mitsikopoulou (2001) defines as text the set of phrases that constitute a complete meaning and a message that is socially limited. The text is the important unit of language regardless of how it is treated (aesthetically, socially, didactically, etc.) (Kress, 1986, see also Mitsikopoulou, 2001). As stated by Archakis (2005: 30-31), the text is a process of composition, but also a product of interpretation for a specific linguistic use and a unit of speech with a functional character that takes place in a specific context and fulfills a specific goal. He (2005: 29-30) emphasizes that the composition of a text can be either a phrase or a word and its interpretation is always according to specific contextual assumptions.

Pursuant to the conventions in which the texts are structured and organized, they are organized in textual genres, i.e. systematic correlations of expressive and organizational elements with functions and content elements based on the role they are called to play in the social and cultural environment (Georgakopoulou & Goutsos, 1999: 63). Textual genres, which we often encounter in our daily life, are interviews, newspaper articles, advertisements, jokes, recipes, lessons in a class, etc. In essence, it is a field of knowledge and action which has a specific thematic content, style and structure (Bakhtin, 1986, op. Cit. In Mitsikopoulou, 2001). In order to achieve a constructive function in any communication situation, it is important not only to know the rules of grammar, the vocabulary and have the ability to read and write, but also to know the rules and conventions of writing textual genres which are related to the cultural dimension of language (Mitsikopoulou, 2001).

Mitsikopoulou (2001) also emphasizes that in Australia several scientists have collaborated with teachers to develop educational programs, where textual genres are the backbone of school curricula. Education based on textual genres has in many cases been the main purpose of school according to the view that textual genres of pedagogical discourse differ depending on the subject matter to be taught. Of course,



every society has its own repertoire of textual genres that have a defined relationship with each other (Georgakopoulou & Goutsos, 1999: 64). On this basis, some genres seem to be more popular in some societies and not in others (eg oral stories in the western world). At the same time new textual genres (eg digital texts) are emerging, while others seem to be losing their relevance due to the ongoing social and technological developments. In addition, each society uses its own terminology for textual genres e.g. novel vs novella, short story e.t.c.

According to Kyriakidis (2008), as times change the term textual genre acquires different content or is confused with others and so the classification of textual genres changes. There does not seem to be any clarity as to the classification criteria, which is why different classifications of textual genres have been proposed, which are not far apart. Characteristically, Georgakopoulou & Goutsos (1999) argue that textual genres are distinguished in a) narrative and b) non-narrative discourse, while Matsagouras (2004: 319) divides them into a) narrative, b) descriptive and c) non-narrative (argumentative, factual). Of course, the distinction of textual genres in a) narrative, b) descriptive and c) argumentative, as suggested by Beaugrande & Dressler (1981), seems to be common in almost all the classifications presented by researchers.

Fterniati (2012) argues that the levels that characterize textual communication are the following:

The Superstructure level: identifying the number of connections and the ways of connecting the semantic categories through which the character of each specific textual genre is formed.

The Macrostructure level: studying the ways to develop propositional and discourse topics.

The Linguistic form level: studying the ways to combine linguistic elements in order to form textual differentiation.

It seems that teaching that focuses on the textual genre serves many purposes in the educational process. According to Martin & Rose (2007: 16), the main goal is to discover the ideology and social purpose that gradually structure meaning through textual structure and lexicography. Still, the comparison of textual genres is equally useful for teaching, as it reveals the diversity and dynamics of the ideological context and social purpose that have defined language choices. In this way the students develop their cognitive level and then benefit from the production of their own writing.

4.3.1. Narration

The narrative text seems to be the most studied in the relevant literature worldwide, since, according to Matsagouras (2004: 343), it is the dominant form of speech in all cultures and it occupies a primary place in all classifications of textbooks for school use. It concerns the narration of events or actions that are presented in a specific order and



change an initial situation, a fact that demonstrates its potential character (Politis, 2001). Narrative psychologists have argued that man has an endogenous ability and tendency to narrate events and, according to Kellogg (1994, cited in Matsagouras, 2004: 344), children can stay focused on narrating longer than in any other activity.

The purpose of the narrative textual genre, in addition to the entertainment of the receiver, is to take a social role as a means of analysis and understanding of society (Corvellec, 2006: 12), to change the social attitudes and perceptions (Knapp & Watkins, 2005: 221) and to construct social identities (Archakis & Tsakonas, 2011). Regarding the superstructure of the narrative, according to Ladov & Waletzky (1967, op. Cit. In Archakis, 2005: 103), its structural elements are the following:

- a) The abstract presupposes the recipient for the purpose and the content of the narrative.
- b) The orientation, where the action unfolds giving information about the place, the time and the participants.
- c) The evolution of the action (complication action) includes the events in a specific time sequence.
- d) Evaluation concerns the characters of the story and the events.
- e) The coda completes the story by moving from the past to the present, including the transmitter's general conclusions about the events of the narrative.

According to Archakis (2005: 105), the presence of all the above structural elements, especially the abstract and the coda, can be modified or even omitted in some communication contexts. He (2005: 107) states that, regarding the linguistic means of narration, the indefinite and the historical present tense are observed to be the predominant tenses, while the causal and temporal conjugation indicators are the most frequent. Verbs describing actions, thoughts and emotions are observed in almost all narrative texts. Matsagouras (2004: 343) references in narrative texts include fairy tales, myths, short stories, novels, narratives, etc.

Therefore, it is understood that this is a very popular textual genre, which is found in a variety of written and oral circumstances, is popular with learners and it plays a very important role in the educational process. In the context of multiliteracies and multimodality, a wide range of research has focused on narrative discourse through the implementation of didactic scenarios aiming at the development of students' narrative skills.

4.3.2. Argumentation

The argumentative text has been characterized by many researchers as the most difficult textual genre, as it critically engages the learner with speech and contradiction. Of course, according to Knapp & Watkins (2005), it is one of the most "powerful" textual



genres having a significant contribution to social interactions since the transmitter of such a text, based on logical assumptions, aims to influence views or behaviors of the receiver. Similarly, Matsagouras (2004: 439) argues that the argumentative text negotiates the recipient's consent through logical documentation and invocation of principles and values that are commonly accepted.

Regarding the superstructure of the argumentative textual genre, various forms of its organization have been proposed, such as Toulmin's argumentative model (1958, cited in Politis, 2001). According to this, its structural elements are a) the data, b) the guarantee testimony and c) the conclusion. As Archakis states (2005: 113), the argument is structured by two cases (data and guarantee testimony) and an assertion (conclusion). If these are true, then the claim will be true and vice versa. The argument can then be used to construct a new argument.

Of course, as mentioned in Matsagouras (2004: 453), the structure of argumentative reasoning, which is common to almost all forms supported by scholars, is the following:

- a) Position: The transmitter's view on a subject.
- b) Data: The transmitter invokes logical arguments, expert opinions, statistics, examples to support his point of view.
- c) Validated principles: It includes logical principles, rules, causal relations for the construction of the argument.
- d) Conclusion support: The transmitter invokes reasons that support the logical conclusion of the previous step.
- e) Reconstruction: The transmitter reconstructs the opposite views and formulates the conditions of validity of his position.

Regarding the linguistic means used in this textual genre, Politis (2001) states that the use of scientific verbs and expressions, proper verbs, logical conjunctions and conjunctions as well as words and phrases that describe the psycho-mental states of the speaker is quite intense. Paraphrasing for the rewording of a content, as well as naming are observed equally often in the argumentative discourse (Archakis, 2005: 117-118). The arguments include advertisements, essays, political speeches, scientific articles, letters of protest, etc. (Politis, 2001).

The perception and deeper understanding of the argumentative textual genre seems to play an important role both in the wider academic course of the students and in their daily life. Wolfe, Britt and Butler (2009) observed that students have considerable difficulty in producing complete argumentative texts and tend to focus on the arguments and evidence on which their position is based, largely ignoring the presentation of information of the opposite side ". Song and Ferretti (2013) emphasize that this difficulty is due to the fact that the arguments of individuals develop to a small extent and with a lack of sensitivity to alternative perspectives.



In addition, Knapp & Watknins (2005) have argued that in the first grades of school, students have great difficulty in understanding its structural elements and the use of grammatical elements in this textual genre, which poses particularly high challenges to them. It is understood, therefore, that constant friction and practice are required from an early age in order to meet the requirements of the text in the long run. The same conclusion has been reached by Simon, Erduran & Osborne (2004), who stress that explicit teaching is required through appropriate activities, cognitive projects, support-assistance and modeling.

4.3.3. Description

The textual genre of description is one of the basic language functions and one of the emerging skills that language users learn to control from the beginning (Knap & Watknins, 2005). According to Matsagouras (2004: 379), it is the kind of text that attempts to represent, either objectively or subjectively, things, persons, animals, places, phenomena, social or mental states and processes.

Many literary theorists and researchers (Bonheim, 1992: 24; Juma. 1997: 72; Adam, 1999: 119-125 op. Cit. In Matsagoura, 2004: 378) have expressed the view that the description is not a distinct textual genre, but is merely a part of the narrative text. This part is a narrative pause for the description of a person, space or object, arguing that, as a non-existent being, it has no internal unity and organization and when it is found as a text it is an inanimate list of elements without an internal sequence. Matsagouras (2004: 378) refutes the above arguments by stating that they apply only in the case of unskilled and untested descriptions, such as in the description of assembling a device.

On the contrary, the standard descriptions have internal organization and logical sequence and are enriched with information and personal comments that make them an interesting textual genre that exists as an independent (Matsagouras, 2004: 378). Pure descriptions can be literary and refer to descriptions of places, spaces, buildings and works of art, or they can be encyclopedic and relate to the structure, function and history of things, or they can even be technological and have to do with methodological procedures (Matsagouras, 2004: 379). It seems, therefore, that the description is a distinct textual genre, but in many cases it is included in the narrative text.

According to the Curriculum, the description is taught as a textual genre from an early age, as it concerns persons, objects, places and situations that are a source of interest for students. For example, describing a friend, as well as describing a game or village, is likely to draw their attention to engaging, practicing, and exploring their knowledge. According to the theory of Multiliteracies, the teaching material must be drawn from the daily life of the learners, in order to be more familiar to them and more popular. Archakis (2005: 110) points out that the textual genre of description includes recipes, instructions, rules, descriptions of persons, objects and places, weather reports, brochures, etc., which seem to appear often in the daily life of students.



Regarding the textual superstructure of the description, the steps are as follows: a) naming, b) categorization, c) division, correlation, d) rewording (Adam, 1999: 135, Archakis, 2005: 109-110). At the beginning it is called the object of the description and then it is integrated in a category. In the division stage special features and properties are presented, while in the correlation stage the object of the description is connected to other objects through contrast, comparison or analogy. In the last stage, the rewording, a general reference is made to this object. It is observed, therefore, that the direction which is followed in a description is from the most general to the most partial.

Matsagouras (2004: 381) has argued that the elements that must exist in a descriptive text in order for it to be complete and help the reader mentally represent what is described are the following:

1. Sensory (visual, auditory, tactile, etc.) representations that concern a) the overall image of the described, b) the wider space that is placed, c) its individual basic elements, d) the particular time point to which the description refers. That is, they refer to the "what", "where", "how" and "when" and are inextricably linked to shapes, sizes and colors.
2. Information regarding a) the history, b) the use of the described and c) the special relationship which connects the basic components in the whole narration with the wider context. An important element in the information of the description is the way through which things are present and interconnected.
3. Personal thoughts, quests and feelings of the author related to what is described. Time and conjunctures have a dominant element in these experiences.

These elements can be combined in various ways and give different descriptive shapes, while which of them will prevail depends on the type and purpose of the description (Matsagouras, 2004: 381-382). When a description has the necessary elements required by the norms of the category to which it belongs to then it is considered to be complete, coherent and cohesive which are essential elements in standard texts (Papaioannou, 1995 op. Cit. In Matsagouras, 2004: 382), and are often used as evaluation criteria.

It seems, therefore, that an organizational model is followed for the superstructure of the description with the difference that Matsagouras, in contrast to Adam (1999) and Archakis (2005), observes that personal thoughts-emotions are also identified in the form of evaluations, metaphors, wishes etc. Since the description is a kind of speech that is used in many situations, e.g. in scientific textbooks, notarial deeds, ads, brochures, tourist guides, encyclopedias, literary texts, etc. (Archakis, 2005: 110), it is reasonable to assume that structurally it will develop in a different way by including or not personal comments, depending each time on the occasion of communication and the purpose of the author. For example, a description in the classifieds highlights those details that might impress the reader, giving the text a subjective style. In contrast, in a sales contract the description is usually extensive and objective.



Regarding the linguistic means of description, the diversity and inhomogeneity observed in its spectrum makes it difficult to identify the linguistic means as a whole for this textual genre. However, we can say that the present tense is used quite often in descriptive texts, in verbs which show continuity in action and in continuous syntactic structures which use the verbs "be" and "have" (Archakis, 2005: 111). Adjectives and adverbs are found with great frequency, giving accuracy to the description and the properties of the described, while the use of special terminology and vocabulary (eg legal, medical) for greater understanding of content is observed in most descriptive texts (Archakis, 2005: 111).

4.4. Educational scenarios

In recent decades, the continuous development of technology has brought the term educational scenario or learning scenario or pedagogical scenario to the fore. This is a new teaching practice in the field of education, according to which teaching includes a set of activities specially designed and organized for the needs of each school class. These activities are a multitude of oral, written, hybrid, multimodal texts, which are produced inside and outside the school with the utilization of new technologies. They are, in other words, authentic, they have a functional character for the life of the learners, they draw on issues from the modern everyday life and in this way they constitute a motivation for the participation of students in teaching (Wray, 2006).

Educational scenarios are based on constructive approaches to learning, based on which knowledge is constructed by the student himself and is not simply passed on by the teacher. In other words, they are based on the active guided construction of students' knowledge and Dewey's pedagogical principle "learning by doing". In other words, the learner becomes a researcher, designs the exploratory steps, correlates the theoretical approaches with the search results and takes into account the effects of the various variables on them, while having the guidance of the teacher (Kuhn, Black, Keselman & Kaplan, 2000). Similarly, Iordanidou and Papaioannou (2013) state that an educational scenario is based on the principle of guided discovery and the active participation of students. Therefore the activities chosen are student-centered, related to their lives, which seems to arouse interest and develop their creativity.

More specifically, the educational scenarios contain specific educational goals, sources, specific educational and technological tools, ways of evaluating students, types and sequences of activities, types of their representation, clear instructions for the role of the teacher, suggestions for the teaching course, a necessary knowledge level and other elements related to the aforementioned data (Iordanidou & Papaioannou, 2013; Panagiotakopoulos, Armakolas, Karatrاندou & Sarris, 2007). Of course, the cognitive background of the students of each school class, the available material and technical resources, as well as the learning environment play an important role in their design. Based on these, the teacher designs, selects activities that respond to these factors and follows a differentiated teaching, that is, adapts the activities and constructs alternatives according to the needs of each student.



It seems that the educational scenario is connected with theoretical proposals that do not consider the textbook as the only learning resource, but they focus on more initiatives taken by the teacher, who is called to use a variety of educational tools to achieve the maximum possible result. Bernstein (1989) argued that the teaching path should separate from the logic of visible pedagogical practice (emphasis on the transmission of knowledge and exercises) and focus on the invisible (emphasis on learners' initiative and the different role of teachers). This means that the use of digital educational tools and reading and writing tools, the creation of a targeted teaching plan, collaboration and exchange of ideas between teachers, as well as the focus on students' interests, experiences and learning peculiarities seem to contribute to invisible pedagogical practice. Therefore, the content of the teaching scenarios and the way of teaching them favors the new educational trajectory, which in Greece is expressed in the new Curricula of 2011.

According to the new Curricula, which were prepared in relation to the implementation of the "New School" Act and are being piloted in some Greek schools, the teaching of the language course differs from the current Program and is directly related to the preparation of educational scenarios. They are based on the pedagogy of Multiliteracies and multimodality, on the basis of which, under the influence of new communication technologies, the production of the meaning of modern texts is no longer based only on the linguistic semiotic mode, but on its collaboration with other semiotic modes. Characteristically, Kalantzis & Cope (1999: 681-682) support that: "written-linguistic modes of meaning are an integral part of the visual, auditory and spatial types of meaning; In this emerging world of meaning a new, multimodal literacy is required".

Therefore, it is understood that through the educational scenarios the new objectives of the Curricula are fulfilled, since they combine various semiotic modes to produce meaning. The use of image, audio, video, comics seems to be strong in the educational scenarios, since several researchers have proved the importance of their function for the transmission of speech. For example, according to Charalambopoulos & Chatzisavvidis (1997: 55), images and animations of television, cinema and computers contribute to the achievement of the goals of language teaching by participating in "learning events", focusing on attracting the attention of students to information about the objectives of the course, providing motivation, producing oral and written speech and developing the language skills of listening, reading and understanding.

In addition, the use of comics in teaching is a powerful educational tool, which keeps the students' imagination awake and as Rondari (2003: 173) states: "Comics are the first spontaneous and justified reading of man. He reads because he wants to know what is happening and not because he was assigned this task, he reads for himself and not for others, not to make a good impression ". In other words, it seems that through a children's tool the teachers can stimulate the student's interest and help them learn and build their knowledge in a spontaneous and attractive way.



In summary, we observe that the development of technology has given the teachers multiple tools, which if used properly and functionally the Pedagogy of multiliteracies and multimodality will become a reality in the Greek school. Educational scenarios are one of these tools, which through collaborative and student-centered teaching can enrich the language lessons and help learners to learn.

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ANNEX I . Results

1.1 Results four's scored tests

a) 3ΣT

Exercise 1

At the end of the year your class will publish a book of students' short stories. You want to participate with a fantastic story. So suppose you are a terrible cockroach . Narrate an episode from your life in the world of people.

You have thirty (30) minutes at your disposal.

Hello I am the cockroach and I live in a small house in a corner of the living room. So one day I went to find my food and a man saw me, took the broom and took me out of the house, I was forced to leave the house. I was wandering the streets, on the benches, so that day I was caught by a handkerchief, and they took me and put me in a car, I was very scared at that time. You stopped the car. I see the window open I try to get out of the handkerchief I jump out of the window and fall into a sewer there I see a village of cockroaches, there I was so happy that I ran to go quickly to these cockroaches there they gave me my house and my whole food. I was so happy because all my life in one day was up and down but the end was worth it. My life changed overnight. All these years I spent were the most dreamy years of my life. I raised my own family and helped my children find their own home and their own job, and their own things, and the whole family lived with this dream.



3.3 Narrative Text Test for the Pre Study

Serial number 355 School (12α) 1^o Section(12β) ΣΤ
Date and time (10) 2/2/2021 Rating 1 2

A. The type of text meets the requirements						
A1. Overall score (0-10)	7					
A2. Overall score (0-6) 0: not at all 1: minimum 2: a little bit 3: enough 4:well 5:very well 6: extremely well	0	1	2	3	4	5 6
A3. Coherence (0-4) 0: not at all 1: a little bit 2: enough 3: very 4: very much	0	1	2	3	4	
B. – Narration of the episode						
B1. The point of view of the insect is indicated/adopted (0-4) 0: not at all 1: a little 2: moderate 3: very much 4: strongly	0	1	2	3	4	
B2. The narration is written in the first person singular (0-2) 0: no 1: sometimes yes and sometimes no 2: yes	0	1	2			
B3. Orientation is developed effectively (0-4) 0: not at all 1: a little 2: enough 3: a lot 4: very much	0	1	2	3	4	
B4. The evolution of the action is developed effectively (0-4) 0: not at all 1: a little 2: enough 3: a lot 4: very much	0	1	2	3	4	
B5. The story has an end (0-1) 0: no 1: yes	0	1				
B6. The narration has a closing / ending (0-1) 0: no 1: yes	0	1				
C. Cohesion – control of appropriate language mechanisms						
C1. Variety of past tenses (past, past simple, past continuous, present perfect, past perfect). How many tenses are used from the above: (0-4) 0: none 1: only one tense 2: two tenses 3: three tenses 4: four or more	0	1	2	3	4	



C2. Historical present tense is used alternatively to other past tenses to give immediacy (0-1) <i>0: no 1: yes</i>	0	1					
C3. Number of subordinate clauses (0-4) <i>0: none 1: 1-3 2: 4-6 3: 7-9 4: 9 and above</i>	0	1	2	3	4		
C4. Number of time indicators used (0-4) <i>0: none 1: 1-3 2: 4-6 3: 7-9 4: 10 and above</i>	0	1	2	3	4		
C5. Number of causal and other indicators used (0-6) <i>0: none 1: 1-3 2: 4-6 3: 7-9 4: 10-12 5: 13-15 6: above 15</i>	0	1	2	3	4	5	6
C6. Mechanisms, that establish coherence through reference to persons (eg personal pronouns), are used correctly (0-4) <i>0: not at all 1: a little 2: enough 3: a lot 4: very much</i>	0	1	2	3	4		
C7 Textual coherence as a whole is established (0-4) <i>0: not at all 1: a little 2: enough 3: a lot 4 very much</i>	0	1	2	3	4		
D. Commentary - Evaluation of actions/situations and persons/heroes							
D1. 0: none 1: 1-3 2: 4-6 3: 7-9 4: from 10-12 5: 13-15 6: 15 and above	0	1	2	3	4	5	6
D2. 0: not at all 1: a little 2: enough 3: a lot 4: very much	0	1	2	3	4		

E. Grammaticality-Acceptability							
E1. Grammatical and syntactic correctness of text. <i>0: not at all 1: a little 2: enough 3: a lot 4: very much</i>	0	1	2	3	4		
E2. Spelling skills. Correct word toning. Correct use of capital letters, punctuation (0-4) <i>0: not at all 1: a little 2: enough 3: a lot 4: very much</i>	0	1	2	3	4		
E3. Semantic-Conceptual errors. Inappropriate words and formulas for written discourse. Correct expression (0-4) <i>0: too many 1: a lot 2: enough 3: a little 4: almost not at all</i>	0	1	2	3	4		
E4. Vocabulary (0-4) <i>0: very poor 1: poor 2: average 3: rich-varied 4: very rich/special/unusual</i>	0	1	2	3	4		



<p>E5. Successful separation of topics through paragraphs (0-2)</p> <p>0: not at all 1: a little 2: a lot</p>	0	1	2			
<p>E6. Presentation-image-appearance of writing. Readability. Space between words. Straight writing direction (0-4)</p> <p>0: not good 1: a little better 2: quite good 3: very good 4: extremely good</p>	0	1	2	3	4	
<p>E7. There are errors in Grammar, Spelling, Punctuation that affect the understanding of the content (0-4)</p> <p>0: too many 1: a lot 2: enough 3: a little 4: almost not at all</p>	0	1	2	3	4	

b) 4E

Exercise 1

At the end of the year your class will publish a book of students' short stories. You want to participate with a fantastic story. So suppose you are a terrible cockroach . Narrate an episode from your life in the world of people.

You have thirty (30) minutes at your disposal.

I am a cockroach and my name is Panagiota. One day I went to a rich house, and I hid in a closet, and then I went to another house and then I left and I went to the same house again and then I left. To go the same and my mom did not let me, and then I left and then they pressed me.



3.3 Narrative Text Test for the Pre Study

Serial number 4E School (12α) 1^ο Section(12β) E
Date and time (10) 12/2/2024 Rating 1 2

A. The type of text meets the requirements						
A1. Overall score (0-10)	2					
A2. Overall score (0-6) 0: not at all 1: minimum 2: a little bit 3: enough 4: well 5: very well 6: extremely well	0	1	2	3	4	5 6
A3. Coherence (0-4) 0: not at all 1: a little bit 2: enough 3: very 4: very much	0	1	2	3	4	
B. – Narration of the episode						
B1. The point of view of the insect is indicated/adopted (0-4) 0: not at all 1: a little 2: moderate 3: very much 4: strongly	0	1	2	3	4	
B2. The narration is written in the first person singular (0-2) 0: no 1: sometimes yes and sometimes no 2: yes	0	1	2			
B3. Orientation is developed effectively (0-4) 0: not at all 1: a little 2: enough 3: a lot 4: very much	0	1	2	3	4	
B4. The evolution of the action is developed effectively (0-4) 0: not at all 1: a little 2: enough 3: a lot 4: very much	0	1	2	3	4	
B5. The story has an end (0-1) 0: no 1: yes	0	1				
B6. The narration has a closing / ending (0-1) 0: no 1: yes	0	1				
C. Cohesion – control of appropriate language mechanisms						
C1. Variety of past tenses (past, past simple, past continuous, present perfect, past perfect). How many tenses are used from the above: (0-4) 0: none 1: only one tense 2: two tenses 3: three tenses 4: four or more	0	1	2	3	4	





C2. Historical present tense is used alternatively to other past tenses to give immediacy (0-1) <i>0: no 1: yes</i>	0	1							
C3. Number of subordinate clauses (0-4) <i>0: none 1: 1-3 2: 4-6 3: 7-9 4: 9 and above</i>	0	1	2	3	4				
C4. Number of time indicators used (0-4) <i>0: none 1: 1-3 2: 4-6 3: 7-9 4: 10 and above</i>	0	1	2	3	4				
C5. Number of causal and other indicators used (0-6) <i>0: none 1: 1-3 2: 4-6 3: 7-9 4: 10-12 5: 13-15 6: above 15</i>	0	1	2	3	4	5	6		
C6. Mechanisms, that establish coherence through reference to persons (eg personal pronouns), are used correctly (0-4) <i>0: not at all 1: a little 2: enough 3: a lot 4: very much</i>	0	1	2	3	4				
C7 Textual coherence as a whole is established (0-4) <i>0: not at all 1: a little 2: enough 3: a lot 4 very much</i>	0	1	2	3	4				
D. Commentary - Evaluation of actions/situations and persons/heroes									
D1. 0: none 1: 1-3 2: 4-6 3: 7-9 4: from 10-12 5: 13-15 6: 15 and above	0	1	2	3	4	5	6		
D2. 0: not at all 1: a little 2: enough 3: a lot 4: very much	0	1	2	3	4				
E. Grammaticality-Acceptability									
E1. Grammatical and syntactic correctness of text. <i>0: not at all 1: a little 2: enough 3: a lot 4: very much</i>	0	1	2	3	4				
E2. Spelling skills. Correct word toning. Correct use of capital letters, punctuation (0-4) <i>0: not at all 1: a little 2: enough 3: a lot 4: very much</i>	0	1	2	3	4				
E3. Semantic-Conceptual errors. Inappropriate words and formulas for written discourse. Correct expression (0-4) <i>0: too many 1: a lot 2: enough 3: a little 4: almost not at all</i>	0	1	2	3	4				
E4. Vocabulary (0-4) <i>0: very poor 1: poor 2: average 3: rich-varied 4: very rich/special/unusual</i>	0	1	2	3	4				





<p>E5. Successful separation of topics through paragraphs (0-2)</p> <p>0: not at all 1: a little 2: a lot</p>	0	1	2				
<p>E6. Presentation-image-appearance of writing. Readability. Space between words. Straight writing direction (0-4)</p> <p>0: not good 1: a little better 2: quite good 3: very good 4: extremely good</p>	0	1	2	3	4		
<p>E7. There are errors in Grammar, Spelling, Punctuation that affect the understanding of the content (0-4)</p> <p>0: too many 1: a lot 2: enough 3: a little 4: almost not at all</p>	0	1	2	3	4		

C) 6E

Exercise 1

At the end of the year your class will publish a book of students' short stories. You want to participate with a fantastic story. So suppose you are a terrible cockroach . Narrate an episode from your life in the world of people.

You have thirty (30) minutes at your disposal.

Once upon a time. He was a cockroach and I was in an old house and suddenly a man appeared and I hid in a closet so that he would not see me if the man saw me he would close me in a bottle. and he would throw me in a bucket but then I realized that people are very good.



3.3 Narrative Text Test for the Pre Study

Serial number GE School (12α) LE Section(12β) E
Date and time (10) 12/2/2021 Rating 1 2

A. The type of text meets the requirements						
A1. Overall score (0-10)	5					
A2. Overall score (0-6) 0: not at all 1: minimum 2: a little bit 3: enough 4:well 5:very well 6: extremely well	0	1	2	3	4	5 6
A3.Coherence (0-4) 0: not at all 1: a little bit 2: enough 3: very 4: very much	0	1	2	3	4	
B. – Narration of the episode						
B1. The point of view of the insect is indicated/adopted (0-4) 0: not at all 1: a little 2: moderate 3: very much 4: strongly	0	1	2	3	4	
B2. The narration is written in the first person singular (0-2) 0: no 1: sometimes yes and sometimes no 2: yes	0	1	2			
B3. Orientation is developed effectively (0-4) 0: not at all 1: a little 2: enough 3: a lot 4: very much	0	1	2	3	4	
B4. The evolution of the action is developed effectively (0-4) 0: not at all 1: a little 2: enough 3: a lot 4: very much	0	1	2	3	4	
B5. The story has an end (0-1) 0: no 1: yes	0	1				
B6. The narration has a closing / ending (0-1) 0: no 1: yes	0	1				
C. Cohesion – control of appropriate language mechanisms						
C1. Variety of past tenses (past, past simple, past continuous, present perfect, past perfect). How many tenses are used from the above: (0-4) 0: none 1: only one tense 2: two tenses 3: three tenses 4: four or more	0	1	2	3	4	



C2. Historical present tense is used alternatively to other past tenses to give immediacy (0-1) <i>0: no 1: yes</i>	0	1						
C3. Number of subordinate clauses (0-4) <i>0: none 1: 1-3 2: 4-6 3: 7-9 4: 9 and above</i>	0	1	2	3	4			
C4. Number of time indicators used (0-4) <i>0: none 1: 1-3 2: 4-6 3: 7-9 4: 10 and above</i>	0	1	2	3	4			
C5. Number of causal and other indicators used (0-6) <i>0: none 1: 1-3 2: 4-6 3: 7-9 4: 10-12 5: 13-15 6: above 15</i>	0	1	2	3	4	5	6	
C6. Mechanisms, that establish coherence through reference to persons (eg personal pronouns), are used correctly (0-4) <i>0: not at all 1: a little 2: enough 3: a lot 4: very much</i>	0	1	2	3	4			
C7 Textual coherence as a whole is established (0-4) <i>0: not at all 1: a little 2: enough 3: a lot 4 very much</i>	0	1	2	3	4			
D. Commentary - Evaluation of actions/situations and persons/heroes								
D1. 0: none 1: 1-3 2: 4-6 3: 7-9 4: from 10-12 5: 13-15 6: 15 and above	0	1	2	3	4	5	6	
D2. 0: not at all 1: a little 2: enough 3: a lot 4: very much	0	1	2	3	4			

E. Grammaticality-Acceptability								
E1. Grammatical and syntactic correctness of text. <i>0: not at all 1: a little 2: enough 3: a lot 4: very much</i>	0	1	2	3	4			
E2. Spelling skills. Correct word toning. Correct use of capital letters, punctuation (0-4) <i>0: not at all 1: a little 2: enough 3: a lot 4: very much</i>	0	1	2	3	4			
E3. Semantic-Conceptual errors. Inappropriate words and formulas for written discourse. Correct expression (0-4) <i>0: too many 1: a lot 2: enough 3: a little 4: almost not at all</i>	0	1	2	3	4			
E4. Vocabulary (0-4) <i>0: very poor 1: poor 2: average 3: rich-varied 4: very rich/special/unusual</i>	0	1	2	3	4			



<p>E5. Successful separation of topics through paragraphs (0-2)</p> <p>0: not at all 1: a little 2: a lot</p>	0	1	2				
<p>E6. Presentation-image-appearance of writing. Readability. Space between words. Straight writing direction (0-4)</p> <p>0: not good 1: a little better 2: quite good 3: very good 4: extremely good</p>	0	1	2	3	4		
<p>E7. There are errors in Grammar, Spelling, Punctuation that affect the understanding of the content (0-4)</p> <p>0: too many 1: a lot 2: enough 3: a little 4: almost not at all</p>	0	1	2	3	4		

d) 7E

Exercise 1

At the end of the year your class will publish a book of students' short stories. You want to participate with a fantastic story. So suppose you are a terrible cockroach . Narrate an episode from your life in the world of people.

You have thirty (30) minutes at your disposal.

Hi I'm a cockroach and they call me a cockroach I was in a house and just suddenly I went to a very nice house but they treated me very badly but I went and hid. Inside the pot and I fastened with the clasp of the pot. Then I went out and left the window as soon as I went out I fell on my mom who held me in her arms and told me. Hello my cockroach because you left. then as soon as the cockroach mom left. The cockroach started to leave, it was walking on the street alone, but as soon as it saw a palace, I entered and everyone greeted me and did not chase me, everyone loved me, so I did not feel alone, I had company and I stayed there, I was very happy at the end.



3.3 Narrative Text Test for the Pre Study

Serial number FE School (12α) 12 Section(12β) E
Date and time (10) 12/2/2021 Rating 1 2

A. The type of text meets the requirements						
A1. Overall score (0-10)	5					
A2. Overall score (0-6) <i>0: not at all 1: minimum 2: a little bit 3: enough 4: well 5: very well 6: extremely well</i>	0	1	2	3	4	5 6
A3. Coherence (0-4) <i>0: not at all 1: a little bit 2: enough 3: very 4: very much</i>	0	1	2	3	4	
B. – Narration of the episode						
B1. The point of view of the insect is indicated/adopted (0-4) <i>0: not at all 1: a little 2: moderate 3: very much 4: strongly</i>	0	1	2	3	4	
B2. The narration is written in the first person singular (0-2) <i>0: no 1: sometimes yes and sometimes no 2: yes</i>	0	1	2			
B3. Orientation is developed effectively (0-4) <i>0: not at all 1: a little 2: enough 3: a lot 4: very much</i>	0	1	2	3	4	
B4. The evolution of the action is developed effectively (0-4) <i>0: not at all 1: a little 2: enough 3: a lot 4: very much</i>	0	1	2	3	4	
B5. The story has an end (0-1) <i>0: no 1: yes</i>	0	1				
B6. The narration has a closing / ending (0-1) <i>0: no 1: yes</i>	0	1				
C. Cohesion – control of appropriate language mechanisms						
C1. Variety of past tenses (past, past simple, past continuous, present perfect, past perfect). How many tenses are used from the above: (0-4) <i>0: none 1: only one tense 2: two tenses 3: three tenses 4: four or more</i>	0	1	2	3	4	



C2. Historical present tense is used alternatively to other past tenses to give immediacy (0-1) <i>0: no 1: yes</i>	0	1							
C3. Number of subordinate clauses (0-4) <i>0: none 1: 1-3 2: 4-6 3: 7-9 4: 9 and above</i>	0	1	2	3	4				
C4. Number of time indicators used (0-4) <i>0: none 1: 1-3 2: 4-6 3: 7-9 4: 10 and above</i>	0	1	2	3	4				
C5. Number of causal and other indicators used (0-6) <i>0: none 1: 1-3 2: 4-6 3: 7-9 4: 10-12 5: 13-15 6: above 15</i>	0	1	2	3	4	5	6		
C6. Mechanisms, that establish coherence through reference to persons (eg personal pronouns), are used correctly (0-4) <i>0: not at all 1: a little 2: enough 3: a lot 4: very much</i>	0	1	2	3	4				
C7 Textual coherence as a whole is established (0-4) <i>0: not at all 1: a little 2: enough 3: a lot 4 very much</i>	0	1	2	3	4				
D. Commentary - Evaluation of actions/situations and persons/heroes									
D1. 0: none 1: 1-3 2: 4-6 3: 7-9 4: from 10-12 5: 13-15 6: 15 and above	0	1	2	3	4	5	6		
D2. 0: not at all 1: a little 2: enough 3: a lot 4: very much	0	1	2	3	4				

E. Grammaticality-Acceptability									
E1. Grammatical and syntactic correctness of text. <i>0: not at all 1: a little 2: enough 3: a lot 4: very much</i>	0	1	2	3	4				
E2. Spelling skills. Correct word toning. Correct use of capital letters, punctuation (0-4) <i>0: not at all 1: a little 2: enough 3: a lot 4: very much</i>	0	1	2	3	4				
E3. Semantic-Conceptual errors. Inappropriate words and formulas for written discourse. Correct expression (0-4) <i>0: too many 1: a lot 2: enough 3: a little 4: almost not at all</i>	0	1	2	3	4				
E4. Vocabulary (0-4) <i>0: very poor 1: poor 2: average 3: rich-/varied 4: very rich/special/unusual</i>	0	1	2	3	4				

