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THESIS

**EXPERIMENTAL PROGRAM FOR SCHOOL INTEGRATION
OF REMIGRANT MIDDLE SCHOOL STUDENTS WITH
LEARNING DIFFICULTIES IN ROMANIAN LANGUAGE AND
LITERATURE**

SUMMARY

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In contemporary society, the phenomena of territorial mobility / geographical mobility - migration (internal or external) and return migration / remigration (determined or forced), phenomena determined by various social and economic factors are significantly accentuated. These complex and sensitive phenomena are increasingly attracting the interest of researchers and are often investigated in a multi- and interdisciplinary manner, with various implications: demographic, sociological, psychological, educational, axiological, etc. From an educational perspective, external migration and return migration / family migration can have a major impact on children and various influences, which can be analyzed in formal, non-formal and informal contexts.

The doctoral thesis “**Experimental program for school integration of remigrant middle school students with learning difficulties in Romanian language and literature**” approaches in formal educational contexts, a topic less explored in the literature, although it springs from the current educational reality. The analyzed issue was inspired by the didactic experience and of one's own life, as well as by the common interest of the professional community of teachers and of the scientific community for identifying and removing the difficulties encountered by migrant students in the Romanian educational system. The research topic was limited to the study discipline Romanian Language and Literature, which I have been teaching for 5 years, at middle school level.

Thus, our doctoral thesis aims at an educational approach to the impact of remigration on middle school students, made in formal educational contexts, in the study of Romanian language and literature. The doctoral thesis entitled **Experimental program for school integration of remigrant middle school students with learning difficulties in Romanian language and literature** is structured in eight chapters. The first three chapters include the theoretical foundation, and chapters IV-VII present the pedagogical research carried out. Chapter VIII surprises both the conclusions regarding the theoretical and practical-applied personal contributions, as well as the conclusions of the research carried out.

In **Chapter I - Learning difficulties - multidisciplinary approach** we presented various definitions of the concept "learning difficulties", the causes that determine the occurrence of learning difficulties, typologies of learning difficulties, areas of manifestation of learning difficulties and the particularities of students with learning difficulties.

In the literature are specified different definitions of the concept of **learning difficulties**, designed from different perspectives, depending on which the concept was investigated. It cannot be said that a general definition has been reached, because this concept is a complex one and as the definitions are formulated at the moment, the variants only partially cover the investigated reality

Praxiological Dictionary of Pedagogy. Volume I: A-D (Bocoş (coord.), Răduţ-Taciu, Stan, 2016, p. 339) gives us a clear and complex definition of the term learning difficulty. Thus, in a broad pedagogical / educational sense, the term refers to a set of obstacles, as well as moments of oscillation, which materialize in a set of particular manifestations, involved in the development of the personality of an individual who is involved in a continuous process for studying. In a narrow pedagogical / educational sense, learning difficulties are correlated with a faulty, weak or deficient organization of the approaches and learning activity performed by students, an organization that can have negative consequences on: acquisition - perception and reception, organization, retention / retention , comprehension / understanding, processing / processing of information (verbal and nonverbal), rendering, expressing, transmitting / communicating them.

In our opinion, **learning difficulties** *are obstacles that intervene in the learning activity and affect both the development of a person's personality and the perception, reception, understanding and processing of verbal and nonverbal information.*

Referring to the particular case of Romanian language and literature, we started from the premise that to remedy the learning difficulties specific to Romanian language and literature, the emotional dimension of students' personality has a special importance, because most migrant students show anxiety, shyness and nervousness, which represent factors that slow down the recovery process, intended for the maximum development of the physical and mental potential that children have.

At the same time, the relational sphere is important both at the level of the educational system and of the psycho-social environment specific to the educational institution, as well as at the level of the family culture in which the student has integrated. In the context of social interactions, there are processes of mutual influence, of fundamental, active and mutual dependence of people, through which the actions of one affect each other, social roles are exercised, social learning is achieved, which makes these processes alive, dynamic and interactive.

In the second chapter - School integration in a multidisciplinary approach: educational, managerial and legislative, we considered it necessary to review the conceptual boundaries of integration and inclusion and presented essential aspects regarding integrated education. Also, in this chapter, we highlighted a series of international acts meant to recognize the rights of people with disabilities and we highlighted the ideas that led to the development of educational policies and strategies both in Romania and in the world.

From the etymological point of view, the word "integra" comes from the Latin **integro**, **integration** and **integratio**, used with the meaning to renew, complete. The most handy definition is given by the Explanatory Dictionary of the Romanian Language (DEX), thus, the integration is presented as „ 1. Inclusion in a collective; 2. Incorporation into a whole ”.

Gherguț (2006, p. 17) argues that integration involves “placing or transferring a person from a more or less segregated environment to an ordinary one, aiming at the set of measures that apply to various categories of the population, and seeks to remove the separation in all its forms (the term segregation is relative and can be applied to all children and individuals, as well as to all aspects of human life)”.

In our opinion, **integration** represents the acceptance of individuals (in our case of migrant students) in school institutions in order to carry out their activities in the same way as the rest, without discrimination regarding personal expression, the exercise of certain rights and obligations. equal or in the process of individual development.

In Romania, there are legislative projects that highlight the importance of maintaining students with learning difficulties in the educational system, as well as the importance of supporting them in the process of their formation and development. However, the reality shows that, often, the two concepts are confused, both in theoretical approaches and in school practice, as well as that integration is difficult to achieve, being hindered by objective and subjective factors.

Regarding the integration process and the integration process, in Romania, the initial and continuous training system for teachers allows the formation of specific skills, the acquisition of techniques and methods for educating students with learning difficulties and special educational needs, so the teacher can move from the status of information provider to that of effective mediator of this information. Also, through teacher training programs, management skills are trained to prevent and treat learning difficulties. We can exemplify the following continuing education

programs: Inclusive school - school for all, Inclusive approach to school assessment for students with SEN, Practice of integration and inclusion of children with SEN etc.

Social awareness and awareness of the school environment are important steps in terms of integrating and supporting students with learning difficulties. In Romania, this process is in an upward trend, but not enough to eliminate misinformation, stereotypes, unproductive educational and managerial practices and especially to change the collective mind. As a result, the transition from the educational, curricular, managerial point of view is successfully achieved at the level of designing and initiating remedial and school integration programs, but there are still many difficulties in implementing these programs, so as to evaluate the integration process. there is a reluctance to change, practical dysfunctions or a series of gaps at managerial, educational, didactic or administrative level.

Structural integration has become a priority in Romania, but in the Romanian school there is a need for more openness (from individuals, groups, communities, institutions, educational and social agents, etc.) and acceptance for the process of social, cultural and identifying integration, because There are still trends and cases of marginalization and segregation, especially in the school space, but also in the social one. At present, in Romania there are two education systems: the mass education system, in which there are students with learning difficulties and the special education system, in which there are students with disabilities and in which specially designed school programs are operated. However, it is often found that learning difficulties are confused with disabilities, which affects educational and curricular practices. Also, it is often found the existence of the phenomenon of segregation, in the sense that students with learning difficulties are marginalized and are considered a problem category. In fact, students with learning difficulties need to be supported to manage and overcome them, using appropriate teaching tools. One such tool is our intervention program designed to overcome learning difficulties in the study of Romanian language and literature.

In the third chapter - Migration and remigration, we highlighted the causes of migration, the factors involved and its specific typology. Closely related to these theoretical considerations, we mention the fact that in the area subject to our experimental research there are cases of spontaneous migration, but also of contractual migration. the extent of migration has led to an increase in interest in studying this phenomenon.

The term “migration” has been defined by several authors, Sandu (1984) defined migration as “an essential component of development processes. The different forms of this phenomenon are correlated with economic changes, social structure and quality of life. Under certain conditions and under certain aspects, migration appears as a reaction to these changes; in turn, that reaction can have effects in the areas of economic life, quality of life and social structure ” (p. 9).

Regarding remigration, the study shows that some cases are known as forced migration, others as voluntary migration. Framing in one situation or another depends on the European context, the needs and the profile of migrant families. Although traumatic factors are definitely a high risk for migrants, there are also beneficial factors reflected in school performance, such as the foreign language that the student speaks and which gives him self-confidence and a state of constructive independence.

Chapter IV - Organizing and conducting pedagogical research on "experimental program for school integration of middle school students with learning difficulties in Romanian language and literature" presents an overview of the experimental approach, presenting the motivation for choosing the topic, the research question, the purpose and aims of the research, the research hypothesis, the research variables, the sampling, the spatial and temporal coordinates of the research, the system of research methods and tools and the stages of pedagogical research.

During the research, we operated with a unique sample of middle school students to which we applied the experimental program and used the unique sample technique, making intragroup comparisons, respectively we compared the posttest results with the pretest results.

The general question underlying this research is the following: *It is possible that, by implementing an experimental school integration program for middle school remigrant students to remove the learning difficulties they have in Romanian Language and Literature, implicitly contributing to increasing school performance and to better school integration?*

Therefore, **the purpose** of this research was to verify whether the elaboration of a program for migrant students has valences in the direction of identifying and removing learning difficulties in the Romanian language and literature of students and in the direction of improving their school integration. Our research was focused on the following aims:

- ✓ *Aim 1* - Making an inventory of the learning difficulties of migrant students, in the study of Romanian language and literature;
- ✓ *Aim 2* - Design and implementation of the experimental school integration program for students included in the experimental group;
- ✓ *Aim 3* - Examining the level of development of vocabulary skills in migrant middle school students;
- ✓ *Aim 4* - Examining the level of development of the skills of correct use of the syntax in the remigrant students from the middle school;
- ✓ *Aim 5* - Examining the level of development of the ability to understand texts in Romanian in remigrant students in middle school;
- ✓ *Aim 6* - Examining the school performance in the Romanian language and literature tests for middle school remigrant students;
- ✓ *Aim 7* - Examining the level of school integration in remigrant middle school students;
- ✓ *Aim 8* - Establishing the efficiency of the experimental school integration program;

The pedagogical research entitled “*Experimental program for school integration of migrant middle school students with learning difficulties in Romanian language and literature*” aimed to test the following research hypothesis: **Participation of migrant middle school students in an experimental school integration program, composed from intervention modules focused on identifying and early removal of learning difficulties in Romanian language and literature, will significantly contribute to the development of skills in understanding texts, using vocabulary, correct use of syntax and will increase the pace of school integration.**

The independent variable was:

- ✓ Participation of remigrant middle school students in an experimental school integration program;

The measured dependent variables were:

- ✓ The level of development of vocabulary skills in remigrant students;
- ✓ The level of development of the ability to understand texts in Romanian for migrant students;
- ✓ The level of development of the skills of correct use of syntax in migrant students;
- ✓ The level of school performance in the Romanian language and literature tests of emigrant students;

- ✓ The pace of school integration of migrant students

We present below the research instruments, together with their characteristics, corresponding to the measured dependent variables (table 1.IV):

Table no. 1.IV. Tools used depending on the dependent variables

Dependent variable	Instrument for measuring the variable	Characteristics of the instrument
V.D.1. Level of development of vocabulary skills of migrant students	Vocabulary test	The tests are part of the evaluation battery <i>Ped^b</i> purchased by Cognitrom (I accept for use for research purposes presented in Annex no. 10)
V.D.2 Level of development of the ability to understand texts in Romanian of remigrant students	Test of comprehension of texts	
V.D.3 Level of development of skills in the correct use of syntax of migrant students	Syntax test	
V.D.4 The level of school performance in the Romanian language and literature tests of emigrant students	School progress record sheet	School progress record sheet
V.D.5. Pace of school integration of migrant students	Sense of Community Index II - SCI-II (adapted from McMillan and Chavis 1986, revised in 2005)	Interview Guide / Grid Scale developed by McMillan & Chavis 1986, revised in 2005, translated and adapted (I accept for use for research purposes presented in Annex no. 9)

		Own design grid (Annex no. 5)
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The research initiated by us targeted two important categories of subjects, directly involved in the educational process: students and teachers. Therefore, the sample of subjects was made up of Romanian language teachers from Bistrița-Năsăud County and middle school students returning from abroad.

- *Teachers of Romanian language and literature.* During the meeting of Romanian language and literature teachers from Bistrița-Năsăud County, at the Meetings of teachers organized at the level of departments (Bistrița, October 3, 2016), the issue of integration of migrant students was raised. Following the discussions, we selected a number of 180 teachers from Bistrița-Năsăud County, teachers of Romanian Language and Literature at secondary school level, who faced such situations and declared themselves willing to participate in a study on this theme. They are teachers at schools in localities where there have been mobility in the categories of migration and remigration, in the last 3 years. During the beginning of the 2016-2017 school year (October-November), the 180 teachers completed a questionnaire on identifying difficulties in the Romanian language and literature for students returning from abroad.
- *Middle school students, emigrants.* Out of the total of 225 migrant students who requested the equivalence of studies in the period 2017-2019, 124 students from grades V-VIII, from Bistrița-Năsăud County were selected in the sample. They were included in an experimental program for the prevention and solution of learning difficulties encountered in general and in particular in the Romanian language and literature discipline.

Therefore, we operated with a unique sample of middle school students to whom we applied the experimental program and used the unique sample technique, making intragroup comparisons, respectively we compared the posttest results with the pretest results. Based on the results obtained on this sample, we drew conclusions on the entire population of Romanian emigrant students from which the sample was extracted.

Regarding the sampling of the contents, we identified the topics and contents that were included in the experimental program in accordance with the school curriculum in the Romanian

Language and Literature discipline. The experimental program developed and implemented by us during the 8 months of the 2018-2019 school year focused on 10 teaching activities. We remind you that the activities took place systematically, one activity per week.

In our practical-applicative approaches we have used the following complementary:

- *methods of pedagogical research*: psycho-pedagogical experiment, method of systematic observation, method of investigation, method of focus group, method of tests, method of case study, method of analysis of products of students' activity, method of researching school documents;

- *pedagogical research tools*: questionnaire, interview guide, text comprehension test, vocabulary test, syntax test, psychological text, observation grid, school progress record sheet, scale - Sense of Community Index II.

Chapter V - Pre-experimental stage. In the **pre-ascertaining stage** of the research we were concerned with the analysis of the results of the international PISA tests and the way in which they contribute to the development of competencies. International reports show that the education system in Romania is facing some problems and, at the same time, we notice the poor quality of the system.

The purpose of this **ascertaining research** was to investigate and outline the existing situation at the level of educational reality regarding the general opinion of teachers on the difficulties encountered by migrant students in the study of Romanian language and literature.

The aims of the ascertaining stage:

- Identifying the opinions of Romanian language and literature teachers regarding the integration of remigrant students in the national education system;
- Identifying migrant students from Bistrița-Năsăud County and their specific educational needs.

The initial assessment aimed to establish the level of preparation of students. The results and information obtained from this assessment helped the teacher to determine the level of acquisition and skills. In addition, it assists him in drawing up intervention plans or carrying out differentiated programs.

Focus group. After applying the initial test, we organized a focus-group interview, which aimed at knowing the experimental group and their opinions about the proposed program.

In the pre-experimental stage we looked for information on what the subjects expect to obtain and realize if they will participate in the proposed experimental program. Thus, I asked three questions:

1. What are your expectations regarding the program you will participate in?
2. How do you think this program could help you integrate into the class group?
3. How do you think this program will help you to improve your situation at school, in the Romanian language and literature?

Following the focus group, we received answers from the remigrant students to the questions posed.

Quantitative and qualitative analysis of the obtained data. The questionnaire for teachers allowed us to analyze the properties of the sample of respondents (items 6-9), and items 1-5 provided us with data on the situation of Romanian migrant students.

The aim of the questionnaire used was to survey the opinions of Romanian language and literature teachers in Bistrița-Năsăud County on identifying learning difficulties in terms of communication skills.

Analysis of the results of the initial test and establishment of the difficulties faced by migrant students

The analysis of the results obtained by the remigrant middle school students, at the initial testing of the Romanian language and literature discipline allowed us to present the problems they face. Thus, we found the following main difficulties:

- difficulties in understanding a text at first sight;
- reduced vocabulary;
- difficulties in identifying synonyms / antonyms;
- confusions of meanings;
- phonetic confusions;
- difficulties in constructing sentences and phrases;
- difficulties in dividing words into syllables;
- morphological difficulties (non-recognition of speech parts);
- difficulties in interpreting a sequence from the text;
- difficulties in writing a text, with a given theme, not respecting the specific structure;
- spelling and punctuation errors;

- excessive use of words from other languages;
- expression difficulties (inadequate expression of ideas).

At the same time, the analysis of the initial test results shows that there is a predominance of problems such as: difficulties in understanding texts, difficulties in identifying synonyms and antonyms, morphological / syntactic difficulties, difficulties in constructing sentences and phrases and the frequency of spelling and punctuation errors. Also, students showed a low level in the assessment of verbal skills (remigrant students presented a reduced vocabulary and difficulties in understanding the texts in Romanian).

The previously mentioned ones were the reason why we opted for the realization and implementation of an experimental school integration program, consisting of intervention modules focused on identifying and early removal of learning difficulties in Romanian language and literature.

Chapter VI - Experimental stage - the main aim was to apply an experimental program to the subjects, in order to integrate them in the Romanian school environment, to remove the difficulties specific to the Romanian language and literature and thus ensure school progress.

Thus, the experimental school integration program was applied, consisting of intervention modules focused on identifying and early removal of learning difficulties in Romanian language and literature, through which we aim to contribute to ensuring school progress and intensifying the pace of integration school. In carrying out this program, we took into account the fact that the reduction of the difficulties specific to the discipline Romanian language and literature presents a specific process, an aspect that determined us to elaborate it in three phases:

1) *The initial phase* - stage in which the teacher designs the teaching-learning sequences, based on the information gathered regarding the specific difficulties of the Romanian language and literature;

2) *Development phase* - stage in which the teacher puts the student in appropriate situations in relation to the object of learning, with the learning difficulties they face and at the same time promotes cooperation relations and interactions such as student-student, student-teacher, student- other human sources.

3) *Consolidation phase* - phase in which the teacher analyzes the effects of applying the experimental school integration program.

The experimental stage was based on the following methods:

Case study method - in the case studies (three of them were presented in the paper), we studied in depth the learning process in migrant students, in the context of teaching activities conducted in the experimental program. Practically, we aimed to describe, in detail, the profile of some emigrant students who presented both difficulties in the Romanian language and literature discipline and integration problems within the Romanian educational system. Thus, we managed to capture the difficulties that migrant students face in the study of Romanian language and literature and to identify the main factors that generate low results in this discipline and school maladaptation.

The three cases presented in the paper refer to students who returned from abroad, from Bistrița-Năsăud County, who were chosen at random. The fact that we did not know these students in the period prior to the research allowed us to make an objective analysis of their school progress.

The method of analyzing the students' activity products - is used during the research in order to analyze the products of their activity, which represent objectifications of students' approaches and results and materialize in: projects, essays, compositions, knowledge tests, worksheets, drawings, journals.

The method of researching school documents allowed the collection of concrete data on the activity of teachers and students. The paper analyzed both official curricular documents (curriculum, textbooks) and various school documents (catalogs, school situations), the latter being useful to record data on grades obtained by migrant students, the subject Language and Romanian literature.

Chapter VII - Postexperimental Stage. To observe the changes produced by the participation of remigrant students in our experimental program, we applied the posttest. The evaluation took place in June 2019. We specify that there were no changes in the composition of the sample of subjects.

For the final focus group (second focus group), the results are recorded on the same scale used at the initial time of evaluation (first focus group).

Item analysis allows us to achieve a detailed picture of the level reached in communication skills. Descriptive study - The marks obtained by students in the pre-test and post-test assessment test are presented in the tables below.

Table no. 1.VII. Frequency table of pretest notes

MARKS	Frequency	Percentages	Valid percentages	Cumulative percentages
1	1	.8	.8	.8
2	10	8.1	8.1	8.9
3	19	15.3	15.3	24.2
4	16	12.9	12.9	37.1
5	25	20.2	20.2	57.3
6	34	27.4	27.4	84.7
7	11	8.9	8.9	93.5
8	5	4.0	4.0	97.6
9	3	2.4	2.4	100.0
Total	124	100	100.0	

Table no. 2.VII. Posttest grade frequency table

MARKS	Frequency	Percentages	Valid percentages	Cumulative percentages
2	1	.8	.8	.8
3	4	3.2	3.2	4.0
4	13	10.5	10.5	14.5
5	18	14.5	14.5	29.0
6	41	33.1	33.1	62.1
7	25	20.2	20.2	82.3
8	11	8.9	8.9	91.1
9	9	7.3	7.3	98.4
10	2	1.6	1.6	100.0
Total	124	100.0	100.0	

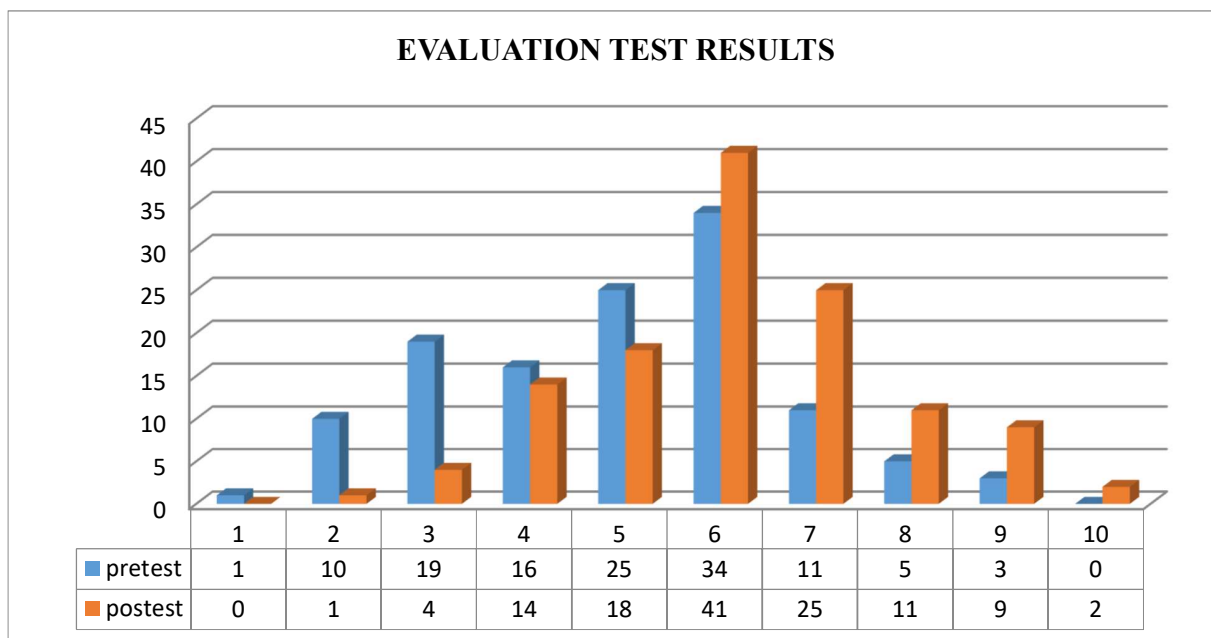


Figure no. 4.VII. - Grades obtained in the assessment test

In figure no. 4.VII. school progress is observed, by categories of grades obtained in the initial test and in the final test.

There is a significant numerical difference in the categories 'note 7 (seven)' and 'note 8 (eight)'. Thus, we have the following situation:

- an increase from 11 marks to 25 marks of 7 (seven);
- an increase from 5 marks to 11 marks of 8 (eight);
- an increase from 3 marks to 9 marks of 9 (nine);
- 2 marks out of 10 (ten) were obtained.

Based on these data, through a comparative analysis, we can say that at the average level, the experimental program determined the school progress in the Romanian language and literature discipline.

The analysis of all determinants, favorable and disturbing allows us to say that, overall, there has been progress, only that progress is evident by decreasing the number of grades below 5. We note that in the initial test 46 students scored below 5, and the test finally the number of grades

below 5 decreased significantly to 19, which led to an increase in the number of intermediate categories (average level).

Presentation and analysis of experimental study data. For the statistical analysis of the results of the didactic experiment, the SPSS application for Windows, version 24 was used, calculating (pretest and posttest) the students participating in the experiment the averages, the standard deviation from the pretest and from the posttest. It was found that the averages increased in the posttest stage compared to those in the pretest stage. To determine whether the difference between the means is statistically significant, the t test was used. The calculated values of t indicated that the difference between the means is statistically significant at the significance threshold $p < 0.01$.

Therefore, the implemented intervention program had positive effects in terms of school integration, especially by increasing performance in the Romanian language and literature discipline.

The results obtained are summarized in the following tables:

Table no. 1.VII. - Results of the sample that participated in the intervention for the dependent variable "vocabulary"

	N	Variable	Pretest	Posttest	Comparisons
The sample that participated in the intervention	124	Vocabulary	Average=7,22 AS=3,99	Average=10,81 AS=3,71	t= -30,016 p<0,01

The average for the level of vocabulary development of students in the posttest (Average = 10.81, AS = 3.71) is significantly higher ($t = -30.016$, $p < 0.01$) than the average in the pretest (Average = 7.22 , AS = 3.71)

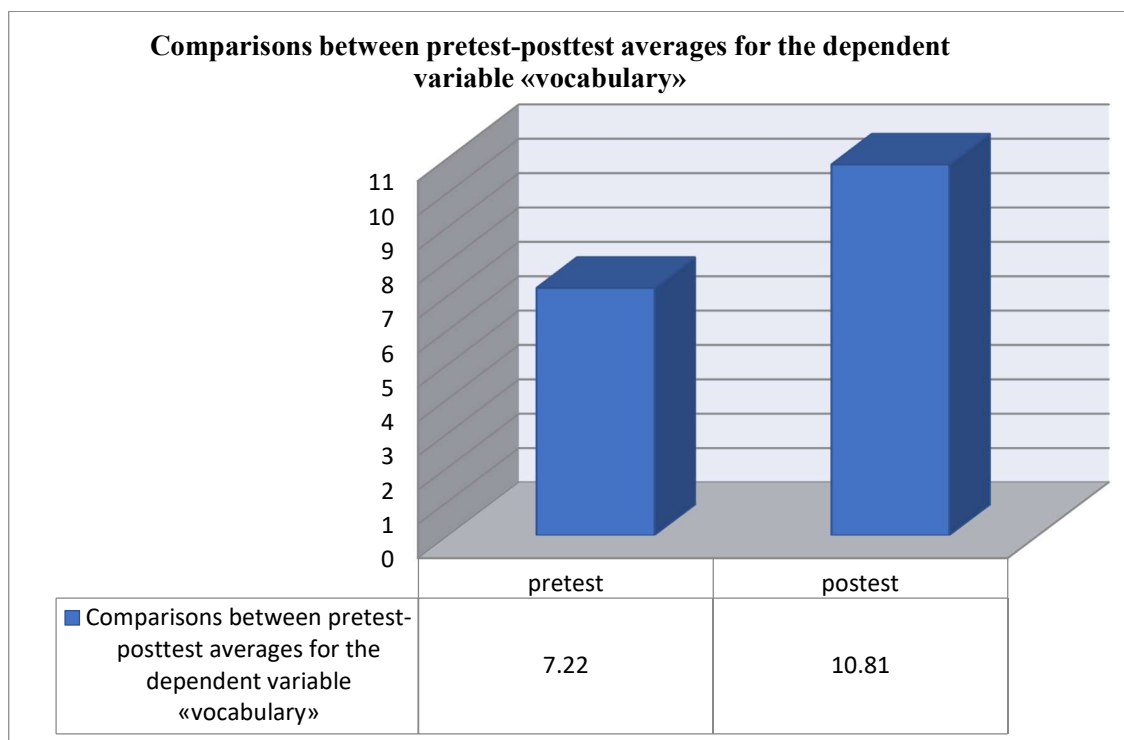


Figure no. 5.VII. - *Comparisons between pretest-posttest averages for the dependent variable «vocabulary»*

Table no. 2.VII. - *Results of the sample that participated in the intervention for the dependent variable "syntax"*

	N	Variable	Pretest	Posttest	Comparisons
The sample that participated in the intervention	124	Syntax	Average=8,44 AS=4,75	Average=12,41 AS=4,51	t= -30,167 p<0,01

The average for the level of syntax development of the students in the sample in the posttest (Average= 12.41, AS = 4.51) is significantly higher ($t = -30.167$, $p < 0.01$) than the average in the pretest (Average = 8 , 44, AS = 4.75).

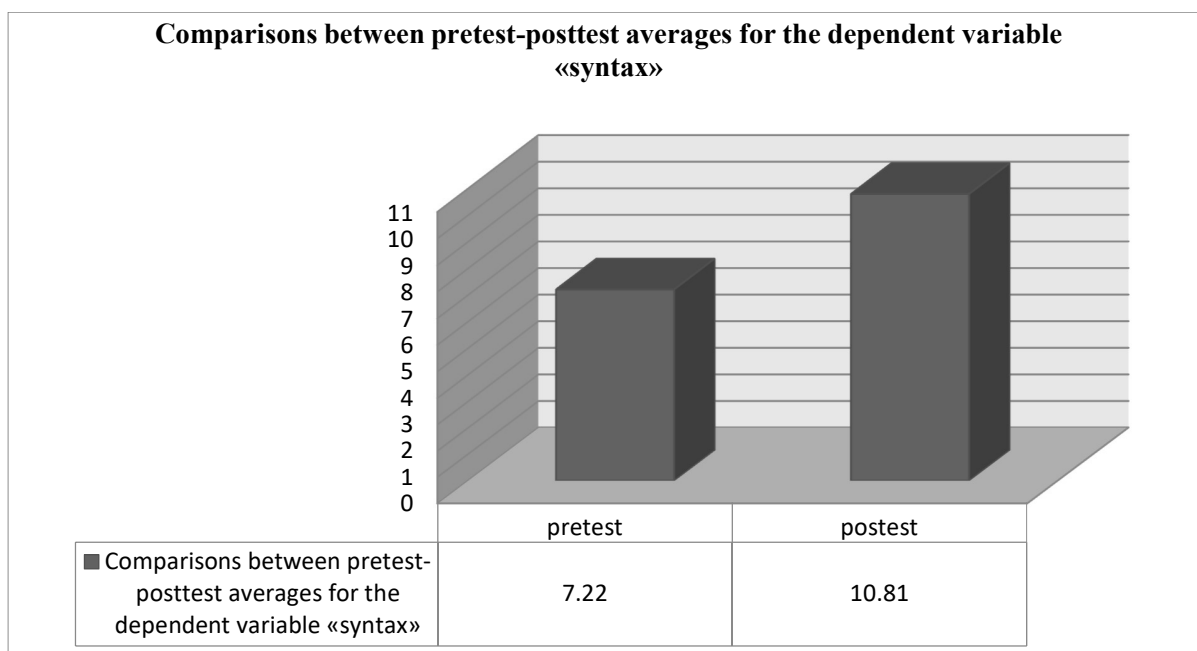


Figure no. 6.VII. - Comparisons between pretest-posttest averages for the dependent variable «syntax»

Table no. 3.VII. - Results of the sample that participated in the intervention for the dependent variable "text comprehension"

	N	Variable	Pretest	Posttest	Comparisons
The sample that participated in the intervention	124	Text comprehension	Average=6,69 AS=3,67	Average=9,65 AS=3,61	t= -24,599 p<0,01

The average for the level of development of students' text comprehension in the posttest (Average = 9.65, AS = 3.61) is **significantly higher** ($t = -24.599$, $p < 0.01$) than the average in the pretest (Average = 6, 69, AS = 3.67).

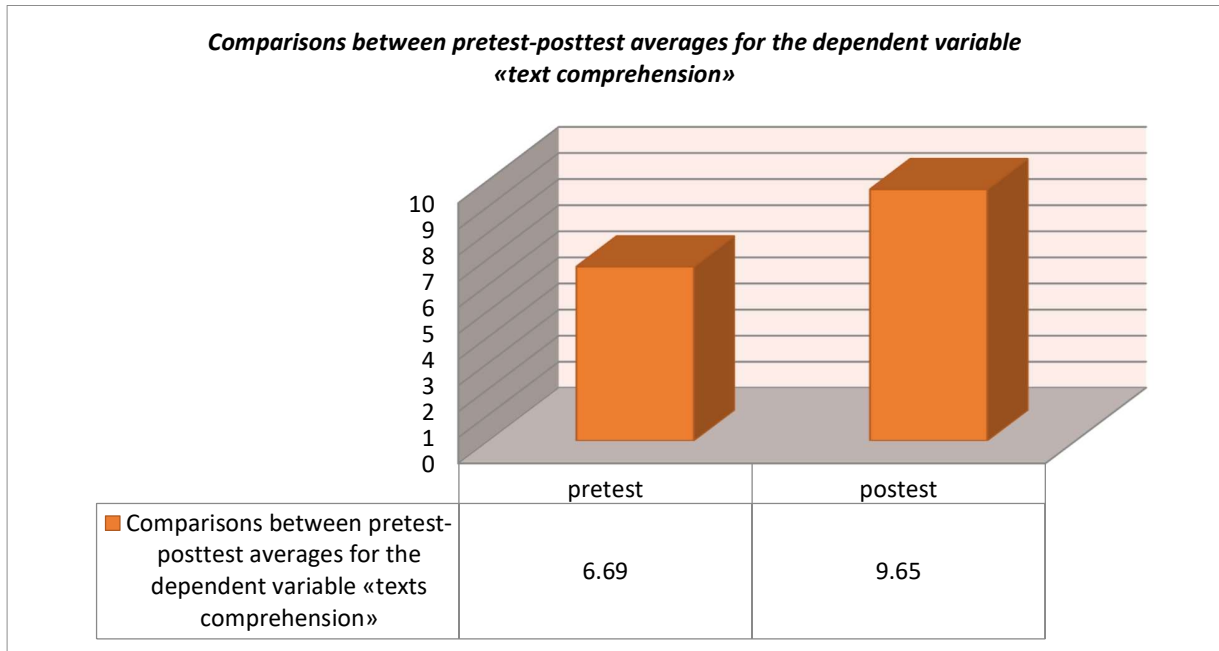


Figure no. 7.VII. *Comparisons between pretest-posttest averages for the dependent variable «text comprehension»*

Table no. 4.VII. - *Results of the sample that participated in the intervention for the dependent variable "performance evaluation test"*

	N	Variable	Pretest	Posttest	Comparisons
The sample that participated in the intervention	124	Performance evaluation test	Average=4,96 AS=1,73	Average=6,18 AS=1,56	t= -19,559 p<0,01

The average for the level of performance evaluation test of students in the posttest (Average = 6.18, AS = 1.56) is significantly higher ($t = -19.559$, $p < 0.01$) than the average in the pretest (Average = 4, 96, AS = 1.73).

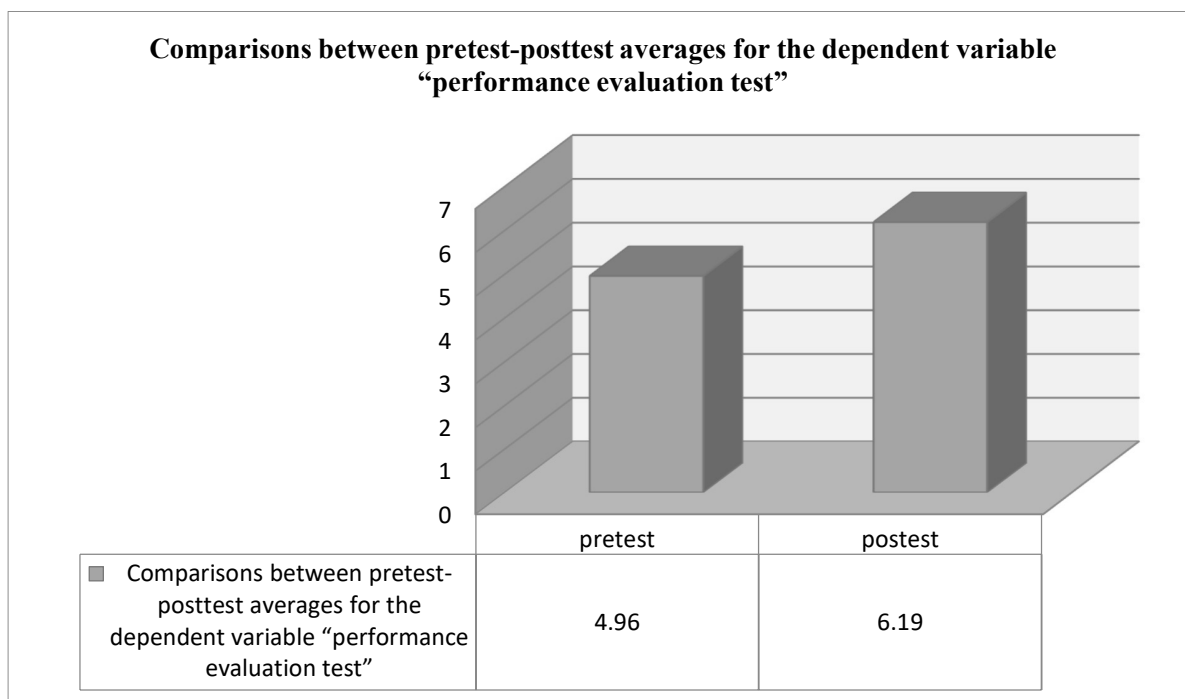


Figure no. 8.VII. - Comparisons between pretest-posttest averages for the dependent variable
“performance evaluation test”

Table no. 5.VII. - Results of the sample that participated in the intervention for the dependent variable
"school integration"

	N	Variable	Pretest	Posttest	Comparisons
The sample that participated in the intervention	124	School integration	Average=31,28 AS=5,87	Average=42,32 AS=6,18	t= -25,983 p<0,01

The average for the level of school integration of students in the posttest (Average = 42.32, AS = 6.18) is significantly higher ($t = -25.983$, $p < 0.01$) than the average in the pretest (Average = 31.28, AS = 5.87).

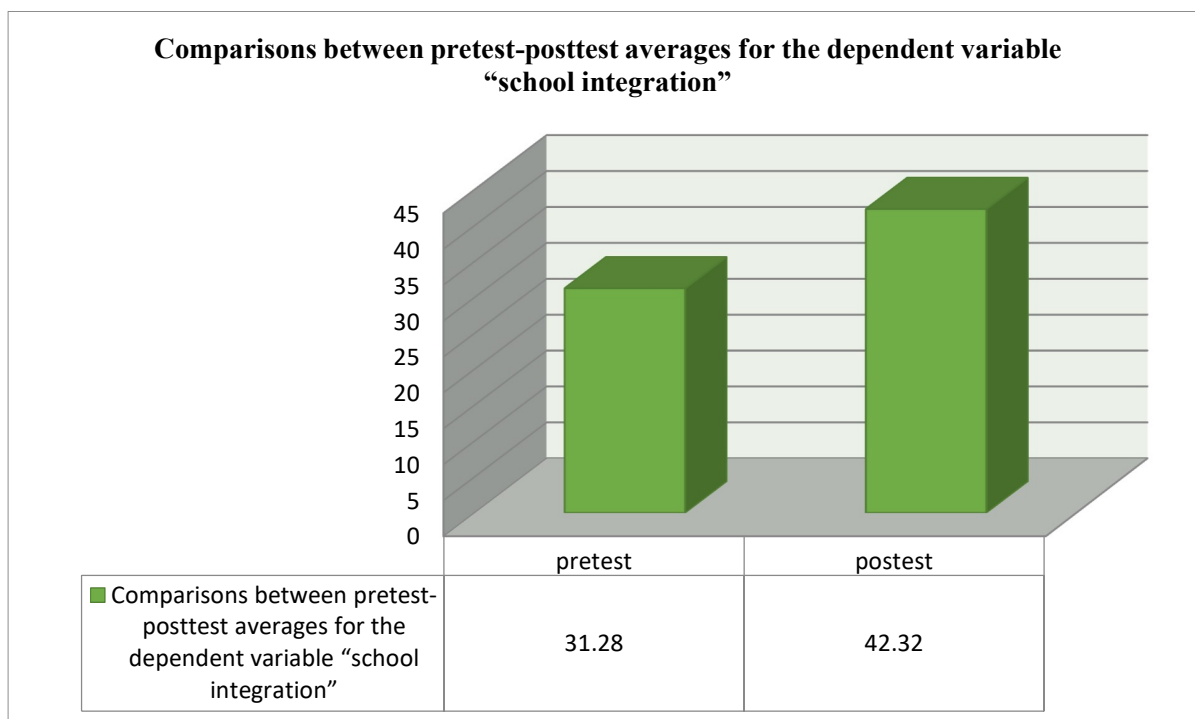


Figure no. 9.VII. *Comparisons between pretest-posttest averages for the dependent variable “school integration”*

CORRELATIONAL STUDY

In order to establish whether there is a relationship between the dependent variables vocabulary, syntax, text comprehension, performance in the Romanian language assessment test and school integration of remigrant middle school students, we made a correlation between these variables using the Pearson correlation coefficient. The results are presented in table no. 6.VII.

Table no. 6.VII. *The matrix of correlations between the dependent variables vocabulary, syntax, text comprehension, performance in the Romanian language assessment test and school integration of remigrant middle school students*

Variables included in the study Vocabulary Syntax Comprehension of texts Performance on the assessment test School integration

Variables included in the study	<i>Vocabulary</i>	<i>Syntax</i>	<i>Text Comprehension</i>	<i>Performance evaluation test</i>	<i>School integration</i>
<i>Vocabulary</i>	1	0.637**	0.739**	0.537**	0.150
<i>Syntax</i>	0.637**	1	0.512**	0.246**	0,190*
<i>Text Comprehension</i>	0.739**	0.512**	1	0.553**	0.344**
<i>Performance evaluation test</i>	0.537**	0,246**	0.553**	1	0.170
<i>School integration</i>	0.150	0.190*	0.344**	0.170	1

** . The correlation is significant at the probability level of 0.01.

* . The correlation is significant at the probability level of 0.05.

There is a significant positive relationship between the vocabulary variable and the syntax variable ($r = 0.637$, $DF = 122$, $p < 0.01$).

There is a significant positive relationship between the vocabulary variable and the text comprehension variable ($r = 0.739$, $DF = 122$, $p < 0.01$).

There is a significant positive relationship between the vocabulary variable and the performance variable in the evaluation test ($r = 0.537$, $DF = 122$, $p < 0.01$).

There is a significant positive relationship between the syntax variable and the text comprehension variable ($r = 0.512$, $DF = 122$, $p < 0.01$).

There is a significant positive relationship between the syntax variable and the performance variable in the evaluation test ($r = 0.246$, $DF = 122$, $p < 0.01$).

There is a significant positive relationship between the syntax variable and the performance variable in the evaluation test ($r = 0.246$, $DF = 122$, $p < 0.01$).

There is a significant positive relationship between the syntax variable and school integration ($r = 0.190$, $DF = 122$, $p < 0.05$).

There is a significant positive relationship between the text comprehension variable and the school integration variable ($r = 0.344$, $DF = 122$, $p < 0.01$).

There is a significant positive relationship between the syntax variable and the performance variable in the evaluation test ($r = 0.246$, $DF = 122$, $p < 0.01$).

There is a significant positive relationship between the text comprehension variable and the performance test variable ($r = 0.553$, $DF = 122$, $p < 0.01$).

There were no significant correlations between the variables: vocabulary and school integration; performance test and school integration test.

Chapter VIII - Conclusions. In conclusion, we stated that the results obtained in the experimental research, in the case studies and in the correlational study confirm the research hypothesis. Thus, the **participation of remigrant middle school students in an experimental school integration program will significantly contribute to the development of skills in understanding texts, using vocabulary, correct use of syntax, ensuring school performance in Romanian language and literature tests and will increase the pace of school integration.**

We consider the following aspects as limits of this research:

- Relatively small number of migrant students participating in the study. A larger group of subjects would have allowed some results with a higher degree of confidence.
- The selection of research subjects from Bistrița-Năsăud County conditions the generalization of these results at the level of other regions of the country. For example, the Roma group and the disadvantaged communities were not represented in the experimental group, only because no such cases were registered during the research.
- The program proposed to students involved an instrumental component based on the existence of gadgets and digital skills, both for students and teachers, at the time of research

they are in the early stages of acquisition and use. Thus, the logistics were ensured with the program.

- The program proposed to the students was developed on topics and, at certain moments, the meeting with the subjects was held on regional centers, which may cause some small differences. These differences were insignificant, but made the unitary approach difficult, requiring additional and complementary measures at the level of organizing the process.
- The efficiency of such a remedial program is also conditioned by the holistic approach. In the present situation, we have strictly limited ourselves to the Romanian Language and Literature discipline, but we consider that a collaboration with the teachers of the other disciplines could have determined the achievement of the proposed aims in a shorter time.

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