



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

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Intellectual Outputs

Multiplications & Research Methodology

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Roma – Romani spoken language

- A particular social group characterized by different lifestyle, a special system of values, different language and low socioeconomic status
- Education is not a fundamental concern to their families in contrast with the rest of the society
- This puts teachers in a difficult position
- Their spoken language Romani is only oral a fact that justifies the lack of connection of the Romani with the written language
- leave primary school at the age of 10 - 12 years – get married
- as they grow older, they recognize and understand that if they integrate in the school system and attend school normally they would be helped both financially and socially.

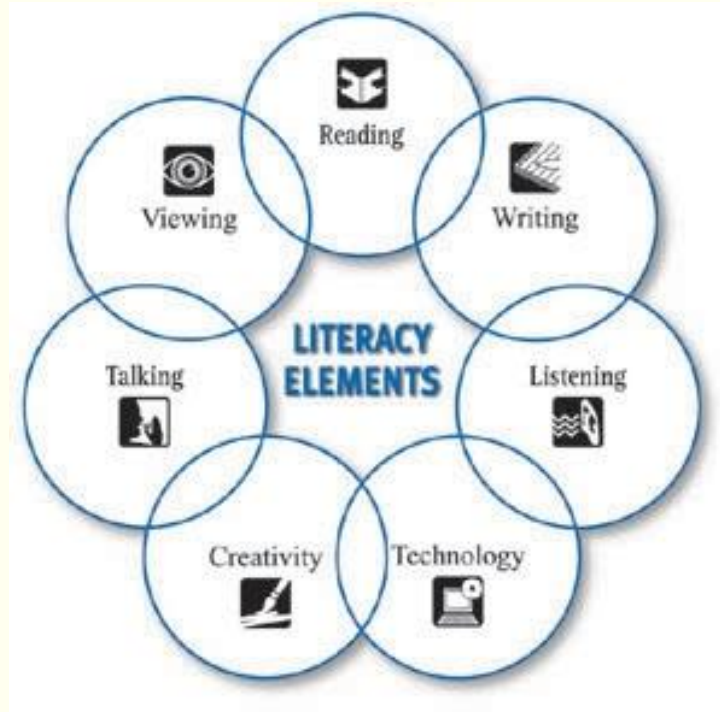
RomaMultiLang project aims at:

- innovative understanding, designing, developing, evaluating and disseminating new pedagogical methods, a relevant cards package for onsite and online use and a platform to host the multiliteracies and multimodal educational card package material. The platform will be designed to host the project, initially in partners' languages and English language.
- To create a teachers' training curriculum in order to be incorporated in teachers' training course utilizing the project outcomes. Multiliteracies is the innovative learning approach , this is the students' own meaning creation using the Multimodal innovative learning tools as an alternative , communicative , intercultural and interdisciplinary teaching methods. This aids to communication channels between Romani student and their co – students, the teachers and the syllabus.

Multiplications

- This new teaching approach through multimodal texts which is by itself appealing to this group of children so that they integrated in literacy in a playful manner of lived experience. By using a framework of education principles and models, it may be applied in school programmes rendering them with the features of intercultural education
 - **Multilingualism**
 - **Multimodality**
 - **Multiliteracies**

Literacy Elements in Multiplications



Multilingualism

- expresses both the variety of text formats resulting from the influence of new technologies and the variety of text formats produced in a multilingual and multicultural society (Cope & Kalantzis, 2000).
- In particular, it was created by the need to develop skills for understanding multimodal texts, combining different semiotic ways of producing speech in multicultural and multicultural social environments (Kress & van Leeuwen, 1996).

Multimodality

- through the interpretation of multimodal texts and the perception of the morphological variety of semiotic ways, the student will be able to decode all the communication messages that are presented daily.
- have the advantage of drawing on elements from everyday life, everyday speech, culture, art, fairy tales, etc., so that students' daily experiences are linked to learning (Cope & Kalantzis, 2000; Kalantzis & Cope, 1999; Kress, 2000; Kress, 2003).

Multiliteracies

- **Multiliteracies** as defined by Cope and Kalantzis (2000) is the approach where the emphasis is on the friction of the taught with texts and types of speech from a wide range of cultural sources. With this friction the learners will develop a critical metalanguage to speak but also to understand the social and cultural power of these texts as well as the related social practices, ie the social empowerment of the learners.

Multi- A teaching methodology

- The innovative teaching methodology of the multimodal texts proposed is relevant to the learning style of Roma students, their experiences and their culture.
- The concept of multimodality in alternative teaching and communication teaching or in interdisciplinary teaching, which is known, explains the way of communication between teacher, Roma students and educational material.
- At the same time, it is a criterion for shaping a modern, effective and efficient teaching that expresses the reality experienced by the students themselves and gives the school an important role in the society of the future.

Multimodal Teaching Methods

- Certainly the elements that shape multimodal teaching methods are teaching forms, approaches, techniques and means based on learning theories (Piaget, Vygotsky, Bruner, Gagne) and pedagogical theories (Frobel, Bruner, Dewey, Kilpatrick, Gardner), which lead students to learning.

New Roles for Schools & Teachers

- Schools and teachers need to be able to equip students with skills to be able to respond to the new reality (Hatzisavidis, 2003; 2007).
- The educational system cannot be left out of the new scenario where the written and oral speech is replaced by images, sound, etc. . After all, student recruits today are transformed from monotropic (text) to multimodal (computers, videos, posters) (Kress & Van Leeuwen, 1996).

Student-Centred Activity Design Process

- This is a concept that comes to take the place of the so-called production of written speech, since the goal is now to use different resources that are important in the process of building and producing a text.

The Drawing Process

- **The designed**, when someone produces speech, designs drawing from the planned eg the conventions of the Greek language, these are resources that he draws in order to create meaning, texts that already exist
- **The designing**, the recipient of the meaning is already redesigning it during the download process
- **The redesigned**, when he tries to reproduce similar meanings, that is, he redesigns them on the basis of what he considers to have understood and on the basis of the conventions he holds for his personal interpretation of the meanings of which he was a recipient. (Kalantzi, 1997).

4 Non-Linear Implementation Phases

- **situated practice**, refers to the case where the teacher utilizes the previous experiences of the students and encourages them to bring to class texts from their daily life and social environment.(articles, instructions, advertisements, maps, tables, letters, etc.), texts of "authentic circumstances" of communication, types of speech that are often found in the social context (information, literature, texts of persuasion, etc.), texts that utilize new technologies in the way they are presented (multimodally), integrating beyond the linguistic and other semiotic ways (image, sound, movement).
- **overt instruction**, The aim is to use activities that facilitate the understanding of the operation of individual linguistic elements and mechanisms, which play a significant role in building and rendering meaning in a textual genre through the use of transliteration. Such activities concern the basic points of the structure and organization of a textual genre, the function and the communicative use of the syntactic phenomena in the context of each textual genre, the use of a language for the direct teaching of these phenomena, the teaching and other ways (image , sound, movement) except language (Fterniati, 2010).
- **critical framing** An attempt is made to integrate the text into the social and cultural context in which it is produced and operated. In this case a text is analyzed from the point of view of its critical view and interpretation (Fterniatis, 2010). The students realize through strategies the function, the repercussion of the text in society, if the text is effective, if it has a purpose and a recipient and what strategies it uses to be effective, eg Persuasion strategies, inclining to emotion the criteria of quality of speech, is to help students strengthen their critical thinking and consciously control the historical, social, cultural, political, ideological relationships of particular systems of knowledge and social practice (New London Group, 1996).
- and **transformed practice** refers to the encouragement of the transfer of the adaptation and the integration of the produced text in a similar or different context from the original text on which the editing took place. Therefore, the context in which the new text will move will be analogous or different communication and therefore socio-cultural context.

Students' Competences

- In this way he acquires a **textual ability**, that is, a **communicative ability**, that is, he uses the language according to the recipient and the purpose and adapts it accordingly.

2 Levels Toolkit

- **Our activities will be divided into 2 levels.**
- **The objectives of each level are scalable as the goal is to get students to the first level to move to the second level.**

A Level: 5-9 years old

A LEVEL

DEVELOPING TEACHING MATERIAL FOR LITERATURE TEXTILE TYPE IN THE LANGUAGE LESSON BASED ON 5 - 9 YEARS OLD MAJORITY



- OBJECTIVE: Taking into account the needs of children from different cultural backgrounds, the aim is to develop multilingual and critical-social literacy skills so that students can understand and produce such texts in a variety of social and cultural contexts.
- ❖ The teaching material, in the form of tutorial scenarios, includes authentic narrative multimodal texts, accompanied by textual editing, structure and organization activities, three-step writing and metacognitive activities.
 - ❖ The entire material includes tutorials for teaching all types of text. The material is designed based on the pedagogy of Literature and Multilingualism and contains mainly multimodal texts for editing and production. .

Example of a general Didactic Scenario

From the first page, through the organizers, students understand that they will come into contact with multimodality analysis and text cohesion strategies. The purpose of this module is to teach children:

- How we tell a story.
- What are the ways in a video to tell a story.
- The times, the sentences, the time adverbs, as they work in narrative text.
- How to turn straight into oblique speech and vice versa.

The original text is presented in the form of a video entitled 'ExET', created by a group of students at a Montpellier art school in France on diversity (https://www.youtube.com/watch?v=A8BcnXmOI_s). Specifically, on another planet dominated by class and similarity, a child with completely different behavior than his peers disturbs the peace around him. His parents take him to the "doctors" where they give him a pill that makes him "normal". And yet, after a while, nature gives it the advantage to come back! The doctors then decide to send him to Earth.

A level Activities & Evaluation

- The activities of this practice include activities for the production of written and oral speech that place a communication problem to be solved, while at the same time defining the communication framework of the requested text, mainly the purpose and the recipient (Fterniati, 2010).
- **EVALUATION:** Finally, the self-assessment table follows, which, by providing specific quality criteria, helps students identify if they used the wrong strategies in producing their text in order to produce their final version. The final quality criterion will be whether they produced an effective narrative, complete, clear and interesting.

Example: B Level, 10-12 years old

B LEVEL

DEVELOPING TEACHING MATERIAL FOR THE BUSINESS TEXT IN THE LANGUAGE LESSON BASED ON 10-12 YEARS OLD MULTILITERATURE

PURPOSE: the specific teaching proposal is the development of students' multilingual skills and the development of critical-social literacy skills in general

Whereas the teaching of multimodality does not constitute an explicit objective of the current AU. For language (Fterniati, 2009) (as opposed to the pilot AP of 2011). This paper includes didactic suggestions for teaching the argumentative text, through original teaching material designed in accordance with its Pedagogical principles. Literacy and Multilingualism in the form of didactic scenarios, while also taking into account the needs of children from different cultural backgrounds.

Example of a Didactic Scenario

The teaching scenario, designed for 10 to 12 year old students. The central issue at stake is that of human rights, which is already highlighted from the outset by its title: "The Hunting of Hidden Rights". Initially, students are introduced to the person-heroes who "unfold" the doctrinal scenario and its activities. From the first page, through the organizers, students understand that they will come into contact with multimodality analysis and text organization strategies and argumentative text coherence.

- The goals of the teaching scenario are to help students learn:
 - How to convince someone of their point of view through the written word and through the picture.
 - How to use reasoning and anti-Semitic suggestions to support their arguments.
 - How to use elliptical sentences to create the slogan of a poster.

The tutorial scenario begins with the viewing of a video (<https://www.youtube.com/watch?v=AqvlgosOE-Q>, title: "Beautiful Thai Advertising", last retrieved: 05/07/2019) showing the value of simple daily offerings to the human being, acts from which one receives only feelings, joy and happiness

In RomaMultiLangPrimE

Stories background structure will support the emotional expression of the children.

- Romani children are aided in their transition from the spoken to the written language
- Without feeling discontented, tired or unwilling to participate
- They can share their own stories with their classmates using the cards package
- Also creative collaborative writing onsite and online tools
- Also exchange with students in different countries

Multimodality

- wikis' functionalities allow and support multimodality, this is using different tools in order to create shared meaning in Multiliteracy Education
- self-expression onsite helps the students to externalise their emotions via writing and sharing their own stories using any available medium for audio , text. Image, video or else.

EVALUATION TOOLS AND METHODS

- Theoretical frameworks, learning tools and course will be evaluated. This stage will include the testing of methods, tools and the training cycle of teachers through preliminary studies based on the appropriate research study and the triangulation of focus groups, interviews and questionnaires as well as empirical study.

Research Methodology

The initial data collection will be the construction of the pre - test, post-test

Research methods

- The **diary** of the work, the content of which concerns anything important and worthwhile to record.
- The **students' work** as such recorded on a wiki or other platform or written forms
- **Observation notes** from the project researchers and the teachers
- **Structured questionnaires** will be designed to be given to
 - Roma students who will participate in the relevant activities
 - Students in the class
 - Teachers who will attend the workshops or experiential workshops.
- **Interviews of**
 - Roma students,
 - students in the class and
 - Teachers
- **Emotional mapping by the Italian partner**

Research overall

At the same time, in order to achieve an effective evaluation of the diffusion-impact process of the project, we propose the following:

- Hold meetings of the participants in the program and the other teachers of the school unit in order to evaluate and evaluate the actions
- Apply on-site observation through teachers who will play the role of visitor-observer. Colleagues of the same specialty and later from different specialties to attend the teaching of other teachers in order to evaluate the new teaching methods and classroom management techniques.
- Data will be recorded and statistically analyzed. Such as the evaluation of the degree of integration of educational games in the learning process. Data on the number of teachers who will create or use educational games / cards in their teaching will then be recorded and processed.

In the pre-study

- The study will explore and analyse the mechanisms of receiving and decoding their lived reality for story creation via self-expression of their emotions and self-expression, making education, thus, more essential.
- More specifically, research design includes creating a baseline regarding: (a) Romani students' integration in the classroom, (b) reading and writing abilities test as in some European countries the initial language learning level starts at 6 yo, (c) self-expression of emotions based on recent studies on emotional mapping and (d) the ways these emotions are externalised via a multimodal own story. A unique approach to be studied is the emotional mapping and the ways the emotions are expressed via diverse means and media to create meaning and the sense of belonging in order to function as a pre-study for the project.

After the pre-study, we will

- Develop innovative learning methodologies in the form of a white paper.
- Utilise innovative learning tools via innovative multimodal tools.
- Develop a teachers' training course: This involves a course development based on the material created in the previous project stages, to train the teachers in the new multimodal text teaching approach and facilitate them in the transition from the spoken to the written language. It is perhaps one of the most appropriate methods given that visual texts mentally activate the students.
- Evaluate theoretical frameworks, learning tools and course

Finally...

- Multiliteracies is a concept the Dept. of Education and Social Sciences has expertise via the Ass. Prof. Anna Fterniati.
- The implementation for the Roma integration is conducted for the first time.
- Roma integration is Prof. George Nikolaou's life-long research in Multiculturalism.
- The synthesis in RomaMultiLangPrimE will be successful!

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