



“Language Education for Refugees and Migrants
(L.R.M.)”

“Postgraduate Course”

Postgraduate Dissertation

“Newly arrived migrant/refugee students: teaching Greek as a
first or second language”

“Anna Pantelidou”

Supervisor: “Marina Mogli”

Patras, Greece, June, 2023

Theses / Dissertations remain the intellectual property of students (“authors/creators”), but in the context of open access policy they grant to the HOU a non-exclusive license to use the right of reproduction, customisation, public lending, presentation to an audience and digital dissemination thereof internationally, in electronic form and by any means for teaching and research purposes, for no fee and throughout the duration of intellectual property rights. Free access to the full text for studying and reading does not in any way mean that the author/creator shall allocate his/her intellectual property rights, nor shall he/she allow the reproduction, republication, copy, storage, sale, commercial use, transmission, distribution, publication, execution, downloading, uploading, translating, modifying in any way, of any part or summary of the dissertation, without the explicit prior written consent of the author/creator. Creators retain all their moral and property rights.



“Newly arrived migrant/refugee students: teaching Greek as a
first or second language”

“Anna Pantelidou”

Supervising Committee

Supervisor:
Marina Mogli
A' Supervisor

Co-Supervisor:
Despoina Akriotou
B' Supervisor

Patras, Greece, June, 2023

Abstract

This thesis deals with the teaching Greek as a first or second language to newly arrived migrant/refugee students. More specifically, a qualitative research was carried out using semi-structured interviews in which 4 secondary school teachers participated. According to the main qualitative research's findings, for the production of the spoken word, activities were carried out, which aim at the authentic use of the language, such as comparison, problem solving, information-gap activities, information-gathering activities, information transfer activities, exchange of experiences, exchange of opinions (opinion-sharing activities) and role-play. Definitions related to language are analyzed as well as the four approaches used in teaching a second/foreign language. Also are mentioned the Greek educational structures that exist for refugees as well as their need to learn the Greek language.

Keywords

immigrants/refugees, second language, teaching approaches, Greek education system, teaching techniques

“Νεοαφιχθέντες πρόσφυγες/ μετανάστες μαθητές: η διδασκαλία της Ελληνικής ως πρώτη ή δεύτερη γλώσσα”

“Άννα Παντελίδου”

Περίληψη

Η παρούσα διπλωματική διατριβή πραγματεύεται τη διδασκαλία της ελληνικής ως πρώτης ή δεύτερης γλώσσας σε νεοαφιχθέντες μετανάστες / πρόσφυγες μαθητές. Πιο συγκεκριμένα, πραγματοποιήθηκε ποιοτική έρευνα με τη χρήση ημιδομημένων συνεντεύξεων στις οποίες συμμετείχαν 4 εκπαιδευτικοί δευτεροβάθμιας εκπαίδευσης. Σύμφωνα με τα ευρήματα της κύριας ποιοτικής έρευνας για την παραγωγή προφορικού λόγου πραγματοποιήθηκαν δραστηριότητες που στοχεύουν στην αυθεντική χρήση της γλώσσας, όπως σύγκριση, επίλυση προβλημάτων, δραστηριότητες συμπλήρωσης κενών και συλλογής πληροφοριών, ανταλλαγή εμπειριών και απόψεων με δραστηριότητες και παιχνίδι ρόλων. Αναλύονται οι ορισμοί που σχετίζονται με τη γλώσσα καθώς και οι τέσσερις προσεγγίσεις που χρησιμοποιούνται στη διδασκαλία μιας δεύτερης/ξένης γλώσσας. Αναφέρονται, ακόμη οι ελληνικές εκπαιδευτικές δομές που υπάρχουν για τους πρόσφυγες καθώς και η ανάγκη τους να διδαχθούν την ελληνική γλώσσα.

Λέξεις – Κλειδιά

μετανάστες/πρόσφυγες, δεύτερη γλώσσα, διδακτικές προσεγγίσεις, ελληνικό εκπαιδευτικό σύστημα, τεχνικές διδασκαλίας

Theses / Dissertations remain the intellectual property of students (“authors/creators”), but in the context of open access policy they grant to the HOU a non-exclusive license to use the right of reproduction, customisation, public lending, presentation to an audience and digital dissemination

thereof internationally, in electronic form and by any means for teaching and research purposes, for no fee and throughout the duration of intellectual property rights. Free access to the full text for studying and reading does not in any way mean that the author/creator shall allocate his/her intellectual property rights, nor shall he/she allow the reproduction, republication, copy, storage, sale, commercial use, transmission, distribution, publication, execution, downloading, uploading, translating, modifying in any way, of any part or summary of the dissertation, without the explicit prior written consent of the author/creator. Creators retain all their moral and property rights.

Table of Contents

ABSTRACT.....	5
ΠΕΡΙΛΗΨΗ	6
INTRODUCTION.....	10
CHAPTER 1 Theoretical Framework.....	11
1.1 Conceptual Definitions.....	11
1.1.1 Mother tongue-Second Language-Foreign language.....	11
1.1.2 Bilingualism.....	11
1.1.3 Language acquisition and learning.....	12
1.1.4 Interlingualism.....	12
1.2. Training models for managing otherness.....	13
1.2.1. The deficit hypothesis and the difference hypothesis.....	13
1.2.2. Models of Management of alterity.....	14
1.2.3. The Intercultural Model.....	15
Chapter 2 Teaching approaches.....	16
2.1 Methodological approaches to language teaching of the second/foreign language (L2/XL)	16
2.2 The Traditional-Structural Approach.....	17
2.3 Content-Based Teaching.....	18
2.4 The Work-Centered Approach.....	19
2.5 The Communicative Approach.....	20
CHAPTER 3 rd THE EDUCATION OF REFUGEES IN GREECE.....	21
3.1 General data on the refugee issue.....	21
3.2 The integration of refugee children in the Greek education system.....	22
3.3 The institutional framework of the reception classes.....	24
3.4 Mode of operation of the reception classes.....	24
CHAPTER 4 th TEACHING GREEK AS A SECOND LANGUAGE.....	26
4.1 The need to teach Greek as a second language: objectives and media.....	26
4.2 The current institutional analytical programs for the teaching of Greek as L2.....	27

4.3 Necessity of incorporation of new technologies in second language learning.....	28
4.4 Methods of teaching vocabulary of a second/foreign language.....	29
CHAPTER 5 th Research methodology.....	30
5.1 Aim of the research.....	30
5.2 Research design.....	30
5.3 Research questions.....	31
5.4 Research tool- Interview.....	32
5.5 Defining the sample.....	34
5.6 Research Process.....	35
5.7 Data Analysis.....	36
5.8 Validity and reliability of the survey.....	37
CHAPTER 6 th RESULTS ANALYSIS.....	39
6.1 Purpose and operation of section.....	39
6.2 Methodological approach.....	41
6.3 Techniques in language teaching.....	41
6.4 Supervisory tools and materials in language teaching.....	42
6.5 The role of teachers.....	43
6.6 Investment in language learning.....	45
6.7 Correction of Errors.....	48
6.8 Assessment of language skills.....	48
DISCUSSION.....	49
PROBLEMS AND LIMITATIONS.....	52
CONCLUSION.....	53
REFERENCES.....	54
APPENDIX 1.....	58
APPENDIX 2.....	60

INTRODUCTION

The field of teaching Greek as a foreign language is a relatively recent field for Greek linguistics. This is mainly based on the fact that the Greek language was not taught as a second/foreign language to a wide group of students.

In the last decade, there has been a significant interest in learning Greek as a second/foreign language due to the increased influx of immigrants and refugees to Greece. The intense migration flow that has been observed in recent years in Greece and in general in the Mediterranean comes mostly from Eastern countries and has caused rapid changes at a social, economic and cultural level. New populations have been introduced to our country and the need to adapt them to Greek conditions persists every day. This need does not only concern the integration of immigrants from the side of Greek society, in order to ensure its orderly functioning, but also aims at the personal development of its new members. It is not certain that all those who arrived in the country will remain, as there are many who want to continue their “journey” in order to move to end up another country. Immigrants and refugees who arrive in Greece with the aim of permanent residence and integration into Greek society come mainly from European countries, but also from countries on other continents, such as Africa and Asia. Most of the immigrants living in Greece comes from Albania, an also significant number of immigrants comes from Bulgaria, Romania and countries of the former Soviet Union such as Ukraine, Georgia and

Russia. British and German immigrants also live and work in Greece (UNCHR). Migrants-refugees coming from countries outside Europe are mainly from Pakistan, India, Bangladesh, Egypt and the Philippines. Thus, while since ancient times Greek was taught to a limited number of people in the context of classical philological studies, now a large number of non-speaking people who came to Greece mostly in search of work are learning Modern Greek as a second language (Angeli, 2020).

CHAPTER 1

Theoretical Framework

1.1 Conceptual Definitions

1.1.1 Mother tongue – Second Language – Foreign language

As a mother tongue is characterized the language that people acquire naturally, from birth, without the need for systematic teaching until the age of five (Mitakidou & Tressou, 2002). It is the language used by people's family, without it being absolute, if one takes into account the fact that parents often speak a different language (Georgoyiannis, 2009). The process of mastering the mother tongue is universal and similar for all languages.

By the term second language we mean the acquisition of a second code of communication, which a person has acquired beyond his mother tongue in a natural way, mainly through contact with native speakers of this language, without necessarily having been systematically taught. The acquisition of the second language can be done at the same time as the acquisition of the mother tongue or even later. In the case of a foreign language, the noticeable difference lies in the fact that learning it requires teaching and does not belong to the person's daily environment (Bella, 2007).

According to Triarchi-Herrmann (2005), learning a foreign language does not aim to meet the immediate needs of the individual's daily life, but through it the satisfaction of some of his future needs is sought. However, under certain circumstances, it is possible for the concepts second and foreign language to become identical. Skourtou (1997) typically mentions the case of a people, who reside in a host country and for communicative reasons, use as a second a foreign language which they have mastered.

1.1.2 Bilingualism

The concept of second language is directly linked to the phenomenon of bilingualism, which is "the possession and use of two or more languages by the same person". Bilingualism can be 'natural' or 'school'. During natural bilingualism, people learn both languages and use them effortlessly through communication, either because they learned them in their family environment, or because they grew up in a community where the dominant language was other than that of the family, or because more than one language was used in the community for everyday communication. School bilingualism refers to learning a foreign language at school (Bella, 2007). The phenomenon of bilingualism has universality, scientific and educational interest (Skourtou, 2011). Bilingualism is often found in modern societies, due to multiculturalism, which can, among other things, be the result of migration and the refugee experience (Angelopoulou & Manesis, 2017).

1.1.3 Language acquisition and learning

By the term acquisition we mean the cases of those who learn a language (native or non-native) by physical exposure to that language, while by the term learning, the learning of a language through instruction (Ellis, 1994). According to Chomsky, the presence of an innate mechanism "directs" language development. In this case we speak of language acquisition. Language learning, on the other hand, happens in the context of teaching in a classroom or even in the natural environment of the language we want to learn. So the process of language learning is quite different from that of language acquisition. In the case of the former, the degree of success varies from speaker to speaker and depends on individual differences, as well as a set of extra-linguistic factors, such as age, memory, percentage of linguistic stimulus, and others (Krashen, 2002).

1.1.4 Interlingualism

According to Brutt-Griffler and Varghese, bilinguals remind us that language space is rather a continuum, and for them it is not just languages that co-inhabit the same language space, but a mixture of cultures and perspectives" (Brutt-Griffler & Varghese, 2004: 93). Interlingualism is a creative synthesis of languages that goes beyond the limits of linguistic structures and includes issues related to the synthesis of values that takes place in modern multicultural societies. Despite the use of the dominant language, educators can highlight and utilize the meeting of languages and cultures (Tsokalidou, 2015). Interlingualism, as a strategy, is very often adopted in the multicultural classroom in order for children to be able to express themselves more effectively, but also to mediate meanings between language groups. This results in the children's communication in the classroom being more fruitful and meaningful, despite any deficiencies in language as such (Garcia & Wei, 2013). Interlingualism, therefore, enables students to use the practices of the language spoken at home, even if these are different from those of the school, in order to help themselves and practice the language of the school as well, integrating in their language repertoire the language practices used at school. And this, because it is clear that if students do not understand the language in which the lessons are taught, then it is impossible for them to understand the content of the lessons. (Garcia & Wei, 2013).

1.2. Training models for managing otherness

1.2.1. The deficit hypothesis and the difference hypothesis

Intercultural Pedagogy developed in Europe, mainly after 1975. Until then, there was a different management of otherness, which was based on the perception that foreign students have a "deficient" educational capital, which should be supplemented and assimilated to that of the dominant culture (Damanakis, 2005). This model of education aimed at the assimilation of non-speaking individuals by the dominant society and considered the different linguistic and cultural background of foreign students as a "deficit" (Govaris 2001: 44, 50). In the 1980s a shift from the "deficit hypothesis" to the

"difference hypothesis" was attempted. Now the educational capital of foreign students was not treated as "problematic", but as "different" (Damanakis, 2005). Thus, the main goal of educational policies began to be the cultivation of respect for diversity and the harmonious coexistence of the cultural characteristics of different social groups. The deficit hypothesis and the difference hypothesis influenced the five training models for managing otherness.

1.2.2. Models of Management of alterity

The continuous and numerous immigration movements that have occurred in recent years mainly to Greece, but also to Europe, shape the Greek school today more than ever, into a multicultural and multilingual environment (Baltatzis & Davelos, 2014). The role of education in this new multicultural reality is essential, as it is one of the most important pillars of shaping attitudes, perceptions and behaviors (Kaga, 2002- Paleologu & Evangelou, 2003). The school leakage, the low school performance of immigrant or refugee children and vulnerable social groups in general, but also the recognition of inequality even within the school environment, are some of the reasons that for many years pushed the educational systems of the host countries to implement different education models for the best possible management of heterogeneity and bilingualism in the school classroom. The prevailing models of education for the management of otherness are the assimilationist, the integration model, the multicultural, the anti-racist and the intercultural (Georgiannis, 1997). The assimilation model and the integration model are based on the deficit hypothesis; they are considered mono-cultural models, as they only promote the culture of the host country. On the other hand, the multicultural, anti-racist and intercultural models are based on the assumption of difference, are pluralistic models and identify ways in which diversity could be integrated and support the learning process.

According to the assimilation model, which prevailed in the mid-1960s, the school must spread the dominant language and the dominant culture to the children of immigrants/refugees, ignoring their cultural capital, considering it deficient. Furthermore, in the assimilationist model, language problems and adjustment difficulties faced by immigrants are considered temporary (Markou, 1997). The integration model tries to make

it clear to people of different cultural groups that the values and culture of the host country are non-negotiable, so the only solution for them, if they want to succeed in it, is to not only respect them, but also adopt them (Pyrgiotakis, 2000). However, contrary to the above, according to the integration model, the different cultural elements of the students can be maintained, as long as they do not threaten the dominant culture (Nicolaou, 2011). Thus, the children of immigrants are given the opportunity to learn the language of their homeland at the same time. In addition, an effort is made to integrate them smoothly into the school and into the new social and cultural environment in which they now live. The main objective of the integration model is, on the one hand, their full integration into the educational system of the host country, and on the other hand, the maintenance of their ties with the country of origin, so that in the future they can return to their homeland (Georgiannis, 2008).

According to Nicolaou (2011) the ineffectiveness of the assimilation and integration models led in the 1970s to the multicultural model of education. It is essentially a wide variety of school practices, designed to help children with different cultural backgrounds feel equal (Govaris, 2001). This development also results from the finding that a large percentage of immigrants do not return to their homeland, but instead remain in the host country. The multicultural model of education, therefore, enables different cultures to coexist and develop. Thus, differentiated school programs are developed for foreigners, and, through learning their mother tongue and culture, the cultivation of their self-perception is sought (Markou, 1997).

The anti-racist model was developed mainly in the Anglo-Saxon countries at the end of the 1980s and aims to eliminate racist perceptions in school and society, to ensure equality and justice and to provide equal life opportunities, regardless of everyone's cultural origin (Nicolaou, 2011). However, its critics argue that it recognizes diversity superficially and recognition and acceptance of diversity remains limited (Kalantzis, 2011).

1.2.3. The Intercultural Model

The cross-cultural model appears in the 1980s, mainly in Europe. Intercultural education emerges through cultural diversity and recognition of diversity. (Damanakis, 2005). The educational programs, in which it finds its expression, include not only linguistic and cultural minority groups, but all groups of society (Markou, 1998). The term "intercultural", moreover, denotes a dialectical relationship and a dynamic process of interaction and mutual recognition and cooperation between people of different national groups (Georgiannis, 1999). In this context, therefore, we took into account the necessity of interaction and mutual cooperation between our students, with the ultimate goal of creating open societies characterized by equality, mutual understanding and mutual acceptance. After all, the basic principles of the Intercultural Model are empathy, solidarity, respect for cultural diversity, the elimination of nationalistic thinking and the freedom from stereotypes and prejudices (Mitakidou, 2005). Furthermore, taking into account the fact that "intercultural education" concerns all individuals of a multicultural society, natives and foreigners alike, and aims at mutual communication, peaceful coexistence and positive interaction between culturally diverse groups through solidarity, mutual acceptance, mutual understanding, of respect and dialogue (Damanakis, 2005, Palaiologou & Evangelou, 2003), we often sought, through collaboration with the teachers in these departments, to bring these children into closer contact with their classmates from their regular classes. For example, during breaks we suggested that they all play team games together or cooperate in group activities and their regular class. The above are partly the reasons why we believe that the intercultural model of education is perhaps the best educational approach in the modern multicultural reality. For this reason, after all, an attempt was made to apply it to our own multicultural class, which was made up of female students, who came from environments with different linguistic, ethnic, cultural and religious backgrounds.

CHAPTER 2

Teaching approaches

2.1 Methodological approaches to language teaching of the second/foreign language (L2/XL)

When two groups of people with different languages come into contact, the need for communication naturally arises and the phenomenon of language contact is created. A recognizable element of such contact is the emergence and development of the bilingualism of those individuals charged with handling communication between groups that speak different languages. This contact can be distinguished on two levels: the cognitive, in which the contact takes the form of transferring conceptual knowledge from one language to another and the level of languages where it takes the form of borrowing linguistic elements (Zaga, 2008).

In general, bilingual communication between people is constantly evolving, sometimes quite harmoniously and sometimes less harmoniously. Essentially, with the existence of the phenomenon of language contact, the “fallacy” of supposed monolingualism is dismantled, leaving space for the learning of other languages besides the mother tongue, the development of knowledge and perception about concepts, functions, tools and the methods involved in teaching a second/foreign language. So, the effort to develop models of teaching a language as second or foreign leads to the development of interpretive tools around the phenomenon of bilingualism (Skourtou, 2002).

2.2 The Traditional-Structural Approach

In the traditional/structural approach is found the grammar-syntax method in which emphasis is placed on grammatical structures and the correctness of their production. With this specific method, vocabulary, verb conjugations and grammar and syntax rules are learned and memorized by the students, with the teaching of grammar being done through the presentation of phenomena whose practice consists of mechanistic and translation exercises, while at the same time, students are examined in spelling and translation of

texts. It is a method in which the emphasis is placed on the cultivation of the skills of the written language without giving much importance to the oral language or the communication skills of the students. In addition, the student is identified as having a passive receiver role (Bella, 2011).

In these contexts, with the direct method, the interest is focused on reading, during which the development of oral language takes place and the teaching of grammar rules is done in an inductive way, the second/foreign language is assimilated through the use of the first language with in which a "direct connection" is achieved, as a corollary of mother tongue acquisition theory, since the learner is overwhelmed by the elements of the second/foreign language and thus hypothetically enters in thiw way into its "logic" (Sakellariou, 2000).

On the other hand, in the oral approach or otherwise situational language teaching, the basis of teaching is found in oral speech and speaking, with the material being taught orally before being transformed into written speech. Emphasis is placed on learning vocabulary and grammar with the presentation of new data being done with a gradation of difficulty, while dealing with the improvement of written language skills begins after it is confirmed that a satisfactory vocabulary and grammar background has been mastered by the students (Hanopoulou, 2017).

2.3 Content-Based Teaching

The term content-based language teaching refers to a general theoretical approach to teaching and is a method in which the language lesson is combined with the teaching of the content of the knowledge objects and differs from traditional language teaching, where the language lesson it is taught separately and autonomously from the other subjects. Practically, this approach appears in various forms and applications, but a common element of content-based teaching is the assumption that the lesson is taught with the help of other cognitive objects that support language teaching.

The research data, combined with the international educational experience, led to teaching approaches which have a special emphasis on the teaching of the content of the knowledge subjects, the academic vocabulary and the development of the productive language skills of the students. The above objectives are achieved by using strategies and teaching

techniques from the second language for the subjects, but also with the cooperation of the teachers. In this way, subject teachers facilitate students' access to the content of school subjects and familiarity with the use of school textbooks (Skourtou, 2002).

2.4 The Work-Centered Approach (Task-Based)

The tasks are the basis of the teaching and are used as its main axis, thus making it "task-oriented". More specifically, task-based learning uses a lesson structure that incorporates different activities to solve a task. The task can span the length of an entire lesson or, if it's project-based learning, it can take up several lessons to complete. Essentially, the task is the big-picture assignment that students are trying to complete or solve, and the activities are the individual steps or exercises they take to achieve the task. For instance, a task is a presentation's creation, the making of a video or a short movie and also the writing of a text, such as a newsletter article. Moreover, creating an original game that includes writing down the game rules, playing the game, and evaluating the game or also working out the solution to a practical problem, such as planning an upcoming trip or gathering missing information, like working out who started a rumor at school are other forms of task (Molocha, 2014).

As far as second/foreign language learning is concerned, it is organized by tasks and not by language structures. This approach emerged in the 1980s and has since inspired numerous curricula (Molocha, 2014) and also aims to facilitate the learning of the second/foreign language by encouraging learners to come into direct contact with it through the performance of tasks. These tasks are essentially work plans that provide learners with the means to achieve an outcome, which is tailored more to communicative rather than linguistic terms. Second/foreign language learning occurs through the learner's interactions with the task itself (Ellis, 2013).

We therefore use the term 'task-based teaching and learning' to refer to environments where tasks are the central unit of instruction: that is, they "lead" the class activity, define the curriculum and the teaching material and determine the methods of assessment such as assignments define the language syllabus, with language teaching responding to the

business needs of specific learners or tasks that are considered necessary to engage basic language acquisition processes. Moreover, tasks that are selected on the basis that they replicate or simulate relevant real-world activities consist methods of assessment.

In addition, the evaluation is based on job performance. According to Candlin (1987), some of the benefits of task-based learning could be the reconstruction of the relationship between curriculum and study programs and also the reassessing of the relationship between data, resources and processes in the content of tasks and the action of tasks. Also, reassessing the relationship between objectives and benchmarking and the review of the role relationship of "teacher" and "student" in task collaboration consist other benefits of this type of learning. Moreover, restoring the potential of the classroom as a space for experimentation in language and language learning and renewing a critical perspective on understanding second language acquisition and the part of language learning in the learner's social identity are also benefits of task-based learning that have been referred.

2.5 The Communicative Approach

The Communicative Approach or Communicative Language Teaching is the most widespread approach to second/foreign language teaching and came about after Chomsky's reaction to the structural model of teaching which was characterized as incomplete, the development of various branches of linguistics and the historical circumstances of 1970s. The communicative approach is based on theories of language acquisition that indicate the inherent character of language and emphasize the role of interaction, such as the communication of teachers with students, but also of the latter with each other. More specifically, as Sakellariou claims (2009), the target points with which this approach deals, lie in the abilities such as, grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

The student's ability to communicate in both his mother tongue and the second language is the main goal of teaching based on the communicative approach, with communicative competence second to language. Language facilitates the performance of various

functions, the most basic of which is communication. Therefore, the teaching process aims at the actual operation and not only at the description of a language system. The development of learners' ability to communicate successfully and functionally, to recognize different communication situations and to adapt their speech accordingly are key aims in the philosophy of the communicative approach to second language teaching (Dendrinou, 2001).

In the communicative approach, importance is given to the linguistic acts and concepts expressed by native speakers of the target language in everyday life, that is, to the communicative function and not to its component parts (Bella, 2011). A dynamic use of the language is made, silencing the independent teaching of its phenomena while real communication situations are simulated. Language teaching does not benefit to be achieved through mechanistic actions and patterns, on the contrary, instead of the correctness of the speech, importance should be given to the appropriateness of using the language depending on the communicative occasion. After all, the language system and the functional use of language are two interrelated concepts (Hanopoulou, 2017).

CHAPTER 3

THE EDUCATION OF REFUGEES IN GREECE

3.1 General data on the Refugee issue

The refugee issue is one of the major issues that concern our society today. It entered a critical phase from the beginning of 2015 and peaked in the winter of 2015 until the spring of 2016. Many people have sought refuge in Europe because of conflicts, terrorism and because they are persecuted in their countries. 2015 was characterized as the largest refugee crisis that humanity has known since World War II. Most of these people entered Europe by sea, crossing the Mediterranean from Africa to Italy, but mostly arriving from Turkey to the Greek islands of the Aegean to then move on to the countries of central and northern Europe. According to a new UNHCR report (2017), there has been a decrease in the number of refugees and migrants arriving in Europe in the first half of 2017. From 2015 to 20 October 2017, 1,584,338 refugees have crossed the Mediterranean by boat in their attempt to reach Europe in the hope of a better life.

Greece is a country that over the last three decades has been accepting immigrants and refugees (Triandafyllidou et al., 2009). According to the data of the United Nations High Commissioner for Refugees, in 2016 alone, 362,753 people had entered the EU by crossing the Mediterranean, while 5,088 of them are missing or have lost their lives (in 2015, arrivals in Greece by sea reached the record number of approximately 860,000, while more than 700 people lost their lives or are missing in the Aegean). Due to its geographical location, has received a large number of refugees in recent years. Unofficially, this number is estimated at 1 million people. Specifically, in January 2016, arrivals from the Greek-Turkish sea borders amounted to 66,233 (in the same period of 2015 it was 5,550), with an average of 1,952 arrivals per day. The flows continued in the following months, despite the difficult weather conditions in the Aegean. The reception in Greece was insufficient, due to the rapid increase in flows. The situation at all entry points was difficult as there was no infrastructure and no government provision for access to basic hygiene services, water and feeding (Spyropoulou & Christopoulos, 2016). The solution selected by the Greek authorities was the creation of accommodation structures. In addition to the state accommodation structures, accommodation facilities of the UN High Commissioner for Refugees as well as other NGOs also operated (apartments, hotels, hosting in families, accommodation-resettlement areas), following the commitment of Greece.

Apart from adults, a lot of unaccompanied children passed Greek borders. In relation to those children, who are the most vulnerable part of the refugee flows entering Greece, only a third, out of almost 3,000 children, have access to special juvenile accommodation facilities and receive appropriate care (Hellenic Republic, 2017). To address this gap, the Ministry of Migration Policy created transitional accommodation structures (safe zones) within accommodation centers. Despite this, many children are still in detention centers, awaiting a place in suitable accommodation structures. In any case, the places that exist are not sufficient, with the result that there are many unaccompanied children who live in completely inappropriate conditions (Ventoura, et al, 2017).

3.2 The integration of refugee children in the Greek education system

The diversification of the social and cultural composition of Greece is clearly reflected in the field of education. The coexistence of students with different languages, different culture and mentality is a reality in the educational field that brought the Greek state directly with the issue of their education and their access to the Greek education system. Education does not remain unaffected by the changes and challenges entailed by the coexistence of different cultural groups but, on the contrary, is called upon in turn to approach and manage different cultural identities (Gotovos, 2002). Access to public education is a guaranteed right of all children, without discrimination, regardless of country of origin, skin color and religious beliefs (no. 28 of the International Convention on the Rights of the Child, UN, 1989) but at the same time it is also an obligation of the State, which has to complete a very difficult task. The school, as a primary cell of society, plays an important role in the smooth integration of immigrant children in Greece. Moreover, the children of immigrants seek through education, the path to their integration into Greek society (Avramidou, 2014).

The learning of the Greek language by the refugees is a first step in dealing with the difficult situation they are experiencing, with the long-term goal of their social integration. The need to learn the language is self-evident, as it will be able to solve many of the problems they already face in their daily lives. The fact that they found themselves in Greece without having prior knowledge of elements of our society and culture -often unwanted by society- intensifies this need in order for them to have a decent living in our country. The peculiarity presented in Greece as a host country that has turned into a settlement country, concerns the fact that the number of refugees who will remain in the country is not clear. A part of the refugees currently living in Greece will be relocated to other countries. At the same time, the request to stay of a large number of refugees will be rejected. In addition, according to the latest estimates of the Ministry of Health, there are over 20,000 refugee children in Greece, of which 48% are aged 4-15 and 12% are in pre-school age. The uncertain landscape that has formed as well as the large number of children in our country decisively influence the planning of the Ministry of Education and Culture regarding the inclusion of children in the education system and contribute to its constant modification (Ellis, 2013).

3.3 The institutional framework of the reception classes

The issue of the education of refugee minors is officially referred to in Greek legislation in Law 3386/2005 entitled "Entry, residence and social integration of third-country nationals in Greek territory", which allows children with incomplete supporting documents to enroll in schools, according to extension to have access to education. In addition, in Presidential Decree 220/2007, adapting Greek legislation to the provisions of Directive 2003/9/EC of the Council of Europe, minors and unaccompanied minor refugees are given the opportunity to have access to education. According to the presidential decree, every minor and unaccompanied minor refugee or minor asylum seeker has access to the education system of the country under the same conditions as those applicable to Greek citizens. In other words, every minor and unaccompanied minor has access to all levels of education, as long as no enforceable removal order is pending against them or their parents. The integration of minors and unaccompanied minor refugees must not be delayed beyond three months from the date of receipt of the minor's application. This period can reach the year when special language training is provided in order to facilitate access to the education system. When, for special reasons concerning the minor, it is impossible for him to access the educational system, it is possible to take appropriate measures for this purpose, in accordance with the provisions of the current legislation. Most importantly, access to secondary education is not limited solely by the coming of age of refugee minors and unaccompanied minors (Ellis, 2013).

3.4 Mode of operation of the reception classes

The Reception Classes (R.P.), which were established in 1980 with the Official Gazette 1105 (t.B/4.11.1980), are a basic educational institution for the learning and social inclusion in the school of students from vulnerable social groups. Two years later, with a corresponding ministerial decision (F.E.K 818/2/Z/21/3175/7-9/82), the Tutoring

Departments begin to operate, where the returning students receive additional help, while at the same time attending the lessons in their classroom. The institution of R.C. legislated in 1983 with the passing of Law 1404/83, no. 45 (F.E.K 173/24-11-83). Project of R.C. is "the compensation of the deficient linguistic and cultural framework of these students with the aim of their linguistic assimilation into Greek society" (Skourtou et al., 2004: 23). Then, with the law 1894/1990, R.C. are integrated into the normal public school with the aim of learning the Greek language and Greek culture. In addition, article 45 on the operation of R.C. was amended in some places. and of R.C. (Nicolaou, 2011). The new regulation makes the operation of R.C. more flexible, as it is now the responsibility of the relevant prefect. Since 1994, a Ministerial Decision has made it possible to teach the language and culture of the countries of origin to students studying at Reception Classes. The establishment of the first intercultural schools in Greece came with Law 2413/1996. According to the current legislative framework, the programs of the corresponding public schools will be applied in the intercultural schools, which will be adapted to the special "needs" of the different students. According to Paleologu and Evangelou (2011: 117), it is important that they form welcoming classes, in which the cultural, linguistic and social differences of the students will be recognized, with the aim of their smooth integration into their regular classes.

However, as far as R.C. are concerned, these actually operate in a few school units or are under-functioning, as there are significant delays in the staffing of these classes with educational staff, but also in the timely arrival of books (Paleologu & Evangelou, 2011: 125). R.C. host for two years mainly children whose mother tongue is not Greek and who find it difficult to meet the academic requirements of the school. However, the program of these classes is not designed to serve their needs. In other words, it focuses on the teaching of the Greek language only, because proficiency in the second language is considered sufficient for the academic progress of the children. Once linguistic minority children are able to acquire the language to achieve interpersonal communication, they are now included and attend only their regular classrooms, even if they have not achieved the level of academic language proficiency required for their age. Normal classes, on the other hand, do not adapt the teaching program to include non-speaking children (Mitakidou & Tressou, 2002). In addition, students' linguistic and cultural resources have often been ignored or considered to be in conflict with the demands of the school (Kostoulis, 2006).

This results in children encountering enormous difficulties in understanding and participating, which gradually creates cognitive gaps and ultimately leads to their social and cultural marginalization. From the above it is understood that it is necessary to redefine the goals, practices and content of the official programs, so that the R.C. fulfill their purpose (Mitakidou & Tressou, 2002).

CHAPTER 4

TEACHING GREEK AS A SECOND LANGUAGE

4.1 The need to teach Greek as a second language: objectives and materials

It is necessary to clarify the differentiation between the first, the second and the foreign language. As Skourtou (1998) aptly noted, when communication for a bilingual person takes place in the present, then it is a first (L1) or second language (L2). When communication is about the future, then the language is called foreign. That is the speaker has not yet had to act as a bilingual. The foreign language, in other words, concern future use, is not used in the present, is not necessary and does not constitute a condition of bilingualism. On the contrary, a second language is defined as one that is used alongside the mother tongue, is necessary for the speaker's communication on a daily basis and affects at least one of the areas of his life. It therefore becomes necessary to make Greek a second language for the refugees, as they use it to communicate with the locals and it is the language of their education, if they join the Greek educational structures.

The need concerning the teaching of the Greek language as a second stems from the latest global socio-political developments. The refugee flows from eastern countries arriving in Greece in the last ten years have increased rapidly. The reasons lie in the unfavorable living conditions of the refugees' countries of origin, with the most frequent causes being war and poverty. Thus, there are now millions of people, of all ages and of various nationalities, who have taken refuge in Greece, but do not know the Greek language. For those who survived and managed to escape, finally arriving in Greece, the language they

are called upon to master and make it their second, whether they stay in it permanently or leave at some point, is Greek.

4.2 The current institutional analytical programs for the teaching of Greek as L2

Focusing on the sad case where the need to learn Greek becomes urgent and the Greek language from a foreigner needs to become a second language we identify all these refugees who have come to Greece and the refugee children. Various care projects have been carried out for the integration of refugee children mainly in the Greek education system but also in the wider Greek society. There have been instances of racism, but there were also many people who were interested in assisting in the refugee's smooth integration and thus structures were created for their reception, integration and education.

The reference to the Refugee Education Support Structures (D.Y.E.P) seems to be more important. The DYEPs were created by the Greek Ministry of Education, Research and Religion (Y.P.E.TH) in collaboration with the Institute for Educational Policy (I.E.P.) with the aim of the educational integration of refugee minors. According to article 38 of Law 4415/2016, A' 159, a weekly educational program of twenty (20) hours (four hours per day) is implemented and concerns the teaching of Greek, mathematics, English and ICT, while artistic and sports activities are included. The DYEP operate either within the refugee accommodation centers, or within the school units during the afternoon program, so as not to put an organizational burden on the school units (Hanopoulou, 2017).

As an educational scheme, the DYEP are organized on the basis of an open curriculum that meets the special educational needs of refugee children, in order to form the appropriate conditions for their school success in the future, either in Greece or elsewhere. This effort combines pedagogical flexibility and discretion, as most children had the traumatic experience before their arrival in Greece. Also, through these actions opportunities are given for communication and interaction of the refugee children studying in the DYEP structures with the students of the school units where they are housed or belong, as some of the activities they carry out are common. According to Hanopoulou (2017), the ideological axis on which such structures are based is summed up in the pursuit to be adopted in time by the wider school community (teachers, students, parents,

social environment) an attitude of understanding the multi-level identity of refugees as new members of society, an attitude that will overcome cultural, religious, national or any other differences with respect to human beings, human rights and diversity.

4.3 Necessity of incorporation of new technologies in second language learning

The ICT (New Technologies) are an integral part of modern society influencing many of its aspects. The rapid development and spread of ICT, the ease of access to digital information, especially after the creation of the world wide web, along with the equally rapid production of new knowledge, shape a new social, cultural and educational environment. In this context, ICT are a key tool for supporting and enhancing learning in order to upgrade the educational result. The new environments of ICT significantly change the way people gather, organize, process, format and transmit information, communicate and cooperate with each other based on it. Consequently, new types of skills are identified that students need to cultivate in the context of their basic studies, so that they can use ICT in an efficient, creative and ethically sound manner.

It is clear that the personal computer and internet access are now widely used for language learning in many industrialized countries. In fact, new technologies such as smartphones and other mobile devices, which provide the ability to browse the internet with the privilege of portability of the device, have proven to be very popular. Other technologies, such as Natural Language Processing (NLP-Natural Language Processing), are still maturing. As technologies progress and can be used in second language teaching, teachers can enrich their teaching and modify their teaching activities by making effective use of available technological tools. As Zogopoulos (2001) claims, among the main advantages of technological innovations in education are firstly the increase of students' interest and motivation to learn and also the opportunities for interaction and feedback. Moreover, students' ability to be used by educators as an effective means of organizing content of the course can also be another advantage of technological innovation in education.

Disadvantages include using new technologies can lead to inappropriate input, shallow interaction and inaccurate feedback. The software may frustrate the student-user or distract him from the lesson. Finally, the quick transmission of information can be achieved, but

without explaining it further, leaving room for ambiguities (Zogopoulos, 2001). Learning languages with the help of computers (CALL-Computer Assisted Language Learning) as analyzed by Levy (1997) is a methodological trend in the field of ICT related to the research and study of computer applications aimed at learning a foreign/second language. The most traditional structures of previous decades concern drill & practice packages and more modern examples are virtual learning environments, online distance courses, various methods of automatic text translation, interactive whiteboards, computer communication structures (CMC-Computer -mediated Communication) but also language learning through mobile devices (MALL-Mobile Assisted Language Learning). CALL stands for the modern, up-to-date and sophisticated way to learn a language which they do not know.

4.4 Methods of teaching vocabulary of a second/foreign language

Generally, there are two ways of approaching vocabulary: direct and indirect. The first concerns its intentional/focused teaching and learning in which the attention is focused on the language and on learning words, while the second concerns its non-focused learning (incidental learning), i.e. learning words while understanding spoken and written language while our interest and attention it focuses on the message rather than the language (Coady & Huckin, 1996). According to Nation (2001) a well-organized language teaching program should combine both the direct/focused teaching of vocabulary and activities that will ensure its non-focused learning because each of the two ways can meet different needs. For beginners, for example, it is necessary to use direct vocabulary instruction until they acquire a basic vocabulary that will allow them to deal with and understand the unfamiliar words they will encounter in texts. Also, if educators want to teach special vocabulary or vocabulary from a specific subject area, direct teaching gives the opportunity to achieve this in the fastest possible way.

More generally, direct instruction is suitable for learning specific vocabulary and a limited number of words in a short period of time. On the other hand, indirect/unfocused learning is equally necessary in a language teaching program because it improves the quality of vocabulary knowledge. If someone take into account all the parameters of lexical

knowledge and its complexity, as well as the fact that its acquisition is a cumulative and gradual process, it is easy to see that the direct teaching can only cover certain parameters. Even meaning, which is one of the most teachable elements, cannot be completely mastered by direct instruction because it would be almost impossible and too time-consuming to present and practice all the creative uses of a word. On the other hand, indirect learning to be effective requires a lot of time and a lot of exposure to oral and written texts, as well as the development of strategies that will be discussed below. That is why both approaches are necessary for learning vocabulary and do not exclude, but rather complement each other's use (Butler, 2019).

CHAPTER 5

Research methodology

5.1 Aim of the research

The general aim of the study was to increase scientific knowledge about teachers' perception of reception classes. The study of the teachers' perception of the psychological factors that play a role in learning a second foreign language as well as the progress of their students in terms of their language skills and abilities can be considered as more specific objectives of the research. Also, the methodological approaches, the techniques as well as the supervisory means used by the teachers when learning the Greek language as a second foreign language are investigated. Finally, the purpose and function of the Greek language learning course is specified

5.2 Research design

Scientific positivism is undoubtedly the prevailing trend in the field of humanities and social sciences. According to scientific positivism, quantitative methods are the way through which scientific reality should be investigated (Babones, 2016). However, the use

of quantitative methods derived from the field of natural sciences may not be able to capture the individual parameters of the complex social reality. Thus, although the reliability of these methods is largely assured, the problematic in terms of their use is related to whether they can lead scientific research to draw conclusions about the way individuals perceive and shape the reality in which live (Roll-Hansen, 1998).

In this context, several scholars have expressed misgivings about the prevalence of quantitative methods over qualitative ones in the field of social sciences and humanities. The subject of the social and human sciences constitutes a different reality to be investigated than the physical subject and therefore it is necessary to approach it through methods of a different nature. The trend towards massive use of quantitative methods in scientific research should not lead to the conclusion that qualitative research designs are essentially inferior to quantitative ones. Qualitative designs have, as argued by Denzin and Lincoln (2000), two central advantages. The first advantage of these designs concerns the possibility of studying attitudes, perceptions and beliefs, which cannot be studied with the same reliability through questionnaires or within controlled laboratory conditions (e.g. field experiments). The second advantage relates to the flexible nature of qualitative research design. Qualitative research design can be changed and reformed to a great extent even during the study, as new questions arise to be answered, which must be studied. In contrast, quantitative research designs are not distinguished by the same flexibility. As the present research therefore aimed to examine teachers' perception of reception classes, the qualitative approach was judged to be more in line with the aims and aims of the research.

5.3 Research questions

The research questions of this research are the following:

1. What is the teachers' perception of the psychological factors that play a role in second foreign language learning?
2. What is the teachers' perception of their students' progress in terms of their language skills and abilities?

3. What are the methodological approaches, techniques as well as supervisory means used by teachers when learning Greek as a second foreign language?
4. What is the teachers' perception of the purpose and function of the Greek language learning course?

5.4 Research tool- Interview

The interview is defined as the conversation between two people, initiated by the interviewer, with the specific purpose of obtaining information related to the research, and focused by him on content determined by the research objectives with systematic, description, prediction or interpretation (Cohen & Manion, 1994). The interview is a method in which the researcher-interviewer asks questions of the interviewees expecting to receive responses, but one must take into account that it is a social, interpersonal encounter and not solely a data collection exercise (Cohen, et al, 2008). It can be used as the main or only approach in a study but also in combination with other approach methods (Robson, 2007).

Among the advantages of interviews that Bell (2001) demonstrates is adaptability. Compared to questionnaires, the researcher is enabled to explore feelings and motivations by detecting possible reactions. On top of these reactions lies the possibility of adapting the presentation of the questions in contrast to the distinguished questionnaires and the predetermined way in which the respondents are asked to answer as the concealment of their reactions is encouraged. However, there can be disadvantages as well. Among other things, the time required to conduct them can be considered limited while there is a risk of bias and subjectivity from the researcher's point of view (Cohen, et al. 2008).

Depending on the degree of structure and the degree of freedom set by the researcher, the types of interviews that can occur are as follows (Robson, 2007): structured interview, semi-structured interview, unstructured or free interview. In the first type of interview, the content and the procedure of conducting it are a priori determined and organized. The wording of the questions is determined based on a blueprint, while the order in which they are presented to the respondents is uniform for all. The researcher is still given scope for

freedom of modification and inevitably works as a machine. In the second type of interview, the questions are predetermined, but modifications may be made in the arrangement of the questions depending on the perception of the interviewer himself. Thus, depending on the respondent and the freedom available to the researcher, the wording of the question can be changed, some questions can be omitted or new ones added, while at the same time, the time and attention devoted to the various sub-topics is considered important. Thus, the researcher guides or controls the respondent to a minimal degree, as the latter has the freedom to express his feelings as completely or spontaneously as he can. In the third type of interview, the questions are not predetermined. The discussion is an open situation with greater flexibility and freedom, which always evolves in the context of the topic under study so that the researcher has the opportunity to collect the data he needs. The content, the sequence and the form of the questions are not an end in themselves, but the deepening of the respondents in the subject, in order to obtain the relevant attitudes and beliefs. However, it is not a random affair, as it requires careful planning.

The type of interview to be applied by the researcher depends on the nature of the subject and what exactly he wants to detect (Bell, 2001). Also, the appropriateness of using a type of interview is related to the purpose, i.e. the more comparable data collection is sought for individuals or fields, the more standardized and quantitative the interview becomes. Otherwise, as long as the interviewer seeks access to unique, unstructured information about how the interviewee perceives the world, he tends toward the qualitative, open-ended, unstructured interview (Cohen, Manion & Morrison, 2008).

Taking into account the aforementioned characteristics of the interviews, the use of the semi-structured interview was made as it was considered more suitable for the emergence of the data that will be identified with the purpose of the research. Thus, open-ended questions were designed for which the interviewees, on the one hand the trainees and on the other the trainers, would formulate the answers in a non-predetermined framework characterized by freedom and flexibility, alongside the guidance of the researcher. The semi-structured interviews were based on specific axes, and in each axis there was a series of questions (Appendix 1).

However, the sequence, the modification of their wording, the explanation and the addition or omission of some of them was made in relation to the subject, who had the opportunity to enrich his answers, to further interpret his words and to emphasize some points with the aim of enlightening and deepening in various aspects of the subject under study.

5.5 Defining the sample

Based on the choice of qualitative methodology and through the perspective of the relativistic perceptual framework chosen to investigate the topic, the size and method of selection of the sample was determined. These two issues were not determined from the first stage of the research plan but during the third stage where the data of the observations that had preceded the research field were evaluated. Qualitative sampling is based on the rules of appropriateness and adequacy. The sample should be appropriate for the interpretation of the phenomenon and should provide sufficient qualitative information. In qualitative research, after all, there is no intention to generalize the results to a population, but we are interested in how a phenomenon will be investigated in depth. Sampling that serves this purpose is purposive sampling. In purposive sampling researchers intentionally select the people and the location to understand the phenomenon under study with a key criterion to ensure a richness of information (Creswell, 2014).

Based on this theoretical approach, after studying the observations collected during the year with purposeful sampling, it was deemed appropriate by the researcher to approach 10 teachers with the aim of investigating their intention to participate in the interview process. According to the researcher, these teachers had a strong presence in the decision-making and implementation processes during the school year and actively participated in the club's processes. They also had, in addition to teaching experience and administrative experience, relatively high formal qualifications and it was considered in the researcher's opinion that they can cover the research topic by providing sufficient qualitative information. After being informed about the nature of the research, the anonymity of the participants and the interview process, they were asked if they wanted to participate. Of

these 10 teachers, 6 did not want to participate in the interview process, citing various reasons, such as lack of time, ignorance of the subject or caution about the anonymous nature of the research. Finally, the collection of qualitative data was carried out with 4 semi-structured interviews. The interviews that took place lasted from 20 to 30 minutes, one of the interviews was repeated because there were technical problems and another one was carried out by phone after personal communication and consultation because there was a time problem. The data collected from the interview process was considered by the researcher to be particularly satisfactory in terms of the quality of the knowledge they provided and thus it was not considered appropriate to conduct additional interviews with other teachers.

5.6 Research Process

The present study was carried out among teachers of Serres and Athens. The socio-demographic data of the participants included gender (male/female), age (years), length of service (years) generally in education but also generally in reception classes, level of study (Academy/ HEI/ Master's degree/ Doctoral degree), the existence of studies in intercultural education (yes/no), marital status (single-n/ married-n/ divorced-n/ widowed-n) and the number of children. Thus, as reception classes of SEN schools operate in these areas, the teachers of these areas were considered to have a satisfactory knowledge of the issue under study, regardless of whether they themselves work in a reception class. Contact was made with the teachers, after the assistance of the director of each unit visited. Afterwards, the teachers were informed about the purposes and context of the research and if they wished to participate, a new meeting was arranged, in which the interview was carried out. The place of the interview was chosen by the teachers themselves (e.g. school unit, home). Place and time of data collection

The place where the present research was conducted was the school where the interviewed teachers teach. After the approval of the implementation of this research by the agencies, the day of the first visit was set in order to have the first contact with the site, the trainers and the trainees and also to obtain an image of the educational process itself. Then, after

the research instruments, semi-structured interviews and observation sheets were completed, the days on which the interviews would be conducted in conjunction with the observation were determined. It should be noted that the collection of interviews with the trainees was carried out before or after the lessons in the same place during the first stages of monitoring the department. The interviews with the trainers took place after the end of the research study again at the place where the courses were held. Thus, the present research was carried out between the months of March and April 2023. It was emphasized to the teachers both before and after the interview that their participation was not mandatory and that they could withdraw from the study even if they had initially agreed to participate. The interviews were recorded and then transcribed. The set of transcribed interviews is listed in Appendix 2.

5.7 Data Analysis

Initially, participants' socio-demographic data were calculated. Regarding the interview data of the study, these were analyzed through thematic analysis. The use of themes is a fairly widespread way of analyzing qualitative data (Creswell, 2014). Thematic analysis aims to organize and explain themes arising from the analysis of a set of qualitative data, attempting to form a deep understanding of the central research question (Clarke & Braun, 2014). Clarke & Braun (2006) propose the implementation of the thematic analysis through 6 consecutive steps. As they point out, analysis is not a linear process where a transition is made from one phase to another, but an iterative process where the researcher moves back and forth throughout the analysis. The six stages of thematic analysis they propose are the following:

The first stage is the familiarity with the data. This phase is characterized by the repeated reading of the collected data. Verbal evidence, such as interviews, is transferred into written form. During this stage, some initial thoughts and patterns emerge that must be recorded by the researcher, since they will form the basis for coding the data. On the second stage the researcher code the data. At this particular stage, the goal is to include the

initial production of the codes from the data. A passage of text can be coded with one or more codes, since it may contain different meanings. Codes refer to the basic units of meaning, but are distinct from themes, which are the highest level of analysis, although some of them can be combined and unified at a higher level to form categories. On the third stage is made the search for topics. In the next stage of the analysis, the way the codes can be combined is examined so that some of them become themes, some sub-themes and some others are rejected. A theme should contain a coherent, meaningful pattern that emerges from the data and is aligned with the larger context of the study. On the next stage the issues are examined. At this stage the issues that have arisen are refined, as some of them may need to be separated, others joined and others discarded. Themes should have a coherent meaning and not express the same concepts. On the fifth stage is the definition and naming of topics. In this phase the researcher has a satisfactory thematic map of the data. Thus, in each subject he can determine the attributed meaning captured by the data. For each topic a detailed analysis is written related to the research question it answers. On the final stage the report is written. It includes the final analysis and writing of the report. Characteristic excerpts from the data are selected that demonstrate the prevalence of the subject.

Measurements of teachers' perceptions of the survey were conducted through semi-structured interviews. Semi-structured interviews have a central role in social research. These interviews are not distinguished by a strictly predetermined structure, like fully structured interviews, which leads to relative flexibility of the researcher when conducting the research. In addition, these interviews are not distinguished by a complete absence of structure, which would lead to off-topic reports by the participants and is a strategy that is preferred when the researcher has little or no knowledge about an issue under consideration (Babbie, 2013).

5.8 Validity and reliability of the survey

When conducting research projects with quantitative methods, in order to have scientific correctness in terms of the process and results, it is necessary to check the reliability and

validity of the research project. These concepts concern the stability of the result that appears in successive measurements and the consistency of the measurement tool (reliability) as well as the assessment that the tool measures or "reflects" the concept it intends to measure (validity). In research projects with qualitative methods, the use of these two concepts with this approach is not consistent with the very nature of qualitative research, which captures the subjectivity of reality and the relativity of the way we perceive the world. However, if we consider that the ultimate purpose of these two concepts is to ensure the scientific correctness and validity of the process, then they can be tools and methodological strategies that will strengthen the consistency of the methodological design and the very conduct of a qualitative educational research. To do this we need to find alternative ways to operationalize these two definitions that are more appropriate to the conditions and circumstances of flexible qualitative research (Robson, 2007).

Validity in a qualitative research can be claimed as its ability to be accurate, correct or true focusing on how believable the research is. Reactivity, i.e. how much the presence of the researcher affects the field, researcher bias, i.e. his assumptions and prejudices, and finally respondent bias, i.e. his changing behavior depending on the environment, have been mentioned as the main threats to validity. (Robson, 2007). In order to limit threats to the validity of a qualitative research design, some basic strategies are often used, some of which were followed in this research work. The first strategy involved the researcher's prolonged engagement with the field. The presence of the researcher in the research environment due to his relationship with the school unit as a permanent teacher, was daily and lasted approximately eight months. This had the effect of reducing any initial reactivity and helped to develop a relationship of trust between the researcher and the participants where the latter were less likely to provide biased information. Throughout, an attempt was made by the researcher to maintain a neutrality in activities and relationships with other teachers so as to reduce the risk of increased researcher bias (Robson, 2007).

The next strategy followed which reduces the threat of validity is member checking. During this process, the data of the interviews after the transcription were given to the interviewees so that they can verify the accuracy of what they have said and add comments and observations if they wish. They were also presented with the manuscript material of the observations during the year and the final paper was given to those who

wished to read it. After consultation with the director of the school unit, it was decided at the beginning of the next school year to make a short presentation of the work by the researcher to the whole club. This tactic reduces the bias of the researcher and gives value to the perceptions of the participants and their contribution to the research (Robson, 2007).

Regarding the consistency of the results concerning the reliability of the research, an effort was made to ensure that there were no technical problems during data collection, particular importance was given to the detailed recording of the activities carried out and the methodological steps and procedures followed in the research. The researcher, presenting and documenting his subjectivity and biases, maintained a morally ethical attitude towards the participants and the research methods of data collection and analysis.

CHAPTER 6

RESULTS ANALYSIS

This chapter presents the results obtained from the analysis of the content of the teachers' answers during the present study.

6.1 Purpose and operation of section

The purpose of the reception section, where the Greek language is taught as a second foreign language, lies in cognitive motivation, so that the trainees obtain the certification of Greek, although they already received one through their participation in the aforementioned program. Specifically, one of the teachers states *"...the students themselves expressed the need to proceed with courses that would result in them obtaining a paper, a certification, in addition to the paper they received, because from the previous program they also received an 80-hour certification learning Greek, which is a useful paper. But beyond that, he definitely wanted something more formal."* Another teacher underlines that the possession of the language proficiency certificate is considered particularly important for the social advancement of immigrant women in our country and that attending the courses provides *"the possibility for them to participate in the exams and have as much Greek as you know, good or bad if you don't have the Greek language paper in Greece, yes, you are excluded from many things."*

Furthermore, the same teacher again points out *"Their proposal was to continue the perspective of taking a paper and the power of this obviously refers to the knowledge of Greek and the power that the knowledge of Greek now has which would enable them to... let's also say people who didn't manage to come to win their long-term resident's permit and anyway, to be able to continue their studies"*. The operation of the department aims, in fact, to strengthen the identity of immigrant women and their smooth integration into Greek society. At the same time, the goal is to boost self-confidence and confidence in their abilities. However, their participation in this class constitutes a way out of the difficulties they face in their daily lives and their various obligations in their family environment and workplace, as *"...the women here come and tell you I do something for myself once a week, I'm bursting. This has a very important social role in their lives now"*.

It can be said that learning Greek is not the end in itself of this program but the means to strengthen the social, linguistic and professional integration and to strengthen the identity of the learners. The need of female students was the starting point for the creation of this department as a result of genuine contact with people from different cultural and linguistic backgrounds. Although they have to cope with difficulties and their daily obligations, they demonstrate their consistency, disposition and dedication to this purpose. Beyond the

knowledge and skills they will acquire, they feel familiarity and convey their own identity in an environment of genuine cultural exchange.

6.2 Methodological approaches.

In the question of which teaching method is applied and to what extent it meets the needs of female students, the teachers show agreement in their opinions by adapting the teaching to the data of the student population such as the age, the purpose of attending the lessons, the level of language proficiency and the educational experiences they have from the country of origin. From what they said in the interviews, the application of a multi-methodological approach is deduced, which is a common assumption in modern developments in foreign language teaching (Griva & Semoglou, 2013) with a focus on the interests and needs of female students and the development of their language and communication skills and strategies. This specific position justifies the opinion of an educator "...my own experience says...what psychologists say eclecticism the selection of different elements from different methodologies should probably be to some extent the point, when you address a group of adults... ». However, the communicative approach to language teaching is generally adopted, in the context of which other methods are also included, such as the traditional/structural approach and the activity-based method, which is a natural evolution of the communicative approach as many of its theoretical principles come from it (Matthaioudaki, 2013).

6.3 Techniques in language teaching

In order to investigate the teaching techniques, the teachers were asked how they are used in the context of carrying out various activities. As far as teaching strategies are concerned, those that govern interaction and play are mainly adopted. The strategy of interaction is certainly related to the question-based form of teaching, as the learning process acquires an interactive character through questions and answers. The teachers took care of the development of the interaction both between them and the trainees, as well as

between the latter, through their cooperation in carrying out exercises. The game strategy is indicated in a range of interactive activities that respond to real situations with the aim of developing speaking fluency. Below are several examples from the lessons taken according to the classification of the language games.

In particular, one of the teachers mentions the role-playing game by the students during the production activities of both spoken and written words, which includes a wide range of games, *"According to the communicative context, as far as the written word, activities with press roles, you are a journalist, you are asked to write an article with topics that either concern their own cultural context, the familiar or the here... In the oral, respectively, to enter the process of entering a communicative context again, to play roles, to have conversations"*.

On the other hand, another teacher points out the differentiation of goals between the previous program and the section under study and consequently the gradual abandonment of activities with playful elements. In particular, he says: *"Because the requirements to achieve certification are time-bound, we don't use drama or role-play and theater techniques as much... Now we've moved into a second phase, so dating games and role-play are reduced and we focus more so in speech production games"*. Her own position lies in the lack of time for the application of simulation games and dramatization, as the students were heading towards the Greek language exams, with the result that the choice of teaching material was also made.

6.4 Supervisory tools and materials in language teaching

Regarding the supervisory means used by the teachers during their language teaching, these are varied. The most important of these is the table, which mainly records examples of the validity and application of the rules governing the grammatical and syntactic phenomena under study. Other means are, of course, the speech of the trainers and the questions and answers of the trainees. In addition, the notebooks of the trainees are included, in which their notes and any suggestions of the trainers are recorded. In these, the homework is carried out which mainly consists of either structural exercises or textual

items that the students produce after being assigned by the teachers. All these means are part of the structural part of teaching. In conjunction with the above, electronic media are also used, a category that includes the computer, the projector and the CD player. The computer is always used in combination with the projector to display the teaching material, but also to use the Internet. More specifically, with the projector the trainees "have visual contact with the image and the text every time". The internet provides the possibility of viewing and utilizing additional material, as the students are referred "to the use of dictionary aids, to Triantafyllidis dictionaries, to links to songs, etc. on Youtube" (EKP1). In addition, in order to process and consolidate a phenomenon, one trainer recommended the trainees to refer to the KEG website and the grammar of Triantafyllidis. However, the use of the Internet is beneficial for the trainees themselves as they are involved in a process of searching for material in line with the tasks assigned by the trainers, as the trainer herself points out, "Despite all that they have entered into the process of searching and to select some items from the search and that's useful". The CD player is used exclusively to play audio documents, i.e. dialogues, narrations and songs included on the book CD as spoken language comprehension exercises. The teacher's book is the main supervisory tool, as expected.

6.5 The role of teachers

When asked about the difficulties they face in the lesson, both teachers stated the limited time they have, each with their own perspective. In particular, one teacher expresses the limited time she has, "We are equally happy. I find it difficult that I don't have much time to devote.", the anxiety about the constant participation of interests during the first lessons "In the beginning until it stabilized, how will it be, more people were coming, I was saddened by this back-and-forth" and the final exams for the certification of Greek language "This makes me very nervous about the exams and I feel a little bit like a 'Sword of Damocles' over my head, that they should do well and I don't want to put this on them.". Another teacher emphasizes the cognitive area, as he states that the teaching hours are not considered sufficient for the more successful learning of the Greek language and do not contribute to the acquisition of techniques and strategies as "we run and try through the

exercises they take at home, through feedback or of repetition every time we see that we have to bring it back to their memory, or to acquire techniques themselves in dealing with the types of exercises".

Regarding the pedagogical interaction that takes place during the lessons, it was observed that the female trainers perform certain actions. The concern of the teachers is to constantly enliven and reward the students as it brings moral satisfaction for every successful effort and progress they make, a fact that one teacher asserts *"I believe that in every lesson it is important to reward and reinforce positive experiences"*. A great impression was made by the example from the direct observation where a student stated that she has difficulty with written expression. When the corrected homework was delivered to the trainees, the trainer showed the particular student's writing to the plenary as a model and congratulated her on her improvement. The teacher's hearty reward and tenderness brought joy to the student, as expected. At the same time, assistance was provided either individually or to the couples formed during corporate or group work. More specifically, when completing an exercise, the trainers move towards the trainees' desks to offer their help. In fact, several times during the processing of the teaching topics they provided advice, so that the trainees were able to cope more effectively and with greater success with the demands, especially of the grammatical phenomena. the unknown words or about something they didn't understand while doing the language activities. The creation of a climate of familiarity and freedom in the classroom is considered a prerequisite for successful teaching, a fact that was confirmed both by the observation and the positions of the teachers. *"Many times I see that how they negotiate a course has to do with their own psychology. The atmosphere in the classroom is very good"*, quotes one teacher.

The relationship between the learners is considered cooperative, as when they are given the opportunity, they offer their help to their classmate when completing individual tasks, during the presentation and analysis of the structural and functional elements of Greek or when working on teaching topics through discussions (e.g. explanation of unknown words). However, difficulties are encountered -as observed- when separating them into pairs for the respective language activities such as, *"Many times they have conflicts with each other and it has to do with their character more, because some people can cooperate more"*. An incident was observed where two female students were misunderstanding due

to tension and friction between them. The trainer, therefore, reassured them and changed the form of work from corporate to group work. Another problem that arises during corporate collaboration is "when they have to split into pairs, when they have to negotiate something and finish it faster - maybe they run without seeing what the pair is going to do."

6.6 Investment in language learning

The teacher's point of view regarding psychological factors and motivation lies in the psychosocial empowerment of female students' identity, *"now we are together, a family... That the children can take time for themselves and see what they can do and to be able to imagine themselves differently, that's very important to me."* The above position of the educator is appropriate to the concept of investment, i.e. the dedication and commitment of the students to learning C2, which is directly related to the social identity they construct for themselves as students (Norton, 2000). Therefore, the fact that they invest in learning the Greek language plays an important role. The investment in the target language becomes an investment in their social identity as female students (Norton, 2000), *"I don't think they came here to learn Greek. Last year with the work we did we basically worked more on motivation, teaming up and believing in ourselves. I think last year we didn't get so many pieces from the language, but the fact that we got to write happened because they believed in themselves. I think they are mainly here for psychological reasons. This is what we call socialization"*.

Similarly, when language and literacy development is congruent with learners' identity, then the learning process is optimized (Menard-Warwick, 2012). Strengthening her position, the trainer adds: *"It's not important to me, maybe it's important to them. 'We have a good time here, we come to have fun and laugh'. That means a lot, that they give up their Friday and Saturday night to come here. Yes, I do things for myself, but if I wasn't having a good time and if I didn't have the daily motivation to go to the University to get a Greek language paper and for the student to get the taxi license he dreams of. This is a long-term thing"*.

Norton (2000) asserts that the communication of learners is not only the exchange of information but the redefinition of the relationship with the social world. Indeed, language is not treated as a system in itself, but as a social practice and identity is seen as multidimensional, changing and indicative of the struggle of female students. As they participate in a different context taking on the role of mother, worker, learner or immigrant and communicate in C2, the relationships they develop with the surrounding world affect their access to the target language community, but also the way they interact with the speakers of the latter. Additionally, the learners' hopes for their future plans shape their investment in learning the Greek language. According to Norton & Toohey (2011), the target language community is part of imagined communities, in which learners imagine themselves as members of this group and seek opportunities for social interaction using their language and applying literacy practices. Thus, imagined community presupposes imagined identity and investment in the target language can be understood in this context. However, these communities reflect the dynamics of reality, with which learners engage in their daily lives and to some extent influence their investment in language learning (ibid. 2011). Therefore, it is recommended that the educators be aware of the imaginary communities and the imaginary identity of the female students, a fact demonstrated by their positions, so that the planning of the language activities responds to them. Therefore, the trainees plan a long-term stay in our country and invest in the issue of learning the Greek language.

6.7 Correction of Errors

Mistakes determine the teaching intervention and are indicators of the organization of a more effective corrective treatment. According to Mitsis (1998), correction is the technique by which the teacher reminds, assists and guides the students in the correct grammatical use of the language, enhancing the accuracy of their speech. The same author suggests activities to correct mistakes, which both teachers seem to follow. According to them, during the production of the spoken word they follow practices such as the deliberate repetition of phrases with the type suffering the error, "*...I repeat what he said before until his form comes. The other one repeats, but he doesn't take it threateningly, he*

doesn't take it that I'm correcting you. I just repeat it and at some point one, two, three will learn it' or rewording the sentence in the correct way, 'I try on one occasion to perhaps repeat the sentence, using the pronunciation correctly, without focusing exactly on the mistake'. However, teachers often correct mistakes immediately, "sometimes due to time pressure I am forced to do it immediately at that moment, but I know that in the long run this has negative consequences. This is what my experience says". This technique, although not preferred by teachers, is followed mainly because of time pressure and they know that this intervention of theirs does not have long-term results.

Regarding the production of the written word and the completion of some exercises in the classroom, the instructor adopts the subsequent correction of mistakes, accompanied by the repetition of the rule, "Seeing (some mistake) I consider it useful to convey it to the whole group, so to ask .x. the outside how it is written with ξ or κc, so accordingly I see which one goes off at that time. On the occasion of some observations, I simply generalize it to all, I repeat the rule a bit, trying to get them to adopt it." The correction of the written texts is done by the teacher herself, giving clear instructions for the systematic mistakes of the students, although *"the corrections we make to the grammatical phenomena, or let's say when we focus on the fact that we constantly put accents, put paragraphs, these standardized instructions that we give to their writings many times we don't apply them to the next one."*, which proves its inefficient application and by extension the non-integration of mistakes. Furthermore, the teacher argues that self-correction is a constructive process for the students themselves to be aware of the mistake, *"it would be more appropriate and constructive if they did texts, if we could have time in the production of writing here, so that feedback can be done the moment and to self-correct"*. However, error feedback was provided as the trainees were asked to "rewrite some exercises after the corrections, or revisit the texts, their old reports...rewrite the exercises where they had noticed their corrections".

As the teacher herself argues, *"correction here is one of the missing pieces, due to time pressure, but we know that as a technique it is very essential"*. However, there were times when the correction of the writings, mainly of the exercises, was done in pairs by the trainees themselves. In this case, the teachers guided the students to identify their mistakes and provided their help by reminding them of the language rule.

6.8 Assessment of language skills

In the production of both spoken and written language, the teachers pointed out the use of thematic vocabulary during the activities assigned to the students. Indicatively, in an activity of exchanging opinions, the students used expressions such as e.g. "cuts" you, "pales" you that did not fit the vocabulary they had edited. The trainer urged them to use specific expressions to respond appropriately to the communication situation and the goal of the speaking activity. The basic teaching manual is structured in thematic cycles at all levels and the differentiation between them lies in the different vocabulary included in the respective thematic cycles. This type of approach is consistent with the use of strategies. As the teachers mentioned in the interview, they use specific vocabulary acquisition strategies such as: deriving meaning from contexts *"they will see new vocabulary from different texts, e.g. the vocabulary with the hotels, by subject"*, the word lists *"There are exercises which they see in tables e.g. noun, adjective, verb"*, the use of sources or dictionaries *"I have distributed material on a CD which has an electronic simplified dictionary for the second language"*, the grouping of words *"We use word families because the book itself suggests them "* and the use of the parts of the word *"on the roots of the words we also divide the words in relation to the root and the ending, the compound words, with the derivatives, with the meanings"*.

According to Mitsis (1998) it is obvious that vocabulary is a key element of teaching Greek as a second/foreign language and that its acquisition becomes faster and more effective when learners realize the variety of relationships that exist between words and integrate them in different groups. Therefore, the goal of language teaching is to enrich the vocabulary with easy-to-use and functional words. Characteristically, one teacher mentions *"they enter a process of enriching the vocabulary (so that) they can perceive different levels of speech... What Maria said today, the words we have to do more, prepare them because they are not the ones we use daily."*

Then, one teacher, looking at the authentic use of language, argues that the role-play activities are profitable where, *"...in another case we had them being able to make a*

purchase in the city, in the public market, they would come back and they would have to go through the process of discussing with the buyer and the seller where they also had different language codes. Whenever they had to enter the process of seeing values, seeing the language in another context, this everyday style, the simple but seeing it live...", and the opinion-sharing activities such as "today we had the part of the negotiation between in a company as to where to go on holiday'.

On the other hand, the other teachers emphasize the promotion of language use covering the communicative purposes of each occasion as, *"...we use every occasion, i.e. and as you saw today, the simple communication method, a conversation, without realizing that this the conversation we have about what clothes they wear. So very relaxed, they start talking to each other and thus, I try not to make it seem like a lesson every time but also to deviate a little from the very traditional style of the lesson and go to communicative skills."* Educators call for effectiveness in the students' communication skills, that is, to recognize different communication situations by adapting their speech accordingly (Charalambopoulos & Hatzisavvidis 1997). Therefore, they consider it appropriate, because the trainees are required to know the functionality of the linguistic structures having a sense of the stylistic variety that extends from the official to the everyday style (Mitsis, 1998).

Furthermore, in the context of language use and the achievement of a specific result, activities were implemented, such as comparison or problem solving exercises, information-gap activities, information gathering activities and information-transfer activities.

The aim of these activities is interaction, the development of fluency and socialization. In the context of communication activities that respond to real situations, learners unleash their imagination, exchange information and improve their oral expression.

DISCUSSION

In conclusion, all the teachers who participated in this study hold a degree in Schools of Education, as well as a master's degree specializing in bilingualism and intercultural education (2 out of 5 teachers). All teachers have attended seminars on teaching Greek as C2. With reference to the methodology followed in the language course, a convergence of tendencies is observed from both the communicative and the traditional/structural approach, which also includes the text-centered approach, as indicated by the structure of the teaching manual. Thus, the application of a multi-methodological approach by the teachers is deduced, which in their assessment, responds to the data of the student population such as their age, the purpose of attending the courses, their previous educational experiences and their linguistic and cultural background. In particular, the main elements of the method followed by the teachers are the development of the students' communication and meta-linguistic skills. For the production of the spoken word, activities were carried out, which aim at the authentic use of the language, such as comparison, problem solving, information-gap activities, information-gathering activities, information transfer transfer activities), exchange of experiences, exchange of opinions (opinion-sharing activities) and role-play. Games that emphasize linguistic elements (e.g. completing a crossword by creating derivatives of the verb, noun or adjective) and communicative language games were observed which, as defined by Grivas and Semoglou (2013), they are classified into: - matching and sorting games, e.g. the students fill in the blanks of a table by looking for words that match the same word family, - comparison games, e.g. the students were asked to match the names with the faces depicted in the photos using the prepositions of the adjectives, - guessing games, e.g. a bingo game, where the students are asked to describe a picture in as much detail as possible and the rest to guess which picture is being talked about, - caption games, e.g. the students were asked to describe a picture and match it to the sentence corresponding to its content, - role plays, e.g. the students divided into two groups took on roles using the useful vocabulary, as (a) gives advice to (b) about a problem she has in her love relationship. However, there were also games such as crosswords and psychological tests for relaxation and fun. According to Grivas & Semoglou (2013), learners can benefit in many ways from the game, which

should be seen as an integral part of language education and not as a fun activity, as it improves their language skills and entertains them at the same time. Something similar emerges from the answers of the teachers.

However, although the development of the students' speaking fluency is sought, the majority of them estimate that the level of their oral expression is not so developed, contrary to their own opinion, which they believe is sufficient, probably due to the exposure and of communication in C2 in the informal learning environment. Thus, the degree of development of the learners' oral production needs to be redefined, especially in the guided learning environment, where communication is subject to conventions for the correct performance of grammatical or syntactic structures. According to Mitsis (1998) it is obvious that vocabulary is a key element of teaching Greek as a second/foreign language and that its acquisition becomes faster and more effective when learners realize the variety of relationships that exist between words and integrate them in different groups. Therefore, the goal of language teaching is to enrich the vocabulary with easy-to-use and functional words. Educators call for effectiveness in the students' communication skills, that is, to recognize different communication situations by adapting their speech accordingly (Charalambopoulos & Hatzisavvidis 1997). Therefore, they consider it appropriate, because the trainees are required to know the functionality of the linguistic structures having a sense of the stylistic variety that extends from the official to the everyday style (Mitsis, 1998).

In addition, all 4 teachers proceeded on the one hand to deliberately repeat the incorrect sentences and rephrase the sentence in the correct way in terms of oral speech and on the other hand to correct the mistakes later or to correct them themselves by providing feedback with the clear their instructions regarding the writing. These techniques are not considered by them to be particularly effective due to the time pressure, so they would prefer the self-correction of mistakes by the trainees themselves, which was observed in some parts of the lessons or they did it for their random mistakes by the spoken expression. Psychological factors are taken into account in language teaching highlighting the environment of cooperation and mutual support. Norton (2000) asserts that the communication of learners is not only the exchange of information but the redefinition of the relationship with the social world. Indeed, language is not treated as a system in itself, but as a social practice and identity is seen as multidimensional, changing and indicative

of the struggle of female students. As they participate in a different context taking on the role of mother, worker, learner or immigrant and communicate in C2, the relationships they develop with the surrounding world affect their access to the target language community, but also the way they interact with the speakers of the latter. Additionally, the learners' hopes for their future plans shape their investment in learning the Greek language. According to Norton & Toohy (2011), the target language community is part of imagined communities, in which learners imagine themselves as members of this group and seek opportunities for social interaction using their language and applying literacy practices. Thus, imagined community presupposes imagined identity and investment in the target language can be understood in this context. However, these communities reflect the dynamics of reality, with which learners engage in their daily lives and to some extent influence their investment in language learning (ibid. 2011). Therefore, it is recommended that the educators be aware of the imaginary communities and the imaginary identity of the female students, a fact demonstrated by their positions, so that the planning of the language activities responds to them. Therefore, the trainees plan a long-term stay in our country and invest in the issue of learning the Greek language.

Regarding the role of the trainers, they encourage and reward at every opportunity the effort of the trainees in the learning process, thus boosting their self-confidence. They also provide advice and help them with any problem they face while learning the target language. As mentioned above, the participation of trainees in the department under study lies in the psychosocial strengthening of their identity. Therefore and according to the teachers, the investment in the target language is consistent with the investment in their social identity as students. Thus, it takes into account the multidimensional role of the identity of learners whose investment in learning C2 fuels hopes for their future plans. As a consequence of these, it can be estimated that the investment in the target language must be examined in the light of imagined communities, in which the imagined identity of the learners unfolds.

PROBLEMS AND LIMITATIONS

The problems that occurred during this research was that formal schools in Greece do not assess the educational level of students on language, so they attend the same lessons according to their age. There are inequalities in classrooms thus every class would show

different results concerning students' learning needs. In addition, migrants are obliged to be enrolled at Greek schools within a month they arrive in the country. Consequently, many children drop out school because they do not understand the learning process. Apart from that, teachers in Greece are not trained to teaching migrants and they use the same methods which they use in a formal class. The lesson becomes boring and students lose their interest. This could be a problem because teachers could not apply our proposals or maybe, there are not enough students at schools for our research (Magos & Simopoulos, 2020). In addition, another problem that arised during the present qualitative research is the lack of mutual trust, which can often lead to the adoption of tactics to avoid answers on the part of the interviewees, if many of the questions delve into sensitive points that cause them embarrassment.

CONCLUSION

However, the present research would contribute greatly in its way to the in-depth study of the issue it studies, thus providing analytical and in-depth answers, from where one can form an overall picture, without gaps or question marks on the subject that is being studied.

REFERENCES

- Αβραμίδου, Β. (2015). *Διαπολιτισμική επάρκεια και ετοιμότητα εκπαιδευτικών. Το παράδειγμα Ελλήνων εκπαιδευτικών που αποσπάστηκαν στο εξωτερικό*. Αθήνα: ΔΙΑΔΡΑΣΗ.
- Αγγελοπούλου Π., & Μάνεσης Ν. (2017). Δίγλωσσοι μαθητές στο δημοτικό σχολείο και διαπολιτισμική εκπαίδευση: η περίπτωση της Αχαΐας. *Έρευνα στην Εκπαίδευση*, 6(1), 228–236. <https://doi.org/10.12681/hjre.14100>
- Brutt-Griffler, J& M. Varghese 2004. Introduction. Special Issue(RE) writing Bilingualism and the Bilingualism,7:2&3,93-101
- Γεωργογιάννης, Π. (2009). *Εκπαιδευτική, Διαπολιτισμική Επάρκεια και Ετοιμότητα των Εκπαιδευτικών Α/βάθμιας και Β/βάθμιας Εκπαίδευσης Βηματισμοί για μια αλλαγή στην εκπαίδευση*, Τόμος 1ος. Πάτρα.
- Γκόβαρης Χ., (2001). *Εισαγωγή στη Διαπολιτισμική Εκπαίδευση*. Αθήνα: Ατραπός
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Creswell, J. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods approaches*. London: SAGE Publications.
- Δαμανάκης, Μ. (2005). *Η Εκπαίδευση των Παλιννοστούντων και Αλλοδαπών Μαθητών στην Ελλάδα, Διαπολιτισμική Προσέγγιση*. Αθήνα: Gutenberg.
- Ellis, R., (1994). *The study of second language acquisition*. Oxford: Oxford University Press
- Ζάγκα, Ε. (2008) «*Η συμβολή των μαθημάτων ειδικότητας στη γλωσσική αγωγή: Η διδασκαλία της Νέας Ελληνικής ως Δεύτερης γλώσσας με έμφαση στο περιεχόμενο των γνωστικών αντικειμένων του ΑΠΣ*», Διδακτορική διατριβή, Ενυάλειο κληροδότημα, Φιλοσοφική Σχολή, ΑΠΘ.

- Huang, Y., & Gandhioke, S. (2021). A Study of Applying Task-Based Language Teaching (TBLT) Methods into English Vocabulary Teaching for EFL Learners. *International Journal of Higher Education Management (IJHEM)*, Vol. 8 Number 1, pp. 69-76.
- Καγκά, Ε. (2002). *Διαπολιτισμική επικοινωνία και διαθεματικότητα: Όψεις και προοπτικές στην Ευέλικτη Ζώνη*. Επιθεώρηση Εκπαιδευτικών Θεμάτων. 6.
- Kakos, Michalis, and Nektaria Palaiologou. 2014. Intercultural Citizenship Education in Greece: Us and Them. *Italian Journal of Sociology of Education*, 6(2), 69-87.
- Magos, G., & Simopoulos, K. (2020). Teaching L2 for students with a refugee/migrant background in Greece: Teacher's perception about reception, integration and multicultural identities. *Global Education Review*, pp. 59-73.
- Magos, Kostas, and George Simopoulos. 2009. “Do you know Naomi?”: researching the intercultural competence of teachers who teach Greek as a second language in immigrant classes. *Intercultural Education*, 20(3), 255–265
- Μάρκου, Γ. 1997, *Διαπολιτισμική εκπαίδευση – επιμόρφωση εκπαιδευτικών, Μια εναλλακτική πρόταση*, Αθήνα: Κέντρο διαπολιτισμικής Αγωγής Πανεπιστημίου Αθηνών.
- Μητακίδου, Σ. & Τρέσσου, Ε. 2002. *Διδάσκοντας γλώσσα και μαθηματικά με λογοτεχνία*. Θεσσαλονίκη: Παρατηρητής.
- Mogli, M., & Papadopoulou, M. (2018, February). 'If I stay here, I will learn the language': Reflections from a case study of Afghan refugees learning Greek as a Second Language. *Research Papers in Language Teaching and Learning*, pp. 181-194.
- Μολοχά Σουλτάνα, (2014). Μεταπτυχιακή εργασία με θέμα: *Ανάπτυξη και εφαρμογή διδακτικού υλικού σύμφωνα με τις αρχές της εργασιοκεντρικής προσέγγισης για τη διδασκαλία της ελληνικής γλώσσας ως δεύτερης σε μαθητές και μαθήτριες πρωτοβάθμιας εκπαίδευσης*.
- Montrul, S. (2009). Heritage Language Programs. In M. H. Long, & C. J. Doughty, *The handbook of language teaching* (pp. 182-200). Blackwell Publishing Ltd.
- Moschonas, A. Spiros. 2017. The discovery of Modern Greek as a second language. *Journal of Applied linguistics*

- Μπαλτατζής, Δ. και Νταβέλος, Π. (2009) Η σημασία της διαπολιτισμικής εκπαίδευσης στο σύγχρονο σχολείο και τα προβλήματά της. 12ο Διεθνές Συνέδριο, 19-21 Ιουνίου 2009, Πάτρα.
- Μπέλλα, Σ. (2011). *Η Δεύτερη Γλώσσα: Κατάκτηση και διδασκαλία*. Αθήνα: Πατάκη.
- Μπέλλα, Σ. (2007). *Η Δεύτερη Γλώσσα: Κατάκτηση και Διδασκαλία*. Αθήνα: Ελληνικά γράμματα.
- Νικολάου, Γ. (2011). *Διαπολιτισμική διδακτική. Το νέο περιβάλλον-βασικές αρχές*. Αθήνα: Εκδόσεις Πεδίο.
- Παλαιολόγου, Ν. & Ευαγγέλου, Ο. (2003). *Διαπολιτισμική Παιδαγωγική. Εκπαιδευτικές, Διδακτικές και Ψυχολογικές Προσεγγίσεις*. Αθήνα: Ατραπός.
- Σακελλαρίου, Α. (2000). *Διδακτική της Ελληνικής ως δεύτερης/ξένης γλώσσας*. Αθήνα: Γρηγόρη
- Σκούρτου, Ε. (2011). «Η γλωσσική πολυμορφία στο ελληνικό σχολείο: αντιφάσεις και προοπτικές», στο Α. Ανδρούσου και Ν. Ασκούνη (επιμ.), *Πολιτισμική ετερότητα και ανθρώπινα δικαιώματα*. Αθήνα: Μεταίχμιο
- Τριανταφυλλίδου Α. Γρόπα Ρ., 2009, «Η μετανάστευση στην Ενωμένη Ευρώπη», Εκδόσεις Κριτική ΑΕ, Αθήνα, 534 σελ.
- Τριάρχη-Herrmann, Β. (2005). *Πολύγλωσσα παιδιά: Η αγωγή τους στην οικογένεια και στο σχολείο* (Κ. Δ. Χατζηδήμου, μεταφρ.). Θεσσαλονίκη: Αφοι Κυριακίδη. (το πρωτότυπο έργο εκδόθηκε 2003).
- Τσοκαλίδου, Ρ. (2015b). Η διαγλωσσικότητα στο ελληνικό εκπαιδευτικό σύστημα. Στο Α. Χατζηδάκη (Επιμ.) *Κοινωνιογλωσσολογικές και Διαπολιτισμικές Προσεγγίσεις στην Πολιτισμική Ετερότητα στο Σχολείο*. (σσ. 161-181). Περιοδικό *ΕΠΙΣΤΗΜΕΣ ΑΓΩΓΗΣ*, Πανεπιστήμιο Κρήτης.
- Ventoura, L., Androusou, A., Belavilas, N., Angelopoulos, G., Askoumi N. & Dimitriadis, S., (2017). Refugee education project. Scientific Committee in support of Refugee children. Athens: Ministry of education research and religious affairs.

Χανοπούλου, Δ. (2017). *Διδασκαλία και Στρατηγικές Εκμάθησης της Ελληνικής ως Δεύτερης/Ξένης Γλώσσας, Η Περίπτωση Μεταναστριών Αλβανικής Καταγωγής*. Μεταπτυχιακή Εργασία. Θεσσαλονίκη: Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης.

Wodak, Ruth, and Salomi Boukala. 2015. (Supra) National Identity and Language: Rethinking National and European Migration Policies and the Linguistic Integration of Migrants. *Annual Review of Applied Linguistics*, 35, 253–273.

APPENDIX 1

Semi-structured interviews with teachers.

A. Purpose and function of Greek language learning class

1. What is the purpose of this Greek language learning class?
2. When did the class start welcoming migrant and refugee students and how long have you been working in it?
3. Where are your students from? When did they come to Greece?

B. Educational profile of teaching staff

1. What studies have you done?
2. How much teaching experience do you have?
3. How long have you been teaching migrant/refugee students?
4. Have you had any specialization in teaching Greek as a second/foreign language? If yes, how did it help? If not, why not? Are you planning on doing any in the future?

C. Methodological approaches, techniques, supervisory means and materials in Greek language teaching

1. Why do migrants want to learn Greek as a second/foreign language? Why did they enroll at school?

2. Do they want to learn specific vocabulary, related to their daily needs/work etc.?
3. Which methods do you use to achieve that? What techniques do you use to carry out the activities implemented in your classroom (role play, dramatization, language games, group activities, etc.)
4. Do you think that the method(s) you use meet(s) the needs and language level of the students?
5. What materials and educational tools do you use in the activities?
6. Do you use new technologies (IT) in the language course? If so, how and how often? If not, why not?

D. Assessing learners in terms of the four language skills and language competences

1. In which language skill do you think the students do best and in which they need more practice? What are you doing to improve that?
2. Regarding learning new vocabulary, what practices do you usually use to assess them (e.g. dictionary, word families, structural exercises, communication exercises, etc.)?
3. Students often make mistakes in their oral and written language. Where do they make the most mistakes among the four language skills?
4. What strategies do you use regarding error correction? Do you correct errors immediately or do you handle them differently?

E. Psychological factors in the language course

1. What do you find most difficult in your course? How do you try to overcome this?
2. Do you think psychological factors help students in language learning?

APPENDIX 2

INTERVIEW 1

A. Purpose and function of the Greek language learning course

1. What is the purpose of this Greek language learning course?

The program last year actually came to propose a different teaching methodology, task-based and the production of specific material, which we worked with the migrant children, whenever different groups had been created last year, which had shown interest and wanted to continue, so we thought... Their proposal was to continue the perspective of taking a piece of paper, and the power of this obviously refers to the knowledge of Greek and the power that the knowledge of Greek now has which would enable them to... let's say people who failed to come to earn his long-term resident's permit and anyway, to be able to continue their studies – probably not to continue to start because most of them after the war in Syria, after the economic situation there stopped school. So in a way I think last year the whole team worked and the fact that they had such a good time worked as a motivation to look at themselves, to give myself a different perspective. This for me was the beginning of the good. The group here was created with one intention, the purpose for the students themselves was to become a group of students which would not have the purely cognitive part but also the more social part, but it would also give them the possibility to participate in the exams and to they have, for better or for worse, as much Greek and you know if you don't have the Greek language paper in Greece, yes, you are excluded from many things. However, all this was part of his purpose. Its function is, I think, diverse, that is, the women here come and tell you, I do something for myself once a week, I have a blast. This has a very important social role in their lives now. Some did not manage to continue.

2. When did the class start welcoming immigrant and refugee students and how long have you been working in it?

The class started welcoming immigrants 5 years ago... I have been teaching this class for the last 2 years.

3. Where are your students from? When did they come to Greece?

10 of my students are from Iraq, 2 from Syria and 3 from Serbia. Almost all of them came to Greece in a very young age...

B. Educational profile of teaching staff

1. What studies have you done?

I have finished the department of Philosophy and Pedagogy, specializing in Pedagogy. Then I actually did my master's degree in Psychopedagogy of Integration.

2. How much teaching experience do you have?

I have been teaching in secondary education for the last 5 years.

3. How long have you been teaching immigrant/refugee students?

I have been teaching immigrant/refugee students for the last 2 years.

4. Did you have any expertise in teaching Greek as a second/foreign language? If so, how did it help? If not, why not? Are you planning to do anything in the future?

Yes I have attended relevant state subsidized seminars on intercultural education and how it has evolved over the years. I have also attended seminars concerning the modern ways of teaching a second foreign language to immigrant children. I would like to attend more

similar seminars in the future, although I believe that our daily work with children from other countries will offer us the best experience in matters of intercultural education.

C. Methodological approaches, techniques, supervisory means and materials in the teaching of the Greek language

1. Why do immigrants want to learn Greek as a second/foreign language? Why did they enroll in school?

Immigrant students mainly want to learn Greek in order to be able to get along with those around them in the country as well as to feel that they are accepted. Also, several people have told me that they really like the Greek language, which is why they enrolled in the department.

2. Do they want to learn specific vocabulary, related to their daily needs/work etc.?

They usually want to learn everyday words and phrases that most people use first, and then more specialized ones that they may need in the years to come to find a job.

3. What methods do you use to achieve that? What techniques do you use to carry out the activities implemented in your classroom (role play, drama, language games, group activities, etc.)

Depending on the communication context, as far as the written word is concerned, role-playing activities such as you are a journalist, you are invited to write an article on topics that either concern their own cultural context, the familiar one or the one here. In writing various... let's say style changes. In the oral respectively to enter the process of entering again into a communicative context, to play roles, to have discussions.

4. Do you think that the methods you use meet the needs and language level of the students?

I think yes, to a large extent it responds. Of course, if you ask them - because this is something we have been discussing since last year - they would tell us to give us more grammar. We gave them more grammar exercises and entered into this process of writing. You see it doesn't work there though, i.e. they get tired, bored, don't have a good time and there is a very high failure rate (haha). So they themselves feel strange about themselves when really that is not the point.

5. What materials and educational tools do you use in the activities?

The traditional, the word, the book. Then we go to the table, the projector, the stereo. Worksheets, extra material and occasionally identity documents etc. have been used, which are primary material. I think more or less these.

6. Do you use new technologies (IT) in the language course? If so, how and how often? If not, why not?

Yes, from time to time we have entered into the process of using the internet, references mainly to the use of dictionary aids, references to Triantafyllidis dictionaries, mainly the trainer 2, links to songs etc. on Youtube and we had to enter into the process of listening to them, whenever they appeared in the process of searching for the material or even ask them to refer and search for information on the internet. Of course, there we have another issue where reports come to you out of the searches they have done (haha). After all they have entered the process to search and select some items from the search and this is useful. Undoubtedly, schools should be more equipped with IT technologies, computers or projectors, so we cannot use them as often we want to. We should be transferred in another classroom to see a video... about twice a month..

D. Assessment of students in terms of the four language skills and language abilities

1. In which language skill do you think the students do best and which one needs more practice? What are you doing to improve it?

It seems at first that their spoken language works better because they are more familiar. I think the oral, I don't know if it has improved that much. I think that they themselves consider the oral one to be better and that they don't work on it as much. That is, the mistakes of the speaker are not received. Grammar is something that I think comes through the spoken word, it is already there in the spoken word. Nevertheless, they themselves pay more attention to it in writing, as a result of which they still carry mistakes in many places when speaking. Let's say, attribution of gender in the spoken make more mistakes than in the written. I think they have shown a very big difference, especially since last year. Last year the girls – I won't put it on a cognitive level – emotionally themselves were too tight to write, they wrote about two sentences and we reached a point regardless of the mistakes we have in writing, wanting to write. This means I feel good about myself, I'm not afraid to make mistakes and I write. But now they pay more attention to the writing as well, so I think they are making a lot of progress there. In oral I don't think they pay that much attention. It's a little more stagnant.

2. When it comes to learning new vocabulary, what practices do you usually use to assess it?

Depending on the phase we are in text comprehension, they will see new vocabulary from different texts, e.g. the vocabulary with hotels, by subject. In the production they are asked to elaborate the already existing vocabulary. There are exercises that they see in tables, e.g. noun, adjective, verb. They don't use the dictionary much. We encouraged them to enter the page. Also, since last year I have given them material, a CD which has a simplified dictionary for the second language, they have an electronic one. We had included simplified Greek texts which are again in the logic of vocabulary enrichment. They have and deal with specific topics and have short texts with which you understand the meaning of the words. In general, they don't have time I want to believe. On facebook we had made a page where they are all members and we communicate, every now and then to practice they write different things in Greek and when they get bored they write in Greek (haha). In the oral, respectively, they enter into a process to see the vocabulary. Of

course, they find it difficult because our time is limited and they themselves do not have much time to deal with. We are only two hours a week.

3. Students often make mistakes in their speaking and writing. Where do they make the most mistakes among the four language skills?

I don't know if I can tell which ones do more. There are specific types of mistakes, let's say spelling, in speaking they don't show up, they will show up in writing, but let's say gender assignment is a mistake in both speaking and writing because it shows up in both. We have no issues in understanding the spoken and written language. Our issues are in production, obviously, because it is also more difficult. In writing we will encounter metaphors – verbal idioms –, things we say in speech and we will not encounter in writing, so they will do them, or we will have generalizations, that is, when we made the passive voice suddenly that it ended in – we wrote it with ai (haha). We have metaphors from the first language we have them in spoken language. We will have syntax errors that will be in both. We will see some spellings in the written word and in the spoken language we will see mistakes when we have not understood the etymological relationship of a word.

4. What error correction strategies do you use? Do you correct errors immediately or do you handle them differently?

As for the writing at that time – it also depends on what supervisory means we have, let's say today when we didn't have the board – I'll go into the process of repeating the rules on the occasion of going through and seeing roughly what's playing. I usually don't like to go directly to the person who has done it wrong. Seeing and finding it useful to convey it to the whole team, so to ask e.g. the outside how it is written with ξ or ks, so accordingly I see which one goes off at that time. On the occasion of some observations I just generalize it to all, I repeat the rule a bit trying to get them to adopt it. However, this I know doesn't work. Repeating a rule does not work. Also, correcting at the same time doesn't work and the truth is I've been avoiding doing it and I still think I don't like doing it because all I end up doing is screwing them up and not mobilizing them. What works very well and suits

me too – because it matters and what suits the man too – to accompany this process, for a man what works is to rediscover in an indirect way, if I repeat what he said before until let his form come. The other person repeats it too, but he doesn't take it threateningly, he doesn't take it that I'm correcting you, I'm just repeating it and at some point one, two, three will find out. Despite all this, sometimes due to time pressure I am forced to do it immediately, but I know that in the long run this has negative consequences. This is what my experience says.

E. Psychological factors in language learning

1. What do you find most difficult in your course? How do you try to overcome this?

I don't mind anything. I don't feel that anything is bothering me. We are equally happy. I find it difficult that I don't have much time to devote. Motivations have to come, they already have and we are together, a family. In the beginning, until it stabilized, how will it be, more people were coming, I was saddened by this back and forth. Now it is completely stabilized. What makes me sad and anxious is that I really want them all to succeed in their exams. It's not important to me, maybe it's important to them.

2. Do you think that psychological factors help students in language learning?

For me it is the most important thing. I don't think they came here to learn Greek. I don't think the main motivation – although we've been talking about this since last year and I encouraged them a lot. Last year with the work we did we basically worked more on motivation, teaming up and believing in ourselves. I think last year we didn't get so many pieces of the language, but the fact that we got to write we really got there because they believed in themselves. I think they are mainly here for psychological reasons. What we call socialization yes. I don't think it's the language. That means a lot, that they give up their Friday and Saturday night to come here. It means a lot! Both girls who stopped just before you came I was very upset because I was calling her to see what they were doing

etc. and neither of them answered me because they were embarrassed. Embarrassed at the prospect we were hanging out, having a good time.

INTERVIEW 2

A. Purpose and function of the Greek language learning course

1. What is the purpose of this Greek language learning course?

The purpose of this department from the beginning was the inclusion and proper education of all students regardless of culture, country of origin, etc. All children should have equal opportunities in education and this department has succeeded so far just fine.

2. When did the class start welcoming immigrant and refugee students and how long have you been working in it?

This class started its operation 2 years ago, since I also started working as a teacher at this school.

3. Which is the origin of your students? When did they come to Greece?

Most of the children in the class I teach are from Syria, Albania as well as Ukraine and have come to Greece from a very young age, with few exceptions who came to our country a few years ago.

B. Educational profile of teaching staff

1. What studies have you done?

I have finished the Pedagogical department of primary education in Athens, specializing in Child Psychology. Then I actually did my master's in Intercultural education.

2. How much teaching experience do you have?

I have been teaching in secondary education for the last 4 years.

3. How long have you been teaching immigrant/refugee students?

I have been teaching immigrant/refugee students for the last 2 years.

4. Did you have any specialization in teaching Greek as a second/foreign language? If so, how did it help? If not, why not? Are you planning to do anything in the future?

I have my master's degree in intercultural education and some related seminars I have attended have helped me a lot in teaching methods but not specifically in teaching Greek as a second/foreign language. In the future I would like to start some relevant postgraduate study program in this field.

C. Methodological approaches, techniques, supervisory means and materials in the teaching of the Greek language

1. Why do immigrants want to learn Greek as a second/foreign language? Why did they enroll in school?

Easier finding a job in the future, permanent settlement in Greece as well as social acceptance are the main reasons why immigrants want to learn Greek as a second language. They enrolled in school so that they could satisfy their future desires and integrate more smoothly into society.

2. Do they want to learn specific vocabulary, related to their daily needs/work etc.?

They are mainly interested in learning the everyday vocabulary as well as common expressions that we Greeks use on a daily basis.

3. What methods do you use to achieve that? What techniques do you use to carry out the activities implemented in your classroom (role play, drama, language games, group activities, etc.)

Group work and activities as well as language games are my main methods that I apply in my classroom to help all my students. Easy dialogues concerning daily communication, such as "at the supermarket".

4. Do you think that the methods you use meet the needs and language level of the students?

The reactions of my students show me that they really meet their needs and language level. Also, through the methods I mentioned above, my students are very happy with the activities we are engaged in. However, many times they ask me about how to "say that". We follow a book, so sometimes they have different needs.

5. What materials and educational tools do you use in the activities?

I mainly used the Language book and the board. Many times, I prepare presentations for my class to liven up the class and help my students to be engaged and actively participate in the class as well. I also use the computer for the flow of relevant information.

6. Do you use new technologies (IT) in the language course? If so, how? If not, why not?

Yes, we use them to a great extent in our course and I consider it to be an integral part of it. Also the students are very familiar with its use. We try to make presentations of a topic using powerpoint adding images and texts. We watch videos or we listen easy songs in order to improve their pronunciation.

D. Assessment of students in terms of the four language skills and language abilities

1. Which language skill do you think the students do best and which one needs more practice? What actions are you taking to improve it?

My students are good in oral communication, as they tend to speak Greek out of class, without following specific grammar rules. However, they need more practice in writing because Greek language has plenty of grammar and syntax rules which should be applied in a written text.

2. Regarding learning new vocabulary, what practices do you usually use to assess them?

Depending on the phase we are in understanding the text, I consider the dictionary to be an integral part of the course. At the end of the week we made a revision of the words that we learn.

3. Students often make mistakes in their speaking and writing. Where do they make the most mistakes among the four language skills?

Right now I can't think of where they make the most mistakes but I think spelling is their weakest point followed by grammar and syntax.

4. What error correction strategies do you use? Do you correct errors immediately or do you handle them differently?

Regarding correcting the children's mistakes, when I spot a mistake, I usually discuss it directly with the child himself and if he wants, we also discuss it with all the children as long as he feels familiar. I try to use everyday examples to help them with their mistakes so that they are remembered and not repeated.

E. Psychological factors in language learning

1. What do you find most difficult in your course? How do you try to overcome this?

The main thing that I think makes it more difficult for me is the creation of a calm climate of class, tranquility and mutual respect between the students, because due to the existence of different cultures, each one has its own character and its own habits and it is very likely that conflicts will arise. To overcome this difficulty I try to convey to them the feeling of respect for the different, for other cultures as well as for other people who do not have the same identity as us. I am also very anxious about the way I impart my knowledge to the children...I hope they will be satisfied at the end of the year.

2. Do you think that psychological factors help students in language learning?

Certainly the psychology factor plays a very big role in language learning, for this reason the students' environment should be supportive towards them and support their decisions. Apart from school, family and relatives should support learners without disappointing them.

INTERVIEW 3

A. Purpose and function of the Greek language learning course

1. What is the purpose of this Greek language learning course?

This section aims to make learning the Greek language as a second foreign language as easy and fun as possible for non-native students who wish to learn it. This section is addressed to any student who wishes to learn the Greek language.

2. When did the class start welcoming immigrant and refugee students and how long have you been working in it?

The class started welcoming immigrants 6 years ago. However, I have been teaching at the school for the last 3 years.

3. Which is the origin of your students? When did they come to Greece?

There is a diversity in the backgrounds of the children in my class. I have students from Pakistan, from India, from Afghanistan and Iraq. They haven't been in Greece for long, but they like it very much.

B. Educational profile of teaching staff

1. What studies have you done?

I have finished the Pedagogical department of primary education. After my master's in Intercultural education and multiculturalism followed.

2. How much teaching experience do you have?

I have been teaching in secondary education for the last 8 years.

3. How long have you been teaching immigrant/refugee students?

I have been teaching immigrant/refugee students for the last 3 years.

4. Have you had any specialization in teaching Greek as a second/foreign language? If so, how did it help? If not, why not? Do you plan on doing anything in the future?

Yes, I am certified by a public body for teaching Greek as a second/foreign language, after attending 200 hours of lessons and 30 hours of practical training in real working conditions. It was one of the best experiences and helped me a lot to integrate more easily into the climate of multiculturalism. In the future, I would like to attend some related seminars on intercultural education and why not also do a related master's degree in this field? That would be a great idea!!

C. Methodological approaches, techniques, supervisory means and materials in the teaching of the Greek language

1. Why do immigrants want to learn Greek as a second/foreign language? Why did they enroll in school?

Most of them say that they want to learn them so that they can be accepted by their surroundings as well as so that they can finish the compulsory education in Greece and work here. They enrolled in school to help them achieve their dreams.

2. Do they want to learn specific vocabulary, related to their daily needs/work etc.?

Yes, they are mainly interested in everyday vocabulary but also general expressions used by Greeks.

3. What methods do you use to achieve that? What techniques do you use to carry out the activities implemented in your classroom?

To make the course more interactive, we apply different teaching techniques almost every day. The most favorite of the children that we get used to and apply is the role play as well as group activities.

4. Do you think that the methods you use meet the needs and language level of the students?

I believe that yes, the methods I apply satisfy the needs of my students and from what they show me, they are also very happy with my method.

5. What materials and educational tools do you use in the activities?

I mainly used the projector and the whiteboard. At the same time, it was very fun for the children to watch relevant videos in Greek and learn the pronunciation of the Greek language.

6. Do you use new technologies (IT) in the language course? If so, how? If not, why not?

Yes, all the teachers in our school use them without any discrimination, technology is one of the most useful tools of our time and helps us a lot in everyday life in the classroom. We also ask students to participate in learning new technologies and they really like it. Sometime we use our mobile phonew for applications concerning writing or speaking.

D. Assessment of students in terms of the four language skills and language abilities

1. Which language skill do you think the students do best and which one needs more practice? What are you doing to improve it?

According to the progress of my students in general I can say that they do very well in speaking and day by day they apply more and more words that we learn in our lesson. I think mobile phones help to that. They still encounter a small difficulty in writing, but I

believe that it will not stand in the way of their further acquisition of knowledge. To be able to help them in this part, I give them more simple exercises in order to understand the basics or writing messages on social media.

2. Regarding learning new vocabulary, what practices do you usually use to assess them?

Group activities as well as role play are the two main pillars of learning new vocabulary for my students. They get really excited about both of these ways and I feel like they learn vocabulary more easily that way.

3. Students often make mistakes in their speaking and writing. Where do they make the most mistakes among the four language skills?

Their weak point is spelling and grammar although in general day by day they make great progress in spelling as well compared to the beginning of the year.

4. What strategies do you use regarding error correction? Do you correct errors immediately or do you handle them differently?

I prefer to discuss it with all the children so that everyone can see the mistakes they may make so that none of them repeat them.

E. Psychological factors in language learning

1. What do you find most difficult in your course? How do you try to overcome this?

What I find most difficult when teaching the course is my anxiety and stress to cover all the questions of the students as well as to convey to them as actively as possible what I want in order for them to learn it correctly and to use it in their life later . In this part, the seminars I attended 2 years ago on the cultural readiness of teachers and ways of approaching students have helped me a lot.

2. Do you think that psychological factors help students in language learning?

In my opinion psychological factors can either help or even hinder students in language learning. For example, if a student is very optimistic and has a very positive psychology when it comes to language learning, he will certainly do very well, while on the other hand, a student who is possessed by anxiety and uncertainty has no chance of making progress and will definitely need psychological help.

INTERVIEW 4

A. Purpose and function of the Greek language learning course

1. What is the purpose and function of this Greek language learning course?

This course started as a necessity in the beginning because it was an extension of the previous program that was done on the occasion of the collaboration with the University of Athens. While it was more interdisciplinary in nature than the previous program, it ended up being more substantive in terms of examining the needs of the students themselves, that is, the students themselves expressed the need to move on to courses that would result in more - eventually they ended up in less because they themselves did not feel so ready to try it this year - to obtain a paper, a certification, in addition to the paper they got, because from the previous program they also got a certification of 80 hours of learning Greek, which is a useful paper. But beyond that, he definitely wanted something more formal. We made an effort in the other departments as well, but the need arose more for the female students of the larger departments. Time is not convenient for people, the difficulty was the time they could devote to something other than their work activities. It was also our need to continue this.

2. When did the class start welcoming immigrant and refugee students and how long have you been working in it?

The courses with the program started last year and continued this year. It's two years in a row. I have been working at this school for the last 2 years.

3. Which is the origin of our students? When did they come to Greece?

There is a diversity in the backgrounds of the children in my class. I have students from Germany, from Serbia, from Cairo as well as from Sweden. They haven't been in Greece for long.

B. Educational profile of teaching staff

1. What studies have you done?

Basic teacher's degree in pedagogy and with a master's degree in Intercultural Education. In the teaching of Greek as a second language only through my studies I had the opportunity to receive a lot of knowledge, because I believe that Interculturalism steps with one foot on the courses that have an inclusive character and on the communication skills that the students must acquire.

2. How much teaching experience do you have?

I have been teaching in secondary education for the last 7 years.

3. How long have you been teaching immigrant/refugee students?

I have been teaching immigrant/refugee students for the last 4 years.

4. Have you had any expertise in teaching Greek as a second/foreign language? If so, how did it help? If not, why not? Are you planning to do anything in the future?

Yes, I am certified for teaching Greek as a second/foreign language, after attending 100 hours of lessons and 20 hours of practical training in real working conditions. It was one of the best experiences and helped me a lot to integrate more easily into the climate of multiculturalism. In the future, I would like to attend some related seminars on bilingualism.

C. Methodological approaches, techniques, supervisory means and materials in the teaching of the Greek language**1. Why do immigrants want to learn Greek as a second/foreign language? Why did they enroll in school?**

Mainly the acceptance by the locals as well as their curiosity to learn the new language are the main reasons usually mentioned by the students.

2. Do they want to learn specific vocabulary, related to their daily needs/work etc.?

They mainly want to learn everyday vocabulary and expressions that will serve them in their life in Greece.

3. What methods do you use to achieve your teaching goals? What techniques do you use to carry out the activities implemented in your classroom?

I mainly apply grammar-syntax method, without being grammar-syntax it is text-centric. Grammatical phenomena are used and taught to the students without realizing it many times through the text, and sometimes necessarily – because they themselves feel this need – we focus more on grammar. But mostly it is text-centric. I believe that communication skills should be mastered through communication and text-based. Also, while initially we wanted the students to get to know our place for the first time - much more we used theatrical techniques and role-plays and exercises with an introduction game. Now we have moved into a second phase, where dating games and role-playing games are reduced and we focus more on games that produce spoken language.

4. Do you think that the methods you use meet the needs and language level of the students?

Yes, I believe it is also the text, the book, which we use, is based on this method because it taps into the text to present grammar, syntax, etc. I believe it covers both speaking and writing, all four skills they can master, comprehension and production.

5. What materials and educational tools do you use in the activities?

The computer, the projector, the written text, the oral exercises, the audio document...

6. Do you use new technologies (IT) in the language course? If so, how? If not, why not?

Yes they are very necessary....

By using the projector. By showing the lessons on the projector so that they have visual contact with the image and the text every time. At the same time we use the printed material to have their personal file. Many times a text can be seen and not be a written text, i.e. only an audio document, that is, the sound. Projector and image.

D. Assessment of students in terms of the four language skills and language abilities**1. Which language skill do you think the students do best and which one needs more practice? What are you doing to improve it?**

They are doing better in spoken language production and spoken comprehension so far. I believe now that they are starting to make the texts difficult, some may struggle when they want a critical response, but here they are doing well. in the production of writing they have the most difficulty of all, but even there there is quite a lot of progress.

2. Regarding learning new vocabulary, what practices do you usually use to assess them?

We use the word families because they are suggested by the book itself, on the roots of the words, we also divide the words in relation to the root and the ending, the compound words, with the derivatives, with the meanings.

3. Students often make mistakes in their speaking and writing. Where do they make the most mistakes among the four language skills?

In the production of writing they make more mistakes. In understanding the written text, they do quite well because the text, the words are ready and so they don't even make spelling mistakes, while in essence they are copying. But when they are asked to produce a written text, it is definitely much more difficult for them and I imagine that they see more of the difficulty when we also do the exercises here. Because due to time pressure to achieve certification we cannot. However, it would be more convenient and constructive if they did texts, we could have time in the production of writing here, so that the feedback is done at that time and they do self-correction. This I believe is one of the missing pieces, the correction here but due to time pressure we know that as a technique it is very essential. What I did sometimes was to have them rewrite some exercises after the corrections, or revisit the texts, their old reports. To rewrite the exercises that had noticed their corrections.

4. What strategies do you use regarding error correction? Do you correct them immediately or do you handle them differently?

I don't like the immediate correction of spoken word at that moment. When the students do it themselves, I try to let them figure it out on their own. I try with one occasion to perhaps repeat the sentence again, using the pronunciation correctly, without focusing exactly on the mistake.

27

E. Psychological factors in language learning

1. What do you find most difficult in your course? How do you try to overcome this?

Time (haha). What makes it difficult for me, indeed, is the time because I think that you cannot in that short time of the lessons consolidate concepts, that is, we run and try through the exercises they take at home, through feedback or repetition every time we see

that we have to bring it back to their memory, or to acquire techniques themselves in dealing with the types of exercises. I don't mind this, it's just that if I had more time I would emphasize it.

2. Do you think that psychological factors help students in language learning?

I believe that in every lesson it is important to reward and reinforce positive experiences. Many times I see that how they negotiate a course has to do with their own psychology. The atmosphere in the classroom is very good. Many times they have conflicts with each other and it has to do with their character more because some people can cooperate more. In cooperative skills they face this, when they have to split into pairs, when they have to negotiate something and finish it faster – maybe they run without seeing what the pair is going to do. But in general there is a good atmosphere.