



School of Humanities
Postgraduate Program
Language Education for Refugees and Migrants
(L.R.M.)

Postgraduate Dissertation

**«The socio-emotional factors in Second Language Learning in
Primary Education - Good practices and experiential approaches
to the emergence of multicultural/multilingual identity»**

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Athens, June2023

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PostgraduateDissertation

**Good practices and experiential approaches to the emergence of
Language Awareness in Primary Education**

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Acknowledgements

I would like to thank my supervisor, Anna Mouti, for her endless patience and support in the graduate work and her constant feedback in my research. Her help and our collaboration were important for the completion of my postgraduate studies and the utilization of my knowledge. Also, I would like to thank all the professors of the program LRM for my academic development and progress.

ABSTRACT

The multicultural and linguistic diversity that we see in contemporary society results in the imperative need of the educational system to change and the promotion of language learning. Besides, a democratic society needs as a basis active citizens with polyphony and pluralism. Intercultural education is the new field that has paved the way for the promotion of multilingualism and linguistic awareness. The aim of this paper is to present the socio-emotional factors that influence the acquisition/learning of a second foreign language. Through multilingual applications (identity texts, language portraits) and their pedagogical use in a primary school of Ilion, we will highlight the value of multilingualism in the modern Greek primary school. Our multilingual tools will outline the sociolinguistic profile of students and highlight the complex aspects of their identity. Finally, we will try with this case study to sensitize the students, through these positive practices, to highlight their multicultural background and their linguistic repertoire. The research findings and reflection demonstrated the importance and pedagogical significance of intercultural awareness for the smooth social development of students.

Key – Words: language awareness, multilingualism, intercultural education

Περίληψη

Η πολυπολιτισμική και γλωσσική ποικιλομορφία που βλέπουμε στη σύγχρονη κοινωνία έχει ως αποτέλεσμα την επιτακτική ανάγκη του εκπαιδευτικού συστήματος να αλλάξει και την προώθηση της εκμάθησης γλωσσών. Εξάλλου, μια δημοκρατική κοινωνία χρειάζεται ως βάση ενεργούς πολίτες με πολυφωνία και πλουραλισμό. Η διαπολιτισμική εκπαίδευση είναι το νέο πεδίο που άνοιξε το δρόμο για την προώθηση της πολυγλωσσίας και της γλωσσικής συνείδησης. Στόχος της παρούσας εργασίας είναι να παρουσιάσει τους κοινωνικο-συναισθηματικούς παράγοντες που επηρεάζουν την κατάκτηση/εκμάθηση μιας δεύτερης ξένης γλώσσας. Μέσα από πολυγλωσσικές εφαρμογές (κείμενα ταυτότητας, γλωσσικά πορτρέτα) και την παιδαγωγική τους χρήση σε δημοτικό σχολείο του Ιλίου, θα αναδείξουμε την αξία της πολυγλωσσίας στο νεοελληνικό δημοτικό σχολείο. Τα πολύγλωσσα εργαλεία μας θα σκιαγραφήσουν το κοινωνιογλωσσικό προφίλ των μαθητών και θα αναδείξουν τις σύνθετες πτυχές της ταυτότητάς τους. Τέλος, θα προσπαθήσουμε με αυτή τη μελέτη περίπτωσης να ευαισθητοποιήσουμε τους μαθητές, μέσα από αυτές τις θετικές πρακτικές, να αναδείξουν το πολυπολιτισμικό τους υπόβαθρο και το γλωσσικό τους ρεπερτόριο. Τα ευρήματα της έρευνας και ο προβληματισμός κατέδειξαν τη σημασία και την παιδαγωγική σημασία της διαπολιτισμικής ευαισθητοποίησης για την ομαλή κοινωνική ανάπτυξη των μαθητών.

Λέξεις κλειδιά: γλωσσική επίγνωση, πολυγλωσσία, διαπολιτισμική εκπαίδευση

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1. Introduction

First of all, we must decode some terms that will help us understand the linguistic structure of our country. The terms "ethnic language", "local language", "national language" and "minority language" are equally broad, as they depend on the political beliefs and national sensitivities of their users (Hoffman, 1991). The term "minority language" refers to an economically and numerically weak, but also locally limited and socially inferior language, while there are examples of linguistic minorities, which they represent the exact opposite sociolinguistic situation. (Hoffman, 1991). From a linguistic point of view, the expression and perception of ethnic or national identity, the status and prestige of the minority language and various linguistic factors define a language as minority.

The 2015-2016 periods is characterized by a large influx of refugees into Greek society, who came from Middle Eastern countries, due to wars, persecution, poverty and violation of human rights. In 2015, Greece accepted approximately 856,723 refugees, according to data from the European Commission (2017). During the same time period high levels of movement are observed in the rest of Europe. In 2016, on a global scale, 65.6 million people were forcibly displaced, of which 22.5 million were refugees. It is noteworthy that 55% of refugees came from Syria, Afghanistan and the south Sudan. Turkey is the country with the largest number of refugees, while Germany has a high rate of asylum applications (as cited in Μουτρή, et al, 209-210, 2022).

According to reception of refugees on arrival in June 2020 (Unicef) children in Greece, 48% lived in urban areas (apartments, hotels, shelters for unaccompanied children, self-settled, etc.). 28% were in accommodation 1% was in safe zones for unaccompanied children and 23% were in Reception and Identification Centers.

More specifically, the Greek education system emphasizes monolingualism or limited multilingualism, assimilating the children of the linguistic minority with the linguistic majority. Within the regular school curriculum, opportunities are given to integrate elements of cultural pluralism and multiculturalism into teaching materials and practices, as well as to learn foreign languages (English, French, German, etc.). In addition, special reception Greek language courses are organized in primary schools for students with L1 other than Greek, by returnees and from immigrant or refugee families. Also, there are minority primary and secondary schools in Thrace for students with L1 Turkish, Pomak or Romani, in which a

bilingual education system is applied, where school subjects are also taught in Greek and the other half in Turkish. (Mitits, 2018).

All in all, the education system of Greece treats the education of bilingual students as a social challenge. Students with a bilingual background face integration and inclusion problems in Greek society. Specifically, their school inclusion is a problem for the teacher, who considers their inclusion a separate part of the academic work and the following syllabus. Teachers intervene without emphasizing the individual characteristics of these students and without knowing their needs. The cognitive and affective factors of language acquisition are not recognized for the "healthy" inclusion of students. According to Κεσίδου (2010, as cited in Σκουρπού&Κούρτη- Καζούλλη p. 56, 2015), Greek educational policy should not adopt assimilation as an innovative action, but in accordance with the needs of society and science to consist in implementing a different educational policy. More specifically, this policy will take into account the general improvement of Greek education, based on the individual differences of students, which seeks to prevent and deal with school failure and more decentralization of the education system and decentralization of more powers in the school units so that they are able to provide a solution to any particularly arising problems.

The choice of our research is based on the great interest of bilingualism in the Greek school and the importance of multiculturalism in the Greek educational system. Education should emphasize the intellectual development and equal treatment of students, although this is not the case for children who must learn Greek as a second foreign language and also attend a Greek school. Terms such as bilingualism, language awareness, multilingual practices, multiculturalism will concern us and help us understand the language development of bilingual students in the Greek primary school.

The aim of our study is to understand the social and emotional dimension of language related to the language education of primary school students. The interaction of the students, who will work with us, in a structured social context, will be the field of our research. Literacy practices in school can erode students' language and culture as they are not leveraged. Thus, this creates an imperative to examine the process of literacy interaction through socio-emotional factors and individual human differences. In this thesis, we will try to "decode" the importance of multilingualism in education and "adopt" positive, multilingual practices to strengthen it in the educational process as well. This approach is going to make the base

of bilingualism in the Greek primary school and better understand the importance of multiculturalism, too.

Furthermore, the research was carried out in a public Greek school located in the area of Ilion, in the western part of Athens, and was conducted in one month. Using qualitative methods, such as observation, discussions, analysis of audio-visual data, identity texts and language portraits, and the research aimed to investigate how students' linguistic and intercultural awareness is pursued through multilingual media.

The structure of the research is divided into the theoretical part, where we decode the term multilingualism and linguistic awareness. With the help of research, we learn the individual and socio-emotional factors of acquiring a second language and multilingualism in the Greek educational system, in accordance with the study program. We also present the research methodology with details of the purpose of the study and the research questions. This is followed by the research design, research instruments, and participant data. Then, we analyze the design, description and implementation of our intervention activities. Finally, we present the results of our action. We do not forget to express our concerns about the conduct of our multilingual practices and to present our research data and any limitations and difficulties that arose. In the appendix we list the material and the parents' consent document for their children's participation in activities that was used to conduct the study, as well.

2. LITERATURE REVIEW

2.1. EDUCATIONAL POLICIES IN GREECE

All in all, the Greek education system is under the supervision of the Ministry of Education, Research and Religious Affairs and is implemented by regional directorates of primary and secondary education (Palaiologou, et al. 2018, as cited in Jalbout, p.36, 2020). The Institute of Educational Policy (IEP) is the Academic institution of the Ministry which organizes study programs and matters of administration and assessment.

Generally, compulsory education, (6 -15 years of schooling) includes six years of primary education (ages 6 to 12) and three years of secondary school (ages 12 to 15). Kindergarten is not compulsory. The subjects of study in the Greek school concern the Greek language, mathematics, science, geography, physical education, history, foreign language (English, French, German), computers, art, environmental studies and religion. Primary school does not have placement exams, while high school does. High school can take the form of general education or vocational training. There are also "second chance" high schools and high schools for adult students and working students. Finally, nationwide examinations are conducted for the introduction in universities or higher technical institutions of the country or in continuing studies in vocational training institutes. (Jalbout, p.36, 2020)

In the 2011–2012 school terms, 12.27% of students attending primary school were immigrants and repatriated Greeks, with the percentage of Albanian origin being the majority (78.5%). In secondary education, the percentage of students with an immigrant background reached 8.74% with 78.4% of students being of Albanian origin. (Gkaintartzi et al, p.1 2014) According to recorded data (UNICEF, 2020) the 73% of assessed refugees and immigrants children (4-17 years old) living in an urban accommodation, it is registered in official school.

As we observe and with data from studies we have mentioned, multilingualism in Greece is a perennial social phenomenon. From the beginning of the 1980s, various educational policies were implemented for the "multicultural relief" of classrooms in schools. Originally, they included Reception and Support (or Tutoring) classes in general schools (Law 1404/1983). Those classes promoted the intensive teaching of Greek language, regardless of the students' linguistic and cultural background (Damanakis1997;Dimakos and Tasiopoulou 2003, as cited in Gkaintartzi et al, p.2, 2014). Until the beginning of the 1990s, the Greek educational policy treated the mother tongues of the immigrants as problems, which must be solved, orienting

the students to their linguistic and social assimilation in the Greek school. From 1994 it was possible to introduce the languages and cultures of the students' heritage in these classes, without applying. (Kiliari 2005; Gogonas, 2007, as cited in Gkaintartzi et al, p.2, 2014).

According to Law 3386/2005, immigrants residing in Greece have the same right to public education (Article 72). Nowadays, the forms of education that an immigrant-refugee student can receive in Greece are as follows:

Regular schools: kindergartens, elementary, secondary (high school, high school and vocational education/EPAL)

- Priority Educational Zone Schools (ZEP) with reception classes. By law of 2010 (L. 3879/2010) Educational Priority Zones (ZEP) were established, which host morning reception classes for primary and secondary education in Greek schools, targeting children (refugees, Roma and generally children with a low level of Greek) attend three hours of Greek reception classes every day and they also follow the curriculum in regular classes alongside their Greek classmates. (Jalbout, 2020)
- Intercultural schools. In 1996, Law 2413/96 was issued entitled "Greek Education Abroad, Intercultural Education and Other Provisions", regulated topics for intercultural education in Greece. The result was to establish 26 "intercultural schools" with the aim of adopting an educational, social or cultural identity. (Mitakidou and Dannilidou 2007; Dimakos and Tasiopoulou 2003, as cited in Gkaintartzi et al, p.2, 2014).
- School without special provision

Reception/reception departments for refugee education (DYEP) for children living in open accommodation facilities. They can also attend classes in regular schools. The DYEP curriculum includes intensive courses Greek, English, mathematics, IT, physical education and art and tradition from qualified teachers. (Jalbout, 2020)

Kindergartens, within open hospitality areas. (UNICEF, 2020)

The Greek school transfers the responsibility to preserve the languages of the migrants, as the monolingual learning environment does not seem to allow it. (Kiliari 1997, 2005, as cited in Gkaintartzi, 2014). According to research (Skourtou, 2015) Greek teachers do not adopt practices where bilingualism is acceptable. Among the results of the quantitative study, we learn that a very large number of teachers (48.2%) consider their students' heritage languages as a barrier to their learning Greek, while another large percentage (52.5%) support that

learning heritage languages should concern the immigrant communities themselves. It is worth noting that the teachers (79.2%) do not consider immigrant students part of the school curriculum and support their education outside the school curriculum.(Gkaintartzi, 2014) However, the educational framework must provide respect and acceptance of all cultures and languages present in the school. Students will thus form a democratic identity and become active citizens. Our research aims to examine the benefits of pluralistic approaches and multilingual education aimed at a "language-awakening" school and linguistically sensitizing students.

2.2.FOREIGN LANGUAGES POLICIES IN GREEK EDUCATIONAL SYSTEM

Generally, learning and teaching foreign languages may contribute not only to improve the language skills of European citizens, but to promote multilingualism, multiculturalism and in shaping the citizen's consciousness. An important factor for the course of European integration is foreign language education, as it prepares students to communicate in different cultural contexts and address needs of the new environment (Byram & Risager, 168, 1999). The multilingual and intercultural skills are necessary for accessing information, for communication and active participation and shaping European citizen. Of course, foreign language education is part of national education policy of the states, we notice that it differs in each state member is one of the first areas of education, a fact that the European Union tries to avoid by creating a common educational policy framework, too.

Learning foreign languages is about social and cultural environment of a country. As for Greece, which until recently was characterized by homogeneity in language, religion and nationality. The official language spoken by all citizens (99%) is Modern Greek (Special Eurobarometer 243, p.7 2006), which is a non-widespread language outside the country's borders. After Greece joined the EEC (EOK) and in the European Union, is beginning to be characterized as larger extroversion and to pursue communication in the new globalized and European environment. At the beginning of the 1960s, English was introduced, while in the same period only French was taught as a Foreign Language (FL) in secondary education. Since the early 1980s there has been a gradual shift towards English becoming the most widely learned and taught FL in Greece. Finally, English was introduced as a compulsory FL in many secondary schools in 1961 (Government 1961). In the early 1980s the teaching of the English language became part of the National Curriculum (Official Gazette 1984) and a teaching part of general secondary education. (Griva & Iliadou, p.18, 2011).

Since the early 1990s, the Greek government has been trying to emphasize language teaching and signed the European policy of "Mother Tongue plus Two Languages" (CoEC 1995), with the aim of committing and implementing foreign language policies in the curriculum of primary and secondary education. English as FL in primary education was first introduced in Greece in the academic year 1992/93 (Circular Γ1/636/05-10-1987; Ministry of Education 1987). In 1992/93 English was established as the first compulsory FL and a second

compulsory FL (French or German language) was introduced in lower secondary education (Government Gazette 1993).

In 1996, from the fourth year of elementary school to the third year of lower secondary education, the English language was introduced in the study program (Government Gazette 1996). Then, in 1996/97, German was introduced into upper secondary education. Then, in 1998/99, a foreign language (English or French or German) is chosen, which is compulsory in upper secondary education. Since 2003, efforts to integrate foreign languages continue and English Language has been taught in the third grade of primary education for three hours a week. In the school year 2005/2006, a second FL (French or German) is introduced in 210 primary schools for fifth and sixth grade students (Circular F 52/345/48265/Γ1/17-5-2005; Hellenic Ministry of Education 2005, as cited in Griva&Iliadou, p.18, 2011).

In addition, in 2008 Italian was introduced as a second FL in lower secondary education (Circular I 11800/C2/2-9-2008, see Ministry of Education 2008a) as well as the pilot introduction of Spanish in some secondary education (Decision 110842/D2/29-8-2008, Education 2008b). In such a linguistic framework, students are expected to learn two FLs before the end of compulsory education (3rd Lyceum), and to have acquired communicative competences aimed at acquiring and developing the four language skills (Griva&Iliadou, p.18, 2011).

According to research by Sifakis (p.232, 2009) the interest in language learning intensified in the 1980s and a degree in linguistics, especially in English, became a mandatory qualification for employment in the private and public sectors. On the other hand, in the 1990s, the immigration wave to Greece mainly from the neighboring Balkan countries leads to the country's inhomogeneous character and the need for a multicultural and multilingual educational policy. Certainly, this change is seen as something negative by the majority of Greeks who do not want to cultivate their cultural background or become familiar with the languages of the immigrants and instead treat them as a threat to authenticity and the purity of the Greek language and culture (Sifakis &Sougari, p.p471-473, 482, 2005).

This position of the Greeks is quite contradictory to the position of foreign languages in Greece. On the one hand, the prestigious world languages are well received and are considered an important resource for the future, while on the other hand the Greeks are negative about coming into contact with the culture and learning the native languages of the immigrants, which are considered a threat to the preservation of the Greek language. The

monolingual character of the country, but also the language issue which characterized the establishment of the modern Greek state, strengthened its spirit evaluating dialects and languages as good and bad, right and wrong (Sifakis & Sougari, 482, 2005). Therefore, the attitude of the Greeks towards foreign languages is determined by their social prestige and their use on a global level. Consequently, the "awakening of languages" is not an easy issue in Greek education, as Greeks are not "open" to non-widely spoken languages with global prestige.

2.3. THE IMPORTANCE OF INTERCULTURAL EDUCATION

According to research by Zolota (2010, as cited in Σκούρτου&Κούρτη, 2015), the contribution of language is necessary for the integration and smooth stay of immigrants and their children in Greece. For the immigrant, knowledge of Greek is essential, not only for the first period of his settlement in Greece, but also for improving his work integration and strengthening his self-confidence. The contribution of the language facilitates the immigrant in his professional development, in asserting his rights both in the labor sector and in front of public bodies, the need for better information on the political situation of the country, the desire to know Greek cultural elements (e.g songs, celebrations), successful direct contact with Greek speakers (without interpreters), the need to be proactive and take initiatives, the need for optimal personal expression and pronunciation of Greek, so as not to be stigmatized as "foreign speakers". Furthermore, the immigrant parents claim that a good knowledge of Greek is necessary in order to be able to help their children at school.

Multilingualism is defined as the ability to “sequentially acquire and say different skills in different languages, different levels of engagement and for different functions” and “intercultural competence is defined as 'combining of the knowledge, skills, attitudes and behaviors that come to a speaker, in varying degrees, to recognize, understand, interpret and accept other ways of living and thinking than this from the culture of his team”. (Σκούρτου&Κούρτη-Καζούλλη, p.92, 2015) Intercultural competence is also a basis for human understanding at every level of connection and communication. The recognition of multiple repertoires and treating unequal and diverse linguistic repertoires as equals is consistent with modern approaches to bilingualism, too.

It is worth noting that the preamble of Recommendation (82) 18 of the Commission of the Ministers of the Council of Europe define the following:

- The rich heritage of diverse languages and cultures in Europe is a valuable common good that must be protected and developed, and that a significant educational effort is needed to transform this diversity from a barrier to communication into a source of mutual enrichment and understanding;
- Through better knowledge of modern European languages it will be possible to facilitate communication and transaction between Europeans who have a different mother tongue,

so that the mobility in Europe, mutual understanding and cooperation, and to overcome prejudice and discrimination;

- Member States, when adopting or developing national policies in the field of learning and teaching modern languages, they can succeed greater convergence at the European level through appropriate procedures continuous cooperation and coordination of their policy. (Council of Europe, p.2, 2001)

Multilingual and intercultural education is addressed to all students, regardless of socio-economic level. Education therefore has a strong integration orientation. More analytically, plurilingual competence is defined as the ability *“to successively master and use various abilities in various languages, at varying levels of proficiency and for varying functions”* and *“cross-culturally intercultural competence is defined as “a combination of knowledge, skills, of attitudes and behaviors that enable a speaker, to varying degrees, to recognize, understand, interpret and accept other ways of living and being he thinks beyond his team's culture.”* (Cavalli, et al., p.8, 2009)

According to research (Cavalli et al., pp. 4-7, 2009):

- European societies are multilingual, they speak many languages.
- Every language has multiple aspects and aspects and aspects that result from various factors (e.g. style and authorial intent).
- Every school is an open space for diversity, a space of languages and cultures. There, students who have already developed some language varieties, not necessarily common to all, can master new ones. His desired goal should be cohesion and integration with the acquisition of common language varieties and the utilization of other linguistic resources by his students.
- Everyone's personal identity is plural, because of the multiple roles we all adopt on a daily basis.

Intercultural Education is a field where it is related to the essential revision of the entire educational system and the school and not only the improvement of educational practices, so that students with different linguistic and cultural backgrounds acquire knowledge and abilities, corresponding with the natives. In particular, it aims at the education and formation of students who have a different cultural and linguistic environment and the recovery of the abilities that contribute to the constructive symbiosis within a multicultural social fabric

(Papas, 1997) and their empowerment with the development of knowledge, so that feeling security, to join society, to be equal members of it. The aims of Intercultural Education and Training are the cultivation of effective communication skills, the encouragement of positive relationships and behavior, application of conflict resolution techniques in the school environment, the treatment of school bullying and the identification and treatment of the negative consequences resulting from any form of exclusion or discrimination.

The desired goals of Intercultural Education are the construction of a child's identity with knowledge and self-confidence, the development of comfort, empathy, fair behavior towards diversity and the formation of critical thinking. We could not omit the overcoming of xenophobia and the recognition and understanding of difference, the respect for other cultures, the positive attitude and perception towards the differences of cultures, the emphasis on the value of the common points of different groups, the interaction between different ways of life, solidarity, peace, social justice, awareness of the power and value of cultural diversity, awareness of human rights, equal opportunities, etc. Thus, we will be able to live in open societies, culturally harmonious, which will be distinguished by equality, mutual understanding, mutual acceptance and solidarity (Gotovos, 2002, Bezati and Theodosopoulou, 2006).

Specifically, a Democratic school with Intercultural Education integrates and does not exclude, but offers equality of opportunity for access, participation, success and intra-school "treatment", with respect for the diversity and multiculturalism of the student population, as well as individual needs. A school system that recognizes and fully accepts diversity, pluralism (cultural, linguistic, religious) and multiple intelligences and seeks the smooth integration of foreign language children into the school unit and, by extension, into the educational system is the axis of Intercultural Education. Thus, it is not limited only to the actions and efforts made by the teacher in the classroom, but also extends to the more general policy formulated and implemented by the school unit, to manage diversity and ensure the provision of quality education to all, including children in promoting the culture and civilization of non-speaking children. What we must point out is that Intercultural Education does not only concern refugees, immigrants, but is closely related to all those involved in the educational process: all students, teachers, parents, all schools and communities.

In conclusion, schools and teachers are called not only to point out the otherness and project it positively, but to go a step further in order to utilize it for the benefit of all the children of

the school. Specifically, teachers are called upon to create a safe and supportive learning environment, where children will gain self-confidence and self-esteem, while, at the same time, they will develop self-esteem, empathy and solidarity for others. At the same time, children are asked to learn to discuss, to choose critically, to seek justice, to reject exclusion of any form and to take active action in this direction.

At the linguistic level, populations with a refugee-immigrant background have to deal with barriers to communication, the process of mastering the host language and other languages. As educators we must realize the different levels of linguistic and other knowledge and skills, which are linked, among other things, with different time periods of leaving school. To understand their limited school readiness, the constant movement of the population and the need for continuous reception and integration of young people of students in classes, the needs of psycho-social support and management of the difficulties that the students have they face because of the context of their lives. For the above reasons, we will try to understand the nature of an immigrant-refugee student, the factors that influence the learning of a language and the need for differentiated, intercultural education in the Greek educational system!

2.4.INDIVIDUAL DIFFERENCES IN SLA

Individual differences in second language learning (SLA) are foreign language abilities and motivation, which are the most consistent predictors of success in second language learning. Starting age, ability, learning strategies of foreign language attitude, learning and cognitive style, and motivation are important elements for its development, as well. More specifically, according to Gardner and MacIntyre (1992, as cited in Skehan, P., & Robinson, P., 48, 2002), the socio-cultural environment is related to both cognitive and emotional individual differences among language learners. The affective variables are attitudes and motivations, language anxiety and self-confidence. Cognitive factors include abilities such as intelligence, language ability and language learning strategies. These lead to the steps towards learning status, achievement and motivation. The active student, who supports the behavioral attitudes, or more simply an integration orientation or goal, has a motive. In conclusion, based on Gardner's (1985 as cited in Skehan, & Robinson., 48, 2002) motivation is also the existence of a goal, the desire to achieve the goal, positive attitudes and effort.

However, based on Gardner (1985, as cited in Dörnyei, Z., & Skehan, p. 613, 2003), the goals of language learners fall into two major categories: an integrative orientation, i.e. a positive disposition towards the L2 group and the desire to interact with members of this community, and an instrumental orientation, in which the language learning is mainly linked to the possible pragmatic benefits of L2 proficiency, e.g. finding a job. Certainly, the student motivation is extended, as there are also the following aspects such as interest in foreign languages and attitudes towards the learning process and the teacher and attitudes towards language learning, too.

2.5. BILINGUAL AWARENESS

The concept of "bilingual awareness" is related to the known advantages of bilingualism, as suggested by Baker. (2000, as cited in TsokalidouR., 2005). Language awareness (LA) is not about learning a lot of languages, but they come into contact with many different languages until they understand how language works. It is therefore not related to language learning, as no other languages are learned, but it has positive effects for bilingual students and for students who speak minority languages and do not receive attention in classes. LA integrates monolingual students into its space linguistic and cultural diversity, and not only through learning a dominant language. Multilingualism is an advantage, not a disadvantage, and is perfectly linked to cultural diversity. (Hélot& Young,2006)

The term "linguistic awareness" refers to: (a) an individual's attitude towards nature and its role of language in human life, (b) in a trend of it of language teaching that aims, through defined contents and methodologies, the acquisition of knowledge and the development of skills related to above attitude. (Χατζηδάκη, p.4, 2015) According to the National Congress on Languages on Education (1985) in related report defines: "Linguistic awareness is a person's sensitivity and conscious awareness as towards the nature and role of language in human life" (Boulousi, 2006, Moussouri 1999, as cited in Χατζηδάκη, p.4, 2015). On the other hand, the Linguistic Awareness Association cites, through the pedophilic scope, as linguistic awareness "explicit knowledge about language ... conscious perception and sensitivity in language learning, teaching and use" (1996 Publicity Sheet of the Association, in Boutoulousi, 2006, as cited in Χατζηδάκη, p.4, 2015).

More analytically, from the 1980s, methodological proposals were made in Europe for the suitable acquisition of foreign languages. The teaching approaches that dominated in the 70s and 80s did not prioritize the attitudes of young students towards the languages they were asked to learn and their speakers (Moussouri, 1999, as cited in Χατζηδάκη, p.5, 2015). Since the end of the 80s, it has been observed that French-speaking researchers, considering the above, follow the approach called in France "Eveil au langage" and in Switzerland "Ouverture aux langues" [EOLE] i.e. ("language awakening"/"opening to languages") (Candelier, 1998; de Pietro, 1998; Hélot& Young 2006b, as cited in Χατζηδάκη, p.5, 2015). Then, during the 90s, European Socrates programs under the name Evlang are implemented various countries (France, Switzerland, Italy, Spain, Austria).

Within these programs students would adopt positive attitudes towards cultural and linguistic diversity and language learning and cultivate meta-linguistic and meta-cognitive skills that are thought to facilitate language learning, including the language of the school (Chandelier, 1998as cited inΧατζηδάκη, p.6, 2015). Such a program laid the foundation for exploring the linguistic spectrum of the students, familiarizing them with the different, interest in diversity, developing meta-linguistic and meta-communicative skills and highlighting performance and success in the field of languages. The project managers used the term "language awakening" to explain the planning and implementation of activities in school settings around languages which the specific schools did not teach. The activities were based on three axes: a) the language in general, b) the foreign languages taught inschool, and c) the mother tongues of some students (Candelier, 1998as cited inΧατζηδάκη, p.6, 2015). Even the contemporary approach to this philosophy embraces that multilingualism should covers the whole spectrum of language teaching, from the systematic teaching of a language in full connection with the mother tongue to awareness of students in the different characteristics of languages. (Chandelier, 2003, in Moumtzidou, 249as cited inΧατζηδάκη, p.6, 2015)

Generally, LA as a model of language education builds bridges between the languages themselves, between different school subjects, between different environments such as home and school and sets multilingualism as the norm. It is the "adaptation of the greatest linguistic and cultural hybridization of the 21st century (García, 2006, as cited in Hélot& Young, p.85,2006). Aresearch at European level (Genelot, 2002as cited in Hélot& Young, p.85,2006) shows that children with learning difficulties and children with a multilingual background benefited from the LA model of language education, but only when they were exposed to at least 35 hours of LA activities. Additionally, the work of De Goumoëns et al. (1999 as cited in Hélot& Young, p.85,2006) in Switzerland showed that teachers responded very positively to the LA model and believed that it was important not only for minority language speakers but also for monolingual students. Learning a dominant language like English without the curiosity to learn other languages is challenged. Consequently, the LA model is not a model for monolinguals, but one inclusive model, addressing all students, integrating languages and cultures of all students, based on students' knowledge of each language, including the school language. For these very reasons, it can be a first step to make our schools multilingual.

Multilingualism and greater tolerance towards people of different cultures and with a different linguistic base is beneficial for everyone and not only for bilinguals, but also for

monolinguals. Having bilingual students and children in the classrooms will have a richer, more colorful, diverse and dynamic environment that enables us to get to know other ways of life and experiences and benefit from them. However, such diversity is, more often than not, treated indifferently, if not negative, resulting in bilingual children hiding their mother tongues. In the context of the Greek order, we are convinced that, through systematic promotion of bilingualism and encouragement of multicultural/multilingual identity, we will wait to see positive cognitive and social results. But, how will we strengthen the "bilingual awareness" in our students on a practical level?

2.6.LANGUAGE PORTRAITS AND IDENTITY TEXTS

Language portraits will help us identify students' language repertoire, or even their affective language experiences, and ideas and attitudes about languages. (Bunch, 2018, as cited in Soares, C. T., Duarte, J., & Günther-van der Meij, M.,2020) Language portraits and identity texts will give us valuable material for locating and developing social representations of bilingualism/multilingualism in the school environment. These practices will also allow us to listen to the multilingual voices, identities and experiences of participants with a creative way. Another practice that we will apply is a book on bilingualism with the aim of appreciating the advantages of bilingualism and putting ourselves in the position of a bilingual student. (TsokalidouR., 2005)

Language portraits are suitable educational tools to help students represent their language repertoires without language limitation and enhancing their multilingualism (Prasad 2014). From a pedagogical point of view, this tool offers opportunities to discuss the identities and multicultural experiences of the participants and stimulates the development of all languages in the classroom. Specifically, “allow display and developing social representations of bilingualism/multilingualism that are not dependent on monolingual and monolingual ideologies' (Melo-Pfeifer, 54 2017, as cited in Soares & Günther-van der Meij p.38, 2020). It is an alternative way of expressing experiences, creative production and capturing the students' linguistic profiles and representations. Linguistically heterogeneous classrooms need language portraits to express student identity that are closely linked to language attitudes and choices (Pavlenko and Blackledge 2004, as cited in Soares & Günther-van der Meij p.38, 2020).

The language portraits methodology visualizes the multilingualism of students in a classroom. The students' repertoire can be used in schools as a tool to reflect on the languages of the students in the class, as well as to raise awareness of the term multilingualism (Busch, 2018, as cited in Soares & Günther-van der Meij p.23, 2020). "Language portraits are the coloring of different languages on a body silhouette as a way of symbolically representing the embodiment of one's languages, revealing attitudes towards and socio-emotional ties to languages, and showcasing the linguistic and cultural diversity of students" (Gaidartzi and Tsokalidou, 2018, as cited in Soares & Günther-van der Meij p.23, 2020).

The identity texts are the products of the students that were created in the educational space under the guidance of the teacher. However, they stand out for their creative form, as the

students invest their identity in the creation of texts with a multimodal character. Their form can be written, oral, visual, dramatically. Identity texts are made to express themselves loudly in the classroom, but also in multiple communities (e.g. parents, teachers), with the aim of their positive interaction with them. Also, they can be improved by technological enhancing. Identity texts encourage students to connect information and knowledge and produce a literacy task in the school language. Furthermore, their awareness of the specialized language of school subjects is increased and the students' identity as linguistically gifted is strengthened.

The learning process must involve the experiences and knowledge of the students. The pedagogical use of identity texts is important, as we can use them to outline the sociolinguistic profile of students and connect new and existing knowledge. Identity texts can be useful in connecting the language of the school with languages and language varieties of children through interlingualism (García, 2009; Tsokolidou, 2017) Students with immigrant or refugee experience gain voice and value in their own narratives and experiences. Finally, it is a tool that can strengthen parental involvement in education and the easier integration of students into the school environment.

An important result is that their awareness of the relationships between their homes also increases language (L1) and the school language (L2). Cummins himself disputes and rejects the L1/L2 dichotomy that characterizes input in which languages they were conceptualized bilingual classes as "two solitudes" and turns to bilingual instructional strategies in the classroom as a way of promoting *"competent identities among language learners from socially marginalized groups, thereby enabling them to engage more confidently in literacy and other academic work in both languages"*(Cummins, p. 238, 2007, as cited in García& Sylvan, p.38, 2011).

Identity texts are a powerful pedagogical tool for promotion equality for students from marginalized social backgrounds. Factors such as racial, religious and cultural differences create these distinctions. This tool will help to demonstrate the intellectual, linguistic, multimodal and artistic talents of students and refute the devaluation of identity. It is a way for students to engage in their literacy and develop their English language academic skills which may be at a low level. Creating Identity text is one pedagogical approach that leads to the promotion of students' abilities, languages, cultures and identities that appears in

classrooms. They are given the opportunity not to ignore the languages they know and to create linguistic meanings at home as well. (Cummins et al.2011)

3. RESEARCH METHODOLOGY

3.1. RESEARCH APPROACH AND RESEARCH QUESTIONS

Generally, research approaches are plans for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation. The researcher is the main designer of the research, as he can choose specific research method, which is based on a research problem.

According to Creswell (2014), qualitative research is an approach for understanding the meaning individuals or groups ascribe to a social or human problem. This process involves emerging questions and procedures, data typically collected in the participant's setting, data analysis with inductively building and the interpretations of the meaning of the data by the researcher's critical thinking. Qualitative research helps us focus on people's behaviors and the causes of those behaviors. It is also followed a flexible structure, an inductive style with focus on the meaning of the individual and the importance of reporting the complexity of different situations. So, the data is exploited without deconstructing the context, the complexity, but also the size of the sample we are investigating. The study that is based on this approach can also be enriched by the collection of secondary data, such as research reports, organization reports, relevant manuals, books, sources from websites, but also public records, statistics, etc. Furthermore, the researcher is the one who will collect and analyze all the data, as he is also the one who will go to the environment where the research will be done to test in practice the hypotheses and theories he made.

Qualitative research is based on a social process for the researcher to understand people's experiences and their interpretations of them, as well. (Zohrabi, 2013, as cited in Mohagan, p.2, 2018). More specifically, qualitative research helps us understand human behavior, attitudes and experiences. (Tong et al., 2012, as cited in Mohagan, p.2, 2018). Qualitative research includes the following methods: logic, ethnography, discourse analysis, case study, open interview, participant observation, counseling, therapy, grounded theory, biography, comparative method, introspection, casuistry, focus group, literary criticism, meditation practice, historical research, etc. (Cibangu, 2012, as cited in Mohagan, p.2, 2018)

According to Creswell (2009, as cited in Mohagan, p.11, 2018) "the researcher explores in depth a program, event, activity, process or one or more people". On the other hand, Sagadin (1991, as cited in Mohagan, p.11, 2018) states that "A case study is used when we analyze and

describe each person individually for his/her activity, special needs, life situation, life history, etc. a group of people, such as a school department, teaching staff, etc., a problem or many problems, process, phenomenon or event in a specific institution etc. This is analyzed at a descriptive level or with the method of etiology".

According to Johnson (2012, as cited in Hine, p.152, 2013) action research bridges the gap between research and practice. In other words, the theoretical elements that underpin the practice of action research are used, so that professionals can observe what happens in a specific work environment. So the data collected "is used to understand or inform theories and research related to best practices" (Johnson, p.20, 2012, as cited in Hine, p.152, 2013).

Action research encourages educators to become continuous learners within themselves classrooms and schools (Mills, 2011, as cited in Hine, p.153, 2013). This experience leads teachers to "examine the dynamics of their classrooms, reflect on the actions and student interactions, validate and challenge existing practices, and take risks in process" (p. 46, Mills, 2011, as cited in Hine, p.153, 2013).

The questions of our research, that will be explored to clarify the language and intercultural awareness in students of Primary School, are the following:

- How can children represent their multilingual profiles or language repertoires in language portraits?
- What experiential practices can enhance multilingualism, multilingual awareness and empathy?
- How multilingual practices and activities in the classroom can foster the language and intercultural awareness in students?
- What are the benefits of its development multilingualism for students and how they are affected cognitively or emotionally;

We will implement a qualitative research to answer the above questions and gain access to the experiences and thoughts of our students. The language portraits, identity texts and experiential practices will help our small sample of students and some of them with an immigrant background, to interact in the school of the Ilion area in the West Athens sector. Our research has an exploratory character and aims to reveal the social dimension of language and the value of multi-literacy in learning.

3.2. EDUCATIONAL SETTING AND PARTICIPANTS

This school year in September, I was appointed as a deputy parallel support teacher in a full-day primary school in Ilion. Generally, in our study a total of 33 students participated and helped us implement multilingual practices within the school schedule. Although the groups of children were of different classes and ages, we managed to focus on the same topics and work with them successfully. Our subjects were in the field of language and were as follows:

- Multilingualism
- Language empathy
- Visual communication
- Non verbal communication

In second grade of our class, from 20 students the three children are of Albanian origin, one child is Roma, one child is of Romanian origin and one child has a diagnosis of serious health and mobility problems with attention deficit hyperactivity disorder (ADHD). The children are 10 boys and 10 girls and we could classify them in an average socio-economic status of an urban area. It is worth noting that as toddlers they have experienced the quarantine with a direct consequence of the incomplete education and, by extension, a generalized emotional charge due to the whole situation that prevails. Consequently, they are quite emotionally immature and have not developed enough social skills. The students in the majority face learning difficulties, while children with an immigrant background mainly have difficulties in language learning. The Roma girl has a critical mind, with excellent use of Greek and a great willingness to participate in everything levels of school life. However, she makes several absences due to the mobility of her family during the year, with the result that she does not develop her abilities to the maximum. The student with health problems has difficulty in communication and participation in the learning process and in socialization. He is socially shy and afraid to express his opinion, due to his low academic level. In addition, many times he interrupts the lesson and gets up without permission. The students were informed by their first grade teacher, but also by their kindergarten teacher. Our main goal was their socialization and communication of their needs. Also, we wanted to fill the development gap of previous years. This was largely achieved through teamwork games, interactive toys and constructions.

Our intervention was also reinforced by students from the sixth grade. The students who participated were only 13 out of 20, as the parents did not complete the consent form. We believe that they felt that their children would be exposed to activities that threatened their intellectual rights or would come into contact with aspects of intercultural awareness that they did not adopt. Despite this, of the 13 children, 3 were of Albanian origin and were willing to cooperate. One child was on the autism spectrum, with social integration difficulties. The students had several behavioral problems, but they tried to participate at the urging of their teacher.

The students who participated in the research process follow the detailed program of their class every day and follow the compulsory study of the Greek primary school. It should be noted that the students with an immigrant background are only 7 out of 33. The language they speak is Greek and only at home do they interact with their mother tongue. The students of the sixth form attend French or German lessons at school for two teaching hours a week. It is worth noting that the majority of students participate in extracurricular activities that enhance language and cultural awareness, such as Tae Kwon Do (contact with the Korean dialect). Consequently, the cultural and linguistic background of the students was quite enriched in both classes. Below we list 2 tables with the profile of the students and for reasons of intellectual rights protection, we write only the initial letter of their name.

NAME	AGE	CLASS	GENDER	LANGUAGE
A.	6 years and 5 months	Second	Female	Greek, Romani
A.	6 years and 7 months	Second	Female	Greek, Romanian
E.	7 years and 2 months	Second	Female	Greek
K.	6 years and 4 months	Second	Female	Greek
A.	7 years and 1 month	Second	Female	Greek, Albanian
A.	7 years and 1 month	Second	Female	Greek, Albanian

	month			
V.	7 years and 2 months	Second	Female	Greek
M.	7 years and 10 months	Second	Female	Greek
M.	6 years and 1 month	Second	Female	Greek
P.	7 years and 3 months	Second	Female	Greek
Th.	7 years and 7 months	Second	Male	Greek
K.	7 years	Second	Male	Greek
Ch.	6 years and 4 months	Second	Male	Greek
Vas.	7 years and 10 months	Second	Male	Greek
P.	7 years and 6 months	Second	Male	Greek
J.	7 years and 11 months	Second	Male	Greek
Chr.	7 years and 7 months	Second	Male	Greek
K.	8 years and 3 months	Second	Male	Greek
M.	7 years and 4 months	Second	Male	Greek
V.	7 years and 1 month	Second	Male	Greek

Table1 - Profile of students

NAME	AGE	CLASS	GENDER	LANGUAGE
C.	12 years and 1 month	Sixth	Female	Greek
D.	11 years and 10 months	Sixth	Female	Greek, Albanian
D.	12 years and 2 months	Sixth	Female	Greek
G.	11 years and 9 months	Sixth	Female	Greek
V.	11 years and 6 months	Sixth	Female	Greek
Z.	12 years and 2 months	Sixth	Female	Greek, Albanian
A.	12 years and 6 months	Sixth	Female	Greek, Albanian
G.	12 years and 8 months	Sixth	Female	Greek
M.	11 years and 8 months	Sixth	Male	Greek
K.	12 years and 1 month	Sixth	Male	Greek
A.	12 years	Sixth	Male	Greek
D.	12 years and 3 months	Sixth	Male	Greek
J.	12 years and 9 months	Sixth	Male	Greek

Table2 - Profile of students

3.3.MATERIAL AND TOOLS

Through our study we strive to develop a multilingual school environment, in which all languages can be used and promoted within the school and the wider community. Our goals are to highlight the student's mother tongue and support their learning. We also aim to provide practical guidance with activities that achieve this. Our project engages two classes of the school community (2nd and 6th grade) and is connected to activities that take place in one month in the current school year (2023). Language portraits, identity texts, creating passports, friendship chain, friendship tree, secret box, puppet show, dramatization of literary books are some of our activities.

First, we implemented a sociolinguistic survey, in the context of activities that take place in the classroom skills course that takes place in the school curriculum. The students received answer sheet "Multilingual Me" with open-ended questions about their language background, the situations in which they use the languages they know, their favorite language, and whether or not they want to learn new languages. Then they interact with their 'language portrait' and made 'identity texts'. The participants in the language research were aged 8 and 12, i.e. 2nd and 6th graders. The language research participants included children between 6 and 12 years of age. A total of 33 students participated, of which 45% were boys and 54% were girls, as well.

With the above we show and motivate teachers to provide opportunities for students to integrate their students' languages, countries and cultures into their classroom lessons, with a focus on friendship, teamwork and dialogue development. To develop a multilingual school without exclusions and gaps we practice the home language-integration opposite the school. Our first steps are to highlight equal value towards all languages. Then, we learn which students also know other languages, which country they come from and where they use the languages they know.

After our investigation, we lead the students to greet our fellow-students in their mother tongue and use words - greetings in it. Of course, we emphasized that students should not hide the languages they know and use them in every way in their daily lives. Also, we presented the benefits of connecting languages and cultures in our lives.

3.4. RESEARCH METHOD AND WORLDVIEW

Qualitative research emphasizes how people behave and think in certain ways and does not emphasize the quantity of samples we have. We use qualitative research in our study for its advantages. In the use of qualitative research, when we ask open questions we can explore more phenomena and have detailed information respectively.

It is worth noting that qualitative research is the most appropriate method to explore the views of homogeneous as well as diverse groups and to highlight these different perspectives within a community. They also do not need statistics, but only relationships, causes, effects and dynamic processes between people. It is a rich record of social phenomena and a cultural assessment of values and beliefs. The researcher is closely involved in the research and can more easily approach marginalized groups with this participatory methodology. (Yauch&Steudel, 2003; Creswell, 2014, as cited in Mohajan, p.14, 2018) Research needs to be shaped and framed by the researcher's appropriate worldview. The researcher chooses the appropriate worldview, among the four worldviews (postpositivism, constructivism, defensive/participative, and pragmatism) proposed by Creswell (p. 17, 2003, 2007). Our research will be based on social constructivism, as the individual understands the world better through his experiences. (Creswell, 2007)

3.5. RESEARCH ETHICS

Respect and fairness are two important aspects for the research tools we used. The repetition of our research that will be based on a larger sample, with corresponding bibliographic documentation of the findings, are essential elements for the accuracy of our study. It is important for the conduct of research to take into account the ethical principles governing the human subject research, regarding informed consent for research and examination of vulnerable groups. The ethical principles that we must adopt in the research of a human subject are, in summary, respect for persons, beneficence and justice. (Katefian, 2014)

4. FINDINGS

4.1. BEFORE THE INVESTIGATION

In preparing our intervention:

- We got in touch with the teacher of each class, to inform him in detail about the activities we wanted to implement, always in agreement with the school principal.
- We attended some teaching hours to get to know the children and get to know their potential.
- We asked the students' parents to fill out a consent form for their participation in our research.
- We designed our teaching intervention with clear goals based on the theoretical frameworks of multicultural education.
- Finally, we carried out the intervention in consultation with the teachers of the class.

The Action research was developed in a research circles with themes of emotions, friendship and interlingualism. With our activities we expect the following Objectives:

- To consolidate the vocabulary of emotions (happy, sad, etc.).
- To cultivate the expression of emotions
- To strengthen the skill of production and understanding of spoken language.
- For students to practice empathy and recognizing the emotions of others.
- Familiarize themselves with other languages and different writing systems by engaging in artistic activities (painting, puppetry)
- To reflect on the interaction of languages among themselves and to reject notions about the existence of lower or higher languages.
- To stimulate their interest in learning other languages
- Have fun for all team members.
- To cultivate positive feelings among students and strengthen team bonds.
- To bring children into contact with dramatization, role playing.
- To highlight the value of multilingualism and interlingualism.
- To feel satisfaction from highlighting their own languages and promoting them.
- To feel safe and confident to project their own identity.

The choice of topics was based on the students' needs for communication and collaboration. The curriculum for the skills workshops (Εργαστήρια Δεξιοτήτων) had the above goals and so we included our research cycle in them. After communicating with the teachers of the classes, we concluded that the topics we chose were ideal for familiarizing the students with language and intercultural awareness.

4.2.DESCRPTION OF THE FIRST RESEARCH CYCLE

The first research cycle concerned an acquaintance with the "multilingual nature" of the students and then 10 activities were developed as presented in table 3. According to the detailed program for skills, in the period 20/4/2023- 20/5/2023, in which students through various actions and activities would develop empathy and friendship.

The activity "Multilingual Me" is designed to recognize a child's achievements in language learning and helps us plan our intervention activities. It is a way of detecting and recording a student's language abilities in speaking, writing and reading other languages as well as his aspirations and preferences for learning other languages. It is the first activity and is an extension of the Linguistic Portraits and Identity Texts activities.

The activity reports that we use languages to communicate in different ways – speaking, writing, reading. The students are asked to record which languages they speak at home, in the family, at school and in the community. Also, mention which languages they would like to learn or improve. Also, mention if they like learning languages and some favorite books in any language.

In more details, the students were asked the following questions:

- What are the languages you would like to learn or improve?
- What language do you speak at home/family/school/community?
- Do you like learning languages and why?
- What languages can you read or write?
- What are your favorite books (in any language)?

4.3. Reflection on the Discussion “Multilingual Me”

Ο Πολύγλωσσος Εαυτός μου

Χρησιμοποιούμε γλώσσες για να επικοινωνούμε με διαφορετικούς τρόπους - μιλώντας, γράφοντας, διαβάζοντας. Σκεφτείτε τα διάφορα μέρη που χρησιμοποιείτε γλώσσες. Μιλάτε διαφορετικές γλώσσες σε διαφορετικά μέρη, όπως στο σπίτι και στο σχολείο ή με άλλα μέλη της οικογένειας; Ή μαθαίνετε πώς να μιλάτε, να διαβάζετε και να γράφετε μια γλώσσα στην κοινότητά σας ή στον τόπο λατρείας σας?

**Αγγλικά, Γερμανικά*

Εγώ μιλώ...

Ελληνικά, Αγγλικά στο σπίτι
 Ελληνικά με την οικογένεια
 Ελληνικά στο σχολείο
 Ελληνικά, Αγγλικά στην κοινότητα

Οι γλώσσες που θα ήθελα να μάθω ή να βελτιώσω είναι...
 Αγγλικά
 Ιαπωνικά
 Ιταλικά

Μου αρέσει να μαθαίνω γλώσσες επειδή...
 Βρίσκω πιο ενδιαφέροντες τρόπους να επικοινωνώ, διασκεδάζω

Οι γλώσσες που μπορώ να διαβάσω και να γράψω είναι...
 Ελληνικά, Αγγλικά, Γερμανικά

Τα αγαπημένα μου βιβλία (σε οποιαδήποτε γλώσσα) είναι...
 Κινητή Αγάπη
 Ένα παιδί μετρούσε τα βήματα
 Ο Μεγάλος Περιπέτειος του Γίτσου
 Το ημερολόγιο μιας Επιστήμης
 Το Λάθος
 Έγκλημα στο Δαιμόνιο Εξέπνυ

Ciao! Bonjour! Hello! Hallo! ¡Hola!

Figure 1: Multilingual Me

Before planning the activities, we gave a Questions sheet (Figure 1) to the students, in order to investigate whether the students are familiar with multilingualism. After recording the responses, we observe that students are not exposed to multilingual environments outside of school. It is worth noting that it was found through the students' answers that they have developed multilingual awareness, as all students seek to learn or improve their language skills in other languages.

In more detail, in the question which languages would you like to learn or improve, we notice that the students gave different answers. Most want to improve the English, German or

French they come into contact with at school, while others answered non-common languages, such as Korean, Russian and Chinese. Afterwards, the students showed that they speak English, French and German at school, while they speak Greek at home and in the wider community. Students with an immigrant background speak their mother tongue only with their families. Through this activity we discovered what are the reasons students learn languages. Some answers are the follow:

"I like learning languages because it's easier to get a job because of degrees" "I like learning languages because I find ways to communicate and have fun"

"I like to learn languages because that way when I travel I can speak easily"

"I like to learn languages because in the future I will be able to talk to other people from other countries"

«Μου αρέσει να μαθαίνω γλώσσες γιατί είναι πιο εύκολο να βρεις δουλειά λόγω πτυχίων»

«Μου αρέσει να μαθαίνω γλώσσες γιατί βρίσκω τρόπους να επικοινωνώ και να διασκεδάζω»

«Μου αρέσει να μαθαίνω γλώσσες γιατί έτσι όταν ταξιδεύω μπορώ να μιλάω εύκολα»

«Μου αρέσει να μαθαίνω γλώσσες γιατί στο μέλλον θα μπορώ να μιλάω με άλλους ανθρώπους από άλλες χώρες»

When asked which languages you can read and write, the students indicated Greek and English and least of all French or German, proving the school's "prestigious" languages. Finally, when asked what their favorite book is, the students found it difficult to name one. Some books were the following: "HARRY POTTER", "Life is beautiful", "The key under the crane", "Moby Dick", "Alice in Wonderland" etc.

Taking account the answer sheets "Multilingual Me", the follow activities aimed at the cognitive development of the students and the acquisition of social skills and emotional intelligence. In more details, through the research cycles, which we designed, the students should recognize and express the emotions, respect the different views, discuss the difficulties of their daily problems, work together, adopt a literature attitude, participate actively and use foreign languages.

The activities of the first cycle were as follows:

Activity	Name of Activity	Duration
Answer Sheet	“Multilingual Me”	45’
1 st	“Identity Texts”	45’
2 nd	“A multilingual travel guide”	90’
3 rd	“The tree of Love”	45’
4 th	“My English Passport”	45’
5 th	“The secret Box”	Every day, without deadline
6 th	“The friendship ladder”	45’
7 th	“The chain of friend ship”	90’
8 th	“Role playing”	90’
9 th	“Storytelling”	45’
10 th	“I continue the tale”	45’
11 th	“Dramatization”	45’
12 th	“Brainstorming”	45’
13 th	“I agree, I disagree, I am still thinking about it”	45’
14 th	“React”	45’

Table3 - Activities

Ο Πολύγλωσσος Εαυτός μου

Χρησιμοποιούμε γλώσσες για να επικοινωνούμε με διαφορετικούς τρόπους - μιλώντας, γράφοντας, διαβάζοντας. Σκεφτείτε τα διάφορα μέρη που χρησιμοποιείτε γλώσσες. Μιλάτε διαφορετικές γλώσσες σε διαφορετικά μέρη, όπως στο σπίτι και στο σχολείο ή με άλλα μέλη της οικογένειας; Ή μαθαίνετε πώς να μιλάτε, να διαβάζετε και να γράφετε μια γλώσσα στην κοινότητά σας ή στον τόπο λατρείας σας?

Οι γλώσσες που θα ήθελα να μάθω ή να βελτιώσω είναι... τα Γερμανικά για να δίνω μαθήματα για μια γλώσσα άλλα 2.

Εγώ μιλώ...
ελληνικά στο σπίτι
ελληνικά με την οικογένεια
ελληνικά στο σχολείο
αγγλικά - εβραϊκά
ελληνικά στην κοινότητα
αγγλικά

Μου αρέσει να μαθαίνω γλώσσες επειδή είναι πιο εύκολο να σε πάρουν σε μια δουλειά λόγω των πτυχίων.

Οι γλώσσες που μπορώ να διαβάσω και να γράψω είναι... τα ελληνικά τα αγγλικά και τα αγγλικά και τα αγγλικά.

Τα αγαπημένα μου βιβλία (σε οποιαδήποτε γλώσσα) είναι... δεν έχω αγαπημένο βιβλίο όμως οι προτιμήσεις μου είναι ποιο ποιο τα λογοτεχνικά και αυτά που έχουν ιστορίες.
 (Συγκεκριμένα για τα αγγλικά...)
εβραϊκά

Figure2: Multilingual Me

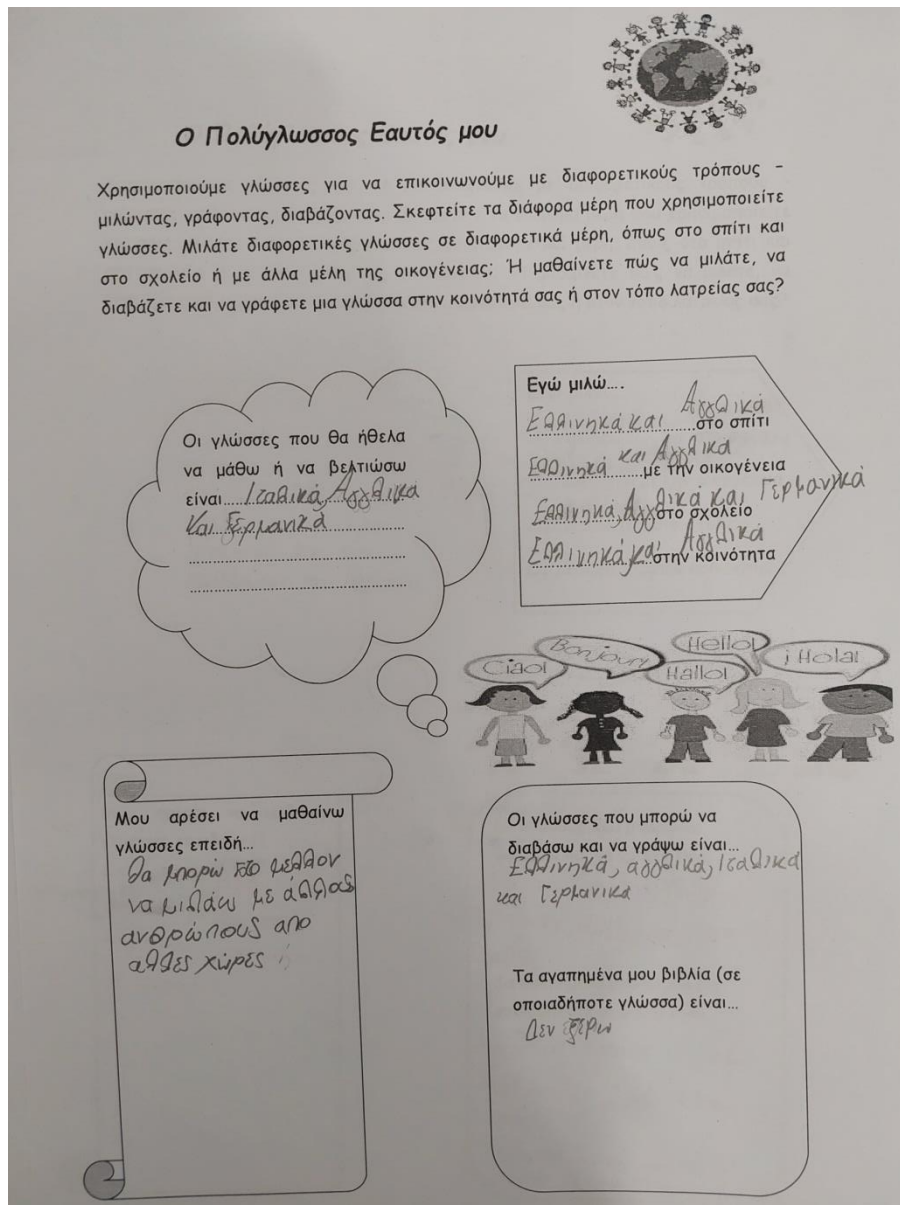


Figure 3: Multilingual Me

4.4. DESCRIPTION OF THE ACTIVITIES OF THE FIRST RESEARCH CYCLE

Activity 1 “Identity Texts”

The teacher chooses this activity to encourage children's free expression. It is also an opportunity to encourage children to use their own respective mother tongues and incorporate their developing oral language skills in literacy with a familiar theme for them. In this activity we encouraged students to describe themselves. The theme varies according to their names, ages, abilities and games they like. Some children repeat information about appearance, country of origin or the language they speak at home. We encouraged the children to write a short text about themselves.

Activity 2 “Multilingual Travel Guide”

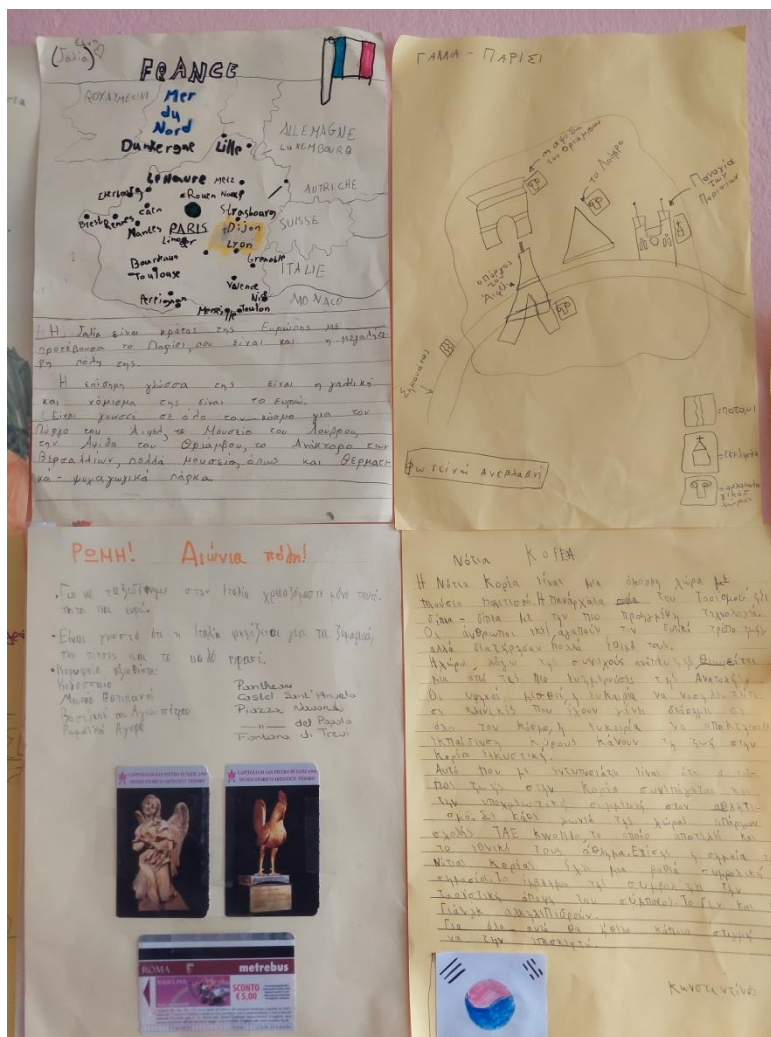


Figure4: A multilingual travel guide

A multilingual travel guide was created with the 2nd grade students, after they were asked to work in groups in different countries of their choice, either from their home countries or other countries they would like to travel to and also learn their languages. They gathered information, wrote and drew or pasted maps and photos about it countries and their languages, in order to create a travel guide with knowledge, information and experiences from different countries. They used the languages they use at school and created a useful and multilingual travel book guide for every traveler!

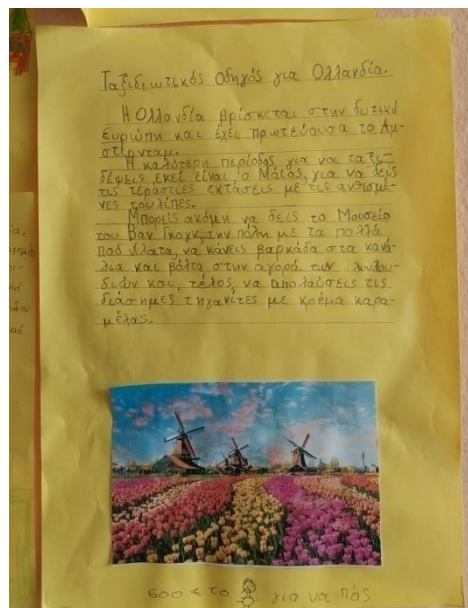


Figure 5: A multilingual travel guide



Figure 6: A multilingual travel guide

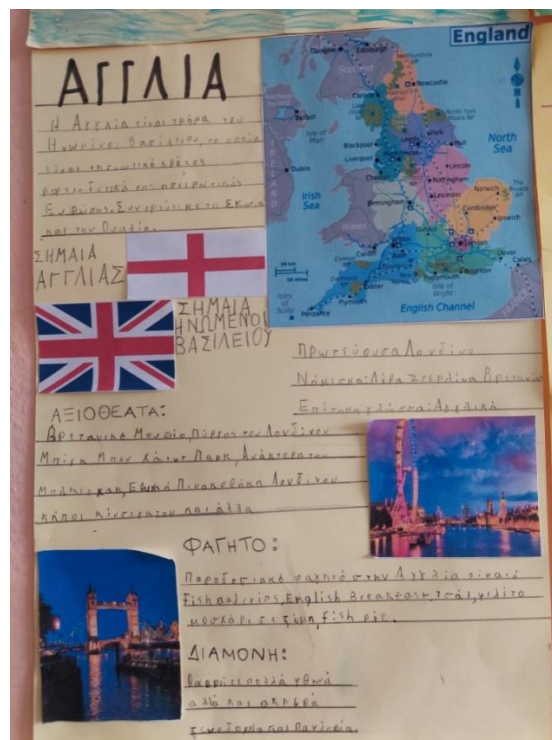


Figure 7: A multilingual travel guide

Activity 4 “My English Passport”



Figure9: My English Passport

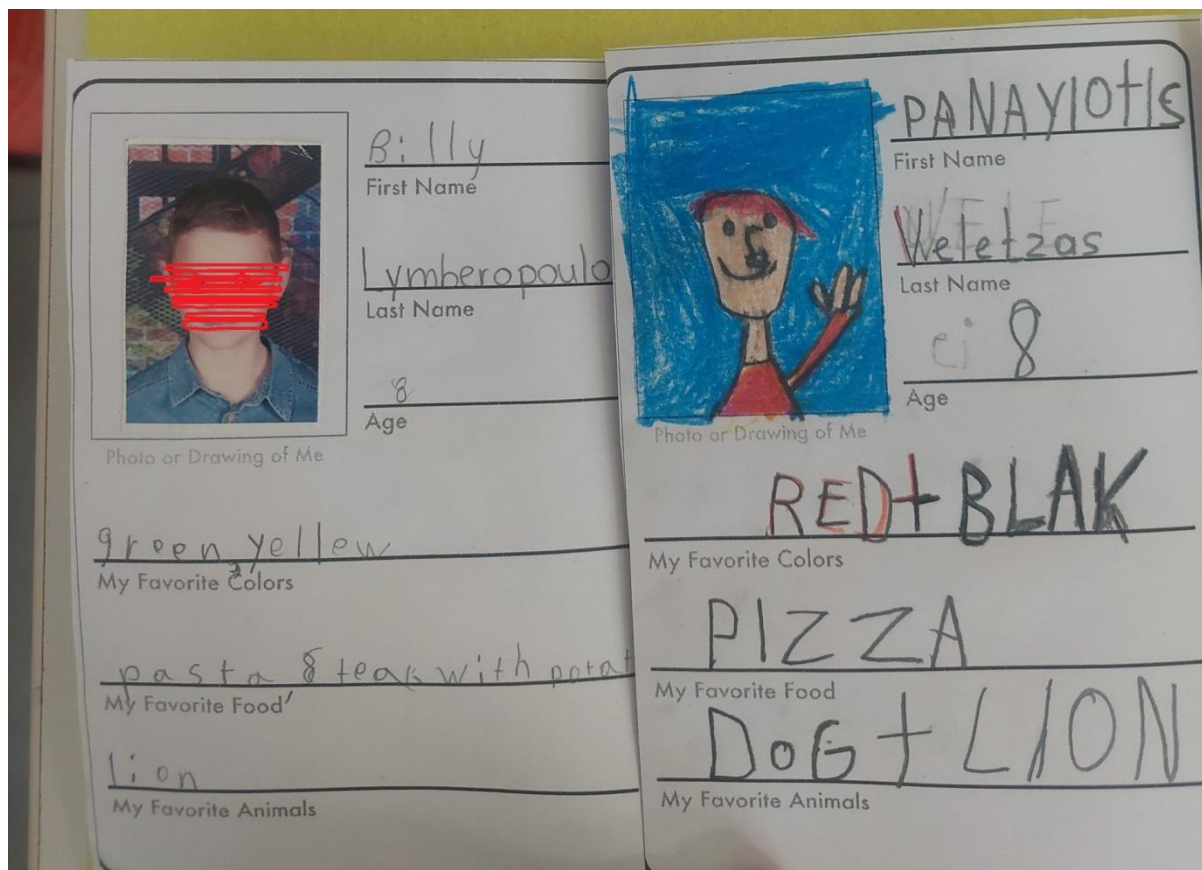


Figure 10: My English Passport

In the activity "My English passport" we needed markers and colored pencils, ribbons or string to hang around the children's necks and a drill. We asked the children to draw on the passport themselves or stick a photo of them and then fill in information that represents them, such as: their name, age, favorite colors, favorite food and favorite animals. After completing their passports, they punch them, pass ribbon and hang them around their necks. Afterwards, they move freely in the space and try to find as many similarities as possible with their classmates.

During the 5th activity, we form groups with children who have one common characteristic and groups with children who have two common characteristics, etc. The results of this activity were gratifying; as it were a pleasant confusion ensues. In more detail, the children tried to form groups based on e.g. the common favorite food, while at the same time they could join a group with a common characteristic, e.g. the favorite animal. The students had fun and realized that identities are multi-faceted and multi-dimensional and do not consist only of characteristics such as gender, age, ethnicity, etc. At the same time, the children realized that they are difficult to create groups of people based on categories in which all

match and coincide. Therefore, they recognized that categorizing people does not it is also so useful, since we can diversity is what makes us special!

Activity 5 “The secret box”

The activity "the secret box"(Figure 15) or alternatively "tell me" is a special way of expression. Students can anonymously write daily thoughts and feelings about what they experience at school. The "secret box" is in the classroom and gives students the opportunity to express what they cannot or what worries them or what makes them happy. It is a way of expressing emotions and developing communication in the classroom. We decided every Friday to open the "secret box" and discuss what it "reveals" to us!

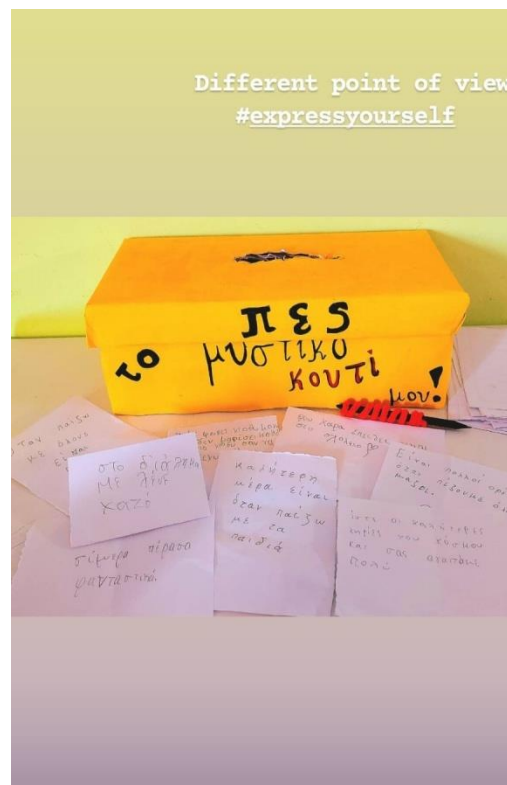


Figure 11: The secret box

Activity 6 “The friendship ladder”



Figure 12: The friendship ladder

With the words friendship and love in mind, the students make the outline of her hand on paper and then write their name on it. Then they decorate it as they wish. Then these strips were joined, like the steps of a ladder, and decorated a corner of the classroom. This construction had a symbolic character, as it reminded students every day that each one is a "stepping stone" for the other and all together make up a strong team. It is characteristic that during the year the students tried to maintain harmonious relationships with each other, to forgive and to take steps to approach each other with the reasoning that this ladder would not be damaged!



Figure 13: The chain of friendship

Activity 7 “The chain of friendship”

The "chain of friendship" (Figure 17) activity returned students to adopt small daily gestures of respect, "influencing" as many children in the school as possible with their behavior. For the specific activity we need cardboard, strips of cardboard, markers, and tape. First, we asked the children to name ways in which we show respect, i.e. kindness and friendliness, to our acquaintances or form kindness to people less known or unknown to us. Each child presented a way to the rest of his classmates. Each child noted his own idea on cardboard strip. Then, we mentioned that they fixed it "chain of respect" and every idea/way that is a link in the chain. Children in a circle join the chain of friendship and pledged to keep the promise to follow what it says. Then, each day a link was removed from the chain, is read and the children are asked to try to apply it way of kindness/kindness until the end of the day. (e.g. The children introduced themselves to another child they did not know before or offer help in practices, e.g. watering the school's flowers, recycling, helping to sort books in the library, etc.). The discussions after the activity were based on the following:

- If we try to keep these ways of showing respect longer what do you think will change?
- Did any child take these ideas home or in the neighborhood?

- How did you feel when you were introduced to someone you didn't know? How did you feel when another child did it to you?
- Did you make new friends?

Therefore, the extension of the activity can be done in all the groups that the child is as a member of. (neighborhood, family, community)

Activity 8 “Role Playing with Muppets”



Figure 14: Role playing with puppets

With simple materials (wooden spoon, fabrics, glue and scissors) the students make their puppets. They give a voice to the characters and interact with thematic play. The role play is done with the aim of highlighting the personality of each child and their special characteristics on an external and internal level.

Activity 9 “Storytelling”

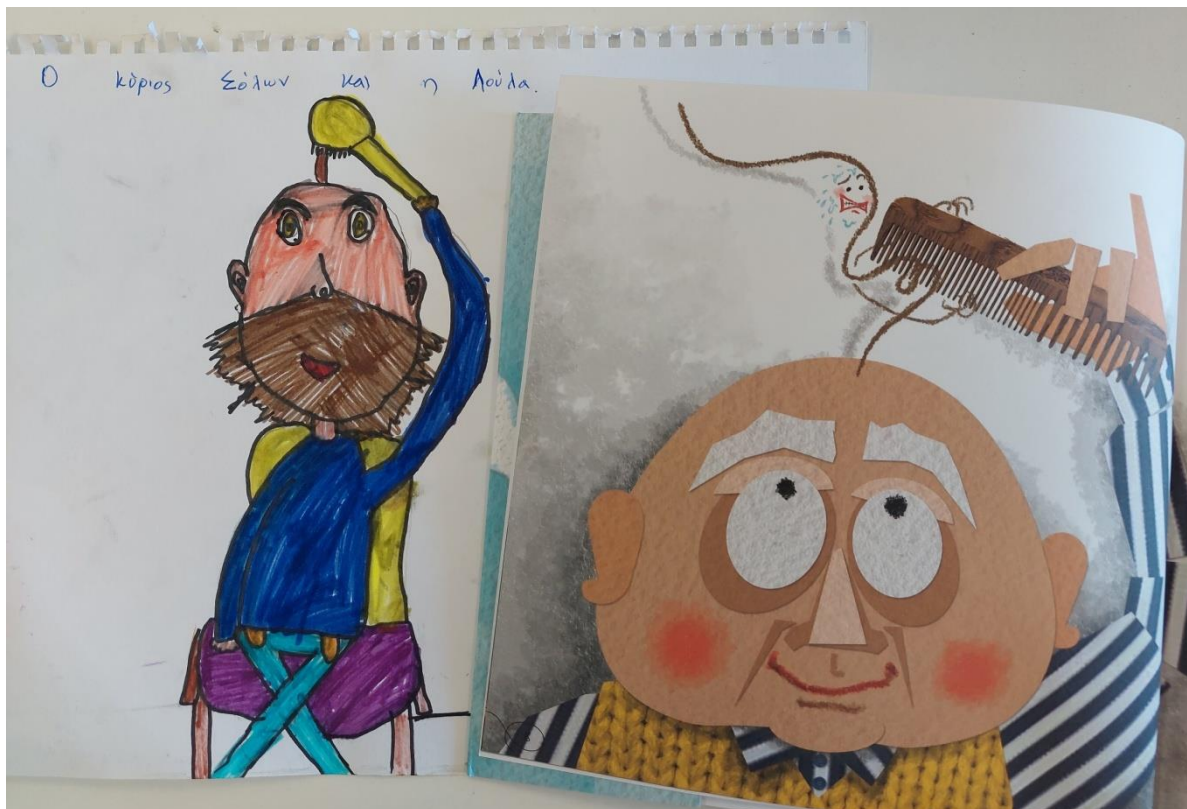


Figure 15: Storytelling

The fairy tale "Lula the Independent Hair" was an important springboard for discussion about freedom and the development of empathy. The story referred to a carafe head where Lula the Hair lived. The one and only that Mr. Solon had and he watched over her like his eyes so he wouldn't lose her! But Lula had other plans... Did she manage to find what she was looking for? Her adventures help us think and discuss what freedom, happiness and love for one another means.

On the occasion of the above fairy tale, we did the following activities:

Activity 10 "I continue the tale": The students heard the story only up to a point. Then in groups they tried to set up the continuation of the fairy tale. Interaction, active listening in groups and empathy were successfully achieved.

Activity 11 "Feeling Thermometer": Children recorded or represented with frozen images or with tabs (Figure) the possible emotions experienced by Lula, the protagonist through the story.



Figure 16: Emotions' Game

Activity 12 “Dramatization” and “Hot Chair”. Scenes from the story were chosen which the children are asked to represent in their groups. Students act out the scenes. Students then direct questions to protagonists of the scenes for the way they experienced it specific scene and their role respectively.

Activity 13: Brainstorming: Create a group brainstorm or group brainstorms about the feelings Lula experienced and her need for independence. The students willingly expressed their views and thoughts about independence and freedom as they had it in their minds in everyday life.

Activity 14: “I agree, I disagree, I’m still thinking about it”: We created situations of argumentation based on statements that take place within fairy tale. The children presented their opinion (“agree”, “disagree”, “still thinking about it”) and then argued what they believed.

Activity 15”Act”: The children recognized a need that exists in the environment due to discrimination and which requires action for change. They have planned action steps and are trying to change their environment (classroom, school, community); in this part, the students highlighted “school bullying” and talked about the need for friendship. After discussion we decided to name a bench in the yard “friendship bench” and let the child who feels alone, hurt or needs the communication of those around him leave.

4.5. OUTCOMES OF FIRST RESEARCH CYCLE

In this research cycle we tried to have all the students participate. The activities promoted the adoption of positive attitudes and the cultivation of skills by the students. As a consequence, students' learning experiences were developed on a social, emotional and cognitive level. Emotional literacy was a piece that was mastered, as students were able to identify emotions and ascertain the emotional state of others. Thus, one of the fundamental goals of our research circle was the emotional empowerment of the students.

Activities cultivated knowledge, became familiar with the concept the value of friendship. Also, they managed to express the thoughts, the ideas, memories and their feelings. Moreover, they boosted self-concept and their self-esteem. The students, unknowingly, acquired the basis for cultural literacy and awareness as future citizens. The students' participation in multilingual activities was active, as they showed a keen interest in the demands of the activities. Many times, they showed a desire to continue the activity after its end. In particular, the students were focused during the activities and did not complain of difficulties in them. Instead, they found them amusing and asked several times to repeat some of them.

In the first activity "Identity Texts" we familiar with children's works that depict experiences, thoughts and experiences in order to highlight the aspect of their own reality. Identity texts can be spoken, written, visual, musical, dramatic or multimodal. They give space for the expression of feelings and experiences and do not focus on the cognitive and linguistic part of the students. Students build confidence when they read identity texts and express themselves orally and in writing.

Here are some examples from Identity texts:



Figure 17: Identity text

The Identity text (Figure 4) written by the student is as follows:

"My name is Iraklia and I am an only child of eight years old"

«Το όνομά μου είναι Ηράκλεια και είμαι μοναχοπαίδι, οχτώ χρονών»



Figure 18: Identity text

The following Identity text written by the student is as follows:

"I think I'm very athletic and when I do something I'm really good like solving the Rubik's cube, making animations, playing the guitar and more"

«Νομίζω ότι είμαι πολύ αθλητικός και όταν κάνω κάτι είμαι πολύ καλός όπως να λύνω τον κύβο του Ρούμπικ, να φτιάχνω κινούμενα σχέδια, να παίζω κιθάρα και πολλά άλλα»

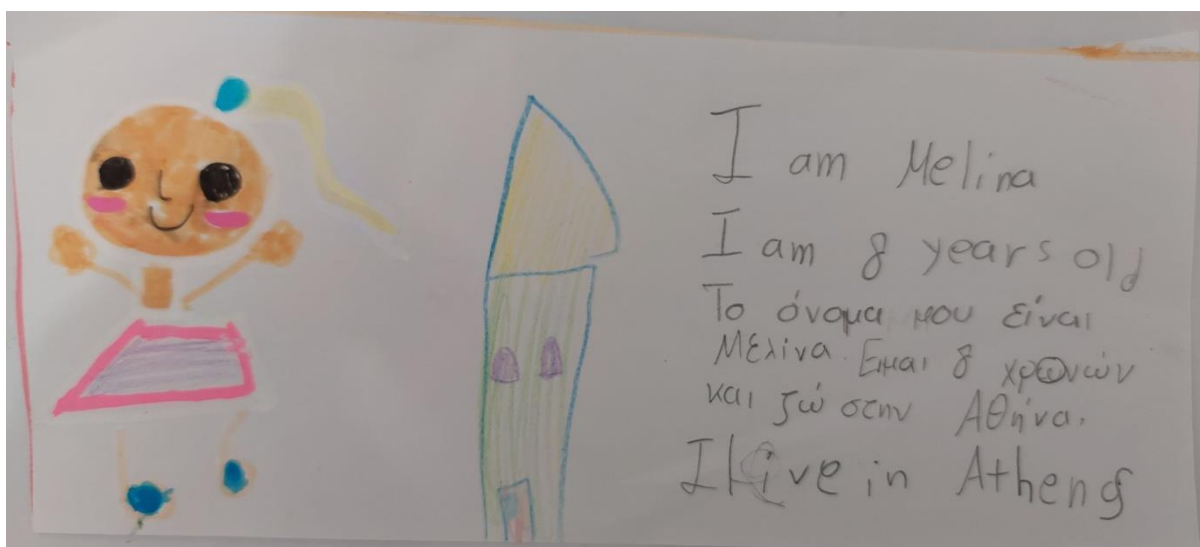


Figure 19: Identity text

The above identity text written by the student is as follows:

"I'm Melina

I am 8 years old

Το όνομά μου είναι Μελίνα. Είμαι 8 χρονών και ζω στην Αθήνα.

I live in Athens”

Through the Activities 2nd, 3rd and 4th wanted to force the students to use languages that the school generally does not intend to teach “Language awakening” was successfully pursued as the students found the word "love" in many foreign languages. (Korean, Spanish, Chinese, etc.). By creating a travel guide and passport, they "travelled" wherever they wanted and brought the languages and cultures of other countries into the classroom. Students with an immigrant background were happy when they showed off their mother tongue. For example, a student, of Albanian origin, made a travel guide for Tirana, where she comes from, and taught her classmates greetings in her language. As Toohey et al. (2007 as cited in Ntelioglou et al, p.533, 2014) suggest, “through participation in social practices of the classroom, children develop a sense of class of the academic world and their position within it, their status in relation to teachers and peers, the nature of the tasks they face, and the relative legitimacy attributed to their cultural and linguistic resources. For young second language learners, these are broad courses have a decisive influence on investment, access and acquisition of the English language”.

The Activity 5th brought out all the hidden emotions of the students in the classroom, but also helped us to perceive behavior problems and signs of school bullying that we had not perceived in the classroom. The students wrote and focused, without any language restriction, on the paper what they wanted to focus on. For example phrases like: "At recess they call me dumb", "It's a good day when I play with the kids", "I had a great time today", "I'm happy when I go to school", "Sometimes I feel lonely" were in our “secret box”. Through discussion we focused on positive phrases and tried to resolve negative attitudes and behaviors. The Activities 6th and 7th were suitable for bringing out a friendly climate in the classroom and strengthening the bonds between the students. The students felt accepted and that they are members of a group that they can express themselves in any way they want.

The Activity 8th with “role play” had very positive results, as feelings of surprise and joy were created. Furthermore, the possibility of projection and expansion was given. Through the doll, each child expressed the interior of the world (agonies, fears, worries, desires, and dreams). Also, it helped the child's language development. It cultivated concentration,

imagination, judgment, memory, observation and improvisation. Moreover, elements, such as preparedness, resourcefulness, the ability to find solutions and cope with difficulties, were developed.

The activities 9th, 10th, 11th, 12th had a positive impact on the children who showed their empathy and cultivated their communication skills. However, students can focus on the relationship between form and content and discover the multiplicity of meanings, leading to new avenues of language exploration. This means that literature gives students opportunities to explore linguistic diversity and actively participate in the process of reading and understanding connections. (Fenner, 2001). Moving on to Activity 13th and 14th, students were encouraged to show their knowledge and feelings and find solutions to problems that arose. Students learned to cooperate and communicate with other team members. It challenges, revises and revises social stereotypes as it conquers new spaces on an individual or collective level.

4.6.DESCRPTION OF SECOND RESEARCH CYCLE

Language portraits were the last and the most important part of our intervention. The aim of the activity was to "unlock" the children's attitudes, experiences and feelings about the languages they know. This tool was useful, multimodal and met all the goals we had set at the beginning of our intervention. Linguistic awakening, linguistic awareness and intersubjectivity were reflected in the action. As researchers, we tried not to give information and instructions to the students on how to draw the silhouette that presented themselves in the languages they knew, so as not to influence the way they would act. Students preferred Greek and English, but also chose other languages such as French and Korean. They showed that the experiences and knowledge combined with the feelings arising from learning each language influenced their choices.

4.7. OUTCOMES OF SECOND RESEARCH CYCLE

1. The choice of colors according to colors from the flags

According to the sociolinguistic research we designed and implemented the language portrait. Before starting the work we gave an introduction and explanation of the work, answering questions asked by the students. Students were instructed to color a silhouette body and color it in colors that contrasted with their languages of choice. Students could represent any language they know more or less or would like to learn more about. Also, they could place the colors on any part of the body-silhouette. At the bottom of the worksheet they should explain why they chose those colors in each language, respectively. A total of 33 students completed the language portrait activity, 54% girls and 45% boys, aged 8 and 12 years.

We notice a recurring pattern in the samples we received, that of choosing colors according to the colors found in the national flag of the country representing the language. For example, the following explanations were given on the answer sheets:

Student 1: "I put blue for Greek because it reminds me of our flag"

Student 2: "I put red in English because it has the flag"

Student 3: "I put red in Korean because the flag has it"

Student 4: "I put red, because that's what the Albanian flag looks like"

According to the above, we observe that students choose colors for their language portrait, connecting them to national flags and associating nations with languages. Moreover, many students drew the flags on their language portraits.

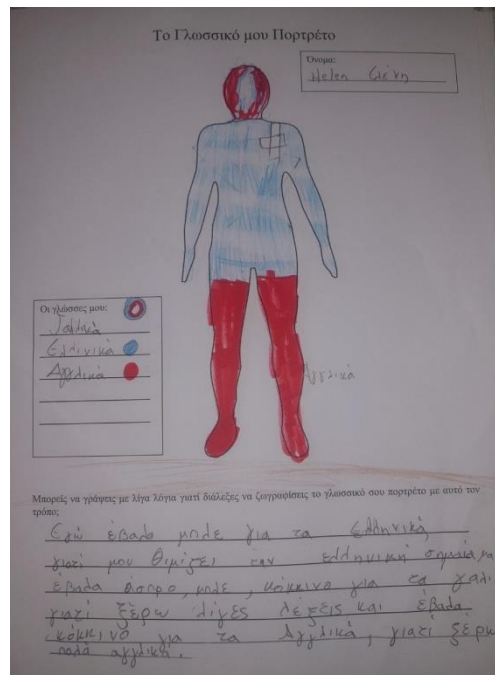


Figure 20: Language portrait using flags

2. Color choices linked to students' experiences and knowledge

We notice that students often choose colors that they associate with knowledge and related experiences. Therefore, each student chooses the color that represents the country based on their own thinking and perspective.

Here are the following examples:

Student 1: I put blue for Greek, because it reminds me of the sky.

Student 2: I put green for English because it reminds me of her trees.

Student 3: I put red for the Greek language, because we fought a lot.

Student 4: I put yellow in Korean, because it hurts me taekwo do.

Student 5: I put black in Russian because of the war.

Student 6: “I put the Korean ones in black, because of the larger Taekwodo belt and it shows discipline, which I respect, and that's why I put a black juice in the middle. I colored the legs yellow for the German ones, as they are very heavy, as is the German accent”.

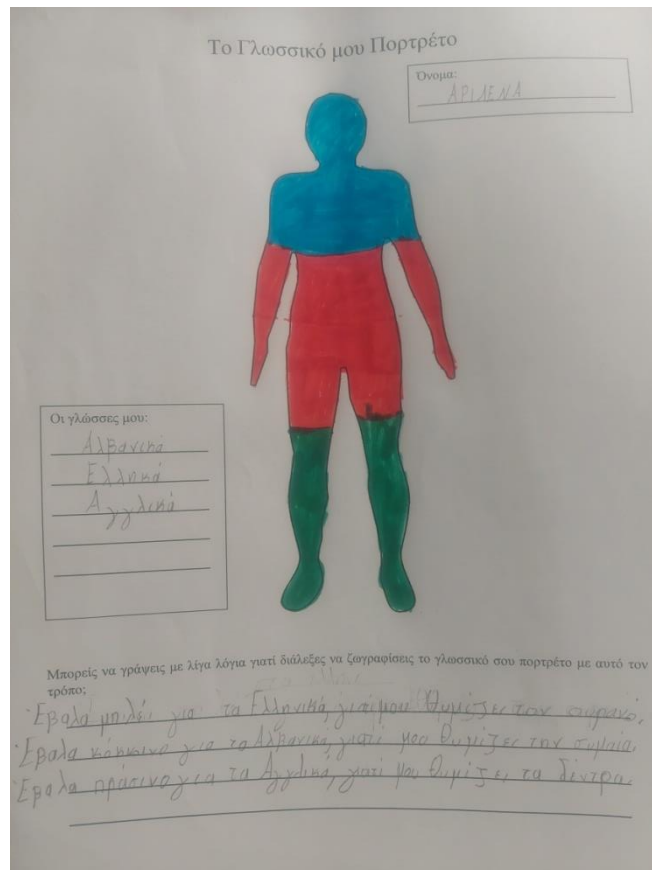


Figure 21: Language portrait using experiences and knowledge

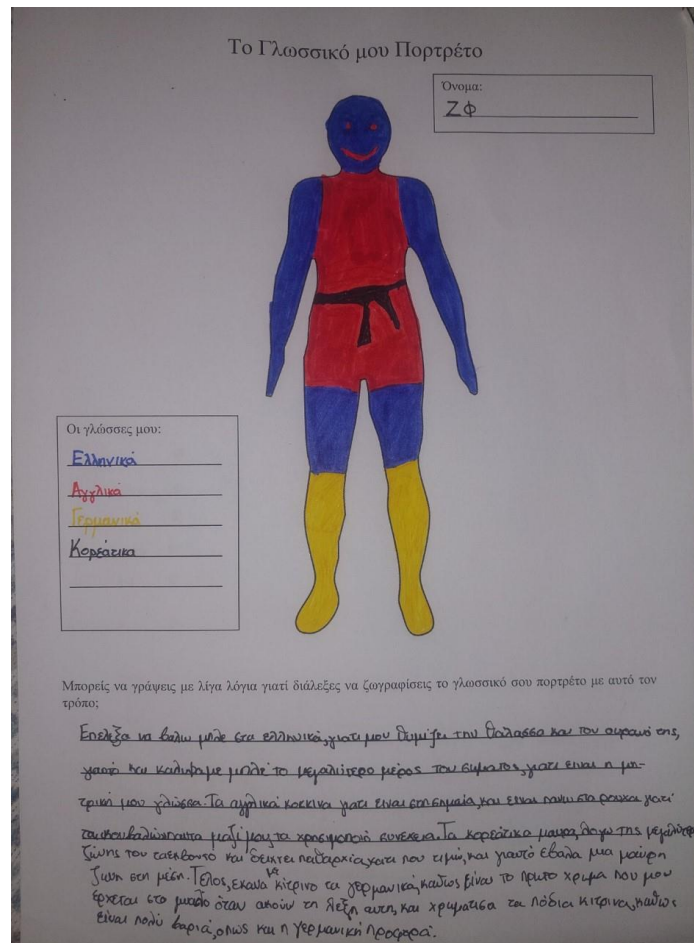


Figure 22: Language portrait using experiences and knowledge

3. Colors and emotions

Another trick is choosing colors based on feelings they have about languages. Students choose their favorite color to indicate their feelings about a favorite language or the opposite, i.e. a color they don't like for a language they don't prefer. Therefore, colors sometimes relate to positive and sometimes negative emotions.

Student 1: "I put the color blue in Greek because I like that color".

Student 2: "I put purple for German because it's my favorite color".

Student 3: "I put black in English because I hate them and it makes me sad when I do them".

Student 4: I put green in French because when I go to class I get goosebumps".

4. Language skills and placing colors in the silhouette

Another important pattern we noticed is the placement of colors on specific parts of the body. The students, according to their language skills, placed the language they knew best in the

upper part of the body and in a larger percentage of color. On the other hand, those languages they did not know well were placed at the bottom and in a small color percentage. AA of the 33 participants chose this pattern.

Students identify their language proficiency with silhouettes dominated by the color of the acquired language.

Student 1: "I have covered most of the body in blue, because Greek is my mother tongue. The English I put red, and they are all over my clothes, because I "carry" them with me and use them all the time".

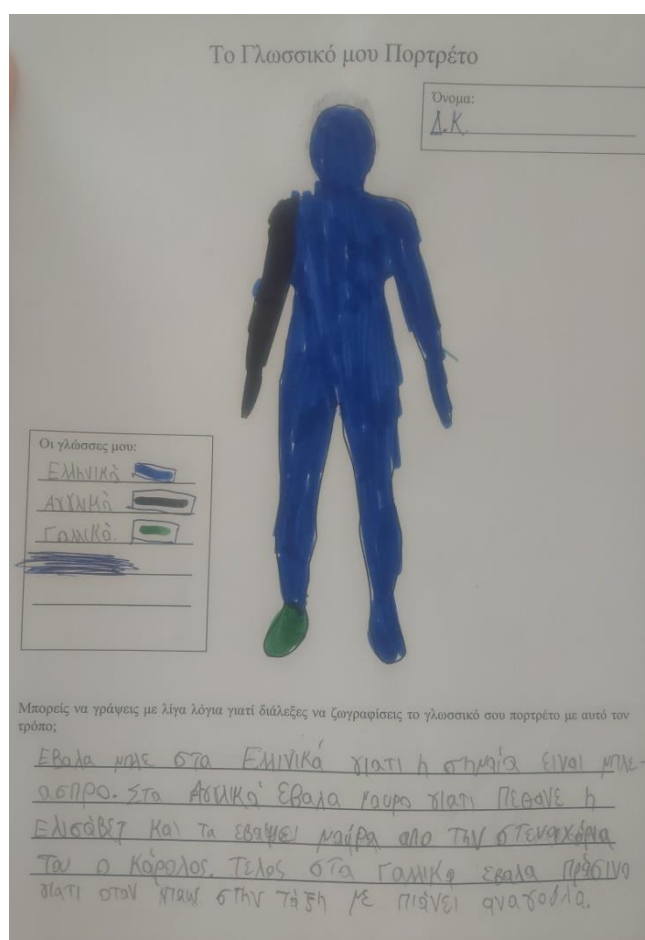


Figure 23: Language portrait using a larger percentage of color

Representing their language repertoires helped to understand the multilingual identities of our students and to strengthen linguistic diversity in the classroom. The results of the multimodal activity show that the students are aware of their own multilingualism and that they present it as a dynamic part of their identity. Furthermore, the native language of the students, regardless of their immigrant background, was always visible in the portrait and constituted

the largest part of it. Students represent more the languages that connect with them socially and emotionally. In addition, students can consciously understand the choices I made in colors and languages, showing that they are fully aware of the cognitive abilities, but also the different roles that languages have in different aspects of their lives. Thus, we can better understand how they prioritize languages within the school and the society that surrounds them.

4.8. REFLECTION OF LANGUAGE PORTRAITS

According to Jean Piaget (1896 – 1980), a child to understand something it must built it himself, "to reinvent the world." Early visual expression is what will help children make their ideas visible (Salminen, 52, 54, 1988; Piironen, 1995, as cited in Lundell, p.9, 2010). Then, among different ways of communication, we gain experience and find the preferred way of expression, whether it is e.g. language, visualart, music or movement. Among the above activities that we analyzed, the students who participated in the research communicated their own languages using multimodal material, i.e. drawing, writing and speaking. Thus, as researchers we had the opportunity to process the data in a multimodal way.

According to the categorization of O'Reilly (p.p160 – 166, 2005, as cited in Lundell, pp. 10-11, 2010) the use of images is based on three main groups: 1) "Images as writing", i.e. images used to convey a message or argument (diaphragms, tables, graphs) 2) "Found images" that related to visual data (photos, posters, etc.) 3) "Creative use of image", as the inclusion of visual material in a study at the request of the researcher to create knowledge of the participants. The visual material of this study belongs to the last category of the creative use of the image, as the images made by the children in this study were made after the request of the researcher, as well.

The biographical approach utilizes qualitative methods in the collection and interpretation of data. This is also an appropriate approach for our research as it sought to gain an insight into a person's life, such as multilingualism. Thus, through the language portraits, but also the identity texts, we learned about the linguistic resources of the students and their feelings about the languages they use. Busch's method (2006, 2008, as cited in Lundell, 2010) involves an empty outline with a human figure in which the language resources are colored by assigning a color accordingly. Students choosing the color that best represents the language and the feelings and ideas that identify with it give us the possibility to understand the (intra)personal experience of interpersonal processes and more broadly the social context of use of one's "linguistic repertoire".

According to García (p.45, 2009, as cited in Soares et.al, p.24, 2021) these practices are defined as "translingual", recognized as "multiple discourse practices that bilinguals engage in to make sense of their bilingual worlds" Increasing linguistic and cultural diversity broadens the range of available identity options (Pavlenko and Blackledge, 2004, as cited in Soares et.al, 2021). Children's portraits are transformed into multilingual repertoires,

becoming a powerful tool to help children represent their linguistic identity and linguistic diversity, giving teachers the opportunity to access and understand their students' voices without limit to focus on a specific language (Prasad, 2014, as cited in Soares et.al, p.24, 2021).

The students successfully managed to represent in an alternative way the languages with which they are related, but also to think about the different languages in their lives. Using language portraits as a group activity provides valuable material for classroom discussion, allowing students to think critically about what it means to be multilingual, in addition to informing teachers and students about all the languages their classmates speak (Dressler, 2015, as cited in Soares et.al, p.24, 2021). Indeed, it is worth noting that the process helped them learn how to communicate with the building blocks of their own linguistic identity. Teacher-student relationships and interactions must interact with the uniqueness of the child's experience and simultaneously with the multiplicity of experiences and languages that make up the bilingual or multilingual classroom. The recognition of different linguistic practices contributes to the reduction of the oppression of minority groups and to the liberation of education from stereotypes, too. The present study was an attempt to develop such a multimodal approach to capture language profiles and language representations of primary school children with samples of linguistic heterogeneity or adopting monolingual practices.

4.9.DISCUSSION

School demands are high and the scope and time frame of the syllabus make teaching difficult. Many times the teaching plan deviates, as the social behavior of the students is not always what is desired. For this reason, the lesson must be defined by us, so that the boundaries are set and the class group can find its harmony again.

In general, conducting activities was successful, as my teaching objectives were achieved most of the time. The time period was sufficient for the implementation of the activities, but it was not always sufficient for discussion with the students and evaluation of this experience. Assimilation was not always possible, so more teaching time was needed for practice. As a teaching approach my method was appropriate and the students seemed to be led to the conclusions by working through the activities step by step. Clear course expectations and student buy-in to the main activities led to enjoyable teaching. It is worth noting how cooperative teaching was the most beneficial method as it motivated students to learn process and reconstruct their ideas and knowledge. Furthermore, the interdisciplinary approach was the one that helped me relate the content of the students' knowledge to the methodological process. Students learned to look for ways to transform the scientific method of inquiry into a student project.

The educational environment was appropriate and structured to help the student to accept new information, but also to externalize their own emotional needs and ideas. In turn, I felt familiarity and mental strength through my teaching presence, as the teaching was constantly enriched, changed and shaped for the better. I learned to manage teaching time and student needs and set boundaries within the group. Of course, some mistakes could be avoided regarding the functioning of the groups and some learning difficulties could be bridged to a greater extent.

Nevertheless, our intervention can only have positive results, as the interpersonal relationships of the students evolved in a class that was a trigger for the formation of their identity in the school environment. The overall evaluation of our practices was positive, as the participating students gained significant resources. The implementation of the activities went smoothly, because there was good cooperation with the classroom teachers and the rest of the school's educational team. The students participated with enthusiasm and willingness during all the activities, as they had never participated in anything similar before. Through the

involvement in the activities, they were given the opportunity to get to know and express new languages and cultures, with which they came into contact.

All group activities had many interesting results and were emotional, since they mentally strengthened the students. The most important thing was that the bilingual children were given the opportunity to talk about their languages and countries, while the rest of the students came in contact with diversity, linguistic pluralism and cooperation. We conclude that multilingual and intercultural education is realized through the transmutation of these values in the learning process, in the philosophy and in the practices of the teacher respectively. On a practical level, this training is applied through doing activities that give students a means to construct personal their identity (Cavalli et al., p.8, 2009). Finally, if we were to design the activity again, we would like more time to carry it out, as the students develop many skills and learn to interact in new teaching methods. Through our study, we conclude the imperative need for such programs of study where students act, express themselves and use knowledge and experiences to their advantage.

5. CONCLUSION

Conducting our case study led to positive results. The students developed their language skills and gained intercultural awareness as they received stimuli about the linguistic diversity around them. The activities had an emotional character and aimed at developing skills and cooperative learning. The students learned to be respectful, to listen actively and to coexist without stereotypes.

According to Ntelioglou et. al research, (p.2, 2014) we find that the Linguistically Appropriate Practice (LAP) approach is a work with preschool and primary school children from immigrant background, with the aim of sensitizing children their bilingual abilities. In the same research, Dr. Roma ChumakHorbatsch (2012) at Ryerson University in Toronto, adopts the same educational philosophy as well as a set of specific educational activities with positive results as they help teachers to transform their classrooms from monolingual to multilingual environments where students' languages are recognized and brought to life.

As educators, we must encourage our students to "embrace" the different, the new, the unknown and desire to help their fellow man. Intercultural awareness and language awareness are educational approaches that must be part of the curriculum if we want our students to become thoughtful, active citizens. Our study showed that the children showed a great willingness to learn elements and information from other languages and cultures. The language portraits showed that the students feel that they "carry" the languages with them as "baggage" of knowledge and experiences, while the identity texts presented us as the students and their life journey.

Despite the students' desire to actively participate in the activities, there were difficulties in coordinating and delimiting them behaviorally. The students were not used to opposite interdisciplinary practices, but they managed to highlight their potential in them and to discipline themselves most of the times in the time and cooperative framework that was given to them. More specifically, the students, due to their young age, most of the time needed more time to complete a task, with the result that we were not always able to implement what we wanted. Another difficulty we faced was the consent of the parents and the management to allow us to include the children in the research process. That is why we informed the parents in writing and asked them to fill out a consent form for the children's participation.

The protection of personal data and the moral protection of children became the basis of the research.

According to sociological research, we notice that the conceptualization of identity based on the inclusion of the subject in predetermined naturalized categories (e.g. gender, age group, ethnicity, etc.), and more dynamic and fluid approaches are adopted. This means that identity is not stable and unchanging, but is constantly reproduced and highlighted through specific speech and behavior practices of the individual. It is noteworthy that our approaches to linguistic phenomena "be treated within the social, cultural and historical context of which they are a part" (Blommaert, p.3 2010, as cited in Σκούρτου&Κούρτη-Καζούλλη, p.91, 2015).

The use of new technologies has contributed to the diversification of communication methods and the introduction of new communicative repertoires, where the multiple identities of users can be highlighted. This combination of technology and the use of language will be required in the new teaching interventions. We believe that the bilingualism of the diaspora and the teaching of Greek as a second and foreign language in abroad would be a new interesting research framework, as well. The multilingual and intercultural education should be defined as their goal for students to acquire multilingual and intercultural competence respectively (Beacco& Byram, 2007, as cited in as cited in Σκούρτου&Κούρτη-Καζούλλη, p.91, 2015).

Thus, we find that the adoption of more qualitative research is needed, often of an ethnographic type. Further research on how people of Greek origin live and be educated, as speakers with bilingual and bicultural identities, will help us understand the complex term "identity" in accordance language education, too. However, we believe that our results and practices are a good pedagogical "awakening" for change and renewal of our educational system! Finally, intercultural education is an area that needs further research and practice, so that it becomes part of the comprehensive official program in the Greek primary school.

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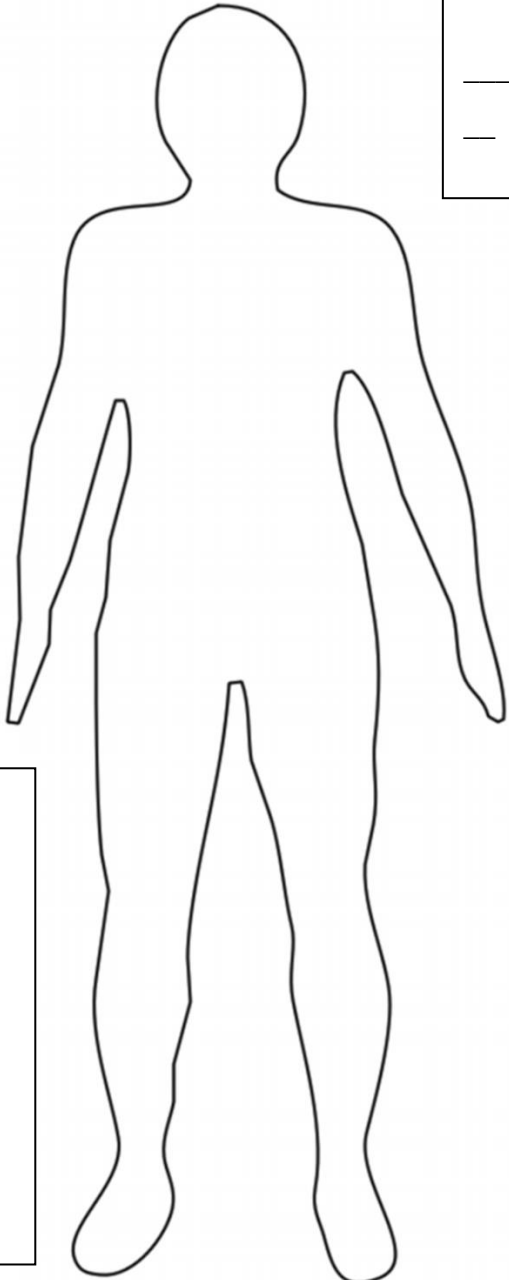
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APPENDIX

Το Γλωσσικό μου Πορτρέτο



Όνομα:

Οι γλώσσες μου:

Μπορείς να γράψεις με λίγα λόγια γιατί διάλεξες να ζωγραφίσεις το γλωσσικό σου πορτρέτο με αυτό τον τρόπο;



Ο Πολύγλωσσος Εαυτός μου

Χρησιμοποιούμε γλώσσες για να επικοινωνούμε με διαφορετικούς τρόπους - μιλώντας, γράφοντας, διαβάζοντας. Σκεφτείτε τα διάφορα μέρη που χρησιμοποιείτε γλώσσες. Μιλάτε διαφορετικές γλώσσες σε διαφορετικά μέρη, όπως στο σπίτι και στο σχολείο ή με άλλα μέλη της οικογένειας; Ή μαθαίνετε πώς να μιλάτε, να διαβάζετε και να γράφετε μια γλώσσα στην κοινότητά σας ή στον τόπο λατρείας σας?

Οι γλώσσες που θα ήθελα να μάθω ή να βελτιώσω είναι.....
.....
.....

Εγώ μιλώ....
.....στο σπίτι
.....με την οικογένεια
.....στο σχολείο
.....στην κοινότητα



Μου αρέσει να μαθαίνω γλώσσες επειδή...

Οι γλώσσες που μπορώ να διαβάσω και να γράψω είναι...

Τα αγαπημένα μου βιβλία (σε οποιαδήποτε γλώσσα) είναι...

ΥΠΕΥΘΥΝΗ ΔΗΛΩΣΗ

Ο υπογραφόμενος

γονέας – κηδεμόνας τ.... μαθητ...

τη τάξης.... , δηλώνω υπεύθυνα ότι επιτρέπω το παιδί μου να συμμετέχει σε δραστηριότητες για τη διεξαγωγή έρευνας στο Μεταπτυχιακό Πρόγραμμα «Γλωσσική Ανάπτυξη για Πρόσφυγες και Μετανάστες» του Ελληνικού Ανοιχτού Πανεπιστημίου. Η διεξαγωγή των δραστηριοτήτων θα γίνει από την εκπαιδευτικό παράλληλης στήριξης του σχολείου μας, Βράκα Αλεξάνδρα. Η συμμετοχή των μαθητών/τριών θα είναι ανώνυμη.

Υπογραφήγονέα

Author's Statement:

I hereby expressly declare that, according to the article 8 of Law 1559/1986, this dissertation is solely the product of my personal work, does not infringe any intellectual property, personality and personal data rights of third parties, does not contain works/contributions from third parties for which the permission of the authors/beneficiaries is required, is not the product of partial or total plagiarism, and that the sources used are limited to the literature references alone and meet the rules of scientific citations.