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16ο Διεθνές Συνέδριο Εφαρμοσμένης Γλωσσολογίας

Μετανάστευση και Γλωσσική Διδασκαλία

Περιλήψεις – Abstracts – Résumés

Θεσσαλονίκη, 6-8 Οκτωβρίου 2017

Η Ελληνική Εταιρία Εφαρμοσμένης Γλωσσολογίας (ΕΕΕΓ) ιδρύθηκε το 1980, έχει έδρα της τη Θεσσαλονίκη και είναι μέλος της Association Internationale de Linguistique Appliquée (AILA), η οποία ιδρύθηκε το 1965.

Κύριοι σκοποί της ΕΕΕΓ είναι η προαγωγή της επιστημονικής έρευνας στον τομέα της Γλωσσολογίας και Εφαρμοσμένης Γλωσσολογίας, η ενημέρωση και συνεργασία σε ελληνικό και διεθνές επίπεδο για οτιδήποτε σχετίζεται με τη γλωσσολογική έρευνα, τα αποτελέσματα και τις εφαρμογές της, ιδίως στην εκπαίδευση και στον πολιτισμό.

Στο πλαίσιο της επίτευξης των σκοπών της, η ΕΕΕΓ έχει διοργανώσει έναν μεγάλο αριθμό ημερίδων, διεθνών συμποσίων και συνεδρίων – μεταξύ των οποίων και το Παγκόσμιο Συνέδριο της AILA το 1990 – στην έδρα της αλλά και σε άλλες πόλεις της Ελλάδας.

Η ΕΕΕΓ εκδίδει επίσης το ετήσιο γλωσσολογικό περιοδικό Εφαρμοσμένη Γλωσσολογία (JAL), κύριος στόχος του οποίου είναι η παρουσίαση εργασιών τρέχοντος ενδιαφέροντος πάνω σε μια ποικιλία θεμάτων και προβλημάτων όλων των περιοχών της Εφαρμοσμένης Γλωσσολογίας.

Για περισσότερες πληροφορίες σχετικά με την ΕΕΕΓ, τις επιστημονικές της δραστηριότητες και τις εκδόσεις της, μπορείτε να επισκεφτείτε την ιστοσελίδα μας (www.enl.auth.gr/gala).

The Greek Applied Linguistics Association (GALA) was founded in Thessaloniki in 1980, and is an affiliate of the Association Internationale de Linguistique Appliquée (AILA), founded in 1965.

GALA promotes scientific research carried out within the framework of Linguistics and Applied Linguistics, and encourages cooperation at a national and an international level on issues related to linguistic research, its findings and applications focusing, in particular, on education and civilisation.

GALA has organised several national and international events, among which the AILA World Congress in Halkidiki, Greece in 1990.

GALA publishes the *Journal of Applied Linguistics* (JAL). The main objective of JAL is to present current studies in a variety of topics concerning areas of Applied Linguistics.

For more information regarding GALA, its educational activities, and its publications, you may visit our webpage (www.enl.auth.gr/gala).



16th International Conference on Applied Linguistics

Migration and Language Education

Περιλήψεις – Abstracts – Résumés

Thessaloniki, 6-8 October 2017

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Κεντρικές Ομιλίες Plenary Sessions

Former les enseignants à la pluralité : vers un cadre de référence pour la formation des enseignants aux approches plurielles des langues et des cultures

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L'objectif d'"Assurer une éducation équitable, inclusive et de qualité et un apprentissage tout au long de la vie pour tous, d'ici à 2030" formulé par le Forum mondial sur l'Éducation de l'Unesco de 2015 exige de la part de tous les acteurs du domaine éducatif, des décideurs en premier lieu, de promouvoir des actions de formation des enseignants adéquates aux besoins des sociétés contemporaines, étant donné que "les enseignants sont la clé pour améliorer l'apprentissage. Ils ont une forte influence sur la qualité de l'apprentissage des élèves" (Unesco, 2015). Or, la présence dans nos classes de publics issus de milieux, contextes et histoires très variés ainsi que les réflexions didactiques et éthiques qu'elle a pu susciter, font émerger la nécessité de former des enseignants capables de gérer la diversité des langues et des cultures qui circulent dans les espaces d'éducation et de formation (Day, Elliot &, Kington : 2005 ; Koster & Dengerink : 2008).

Cette contribution a pour objectif de présenter le travail entrepris par une équipe de chercheurs-formateurs (Ana Isabel Andrade, Michel Candelier, Maddalena De Carlo, Anna Schröder-Sura) qui, en lien avec le projet du CELV (Centre Européen pour les Langues Vivantes, Conseil de l'Europe) intitulé *Vers un Cadre européen commun de référence pour les enseignants de langues*, se propose de développer un cadre de référence destiné à la formation des enseignants aux approches plurielles des langues et des cultures, en tant qu'outil d'identification des différentes dimensions à travailler dans des programmes de formation initiale et/ou continue d'enseignants.

Ce projet cherche à tirer profit de l'expérience accumulée depuis plusieurs années – y compris par les membres de l'équipe – dans ce domaine de la formation. L'expérience de l'élaboration du CARAP (Cadre de référence pour les approches plurielles des langues et des cultures) et du REFDIC (Un référentiel de compétences en didactique de l'intercompréhension pour la formation de formateurs, in De Carlo et al., 2015) permettent d'avancer des hypothèses sur le contenu du futur référentiel, sa structuration et sa forme.

L'enjeu principal est de déterminer les compétences, savoirs, savoir-faire et savoir-être fondamentaux, d'ordre personnel ou professionnel, nécessaires pour que les enseignants (et plus largement les formateurs) puissent s'approprier les approches plurielles des langues et des cultures et les utiliser efficacement dans leurs pratiques.

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Επιμορφωτικές ανάγκες απασχολούμενων σε δομές φιλοξενίας μεταναστών και προσφύγων στην Ανατολική Μακεδονία και Θράκη

Μαρία Δημάση

Τμήμα Γλώσσας, Φιλολογίας και Πολιτισμού Παρευξείνιων Χωρών Δημοκρίτειο Πανεπιστήμιο Θράκης

Η εισήγηση έχει ως στόχο την καταγραφή, την αξιολόγηση και την κριτική αποτίμηση των απόψεων απασχολούμενων σε δομές φιλοξενίας μεταναστών και προσφύγων, ανηλίκων και ενηλίκων, στις πόλεις της Αλεξανδρούπολης και της Καβάλας. Σημείο αναφοράς αποτελεί η πρόθεση του Δημοκριτείου Πανεπιστημίου Θράκης να στηρίξει σε επίπεδο επιστημονικό δράσεις οι οποίες αφορούν αρχικά την κοινωνική ένταξη και στη συνέχεια την κατάκτηση του αλφαβητισμού και του γραμματισμού στην ελληνική υπό το πρίσμα της καθολικής χρήσης της αγγλικής ως γλώσσας διαμεσολάβησης από το σύνολο σχεδόν των διάμεσων του γραμματισμού.

Ως καταλληλότερο μεθοδολογικό εργαλείο επιλέχτηκε το ημιδομημένο ερωτηματολόγιο (το οποίο συμπληρώθηκε στην Αλεξανδρούπολη ηλεκτρονικά και στην καβάλα και την Κομοτηνή σε έντυπη μορφή), αφού θεωρείται ως η καταλληλότερη μέθοδος μέτρησης απόψεων και αντιλήψεων. Το ότι συμπληρώθηκε από το σύνολο των απασχολούμενων στη δομή φιλοξενίας μεταναστών και προσφύγων της Αλεξανδρούπολης και των αλληλέγγυων της Κομοτηνής (οι οποίοι εργάζονται εθελοντικά στη δομή υποδοχής της Καβάλας) και από την πλειονότητα των απασχολούμενων στη δομή της Καβάλας (80%) διασφαλίζει την εγκυρότητα και την αξιοπιστία των αποτελεσμάτων.

Θα επιχειρηθεί ουσιαστικά μέσω των απαντήσεων να χαρτογραφηθούν και οι ανάγκες, οι προσδοκίες και οι προθέσεις των μεταναστών και των προσφύγων στις δομές που προαναφέρθηκαν. Η ελληνική πολιτεία στην προσπάθεια διαχείρισης του φαινομένου της εισροής μεταναστών και προσφύγων και της διαμονής τους στη χώρα έλαβε μια σειρά μέτρων όπως είναι η θέσπιση νόμων (Νόμος 4375/2016) για την Οργάνωση και λειτουργία Υπηρεσίας Ασύλου, Αρχής Προσφυγών, Υπηρεσίας Υποδοχής και Ταυτοποίησης, η δημιουργία κέντρων φιλοξενίας, δομών για παροχή ανθρωπιστικής βοήθειας αλλά και συγκεκριμένο εκπαιδευτικό πρόγραμμα για τα παιδιά των μεταναστών και των προσφύγων (ΦΕΚ 3049/2016, τ.Β΄). Θεωρούμε όμως ότι υπάρχει έλλειμμα στο επίπεδο της μελέτης αναγκών της ομάδας στόχου και κατά συνέπεια στον σχεδιασμό για την ανάπτυξη αποτελεσματικής κρατικής πολιτικής. Η επιμόρφωση των απασχολούμενων θα αποτελέσει σημαντικό παράγοντα για την επιτυχή λειτουργία των δομών φιλοξενίας μεταναστών και προσφύγων στην Ανατολική Μακεδονία και Θράκη.

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Challenging the monolingual habitus in linguistically diverse spaces

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Globalisation brings with it increasing linguistic diversity in our neighbourhoods and schools. This presentation will argue that multilingualism is a valuable resource for individuals, communities, cities and nations, but that it is, in some contexts, problematised and excluded not only from educational spaces, but also from public spaces. This presentation will argue that we need to create spaces, which challenge the monolingual habitus, and that this must engage the collective autonomy of linguistic communities themselves. In so doing, it will draw on a number of research projects and creative initiatives in the UK and other European contexts and will make specific reference to the researcher's work with the European Centre for Modern Languages of the Council of Europe, including the *Supporting Multilingual Classrooms* initiative and materials developed to stimulate plurilingual pedagogies.

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One school, fifty languages: How an Irish primary school converts linguistic diversity into educational capital

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Scoil Bhríde (Cailíní) – St Brigid's School for Girls – is a primary school in Blanchardstown, one of Dublin's western suburbs. It has 320 pupils and more than 50 home languages; roughly 80 per cent of the pupils come from immigrant families, and most of them started school at the age of four and a half with little or no English.

My presentation will describe Scoil Bhríde's approach to language education, which assigns a central role to immigrant pupils' home languages. The approach is innovative in three respects: it includes the development of literacy skills in home languages, does so in ways that bring significant benefits to English-speaking Irish pupils, and is not dependent on special funding or additional resources.

Besides achieving high levels of age-appropriate literacy in English, Irish, French and (in the case of pupils from immigrant families) the language they use at home, Scoil Bhríde's pupils develop an unusual degree of metalinguistic awareness and frequently undertake ambitious language learning activities on their own initiative. In the standardized tests in English and Maths that pupils take each year from First Class (7 years) to Sixth Class (12 years), the school performs consistently at or above the national average.

The presentation will include examples of pupils' written work, videos of classroom activity, and video interviews with pupils and teachers.

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Language diversity in Greek education: Three decades of experience and challenges

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Greece presents a very dynamic context for language diversity in society and education. Over the last three decades, nation-wide programs have been launched in Greece in relation to (a) communities of immigrants and repatriates, (b) the Muslim minority in the north of the country, (c) the Roma community, (d) the Greek diaspora and (e) refugees.

To a large extent, it is in the context of these programs that issues such as stereotypes have been addressed; languages other than Greek have been made visible; and Greek has been given the status of a second language to students of diverse backgrounds. These programs were mainly responsible for the design and creation of a wide variety of educational materials for the teaching of Greek as a second language (GSL). The approaches to teaching GSL were eventually based on second language learning / teaching and on bilingualism (although not initially).

A number of important issues emerged and were widely addressed in theory: the distinction between L1 [first language], L2 [second language], and foreign language; the relationship between bilingualism and learning, and the distinction between every day and academic language. These distinctions made language description and the design of educational materials easier, but they did not reflect the actual language used by students. In reality, actual language use is characterized by complexity and by a constant movement between languages, i.e. a constantly changing synthesis of languages, which teachers are not always aware of. New approaches (e.g. translanguaging) try to describe actual language use, and they do not always make use of language distinctions such as L1 or L2.

As educators, we are constantly trying to balance the contradiction between the complexity of language use and the simplicity of language teaching. Teaching means choosing a single language for teaching, while excluding other languages. The more distinct, unfamiliar, socially or culturally stigmatized the language background of our students is, the more difficult it is for us to describe actual language use. We tend to focus on the language of teaching.

After three decades, in contemporary Greece, the education of Roma children still remains a challenge (my examples will refer mainly to this group). The refugee crisis and the education of refugee children represent the new frontier and a major challenge. We are trying to deal with it, using tools that have been developed for other groups. Some universities already offer courses (e.g. graduate program LRM by HOU) for refugee education that try to build upon the previous expertise and to expand it. The challenge for Greek education today is to use the experience accumulated during these three decades and build upon it, according to the new needs.

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Translanguaging: new dimensions and possibilities in communication and language learning

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This paper investigates and expands on the possible dimensions of the concept and practice of translanguaging (or $\delta\iota\alpha\gamma\lambda\omega\sigma\sigma\iota\kappa\acute{o}\tau\eta\alpha$) as a powerful means of meaning-making in communication and language learning. Translanguaging has been defined as "a powerful mechanism to construct understandings, to include others, and to mediate understandings across language groups" (García, 2009a:307-308). Based on our recent work on the issue of 'beyond bilingualism to translanguaging' (Tsokalidou, in press) and our research findings from adult bilinguals, we will first attempt to expand on the content of translanguaging (hence TL) in general and we will secondly refer to its content as proposed by the adult bilinguals themselves. Some key elements from our research that we will discuss are being called 'a wog', hostility, racism, navigating cross currents, loneliness, being an outsider or an unprotected 'gharib' but also TL as a fascinating gateway, offering flexibility, freedom, adaptability to our cultural responsibilities and a means of tackling the unequal status of languages. As a third issue of this paper, we will present some of the challenges in the teaching of language to refugee populations by Polydromo Group and the possibilities that open when linguistic and other borders are crossed through the powerful practice of TL.

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Προφορικές Ανακοινώσεις General Sessions

Digital storytelling enhances immigrant students' intercultural awareness and communication skills

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Stories are engaging to both the storyteller and audience. Since we live in a technology-driven era, the traditional storytelling has been digitized; in other words, stories are enhanced with images, narration, and background music to appeal to students, also called digital natives. Hence, digital storytelling (DST) is the most dominant form of storytelling in the 21st century. According to Joe Lambert, the DST process is comprised of seven elements: 1) own your insights, 2) own your emotion, 3) find the moment, 4) see your story, 5) hear your story, 6) assemble your story, and 7) share your story.

Especially in classes with immigrant students, DST will be conducive to building intercultural awareness since they will get the opportunity to listen to others and allow others to listen to them. In addition, they will recognize and understand how students from different cultures think, behave, and interact. Above all, by sharing what they have gone through, they gain sympathy and empathy from others. As Atticus advised his daughter Scout in "To Kill a Mockingbird" by Harper Lee "You never really understand a person until you consider things from his point of view [...] until you climb into his skin and walk around in it (3.85-87)." Creating and sharing digital stories will provide such atmosphere of not only realizing but also understanding the other point of view through the emotional content of Digital stories and thus facilitating communication among students. More importantly, DST will act as a vigorous channel to overcome feelings of isolation and encourage immersion.

In this session, the presenter will provide a rationale for effective implementation of DST, shedding the light on some obstacles, mainly technological issues, offering some assessment methods and finally providing some advice to boost students' enthusiasm and commitment throughout the entire process.

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Συγκριτική μορφολογική μελέτη στη δομή της Γεωργιανής και της Ελληνικής γλώσσας Εφαρμογή σε Γεωργιανούς δίγλωσσους μαθητές

Teona Beritze

Ivane Javakhishvili Tbilisi State University, Georgia

Στο πρώτο μέρος του άρθρου συγκρίναμε τη μορφολογική δομή της Γεωργιανής με την Ελληνική, σημειώνοντας τις διαφορές και τις ομοιότητες. Συγκεκριμένα, αντικείμενο σύγκρισης αποτέλεσαν τα μέρη του λόγου, οι πτώσεις και το γένος, η κλίση των ουσιαστικών στα Γεωργιανά, η συντακτική λειτουργία των πτώσεων με παραδείγματα σε προτάσεις. Στο δεύτερο μέρος συνεχίσαμε τη μορφολογική σύγκριση της Ελληνικής και Γεωργιανής γλώσσας. Από ερευνητικής άποψης, εξετάσαμε τη χρήση των πτώσεων της

Ελληνικής από Γεωργιανούς δίγλωσσους μαθητές. Συγκεκριμένα, σε αυτό το σημείο της έρευνάς μας μελετήσαμε την πολυπλοκότητα και την ποικιλομορφία της κλίσης. Στο τελευταίο μέρος του άρθρου μελετούμε και πάλι τη μορφολογική δομή της Γεωργιανής γλώσσας. Συντάσσουμε ένα σχέδιο διδασκαλίας με γενικούς κανόνες και πίνακες για τη μορφολογία του ρήματος στη Γεωργιανή. Η παρούσα διδασκαλία είναι σχεδιασμένη για γεωργιανά δίγλωσσα παιδιά από 8-12 χρονών.

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Community language teaching and the celebration of bilingualism: Conflicting aims or a sound pedagogy?

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Community or 'complementary' schools are usually voluntary, community organizations in the form of after-school and weekend programs aiming at teaching the heritage languages and cultures to the second and third-generation of speakers of a particular community (Lytra & Martin 2010). Ideally, complementary schools constitute 'safe spaces' (Conteh & Brock 2011) where minority children are allowed to perform the full range of their linguistic repertoires and develop their multilingual and multicultural identities (Creese, Bhatt, Bhojani, & Martin 2006; García, Zakharia & Otcu 2013).

The research presented in this paper focuses on an Albanian complementary school established by an association of Albanian immigrants in Thessaloniki, Greece, in 2004. The two authors have been involved in an ethnographically informed study of this particular school since the fall of 2015 aiming at describing the language repertoires, ideologies and practices performed by the school participants. The present paper reports on the school's teachers' language ideologies and teaching practices. Findings from interviews and classroom observation suggest that at least two of the female teachers engage in what has been described as 'flexible bilingual' pedagogies (Creese & Blackledge 2010); they allow and even encourage their students to move freely between all their languages (even English), to interact with texts in both languages, and to engage in practices such as translation and cross-linguistic comparison which enrich their metalinguistic awareness. We argue that these teachers have opted for what Garcia (2009) describes as 'translanguaging' practices, thus transforming their classroom in a site for multilingual learning and social identification.

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Researching cross-cultural humour in language classrooms

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Globalization has turned the world into a melting pot. Individuals from different ethnicities with distinct traditions and customs begin to merge. Individuals who come from different backgrounds and cultures need to interact with each other in their everyday lives, in the workplace and especially in educational settings which form their first exposure to the real world. Humour plays an important role in everyday life and students should be exposed to it forming part of their cross-cultural education when learning a foreign language. The present study focuses on humour use in the language classroom and the perceptions and attitudes of language teachers. The data were collected from 56 participants answering a questionnaire. The quantitative data were analyzed through IBM SPSS statistical program. The findings indicated that although humour in a foreign language is difficult to understand, it enhances vocabulary, awareness of everyday language, reinforces learning and facilitates real life communication. A suggestion would be to raise the cultural awareness and intelligence of the students so that they can cope with the difficulties they face when using humour.

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Investigating the use of English as a medium in teaching Greek to refugees and migrants

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Goal: We investigate the teaching of the Greek language with the use of English as a medium of assistance while teaching refugees and migrants. Different strategies employed by the teachers are observed and analysed.

Background: Global population movement is a phenomenon of our era. People move countries seeking safety and a better future for themselves and their families. Greece currently hosts a lot of migrants and refugees. During their stay Greece provides schooling for the children and young adults wishing to learn the language.

Methods: Electronic questionnaires were sent out to teaching staff.

Results: Original research is presented. Data was collected on sex, age, level of education of the taught group, migration status: migrant vs refugee. We collected data on the educational level of the educators, their employment, and how they dealt with language teaching difficulties during instruction. Thirty-three questionnaires were received electronically: 85% of the educators were women; 43% were aged 30-39. 46% were in full time employment; 48% employed in a school. 18% were appointed by the Greek Ministry of Education; 18% by

NGOs and 30% by Volunteering organisations. 25% of the educators had more than 20 years of teaching experience; 60% were teaching migrants and refugees for the first time this year; 60% offered unpaid services. 46% of the migrants/refugees taught were underage; 60% being younger than 16years old. 72,2% of the educators stated that their answer to students is in English. 51,5% of the students use English to ask clarifications in class.

Conclusions: For refugees and migrants the acquisition of a third language seems to be achieved through a second foreign language, English, which has been established as an international language. This research has contributed towards better understanding of the challenges faced by educators. Larger scale research is in progress.

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An ethnographic case study of the linguistic practices of children with refugee trajectories in a Cypriot primary school

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The purpose of this study is to investigate the linguistic practices of Children with Refugee Trajectories (CRT) in a primary school in Cyprus so as to become learners of the Greek language.

The following questions will be addressed through the talk:

- 1. What are the linguistic repertoires of CRT?
- 2. What are the linguistic/communicative practices of CRT as language learners in the school/classroom domain?
- 3. How are these communicative resources used by children and their teachers to facilitate CRT's learning of Greek?

The study will emphasize on the arrival of new migrants and on the ways the educational sector in Cyprus tries to grapple with the challenges posed by waves of migration into Western Europe provoked by ongoing war in the Middle East. The talk will present the main concepts of the sociocultural theory (Vygotsky, 1978) of mind (mediation, scaffolding and communities of practice) so as to frame the study's approach and to uncover how children's practices are mediated and used as tools for language learning.

The talk will present the ethnographic approach for classroom research (Allwright, and Bailey, 1991). Finally some of the good practices that have been identified during the fieldwork that foster children's Greek language learning will be analysed.

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Adapting board games to stimulate motivation in vocabulary learning in young learners between the ages of 6-7: A case study

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Purpose: The particular study focuses on the use of board games and argues that they are a useful and practical tool in order to stimulate six year old students' motivation and learning topic vocabulary in a foreign language classroom. It explains how a number of ready-made board games can be adapted, according to the educational aims and the students' age and language level in order to maximize positive results on language learning.

Methodology: An experimental study design, employing both qualitative and quantitative data research tools, was adopted. The participants, who were eight students of six year old age, were divided into two groups. In the experimental group, only board games were used during the practice stage in order to give students the chance to practise the disseminated topic vocabulary while the control group practised vocabulary through the activities proposed by the coursebook and the teacher-made worksheets. A pre-test was used so as to make sure that the students of both groups were homogeneous. Paired Post- T-tests were administered to students after the experiment in order for the researcher to gain feedback concerning the impact of each teaching method and the level of the students' retention of the previously learnt words. Finally, semi-structured interviews with the students of the experimental group were conducted in order to probe into their views concerning the proposed tool and method of instruction.

Findings: The analysis of the tests indicated that the mean score of the experimental group was significantly higher than that of the control group, which may be attributed to the effect of the proposed intervention. Finally, the findings of the students' responses revealed the beneficial effects of using board games to stimulate vocabulary learning to students of the specific age group and language level.

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Formal education for refugee children: Recording the teachers' experience from reception classes

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Greece, being the main entry point to Europe, has witnessed a massive inflow of refugees over the past year which has inevitably had an effect on the education policy for the school year 2016-2017. In particular, it has become a major objective of the Greek Ministry of Education to ensure access to education for refugee children irrespectively of whether they will stay in Greece or will be relocated.

The present study provides an account of 40 teachers' views, who worked in second shift reception classes in schools neighbouring to the accommodation centres, in relation to their experience of teaching refugee children in these reception classes. Also, an attempt was made to specify their perceptions on teaching approaches and methods, to identify their attitudes to using English as a mediation language for teaching and communication purposes, as well as to record their suggestions about refugee children's education and support.

The data derived from semi-structured interviews revealed that all teachers had little teaching experience in mainstream education while they lacked experience and training in teaching refugee populations. In turn, the need for training before the start of the courses as well as during the school year was underlined. Also, the mediating role of the English language was identified both for teaching purposes and communication taking place among students-parents-non-government officials (NGOs). Also, the need for employing intercultural translators rather than language translators was stated. Concerning the materials to be employed, it was suggested that adjustments could be made to the materials provided by the Institute of Educational Policy before presenting them to the children. As regards the teaching of the children's mother tongue, Syrian, it presents a concern of the Greek Ministry of Education that has not been realized but granted to NGOs which provide courses beyond formal education in accommodation centres.

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Promoting general writing competence in Vocational Education and Training (VET) schools: Connecting L1 and L2 approaches in process oriented writing

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For a majority of students in VET schools and in particular for those with migration backgrounds, writing is a complex cognitive and linguistic challenge that not always is mastered successfully (Nodari, 2002, p. 11.) and is thus likely to influence school and professional careers negatively. In Swiss vocational schools, teachers who teach "general educational classes" – covering, among other subject matters, language and communication – must deal with students of linguistically diverse backgrounds and biographies. The teaching of VET students, however, is still carried out according to instructions designed for monolingual pupils and by teachers trained to teach German as L1 (Belke, 2001, p. 1).

In order to respond to the linguistic heterogeneity of the apprentices a concept based on a process model and on approaches of both German as L1 and German as L2 was developed (Krekeler, 2002, p. 62). The process approach is characterized by "breaking down" the writing into smaller units, so that content, linguistic and communication tasks may be solved successively in different writing stages (Becker-Mrotzek & Böttcher, 2012, p. 19). At the same time focus-on-language exercises activate students' prior knowledge, "scaffold" (Gibbons, 2002) the writing process, raise awareness about language skills and their importance for the next writing or prewriting phase, and promote reflection about text procedures that take place in writing activities (Feilke, 2014).

The teaching concept was evaluated in an intervention study which took place in 18 VET classes - nine of them making up the experimental group and nine the control group. Significant positive changes in writing competence of the experimental group were found after four months of intervention.

This paper introduces the teaching approach with particular focus on the second language teaching elements contained therein. Selected results of the intervention study will be presented, and the impact of the didactic approach will be discussed.

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Μαθήματα ελληνικών σε πρόσφυγες στον Ελαιώνα: Σχεδιασμός, διδασκαλία, αξιολόγηση

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Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών

Στόχος της ανακοίνωσης είναι να παρουσιαστεί το πρόγραμμα μαθημάτων Ελληνικής "για την απόκτηση βασικής επικοινωνιακής ικανότητας επιπέδου Α1" συνολικής διάρκειας 150 ωρών (δύο κύκλοι από 75 ώρες) που ανέλαβαν να υλοποιήσουν κατά το χρονικό διάστημα Αύγουστος 2016 - Μάρτιος 2017 μέλη της ερευνητικής ομάδας ΣΕΠΑΜΕ2 (=Σώμα Εξελικτικών ΠΑραγωγών Μαθητών Ελληνικής ως Γ2) του ΕΚΠΑ σε 70 ενήλικες πρόσφυγες που διαβιούν στην ανοικτή δομή φιλοξενίας του Ελαιώνα. Ο πρώτος κύκλος μαθημάτων πραγματοποιήθηκε αποκλειστικά στη δομή υποδοχής, ενώ για τον δεύτερο ακολουθήθηκε ένα μεικτό σύστημα, με 2 τάξεις στον Ελαιώνα και 3 τμήματα στο Διδασκαλείο Νέας Ελληνικής του ΕΚΠΑ.

Στην ανακοίνωση θα συζητηθούν θέματα σχετικά με τον σχεδιασμό και την ανάπτυξη Αναλυτικών Προγραμμάτων κατάλληλα προσαρμοσμένων στις ανάγκες του συγκεκριμένου κοινού (διαχείριση αναλφάβητων και μαθητών με ακαδημαϊκό υπόβαθρο στις μητρικές τους γλώσσες), τον σχηματισμό τμημάτων (αναλογία ανδρών-γυναικών μέσα στις ομάδες), την κατασκευή νέου και την τροποποίηση ήδη υπάρχοντος διδακτικού υλικού προκειμένου να καταστεί πιο φιλικό και προσιτό για την ομάδα-στόχο. Τέλος, θα παρουσιαστούν τα αποτελέσματα της αξιολόγησης που διενεργήθηκε σε όλα τα μέλη της εκπαιδευτικής διαδικασίας, εκπαιδευόμενους και εκπαιδευτές, για την ανάδειξη τόσο των σημείων στα οποία το πρόγραμμα λειτούργησε ενισχυτικά στην κατεύθυνση της ενδυνάμωσης (empowering) των μαθητών με την ένταξή τους σε ένα οργανωμένο πλαίσιο συστηματικής διδασκαλίας της γλώσσας και βασικών δεξιοτήτων επιβίωσης μέσω αυτής, όσο και των αδυναμιών και των στοιχείων που χρήζουν ιδιαίτερης προσοχής στον σχεδιασμό και την υλοποίηση μελλοντικών δράσεων ανάλογου τύπου. Επειδή κάθε εμπειρία είναι πολύτιμη, πιστεύουμε ότι είναι σημαντικό να παρουσιαστούν ιδέες και προσπάθειες στην κατεύθυνση αυτή.

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Creative writing: Fostering cultural awareness in a monocultural school

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Globalisation has necessitated the interrelation and collaboration of various cultures. In this emerging situation, it is important to establish common objectives with the view to creating a society which provides equal opportunities to all citizens to fully develop their potential within a tolerant multicultural framework (Castro, 2011). In this light, the role of school is redefined from a knowledge transmitting institution to a place in which students share information, experiences and cultural elements. In this context, in which teaching focuses on the enhancement of a universal conscience, creative writing (CW) conduces to the promotion of intercultural awareness as it aims at fostering cross-cultural creative literacy and enables the learners to construct meaning through specific grammatical and syntactic structures (Disney, 2014).

To this end, a project that sought to promote students' intercultural awareness was designed and implemented in a Greek monocultural high school. In planning this intervention, creative writing and narrative methodology were interweaved regarding both how multicultural experiences -imaginary and real- can be narrated through a story and how narrative provides writers with a way to both conceptualise and shape cultural experiences (Brady & Krauth, 2006). By using figurative strategies, such as metaphors and similes drawn on experience of other cultures, a set of narrative features was discussed, such as the kind of narrator, the narrator's comments and simulated dialogue with the audience, alternation of prose and verse, and alternative, non-conventional phrases of introduction, connection, and conclusion. During this action research project, cyclical opportunities for reflection and evaluation were utilized mainly through critical discourse analysis, a technique which facilitates the evaluation of the students' narratives as both personal creative stories and cultural experiences (Souto-Manning 2014). The accrued results pointed to the fact that the students developed the ability to appreciate the relativity of different and opposing points of view, developed interest in other cultures which were deemed as entities for creative expression.

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"Μια γλώσσα μπορεί να κρύβει πολλές άλλες" Τα γαλλικά, η γαλλοφωνία, οι ρομανικές γλώσσες: Πρόταση για μια καινοτόμο γλωσσική πολιτική

Σταύρος Καμαρούδης

Πανεπιστήμιο Δυτικής Μακεδονίας

Η κεντρική μας ιδέα: συνήθως μαθαίνουμε μεμονωμένες γλώσσες και τους αντίστοιχους πολιτισμούς τους, που περιορίζονται σε εθνικά όρια.

Μελετούμε λ.χ. τη γαλλική της Γαλλίας, ατενίζουμε το γεωγραφικό της "εξάγωνο" και λησμονούμε το επίσης γαλλόφωνο και τρίγλωσσο Βέλγιο, την τετράγλωσση Ελβετία, τον δίγλωσσο Καναδά, τους ολοένα και περισσότερους λογοτέχνες που εκφράζονται στη μητρική τους αλλά ταυτόχρονα και στη γλώσσα του Μολιέρου, όπως ο Ιονέσκο, ο Αμίν Μααλούφ ή ο Βασίλης Αλεξάκης...

Ζούμε όμως πλέον σε μια παγκοσμιοποιημένη κοινωνία, όπου γύρω μας καθημερινά συναντούμε πολύγλωσσους ομιλητές, από κάθε γωνιά του πλανήτη, επαγγελματικά στελέχη με διεθνείς σταδιοδρομίες και ασύλληπτη πριν από μερικά χρόνια κινητικότητα, οικονομικούς μετανάστες, πρόσφυγες, διεθνικές οικογένειες...

Θα άξιζε να αντιμετωπίζαμε τη διδασκαλία και την εξοικείωσή μας, ιδιαίτερα σε επίπεδο προχωρημένων ή ακόμη και μέσων ενήλικων αλλά και, γιατί όχι εφήβων μαθητών, με δυάδες, τριάδες γλωσσών... ή και περισσοτέρων, από μια οικογένεια γλωσσών, όπως οι σλαβικές, αγγλοσαξονικές ή ρομανικές.

Η ΕΕ έχει κάνει ήδη αρκετή επιστημονική προετοιμασία, βασισμένη σε έρευνες εδώ και δεκαετίες με διάφορα προγράμματα προσέγγισης περισσοτέρων συγγενικών γλωσσών.

Επιπρόσθετα, στην ελληνική πραγματικότητα, θα ήταν δυνατόν να αντιμετωπίσουμε και τις γλώσσες της Βαλκανικής Ζώνης Γλωσσικής Επαφής, με συγκεκριμένα γλωσσικά αλλά και πολιτισμικά παραδείγματα, κοινές εκφράσεις, παροιμίες, παραλογές δημοτικών ασμάτων, όπως π.χ. το μοτίβο του "στοιχειωμένου γεφυριού", το γεφύρι της Άρτας, ήθη και έθιμα, δοξασίες...

Καιρός πλέον να τολμήσουμε και να διδάξουμε/μάθουμε συγκριτικά και εξυπνότερα...

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Second language teaching for refugees and migrants: Case studies from the Greek context

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The aim of this study is to probe into the methods, approaches, and principles used in educational environments both formal and non-formal throughout Greece that address immigrants' and refugees' language needs. The data were collected in the context of the Postgraduate Programme "Language Education for Refugees and Migrants" at the Hellenic Open University, particularly the module "LRM50: Applied Linguistics and Second Language Acquisition". Observation tools and interviews with the teachers and students were used to

collect the data, while attending a weekly programme in the various second language learning environments. More specifically, the focus was on: a) learning/teaching language procedures, b) teacher-students relationship and relationships between students, and c) educational materials used. The data were analyzed through the content analysis method. The results of the study explicitly show the fragmentation of the relevant field and the variety of didactic approaches used depending not only on language learners' needs but also on teachers' profiles and background.

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Peppa Pig: Teaching cultural elements and pro-social behaviour to preschoolers

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Early childhood education has changed a lot during the last decades. Scholars have highlighted the relationship between children's social and cultural experiences, development, and play (Vygotsky, 2004; Kravtsova, 2006). In today's digital era children's play has moved from traditional play to the concept of contemporary play which includes both digital and non-digital experiences (Edwards, 2014).

Although children's play may seem insignificant, Walter (1999) emphasizes that children are not cut off from the rest of the society and that toys are a silent dialogue between children and the nation. Consequently, their toys, the pre-school TV programmes they watch, and the digital technologies they use are of great importance because through them they experience social and cultural activities that give rise to learning and development (Edwards, 2014).

Pre-school TV programmes today include cultural patterns, moral values, introduce new roles and promote multiculturalism. In fact, a recent study found that pro-social television programmes have significant positive changes in preschoolers' social behaviour (Fisch, 2005).

Peppa Pig is an awarded British animated programme addressed to preschoolers, which is aired in 180 countries (BBC News, 2010) and is comprised of cultural elements and moral values. There are online games and apps of the show, so Peppa Pig is ideal for children's contemporary play especially because children can use all these digital technologies in multiple and non-linear ways (Edwards, 2014).

The present study focuses on the TV show *Peppa Pig* and aims to analyse in depth the cultural elements and moral values promoted in it. A corpus of all the show's episodes has been compiled and qualitative research is conducted to define the cultural elements and the moral values of the show.

Results show that *Peppa Pig* promotes the British identity, multiculturalism and proper pro-social behaviour. Also, it introduces a different, stronger role of women in society something rare since there had been a relative lack of strong female lead characters on children's television before (Akerman, Strauss, & Bryant, 2008).

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Διδακτικά σενάρια για τη διδασκαλία της Ελληνικής ως ξένης γλώσσας σε παιδιά προσφύγων

Χριστίνα Μαλιγκούδη & Γεωργία Νικολάου

Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης

Με τη μαζική έλευση προσφύγων στην Ελλάδα την τελευταία διετία και με τη δημιουργία δομών υποδοχής εκπαίδευσης προσφύγων (Δ.Υ.Ε.Π.), οι σημερινοί εκπαιδευτικοί έρχονται αντιμέτωποι με μεγάλες προκλήσεις στη διδασκαλία της Ελληνικής στα παιδιά προσφύγων. Η συχνή απουσία ενός ενδιάμεσου γλωσσικού κώδικα (π.χ. αγγλικά), οι συνθήκες κάτω από τις οποίες τα παιδιά αυτά παρακολουθούν γλωσσικά μαθήματα καθώς και οι γλωσσικές ιδιαιτερότητες της αραβικής γλώσσας καθιστούν επιτακτική την ενίσχυση των εκπαιδευτικών στο σχεδιασμό διδακτικών σεναρίων για τη διδασκαλία της Ελληνικής ως ξένης γλώσσας. Στην παρούσα ανακοίνωση θα παρουσιαστούν διδακτικά σχέδια για τη διδασκαλία συγκεκριμένων θεματικών πεδίων και γλωσσικών φαινόμενων για τα επίπεδα Α1, Α2 και Β1 με βάση το Κοινό Ευρωπαϊκό Πλαίσιο Αναφοράς για τις Γλώσσες (http://www.greeklanguage.gr/certification/node/63.html) αλλά και με γνώμονα τις αρχές της διαπολιτισμικής εκπαίδευσης. Πιο συγκεκριμένα, θα αναλυθούν διεξοδικά συγκεκριμένες προτάσεις για τη διδασκαλία και την εμπέδωση του βασικού λεξιλογίου, για την αποτελεσματική χρήση γλωσσικών εργαλείων μέσα και έξω από τη σχολική τάξη (χρήση εικονογραφημένων λεξικών για το δημοτικό και εικονογραφημένων γραμματικών που βρίσκονται αναρτημένες στο διαδίκτυο), για την άμεση ανάπτυξη βασικών επικοινωνιακών δεξιοτήτων (ξεκινώ έναν διάλογο, ζητώ την άδεια κτλ.) και για την εξοικείωση του ανήλικου κοινού με στοιχεία της ελληνικής εξωγλωσσικής πραγματικότητας που διαφοροποιούν σε μεγάλο βαθμό τη χώρα υποδοχής από τη/τις χώρα/-ες προέλευσης των μαθητών. Στόχος μας είναι να αποδείξουμε πως, ακόμα και στην περίπτωση που η μητρική γλώσσα των μαθητών δεν ανήκει στην ευρύτερη ομάδα των ευρωπαϊκών γλωσσών, μπορούμε με τη χρήση συγκεκριμένων πρακτικών και ειδικά σχεδιασμένου υλικού να επιτύχουμε σχετικά ευνοϊκότερους όρους γλωσσικής διδασκαλίας και –ενδεχομένως– πιο γρήγορα αποτελέσματα στη σχολική και κοινωνική ένταξη των αραβόφωνων μαθητών.

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L'apport des représentations langagières dans la mise en place d'une éducation plurilingue inclusive : le cas des enfants réfugiés scolarisés en Grèce

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La communication que nous proposons résulte de deux recherches-actions que nous menons actuellement dans des écoles primaires de la région de Thessalonique. Les écoles qui y participent sont des écoles élémentaires « ordinaires » dont le public est constitué uniquement d'élèves grecs et les écoles qui accueillent des enfants réfugiés. Notre recueil de données s'appuie sur l'outil méthodologique du dessin réflexif, suivi d'un travail de réflexion et de conscientisation de leurs représentations (Molinié, 2011 : 153-154). Les entretiens ont été enregistrés, transcrits et traités – en termes d'analyse de contenu – à l'aide du logiciel d'analyse qualitative TRANSANA (https://www.transana.com/)

Notre communication porte notamment sur l'étude des représentations des élèves grecs et des élèves réfugiés sur :

- les langues en présence (les langues d'origine des enfants réfugiés, le grec langue de scolarisation, les langues étrangères offertes par le système scolaire, les langues connues ou constituant un projet d'apprentissage pour les enfants) ;
- la scolarisation des enfants réfugiés et
- le séjour provisoire ou non des réfugiés en Grèce.

L'analyse croisée des données recueillies nous permettra d'identifier dans un premier temps les représentations de deux publics (élèves grecs et élèves réfugiés), puis de mieux comprendre les facteurs qui les engendrent. Ce travail d'identification préalable nous permettra, dans un second temps, de proposer des pistes favorisant la mise en place d'une éducation inclusive, plurilingue et pluriculturelle, propice tant aux enfants grecs qu'aux enfants réfugiés qui intégreront, selon le ministère de l'éducation nationale, à partir de l'année scolaire 2017-2018, les classes des écoles « ordinaires ». Une telle éducation pourra doter les apprenants de moyens forgeant des identités ouvertes à la multiplicité langagière et culturelle, en préconisant le développement de leur compétence plurilingue et interculturelle (Cavalli et al., 2009).

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The linguistic and cultural integration of refugees in Greece: A toolkit for foreign language teachers

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The recent flow of refugees and the urgent need for integration into the Greek educational context is the main motivation for this study. Language teachers are usually called upon to act as mediators alleviating the problems related to population movement without, however, being given the guidelines and tools to be successful in their task. The present paper discusses the results of a study which investigated the needs and beliefs of foreign language teachers of refugees in Greece with an ultimate view to developing a teacher training toolkit which will hopefully provide teachers with practical ideas as to how to deal with the challenges related to this new (educational) reality. The study draws data from three pools of respondents who filled in a specially designed online questionnaire: the first group consisted of teachers in public primary schools within the framework of the new refugee schooling program, the second group were English teachers of the Foreign Language Centre of the University of Athens teaching adult refugees, while the third group has taught at refugee camps. The participants responded to closed and open ended questions about the problems they face, their previous experience with refugees, about any special training they may have received and their attitudes before and after the period of teaching refugees. The particular investigation led to the development of a(n) (empirically-derived) toolkit for teachers of refugees, which will also be presented. It is ultimately suggested that the teachers of refugees should create with their pupils an educational context which takes into account the interaction of the characteristics of their cultures of origin and of their host milieu; they should also be trained to make translanguaging possible (Stathopoulou, 2016) thus respecting the diverse linguistic resources. The paper concludes by stressing the need to develop new pedagogies, language programmes and syllabi taking into account the mingling-of-languages idea (Stathopoulou, 2015) thus providing learners with opportunities for intercultural activity and promoting the 'multi' idea in a context where multiple languages coexist.

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Η διδασκαλία της ελληνικής σε πρόσφυγες: Διδακτικές πρακτικές και προκλήσεις

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Πανεπιστήμιο Αιγαίου

Η εργασία επιχειρεί ν' αποτυπώσει βασικές πτυχές της διδασκαλίας της ελληνικής γλώσσας σε πρόσφυγες, ενήλικες κατά βάση, αξιοποιώντας ερευνητικά δεδομένα που αντλούνται κατά την υλοποίηση ανάλογης εθελοντικής δράσης της Σχολής Ανθρωπιστικών Επιστημών του Πανεπιστημίου Αιγαίου. Πρόκειται για μια συλλογική προσπάθεια που ξεκίνησε χωρίς

προδιαγεγραμμένο χρονικό ορίζοντα τον Δεκέμβριο του 2016 και είναι ακόμη σε εξέλιξη. Η πολύμηνη πραγματοποίησε σε τακτική βάση μαθημάτων γλώσσας και πολιτισμού στο Εργαστήριο Γλωσσολογίας του Παιδαγωγικού Τμήματος Δημοτικής Εκπαίδευσης έχει ως αποτέλεσμα την ουσιαστικότερη κατανόηση των εκπαιδευτικών αναγκών και κινήτρων των προσφύγων, αλλά και τον προσδιορισμό των ιδιαιτεροτήτων που παρουσιάζει η γλωσσική διδασκαλία σε μειονοτικές ομάδες που βρίσκονται υπό μετακίνηση και βιώνουν, σε περιόδους κρίσης, συναισθήματα ανασφάλειας, λόγω της αυξημένης ρευστότητας των κοινωνικοπολιτισμικών πλαισίων αναφοράς. Έτσι, οι συνεχείς αναπροσαρμογές του διδακτικού σχεδιασμού, η αναγκαιότητα δημιουργίας πολύγλωσσου, στο μέτρο του εφικτού, εκπαιδευτικού υλικού που να εναρμονίζεται ε τις ανάγκες και ενδιαφέροντα της ομάδας, αλλά και εφαρμογής εναλλακτικών προσεγγίσεων και πρακτικών γραμματισμού, είναι μερικές από τις συνιστώσες αυτής της νέας πραγματικότητας. Σ' αυτήν, οι παραδοσιακοί ρόλου διδασκόντων-εκπαιδευόμενων κλονίζονται, οι διαπολιτισμικές ανταλλαγές ενισχύονται, ενώ η διαδικασία της μάθησης είναι προϊόν συνδιαμόρφωσης στη βάση του πολιτισμικού γλωσσικού κεφαλαίου των μελών της ομάδας. Καρπός αυτής της βιωματικής αλληλεπίδρασης είναι η πεποίθηση πως η δημιουργία κοινοτήτων μάθησης κοινωνικά προσανατολισμένων με σημείο αναφοράς την ενεργοποίηση των ταυτοτήτων των μελών μπορεί να λειτουργήσει καθοριστικά τόσο στην εκμάθηση της γλώσσας-στόχου όσο και στη βελτίωση των συνθηκών διαβίωσης των προσφύγων.

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Effects of external and internal factors on language proficiency in Greek reception classes

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The present study explores external and internal factors (Cornips & Hulk, 2006; Paradis, 2011) in the development of L2 Greek acquired by immigrant and repatriated children. The data come from a large research and educational program (Education of foreign and repatriated pupils). There were 452 participants 6 to 15 years old, all attending reception classes in public schools at the time of testing. Almost half of the participants (46%) spoke Albanian as L1, while Bulgarian, Romanian and Turkish were among the other common L1s. All participants were administered (a) a questionnaire which aimed at gathering detailed information regarding Age of Onset (AoO), L1/L2 input, use and literacy, and (b) a set of placement tests (three tests depending on the participants' age) for written production, reading comprehension, oral comprehension and grammar competence.

The statistical analysis of the results showed that AoO did not significantly affect the data but amount and type of L2 input, L2 use and L1/L2 literacy had a positive impact on the pupils' accuracy. Early L1 and L2 literacy enhanced language comprehension and production in pupils aged from 6;6 to 10 years. On the other hand, the use of Greek at home, with parents and particularly with siblings, and in social interactions, i.e. play, improved language

performance in older pupils, aged from 9 to 15 years. Furthermore, early L1 and L2 literacy as well as L2 use at home and in social interactions did not affect language skills similarly; writing, grammar competence and reading were more affected than listening. This finding confirms previous research, which indicated that learners in reception classes face more problems with literacy rather than with the Greek grammatical system per se (Tzevelekou et al. 2013). We will also discuss L1 effects and the educational implications of our findings.

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Naturalisation and the acquisition of citizenship: The language component in the naturalisation test, an overview, aspects and proposals

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The naturalisation process touches upon multiple criteria that pertain to language, sociocultural elements and other aspects of citizenship, which the candidate citizen is required to fulfil to be granted citizenship. The present presentation briefly discusses an overview of the stipulations for the naturalisation test both in the European Union and the USA context, specifically as far as language is concerned. Then, it focuses on the case of Greece and examines the composites of the naturalisation test. The specific discussion touches upon the language competence tested and required, namely as the B1-B2 CEFR level competence given that language is not only an autonomous test, but also the medium for the testing of the other components (civic education and elements of law, culture and history etc.). The basic methodology of designing such an educational material for the naturalisation testing is to be presented along with the thematic modules that may be used for the evaluation of the language component, the selection of texts and language practice material, along with the means of their presentation. The specific discussion is placed in the legislative framework pertaining to the process, which demands assessment of the candidate in three distinct yet overlapping modules that are governed by language competence both receptively and productively. Finally, the proposals, which will be forwarded, may trigger a wider consideration of the issues at stake, when judging if a certain third country citizen may be fit for acquiring the Greek citizenship, when the latter signifies the consequent acquisition of an EU citizenship.

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"Aren't you guys supposed to speak English?": The educators' medium requests in an English-medium kindergarten classroom in Greece

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An international school in Greece, overwhelmingly attended by Greek origin children, has adopted English as the medium of instruction (language policy) and 'free' interaction in designated play areas as a teaching tool (educational policy). As a result, a conflicting situation has developed, one where children, orienting to free interaction, adopt Greek as the medium of their play interactions while teachers, orienting to the school's language policy, expect them to use English.

The aim of this paper, drawing on the notion of 'practiced language policy' (Papageorgiou 2009, 2012, 2015, Bonacina 2010) is to examine how participants deal with this conflicting situation. More specifically, we will examine a particular interactional practice which, following Gafaranga (2010), we will refer to as 'medium request' and whereby adult participants (teachers and teaching assistants) intervene in the children's play areas and request children to medium-switch from Greek and use English. The paper will examine in detail the various 'medium request' strategies that early year practitioners follow and the effect these have on the bi/multilingual children's ongoing play interaction.

The paper will be based on a corpus of audio-recordings of naturally occurring interactions taking place between educators and children in the kindergarten classroom of the school.

In line with Spolsky (2004), for whom the "real language policy of a community is more likely to be found in its practices" (Spolsky 2004: 222), these data will be examined using Conversation Analytic methodologies applied to language choice (Auer 1984, 1998, Gafaranga 2007).

Undertaken against a dearth of sociolinguistic studies in bilingual early years educational settings in Greece, the paper will contribute to the debate about appropriate policies and practices in bilingual early years' educational settings.

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Cultural mediators training in Greece

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Education of immigrants is also related to issues of cultural mediators training and services offered to immigrants and asylum seekers. The urgent need for cultural mediators was addressed through the training and employment of immigrants from Syria, Egypt, Iran, and Afghanistan in mediation services. In order to enhance their skills and background knowledge special training programs were conceived and designed taking into consideration their previous background, the need for further consolidation of knowledge and skills, previous educational background in Greece and abroad.

The feedback from the pilot training course was used for further diffusion of the training program in order to address the needs of the mediators. Best practices and guidelines from countries having extensive mediation experience and literature on communication issues concerning immigrants and refugees were also used. The needs analysis and the overall design parameters of the training program will be discussed as well observations concerning the training modules.

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Intercultural Communication Competence: Are Greek EFL teachers ready?

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Over the years and because of globalization, English has undoubtedly become an international language, a lingua franca. In this interconnected context, which calls for the ability to convey messages and meanings beyond cultural and linguistic boundaries, a new reality for the EFL educators has arisen: the need to prepare learners for intercultural encounters that is being able to learn and use English, for effective interaction with other native or non-native speakers of English worldwide. Accordingly, the ELT objectives should be redefined in terms of the acquisition of intercultural communicative competence (ICC) rather than solely the acquisition of communicative competence. Above all, it is imperative that teachers become aware of the importance of this competence so they can adapt their teaching approaches and incorporate them in the EFL classroom. The exploratory study reported here, investigated the beliefs and attitudes of EFL teachers, towards the aspect of incorporating ICC in their classroom practices. This study primarily used a quantitative research method. More specifically, an online questionnaire with closed questions was employed to collect data from sixty EFL teachers who were teaching English at Greek state schools. The aim was to identify how teachers understand the very content of ELT and whether they include ICC in their English instruction objectives. What is more, considering Byram's (1997) dimensions (affective, behavioural and cognitive) of intercultural language teaching, it aimed to explore the specific aspects of ICC addressed in their classrooms. Preliminary statistical analysis using SPSS showed that EFL teachers have high appreciation for integrating ICC in English teaching. Moreover, they seem to regard ICC as something more than 'factual knowledge' valuing the affective and behavioural oriented objectives highly. These findings are hoped to contribute to a better understanding of intercultural teaching in ELT so that implications can be drawn to enhance the quality of ELT in Greece.

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Strategies towards Greek heritage language maintenance among adults and children in Ireland

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Nowadays multilingualism can be characterized as a 'world phenomenon' (Edwards, 2002). The Common European Framework of Reference for Languages (2001) has also highlighted the value of a multilingual education and cultural acceptance and heritage language maintenance is a topic worth investigating from various perspectives. Meshtrie (1999) has defined language maintenance as the 'continuing use of a language in the face of competition from a regionally and socially powerful or numerically stronger language' (p. 42). Heritage language maintenance has strongly been associated with the issue of identity (Juan-Garau, 2014) and assimilation processes (Zhang & Slaughter-Defoe, 2009). These are

some of the reasons why the examination of immigrants' and teachers' attitudes towards heritage language maintenance is of crucial importance (Curdt-Christiansen, 2003; Cummings, 2005).

This study investigates strategies employed by different age groups who aim to maintain Greek as their heritage language in Ireland. The participants for this study were both adults and children attending a Greek school in Ireland. The data was collected through the completion of questionnaires, which aimed at revealing the strategies and attitudes of the speakers. The adult students completed the questionnaires themselves whereas the data for the children were obtained from the parents' answers about their children. There was also an interview with the teacher to explore the teacher role in heritage language maintenance and possible differences in attitudes or behaviours outside the home environment among participants.

Results indicate that the role of the teacher is crucial in heritage language maintenance as already suggested by previous literature (De Angelis, 2011). Moreover, there seems to be a positive attitude towards heritage language maintenance but some differences seem to emerge among the two age groups regarding the strategies that are employed. Finally, as it has been previously reported (Nesteruk, 2009) the motivation behind heritage language maintenance strategies differs among the two groups, too.

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Towards a post-method era: Preparing the Greek EFL teachers for the intercultural communication challenges

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In a societal framework where financial, economic, cultural and sociological globalization flourish, individual and professional mobility increase and migration expands, the need for intercultural education is urgent since it can help citizens live and coexist harmoniously in culturally and linguistically diverse societies. Greece follows the motif of sociopolitical changes exhibiting a colourful blend of people from different nations, ethnic groups, cultures and religions. Foreign language teaching can play a tremendous role in cultivating intercultural communication competence (ICC). To this end, a study was carried out examining how the English for Young Learners program and the Unified Curriculum for Foreign Languages approach culture and how they promote and foster ICC in the Greek Primary English Language Teaching context. It also investigated the extent to which Greek Primary EFL teachers are acquainted with intercultural education and the extent to which EFL teachers' professional development and training can contribute to the education of autonomous intercultural speakers, the development of their cultural awareness and their ICC skills. The study included both qualitative and quantitative research tools. More specifically, the rhetoric of the Greek curricula was investigated and analyzed and an online questionnaire (closed-ended questions) was administered to 40 Greek State Primary EFL teachers. The findings revealed that both curricula display an intercultural orientation following UNESCO's new perspectives on education. The results also reported that the development of ICC during the English language teaching practice is mostly welcome by the respondents. However, it became evident that teachers' insecurity due to a lack of adequate teacher training in intercultural education and in developing/using appropriate and effective materials hinders the realization of the curriculum's prescribed cultural aims and objectives.

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Integrating refugees: The importance of the new CEFR illustrative descriptors for the development of multilingual programmes

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A new project commissioned and coordinated by the Council of Europe from 2013 to 2016 has intended to provide an extended set of CEFR illustrative descriptors. In 2001, the Common European Framework of Reference for Languages (CEFR) stressed the importance of developing learners' plurilingual competence and pioneered the inclusion of mediation in language teaching and learning to describe a fourth category for communicative language activities in addition to reception, production and interaction (North, 2016). Sixteen years later and taking into account the new communicative needs because of the population movement and the creation of multilingual societies in which language users need to

participate meaningfully, the new CEFR now becomes useful in bridging the linguistic gaps by proposing new descriptors (or 'can-do statements') related to the parallel use of languages, language users' willingness to act as interlingual mediators and their capacity to purposefully blend, embed and alternate codes. This paper, written and presented by an expert member of the ad hoc working group concerning the updated CEFR at the Council of Europe, discusses the extent to which the new illustrative descriptors can be creatively exploited for the development of appropriate pedagogies, language programmes, curricula and syllabi for refugees respecting the diverse linguistic resources and making translanguaging possible (Stathopoulou, 2015). The new scales and descriptors for creating pluricultural space and exploiting pluricultural and plurilingual repertoires will be presented while it will be suggested how the updated CEFR can be used for the linguistic and cultural integration of migrants. The paper ends by proposing a renewed vision of language education for migrants based on the updated CEFR, and calls for teachers of refugees to incorporate the diverse languages and cultures in their classrooms thus developing learners' plurilinguistic and pluricultural awareness through an attitude of openness and curiosity.

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Η σημασία της συμπερίληψης και της αξιοδότησης της Γ1 στη διδασκαλία της ελληνικής ως Γ2

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Από το 2015 έως σήμερα ένας μεγάλος αριθμός προσφύγων πέρασε τα ελληνικά σύνορα: από αυτούς, περίπου 62.500, στην πλειοψηφία τους Σύριοι και Αφγανοί πρόσφυγες βρίσκονταν το πρώτο τρίμηνο του 2017 στη χώρα, έχοντας υποβάλει αίτημα ασύλου ή μετεγκατάστασης σε άλλη χώρα. Για τον πληθυσμό αυτό άρχισε σταδιακά να υλοποιείται μια σειρά εκπαιδευτικών προγραμμάτων από δημόσιους φορείς, διεθνείς οργανισμούς, μη κυβερνητικές οργανώσεις και οργανώσεις της κοινωνίας των πολιτών. Στο πεδίο της τυπικής εκπαίδευσης για παιδιά σχολικής ηλικίας αναπτύχθηκε ένα πρόγραμμα με έμφαση στη διδασκαλία της ελληνικής και της αγγλικής γλώσσας και την ανάπτυξη δεξιοτήτων αριθμητικού και τεχνολογικού γραμματισμού. Αντίστοιχο προσανατολισμό (με εστίαση στη διδασκαλία της ελληνικής και της αγγλικής γλώσσας), έχουν και οι περισσότερες εκπαιδευτικές παρεμβάσεις μη τυπικής εκπαίδευσης για νέους άνω των 16 ετών και ενηλίκους. Μόνο σποραδικά εμφανίζονται προγράμματα διδασκαλίας των μητρικών γλωσσών των προσφύγων. Ωστόσο, και στις περιπτώσεις αυτές, η διδασκαλία της μητρικής γλώσσας εμφανίζεται ως ένα αυτόνομο πεδίο, συναρτώμενο κυρίως με στόχους διατήρησης της πολιτισμικής και γλωσσικής ταυτότητας.

Στο πλαίσιο της ανακοίνωσής μας, αφού παρουσιαστεί το θεωρητικό πλαίσιο που καταδεικνύει αφενός την αλληλεξάρτηση των γλωσσών και, επομένως, τον κρίσιμο ρόλο της πρώτης γλώσσας (Γ1) κατά τη διδασκαλία μιας δεύτερης γλώσσας (Γ2), και αφετέρου τη σημασία των κινήτρων και των στάσεων απέναντι στην προς εκμάθηση γλώσσα, θα εστιάσουμε στη διδασκαλία της ελληνικής ως Γ1 σε αραβόφωνους μαθητές, επικεντρωνόμενοι α) στον εντοπισμό ορισμένων χαρακτηριστικών της αραβικής γλώσσας που συναρτώνται με γλωσσικές παρεμβολές κατά την εκμάθηση της ελληνικής και β) στη

σημασία της επίγνωσης των παραπάνω φαινομένων απ' τους εκπαιδευτικούς, αλλά και της συμβολικής χρήσης της Γ1 κατά τη διδασκαλία της Γ2.

Τελικός σκοπός της εισήγησής μας είναι η διατύπωση ορισμένων διδακτικών προτάσεων που μπορούν να υποστηρίξουν αποτελεσματικά τη γλωσσική εκπαίδευση αραβόφωνων προσφύγων.

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Μετανάστευση, κοινοτικά σχολεία και γλωσσική διδασκαλία: Η περίπτωση του Πολωνικού Σχολείου της Αθήνας

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Από τα τέλη της δεκαετίας του 1980 και τις αρχές της δεκαετίας του 1990 παρατηρείται στην Ελλάδα μια ραγδαία δημογραφική μεταβολή, καθώς στις ήδη υπάρχουσες ιστορικές μειονότητες προστίθενται μεταναστευτικές κοινότητες, μεταξύ των οποίων και εκείνη των Πολωνών μεταναστών. Η κοινότητα αυτή, έχοντας ως πρωταρχικό σκοπό τη διαφύλαξη της γλώσσας και του πολιτισμού των ομογενών μαθητών, ιδρύει το 1997 στην Αθήνα το Πολωνικό Σχολείο.

Η εισήγηση θα εστιάσει στο ερώτημα, εάν μέσα από το παρεχόμενο εκπαιδευτικό έργο οι μαθητές έχουν τη δυνατότητα να φτάσουν σε ένα τέτοιο επίπεδο επικοινωνίας, ώστε με τη αποφοίτησή τους να είναι σε θέση να κατανοούν και να μιλούν περισσότερες από μία γλώσσες. Πρόκειται, ειδικότερα, για έναν από τους βασικούς στόχους που έχουν τεθεί όσον αφορά τη λειτουργία του Πολωνικού Σχολείου. Το ερευνητικό αυτό ερώτημα διερευνήθηκε στο πλαίσιο μιας ευρύτερης μελέτης περίπτωσης που πραγματοποιήθηκε στο σχολείο. Η εισήγηση συζητά, υπό το πρίσμα της διαπολιτισμικής και της δίγλωσσης εκπαίδευσης, τα δεδομένα των ημιδομημένων συνεντεύξεων που πραγματοποιήθηκαν με μαθητές, εκπαιδευτικούς, γονείς αλλά και με απόφοιτη του σχολείου, καθώς και τα βασικά συμπεράσματα που αφορούν τη γλωσσική διδασκαλία στο πλαίσιο της «κανονικής» και της «συμπληρωματικής» λειτουργίας του: Ειδικότερα, το σχολείο διασφαλίζει επάρκεια στην πολωνική γλώσσα και καλές επιδόσεις που οδηγούν στην πολωνική Τριτοβάθμια Εκπαίδευση. Το συμπληρωματικό, όμως, πρόγραμμα περιορίζεται κυρίως στο επίπεδο μιας βασικής επαφής με τη μητρική γλώσσα των μαθητών. Όσον αφορά την ελληνική γλώσσα, αυτή διδάσκεται στην κανονική λειτουργία ως ξένη. Όμως δεν αντιμετωπίζεται με την αρμόζουσα προσοχή, με αποτέλεσμα οι μαθητές να παρουσιάζουν πολλές δυσκολίες που φτάνουν μέχρι το σημείο να μη γνωρίζουν τελικά την ελληνική. Συνεπώς, σε καμία από τις δύο λειτουργίες του Πολωνικού Σχολείου δεν φαίνεται να προσφέρεται η δυνατότητα στους μαθητές να μιλούν με επάρκεια δύο γλώσσες και να κινούνται σε δύο πολιτισμικά περιβάλλοντα. Στην εισήγηση δίνεται έμφαση στη συζήτηση των παραμέτρων εκείνων, οι οποίες λειτουργούν ανασταλτικά ως προς την επίτευξη της διγλωσσίας/πολυγλωσσίας στο σχολείο.

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How refugees could provoke the development of 'world citizenship': A teaching intervention for children and adults

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Aim of this paper is to present and qualitatively evaluate a teaching intervention whose topic is the 'refugee issue' and aims to help children and adults become sensitive to the problem. The intervention is the product of an ERASMUS+ KA2 strategic partnership European project.

For the design of the intervention we considered the principles of child-centred teaching, globalization, actuality, supervision and experiential education and relied on several theoretical frameworks such as the Project approach (Knoll 1996, 1997), Constructivism (Jacobsen, Eggen & Kauchak 2006), Multimodality (Kendrick et al. 2006), Political education in school (Kalantzis & Cope 2013), Vygotskian Theory (Vygotsky 1962), Multiple Intelligences (Gardner 1983, 1993, 1999), Experiential Education (Kolb 1981, 1984). The main axe of the intervention is a story, presented through a puppet performance. As part of the intervention, participants watched relevant videos, expressed their emotions through art, and they were engaged in psychokinetic activities and discussions with Red Cross volunteers.

The teaching intervention has been applied to different national groups, more specifically, a) one private nursery school in Crete (N= 16), b) seven public kindergartens in Crete and Athens (N= 100), c) three public primary schools in Crete (N= 40), and, d) a group of 30 Dutch adults. Regarding the preschool and primary school pupils, and least two kindergarten and primary school teachers, respectively, were present as moderators per group.

Our findings highlight the fact that, in general, there is inaccurate/imperfect information regarding the refugee issue. During the teaching intervention, children and adults became deeply interested in the topic. The post-teaching interviews displayed a better performance regarding the participants' 'involvement' in the problem. There seems to be some differentiations between younger and older participants. Younger participants focus on the emotional state of the refugees; older participants focus on the rational means that need to be recruited for the solution of the problem.

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Γραπτές Ανακοινώσεις Poster Sessions

Η διδασκαλία ελληνικών σε έναν προσφυγικό καταυλισμό: Η εμπειρία της άτυπης γλωσσικής εκπαίδευσης εφήβων και ενηλίκων

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Συνήθως η γλωσσική διδασκαλία εντοπίζεται στα πλαίσια κάποιου ευρύτερου θεσμού (π.χ. δημόσιο σχολείο, ιδιωτικό εκπαιδευτήριο κ.ά.) ενώ ακολουθεί και κάποιο συγκεκριμένο πρόγραμμα σπουδών (π.χ. συγκεκριμένου γλωσσικού επιπέδου ή ενός διδακτικού εγχειριδίου). Στα πλαίσια της άτυπης εκπαίδευσης, όπως είναι η γλωσσική διδασκαλία σε έναν προσφυγικό καταυλισμό, τα παραπάνω σε μεγάλο βαθμό δεν ισχύουν, καθώς πιθανόν να μην υπάρχει κάποιος θεσμός ενώ είναι αδύνατη η χρήση κάποιου εγχειριδίου. Στόχος της παρούσας παρουσίασης είναι να αναδείξει τις ποικίλες ιδιαιτερότητες που έχει ο σχεδιασμός και η πραγματοποίηση μαθημάτων σε ένα τέτοιο πλαίσιο. Αξιοποιώντας δεδομένα από προσωπικό ημερολόγιο διδασκαλιών και εθνογραφικές σημειώσεις πεδίου τουλάχιστον έξι μηνών, θα αναδειχθεί η «ασυνέχεια» μεταξύ του διδακτικού σχεδιασμού και της πραγματοποίησης της διδασκαλίας. Εστίαση θα δοθεί στους κοινωνιοπολιτισμικούς παράγοντες που επηρεάζουν τον διδακτικό σχεδιασμό, όπως η ρευστότητα του μαθητικού πληθυσμού, οι ανάγκες και τα κίνητρα των προσφύγων σπουδαστών, ζητήματα φύλου, αλλά και οι ισχύουσες ταυτότητες των σπουδαστών σε σχέση με το πώς κατανοούν τη μάθηση. Για παράδειγμα, πώς μια δραστηριότητα που σχεδιάστηκε επί χάρτου και στόχευε στην κατάκτηση επικοινωνιακών δεξιοτήτων, τελικά αναπροσαρμόστηκε ή «άλλαξε πορεία» εξαιτίας των ποικίλων παραγόντων που αναφέρθηκαν παραπάνω. Στόχος είναι να τονιστεί πως οποιαδήποτε διδασκαλία θα πρέπει να λαμβάνει υπόψη της το συγκείμενο μέσα στο οποίο πραγματοποιείται, ένα συγκείμενο που παραμένει συνεχώς ρευστό.

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Greek as an Additional Language (GAL) school students in Cyprus in late modernity: An ethnographic study of three parallel intensive Greek language classes in two Greek-Cypriot state primary schools

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Increased immigration over the past two decades has transformed the Greek-speaking community of Cyprus into an increasingly linguistically, ethnically and culturally diverse society. The Cyprus Ministry of Education and Culture (MEC) has therefore had the need to respond to the increasing number of students who have a home language other than Greek. In 2008, the MEC issued a policy document regarding the setting up of classes for these students to receive intensive instruction in the Greek language parallel to the mainstream curriculum in Greek-Cypriot state primary schools. Since then, parallel classes have been offered in schools. However, the establishment of these classes was prompted by the need

to respond to EU discourses on human rights for minorities and not by a change in the Hellenocentric ideology that dominates the Greek-Cypriot educational system.

There is currently limited research on the education of students from migrant backgrounds in Cyprus – an area this PhD research aims to illuminate. I carried out qualitative research 'using ethnographic tools' (participant observation, field-notes, openended interviews) to try to develop an 'ethnographic perspective' in an attempt to examine how the MEC's policy concerning parallel classes is enacted in the ethnocentric Greek-Cypriot educational system. My research focuses on three parallel classes in two primary schools and draws on data collected during fieldwork that lasted five months.

The focal children had a migrant background but either total or considerable experience of living within Greek-Cypriot society and competence in everyday spoken Greek-Cypriot dialect; yet, they had been selected for parallel intensive Greek language tuition away from their mainstream class. The empirical investigation shows that children were misplaced because Hellenocentric ideology cannot envisage pupils who do not have Greek-Cypriot parents and a Greek-only orientation to language as anything else but 'the other'.

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Pragmatic immersion-driven strategies for prompt second language acquisition

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Learning a second language has turned out to be more complex, nonlinear, dynamic, social and variable than has always been anticipated to be. In the world of today where we are faced with the serious challenge of social dislocation caused by wars, learning a second language becomes an absolute necessity, and with abrupt moves from one community/ culture to another, both adults and children become in a dire need to learn the new language and cultural norms in the most prompt possible way. Second language acquisition has been exhausted in educational literature; therefore, we would like to present seven pragmatic workable immersion-driven strategies that can be either integrated into the learning environment, or used by learners to expedite the second language learning into fluency in a matter of months. We shall also provide theoretical evidence that supports the realistic workability of the proposed method. The method recognizes that immersion per se is not enough for language fluency, and is built around two pillars; autonomy and overcoming social anxiety. Based on each pillar the proposed strategies shall be crossfunctioning to elaborately allow for quick second language fluency. Based on autonomy component we propose:

- Using target language to communicate from day one.
- Learning prefixes and suffixes of target language.
- Focusing on language content that is relevant to individual learners (learning by necessity not in the order language arranged in a text book).
- Focusing of high frequency lexico-grammatical constituents of the target language.
 Based on overcoming social anxiety component we propose:

- Understanding cultural implications of words, phrases and idioms.
- Reinforcing tolerance to ambiguity.
- Assigning a language parent.

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Επιχειρώντας μια εφαρμογή της μεθόδου CLIL / EMILE στη γαλλική γλώσσα

Αννέτα Τάντση

Δευτεροβάθμια Εκπαίδευση

Στην παρούσα εργασία παρουσιάζεται ένα εγχείρημα υλοποίησης CLIL / EMILE στη γαλλική γλώσσα σε παραμεθόριο Γυμνάσιο της Πέλλας το σχολικό έτος 2016-2017. Το πρόγραμμα εφαρμόστηκε σε 22 μαθητές Β΄ Γυμνασίου, εκ των οποίων δύο αλβανόφωνοι, ένας βουλγαρόφωνος και ένας ρουμανόφωνος. Οι μαθητές προέρχονταν όλοι από ολιγοθέσια δημοτικά σχολεία της περιοχής όπου δεν προσφέρεται διδασκαλία δεύτερης ξένης γλώσσας και στα περισσότερα από αυτά ούτε της αγγλικής με αποτέλεσμα το γλωσσικό υπόβαθρό τους στη γαλλική γλώσσα να είναι διάρκειας 40 περίπου ωρών. Επίσης, στους δίγλωσσους μαθητές της συγκεκριμένης τάξης δεν προσφέρθηκε καμία μορφή ενίσχυσης διδασκαλίας της ελληνικής γλώσσας ούτε και της μητρικής τους. Η μέθοδος CLIL πραγματοποιήθηκε στα γνωστικά αντικείμενα της Ιστορίας, της Χημείας και της Φυσικής Αγωγής μετά από συνεργασία των εμπλεκομένων εκπαιδευτικών. Η εφαρμογή υλοποιούνταν σε συγκεκριμένες ενότητες των σχολικών εγχειριδίων μετά την ολοκλήρωση της διδασκαλίας των αντίστοιχων ενοτήτων στην ελληνική γλώσσα από τον αντίστοιχο εκπαιδευτικό. Το εγχείρημα στόχο είχε να διερευνήσει τη δυνατότητα της εφαρμογής της μεθόδου CLIL στη γαλλική γλώσσα καθώς και τη διεύρυνση του λεξιλογικού υπόβαθρου των μαθητών, την ανασκόπηση των γνώσεων που αποκτήθηκαν σε κάθε γνωστικό αντικείμενο στη γαλλική γλώσσα, την ενίσχυση της αυτοπεποίθησης τους, τη χρήση της μητρικής γλώσσας των δίγλωσσων μαθητών για την προσπέλαση του υλικού και την ανάδειξη τους καθώς και την άσκηση όλων των μαθητών σε στρατηγικές εκμάθησης μιας ξένης γλώσσας. Για την εφαρμογή της μεθόδου αντλήθηκε υλικό από πολυμεσικές πηγές, χρησιμοποιήθηκαν διάφορες τεχνικές με συχνότερη αυτήν της εργασίας σε ομάδες, σχεδιάστηκαν φύλλα εργασίας και μια ποικιλία δραστηριοτήτων με διαφορετική τυπολογία όπως και δραστηριότητες που με παιγνιώδη τρόπο στόχευαν στην προσπέλαση του υλικού στη γαλλική γλώσσα και την ανασκόπησή του (όπως κάρτες παιχνιδιού ερωτήσεων, επιτραπέζιο παιχνίδι, χρήση εργαλείων web2 για τη δημιουργία ερωτηματολογίων γνώσεων) ενώ μετά την ολοκλήρωση της κάθε ενότητας οι μαθητές καλούνταν να αξιολογήσουν την εμπειρία τους.

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WORKSHOP

The role of assessment in the language education of immigrants and refugees

The theme of this year's GALA conference is "Migration and Language Education", a response to the recent massive influx of migrant populations into Southern Europe in general and Greece in particular. The presence in the same classroom of students from a wide variety of ethnic and linguistic backgrounds poses a formidable challenge to teachers, especially when large numbers of students lack proficiency in the language of schooling.

The assessment of immigrants' developing proficiency in the language of schooling will play a central role in whatever measures are taken nationally and locally to provide them with an education that promotes equity and social inclusion. GALA is concerned that the modes of assessment used by national and school authorities and individual teachers in their classrooms should play a positive role, fostering inclusion by supporting teachers in the provision of needs-based education. The purpose of the symposium (maximum enrolment 45) is to raise awareness, stimulate networking, and encourage participants to think of designing and launching small-scale collaborative projects.

GALA has invited Professor David Little (Trinity College Dublin) to give a plenary presentation on the linguistic inclusion of immigrant students. For ten years (1998-2008) Professor Little was non-stipendiary director of Integrate Ireland Language and Training, a not-for-profit campus company funded by the Irish government to provide intensive English language courses for adult refugees and to support the teaching and learning of English as an Additional Language in primary and post-primary schools. This latter work included the development of a set of proficiency scales based on the *Common European Framework of Reference for Languages* (CEFR), a version of the European Language Portfolio that was distributed in 5000 copies each year, and a suite of assessment instruments. Since 2006 Professor Little has also contributed to the Council of Europe's work on the linguistic integration of adult migrants.

Professor Little has agreed to coordinate the symposium, to which Professor Gudrun Erickson and Dr Déirdre Kirwan will also contribute.

Gudrun Erickson is Professor of Education in Language and Assessment at the Department of Education and Special Education, University of Gothenburg, Sweden. She began her career as a teacher of languages and has extensive experience of teaching, teacher education and curriculum development. For almost twenty years she has been project leader for the Swedish National Testing and Assessment Programme for Languages, developing assessment materials for different age groups and for formative as well as summative use. She has been and is currently involved in a number of European projects on learning, teaching and assessment. From 2013 to 2016 she was president of EALTA. Her main research interest is in collaborative approaches to the development of language assessment and testing practices and materials, with a particular focus on issues of agency and contributions by test-takers.

For almost thirty years, until her retirement in 2015, Déirdre Kirwan was principal of Scoil Bhríde (Cailíní), Blanchardstown. The school's pupil population became increasingly diverse from the mid-1990s on, until by 2015 almost 80% of the 320 pupils had a home language other than English or Irish. Most of them started school with little or no proficiency in English, and altogether there were some 50 home languages in the school. Scoil Bhríde has implemented a policy of inclusion that encourages pupils to use their home language for whatever purposes seem appropriate to them, inside as well as outside the classroom. As a result of this policy, pupils develop age-appropriate literacy in English, Irish (the obligatory second language of the curriculum), French (which pupils learn in the last two primary classes), and their home languages. Dr Kirwan is currently working with Professor Little on a book-length case study of Scoil Bhríde's policy and practice, and Professor Little will draw on this work in his plenary presentation.

SYMPOSIUM

Me 2 Glosses

The present thematic symposium is organised by the information service for bilingual raising "Me 2 Glosses" or "With two languages"! The service concerns a "branch" – partner organisation of the information service of Bilingualism Matters at the University of Edinburgh. The founder and general director of the service is Professor Antonella Sorace, who is internationally recognised as one of the world's most renowned researchers on Bilingualism. In Greece, Professor lanthi Maria Tsimpli who is a distinguished researcher in language acquisition issues founded the service in 2012. The current director of the branch, Professor Marina Mattheoudakis, is one of the most active members of the academic community in topics concerning second language learning.

Members of "Me 2 Glosses" or "With two languages" are a group of researchers in Aristotle University of Thessaloniki, who are concerned with issues of language development and bilingualism in children and adult populations. Their aim is to bridge the gap between the researchers of bilingualism and the bilingual speakers (families, teachers and institutions) in order to help as many children as possible benefit from Bilingualism. Their goal is to open a communication channel between all those people who are concerned with bilingualism matters. Their priority is to promote a dialogue that responds to questions regarding bilingualism with research as a tool, when in need. Thus, they are always very happy to visit schools, nurseries, kindergartens or other organised events with local and other institutions and talk about bilingualism.

This symposium hosts seven talks that present empirical data and discuss the benefits of bilingualism in various contexts. More specifically, the first three talks approach the topic with examples of bilingual children (of (a)typical language development) from various combinations of languages. Maria Kaltsa and Aleka Prentza examine how bilingualism, age of onset of exposure to Greek (AoO), language dominance and L1 and L2 input affect lexical and grammatical development in Albanian-Greek speaking bilingual children. Ifigenia Dosi and Despina Papadopoulou present the comprehension and production of (im)perfective verbal aspect in heritage Greek-German and Greek-English children. Eleni Peristeri, Eleni Baldimtsi, Maria Andreou, lanthi Maria Tsimpli, and Ageliki Nicolopoulou investigate the narrative skills of bilingual and monolingual ASD children and compare them to participants' non-verbal EFs, namely inhibition and attention-shifting. The fourth talk, by Maria Katsiperi, Natalia Nannou and Georgia Fotiadou, discusses differences among adult groups of bilinguals with respect to methodological issues, language typology and language exposure. The fifth talk, by Lia Efstathiadi, presents the benefits of L2 learning in a partial immersion context (for child populations), whiles in the sixth talk Nikos Amvrazis & Katerina Alexandri discuss educators' and adult learners' preferences for various teaching methods. Finally, the seventh talk, by Argyro Moumtzidou and Valbona Hystuna, introduces the educational system of the NGO ARSIS and how the organization deals with the migrants' flow.

Teachers' and students' attitudes towards learning Greek as a second or foreign language: Convergences and deviations

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Foreign or second language acquisition is a highly complex process in which individual learners undergo unique integration of their knowledge of the target language and their first language (Lightbown and Spada, 2006:189; Brown, 2007:8). The basic aim of the current research is to examine the characteristics of the teaching method implemented by educators who teach Greek as a foreign or second language (L2). More specifically, our aim is to examine whether there are convergences or deviations among educators and their students regarding the basic characteristics that consist a teaching method. Teaching methods have been explored through questionnaires that focused on the specific techniques implemented during the course. These techniques shed light on a spectrum where one end is occupied by the structural approaches (Fries, 1945; Hornby, 1954; Lado, 1957) while the other realizes the more communicative ones (Hymes, 1972). Which teaching methods are more preferable to students and whether there are correlations between these preferences and other variables (such as L1, educational background, gender etc.) is the main focus of this ongoing study. Recent research (Amvrazis and Maligkoudi 2017) has showed that students' educational background and their level of proficiency in Greek correlate with their preference for a specific teaching method. In this paper we will discuss findings related to other basic variables, such as student's L1 and their proficiency in other languages. This ongoing research is being conducted in the School of Modern Greek language in Aristotle University of Thessaloniki during the academic years 2015/2016 and 2016/2017 and its participants are adult students who learn Greek as L2.

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The production and comprehension of verbal aspect in heritage speakers

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The present study investigates the comprehension and production of verbal aspect (perfective and imperfective) in heritage Greek-German and Greek-English children. Studies on grammatical aspect in heritage speakers have indicated that the use of perfective aspect is more prevalent compared to the use of imperfective aspect (Montrul 2002; Polinsky 2007). Nonetheless, there is no consensus with respect to the acquisition of the features of imperfective (Kihlstedt, 2002; Papadopoulou, 2005; Dosi, Papadopoulou & Tsimpli, 2016; a.o.). Some studies have shown that the habitual feature is more problematic than the continuous one (Papadopoulou, 2005; Dosi et al., 2016; Mattheoudakis et al, 2011), whereas others suggest that progressivity is acquired after habituality (Kihlstedt, 2002). Language proficiency is an important factor that affects the performance on verbal aspect of heritage speakers (Montrul 2002; 2009; Dosi, 2017). Our research questions are the following: (a) will

perfective be more prevalent than imperfective both in comprehension and production tasks and (b) will Greek-English heritage speakers score higher than Greek-German ones, since grammatical aspect is not grammaticalised in German? Greek-English (N= 20; living in the USA) and Greek-German heritage bilingual children (N= 25; living in Germany) and Greek monolingual peers (N= 25) participated in this study. The findings from the production task revealed that perfective aspect was more problematic than imperfective aspect, albeit not for the Greek-English heritage group. By contrast, in the comprehension task, all groups scored higher in the perfective aspect. Problems with habituality are attested, predominately for the Greek-English heritage group. In both tasks, the Greek-English heritage group scored lower than the Greek-German heritage group. Overall, our findings suggest that the grammaticalisation of aspect is not the most significant factor that affects the successful acquisition of aspect, since vocabulary knowledge and input seem to play a crucial role.

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Narrative production in L1 Greek and L2 English and the cognitive gains witnessed in young learners of English receiving varied exposure to CLIL

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The study investigates executive functions and, in particular, the degree of involvement of Working Memory, Updating and Proactive Interference in the narratives (L1 Greek, L2 English) of young learners attending the 3rd Primary Experimental School in Evosmos, Thessaloniki.

The school is a partial immersion context that introduces L2 English for 5 hours/week in Grades 1-2. These increase to 8 hours/week in Grades 3-6; CLIL is also systematically taught from Grade 4. The study involved 48 participants attending Grade 6 (*M*age 11;6, *SD* 0;3), split into two groups. The CLIL+ group (17 students) was overall more exposed to CLIL and had attended CLIL History (Grade 3; 2 hours), Environmental Studies (Grade 4; 2 hours), Religious Education (Grade 5; 2 hours), Geography and Religious Education (Grade 6; 4 hours). The group with the least CLIL exposure (CLIL-, 31 students) was introduced to CLIL Arts (Grade 5; 1 hour) and Geography or Computers (Grade 6; 2 hours).

The written narrative production of both groups was tested in terms of text microstructure (syntactic complexity, narrative length, lexical diversity) in both Greek and English, using the Edmonton Narrative Norms Instrument. Statistical findings yielded differences that favour overall the CLIL+ group regarding syntactic complexity and narrative length (esp. for the L2 narratives); also, all three cognitive measures were found to be involved in the narratives of only the CLIL+ group.

The findings are viewed as important as executive functioning 'regulates the dynamics of human cognition' (Miyake et al. 2000: 49) and thus behaviour, scholastic or otherwise. They also have important implications regarding the intensity of future L2 programmes or even the further expansion of CLIL programmes in the Greek primary state schools.

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Lexical and grammatical development in bilingual children

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The present study examines how bilingualism, age of onset of exposure to Greek (AoO), language dominance and L1 and L2 input affect lexical and grammatical development in Albanian-Greek speaking bilingual children. To this aim 44 bilingual children, aged 8 to 12 years-old participated in the study conducting a battery of five tasks: (a) Greek expressive vocabulary task (Vogindroukas et al. 2009), (b) Albanian expressive vocabulary task (Kapia & Kananaj 2013), (c) Greek visual lexical recognition task (Kaltsa & Tsimpli subm.), (d) Greek sentence repetition task (Greek-SRT) and (e) Albanian sentence repetition task (Albanian-SRT). The SRTs were developed within the COST Action following the guidelines outlined in Marinis & Arnom-Lotem (2015). Background information was collected on home language practises, current oral use of L1 and L2, past and current literacy practises with regard to each language with the use of questionnaires administered both to parents/guardians of the bilingual children and to the children themselves (Mattheoudakis, Chatzidaki & Maligoudi, 2014). The data analysis showed that (a) there is a strong relationship between vocabulary development and the SRT performance both for Albanian and Greek; (b) the grammatical development in the two languages also shows a very strong positive correlation to each other suggesting that bilingualism has a positive effect in language development overall; (c) visual lexical recognition does not relate to expressive vocabulary measures but to grammatical ones; and (d) the language practices at home from birth up to the age of 6 are significant predictors for grammatical development.

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What's with anaphora? Discussing evidence from adult bilinguals, methods and other factors

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As research on bilingualism progresses and our understanding becomes not only deeper but also broader, the idea of looking for two "perfect' monolinguals in a bilingual person is left behind. Today, transfer from one language to another, known as crosslinguistic influence, is expected and researchers study it to gain insight into both bilingualism and language (Jarvis & Pavlenko, 2008 for a review). Recent studies have examined anaphora resolution, a phenomenon standing in the syntaxpragmatics interface. One of the most intriguing topics is whether the overt pronoun's bias for topic-shift employed in null subject languages is preserved when the other language is a non pro drop one. Recent results show an increased co-reference of the overt pronoun with an antecedent in subject position (late bilinguals: Tsimpli et al., 2004, attriters and heritage speakers: Kaltsa et al., 2015). In this presentation, we discuss two experiments investigating resolution of the overt pronoun ('aftos', he) among adult speakers of Greek. In the first experiment we addressed an off-line sentence picture matching task examining backward intrasentential anaphora to Greek speakers in an L2 English environment, a non pro drop language. Participants' data (mean age: 34.6 yrs, range: 27-43yrs, years of residence: 11.3, range 5-22yrs) were compared to monolinguals' matched in age and education. Results yielded no differentiation in the interpretation of the overt pronoun between the two groups. The second experiment examined extra-sentential anaphora with an eye-tracking method in the visual-world paradigm and was addressed to heritage speakers of Aromanian (mean age: 65.5, range: 55-85 yrs), a null subject language. The results showed that, while the young controls opted for an Object antecedent and the older controls went for a Subject antecedent, the bilingual group had shared preferences, demonstrating a more young-like behaviour. The findings from both studies will be discussed taking into consideration language typology, language exposure and methodological issues.

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The complexity, depth and breadth of the ARSIS' Youth Support Centre's pedagogical activities Towards an evolving pedagogical approach

Argyro Moumtzidou & Valbona Hystuna

ARSIS Association for the Social Support of Youth

ARSIS Association for the Social Support of Youth was established in 1992 and nowadays it runs 4 Youth Support Centres in Thessaloniki (2), Athens and Kozani. Furthermore there are non-formal and informal educational interventions taking place in the refugee camps around the country. Such of experience we are going to present, as a good practice developed through the years.

The current social situation invites us to the complex and extraordinary fast changes, to the necessary adjustments and the individual interventions.

The recent refugee flow in the countries of Europe has highlighted the holiness of a limited educational system, far from the necessary composition that intercultural philosophy and pedagogy are trying to build.

The contradictions between an extreme technocratic evaluation system with local characteristics, the neglect of basic components of the psychosocial support of the child and his family when moving from one culture to another and from one language to the other, are the most important criteria of the Youth Support Centre for a pedagogical and holistic educational proposal.

We will refer to the innovative model of Evolutionary Pedagogy of Access, which allowed us to synthetically build the existing tools of the Youth Support Centre on the street, at home, in the Daily Centre, in the school, in the community.

The street work methodology, the Mobile School activities, the non-formal and informal multilingual and intercultural education program within the Youth Support Centre are part of an active, multilevel, holographic intervention to sensitize and to prepare the unaccompanied or accompanied refugee or migrant child and its family for a smooth access to the school and the community.

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Bilingual children with High Functioning Autism Spectrum Disorder: Evidence from oral narratives

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Introduction. Bilingualism has been linked to enhanced executive functions (EFs), specifically inhibition and set-shifting (Bialystok, 2010; Prior, 2012), as well as better performance in narrative production at the macrostructural level. Conversely, Autism Spectrum Disorders (ASD) is strongly associated with weaknesses in EFs, specifically in mental flexibility (Shu et al., 2001) and inhibition (Biro & Russell, 2001) and in establishing global coherence in narratives (Stirling et al., 2014). The goal of the present study is to examine narrative performance and non-verbal perceptual processing skills in bilingual children with ASD in order to look for correlations between verbal and non-verbal abilities as well as to look for differences between bilingual and monolingual children with ASD in verbal and non-verbal skills.

Participants. Participants were 30 bilingual children with ASD (age range: 7-11 yrs), 30 monolingual children with ASD, 30 bilingual TD children and 30 monolingual TD children matched in age.

Materials. The narrative task has focused on children's telling performance elicited by a single set of pictures with animal characters (Edmonton Narrative Norms Instrument; Schneider et al, 2006). Children's narratives were analyzed using both macrostructural and microstructural measures. Children's non-verbal inhibition and attention-shifting functions were assessed with an online global-local attention task requiring from participants to focus on globally-presented shapes while ignoring local shapes, and vice versa (Navon, 1977).

Results and Discussion. The bilingual ASD participants mainly improved in microstructure, namely, in lexical diversity, subordination and referential ambiguity indices. Moreover, they exhibited highest accuracy scores in the global-local task implying bilingual advantages at the non-verbal level. The findings suggest that a) EF disadvantages associated with ASD are less robust than advantages associated with bilingualism; b) Bilingualism seems to improve narrative abilities of children with ASD. Finally, findings show reliable interactions between narrative cohesion and non-verbal EFs only for the bilingual group with ASD.

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SYMPOSIUM ERASMUS+

SUCRE & Xenios Zeus

Οι Στρατηγικές Συμπράξεις στο πρόγραμμα Erasmus+ αφορούν την ανάπτυξη και ενίσχυση διακρατικών συνεργασιών μεταξύ φορέων/οργανισμών που δραστηριοποιούνται στον τομέα της εκπαίδευσης, της κατάρτισης, της νεολαίας ή σε άλλον κοινωνικοοικονομικό τομέα. Ιδιαίτερη έμφαση δίνεται στην ενθάρρυνση σχεδίων που στηρίζουν την κοινωνική ένταξη (κυρίως των προσφύγων και των μεταναστών), καθώς και στην πρόληψη της ριζοσπαστικοποίησης. Απώτερος στόχος είναι να αποφέρουν θετικά άμεσα και μακροπρόθεσμα αποτελέσματα για τα άτομα και τους φορείς που συμμετέχουν στις δραστηριότητες, αλλά και να επιφέρουν βελτιώσεις στα συστήματα και τις πολιτικές για την εκπαίδευση στην Ευρώπη.

Στο πλαίσιο της Βασικής Σύμπραξης 2 (ΚΑ2) υλοποιούνται τα προγράμματα **XENIOS ZEUS** και **S.U.C.RE.** που παρουσιάζονται στο 16° Συνέδριο της ΕΕΕΓ. Το πρόγραμμα **XENIOS ZEUS**, με τίτλο Διαχείριση των προσφυγικών και μεταναστευτικών ροών μέσω της ανάπτυξης των εκπαιδευτικών και επαγγελματικών πλαισίων για παιδιά και ενήλικες-Managing the refugee and migrant flows through the development of educational and vocational frames for children and adults και συντονιστή την Περιφερειακή Διεύθυνση Εκπαίδευσης Κεντρικής Μακεδονίας απευθύνεται σε παιδιά και νεαρούς νεοαφιχθέντες πρόσφυγες στη Βόρεια Ελλάδα με στόχο μια φιλόξενη και φιλική πρώτη γνωριμία με τη Θεσσαλονίκη (με την πόλη να λειτουργεί ως παράδειγμα για κάθε πόλη) και παράλληλα την ευαισθητοποίηση και μύηση των παιδιών στην ελληνική κουλτούρα και γλώσσα. Για τον σκοπό αυτό δημιουργήθηκε από τους πανεπιστημιακούς εταίρους του προγράμματος στην Ελλάδα, το Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης (Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης – υλικό για παιδιά 6-15 χρονών– και Σχολείο Νέας Ελληνικής Γλώσσας –υλικό για νέους 18+) καθώς και το Πανεπιστήμιο Δυτικής Μακεδονίας (Παιδαγωγική Σχολή –υλικό για παιδιά προσχολικής ηλικίας), Οδηγός Καλωσορίσματος και Εκπαιδευτικό και Επιμορφωτικό Υλικό, προκειμένου να υλοποιηθούν παρεμβάσεις σε παιδιά πρόσφυγες στα Κέντρα Φιλοξενίας Προσφύγων.

Άλλο πρόγραμμα που υλοποιείται στο πλαίσιο των προγραμμάτων Erasmus+ στο ΑΠΘ και παρουσιάζεται στο συνέδριο είναι το Πρόγραμμα S.U.C.RE. με συντονιστή το ΑΠΘ. Το S.U.C.RE. (Εκπαίδευση και υποστήριξη προσφύγων/μεταναστών μέσω των δομών της Ανώτατης Εκπαίδευσης- Supporting University Community pathways for REfugees-migrants) επικεντρώνεται στις διαδικασίες της γλωσσικής προετοιμασίας και του ελέγχου γνώσεων που απαιτούνται για την επιτυχή ένταξη των προσφύγων/μεταναστών, φοιτητών και καθηγητών, στην Ανώτατη Εκπαίδευση, καθώς και στην υποστήριξη των ακαδημαϊκών τους αναγκών μετά την ένταξή τους. Επιπροσθέτως, εστιάζει στην ψυχοκοινωνική ένταξη των προσφύγων/μεταναστών, παράλληλα με την υποστήριξή τους σε θέματα υγείας και δικαίου κατά την είσοδό τους ή/και παραμονή τους στις ευρωπαϊκές χώρες υποδοχής. Το Πρόγραμμα έχει κεντρικό στόχο τη δημιουργία εκπαιδευτικού υλικού που θα χρησιμοποιηθεί κατάλληλα από εκπαιδευτές και ανώτατα ιδρύματα για τους παραπάνω σκοπούς.

ERASMUS+

Project: SUCRE

The role of sports in refugee's social integration

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Recently, a substantial and constructive discussion about the emigration issue has been initiated in Greece. Several NGOs and institutions are involved in the refugee issue, provide specialized staff and provisions aiming at education and social integration of refugees. Past evidence has showed that sports have been effectively used to promote social inclusion and integration of minority populations (i.e., ethnic minorities, disabled people etc). However, so far there is no evidence on the usefulness of sports in promoting social integration and social inclusion of refugees and the possible ways to achieve this. To address this issue, the present study was designed to investigate the beliefs about the role of sports in refugee's social integration. Towards this end, professionals working in refugee camps participated in a semistructured interview. Social workers, psychologists and teachers reported their experiences and the difficulties they face with respect to refugees' social integration, and thoughts about the structure and the content of sport related activities in the camps. The interview was audiotaped and verbatim transcribed. A thematic analysis was used to classify participants' views into meaningful themes. Three themes were identified, namely usefulness of sport, training of staff, and implementation of activities. The first theme reflected participants' opinions suggesting that sports can be used as an important means of promoting social integration among refugees in the camps. The second theme highlighted the need to educate people working in the refugees' camps on the content of sport activities in order to promote social inclusion. With respect to the third theme, the participants reported a number of difficulties that may hinder the effective implementation of sport activities in the camps. The findings of the present study are discussed in light of existing activities implemented in the refugees' camps.

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Supporting lawyers of refugees in Greece through the SUCRE project

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This presentation concerns the project S.U.C.RE. (Supporting University Community Pathways for Refugees), which is granted by the Hellenic National Agency (IKY) via the European Commission. The Coordinator of the Project is Aristotle University of Thessaloniki and the consortium is consisted of the University of Cologne, VU Amsterdam, as well as the Greek Council for Refugees. S.U.C.RE. is a two-year KA2 Erasmus+ Strategic Partnership in

the field of Higher Education. More specifically, the results of the intellectual output 05 regarding the support of refugees on legal issues will be discussed. One of the deliverables of IO5 has been the creation of an online digital module aiming to provide training to trainers of people involved in their legal support. In the context of the project, a focus group has been created which contributed to the formulation of proposals on good practices and recommendations regarding legal issues in relation to refugees in Greece. The results of this focus group will be discussed in the context of this presentation, and more specifically problems associated with access to asylum, asylum procedures, reception conditions, detention and social and medical insurance for refugees and asylum seekers in Greece.

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Representations of the refugee needs in the discourse of professionals working in the field

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The research is part of the European Project S.U.C.RE (Supporting University Community Pathways for REfugees-Migrants¹) whose main aim is to prepare Universities around Europe to accept refugees as their students and academics. In this framework our working team explores the psychosocial needs of the refugees, the promptness of the infrastructure and of the services providing support, as well as the representations that professionals who work in supporting services hold of the refugees through interviews and focus groups. The current presentation will focus on the analysis of seven focus groups consisting of 30 professional in the field of refugee support (psychologists, teachers, lawyers, social workers). Thematic analysis of the focus groups highlights four main themes around which representations of the participants are constructed: a) Inadequacy infrastructures to meet the needs of the refugees, b) Variability of the refugee movement and fluidity of the refugee needs that hinder provision of organized support, c) Differentiation of needs for integration according to refugee origins (ethnic / national, rural/urban), d) Difficulty in cooperation and coordination among groups or institutions working in the field. These themes are discussed as to their potential consequences for the integration of refugees especially focusing in their educational integration.

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¹ SUCRE is granted by the Hellenic National Agency via the European Commission (KA Erasmus Plus Strategic Partnership in the field of Higher Education) with the participation of the University of Cologne and Free University of Amsterdam.

S.U.C.RE. Supporting University Community pathways for REfugees-migrants An Introduction

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S.U.C.RE. focuses on the response of the Universities to the academic needs of refugees/migrants students and scholars and to the formation of Manuals of Field Testing (Handbook of Good Practices), through the development of training modules addressed to voluntary sector working in the field with the specific population. Specifically, it focuses on the processes (linguistic support, knowledge level, etc.) required for the proper integration of refugees/migrants (students and scholars) in higher education as well as on their academic support after their acceptance/entrance in a University. In addition, the programme focuses on the psychosocial integration/support of refugees/migrants and their proper information on legal and medical issues. S.U.C.RE. aims at creating educational/training material to be properly used by trainers for the above stated purposes. The S.U.C.RE. Project is granted by the Hellenic National Agency (IKY) via the European Commission. The Coordinator of the Project is Aristotle University of Thessaloniki and the consortium is consisted of the University of Cologne (Universität zu Köln), VU Amsterdam (Vrije Universeteit Amsterdam) as well as the Greek Council for Refugees. S.U.C.RE. is a two-year KA2 Erasmus+ Strategic Partnership in the field of Higher Education.

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Supporting professionals involved in health care of refugees in Greece through the SUCRE project

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The aim of our team's efforts was to evaluate the needs of the immigrants/refugees as well as the needs of the professionals involved in camps, in order to provide support in their work. The investigation method employed was the administration, collection and critical evaluation of questionnaires pertaining to the issues that arise in the camps. Based on our results, a double axis approach was decided.

The axis consisted on one hand on the approach of the refugees with focus given in their health needs as they arose from everyday life in the camp, and on the other hand on furtherly enabling the professionals involved (health care, volunteers) by providing access to training material regarding First Aid, emergency situations, hygiene, sexual health issues etc. The results were as following.

On the trainer's side (professionals) we developed a First Aid course with common emergency occurrences (chocking, bleeding, heart attack, stroke, fractures, drowning, burns, poisonings, electrocution) alongside with emphasis on CPR. This was delivered as a powerpoint presentation accompanied by videos and relevant material in the form of extensive and descriptive notes. On the refugee/immigrant's side, we collected pamphlets

for distribution, documenting ways of personal protection in emergency situations (First Aid, Earthquakes, Floods, Irish Crossing, Forest fires). Furthermore material was gathered concerning basic personal hygiene, use of toilet facilities, disease prevention measures in order to bridge probable intercultural differences on those matters.

Finally, we organized a presentation on the structure and function of the Greek Health System utilizing the relevant Official Government Gazette issues. Concluding, the above effort was organized and deposited on SUCRE website, where it is freely available for public use. We hope that the above efforts will be a valuable tool for immigrant and refugee students and academics admitted in AUTH. A future step would be evaluation of the impact via questionnaires.

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ERASMUS+

Πρόγραμμα: Ξένιος Ζευς

Πρόγραμμα Ξένιος Ζευς: Θεωρητικές προσεγγίσεις και προτάσεις σχεδίων μαθημάτων για τη διδασκαλία της ελληνικής ως δεύτερης/ξένης γλώσσας σε μετανάστες και πρόσφυγες

Μαρίνα Κοκκινίδου, Λήδα Τριανταφυλλίδου & Μαρίνα Ματθαιουδάκη Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης

Στο πλαίσιο του προγράμματος Xenios Zeus Erasmus Plus KA2 Project, δημιουργήθηκε υποστηρικτικό υλικό με τον ενδεικτικό τίτλο «Από την θεωρία στην πράξη: Σχεδιάζοντας ένα γλωσσικό μάθημα» που απευθύνεται σε εκπαιδευτές/εκπαιδεύτριες διδάσκοντες/διδάσκουσες της ελληνικής ως δεύτερης/ξένης γλώσσας. Ο σκοπός του υλικού αυτού είναι να βοηθήσει και να υποστηρίξει τον σχεδιασμό και τη διδασκαλία γλωσσικών μαθημάτων σε αλλοδαπούς ενήλικες και εφήβους που επιθυμούν να κατακτήσουν τις βασικές επικοινωνιακές δεξιότητες στην ελληνική, απαραίτητες στην καθημερινή ζωή (επίπεδο αρχαρίων Α1 και Α2, σύμφωνα με το Κοινό Ευρωπαϊκό Πλαίσιο Αναφοράς για τις γλώσσες του Συμβουλίου της Ευρώπης, 2008, βλ. http://www.pi-schools.gr/lessons/ english/pdf/cef_gr.pdf). Έχει δημιουργηθεί επίσης λαμβάνοντας υπόψη τις μεταναστευτικές εισροές προσφύγων στη χώρα μας, οι οποίες έχουν αυξηθεί τον τελευταίο καιρό, στοχεύοντας, με αυτόν τον τρόπο, να συμβάλει στην προσπάθεια που γίνεται για την κάλυψη των αναγκών για γλωσσική επικοινωνία των ανθρώπων που βρίσκουν καταφύγιο για μικρά ή μεγαλύτερα χρονικά διαστήματα στην ελληνική περιφέρεια ή στα μεγάλα αστικά κέντρα.

Το υποστηρικτικό αυτό υλικό είναι ελεύθερα προσβάσιμο σε όλους/ες στην πλατφόρμα των Ανοιχτών Ακαδημαϊκών Μαθημάτων του Αριστοτελείου Πανεπιστημίου Θεσσαλονίκης από την άνοιξη του 2017 (https://opencourses.auth.gr/courses/ZEUS101/) και έχει ήδη χρησιμοποιηθεί για την επιμόρφωση εκπαιδευτικών που ασχολούνται με τη διδασκαλία της ελληνικής ως ξένης σε μετανάστες και πρόσφυγες. Σε αυτό παρέχονται θεωρητικές προτάσεις για την προσέγγιση και τη διδασκαλία του γλωσσικού υλικού και επιπλέον παρουσιάζονται παραδείγματα διδασκαλίας της ελληνικής οργανωμένα σε σχέδια μαθημάτων τα οποία είναι κατάλληλα για τμήματα εφήβων και ενηλίκων αρχαρίων. Στο πλαίσιο της παρούσας ανακοίνωσης εκτός από μια σύντομη παρουσίαση του υλικού αυτού θα συζητηθεί η δομή του καθώς και η λογική των επιλογών του, όσον αφορά τόσο τις θεωρητικές προσεγγίσεις που επιλέγει να παρουσιάσει, όσο και τα σχέδια μαθημάτων που προτείνει.

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Δίκτυα επικοινωνίας: Δημιουργία υλικού για παιδιά πρόσφυγες στην Ελλάδα

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3 Πρωτοβάθμια Εκπαίδευση - Εκπαίδευση Προσφύγων

Στο πλαίσιο του Προγράμματος ERASMUS ΚΑ2 "Διαχείριση των προσφυγικών και μεταναστευτικών ροών μέσω της ανάπτυξης των εκπαιδευτικών και επαγγελματικών πλαισίων για παιδιά και ενήλικες", το Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης του ΑΠΘ ανέλαβε τη δημιουργία Οδηγού Καλωσορίσματος για παιδιά 6-15 χρονών, την ανάπτυξη Εκπαιδευτικού Υλικού για την εξοικείωση/γνωριμία των παιδιών με τον ελληνικό πολιτισμό και γλώσσα σε πλαίσιο άτυπης εκπαίδευσης και την επιμόρφωση των εθελοντών εκπαιδευτικών που θα αξιοποιήσουν το εκπαιδευτικό υλικό και τον Οδηγό στους καταυλισμούς είτε στις Δομές Υποδοχής Εκπαίδευσης Προσφύγων (ΔΥΕΠ). Στην παρουσίαση θα περιγραφεί το υλικό και θα συζητηθούν οι αρχές πάνω στις οποίες βασίστηκε η δημιουργία του.

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Ανάπτυξη και εφαρμογή γλωσσικού υποστηρικτικού υλικού για τους νεοαφιχθέντες (Πρόσφυγες) μαθητές στα σχολεία: Νέες εκπ/κες ανάγκες

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Η πρόσφατη τεράστια αύξηση του αριθμού των νέων μεταναστών που εισέρχονται στην Ευρώπη καλεί τα εκπαιδευτικά συστήματα να καλύψουν τις ανάγκες των νεοαφιχθέντων μεταναστών μαθητών (NAM). Τα σχολεία καλούνται και μάχονται να αντιμετωπίσουν τις ποικίλες γλωσσικές, ακαδημαϊκές και κοινωνικοσυναισθηματικές ανάγκες των παιδιών NAM που έχουν υποστεί σημαντικές διαταραχές και τραύματα. Ειδικά στην Ελλάδα, από το σχολικό έτος 2016-2017, το Υπουργείο Παιδείας έχει εφαρμόσει σχετικές εκπαιδευτικές πολιτικές που απευθύνονται σε προσφυγόπουλα.

Σε αυτή την κατεύθυνση και τις προσπάθειες, μέσω του Ευρωπαϊκού Προγράμματος Erasmus+ με το ακρωνύμιο "XENIOS ZEUS" (τίτλος: Διεύρυνση Εκπαιδευτικών Δραστηριοτήτων για τους Πρόσφυγες σε Ζώνες Μαθητείας που βρίσκονται σε Εκπαιδευτικές Δομές), η οποία ξεκίνησε στα τέλη του 2016, το Πανεπιστήμιο Δυτικής Μακεδονίας (ΠΔΜ) - που είναι ένας από τους εταίρους — συγκεκριμένα η Επιστημονική Ομάδα του Εργαστηρίου Γλωσσών και Προγραμμάτων Γλωσσικής Εκπαίδευσης έχει αναπτύξει υποστηρικτικό γλωσσικό υλικό για τα παιδιά των προσφύγων (προτιμώμενος όρος σε αυτή την παρουσίαση) για την Προσχολική και την Πρώτη Σχολική Ηλικία.

Το υλικό είναι οργανωμένο γύρω από 10 θεματικές ενότητες, με δραστηριότητες βαθμού δυσκολίας, ομαδικού χαρακτήρα, που ευνοούν τη διαπολιτισμική αλληλεπίδραση και την

επικοινωνία στα ελληνικά ως ξένη γλώσσα. Οι δραστηριότητες αυτές είναι βιωματικές, προωθούν την επικοινωνιακή διδασκαλία γλωσσών, συνδέουν το έργο XENIOS ZEUS με την καθημερινή ζωή και πρακτικές και παρέχουν ευκαιρίες για την υποστήριξη των διαφορετικών εθνοτουριστικών ταυτοτήτων και την ενδυνάμωση των ταυτοτήτων των προσφυγόπουλων.

Με εργαλείο την αφήγηση, μέσω εικόνων και λέξεων, η νέα πατρίδα, δηλαδή η πόλη της Θεσσαλονίκης, γίνεται ένας φιλικός χώρος για παιδιά προσφύγων, με εκδρομές στην πόλη, επισκέψεις σε μουσεία, στην αγορά, σε πολύγλωσσους χώρους.

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Γλωσσικό Υποστηρικτικό Υλικό για πρόσφυγες και μετανάστες Δράση *Ξένιος Ζευς*

Χριστίνα Τακούδα, Ειρήνη Σεχίδου & Μαρίνα Ματθαιουδάκη

Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης

Η πρόσφατη ευρωπαϊκή εμπειρία του προσφυγικού ζητήματος έχει δείξει ότι οι ενήλικες πρόσφυγες και μετανάστες είναι το κατεξοχήν κοινό μιας σύγχρονης διαγλωσσικής θεωρίας (translanguaging theory) για τη γλωσσική εκπαίδευση, όπου τα διάφορα σύνορα –εθνικά, πολιτικά, γλωσσικά, και κοινωνικά– έχουν, όπως αποδείχθηκε, μικρή σημασία. Με αυτή την ιδεολογική παραδοχή και αξιοποιώντας τη μακρόχρονη εμπειρία του δυναμικού του στον σχεδιασμό και την υλοποίηση προγραμμάτων σπουδών σε ενήλικες σπουδαστές της ελληνικής ως Γ2, το Σχολείο Νέας Ελληνικής Γλώσσας του Α.Π.Θ. κλήθηκε να συμμετάσχει ως εταίρος στο πρόγραμμα Ξένιος Ζευς, Δράση ΚΑ Erasmus+.

Στο πλαίσιο του προγράμματος ζητήθηκε η παραγωγή συμβατικού και ψηφιακού γλωσσικού υποστηρικτικού υλικού για ενήλικες πρόσφυγες και μετανάστες στην ευρύτερη περιοχή της Κεντρικής Μακεδονίας. Τα προϊόντα που παρουσιάζονται στην παρούσα ανακοίνωση είναι: α. Οδηγός γνωριμίας με την πόλη της Θεσσαλονίκης, β. Γλωσσικό Υποστηρικτικό Υλικό επιπέδου Α1-Α2, γ. Ψηφιακό Υποστηρικτικό Υλικό επιπέδου Α1-Α2. Το πρόγραμμα υλοποιήθηκε σε πέντε στάδια το 2016-17: καταγραφή γλωσσικών αναγκών, σχεδιασμός, παραγωγή υλικού, επιμόρφωση εκπαιδευτικών και αξιολόγηση-ανατροφοδότηση. Το έντυπο και το ψηφιακό υλικό χρησιμοποιείται για την εκπαίδευση ενηλίκων προσφύγων και μεταναστών στις δομές φιλοξενίας της Κεντρικής Μακεδονίας από την άνοιξη του 2017.

Σκοπός της δράσης Ξένιος Ζευς είναι η δημιουργία ενός δικτύου εκπαίδευσης με σεβασμό στη διαφορετικότητα για την ομαλή ενσωμάτωση και ενίσχυση της θέσης των προσφύγων στην τοπική κοινωνία και την αγορά εργασίας. Ο σχεδιασμός υλικού οφείλει να λαμβάνει υπόψη τις ταυτότητες, τις γλωσσικές, επικοινωνιακές και άλλες ανάγκες των πληθυσμών αυτών, που τις περισσότερες φορές συγκροτούν ανομοιογενείς ομάδες, δυσκολεύοντας έτσι το έργο σχεδιαστών και εκπαιδευτικών. Ως βασικές αρχές του σχεδιασμού ορίσαμε την καλλιέργεια και ενίσχυση της επικοινωνιακής ικανότητας των προσφύγων σε καθημερινές περιστάσεις επικοινωνίας, την αυθεντικότητα του υλικού και την εμβύθιση στο γλωσσικό εισερχόμενο χωρίς τη χρήση μεταγλώσσας και ρητή διδασκαλία του συστήματος. Επιπλέον, για το ψηφιακό υλικό βασική αρχή αποτέλεσε η φιλικότητα του

περιβάλλοντος προς τους εκπαιδευτές και τους εκπαιδευόμενους. Στην εισήγηση θα συζητηθούν αναλυτικά οι παραπάνω αρχές, θα περιγραφεί η διαδικασία σχεδιασμού και ο προβληματισμός της εφαρμογής με αναφορά σε δείγματα του υλικού.

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