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RomaMultiLangPrimE
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RomaMultiLangPrimE

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

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PRE STUDY

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EXECUTIVE SUMMARY

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. According to the survey conducted by European Union Agency for Fundamental Rights in 2016, Roma is the largest minority ethnicity in the European Union (EU) and counting among the poorest populations, facing social exclusion, unequal access to jobs, in education, housing and medical services. The survey results indicate that the Roma face four major and interconnected problems regarding education: (i) low level of participation in pre-school education; (ii) high risk of segregation in schools, aggravated by prejudice and discrimination; (iii) high rates of school dropout before graduation from secondary education and (iv) low literacy rates.

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. Romani students can familiarize with new and more attractive ways of presenting written language via multimodal texts and the perception of the morphological variety of semantic modes to decode the everyday communicative messages. In addition, emotional mapping will aid their emotional stability and adaption to the modern creative classroom in order to transfer the newly acquired skills outside the classroom walls. This project offers the students the advantage of extracting elements from their own everyday life, such culture, art or fairy-tales so that students' daily experiences and teamwork are directly linked to classroom learning in an innovative and unique way. In this pre study research a written test was carried out concerning descriptive speech which was given to the children; this was in an exercise format so to write a story. This test included a questionnaire with demographic questions.

This test was performed on a group of 25 children aged 8-9 years per project participant country. 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.



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1. EUROPEAN POLICIES AND FRAMEWORKS FOR ROMA

According to the survey conducted by European Union Agency for Fundamental Rights in 2016, there are pronounced differences between EU Member States: 43% in Greece and 22% in Romania of children aged between 6-15 do not go to school, while the proportion in Bulgaria and Italy of Roma children aged 6-15 yo who do not go to school is 11% -14%. In the same survey it has been found that within the education system there is a combination of institutional and structural factors that lead to high dropout rates and failure to attend school among Roma children: These reasons are often aggravated by teaching styles or school programs that do not resonate with the experiences of real life of Roma children, teachers' prejudgement or lack of motivation, as well as segregation. That is why it is necessary to implement or intensify the special training of teachers and teaching staff, especially regarding equal treatment for Roma children.

The goal of RomaMultiLangPrimE is to aid and increase Romani primary school students' Multiliteracies Language Learning Competences for their early and natural integration in the everyday educational classroom activities. In other words, it is expected that the reading and writing abilities depicted in the pre study and the pre-pilot study will increase via Multiliteracies.

1.1. ROMANIAN EUROPEAN POLICIES AND FRAMEWORKS

According to 2011 census of population 3% of Romanian population are Roma, being the second minority ethnic group after the Hungarians.

They preserve the traditional activities, survive from social assistance and the allowances for children. Language and cultural barriers. Generally low educational attainment level. Lack of education leads to social exclusion and poverty. Many Roma children abandon school after only few years of studying and in some cases the Roma girls do not even go to school. Different surveys of the Roma population residing in



Romania show low levels of educational attainment (34-35% high school graduates and 2-3% university graduated), completed with high levels of illiteracy (25%).

There are many social inclusion projects developed by the Romanian authorities, NGOs and the European Union but it takes more time for the situation to be improved. The first Roma targeted strategy - the Strategy of the Government of Romania for improving the condition of the Roma was elaborated in 2001.

There have been three main stages in the history of the post-communist Romanian social policies addressed to Roma insertion:

- between 1990 and 1995 - policies and programs aimed rather towards exploratory steps that led to understanding of the mechanisms necessary for coherent social interventions.
- between 1996 and 2001 - development of more specific strategies, measures and interventions, designed and implemented both by public institutions and non-governmental organizations.
- 2001-present - undertaking of responsibilities by the relevant authorities in order to provide responses and solutions to a difficult situation which is continuously increasing.

After a decade from the initial strategy, in 2011, the Romanian Government launched the new targeted strategy called "The Romanian Government Strategy for the Inclusion of Romanian Citizens from Roma Minority" (SNIR) for the period 2012-2020. The main purpose of the revised strategy is to "ensure the social and economic inclusion of Romanian citizens belonging to Roma minority, by implementing integrated policies in the fields of education, employment, health, housing, culture and social infrastructure. "

There are two main objectives:

(1) Ensuring equal, free and universal access of Romanian citizens belonging to Roma minority to quality education at all levels in the public education system, in order to support economic growth and the development of the knowledge-based society.

(2) Promoting inclusive education in the education system, preventing and eliminating segregation and fighting against discrimination on grounds of ethnicity, social status, disabilities or any other criteria which affects the children and the young people belonging to disadvantaged groups, including the Roma people.



Strategical measures taken: completion/amendment of the legislative frame regarding school desegregation; increase of the quality of educational services; training of teaching staff; development of complementary measures to prevent and fight against discrimination and desegregation in schools.

As a result various projects and programs were implemented sustained by the European social fund or the European Commission regarding "School after school", parental education, remedial education, warm meal, Romani language and culture courses for students; educational programs to prevent segregation, discrimination racism, bullying, violence.

1.2 BULGARIAN EUROPEAN POLICIES AND FRAMEWORKS

According the 2011 census, the number of Roma population in Bulgaria comprises **4.9%**. That is the number of people self-defined as Roma. Among themselves they are divided into subgroups depending on the time they came in Bulgaria and settled down. These groups are Yerlii, Kaldarashi , Rudari / Ludari and Millet.

The Roma language is a mother tongue for 281 217 persons or **4.2%** of the population. The Illiterate persons in the country are 112 778 in total, with **14.5%** of Roma. **23.2%** of Roma children aged 7 to 15 do not attend school.

The lack of proper education and the traditional way of living of Roma has a number of effects:

- Early marriages- the average age is 13-14;
- Early school leaving- due to their culture they don't consider education a priority and a large number of young people leave school early or just drop out;
- Employability - Early school leaving leads to lack skills and knowledge required of the labor market. Their traditional craftwork is no longer on demand and they have no incomes to support their families.
- High crime level – the lack of incomes force a large number of Roma to commit crimes from simple burglaries to phone scams .

To tackle the above-mentioned problems in 2012 the Government launches **the National Strategy of the Republic of Bulgaria for Roma Integration (2012-2020)**. It is based on the principles of the European Union's policy framework for the protection



of human rights; the EU Framework for National Roma Integration Strategies until 2020; The general basic principles for Roma inclusion, adopted by the Council of the EU on 8.06.2009 and Council of Europe Framework Convention for the Protection of National Minorities. The main goal of the strategy is to create conditions for equal integration of Roma and Bulgarian citizens in vulnerable position by other ethnic groups in public and economic life by ensuring equal opportunities and equal access to rights, goods, goods and services, participation in all public spheres and to improve the quality of life in compliance with the principles of equality and non-discrimination. In the field of education, the main priority of the strategy is include and keep Roma children and students in the education system, providing quality education in a multicultural educational environment.

The draft of **The National Strategy of the Republic of Bulgaria for Inclusion and participation of the Roma (2021- 2030)** has just been published. As the previous strategy was also based on the principles of the European Union's policy framework for the protection of human rights; The general basic principles for Roma inclusion, adopted by the Council of the EU on 8.06.2009 and Council of Europe Framework Convention for the Protection of National Minorities. The emphasis on the proposed strategy is mainly on the realization of Objective I. **Accelerated economic development and Objective III. Reducing inequalities of The National Development Program of Bulgaria 2030.**

To achieve the above mentioned goals, in cooperation with NGOs, the Government has launched a lot of programmes and projects. Some of them are:

- Romani Feasts and Customs
- Gender equality and prevention of early marriages
- From social benefits to employment
- Educational integration of students from ethnic minorities and seeking or receiving international protection
- Support for pre-school education and training of disadvantaged children
- Support for vulnerable groups for access to higher education - Phase 1
- Adult Literacy - Phase 1
- Socio-economic integration of vulnerable groups
- Support for the social inclusion of Roma and other vulnerable groups



1.3 TURKISH EUROPEAN POLICIES AND FRAMEWORKS

Roma group is one of the largest of the disadvantaged groups living in Turkey. Since Turkey does not collect data on ethnicity, there is no precise data on the population of Roma living in the country. However, it is estimated that there are over two million Roma living in Turkey. Generally they live in the most disadvantaged regions and the poorest districts of the cities even though Roma people living in different areas of Turkey and Europe have different cultures and life styles. For that reason, especially since 1990s, several steps have been taken in both Europe and Turkey for improving the statue of them. Within this scope, Roma civil society started to be organised in Europe, European Roma Rights Centre has been established and “The Decade of Roma Inclusion” including the period of 2005–2015 has been launched. In 2009, European Platform for Roma Inclusion was established and fundamental principles for social inclusion were identified.

Visits carried out to the Roma neighbourhoods and investigations conducted by the representatives of civil society organisations and public institutions reveal that Roma children are not able to benefit from the education opportunities sufficiently, their access to education opportunities is relatively low, early leave and absenteeism ratios are relatively high. Roma children, who are not interested in educational activities and couldn't be bound up with school life, face significant challenges when they are grown up in terms of orientating to social life and having the chance of entering the labour force. This situation is considered as a crucial mechanism triggering the cycle of poverty.

One of the most significant reasons of the early leaves of Roma children and their poor educational conditions is socio-economic challenges faced by their parents. Roma families do not believe in future, they consider their children's educational process as a relatively long and ambiguous investment.

School enrolment procedure in Turkey is conducted due to the Central Civil Registration System (MERNİS) in a way based on the residence and automatically. Student distribution among the classes is carried out mostly according to academic



success level generally within the framework of school management decisions. Segregation regarding student distribution is not possible but it is observed in the past that Roma children have education in different classrooms or environments or they form isolated groups among themselves. Besides, one of the problems about education which restrain Roma children from attending schools is the perception of segregation observed in practice and complaints related to this perception.

Consequently, some Roma children leave education because their families cannot afford the expenses or they are obliged to work so as to support their families. On the other hand, some Roma children, who continue to study, leave education just because they think that they are exposed to social exclusion.

The strategic objective of educational authorities about Roma children is to ensure all Roma children to access to equal opportunities for education and qualified educational services and have them complete at least the compulsory education successfully.

And the goals are:

1. Leaving education by means of early leaves and absenteeism during all stages of the compulsory education will be prevented and the people especially youngsters who dropped out the school because of several reasons in the past will be ensured to continue their education.
2. Knowledge level of Roma families related to socio-economic benefits of education and social assistance regarding education will be increased.
3. Social bond between Roma parents, students, school, teachers and peers will be strengthened.

Various projects and programs are implemented by the European social fund or the European Commission by public institutions and NGOs on social inclusion and decreasing early school leave. In those programmes and project events the target groups were not only students but also their parents and their neighbourhood people. These projects are sustained to some extent and got positive feedback but school teachers and parents Communication and collaboration was at its peak.

1.4 ITALIAN EUROPEAN POLICIES AND FRAMEWORKS



Romani peoples (Roma, Sinti, Camminanti - RSC) in Italy are estimated at a very wide range of between 120,000 and 180,000 people, making up about 0.25% of the Italian population¹. Alongside communities of ancient settlement, made up of around 70,000 people with Italian citizenship, there are also communities of Eastern European origin, who arrived in Italy at different times in history.

National strategy for inclusion

Italy's national Romani inclusion strategy focuses on eliminating poverty and social exclusion among marginalised communities. One of the main objectives of Italy's national strategy is to ensure education for all RSC children, to promote non-discriminatory access to education and address school drop-outs. The strategy also aims to end the practice of RSC people living in camps, to improve their living conditions, replacing camps with safe housing and promoting microcredit, as well as a vaccination campaign for Romani families.²

The legislative architecture concerning the Romani minority living in Italy is essentially linked to regional and secondary institutions. This has resulted in a fragmented and not very coherent framework: thus at a local level there has been a succession of regional laws often stipulated in agreement between local authorities and third sector entities.³

At the National level in the 2012, a National Strategy for the Inclusion of Roma, Sinti and Camminanti has been developed. The National Anti-Racial Discrimination Office (UNAR) has acted as a promoter of a mediation between bodies engaged in the defence of rights at local and national level and as a filter for part of the funding dedicated to Italy.⁴ Within this framework, four projects with a national scope are active. For three of the four projects the funds come from European funds for inclusion (2014-2020), the implementation of the projects involves third parties present on the national territory and active at different levels in combating social marginalisation and defending the rights of the Romani minority.

1 https://it.wikipedia.org/wiki/Rom_in_Italia

2 https://ec.europa.eu/info/policies/justice-and-fundamental-rights/combating-discrimination/roma-eu/roma-inclusion-eu-country/roma-inclusion-italy_en

3 <https://www.rapportodiritti.it/rom-e-sinti>

4 <https://www.rapportodiritti.it/rom-e-sinti>



- 1) The project "TO.BE.ROMA. Toward a Better Cooperation and Dialogue Between Stakeholders Inside The National Roma Platform", financed by the European Union within the framework of the Rights, Equality and Citizenship 2014-2020 programme. The project is developed along two main lines: the first is the strengthening of participation in decision-making processes of associations that deal with Roma and Sinti rights; the second is the fight against discrimination, and the development of greater knowledge and skills with respect to anti-gypsyism and hate speech, among young Roma and women through specific training sessions on the subject.
- 2) The project "Pilot interventions for the creation of tables and networks of stakeholders involved in different ways with the RSC communities, in order to encourage the participation of Roma in social, political, economic and civic life" is aimed at strengthening cooperation between civil society and local authorities with the involvement of 8 municipalities (Milan, Genoa, Rome, Naples, Catania, Messina, Cagliari, Bari).
- 3) A project that refers to a specific line of action on health, is the Project for the promotion of strategies and tools for equal access to health care for Roma, Sinti and Camminanti.
- 4) "A cultural journey between memory and actuality. Promotion and dissemination of Roma, Sinti and Caminanti culture" moves along three main lines of intervention: memory; removal of prejudices; culture, mediation and territory.

Inclusion of Roma, Sinti and Camminanti students

The inadequate level of average education among the citizens of Roma, Sinti and Caminanti origin is a major cause of their poor living conditions and difficult access to the labor market. The increase in access and participation in the national education system and education levels of young people and adults, with particular reference to women, is one of the main objectives of the National Strategy for the Inclusion of Roma, Sinti And Camminanti Communities - European Commission Communication No.173/2011⁵

In school, despite the attempts of regulatory and practical involvement of students Roma adopted in recent years, still remain:

- low levels of enrollment;

5 https://ec.europa.eu/info/sites/info/files/italy_national_strategy_roma_inclusion_en.pdf



- high levels of early school leaving,
- more cases of school failure,
- the hostility of the reference area school against their inclusion in the classroom.

Despite the work of penetration in the camps and raising done by voluntary organizations through cultural mediators and skilled personnel, RSC communities still show an attitude not always consistent from compulsory schooling, whose cause is not only in the historical distrust of the "non-Roma", but also reasons of convenience, we identify in those children who can bring families to gain membership (think of the practice of begging or Mengel, as practiced by some families).

We can identify some elements "typical" of schooling RSC:

- Difficult to know in an exhaustive number of children and adolescents in compulsory education;
- High school dropout rate (around 42% in the first cycle);
- Very low frequency in the second cycle of education;
- Irregularities in frequency,
- Early school leaving, the girls and boys;
- Difficulties in learning Italian and inclusion;
- Does not match the frequency and / or degrees earned with skill standards;
- Misuse of support as a teaching strategy (RSC high percentage of students certified as disabled pupils, 30-40%).

To avoid the risk of making the school a place of dissemination of stereotypes, it is therefore a design school, and social policy that recognizes the RSC communities as political aware and active. A real process of education cannot ignore such considerations. Following the complex reform process that led to the definition of school, there is no specific national program of reception and inclusion exclusively aimed at students of RSC origin, although over the years have been developed significant experience in this regard.

There are two documents in the last year preparing the legal framework and general principles of inclusive education of children from different cultural backgrounds, including children RSC.



The first is the Circular of the Ministry of Education no. 24: Guidelines for the reception and integration of foreign students ", March 1, 2006. The second document for the general direction is "The Italian way to the school and the cultural integration of foreign students" by the National Observatory for the integration of foreign students and intercultural education (Ministry of Education, October 2007), within which are set out principles and actions that define the "national model" for the reception and inclusion of children of different cultural origins, including the RSC groups. In the document cited is given the opportunity to take action on issues of prejudice and discrimination, "the anti-gitanism assumes the appearance of a specific form of racism that intercultural education must fight, through the knowledge of the history of Roma and Sinti"

Another area on which the National Strategy plans a specific intervention is to support education for those who have left school prematurely. In order to prevent the risk of early dropout from school, for boys and girls, it is necessary to offer space and opportunities for remedial teaching with achieving at least the eighth grade (compulsory education in Italy) and individualized training that reduce risks of marginalization and deviance, even with scholarships and working experience that can offer real job opportunities.

A special support is carried out against teen mothers, to recover their attendance at school or in vocational training, placement, and promote early education for their children.

Furthermore, it is considered essential to enhance the role of extra-curricular activities such as meeting places and cultural growth among peers, for the promotion of the rights of minors RSC and their right to play sport and other recreational activities.

Following the National Strategy, from 2013 to 2016, the Ministry of Education developed a National Programme for the Inclusion and Integration of Roma, Sinti and Caminanti Children (RSC). The Programme was promoted by the Ministry of Labour and Social Policy, together with the Ministry of Health and the Istituto degli Innocenti.

The project activities are present in the main cities with a strong presence of Romani groups: Bari, Bologna, Catania, Florence, Genoa, Messina, Milan, Naples, Reggio Calabria, Rome, Turin and Venice.

The objectives of this strategy have been:

- improving the school inclusion and educational success of RSC children;
- combating early school leaving of RSC minors;



- improving access to social and health services for RSC minors and their families;
- consolidation of sustainable multi-sectoral and multi-level territorial governance;
- creation of a network of cooperation between the cities participating in the project.

The three-year project has envisaged work centred on three areas: schools, housing contexts and the local network of services.

The work in the school, aimed at promoting a more inclusive school and combating early school leaving, was addressed not only to RSC children but to all the children in the project class, the teachers, the school manager and the technical staff, with the idea that an inclusive school is a welcoming and better school for all (children and staff) and not only for RSC students.

The work in the housing contexts was aimed at integrating the objectives of school support with those of promoting the overall well-being of the child in relation to his or her family; the activities therefore seek to promote access to local services for the families involved, active participation of the families and, in general, to promote health protection.

Local network work has been a specific area of attention aimed at giving stable form to mechanisms for managing social and socio-educational interventions. Cooperation between the social, health, education and third sectors and the participation of the RSC community are fundamental requirements in actions and strategies to combat marginality and social exclusion.

The project actions were based on a multi-stakeholder collaboration and on a global approach to the inclusion dimension, focusing on the social, relational, physical, psychological and emotional well-being of RSC children and adolescents. The local level of policies is strategic because it is a dimension that makes it possible to envisage global interventions in favour of the person and the families in the various spheres of daily life, strengthening the social cohesion of a territory.

1.5 GREEK EUROPEAN POLICIES AND FRAMEWORKS

In each Roma student in Greece, information is analyzed with local marginalization in places; therefore for Roma vulnerable children intermediate children are bilingual and divisions (eg in Thrace) trilingual, and from the result each time is composed with the choice of oral cultural content.

Their education has gone through many stages. The interventions reflect on the one hand the efforts of the Ministry of Education to first understand the issue and then to



harmonize the national educational policies with the relevant European requirements, and on the other hand the scientific approaches and the efforts of interpretation by scientists from the humanities / social / scientist.

There are many social inclusion projects developed by the Greek authorities, NGOs and the European Union, but despite the efforts made, **illiteracy rates are still high to this day**, while the manifestation of racist behavior, reverse racism and ghettoization remain in almost the same levels, as the FRA 2013 surveys point out.

All intervention programs, in all universities, have made significant efforts from the beginning and to this day for the following aim: to bring Roma children from the streets to schools and from child labor to education. In addition, they tried to keep the children in school and support them in their school activities: enrolment, regular attendance and good school performance (compulsory education) are the three interrelated goals of all intervention programs. In summary: all programs had / have a clear inclusive character and therefore look forward to inclusive education of mixed student populations (general population students / Roma students).

- During the period (1994-1999) a training program for Roma children was held by the University of Ioannina with the aim of rearranging the relationship between school and Roma families, in order to integrate and advance in the educational, social and professional sector.

- During the period (2001-2008) updates were implemented in order to raise the awareness of Roma parents and the local community, trainings for the teachers involved. Departments of rapid learning gaps were created, individual support and counseling of students was promoted and material was produced, while various researches were run.

- During the period (2007-2013) two programs enhanced the access and attendance of Roma children in Preschool Education and the smooth transition to primary school and to enhance the acquisition of Greek which is the second language of children. Other actions were: the strengthening of teaching, design of differentiated, interdisciplinary teachings, connection of school, family and local community, etc.

Horizon 2020: Inclusion of Roma children in the framework of the national strategy for Roma.

The European Commission in its 2011 Opinion on the European Framework for Roma Inclusion and the Committee of the Regions recommends that Member States and local and regional authorities take action to strengthen Roma cultural education and identity, implementing integrated policies in the fields of education, employment, health, housing, culture and social infrastructure, which is important for combating stereotypes, xenophobia and racism, as well as for promoting social and economic inclusion without cultural assimilation.

There are two main goals:



- The integration of children in the school reality in order to reduce school dropout and failure and the diffusion of their education at all levels of education, resulting in an increase in the level of their social, cultural and functional literacy.

- Regarding adults, the reduction of their illiteracy with a simultaneous increase of their functional literacy, at least in the categories of reading and writing as well as numeracy

Indicative actions are to ensure the adequacy of buildings and adequate school equipment, to ensure access of Roma students to school, to create programs to enhance the social skills of Roma infant students, Health Promotion seminars, Strengthening programs of the school-family relationship, provision of appropriate educational material in kindergartens with Roma, etc.

Based on the previous European as well as national frameworks and policies to support the Roma children and their active participation and inclusion in the everyday classroom activities for all project participant countries, this project aims to be a joined effort to tackle these problems and support the Roma children in their school, prohibiting them from children labour.



2. MULTIPLICATIONS

RomaMultiLangPrimE project aims to develop an innovative understanding, designing, developing, evaluating and disseminating new pedagogical methods, a relevant cards package for onsite and online use initially in the partners' languages and English language.

Multiliteracies is the ability to identify, interpret, create, and communicate meaning across a variety of visual, oral, corporal, musical and alphabetical forms of communication, via multimodal learning tools. It can become a standard for innovative intercultural teaching and learning, reflecting the reality lived by the students themselves and providing the school with a role that will be significant in the society of the future. Multiliteracies Education in Europe that young people become competent in using language multimodal representations so to become capable of communicating and contributing to the development of social futures and well-being of the society in which they live in.

Multiplications, this is Multiliteracies, Multimodality, Multilingualism, and Multiculturalism, support the integration of Romani students in the everyday school activities and language learning. Multiplications can help the students of 6-12 yo to express themselves by adapting to the modern communication requirements to utilize different media for meaning other than linguistic. Romani students can familiarize with new and more attractive ways of presenting written language via multimodal texts and the perception of the morphological variety of semantic modes to decode the everyday communicative messages. In addition, emotional mapping will aid their emotional stability and adaption to the modern creative classroom in order to transfer the newly acquired skills outside the classroom walls. The project offers the students the advantage of extracting elements from their own everyday life, such culture, art or fairy-tales so that students' daily experiences and teamwork are directly linked to classroom learning.



2.1 THE CONCEPT OF MULTIPLICATIONS

The modern citizen, due to technological developments and the need to transcend different linguistic and cultural codes, must develop new skills in order to be able to understand, use and produce a variety of multimodal texts (texts that combine words, symbols, images, images). , charts, sound and appear with the help of new forms of typography and digital technology). The development of such skills makes the teaching approach of Multiliteracies an important teaching objective. Technological changes and the variety of sources of information in recent years cannot be ignored by the language course, which has to be adapted to modern communication requirements, so that the learner can come in contact with different sources of meaning other than linguistic.

In particular, a further goal is to familiarize students with new ways of presenting written language. Through the interpretation of multimodal texts and the perception of the morphological variety of semantic modes, the student will be able to decode all the communicative messages that are presented daily. After all, multimodal texts have the advantage of extracting elements from everyday life, everyday reason, culture, art, fairytale, etc., so that students' daily experiences are linked to learning (Cope & Kalantzis, 2000· Kalantzis & Cope, 1999· Kress, 2000· Kress, 2003).

The term multilingualism reflects both the variety of textual forms resulting from the impact of new technologies and the variety of textual forms produced in a multilingual and multicultural society (Cope & Kalantzis, 2000). Specifically, it was created by the need to develop skills for understanding multimodal texts, which combine different semantic modes of speech production in diverse and multicultural social environments (Kress & van Leeuwen, 1996).

2.2 THE MULTIPLICATIONS EDUCATIONAL MODEL AS AN INNOVATIVE TEACHING APPROACH

The pedagogy of Multiliteracies emphasizes the elaboration of textual and discourse types through the cultural sources of the evolving modern society. This process will



result in students developing a critical language for understanding and manipulating the social and cultural power of these texts, as well as related social practices. The pedagogy of Multiliteracies focuses on both linguistic and social empowerment of students, in order to understand the meanings produced in modern society and to actively participate in social change as designers and builders of the social future (Cope & Kalantzis, 2000).

The emergence of such skills is based on the teaching approach of Multiliteracies in the aftermath of its Pedagogical Literacy (New London Group, 1996). The concept of Multiliteracies goes a step further than its pedagogical literacy (Cope & Kalantzis, 2000). In the current CA language lessons and school textbooks clearly identify its practices (Fterniati, 2009 Fterniati, 2010). However, there is a significant limitation to the analysis, understanding and teaching of the multimodal texts involved (Fterniati, 2009).

In conclusion, it is clear that the school is taking on new roles in order to equip students with the skills they need to cope with the new reality (Chantzisavvídís, 2003; 2007). The educational system cannot be left unattended in the new setting where written and oral speech is replaced by images, sound, and more. . After all, student recruitment is now also transformed from monotropic (text) to multimodal (computers, videos, posters) (Kress & Van Leeuwen, 1996).

2.3 THE ACTIVITY PLANNING PROCEDURE

Following the RomaMultiLangPrimE innovative pedagogy, the student gets the opportunity to participate in social developments through the Design process. It is a concept that takes the place of so-called written speech production, since the goal is now to use different resources that are important in the process of constructing and producing a text. The iterative design process consists of three dimensions: designed, designing and redesigned.

Specifically, in designing, the process of shaping emergent meanings involves re-



presentation and transformation. This is not simply a repetition of the plans available. The construction of a new concept, a new meaning involves the transformation of the resources available to that meaning (New London Group, 1996). The result of the design is redesigned, that is, the creation of a new meaning. This product, in turn, is being redesigned to become a new available design, a new available resource (New London Group, 1996).

In order to implement the above process within the school environment, there are four phases, which are not linear but may be interchangeable and overlapping. Specifically, these are located practice, overt instruction, critical framing, and transformed practice.

The first phase of the placement practice refers to the case where the teacher draws on students' past experiences and urges them to bring texts from their daily lives and social environment to the classroom. The teaching material chosen must be linguistically diverse, including texts from the wider community (articles, instructions, advertisements, maps, boards, letters, etc.), "authentic" communication texts, types of discourse frequently encountered in the classroom. social context (informative, literary, persuasive texts, etc.), texts that exploit new technologies in the way they are presented (multimodally), integrating beyond linguistic and other semantic modes (image, sound, movement).

In the second case of open teaching, the aim is to use activities that facilitate the understanding of the functioning of individual linguistic elements and mechanisms, which play a significant role in the construction and rendering of meaning in a textual language using meta-language. Such activities concern the key points of the structure and organization of a textual genre, the function and communicative use of morpho-syntactic phenomena within each textual genre, the use of meta-language for the direct teaching of such phenomena, the teaching and other modes (picture), sound, movement) except language (Fterniati, 2010).

In the case of critical context, the text attempts to integrate the social and cultural context in which it is produced and operates. In this case, a text is analyzed from the point of view of its critical view and interpretation (Fterniati, 2010). Students engage not only in activities related to the decoding of textual characteristics but also in the awareness of the socio-cultural appeal of these characteristics. The purpose of Critical Framing is to help students reinforce their critical thinking and consciously examine the historical, social, cultural, political, ideological relationships of particular systems of knowledge and social practice (New London Group, 1996). Critical framing is directly



linked to the established practice we discussed above and is based on everyday social goals, as intended by the pedagogy of Multiliteracies (Mills, 2006). Finally, the case of transformed practice refers to encouraging the transfer of adaptation and integration of the produced text into a similar or even different context from the original text on which it was processed. Therefore, the context in which the new text moves will be analogous to, or therefore different to, the social and cultural context.

Our activities will be divided into two levels where we will develop language teaching material for narrative text at ages 5-9 years and business textbook language teaching material at ages 10-12. The objectives of each level are scalable as the goal is to get students to the first level to move to the second level.



3. SCHOOL EDUCATION: TACKLING EARLY SCHOOL LEAVING AND DISADVANTAGE

According to the same survey conducted by European Union Agency for Fundamental Rights in 2016, the number of Roma children participating in compulsory education is lower than that of children of other ethnicities. Roma children have a low level of participation in pre-school education; a high risk of segregation in schools, aggravated by prejudice and discrimination; high rates of school dropout before graduation from secondary education and low literacy rates.

The first activity in this project is this initial pre-study. That involves a systematic study to shed light in understanding the ways Romani students, co-students and their teachers can become more aware when communicating with each other (yet with others too) in their meaning creation creative writing and actively participate in their learning. The study explores and analyses 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.

3.1 OBJECT OF THE INVESTIGATION - METHODOLOGY OF RESEARCH

Only one European project exists in Multiliteracies, this is StoryLogicNet project, still running in 2021. In this linked project also based on Multiliteracies to support reading and writing abilities, the object of the research is the evaluation of the literacy skills level of Roma primary school students before the intervention through an experimental teaching material and the literacy skills level of Roma students after the intervention, as well as the comparison between these two levels.



More specifically, the research analyses the written speech of primary school Roma students in the context of the participant countries language course in schools, which will differ in terms of the socio-educational level of the area in which they operate.

The intervention teaching material has been designed by the Pedagogical Research Laboratory scientific team at the University of Patras on the current principles of Literacy Pedagogy and Multiliteracies and contains mainly innovative multimodal texts for editing and production.

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.

This research methodology follows all project research. This pre study identifies children's and Roma children's reading and writing abilities as the initial phase of the pilot research. In the next section the data collection tools will be discussed and analysed regarding the narrative text.



3.2 DATA COLLECTION TOOLS

In this research, a written test was utilised as a data collection tool.

The aim is to assess the general level of literacy of the sample -experimental group (the class that the experimental material is going to be applied) and control group (they continue with the current material)- and to formulate any differences after the application of the teaching material in the experimental groups

In order to test the students' literacy skills, the research will utilize part of the International Association for the Evaluation of Educational Achievement [IEA] written composition test (2010), revised and adjusted by Anna Fterniati, Language Education Professor of Patras University.

Moreover, except the test, two questionnaires were utilised too in order to collect data on parents' education level and teachers' attitudes regarding written discourse teaching and production.

a) DATA COLLECTION TOOLS FOR PILOT INITIAL TEST

In this research 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.

This test was performed on a group of average 25 children aged 8-9 years for each participation country. The aim is to test the pre study of the pilot research that will take place in the months of October - November - December, in order to be solved possible problems to.

The following analysis Categories for narrative text are as follows:

Analysis' Categories for Pupils' Texts

Regarding the organizational features of the narrative genre, the study will examine whether the following five analysis categories will be sufficiently developed:

1. *Narrative pattern* (de Beaugrande and Dressler 1981; Labov and Waletzky 1967; VanDijk 1980)—basic generic structure including: *orientation* (appropriate information on characters, place, time frame, and the initial situation in general), *complicating action* (adequate plot, internal and external action development) and *coda/resolution*



2. *Evaluation*—commentary on actions, situations, and characters (Labov and Waletzky 1967)
3. *Cohesion*—time and causal relationships; successful use of indicators, past tenses, reference (Halliday and Hasan 1976; Knapp and Watkins 1994).
4. *Coherence*—focus, suitability for the specific situational context (Halliday and Hasan 1976)
5. *Grammaticality* and *semantic acceptability*—pupils’ texts were also evaluated in terms of using correct grammar, syntax, vocabulary, etc

The statistical elaboration of the data will be conducted using MS. Excel and SPSS software.

The criteria analysis matrix is the following:

3.3 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)	0	1	2	3	4		



0: not at all 1: a little 2: enough 3: a lot 4: very much							
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. 0: not at all 1: a little 2: enough 3: a lot 4: <i>very</i> much	0	1	2	3	4		
E2. Spelling skills. Correct word toning. Correct use of capital letters, punctuation (0-4) 0: <i>not at all</i> 1: <i>a little</i> 2: <i>enough</i> 3: <i>a lot</i> 4: <i>very</i> much	0	1	2	3	4		
E3. Semantic-Conceptual errors. Inappropriate words and formulas for written discourse. Correct expression (0-4) 0: <i>too many</i> 1: <i>a lot</i> 2: <i>enough</i> 3: <i>a little</i> 4: <i>almost not at all</i>	0	1	2	3	4		
E4. Vocabulary (0-4) 0: <i>very poor</i> 1: <i>poor</i> 2: <i>average</i> 3: <i>rich-/varied</i> 4: <i>very rich/special/unusual</i>	0	1	2	3	4		
E5. Successful separation of topics through paragraphs (0-2) 0: not at all 1: a little 2: a lot	0	1	2				
E6. Presentation-image-appearance of writing. Readability. Space between words. Straight writing direction (0-4) 0: <i>not good</i> 1: <i>a little better</i> 2: <i>quite good</i> 3: <i>very good</i> 4: <i>extremely good</i>	0	1	2	3	4		
E7. There are errors in Grammar, Spelling, Punctuation that affect the understanding of the content (0-4) 0: <i>too many</i> 1: <i>a lot</i> 2: <i>enough</i> 3: <i>a little</i> 4: <i>almost not at all</i>	0	1	2	3	4		

3.4 CRITERIA ANALYSIS MATRIX OF THE

NARRATIVE TEXT TEST FOR THE PRE STUDY

A. THE TYPE OF TEXT MEETS THE REQUIREMENTS

A1. Overall rating (0-10): *It should not be confused with school grades. All grades from 1 to 10 are selected here. Zero (0) is selected in case of almost no narrative text production.*

A2. Total grade (0-6): *Used to ensure greater objectivity. For both of the above we examine whether:*

-The text corresponds to the requested textual type/genre, this is: a narrative text is produced: fictional storytelling

- The story is clear, complete and interesting, whether it is developed effectively. Also whether the



narration is lively, if there is a personal style.

A3. Coherence (0-4): We examine whether:

- The student understands the purpose and whether the text is appropriate for the communication context (aim and recipient). It is also taken into account whether the word “terrible” and the phrase “in the world of people” is attributed by the children. The word “terrible” is understood by children in two ways, either something that it causes fear, or in the modern sense of the language of young people (very nice). If narration is very good, but it is not related to the world of people, we could evaluate it here, subtracting a degree.

- evaluate whether there is focus. The details are organized in a clear design. The story is developed sufficiently, clearly, without deviations, with a logical connection of the parts of the narrative (including the paragraphs). The necessary information is there (neither more nor less).

B. Narration of the episode

B1.

The point of view of the insect is indicated/adopted (0-4): Examine whether:

The child depicts the reality of a cockroach. Faces, objects and events are rendered through the eyes of a cockroach, e.g. *I was afraid they would step on me, the buildings were huge* (this does not prevent anthropomorphic elements, as in the cartoons starring animals, , e.g. *in the restaurant we ordered stew flies*)

B2. The narration is written in the first person singular (0-2).

The main thing we pay attention to is that the story is written in the first person singular, e.g. *The night people slept, I came out of my nest...* and not in the third person, e.g. *the spider at night when the people slept, came out of its nest...*

Sometimes the child writes in the first person plural, implying his companions. Then again we score 2: yes, e.g. *we came out of our nest and rushed to the kitchen.*

In case the child writes in the first person but as a human and not as a cockroach (eg *I was in the kitchen and saw a terrible spider coming out...*), then we choose zero (0).

Sometimes again, while he starts talking like a cockroach in the 1st person, he continues in the 3rd. e.g. *I came out of my nest, a man saw me and then the spider started running*

Generic categories

B3. Orientation is developed effectively (eg p.7) (0-4): We examine whether:

- Information is given about the persons, space and time (or one of the two) and generally about the initial situation.



- The initial situation is given in a way that orients the reader, to be introduced effectively in the narration

B4. The evolution of the action was developed (eg p.7) effectively (0-4): We examine whether:

- Includes the fact that overturns the initial situation, sufficient plot/development of the action (internal-external action of persons), the climax and the solution/end of the episode.

- The characters are developed according to the events, as well as their thoughts and feelings (the heroes are constantly redefined during the unfolding of the episode).

- The sequence of events is clear.

A 5-point scale could correspond to:

- not at all (0): non-existent or almost non-existent development of action
- a little (1): it is limited to a few sentences and little is said about the episode
- enough (2): it is developed in several sentences, but without a complete narration of the episode
- very (3): fully developed.
- very much (4): The narration is special-There is a personal style

B5. The story has an end (0-1)

B6. The narration has a closing/ending (0-1), i.e. a concluding statement that creates a sense of closure. It does not coincide with the end. E.g. **End:** *Finally, my friends came and saved me.* **Closing:** *It was an unpleasant experience that I will never forget.*

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

C2. Historical present tense is used alternatively to other past tenses to give immediacy: It is counted only when used correctly, e.g. may be present, but without being historical, that is, without marking an important moment or with the intention of imparting immediacy

Comments on the tenses

- For the variety of past tenses we count the tenses only when they refer to the past in the narrative and when they are used correctly. (e.g. *When man threw poison at us, it had killed* (instead of "killed") *some of our cockroach brothers*)
- Especially in the case of the present tense, we count only the historical present tense (which gives immediacy to the narration, e.g. *While I was walking, I suddenly see...*) and not the present tense at the beginning of the story (e.g. *I am a terrible spider and I will tell you a story*), not the present tense of *general truth* of description e.g. how spiders generally live (usually in orientation) and not when some thoughts are expressed (in closure mainly), e.g. *After all, people are not so bad.*
- Also the dialog tenses are not calculated. Dialogues are another type of text that is simply quoted in the narrative.



C3. Number of subordinate clauses other than voluntary (e.g. *I want to go*) and side questions (e.g. *I did not know where he was, he wanted to know if..., He asked who was at the door...*) used as a complement to the verb.

C4. Number of temporal indicators used: Time indicators are counted :

- temporal links (when, while, as, after, before, just before, until, etc.), (Attention, “as” and “since”: “as” and “since” sometimes are temporal and sometimes causal. For example, *Since you did not want it, I gave it elsewhere, As he did not come, we left*) (see also Remarks below).
- adverbs of time (they answer the question when, eg immediately, late, tomorrow, fast, constantly, then, just, last year, never, today, then, now, late, etc.)
- **prepositional phrases** of time e.g. after/before school, for a long time now, for five days, e.g. *He will come in the evening / spring.*
- participles of verbs, e.g. *coming out he fell on me.*
- *other words or phrases denoting time, e.g. in a little while, first, years now, day by day, early in the morning.*

C5. Number of causal and other coherence indicators used, excluding temporal indicators, as well as the word “end”: Counted:

- the causal and the other links (except for the temporal already counted, e.g. because, so that, if, , but, although, in order that etc. Also the “since” and the “as” in a causal sense etc.
- - pronouns and adverbs that introduce referential sentences, e.g. *The man who..., The place where..., The thing that I want).*

To calculate the number of both above together, it is sufficient to subtract from the result of C3 the temporal links counted in C4.

- **prepositional phrases indicating cause:** e.g. because of him, because of the fear, for that, nevertheless, from his joy.
- participles of verbs: e.g. *waiting all night, he did not sleep.*
- **various adverbs and other conjunctions** when establishing logical-semantic relations between sentences, phrases or larger parts of speech e.g. so, after all, yet, still, finally, in fact, or rather, in reality, of course, also, however, on the contrary, at the same time, in parallel, for this, therefore, however, first, second, third, etc. (cf. and pp. 7-8).
- **Quotations of the type** *once upon a time, now I will tell you a story* etc. are counted here.

C6. Mechanisms that establish coherence through reference to persons (e.g. personal pronouns) and through reference to spaces (e.g. here, there) or through their absence (0-4). We examine whether:

- Persons are clearly identified through the correct use of pronouns or other references.
- The way of referring to persons, places or events is successful / unsuccessful.

Pronouns that work positively in the redefinition of persons. e.g. When K. kicked the ball, the ball (while he could write "it") fell on the table with the dishes. Here repetition works negatively, while the use of a pronoun would work positively.

On textual coherence in general

• It is good to note the text coherence indicators on the texts of the children in pencil so that it is easy to count:



- We circle all the links (or similar phrases) and the referentials (pronouns and adverbs) to count the subordinate clauses. As mentioned, we do not count them when they are a complement / object of the verb (eg *I know that he ...I did not know where he was, he wanted to know if..., he asked who was at the door.*).
- We mark the **temporal indicators** with a **wavy line**.
- Note in a straight line the other indicators of textual coherence (excluding temporal periods).
- We mark the comments/evaluation in a square.
- Square the pronoun errors (reference) without the top line of the square (if needed).

In general, we could say that anything that does not belong to the main terms of the sentence and belongs to the terms of the amplified sentence, is either an indicator of textual coherence (group C criteria) or commentary/evaluation (group D criteria)

- When we find the same link in a text continuously (eg while... while... while) we count all its appearances as temporal indicators of textual coherence, but we consider it as negative in the vocabulary score (E4).
- Some indicators sometimes have a temporal and sometimes another meaning, e.g.
 - since, as: both temporal and causal,
 - finally: both temporal and conclusive,
 .They are counted in the corresponding category. Even if they fall into another category, as mentioned, it is not terrible, since in the end the overall textual coherence indicators are important. That is why there is a separate and qualitative criterion that includes the textual coherence as a whole.
- Participles often denote adverbial relations, so they can be counted in textual coherence, e.g. temporal or causal Participles can be perceived as a corresponding type of sentence (see analysis C4, C5).

C7. Text coherence is established overall (0-4): In order to score, we take into account the whole C, without necessarily looking again at the individual criteria (C1, C2 '), but from the general image we have for the coherence of the specific text

D. Commentary - Evaluation

We examine if it is possible:

1. **Commentary on acts or situations:** e.g. with adverbs defining the actions of the heroes, causal, (e.g. because) final (e.g. in order to), opposition (e.g. although) proposals etc. stating the cause or consequences of events.
 2. **Commentary of persons-heroes:** e.g. Sentences (mainly referential) and adjectives), participles or other phrases / utterances that indicate perception, judgment, will, feelings etc. They are the narrator's comments on the mental state and behavior of the "heroes". **About the commentary/evaluation**
- We do not count the word “**terrible**” in the commentary, because it exists in the pronunciation.
 - If the same adjective is used continuously, e.g. good, bad, nice, we count it in **the commentary but we do not consider it as positive in the quality scale (D2) and in the vocabulary score (E4)**.
 - Fortunately, unfortunately etc. adverbs of manner (or similar words / phrases) that comment, in addition to commentary, also establish textual coherence at the beginning of a sentence or period, e.g.



Suddenly, the door opens.

- **Temporal** adverbs such as: in time, fast, immediate, continuously are counted as indicators of textual coherence but also as commentary because they determine the actions of persons.
- Closing is very often counted as commentary, (when it is thoughts or feelings on the events that preceded) e.g. *It was an exciting day that I will never forget*
- Referential sentences are calculated in textual coherence, but are not always commentary/evaluation.

E. Grammaticality-Acceptability

E1. Grammatical and syntactic correctness of text:

The application of the rules is examined, if there are grammatical or syntactic errors. (see also explanation in E2.). Among other things, it is examined whether the sequence of times is observed, e.g. *When K. spilled the paint, it had fallen (instead of "fell") on the clothes.*

E2. Spelling skills, correct word toning, correct use of uppercase and lowercase letters: Here we also calculate the historical spelling, while in the above criterion we are only interested in the errors produced by non-application of rules)

E3. Semantic-Conceptual errors. Inappropriate words and formulas for written discourse. Correct expression

- **Semantic errors** e.g. He looked at them impartially (instead of indifferently).
- **Not suitable for written discourse** e.g. Oral elements, such as *wow* (when used outside of dialogues. In dialogues it is correct to have oral elements). Another example of an inappropriate phrase for a written word: *The guy had a "burger" (the carafe in slang).*
- **Incorrect expressions** e.g. use of *where* as non-local: *It was night, where suddenly..., instead of when suddenly.*

E4. Vocabulary:

In addition to the richness of the vocabulary, we also calculate whether the vocabulary used is appropriate for the occasion.

Verbs or other phrases / utterances that indicate action, movement, change, contact, removal, request, supply and the like are also taken into account and describe the actions of the "heroes".

E5. Successful separation of topics through paragraphs

E6. Presentation-image-appearance of writing, readability (if easy to read), distance between words (sometimes they do not exist), straight writing direction

E7. There are errors in Grammar, Spelling, Punctuation that affect the understanding of the content



3.5 ANALYSIS GRADES OF INITIAL PRE TEST

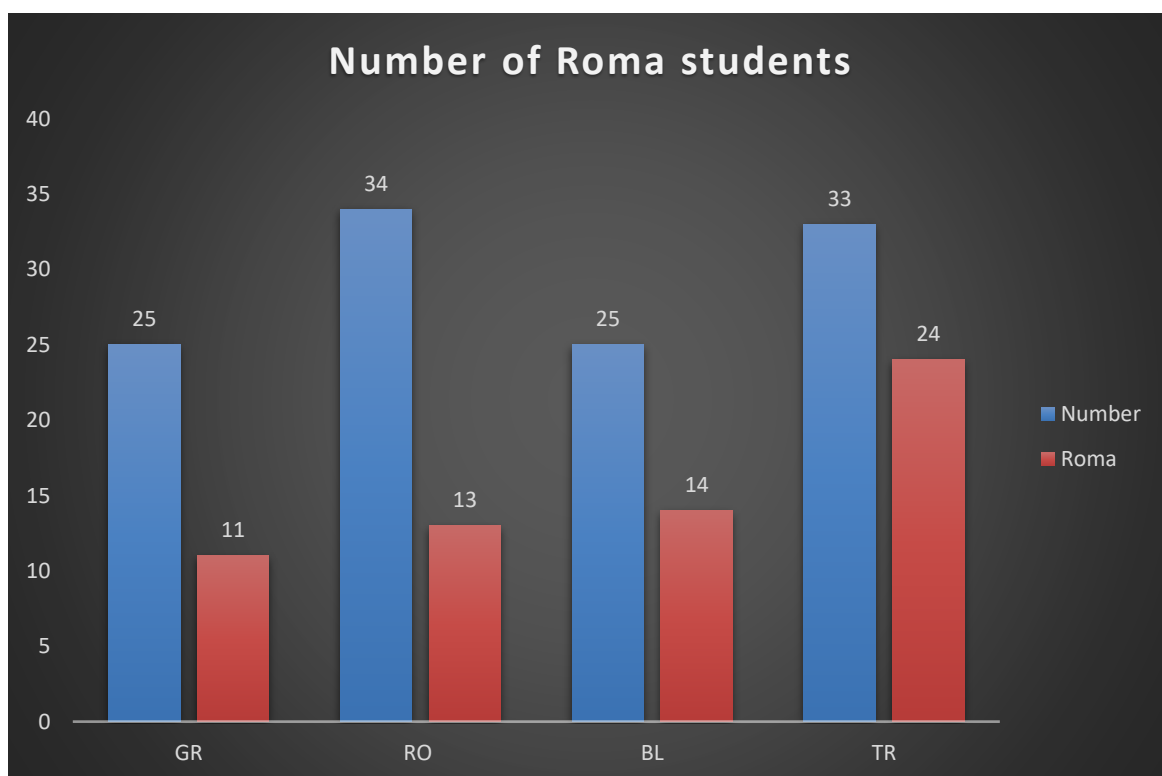
In the next session the sociodemographic characteristics are presented as well as the Means of the scores of the Roma students in several criteria of the pre study test.

A. SOCIODEMOGRAPHIC CHARACTERISTICS

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

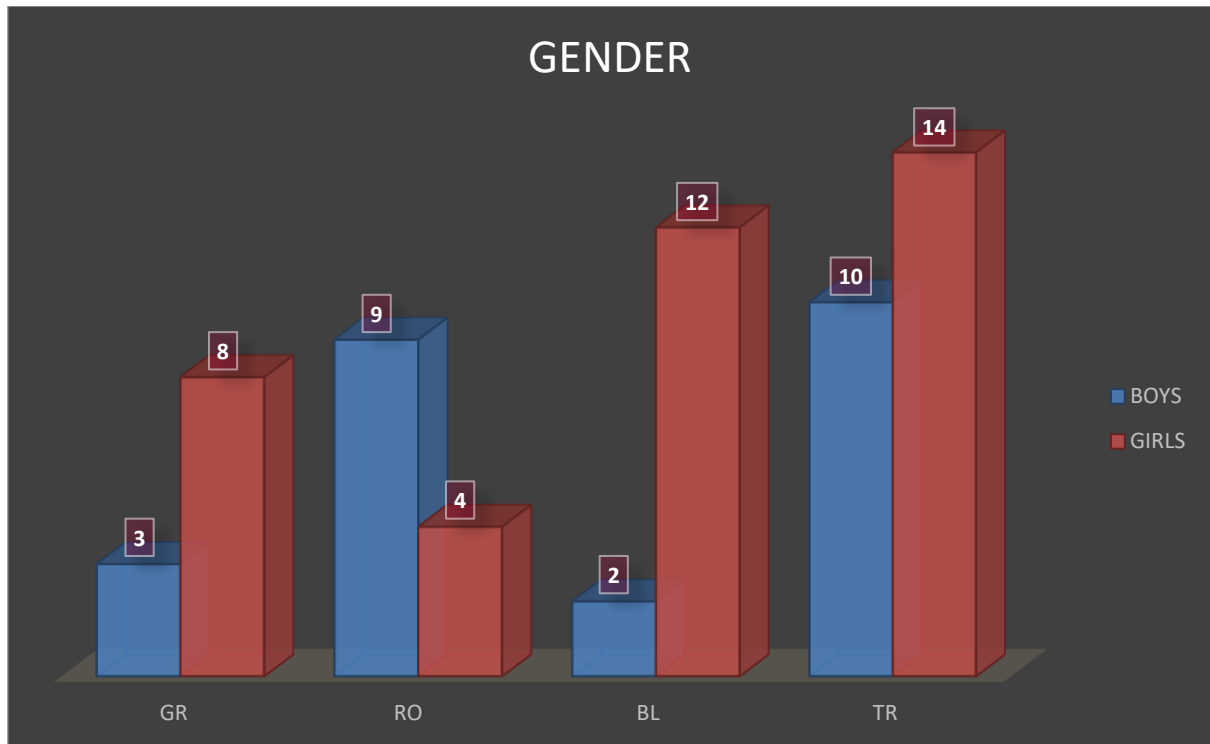
A.1 NUMBER OF ROMA STUDENTS

At total 62 students participated in the study, as shown in the following chart



B.2 GENDER OF ROMA STUDENTS

As shown below from the 62 Roma students participated, 38 were girls.

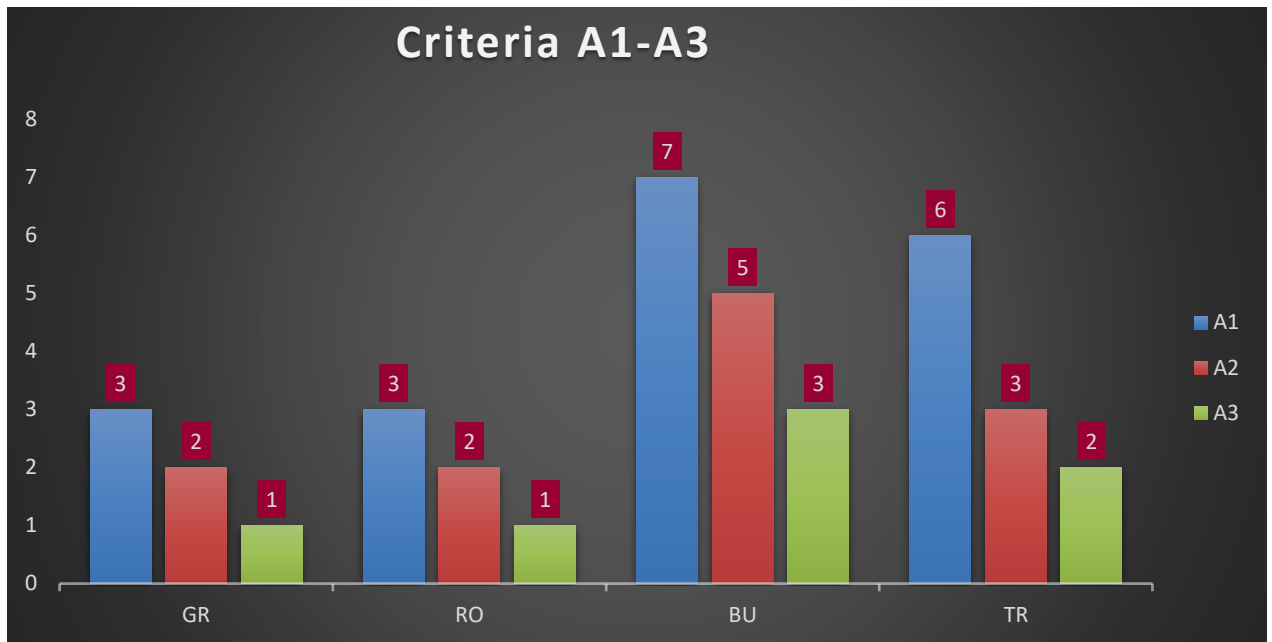


A1	<i>Overall rating (0-10)</i>
A2	<i>Total grade (0-6)</i>
A3	<i>Coherence (0-4)</i>

3.5.1 CRITERIA

Criteria A1-A3

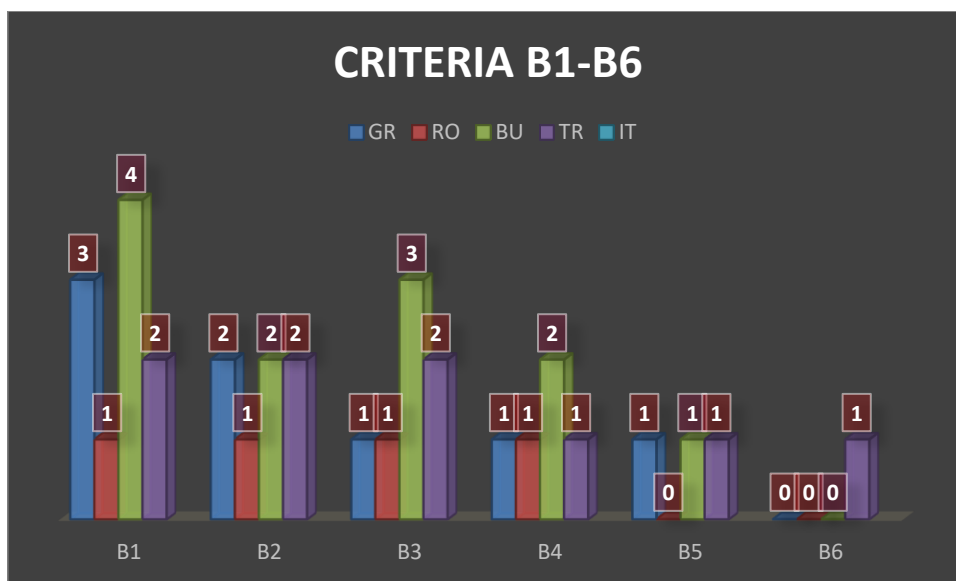
As shown below, the stories of Roma students are less complete and interesting, and they do not develop effectively. Not all the necessary information is available, while the logical connection of the parts of the narrative is missing.



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

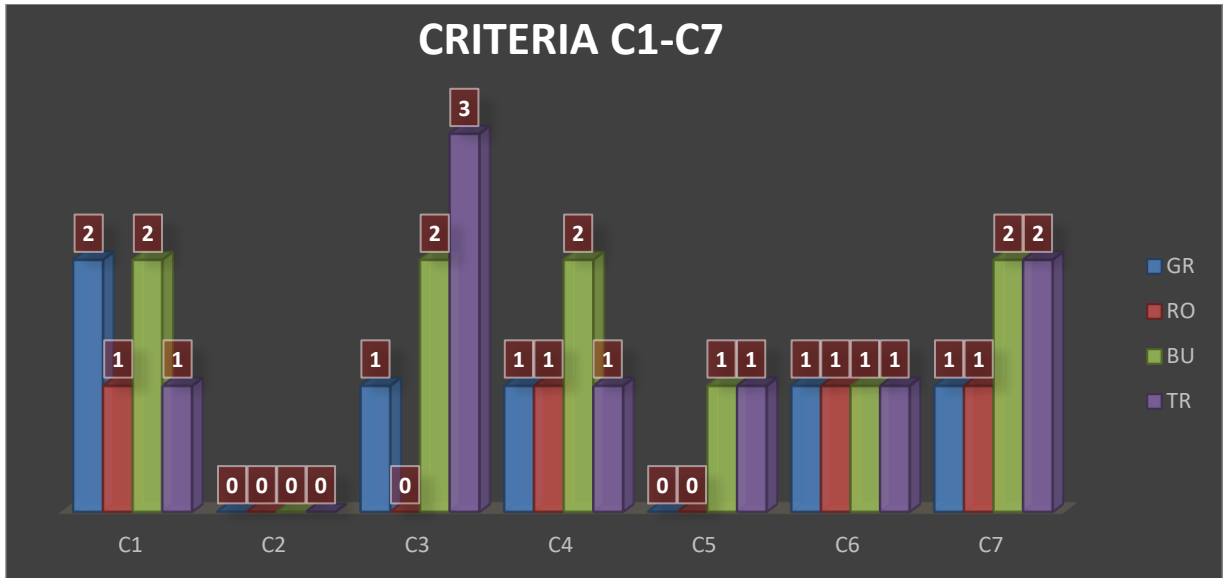
As shown below, the criterion B1 is the only criterion in which the score of Roma students is high. Their narration is written in the first person singular, although there was no information about the persons, the space, the time, in general about the initial situation and the effective introduction 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



Criteria C1-C7

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

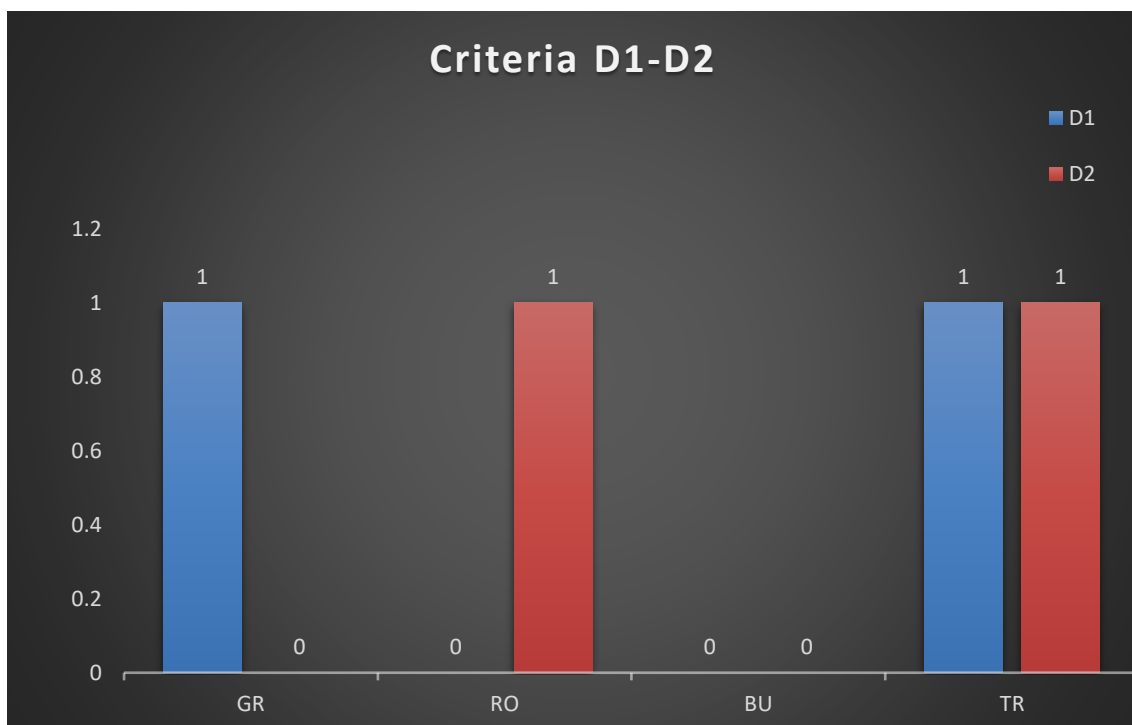
As shown below there was not much variety of use of past tenses and no historical present tense was used. Roma students neither use subordinate clauses nor participles of verbs, adverbs of time, prepositional phrases, except from some temporal conjunctions. Moreover, they do not use participles of verbs, 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.



Criteria D1-D2

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.

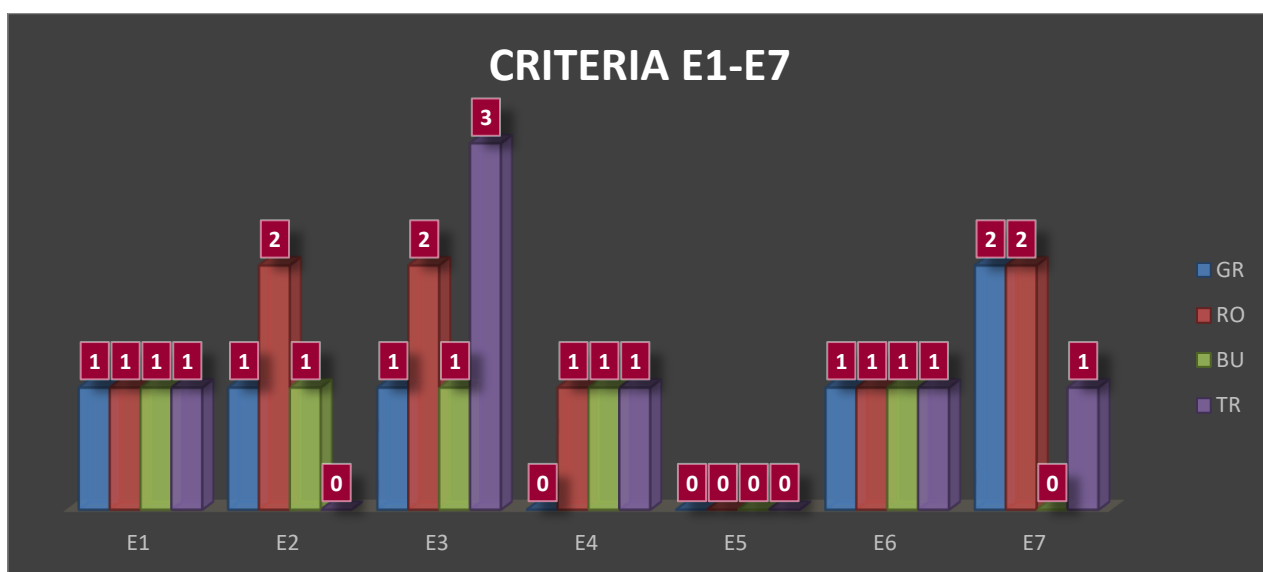




Criteria E1-E7

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.





3.5.2 CONCLUSION

- There is a difference in the texts of Roma and non-Roma students in the various criteria, but also in the general appearance.
- Many errors, short texts, difficulties in coherence and cohesion, lack of commentary on characters or acts.
- Roma students do not know enough about the structure of narrative speech.
- Most Roma students attend schools in low SES areas.
- The level of their parents' education, as well as the general social, economic level is low or even medium.
- Teachers need, but they also demand education in teaching methods for Roma students

4. EMOTIONAL MAPS

The aim of this section is to analyse:

- A) SELF-EXPRESSION OF EMOTIONS ON THE BASIS OF RECENT STUDIES ON EMOTIONAL MAPPING
- B) WAYS IN WHICH EMOTIONS ARE EXTERNALIZED THROUGH THEIR OWN MULTIMODAL HISTORY

4.1. WAYS IN WHICH EMOTIONS ARE EXTERNALIZED THROUGH THEIR OWN MULTIMODAL HISTORY

Definitions of emotion

The definitions of emotions over time are not unique but, underlining only some aspects of this complex phenomenon, they signal the theoretical models to which they refer: for some scientists they are linked to neurophysiological circuits and processes, for others they are a specific way of processing information that comes from both inside and outside the person.

According to a phenomenological definition, emotions represent the simultaneous manifestation of behavioural, physiological and cognitive alterations (Fedeli, 2006). Our brain experiences a mental state as a specific emotion when it senses the contemporaneity of these three alterations. However, the disappearance of any of these changes does not allow the brain to recognize the subjectively experienced state as an emotion, and to affirm that the emotions represent the conscious perception of a



simultaneous alteration in the physiological, behavioural and cognitive areas risks confining this phenomenon within the individual intrapsychic dynamics.

According to a more relational definition, emotions represent the way in which our brain processes environmental information extremely rapidly (Zelazo & Cunningham, 2007).

This definition attributes to emotions a fundamental role in the interaction with the surrounding physical and social world. This vision is connected to another line of research that distinguishes two ways of processing information: on the one hand, analytical and verbal processing that allows a conscious deepening of the data processed in order to answer the question: what is it, why did it happen, etc, but which can be slow precisely for this reason; on the other, an analogical and emotional way, which allows a much faster elaboration of the environment. More specifically, the emotional channel would have the role of attributing an emotional and personal meaning to certain events, answering the question: is this event good or bad for me? There are some critical issues in this case: first of all, these two ways of processing information risk enclosing its role in a narrow field, without seeing its implications in more clearly rational fields such as learning at school and, as regards the relationship with the environment, one wonders whether it is a simple adaptation. In this case, would emotions serve to guarantee a stable, constant and predictable relationship or are they able to promote individual growth processes?

However, recent theories (Power & Delgleish, 2008) attribute a central role to personal goals, according to which emotion constitutes an indicator of the level of approaching or distancing the subject from objectives which are relevant to him in the context of his relationship with the environment. Therefore, the subject will experience positive emotions to the extent that his relationship with the physical and social environment is functional to his goals and he will experience negative emotions if this relationship becomes an obstacle. The subject will then experience a given emotional activation based on the perception or even the prediction that his future goals will be achieved or hindered. In this way, emotions, on the one hand, enter the history of the individual subject and acquire meaning based on it, on the other, with the appearance of a certain emotion the affective sphere is directly connected to the cognitive one, thanks to the intervention of the ability to forecast and plan. The anticipatory imaginative capacity



regarding reaching or not reaching a goal can be influenced by various factors, such as the degree of self-efficacy, perception towards the external world, the momentary affective state, and educational experiences.

The proposed definitions tend to focus their attention above all on the relationship between the individual and the environment, whether simple or complex, present or future. However, there are situations in which emotions, even intense ones, can be experienced in response to mental images deriving from the past or entirely hypothetical situations, for which there is no environmental equivalent, neither present nor future.

Emotions induced by exclusively imaginative stimuli could represent a way in which the subject learns to modulate his own levels of activation or they could be used by the subject to determine optimal activation levels with respect to a task, especially in situations of relative apathy or fatigue. Alternatively, through recalling these images to mind and manipulating them, the subject would learn to recognize and give meaning to the corresponding emotions. In addition, the emotional state of the moment would tend to automatically activate other mental images that have the same affective tone and finally, even though they concern different events, the emotional reactions triggered by mental images could derive from a reduced inhibition. According to the first of the three hypotheses, emotional images would have the function of improving levels of activation and processing of the subject, while the last two recall a lack of self-control that could account for some forms of emotional disorder, such as obsessive-compulsive anxiety or depression.

Perhaps the most persuasive definition is that according to which emotions are integrated physiological-cognitive-behavioural systems whose function is to favour the pursuit of significant objectives for the person, managing adjustments with the environment quickly and efficiently and reaching the best possible result in individual activation and processing. In this sense, the study of emotions, especially from an evolutionary point of view, must adopt models that are articulated in several components that interact with each other.

The definitions given underlie approaches that have fundamental repercussions for teachers and educators as they highlight an unequivocal point: emotions are all positive



in that they constitute a way of accessing self-knowledge and the patterns of meaning with which we model our relationship with the environment.

Distinctive characteristics of emotions

In all emotional experiences the following characteristics can be traced:

- globality: each emotion is characterized by the activation of complex physiological-cognitive-behavioural patterns
- rapidity: emotions are able to manage adaptations to the environment extremely quickly (e.g. the sight of a potential danger determines a rapid flight reaction)
- dynamism: emotions underlie a goal to be achieved (fear has the function of safeguarding the safety of the subject, anger signals his dissatisfaction in the relationship with others, while guilt recovers a significant relationship, etc.)
- imperativity: emotions guide the behavior of the subject in view of objectives considered prevalent compared to those of a cognitive type
- recursion: each emotion experienced changes the context within which subsequent emotions take on meaning, the manifestation of which is continuously updated.

Classification of emotions

Traditionally, especially in normal discourse, emotions are distinguished between positive (happiness, pride, etc.) and negative (fear, sadness, etc.). This is an intuitive and easily understandable categorization which, however, implies a criticality: by making positive emotions coincide with adaptive experiences, negative emotions become phenomena to be avoided as much as possible. The consequence, from an educational point of view, is to imagine this activity as aimed at broadening positive emotions and blocking negative ones.

The most recent models of emotions, on the other hand, adopt a functionalistic vision, according to which all emotions, regardless of their value, have a precise function in adapting to the environment:



- Fear tells the subject in the face of potential environmental threats, predisposing him to an escape action, or to the acquisition of skills necessary to face the danger
- Anger tells the subject that a specific situation does not meet his expectations, motivating him to take improvement actions
- Sadness tells the subject of his vulnerability in the relationship with the environment, inducing him to seek other forms of support
- Shame tells the subject that his behavior was found to be inadequate with respect to the expectations of others or standard rules of conduct, causing him not to repeat the same conduct in the future
- Guilt tells the subject that his behaviour has hurt other people, leading him to adopt restorative behaviours
- Pride tells the subject that his behaviour was found to be in line with expectations or even superior to them, inducing him to maintain it or improve it further.

Emotions can also be analysed on the basis of a series of descriptive dimensions such as:

- The intensity, that is the level of bodily, cognitive and behavioural activation
- The significance, or the level of discomfort or pleasantness that it implies for the subject
- Familiarity, or the frequency with which the subject experiences a specific emotion, how much he feels habitual or unexpected.
- Manageability, or the perception of ease or difficulty with which the subject manages the emotion experienced.

This classification does not differentiate between types of emotion, but only describes emotional events within the same category.

Some modern theorists insist on a set of fundamental and innate emotions in the Darwinian tradition. For many of them, core emotions are defined by universal facial expressions which are similar across many different cultures. In Darwin's time, the universality of emotional expression was deduced from casual observations, but modern researchers have visited remote corners of the world and established by



scientific methods that at least some emotions have quite universal expressions, which are mainly those of the face. Based on these observations, Sylvan Tomkins had proposed the existence of eight fundamental emotions: surprise, interest, joy, anger, fear, disgust, shame, anguish. These were to represent innate reactions, pre-existing patterns controlled by "hard-wired" brain systems. A similar theory and with the same number of emotions was proposed by Carrol Izard.

Paul Ekman makes a shorter list of six basic emotions with a universal facial expression: surprise, happiness, anger, fear, disgust, sadness. Other theorists such as Robert Plutchik and Nico Frijda not only rely on facial expressions, but insist on the supremacy of more global actions that involve many parts of the body. Plutchik points out that as one goes down the evolutionary ladder, facial expressions become increasingly rare while there are still many emotional expressions involving other body systems. Plutchik's list only partially corresponds to that of the others; to Ekman's emotions he adds acceptance, anticipation and surprise.

Philip Johnson-Laird and Keith Oatley considered core emotions from the point of view of the words we use to talk about them. They found five emotions, Ekman's own minus surprise. Instead, Jaak Panksepp started from the behavioural consequences of electrical stimulation of certain areas of the rat brain to reveal four fundamental emotional reaction patterns: panic, anger, expectation and fear. Other theorists have found different means of identifying basic emotions, and made lists that partially coincide with those just described. Most fundamental emotion theorists believe that there are also non-fundamental emotions that would be a mixture of the more basic ones.

Plutchik's theory of emotional mixture is among the most elaborate: he imagines emotions as elementary colours arranged on a circle which, in mixing, produce new ones. Each elementary emotion occupies a segment of the circle and two segments that merge is called a dyad. When two adjacent emotions merge, they are first-order dyads; if two emotions separated by a third merge, they are second level dyads, etc. In this scheme, love is a first order dyad, in which elementary contiguous emotions, joy and acceptance merge. Guilt is a second-order dyad between joy and fear, which are separate from acceptance. The farther apart two elementary emotions are, the less likely they are to mix. If this happens, there is probably a conflict. For example, fear



and surprise are adjacent and merge easily into alarm, while joy and fear are separated from acceptance and their fusion is imperfect, so the resulting conflict is at the origin of the sense of guilt.

The idea that biologically primitive emotions exist has many proponents and just as many detractors. It is criticized by different versions of the cognitive theory for which specific emotions, even those described as fundamental, are psychological and non-biological constructs: they would be the internal representation and evaluation of situations. Social constructivism is even further from the biology of emotions than most cognitive positions. In this case, theorists argue that emotions are products of society. Cognitive processes play an important part in these theories as they provide the mechanism by which the social environment is represented and interpreted on the basis of past experience and expectations for the future. The proof would be the emotional diversity of different cultures. However, the observations of social constructivists are insufficient to refute the theory of fundamental emotions.

Paul Ekman, the theorist of elementary emotions, does not say that the expressions of elementary emotions are all alike; indeed, he points out that even universal facial expressions can be regulated by learning and culture: they can be erased, muffled or amplified by learned factors and even masked by other emotions. He used the term "performance rules" to refer to the conventions, norms and habits that people develop to manage the expressions of emotion. The performance rules specify who can show which emotion to whom, when and to what extent. The rules of exhibition are learned in the course of socialization and are so ingrained that they are produced automatically, like the expressions of elementary emotions, that is, without conscious participation. At the same time, a person can sometimes choose to hide their emotions to take advantage of them in certain situations, but it is a difficult art to master.

The classification of emotions into primary and secondary, in its clarity, must therefore not lead us to think of a totally innate determination for the former and a complete acquisition in the course of learning for the latter, but must be read with a certain flexibility. In fact, both categories have a neurobiological basis, since they are served by specific brain circuits while at the same time, in order to manifest themselves, they need some degree of environmental stimulation and learning. Furthermore, studies in the neurodevelopmental field show that some secondary



emotions, such as shame, appear much earlier than previously thought, while the same primary emotions can enter into more complex emotional experiences influenced by the family and cultural conditioning, beyond the rules of the exhibition.

An interesting reinterpretation of the distinction between primary and secondary emotions focuses attention on the direction of the processing processes of emotions: from top-down and from bottom-up. Bottom-up processes can be schematically represented in this way: the subject perceives the stimulus, the amygdala attributes emotional value to it, the cortex enters the field favouring the awareness of the emotion felt, causing emotional, physiological and behavioural activation. This scheme is characterized by an extreme rapidity in processing emotions, an aspect that represents an undoubted evolutionary advantage, allowing us to grasp and respond quickly to possible environmental dangers. However, this advantageous feature can also represent a limit, especially when moving in the context of complex social contexts, such as, for example, the school, the peer group as rapid processing implies a superficial analysis of the stimuli, with the risk of interpretative errors. Furthermore, the amygdala, when activated, is predisposed to trigger three types of stereotypical responses inscribed in our neural circuits: escape, attack or immobilization, these are functional reactions in nature, but which could be completely inappropriate in social contexts such as school.

The second path is top-down, when the leading role of the emotional experience is assumed by some cortical areas, particularly the lateral and medial prefrontal cortex, the orbitofrontal cortex and the gyrus of the cingulate. Schematically, the top-down process can be represented in this way: the subject focuses attention on some aspects of the overall stimulus situation through the prefrontal areas that amplify the stimulus, the amygdala attributes emotional value to the stimulus, there is a physiological, behavioural and emotional activation with the mediation of cortical areas that interpret environmental events based on individual expectations, beliefs and memories.

With these considerations, the role of frontal areas in the genesis of emotions exponentially amplifies the emotional wealth of the human being.



This reinterpretation of the distinction between primary emotions and secondary emotions in the light of the direction of the emotional processing processes, especially the top-down approach, takes up and overcomes this distinction: in fact a relatively automatically activated reaction by the subcortical structures, without the intervention of conscious mediation, is a bottom-up emotion; on the other hand, a reaction mediated by expectations, beliefs and memories managed by the prefrontal areas is a top-down emotion (e.g. fear may be a bottom-up emotion if triggered by intrinsically emotional stimuli, such as an explosion; but fear can be a top-down emotion if it is generated by higher processing processes, such as the fear of disappointing parents with respect to a performance).

Furthermore, while the bottom-up process implies rather universal reactions to stimuli that in nature have an intrinsic emotional value, except for differences due to conditioning experiences, the top-down process, enhances individual differences since it involves expectations, beliefs and memories, as each of us has his own story on the basis of which he built these mental schemes. In fact, in the early stages of the child's life, rather common and predictable emotional reactions are recorded, in which bottom-up reactions dominate since the prefrontal areas are still immature; as the frontal structures grow and mature, significant differences emerge between children, requiring an increasingly personalized educational approach.

Finally, it is necessary to reflect on the regulatory function exercised by the prefrontal areas. The top-down process increases the possibility of regulating the emotional life of the individual, especially if he develops a greater awareness of his expectations, beliefs and memories, that is, of those patterns on the basis of which we interpret specific environmental events.

Emotional self-regulation

Self-regulation represents a way of experiencing emotions in a way that is functional to one's goals. Emotional self-regulation, as described in numerous studies in the neuropsychological field, involves a large part of the same brain circuits involved in the generation of affective states (Fox & Calkins, 2003; Gross, Richards & John, 2006). Not only, but most of the prefrontal areas responsible for emotional control are also involved in the regulation of cognitive and behavioural behaviours (Rule,



Shimamura & Knight, 2002). This approach has two fundamental repercussions on education:

- The subject, in the course of his development, refines his own capacity for self-control, which manifests itself in different areas according to age.
- If it is true that there is a self-regulatory ability which manages different areas, one can think of both presenting behavioural self-regulation exercises, and working to enhance cognitive self-control, or activate paths for affective literacy. From this perspective, it would be a question of enhancing an ability to self-regulate that can be applied both to behaviour, to cognition, and to emotions.

What characterizes the functioning of a human from a psychological point of view compared to animals has been identified from time to time over the decades in the possession of structured linguistic codes, the capacity for self-awareness or planning, etc., these notwithstanding, one can forget another characteristic of human emotions: their flexibility. In fact, the development of cortical areas, especially the peripheral ones, allows humans to modulate, inhibit or modify their affectivity, while animals are subject to the stimulus-response mechanism.

However, it should be noted that flexibility is a resource but also a risk as a subject, especially of developmental age, can undergo developmental distortions as a result of critical and problematic experiences. If we consider, as has already been said, that a subject in the course of his development refines a capacity for self-control that manifests itself in different areas, it can also be hypothesized that self-regulatory difficulties in one area may have other dimensions (cognitive, behavioural, motor, etc.).

All this makes a pedagogy of emotions that has as its objective, alongside the emotional well-being of the students, the education in emotional, cognitive and behavioural self-regulation even more relevant.

By the term self-regulation of emotions, we mean both the subject's ability to modulate emotions in order to make their level optimal for the task and their expression appropriate to the context, and the subject's ability to use emotions to guide and organize behaviours and cognitive processes in view of a goal. In reality, a



continuous synergy is created between the two levels, in which one level facilitates the other.

The mere fact of being in relationship with the environment means that we regulate this adaptation and this task is carried out to a large extent by emotions. To do this emotional self-regulation strategies and relational regulation strategies are used above all in the management of interpersonal conflicts, along with coping strategies which are a set of skills used to face specific environmental challenges, such as a change of life.

Researchers have identified a number of self-regulation goals:

- Modulation - that is to modulate emotional activation downwards when it causes excessive discomfort in the subject.
- The maintenance over time of an emotion that we believe causes well-being or which is in any case functional to our behavior
- Amplification, i.e. an attempt to increase its intensity
- Generation, i.e. a voluntary generation of an emotion that occurs mainly through the activation of mental images, conveyed by external media, such as a film or a novel, or produced internally by individual memory or imagination
- Dynamic modification, that is the modification of some aspects of the emotional experience according to four parameters:
 - The latency of the response or the speed with which a subject responds emotionally to an event
 - The intensity or the action that allows us to make it more bearable
 - The duration, always aimed at making the emotional state more manageable
 - The exit, or the way in which we try to end an emotional state
- The management of expression at a relational level, which acts on the external expression of an emotion, or on all the non-verbal and paraverbal aspects with which we express an affective alteration: facial expressions, gestures, proxemics, tone of voice, the rhythm of speaking, all signals with which we communicate our emotional state to others. Often the inability to precisely



tune into the emotional state of our interlocutor is at the origin of personal conflicts and forms of reciprocal antipathy.

- Contextual adaptation, which has a similar objective to the previous one, but in this case the emotional regulation is managed not in view of the adaptation to a single interlocutor, but to a wider and more complex context which is also characterized by formal and informal expectations and rules.
- Task optimization i.e. regulation of the relationship between emotions and performance in learning tasks.

Regulatory competence is a transversal skill that can be exercised in all phases of development starting from the earliest, during which the adult must stimulate the child to a progressively more refined regulation of simple and basic emotions in the first years of life and then, to more complex and socially relevant as they grow. Self-regulation always implies flexibility, i.e., the ability to choose and adapt strategies to the specific situation in which we find ourselves in order to make our well-being and our relationship with the environment the best possible, balancing between short- and long-term objectives. Many children seemingly without regulatory ability actually have a different problem: they tend to rigidly use self-regulating abilities that are advantageous in the immediate term but which are disadvantageous in the long term (e.g. a child exhibits an explosive angry aggression: in this way he immediately obtains environmental reinforcements - the toy snatched from a partner or the attention of the adult even if it is in the form of punishment but in the long term he will be progressively isolated, or will suffer delays in learning, etc.).

The educational action must often have as its objective the rebalancing of these two dimensions, so that the current self-regulatory acts increase the probability of achieving results that are delayed over time.

Emotional self-regulation strategies

1. **Select the situations** to which we actively and consciously expose ourselves, possibly avoiding those that cause discomfort and instead looking for those capable of generating emotions that are functional to our goals. This is the first self-regulation strategy and involves two difficulties:



- a. it is necessary to manage the past-future relationship: in fact, in order to decide whether to avoid or face a specific situation, we must, on the one hand, remember similar past experiences (but our memory is not completely reliable), and on the other, use them to estimate the emotion that we would try in the future in the same situation.
- b. we must evaluate the benefits that would come from addressing or avoiding a certain situation both immediately and in the long term.

This ability is compromised by the malfunctioning of the frontal areas that are widely involved in cognitive-behavioral self-regulation tasks.

2. **Change the situation** when it cannot be avoided. The parents play a fundamental role in this strategy in making the situation less emotional for the child.
3. **Selective attention:** acts on how the child's attention is focused.
4. **Distraction:** is a self-regulation strategy that we all use extensively: we stop thinking about the emotional stimulus, focusing attention on some other element. In addition to being one of the most used strategies, it is also one of those that appear earlier from an evolutionary point of view (the small child, faced with emotionally uncomfortable stimuli, tends to look away to reduce their level of activation).
5. **Cognitive restructuring:** with this strategy, more or less conscious dysfunctional beliefs relating to the external world and to oneself are modified. Basically, we can identify five ways to cognitively restructure a situation (Gross, 2002):
 - a. We can attribute a different meaning to it
 - b. We can reinterpret the emotional activation connected to a situation
 - c. We can re-evaluate our sense of self-efficacy
 - d. We can devalue the personal relevance of an event
 - e. We can compare our situation with that of others considered worse, in a kind of comparative evaluation to our advantage.

The possibility of restructuring is linked to the representational and narrative capacity of the child, that is, to his competence to reread and tell himself and others the emotional meaning of his experiences in a new and diversified way.



This, in turn, will depend on the model provided by adults regarding the ability to talk about emotions. Adults should therefore above all talk about their emotions, thus showing how it is possible to develop an emotionally charged narrative: by simple osmosis, the onlooking child will acquire an emotional vocabulary, which he can gradually personalize to express his own affective experiences.

6. **Anticipated generation:** is the ability to generate a particular emotion in advance, to mentally manipulate reality (reactivating the past, anticipating the present and breaking down and reassembling almost infinite fragments of reality into combinations).
7. **Physiological modulation :** modulation of the expressive aspects of an emotion. When an uncomfortable emotion has now appeared, the last self-regulating possibility we have is to modulate its expression on two levels:
 - a. On the physiological-behavioural level: we can act on the body components of an emotion, slowing the respiratory rate through slow and deep breaths, reduce muscle tension with relaxation exercises, but also with simple motor exercises, for example by taking a walk.
 - b. On the mimo-communicative level such as facial expressions, posture, eye movements.

Once again a key role in this modulation is played by the prefrontal areas and in particular by the orbitofrontal cortex (Beer, John, Scabini & Knigth, 2006) whose reduced functionality determines a series of socio-affective consequences: irritability, hostility, increased reactions of anger, anxious and depressive states, emotional lability and inappropriateness.

8. **Expressive change .** The scientific literature in this regard is very extensive.

It is important that the child becomes aware and learns to control his own facial expressions, not as a self-regulating tool, but as a tool for adapting to the interpersonal environment: that is, he must learn that uncontrolled expressiveness can be annoying for others.

Emotional auto-regulation and learning



In order to face the learning tasks, on the one hand the child must continuously focus attention on the relevant stimuli, inhibiting any distractors, while on the other, he must flexibly coordinate several activities and sometimes be creative in their use. The more effective this selectivity is, the more efficiently the child uses his attention and memory resources to perform the task. At the same time, a certain level of flexibility and generativity must be exercised to coordinate different processes (coding of the written sign, respect for syntactic and grammatical rules, ideation) and to produce texts with meaning and even creative ones. In reality, the problem is to balance selectivity and flexibility, avoiding that one takes over the other: in fact, if the subject is too selective, he risks becoming cognitively rigid and giving rise to stereotyped behaviours. If he is excessively flexible and generative, this can give rise to chaotic and unpredictable behaviours which are not functional to achieving the goal.

Emotions thus assume a central role in learning, not only because they guide individual cognitive processes, such as attention, memory, etc., but also because they confer a functional (and sometimes dysfunctional) organization to the entire learning behavior of student.

Anxiety and learning

From an educational point of view, anxiety is not the enemy of learning at all, on the contrary, it can even be functional when it favors the concentration of attention on the task. Instead, it is important to avoid that the child develops a generalized state of anxiety about his own personal inadequacy, attributable to reduced levels of self-efficacy which can derive, for example, from frequent failures at school and from excessively punitive feedback from the adult.

The literature provides some relevant indications in the educational sphere:

- The level of anxiety determines specific visuospatial compromises, while the impact on the verbal channel seems to be reduced;
- Visuospatial impairment affects both the dimension of accuracy and speed, i.e. subjects make more errors and progress more slowly.



- The greatest impairments are evident in subjects with high levels of structural anxiety, that is, with those conditions of generalized anxiety that would affect memory as well as attention.

Especially the first two points can explain the influence of anxiety on reading performance. In fact, in the process of learning to read, the decoding of the written sign gradually involves the visuospatial channel more and more, as the child tends to pass from a mainly phonological strategy (decomposition of the word into graphemes - grapheme / phoneme association - phonemic fusion) to strategies of global recognition of the word itself, also through the use of structural ideas. E.g., the pupil who becomes a skilled reader no longer needs to look at all the graphemes of a word, to translate them into phonemes and then merge them: rather he looks first at the graphemes and then on the basis of contextual and semantic ideas (the global meaning of the sentence) but also visuospatial (the length of the word, the presence of high or low letters, etc.) recognizes the word and decodes it correctly.

Therefore, anxiety can compromise the decoding of the written sign, compromising the visuospatial channel both in terms of precision and speed.

The relationship between anxiety and working memory is more complex. When anxiety occurs above all at the level of physiological activation and with reduced awareness, errors would be recorded especially in the visuospatial working memory. On the other hand, when the subject focuses his attention in a recurrent and repetitive way on the negative aspects of past events, as in the case of obsessive subjects who continually think about possible tragedies, verbal working memory would also be affected.

In addition to the example mentioned above concerning reading, one can bring to mind the frequent use of drawings in kindergarten. In older children, on the other hand, thanks to verbal development, anxiety is often consciously mediated, with self-evaluating verbalizations, the recurrent and repetitive focus on negative past episodes, which therefore compromise the verbal working memory. This happens in a period of schooling in which the student has to make extensive use of the verbal channel to listen to the lesson, review a chapter of some discipline, etc. In



this sense then, the analysis of the relationship between emotions and learning must always take into consideration, on the one hand, the period of development in which it is placed, and, on the other, the type of requests coming from the environment.

Positive mood and learning

A positive mood makes the subject more creative and more fluent in verbal creation with a risk is that he is more subject to distraction.

Distractibility can be specified as:

- an early expansion of the visuospatial perceptual focus for which the child collects a greater quantity of environmental stimuli (including those contained in the didactic material), but also distracting elements, irrelevant to the task in progress, can enter the attentional focus.
- a late widening of the conceptual / representational focus for which the child retrieves more information from his long-term semantic memory; also in this case there may be the risk of reactivation of knowledge disconnected from the activity in progress.

Furthermore, a positive mood may cause an increase in the inhibitory control of bullying responses, that is, heavy-handed and automated behaviors, as well as an expansion of the attentional focus. By expanding the attentional focus, it reduces the risk of perseverative behaviours, also managing to inhibit automated responses. From the educational point of view, it appears that the student, when he is in a pleasant emotional state, is able to more effectively modify the now useless and dysfunctional automatisms. In contrast, in the presence of uncomfortable emotions (such as anxiety or sadness) it is more difficult to inhibit automated behaviours and rigid behaviours occur. On the other hand, the widening of the focus increases individual distractibility; in many tasks this can be a limit, especially when it comes to focusing attention on a few stimuli and procedures, e.g., an arithmetic calculation. In other cases, this inhibitory loosening can be functional, e.g., when we are faced with creative tasks or when



grasping new stimuli, apparently unrelated to the activity in progress, which facilitates generativity.

From an educational point of view, it is important to teach students that even pleasant emotions must be modulated as too high levels increase distractibility.

It is necessary to favour the conscious construction of emotion, beyond the simple physiological activation, in order to distinguish different states (anxiety, happiness, anger, etc.) that have different effects on learning.

Finally, it is also advisable to enhance mainly executive skills (such as inhibition) to balance the effects of broadening the perceptual focus exerted by the positive mood tone.

Empathic abilities

It would be impossible to talk about emotions without talking about empathy. There are different forms of empathy:

1. Motor: is the most basic and earliest form to manifest, thanks to which even the baby of a few weeks is able to imitate the movements and facial expressions of the adult; its functionality is mediated by the mirror neuron system.
2. Emotional: is the ability to feel the other's emotion "as if" it were one's own, with a certain degree of affective involvement;
3. Cognitive: is the ability to internally represent the mental states (cognitive, emotional, etc.) of others, without necessarily experiencing them firsthand.

Traditionally, affective empathy has been considered the fundamental variable in the implementation of prosocial behaviours and the major index of the individual's emotional development, however, being too involved in the emotions of others could render you unable to give effective help. Similarly, an exclusively cognitive empathy can be counterproductive: if I am able to mentally represent the emotion of others, without feeling the least bit of a corresponding emotion, I could use my knowledge of the emotions of others to manipulate them. Only the



combination of emotional empathy and cognitive empathy is capable of triggering real prosocial behaviours, as not only do we feel the suffering of others to a certain degree, but we are also able to mentally represent within ourselves what it means to be heavily suffering and the reasons for which the other has found themselves in such an uncomfortable emotional state.

Empathic evolution

Already at the end of kindergarten or at the beginning of primary school, a mature empathy appears, which consists in the ability to feel the emotions of others, without being overwhelmed by them, but rather by implementing effective helping behaviours. The child at this stage clearly distinguishes his own and other people's emotions. These empathic advances can be traced back to two developments in the individual personality: the ability to assume the mental perspective of others and the broadening of the repertoire of behaviours that are useful to help others.

The most advanced level of empathy is constituted by existential empathy, with which a double decentralization is carried out with respect to one's point of view and with respect to the situation in progress: it is an empathy for the existential condition of others, regardless of contingent factors.

Emotional-behavioural problems often emerge when the subject becomes stuck in one of the early stages of empathic development.

Empathic capacity is supported by four fundamental cognitive and emotional advances:

1. Decentralization: the child is increasingly able to grasp the other's point of view, considering his desires, thoughts, emotions, etc., to mentalize the mind of others;
2. Emotional perception: the empathic ability requires increasingly sophisticated skills to recognize the emotional state of others, such as, for example, reading mimic signals;
3. Cognitive understanding: a truly helpful behavior requires an understanding of the underlying causes of the suffering of others, in order to implement targeted behaviors;
4. Active role: finally, the child must take an active role towards his own and others' emotions, perceiving them as manageable and modifiable phenomena.



It should be emphasized that in this period, the tendency of children to annoy their peers is strengthened, unleashing in them emotions of anger, sadness and fear caused by small provocations such as teasing, aggressive acts, derision, etc. Paradoxically, these disturbing behaviours are proof of a metacognitive growth i.e., the growing ability to represent the mind of others and it is no coincidence that these acts become more and more refined, the problem for the educator is to direct this meta-knowledge towards prosocial goals, guiding children to use it to reflect on the emotional suffering of others and to take restorative actions, such as, for example, apologizing to the partner, involving him in a game, etc. In this way the child's attention is directed to the emotions of others, rather than simply the wrong action or possible punishment. However, it should be remembered that, in addition to words, the adult can also act as a behavioural model. Thus, in addition to reprimanding the aggressive child, he must not forget the victim of his bullying. It is necessary to approach the injured child, comfort him and help him providing in this way a direct and immediate model of the importance of engaging in altruistic behaviour.

Emotions and rules

"Get in line to go to the canteen", "wash your hands before eating", "put the games back after using them" etc. ∴ these are rules whose main function is to guarantee a civil and orderly coexistence. They are considered "conventional rules", as dictated by an authority or shared by a group and respect for them is therefore largely linked to the presence of a controller - parent or teacher - and the fear of possible punishment.

"Do not hit other children", "help people in difficulty", "do not steal friends' toys" etc.: these are rules that serve to protect and promote the well-being of others and are considered "moral standards". In fact, respect for them is not based on the fact that they are dictated by an authority or by the fear of punishment, but on awareness that transgression would cause harm to others. Therefore, they are neither conditioned nor modifiable.

When emotional empathy is added to the anticipated cognitive representation of the suffering of others, the child is spontaneously able to follow the "moral norms", adopting altruistic behaviours even when conventional rules (dictated by adults, peer groups, etc.) would allow aggressive conduct.



The perception of complex emotions represents an important evolutionary step because they are difficult emotions to manage and the approach to them is gradual. For example, the sense of guilt, when we do not know how to modulate it, can become invasive and disabling. It also forces the child to process the emotions they feel, articulating them into explanations that, over time, will become more and more elaborate and precise.

In this path, the adult can play with words and images. That is, adults must encourage and support the child when trying to verbalize emotions, without worrying about the accuracy of the elaborations. In fact, in this phase the goal is to accustom children to talk about their emotions, imagining increasingly complex scenarios. The importance of this educational event is indirectly confirmed by some studies that show how, in people with psychopathic aggression, there are empathic deficits linked precisely to the inability to represent the emotions of others with the imagination.

If the objective of the educational intervention is to promote the active and conscious self-regulation of emotions in such a way that they support the relational well-being and cognitive efficacy of the child, at the end of everything previously said about emotions, it is necessary to promote the capacity to:

1. feel the entire emotional spectrum
2. tolerate emotions
3. process emotions
4. plan emotions

The following schemes summarize objectives and success indicators related to the aforementioned skills.

1 - Feeling the entire emotional spectrum	
What it means to feel emotions ...	The student is able to ...
1. Feeling the bodily sensations connected to emotions	<ol style="list-style-type: none"> a. Recognize the various parts of the body and the signals coming from them b. Know the bodily components of specific emotional activation c. Know the body components of specific emotions



	<ul style="list-style-type: none"> d. Distinguish emotion-related bodily signals from symptoms of malaise e. Recognize other people's emotions from facial expressions and body language
<ul style="list-style-type: none"> a. Observe one's own behavior as a place of emotional manifestation 	<ul style="list-style-type: none"> a. Knowing the behavioral components of specific emotional activation b. Know the behavioral components of specific emotions c. Observe your own behavior in neutral and emotional situations d. Observe the behavior of others in neutral and emotional situations
<ul style="list-style-type: none"> a. Acquire an emotional vocabulary 	<ul style="list-style-type: none"> a. Acquire vocabulary related to basic emotions b. Acquire the vocabulary related to complex self-aware motions c. Distinguish words relating to different areas: emotional, behavioral, etc. d. Talking about emotions in the first person ("I'm happy", I get angry, etc. ")
<ul style="list-style-type: none"> e. Recognize basic emotions (fear, anger, happiness, etc.) 	<ul style="list-style-type: none"> a. Know the body components of basic emotions b. Know the behavioral components of basic emotions c. Know the cognitive components of basic emotions d. Build a specific profile for each core emotion e. Learn the value and usefulness of each basic emotion f. Experience the different basic emotions
<ul style="list-style-type: none"> g. Recognize complex and self-aware emotions 	<ul style="list-style-type: none"> a. Build a specific profile for each complex



(pride, guilt, shame, etc.)

emotion

- b. Recognize the absence of a specific mimic for complex emotions
- c. Learn the value and usefulness of each complex emotion
- d. Experience the different complex emotions.

Relational behaviours.

In order to favour the achievement of the previous objectives it is essential that the adult adopts a relational attitude that favours the experimentation of emotions by the child, without limiting any of them. Moreover, the adult will have to act as an emotional model, showing the child how it is possible and useful to experience various emotions, without giving rise to unregulated behaviour. Furthermore, these objectives can and must be pursued in different contexts: at school, during sports, in games, in interaction with peers or adults, with friends or strangers, etc.

2 - Tolerate emotions

What does it mean to tolerate emotions ..

The student is able to ...

a. Tolerate the increase in emotional arousal

- a. Tolerate increasing levels of positive emotional activation, without engaging in disturbing behavior
- b. Tolerate increasing levels of negative emotional activation without engaging in disturbing behavior
- c. Tolerate longer and longer intervals of emotional activation, without adopting disturbing behavior
- d. Tolerate increasing levels of external stimulation without engaging in disturbing behavior

e. Tolerate frustration

- a. Tolerate frustrating situations of increasing intensity, without engaging in disturbing behavior
- b. Tolerate situations of failure, without adopting disturbing behavior



	<ul style="list-style-type: none"> c. Tolerate small provocations from peers, adopt disturbing behaviors d. Tolerate limits and reproaches from the adult, without adopting disturbing behavior
e. a. Tolerate the emotional activation of others	<ul style="list-style-type: none"> a. Tolerate the positive emotions of others, even if of high intensity, adopt disturbing behaviors b. Tolerate the negative emotions of others, without engaging in disturbing behavior c. Tolerate the emotional fluctuations of others without engaging in disturbing behavior

Relational behaviours

At this level, it is important for the adult to accustom the child to gradually expose himself to increasing levels of activation, without adopting inappropriate behavior. In this regard, it is advisable to carefully modulate the level of stimulation to which the child is exposed, so that it is just above his ability to manage: otherwise, there is the risk of disorganized reactions.

3 - Processing emotions	
What does it mean to process emotions ...	The student is able to ...
Understanding your emotions	<ul style="list-style-type: none"> a. Connect your emotions to specific triggering situations b. Linking their emotions to specific behavioral manifestations c. Connecting your emotions to thoughts, desires, etc. d. Recognize links between emotions e. Identify regularities in your emotional life
Understanding the emotions of others	<ul style="list-style-type: none"> f. Connect the emotions of others to specific triggering situations, a. Link the emotions of others to specific behavioral manifestations b. Connecting the emotions of others to thoughts, desires, etc. c. Recognize links between emotions



	d. Identify irregularities in the emotional life of others.
Imagine hypothetical emotions	<ul style="list-style-type: none"> a. Imagine, in advance, the emotions that will be felt following specific events b. Imagine in advance the emotions that others might feel following specific events c. Imagine how an emotion could change if some detail of the triggering situation changed. d. Imagine how an emotion could change if the thoughts formulated in that situation changed.

Relational behaviours

A fundamental task for the adult at this stage is to foster the child's tendency to talk about their emotions without initially worrying about the accuracy of the reports. This means that the child must get used to talking about emotions and affective events, in order to elaborate more and more in depth, without immediately acting. For this purpose, the adult plays a fundamental role as a role model in that he first has to take advantage of any occasion in daily life to tell his own emotional life.

4 - Planning emotions	
What does it mean to plan emotions ...	The student is able to ...
a. Modulate the level of emotional activation	<ul style="list-style-type: none"> a. Recognize the importance of modulating too intense emotions, both positive and negative b. Modulate your emotions, identifying situations that are too stimulating and moving away from them c. Modulate one's emotions through distraction techniques d. Modulate one's emotions by changing the meaning attributed to events e. Modulate your emotions through relaxation techniques



<p>Regulating one's emotions in view of personal goals</p>	<ul style="list-style-type: none"> f. Increase your level of emotional arousal in view of a challenging task <ul style="list-style-type: none"> a. Recognizing and tolerating modulated levels of fear as a tool to keep focused on the goal b. Activate positive emotions (enthusiasm, pride, etc.) in order to support the effort of demanding tasks. c. Imaginatively anticipating self-aware emotions (guilt, shame, etc.) in order to inhibit inappropriate behavior d. Imaginatively anticipating self-aware emotions (pride, etc.) in order to implement prosocial behaviors towards others
<p>Helping others with emotional modulation</p>	<ul style="list-style-type: none"> a. Comforting others when they experience uncomfortable emotions b. Involving others in activities that enhance their positive emotions c. Help others understand their emotions through dialogue.

Relational behaviours

The most appropriate relational attitudes at this level can be summarized in two essential points: on the one hand it is important to ask the child as he grows to have an increasingly regulated emotional behavior, avoiding useless and even harmful overprotective and deresponsiblising approaches; on the other, it is essential that the adult acts as a model of self-regulation, showing the child how they can actively manage their emotions, without being overwhelmed by them.



4.2 EXTERNALIZATION OF EMOTIONS THROUGH THEIR OWN MULTIMODAL STORY

Narrative method and inclusive practices

The pedagogically oriented narrative has assumed an ethical and transformative value, taking the form of a real opportunity to strengthen self-esteem and to activate the process of “self efficacy” (Bandura, 1995).

The literature and the experiences already started allow us to consider narration and the autobiographical approach as transversal learning methodologies: the enhancement of creative thinking and the modulation of educational intervention, according to individual peculiarities, can in fact represent for everyone an opportunity for communication and expression. Suffice it to say that talking about oneself can foster acceptance of oneself, of one's difficulties and limitations with important positive effects on resilience and self-empowerment skills. Furthermore, creative writing is one of the activities that in linguistic-verbal enhancement projects is considered effective for the acquisition of narrative and linguistic skills. In this perspective, the narrative approach becomes a tool for reflection, self-exploration and self-knowledge capable of simultaneously educating convergent and divergent thinking. In particular, it constitutes an operational strategy for teachers and educators who, starting from the interests of the subjects involved, can give new meanings to educational and teaching-learning activities.

A didactic path proposed on an experimental basis within didactic-expressive laboratories could be divided into the following steps:

- The proposal of a literary suggestion or a narrative stimulus to the subject
- An invitation to reflect on the stimulus for the construction of its story
- The definition of the rules of narration and drafting of the corresponding paper (the author has the full freedom to make decisions, make choices also on the timing and methods of conclusion, experiment hypotheses, give vent to his own creativity)
- The drafting of the narrative
- A reinterpretation of the story, to draw out the gratifying elements
- The presentation of the story with an illustration of the details, if deemed necessary



- An analysis of any autobiographical elements of the story.
- The identification of the correlations between the autobiographical elements identified and the story created
- Finding together with the teacher (with the possible comparison / support of the peer group) of the reasons that led the student-author to develop the story, the plot and what determined the evolution of the story.
- Reflections in scaffolding with the teacher on the epilogue of the story and on the recognition of the process of identification and diversification between the protagonist of the story and the author that took place during and after the elaboration of the initial stimulus and the drafting of the story
- An investigation of the emotions aroused by the presentation (reading) of the story and on those felt during its writing, which in fact generally leads to those that are told in the "narrative diary".

After some time it is necessary to follow-up the experience with topics and results made the subject of discussion within a focus group which could include, in addition to the teacher, a psychologist and a pedagogist.

Inclusive reading and writing between kindergarten and primary school

Regarding the learning of reading, each language has its own internal system of phonological, spelling and syntactic rules, different from that of others. European languages, for example, based on their orthographic structure, are distributed in a continuum that goes from the most transparent to the opaque. An orthographic system is defined as transparent when it has a high grapheme-phoneme correspondence, that is, a kind of bijection between the traced sign and the sound produced or heard., Finnish is the most transparent of the European languages while English is the most opaque. Between these two extremes lie all the other languages. Several studies have shown how this characteristic of opacity or transparency can influence various elements in learning to read such as the speed of lexical access, accuracy in instrumental reading, the role played by decoding and the understanding of oral language in developing the ability to understand text. As regards to accuracy, it has been pointed out that the greater the transparency of the spelling of a language, the more the learning of instrumental reading is facilitated (Goswami, Gombert & Barrera, 1998).

The phonological differences between languages are also evident in the syllabic structure, which can be simple or complex. This complexity derives mainly from the distinction between Romance or neo-Latin languages and Germanic languages. The former consists for the most part of words whose structure recalls open consonant-



vowel syllables, with few initial or final consonant groups (e.g., Italian and Spanish). In contrast, the Germanic languages (e.g., German, Danish, English) are instead characterized by numerous closed consonant-vowel-consonant syllables and by complex consonant groups both inside and at the end of the word. Even the different syllabic structure, as well as the orthographic structure, would seem to influence the acquisition of language and subsequent reading during childhood. All these factors mean that learning to read does not take place equally in the various European languages: Finnish, German, Greek, Austrian and Italian children seem to commit the lowest percentage of errors, while English children the highest percentage.

The degree of spelling transparency also influences the understanding of the text and the relationship between these two factors.

An inclusive teaching of reading and writing could be centered on a metaphonological teaching. The theoretical premise consists of some essential elements such as phonological awareness and consists of the ability to reflect on the sound aspect of words. Metaphonological skills make it possible to identify, distinguish, analyse and compare the sounds that make up the words primarily in their "oral" and subsequently in their "written" form and these skills can be evoked through a simple and didactically effective linguistic intervention. The metaphonological laboratory is presented as an enhancement activity to be carried out both in the school and out of school settings. Activities that can be carried out include: scanning and syllabic fusion, phonemic scanning and fusion through the use of specific mediators (puppets for syllabic and phonemic scanning of words); use of simple paper tools (syllabic grids, coloured circles for phonemic scanning), as memory support; construction of the "syllable" for each child, useful for memorizing the correspondences between syllables and visual reference symbols; strategies for the stable learning of homosyllabic and heterosyllabic consonant groups; strategies for learning letters that do not respect the univocal link with the corresponding phoneme; strategies for learning complex sounds: orthographic diagrams and trigrams (start of the orthographic phase). The workshop character of the meetings provides access to writing and analysing the phonotactic structure of the word "without writing", i.e. eliminating the executive motor part of the process of coding the sound in the corresponding sign.

The concept of sentence (number of words in a sentence) without formal presentation of the written code through a character, the Word Wizard, who pronounces a sentence and, for each word, makes a jump. The children represent the sentence without writing formally, using caps, buttons and clouds. As part of the spelling phase, the didactic activity relating to segmentation and syllabic fusion can include a character who speaks by syllables and children must be able to recognize the spoken word. The possible activities are:

- Recognition of the initial syllable



- Recognition of the intermediate syllable
- Recognition of the final syllable
- Word recognition

The phonemic fusion activity may involve a character speaking for single sounds and children must be able to recognize the spoken word. The possible activities are: The possible activities are:

- Recognition of the initial sound
- Recognition of the Intermediate sound
- Recognition of the final sound
- Recognition of the word

The danced gesture

In dance, sound, song (therefore linguistic text), movement, evolution of the body in time and space merge along with spectacularity, gestures, magical-symbolic rituals, religiosity, use of tools other than the body, realization of ergonomic and other. Everyone agrees that dance is "body language" par excellence, through which man expresses ideas and feelings, composing shapes and tracing movements, as well as the scholars of dance the conviction that the first expressive code formulated by primitive man was the one that made use of the most proper and immediate instrument that the "human" had at his disposal: his body and parts of it. Through the awareness of his physicality, man must have become aware of existing: the body was a place of self-identification and identification of the other, that is of the existence of others. Corporeality consequently became a means of communication with which to propose signifying signs that were slowly codified and structured by the first nuclei of human communities in non-verbal linguistic systems. Even before constituting a system of signifying sounds, which is more properly indicated as " language", the body performed various communicative functions. The culture of corporeality is found today in all those societies or social strata in which recourse is more easily made to communicative spontaneity, to relationships which are less conditioned by cultural superstructures. This does not mean that body language is more basic or reductive, the less technologically advanced, or less pragmatic, societies have a much more articulated codification of body language.



Studying the various forms of body languages, it can be noted that its perceptual channel is mainly the visual one. Through sight we perceive the "speaking of the body", through it we learn to use the same language and its techniques. The "visual" is a communication process that is widely practiced in ethnic cultures, much knowledge is transmitted and learned because it is made visual and visible. The working techniques, the behaviours and the physical gestural reactions (gait, laughter, tears, affection, anger, etc.), the expressive modalities (singing, music, dance, painting, etc.) and many other forms of knowledge are transmitted through the ability of man and the animal world to see and imitate. A pre-established culture comes to everyone through sight, which only needs to be acquired and personalized. Between the two bodily communication systems, we are here briefly interested in correlating the "gestural" and the "choreutic" parts. These are two very important codified systems in human existential experience, of which the second can also include the first. Gesture and dance are two entities that are difficult to define precisely because of the respective irrepressibility, complexity and mutability of the two phenomena. Both use parts of the body that execute a coded sequence of semantic or desemanticized movements over time and space.

Gesture is an autonomous system of communication which is self-sufficient in some cases, even if it is less articulated and more generic than verbal language. Often used by those who are prevented from using orality or in cases in which the sonority of the message is to be eliminated, gestural language is learned by visual imitation from early childhood in an induced and not always conscious way. Learning is rapid because each gestural unit does not generally assume a difficulty in execution, and even the style is acquired through collective practice. The gesture to express the same concept can vary between different societies, and from area to area, but generally it has a more extensive formulation and diffusion than a dance model.

It follows that the gesture is a more explicit and universal code than dance, because it is more broadly used. Conversely, dance has a more limited communicative will in terms of semantic decoding. For this reason, it must resort to the use of gestures in its own repertoire to make itself more explicit for possible recipients. In current use, it often becomes complementary to the "language" code, acting as a support and reinforcer of the latter, better illustrating and enhancing some aspects, emphasizing



key concepts or making explicit the omissions of orality. The gesture is therefore a movement and / or the attitude of a part or the whole body that exposes a concept in an explicit or ritualized way.

It is more complicated to define the dividing line between autonomous linguistic gesture and dance movement. In dance we distinguish the "common gesture", that is a coded movement of parts of the body that the dancer can repeat regularly in other non-dance situations, from the "choreutic gesture", which is instead a coded movement used exclusively within a dance repertoire and as such recognized by the community to which it belongs. The survival of isolated common gestures in dances that apparently have nothing to do with the situation, with the possible meaning that the gesture recalls, is notable.

The explicit gesture simultaneously translates the thought of the person issuing it and it is assumed that the recipient is in possession of the same system of gestural codes to decode it and understand the message underlying it. The explicit gesture is always extemporaneous, it is a direct speech and can act as both a dialogue and a monologue. It is never iterated except to reinforce the message or make it more understandable. The "ritual gesture" on the other hand refers to the sphere of the metaphorical and the myth; apparently the gesture no longer acts as a signifier, because it refers to disused and exhumed codes only in a symbolic and not rational key.

Dance can tell a story, it can constitute the intertwining of a "fabula" with characters, episodes, possible dialogue (if the dance is sung), and final epilogue. In many oriental cultures, it is told by dancing while classical ballet is often lyrical narration. In the history of every people there have always been dances in which the dancers simulate another event taken from daily practice or an extraordinary event. The dance then moves between evocation and simulation representation.

Given these premises, the dance gesture can be a pretext to broaden the didactic horizon to the entire paralinguistic system of gestures. At the same time, it is necessary to make the child understand the importance of the signifying gesture in social relationships as a means of expressing their emotions and understanding the emotions of others, as well as making them understand the process of mythologizing



and stylizing some dance gestures which, despite having communicative immediacy, they can acquire value on a ritual level.

Based on these considerations, a project that uses capoeira, a Brazilian martial art that mixes wrestling, dance and music, or traditional folk dance could be interesting.

Art and beyond: multidisciplinary educational paths

Training in the field of artistic expression mobilizes a holistic and integral type of activity in learning the subject, which allows the experience and understanding of the relationship that is established between the emotional and motivational dimensions, the technical skills / competences and the specific knowledge acquired during the developmental age. Art and creativity are very effective tools for the development of communicative and physical-cognitive-emotional skills in the individual (Vygotskij, 1990) who can transform his creativity through reflection into true energy that is "[...] capable of regenerating his own reading of the world, to combine in a constantly renewing manner the skills that are gradually acquired, the knowledge learned from books, as from life experiences "(Nuti, 2014, p.10).

Music, visual arts, theater, dance are expressive languages capable of involving all the senses, strengthening in each individual, especially in the early stages of life, the cognitive, socio-emotional and multisensory skills. John Dewey (1933) similarly affirms with conviction the idea that art is the most suitable means to constructively use the creative energy contained in the child. In fact, in Dewey's conception, art must not be considered as an experience in itself, but rather it must be related to the psychology of individuals and the socio-cultural realities from which it springs: the ultimate goal of the child's creative activity, must not only be the artifact that he creates, but rather the development of the ability to observe, the memory skills and use of the imagination which art helps to enhance and which endow the individual with good critical and problem-solving skills. Children are naturally inclined to art and creativity with which they express their individuality and emotions and through which they understand the world around them. In this orientation, artistic languages represent the metaphor of the extraordinary potential of children, of their growth process and their relationship and openness with the world.

In this context, privileged themes in the workshops can be:



- Music area: group musical games, singing and singing in choir, ensemble music, percussion, orchestra;
- Theatre Area: theatre in motion, body movement - between creative magic and language. Handling of materials, including recycled materials, for the production of artefacts, video animation workshops; reality through the play of theatre made up of magic of sounds, images, stories linked to individual emotional and sensorial aspects, present, past, repressed or forgotten. Games of representation of situations or roles.
- Gestural expression area: the poetic body, mime activities, gestural arts for emotions, clowning.

Exploring with all the senses allows the child to assimilate and process information that leads him to acquire greater self-confidence, refining his sight, learning to discriminate, recognize and correctly verbalize the things he perceives. Children respond to their desire to experiment with colours, sounds, images, materials: playing with these, mixing them and using them with imagination to "produce" artistically in many different ways, stimulates the development of those social attitudes that Dewey recognizes as the four propensities of pupils: the social instinct (the desire to communicate with others), the constructive impulse (to do things), the instinct for inquiry (to discover) and the expressive impulse (to create) (Dewey, 1925). In the multidisciplinary artistic workshops for the child, artistic expressiveness becomes a method of action that allows them to experiment with new communication and expressive methods (Goldblatt, 2006), to increase self-awareness, to cultivate critical and divergent thinking and to "feed" their creativity. In artistic activities the expressive and identity skills find an extraordinary training ground in order to develop manual skills - and in particular fine manual skills - to manipulate, combine, use the materials and pictorial tools in an appropriate and creative way, acquiring new techniques to express themselves and their emotions (Hoffman, 2000, p. 45).

Education in artistic expressiveness also stimulates the ability to observe and learn to reflect on what is observed and to re-elaborate one's own experience, without underestimating the potential it puts in place with respect to the development and awareness of aesthetic taste.



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Knowing how to read and interpret images, whether they are referential (visual) or inferential (musical), also increases the child's previous knowledge with regard to expressive techniques, to experience the pleasure of being part of a group, of collaborating with peers for the realization of a common project, learning to listen to the opinions of others and to express one's own.



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1 https://ec.europa.eu/info/policies/justice-and-fundamental-rights/combating-discrimination/roma-eu/roma-inclusion-eu-country/roma-inclusion-italy_en

1 <https://www.rapportodiritti.it/rom-e-sinti>

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1 https://ec.europa.eu/info/sites/info/files/italy_national_strategy_roma_inclusion_en.pdf



I.PRE STUDYTEST

This is the pilot initial test specifically designed for the pre study.

Instructions: Please answer the questions and, in case of numbers in the answers, circle the correct answer number. If you need help, ask your teacher.

1. Are you a boy or a girl? 1. Boy 2. Girl

2. In what country were you born?

3. If you are not born in Greece, how old were you when you came?.....

4. In what country were your parents born?

5. How often do you speak Greek at home?

1. always 2. almost always 3. sometimes 4. almost never 5. never

6. How often do your parents speak Greek at home?

1. always 2. almost always 3. sometimes 4. almost never 5. never

7. Are you learning another language (besides Greek)? 1. yes 2.no

8. If yes, which one?

9. At what schoolgrade were you when you started learning this language?

.....

10. Is there a permanent residence? 1. Yes 2. No

11. Do you have brothers or sisters? 1. Yes 2. No

12. If yes how much?

13. Do you live with your grandparents? 1. Yes 2. No

14. Is there a TV in your house? 1. Yes 2. No

15. Is there a computer or tablet at home? 1. Yes 2. No



16. Do your parents read newspapers or books at home? 1. Yes 2. No

17. Are there any books at home? 1. Yes 2. No

We will use the exercise you will write in a research. We try to find the best ways for the pupils to write well in school. So we would like to see in your writings what children of your age can do.

You will not be scored, but please do your best to show us what you can do.

If you do not get the page for exercise, you can cut another page from your clipboard and continue there. But do not forget to write your name and exercise number on each of your papers.

DO NOT COMPLETE THE FRAMEWORK IN GRAY COLOR !!!

<p><u>18. Exam date:</u></p> <p><u>19. School area:</u></p> <p><u>20. School:</u></p>	<p><u>21. P.E.L.(Parents' Education Level.</u> only P.E.L. is visible by the pupils):</p> <p><u>22. T.P. (Total Performance at school.</u> only T.P. is visible by the pupils)</p> <p>1 2 3</p> <p><u>23. Alternative programmms:</u> 1 2</p>
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II.PRE STUDY TEACHING PLAN

FULL NAME:.....

DATE:.....

CLASS:.....

- As you listen to the story note in a few words -

1. What happened in the beginning? Who are the faces?



Auxiliary words used:

2. What happened next?

Auxiliary words used:



3. What happened in the end? What conclusion did he draw?

How did he feel?



Auxiliary words used:



4. Did you hear any good news? If so, which one do you remember?

5. Was there a chronological order in the story?

6. Did he use the right times?

A large, empty rectangular area with a light orange background, intended for writing answers to the questions above.