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Postgraduate Dissertation

Linguistic integration of refugee and migrant students in
secondary education: a case study

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Patras, Greece, June 2023

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Linguistic integration of refugee and migrant students in
secondary education: a case study

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“Στον Νικόλα μου και την οικογένειά μου, χωρίς εσάς δεν θα είχα φτάσει ως εδώ.

Ευχαριστώ”

Abstract

The large number of immigrant and refugee students in Greece creates the need for the inclusion of these students in education. This process is particularly demanding for older students since the curriculum of secondary education is very demanding. The research shows the importance and the need to support the linguistic integration of refugee and immigrant students, so that they can actively participate in the different courses of the curriculum. Based on the existing literature on the inclusion of these students, the present qualitative case study was based on the observation of a High School class, attended by students with an immigrant background, and the personal views of the teachers. The analysis highlighted the difficulties faced by teachers and students during the learning process, and good teaching methods, regarding language integration. In conclusion, the results show the need for specialization of the educational staff and a review of the policies.

Key Words: Linguistic integration, inclusion, secondary education, refugees, migrants

Περίληψη

Ο μεγάλος αριθμός μεταναστών και προσφύγων μαθητών στην Ελλάδα δημιουργεί την ανάγκη για ένταξη των μαθητών αυτών στην εκπαίδευση. Η διαδικασία αυτή είναι ιδιαίτερα απαιτητική στις μεγαλύτερες ηλικίες των μαθητών, αφού το πρόγραμμα σπουδών της δευτεροβάθμιας εκπαίδευσης είναι πολύ απαιτητικό. Η έρευνα παρουσιάζει την σημασία και την ανάγκη για στήριξη της γλωσσικής ένταξης των προσφύγων και μεταναστών μαθητών, ώστε να μπορούν να συμμετέχουν ενεργά στα διαφορετικά μαθήματα του αναλυτικού προγράμματος. Βασισμένη στην παρούσα βιβλιογραφία για την συμπερίληψη των μαθητών αυτών η παρούσα ποιοτική έρευνα περίπτωσης στηρίχθηκε στην παρακολούθηση μιας τάξης Γυμνασίου, που φοιτούν μαθητές με μεταναστευτικό υπόβαθρο, και τις προσωπικές απόψεις των εκπαιδευτικών. Η ανάλυση ανέδειξε τις δυσκολίες που αντιμετωπίζουν καθηγητές και μαθητές κατά την διαδικασία μάθησης, και τις καλές μεθόδους διδασκαλίας, σχετικά με την γλωσσική ένταξη. Τέλος, τα αποτελέσματα φανερώνουν την ανάγκη για εξειδίκευση του εκπαιδευτικού προσωπικού, και αναθεώρηση των πολιτικών.

Λέξεις- Κλειδιά: Γλωσσική ένταξη, ενσωμάτωση, δευτεροβάθμια εκπαίδευση, πρόσφυγες, μετανάστες

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1. Introduction

Greece, as the first country to receive refugees from East in Europe, after the start of the war in Ukraine and with a large number of immigrants (Demography of Europe - Immigration growing, n.d.), accommodates in its school structures many students with a multicultural background. As reported by Unicef (2022) and confirmed by the Ministry of Education (Refugee and Education, n.d.), in the school year 2021-2022 they actually increased by 35%, with their number reaching 16,417. To assist those in integrating to their new society, it is necessary for government and public sectors to take action. It is therefore considered vital that the inclusion policies of students with a refugee immigrant background are constantly investigated with the aim of improving them, thus assuring that these students will be offered equal opportunities for education and integration into Greek society.

Due to this, the integration of immigrant and refugee children has been discussed in various ways by the contemporary literature (Choleva 2017; Giavrimis, 2022; Paparounas, 2020; Sgoura, Manesis, & Mitropoulou, 2018), but not quite focus has been made on how those students are included in mainstream classes of the program of secondary education, although that period of time it is consider to be pivotal for the future course of students' lives (Pavlopoulos, Bezevegis & Georgantis, 2012). That is why the present qualitative case study specifically focuses on the linguistic integration of refugee and immigrant students in Greek secondary education. As a result, the present case study examines a school in the province of Crete, by focusing on the methods, practices and opinions of the teachers regarding the language integration process, in accordance with and students' behaviors in class, considering based at the complexity of the subject that depends on the human factor of students and teachers, in relation to the national and European policies and the practices. The goal is to highlight how the linguistic integration takes place in Greek school of secondary education, what are the difficulties students and teachers face, and what methods and steps do the teachers use in order to promote linguistic inclusion. The truth value of the research is strengthened by the different opinions of the teachers presented, in regard to the phenomenon of language integration and the existing literature (Noble, & Smith, 2015).

An attempt is initially made to approach the present research, regarding the importance of the linguistic integration that will assist in intercultural education, of students with immigrant and refugee backgrounds, conforming to the regulations of the European Union and the policies and practices of the Greek Ministry of Education. The methodology followed for the qualitative case study is then presented in detailed. The sample concerns the attendance of 6 courses of Modern Greek Language, Mathematics, Music, French Language, Biology and Physics in a mainstream class of High School attended by students with an immigrant background, and semi-structured questionnaires, with the aim of variety, that were completed by 15 teachers of the same school. Then, the collected data are presented divided into thematic units in order to emphasize the importance of language inclusion in the

mainstream courses of the students' study programs. In addition, the findings are critically discussed, based on modern research, to explain the need for teacher training, the good practical teaching methods teachers propose, and how those add in linguistic integration, as well as the difficulties and solutions that teachers consider to be related to the linguistic integration of students in secondary education.

2. Literature Review

2.1 Immigration

The terms “refugee” and “migrant” are used to describe people who have left their countries and are often used interchangeably, but a distinction needs to be made, as they do not signify the same thing.

Migration is a common process throughout the centuries of evolution of the human species. Immigrants are people who choose to move, not out of fear or generalized violence, but with a better future in mind. This may include better working conditions, union with their family members, education, and health. These people have the option to return to their home country, as well as have the protection of their government (Edwards, 2016). According to the International Organization of Migration and the UNHCR, there is no legal definition of the term migrant (Edwards, 2016; Who is a migrant, 2019).

Becoming a refugee is a primordial phenomenon in human societies, and although over the years the social, and historical contexts and causes have been reformulated, its basis remains common: the hasty abandonment of one's place. Based on the UN Refugee Agency (Definitions, 2016), a refugee is a person who leaves his/ her country (of birth or residence) and seeks international protection due to fear of political or other persecution, violence or disruption of public order. According to the European Union (Refugee Crisis and EU, 2022), refugees are considered those who leave their country because they have fears that they will be persecuted because of their race, religion, social class or their political ideas. These people cannot and/or do not want to return to their country, for the above reasons and do not wish for its protection (Edwards, 2016).

A large number of refugees and immigrants arriving in Greece to date are children (Refugee crisis and EU, 2022), as a result of which the need for immediate inclusion and integration of these children in society and education is raised. To fully assist children to be part of their new society, it is necessary to create culture links. More specifically, inclusion in school and society begins with learning the dominant language, which is why the study of language integration is considered necessary, for faster and better language learning. The goal is for these students to have equal opportunities in learning and life, and feel part of the new country. More specifically for children's integration into the new society, language is key to bridging their existing experiences and culture with the host country.

2.2 Linguistic Integration and Intercultural Education

The smooth integration of immigrant and refugee children presupposes that they know the main language of the country well. In this way they will achieve socialization, but also full school integration, while they will have equal opportunities in learning by strengthening the academic language (Horgan et. al., 2022). According to Kantzou et al. (2017), intercultural education, together with the encouragement of positive attitudes by teachers should be the basis for the linguistic integration of refugee and immigrant students. It is recognized that language and awareness of

cultural differences are the main means for the participation and integration of individuals in a social group (Bradley et al., 2017). Especially in the school community, language inclusion means socialization, acceptance, and the development of bonds with peers, while the absence of this can lead to isolation (Beißert et al., 2020; Krumm, & Plutzar, 2008; Panagiotopoulou, & Rosen, 2018). Also, as language is part of people's human identity and culture (Linguistic Integration, n.d.) it is important during language integration that meanings are co-constructed and negotiated (Tandon, 2016). Language inclusion should not exist as an end in itself to learn the dominant language but to enrich students' language repertoire (Linguistic Integration, n.d.). Of course, mastering the dominant language is also very important, since as supported by Androulakis, Mastrodimou and Boeschoten (2016) it offers better opportunities in the social, economic, and professional life of individuals.

Linguistic integration is particularly important in the Greek education system during secondary education for many reasons. First, since students entering secondary education are going through adolescence it makes the process complex and difficult (Motti-Stefanidi et al., 2012; Pavlopoulos et al., 2012). The inability to understand the language negatively affects the process of inclusion in school and by extension in society as a whole (Sgoura, et al., 2018). Also, due to language weakness, the students find it difficult to follow the Greek syllabus with the result that they do not have equal opportunities in the education related to higher education but also in their professional training (Androulakis, et al., 2016). That is why, during language integration, teachers must respect and rely on their preparation for the different needs of their students, their goals, but also the needs of the society they live in (Little, 2008; Long, 2014). Even if they are not specialized in the field of linguistic integration of refugees and immigrants and resort to traditional methods, research such as Pathiaki and Simopoulou (2014) and Kantzou et al. (2017) proves that most important of all is having a supportive learning environment.

The contact and knowledge of immigrant and refugee children with the culture that governs their new home of residence begins with language learning and continues through intercultural teaching, as these two are considered interrelated. Intercultural education stems from the need to include diversity in the educational context (Banks & Banks, 2019). It is a framework for recognition, understanding, and acceptance of what is considered foreign in every socio-political and time period. The techniques, methods and/or curricula that follow it vary from case to case, aiming at the equality of students, or groups that exist or enter the educational process. Intercultural education is then a relationship of dynamics and interaction between cultures and it needs mutual recognition and cooperation to succeed (Damanakis, 2005; Katsanidou, 2023).

In intercultural education, key factors for teachers are awareness and dispositions (Liakopoulou & Papadopoulou, 2020; Maligkoudi, 2008). Having cross-cultural awareness, the participants and especially the teachers are able to recognize the diversity among the students. In addition, they aim for high performance for all, without discrimination, while learning mutual understanding and discontinuing all kinds of racist attitudes. At the same time, the intercultural disposition promotes the values, commitments, and also ethos of the teachers in terms of the way they interact both with their students and with their families and society itself.

The teachers have a special place in the part of intercultural education, as direct receivers of contact with the children the qualities an intercultural teacher should possess are important. Intercultural education teachers need to be receptive to new knowledge and experiences even if they take them out of their comfort zones. After first discovering and discarding their prejudices themselves, they must be socially sensitive beings, striving for integration and understanding of the importance of diversity. Hence, they are the intermediate corrective link, which compensates for the injustices of society and of the educational system, where they exist (Daryai-Hansen, 2015). Furthermore, they believe and defend the view that all students can learn and achieve high performance. For them, it is their duty to discover the unique potential of each student and to assist them in their journey towards the acquisition of knowledge. Based on the different needs of the students, they build their course design (Damanakis, 2002; Liakopoulou & Papadopoulou, 2020). Kohen and Rosenau (2002) refer to the four points of teachers' intercultural competence-skill. First, analytical competence is the ability of individuals to understand the different elements of culture and to choose cross-cultural strategies so that they interact. On the other hand, emotional competence focuses on the acceptance of this difference, combined with behavioral competence related to the ability to communicate with people who have different cultures. Finally, creative competence is about solving problems through the use of different perspectives, or mutually acceptable solutions, and utilizing resources from more than just one culture.

2.3 The European Context

The European Union as an institution focuses on Education, while the greater its cultural diversity, the more it influences national landscapes towards change and the acceptance of interculturalism (Action Plan, n.d.). In its operation, it is assumed that it makes applications to the countries and Ministries regarding intercultural, or multicultural for some societies, education, and then the national Ministries of Education, having their autonomy, choose which of these they will follow. With the use of programs such as Open Method Coordination, the EU identifies the challenges that arise in education and the common characteristics they bring across nations, then develops and tests practical solutions to these in order to finally propose them to the member countries (Faas et al., 2014).

Based on the principle of equal opportunity rights in education 2001 the European Council and the Council for Education, Youth and Culture make it clear that in order to fulfill the work already started by the Lisbon agenda, member countries must nationally adopt the vision of solidarity and tolerance in their educational systems. It is stated that no form of racism, xenophobia, and discrimination can be included in educational procedures. The formulation of the existence of complex experiences in refugees and immigrants from which they draw to communicate, participate in society and interact interculturally (Garcia et al., 2011) brings great change and influence in research. Three more directives made a big difference to the current practices of the EU and its member states regarding equal opportunities in education. The 2000 resolution that sets the broadest framework for the principle of equal treatment of

persons regardless of their nationality or other discrimination. Directive 2003/109/EC, which concerns third-country nationals living for a long time in the EU, states that they must experience equal treatment in education and vocational training. The directive paved the way for the full integration of third-country nationals into European society since it allows children to play an active role in society and as citizens. With the Green Paper on Migration and Mobility in 2008 it is pointed out that the practices of integration of students cannot continue to be practices of separation or tracking, since as it turned out they deprive children of sociability with their peers.

Today, the EU Commission, with the Action plan on the integration and inclusion (2020) that has come into force for the years 2021 to 2027, directly and indirectly, supports the member states in bridging the gaps and integrating students with a migrant and refugee background at all stages of the process. It offers states funding, development of educational guidelines and promotion of partnerships to facilitate the formation of their policies and practices. The educational objectives focus on language learning and the recognition of professional qualifications. At the same time, it encourages the exchange of practices between its members when they prove to be functional. Finally, it offers programs (Erasmus+) and online tools (SIRIUS, School Education Gateway, eTwinning, MOOCs) as another means towards educational inclusion.

2.4 The Greek Intercultural Framework in Secondary Education

Based on the universal human right to education (Di Federico, 2010) as defined in the Charter of Rights by the European Union, the Greek Ministry of Education aims for the full inclusion of all refugee or immigrant students in the educational process (Refugee and Education, n.d.). Among its commitments, it refers both to the provision of quality education for students and to the improvement of teachers' abilities, in the context of an intercultural basis. Another action of the Ministry is the recruitment of specialized staff in the Refugee Education Reception Structures and reception classes.

The training options given to teachers by the Ministry of Education itself are various (Refugee and Education, n.d.). The Learn-In program (LearnIn, 2020) is proposed for example, which is a technological means of cooperation and exchange of practices and ideas between teachers of 12 countries of the European Union, for practices and learning plans towards the integration of refugee students. In addition, the Institute of Educational Policy, in addition to training programs (seminars, workshops, briefings, etc.) offers teachers ready-made educational material in various subjects in collaboration with Greek universities and UNICEF (Teach4integration, 2022).

In an effort to promote integration, reception classes in the first two levels were created by the Ministry of Education, which host an open curriculum for the teaching of the Greek language (Act 41/10-10-2017). The way in which reception classes operate is briefly defined by the Ministry of Education on its official website (Refugees and Education, n.d.). Each reception class initially, consisting of refugee/immigrant students who do not know the Greek language at all, must be formed by a minimum of 7 students (regardless of school grade) for secondary

education. Afterward, the host classes offer 15 hours of lessons per week to the students to learn the Greek language, for 1 to a maximum of 2 years. Moreover, in the second study cycle of the reception classes, students with a moderate level of knowledge of Greek study. In addition to support learning Greek, support is also provided in other subjects of the curriculum that the students attend, such as mathematics, physics, foreign languages. Which of the courses of the basic curriculum they will attend in addition to the reception classes is determined by the respective school unit they attend, i.e. by the Teachers' Association. The study period lasts 2 to 3 years at the most, and of course the possibility of interruption is given if they are judged that they no longer need it by the Educational Project Coordinator.

In this primary phase, the Refugee Reception and Education Structures also operate, offering an introductory general integration framework only for refugee children. Learning the language is of course a goal, but it goes hand in hand with psychosocial support, smooth integration into the rules and norms of the Greek school as well as the way the education system works. The aim of the Ministry is for students to feel safe in the space they are in while strengthening their unique identity (Refugee and Education, n.d.). The lessons take place in the afternoon hours, in the school environment. At the same time, the Accelerated Learning Program (ALP) (ALP, n.d.; Refugee and Education, n.d.) also operates. The goal of this program is the inclusion of refugee students in Secondary Education, and especially in High School. It is recognized that refugee students due to the difficulties they face and their possible abstinence from the educational process may have difficulties in attending subjects such as History, Biology, Mathematics and others. This inclusive program is supported by the Institute of Educational Policy, the University of Thessaly and UNICEF. Therefore, educational material is offered with a simpler use of the language and accompanied by translation in 8 different languages for students, as well as learning guides for teachers.

2.5 Legislative framework

In the context of intercultural education, Law 3879/2010, (Government Gazette 163 A), art. 26, par. 1a and 1b, the introduction of Educational Priority Zones (ZEP), with the aim of equal inclusion of students and their arrangements, which are co-financed by the European Union. The ZEP departments support the students, linguistically and numerically, with the aim of improving their performance and the ability to cope with the courses of the curriculum of the school units they attend. This action contributes to the reduction of early school leaving but also to smoother integration and helps to complete their studies. Finally, the school unit is given the opportunity to judge, evaluate and provide students with additional teaching support based on their needs.

Although these policies aim, with good intentions, at the integration of students with immigrant and refugee backgrounds, it is perceived that they have some weaknesses that could lead to their dysfunction. Initially, the fact that the students who study in the two cycles of the Reception Classes, do not have the possibility to re-enroll in them after their completion. As is well known, both refugee students and students from other social groups who can participate are likely to need more support, due to, for example, interrupted schooling or illness. For these cases, there should be a

special examination by the respective Secondary School for re-education. Even the minimum enrollment of 7 people is quite restrictive if one takes into account that it is difficult to gather a large number of refugees and immigrants in schools in remote areas, and it is even more difficult for these few students to be able to transfer to another school unit, of the same Secondary with easy daily access for themselves and their parents. At the same time, technical difficulties of the law that reduce the possibilities of linguistic inclusion are the fact that there is a limited window of time for submitting applications for a ZEP class. This deprives the possibility of creating a special education department within the school year in the event that the number of students is reached, a very likely fact since especially refugees students do not know when they will be able to join a school unit and for how long. However, a difficulty also arises as regards the teachers who is assigned to the ZEP classes, since according to the Ministry they are going to be substituted for the PE02 list, i.e. philologists. The issue here is how these professors can initially support students in courses other than their field, as provided by the operating regulations. Another issue is the fact that several different phases of recruitment of substitute teachers may be needed until the positions are sufficiently filled, which means that valuable time is lost for the students. Finally, the Ministry makes it clear that a ZEP substitute teacher may need to change educational units, at any time, if the need arises. According to Simopoulos and Alexandritis (2019), this makes the work of the teacher, the organization of the class, and the performance of both difficult.

Additionally, another weakness of Ministry’s policies it is considered to be article 34 of Law 2413/1996 that refers to the operation of Intercultural schools. Despite the good intentions of legislators, the way schools operate is more isolating and divisive than inclusive (Kasidis & Apostolidou, 2015; Liakopoulou & Papadopoulou, 2020). In order for a school to be founded or named Intercultural, in addition to the decision of the competent Ministry, it needs to be made up of at least 45% foreigners, bilingual students, Roma, returnees or even refugee students, without, however, exceeding the number of Greek students, so that there is interaction between cultures. Although these schools are cross-cultural, they do not have major deviations from general schools, since they follow the same curriculum, include the reception classes in the same way and their only uniqueness is the partial freedom they are given to make use of some of the hours them in cross-cultural activities, something which could also be happening in general schools.

3.Methodology

The present paper was written for the purposes of the Master's degree study program "Language Education for Refugees and Migrants" of the Hellenic Open University. It focuses on the linguistic integration of immigrant students of a Cretan school in secondary education and took place from October 2022 to April 2023. The interest was turned to this research after the contact the researcher had through the postgraduate program with the processes of linguistic integration but also through her personal experience as a teacher of Greek as a second or foreign language to refugee and immigrant students of all ages. It was observed that the students of secondary education who participate in the Greek educational system face particular difficulty in terms of their language integration not only in the courses concerning the language (Modern Greek Language, Literature, History) but also in the other courses of the program (Mathematics, Physics, Biology etc.). Furthermore, teachers who assume the role of a bridge for the linguistic integration of students with a foreign language background also seem to face difficulties.

The research focused on the specific school and context in order to thoroughly examine the integration of the specific group of students and the action of the teachers. The ultimate goal was to provide a unique example of a social group, through which questions and observations will be raised about the wider operation of the integration program of refugee and immigrant students in secondary schools. Based on the principles of intercultural education (Kassidis & Apostolidou, 2015) every student counts, has value and it is considered as unique. Thus, the present research also aims to shed light on the micro-society of a secondary school in a rural village and the experiences of its teachers.

A qualitative research approach was chosen for the purpose of this study (Creswell, Hanson, Clark Plano & Morales, 2007). In such a case, research concerning the linguistic inclusion of refugees and immigrants, that is, minority groups in an educational environment, which is a fundamental human right, the qualitative approach is considered more suitable for investigating the issue. Participants were asked open-ended but in-depth questions to show their views on the topic. The researcher had the opportunity to emphasize the individual meaning produced by each participant. Thus, an attempt was made to approach the broader issue of the linguistic integration of immigrants/refugees in Greek secondary education through the specific case and the views of the participants (Creswell et al., 2007). Specifically, the qualitative research was done with the case study type. This choice was made, as the researcher chose to focus on a small number of people, in order to highlight the views of teachers and the practices made, due to integration, but also the problems that arise during the integration process of students with an immigrant background in secondary education. So, the goal and to highlight the attitudes, the methods used, the views of the participants, and the behaviors of students regarding the linguistic integration in mainstream classes.

3.1 Research Rationale

The period of inclusion of students in secondary education is in many ways a complex and difficult process for a young person (Pavlopoulos et al. 2012). When this period is accompanied by immigrant or refugee and linguistic diversity, as Motti- Stefanidi et al. (2012) argues, it makes things even more difficult and is of particular interest to researchers in this field. More specifically, the linguistic integration of immigrants and refugees is a particularly difficult process as Greek secondary education is a monolingual system, with many intensive courses, a requirement of which is the excellent use of the Greek language. At the same time, secondary education is compulsory up to the third year of high school and is a prerequisite for admission to higher education and/or through training and integration into the country's labor market.

While it is demanding for the students, bridging the language gap can often be hard for the teachers of general education as well. To their already burdened obligations, to their good intentions and to their vision for equal education, is added the need of including these students in a very difficult language-based curriculum, with tough requirements even for students with Greek as L1. Additionally, for the teachers of reception classes the problems are no fewer since they are called upon for an indefinite period to create a curriculum from scratch, without knowing if and for how long they will be able to carry it out, before a transfer occurs, or part of their students leave the school unit. Furthermore, they are in the difficult position that their basic degree does not cover the knowledge of the other specialties and thus they are unable to contribute to the linguistic inclusion in all courses, as proposed by the Ministry of Education (Law 2413/1996). It is, therefore, necessary to further investigate the specific field of linguistic integration, as the difficulties in its realization and the gaps in the organization of the Ministry are quite significant.

3.2 Aims & Questions

Research questions are very important for the researcher since they help him focus his field of interest on exactly what he wants to learn and discover (Bryman, 2016). Based on these, the analysis of the literature is directed and conversely, and with the review of the literature the questions can be reformulated. Also, the design of the research, the collection and analysis of the data, as well as the avoidance of deviation from the scope of the research are formed. Taking into account the research done in the literature so far, the gaps that exist in it, and the interests of the researcher, the research questions are posed. The purpose of the research undertaken is to highlight the integration process of immigrant students in secondary education, as well as the opinions and practices of teachers, taking into account the difficulties they face, the knowledge they have or do not have, their previous experiences and the legislative framework. The goal of each point of this research is to shed light on the linguistic integration of refugee and immigrant/refugee students in the Greek education system.

An attempt is therefore made to answer the following research questions:

- ❖ How does the linguistic integration of migrant students take place in Greek secondary education?
- ❖ What difficulties do the students face?
- ❖ What are the teachers' views on integration?

- ❖ What teaching and linguistic integration methods are used by the teachers?
- ❖ What steps do they take to facilitate the linguistic integration process?
- ❖ What difficulties do teachers face?

3.3 Worldview

The basic set of moral values and ideas surrounding this research could only be developed within the framework of the social constructivist worldview. As argued in the work of Creswell (2014), people and researchers seek to understand issues related to their work, as in this case, or their lives more broadly. These meanings, as they are subject to the subjective process of everyone's thoughts, cannot be simple. The researcher tries through the constructivist approach to highlight the complexity of meanings and by extension the complexity of human experiences in a phenomenon or a condition. He/she thus relies, not on his/her logic and opinion, but on the opinions he/she collects through research from the human participants. Also, the meanings formed by the participants arise from their contacts with other people. For example, in this research, the opinions of the teachers arise from their experiences, their culture, their knowledge and the daily contacts they have with immigrant/refugee students in their job. It is important for the researcher to understand and examine the work context and the conditions in which the participants work because this is also part of the influence that shapes their views and meanings. For this reason, no answer or result is taken for granted in this research. Contingent outcomes, multiple responses to open-ended questions, and patterns of repetition in actions during observation are open for discussion.

It is clear that the researcher has his/her own history, experiences, and opinions and based on this he/she will try to interpret what the research participants say (Creswell & Poth, 2016). In this research, the researcher examines the opinions and practices of general teachers in secondary education sections of a Greek school in the province of Crete, where non-native immigrant students attend. Both the spaces and conditions in which teachers and students work, as well as the disciplines to which they belong, the academic knowledge they have, and their experience in a similar field are taken into account. In all this, the researcher does not forget the legislative factor that surrounds the processes of language integration, the direction of which is given by the Ministry of Education and the Directorate of Secondary Education of the region.

3.4 Method-Approach

With qualitative research, problems are studied that broaden the views of individuals or groups about a problem in society (Creswell & Poth, 2016). The researcher uses the qualitative approach in the extraction of data, through the natural environment of the participants, making an inductive analysis to establish the patterns and contexts of the research. In the final analysis, the voices of the participants and the reflection of the researcher are included and illuminated in a complex description. The purpose of qualitative research is to ultimately expand the literature and make a call to action for change.

In this qualitative research, therefore, the researcher collected the data from two different sources (multiple source data: questionnaire, observation) in the actual place of action of the participants, the school classroom (natural setting) and not in a laboratory. The analysis focused on the production of meaning by the teachers themselves (participants meaning) and not on the literature as such. Of course, the researcher's way of interpretation cannot be separated from her own experiences, history and perceptions, but after researching and interpreting the participants' meanings, multiple views on the problem will emerge. By observing the lessons, the researcher aims to get a first-hand contact with the linguistic integration of immigrant students (Creswell & Creswell, 2017). He/ She can observe closely what happens in an organized way during the teaching time and what unexpectedly arises during a lesson, noting the data directly. The observation was chosen to elicit more direct information about the topic, to record perhaps aspects of it that were not expected by the researcher, and to highlight topics that the participants might not discuss (Isari & Pourkos, 2016).

The case study approach was chosen as ideal for the specific problem (Creswell, 2014). In it, the researcher will evaluate in depth and analyze the case of language integration practices of students with an immigrant background by the general teachers of a Greek secondary school. The teachers who participated in the research belong to different academic disciplines and have unique experiences and knowledge. They teach a variety of subjects, might have expertise in the integration of immigrant students and use different integration techniques or none at all.

3.5 Research Analysis

Initially, the author collected and organized the research data (Bryman, 2016). She then conducted the thematic analysis of the responses given by the participants as well as the data collected from the observations and extracted the main themes, which were coded and data collected from the analytical questions were generalized (Ravindran, 2019). Then, when grouping the data, it was broken down into its component parts and given titles. Thus, the researcher has better understood the data she collected and interpreted them based on the research questions that have been asked and the bibliographic data. The emphasis is on quality and resolution.

To optimize the analysis, numbers were given to the participants (for reasons of confidentiality), helping the researcher to refer to them more easily (Ravindran, 2019). In addition, the attendance grids have teaching time and date on them. The coding of the answers is based on the survey questions as well as on the grid elements. Next, the context and holistic view of the participants was emphasized to achieve the analysis in this qualitative case study. Finally, the data was translated from Greek to English.

3.6 Ethical Consideration

Before conducting the research, it was necessary before conducting the research that the researcher prepare the questions and the observations and get permission from the school and each teacher separately to attend the site and the classrooms (Creswell,

2014). Then, the school administration and the participants were informed about the duration of the research and the procedures (APA, 2002). In cases where some teachers did not wish to answer the researcher's questionnaire and/or allow her presence in the classroom during their teaching, this was completely respected by the researcher. The purposes of the monitoring were explained to the teachers and students, without giving specific details about the case, so as not to affect, the feeling that they were in the center of attention, the immigrant students, as this could distort the data collection.

It is crucial, when the research takes place in such a sensitive environment as a school, that the researcher be especially careful in his/her behavior. The same applies when studying particular social groups such as immigrant students. Respect is also needed towards the teacher interview participants, as the researcher had to avoid questions or behaviors during the observation that might offend or make them feel uncomfortable. It was made clear that a human problem is studied for the purpose of highlighting it and the research is not aimed at criticizing or diminishing the work of the participants. The personal details of the participants, as well as the name of the school will not be mentioned, while the contact details of the researcher were given for any possible information or question that may arise (APA, 2002). Finally, the researcher took into account and respected the space, time, program, and regulations of the school where he/she conducted the research.

3.7 Participants and Observation

The participants are secondary school teachers with experience in the public and/or private sector, whose sex is not identified as it is not considered relevant to do with the present research. They completed questionnaires with open-ended questions so that they could freely express their thoughts, opinions and concerns on the subject. The questionnaire was left open from March to May 2023, thus giving teachers freedom of time to respond. As can be seen in the following table, there is a variety of teaching specialties. There were several teachers who were asked to complete the questionnaire and refused or initially accepted and then refused, which was completely respected by the researcher (Bryman, 2016; Creswell, 2014). On the other hand, observations were done in a semi-structured manner. The researcher used a pre-created grid to include what she wanted to know about student and teacher behaviors (Creswell & Creswell, 2017). Additionally, free notes were also taken and then filled in on the grid. There was thus the freedom to note reactions and events that were not included in the grid. Finally, the researcher did not participate in the course process and tried to be as discreet as possible, so as not to disturb or influence the course process and the reactions of the members.

Participant	Profile
P1	The first Participant (P1) has been teaching math for the past 3 years. Students with multilingual and/or multicultural backgrounds also attend the classes he teaches. He/she has

	training in intercultural education through a seminar.
P2	French teacher for 14 years. Students with multilingual and/or multicultural backgrounds also attend the classes he teaches. He/she has experience in teaching the subject to students with L1 other than Greek. He/she has no training or expertise.
P3	Math teacher for 18 years. Students with multilingual and/or multicultural backgrounds attend the classes he teaches. He/she has taught in an American school. He/she has experience but no training or expertise.
P4	English teacher for 32 years, with teaching experience also abroad. Students with multilingual and/or multicultural backgrounds attend the classes he/she teaches. He/she has no training or expertise.
P5	Teacher of Philology courses for 10 years, with 2 years of teaching experience in foreign schools. Students with multilingual and/or multicultural backgrounds attend the classes he/she teaches. He/she has no training or expertise.
P6	He/she has been teaching Modern Greek for 3 years. Students with multilingual and/or multicultural backgrounds attend the classes he/she teaches. He/she has no training or expertise.
P7	Science teacher has been teaching for 14 years. Students with multilingual and/or multicultural backgrounds attend the classes he/she teaches. He/she has no training or expertise.
P8	Professor of Religious Studies has been teaching for 2 years. Students with multilingual and/or multicultural backgrounds attend the classes he/she teaches. He/she has no training or expertise.
P9	Professor of Modern Greek Language and Literature, has been teaching for 10 years. Students with multilingual and/or multicultural backgrounds attend the

	classes he/she teaches. He/she has no training or expertise.
P10	Science teacher has been teaching for 10 years. The classes he/she teaches do not include students with a multilingual and/or multicultural background. He/she has no training or expertise.
P11	Chemistry professor has been teaching for 5 years. The classes he/she teaches do not include students with multilingual and/or multicultural backgrounds. He/she has no training or expertise.
P12	Computer Science Professor has been teaching for 5 years. Students with multilingual and/or multicultural backgrounds attend the classes he/she teaches. He/she has no training or expertise.
P13	Professor of Modern Greek has been teaching for 15 years. Students with multilingual and/or multicultural backgrounds attend the courses he/she teaches. He/she has no training or expertise but has taught Greek as a foreign language.
P14	Mathematics teacher has been teaching for 8 years. Students with multilingual and/or multicultural backgrounds attend the classes he/she teaches. He/she has a specialization seminar in intercultural education.
P15	Art teacher has been teaching for 13 years, has experience in teaching refugees. Students with multilingual and/or multicultural backgrounds attend the classes he/she teaches. He/she has no training or expertise.

24/11/2022	Modern Greek language
25/11/2022	Mathematics
28/11/2022	Music
01/12/2022	Modern Greek language
02/12/2022	Mathematics
05/12/2022	French
08/12/2022	Modern Greek language

09/12/2022	Mathematics
12/12/2022	Biology
15/12/2022	Modern Greek language
16/12/2022	Mathematics
19/12/2022	Music
22/12/2022	Physics

4. Findings

The findings were divided and will be requested into five (5) thematic categories that will help answer the research questions: 1) studies, experience in teaching refugee/immigrant students, 2) knowledge of the European Framework and the legislative framework of the Ministry of Education, 3) linguistic integration, teaching methods and evaluation, 4) difficulties 5) suggestions of educators for the inclusion of students, 6) acknowledgment of migrant students 7) students.

4.1 Studies, experience in teaching refugee/ immigrant students

Of the 15 participants who completed the semi-structured questionnaire, 8 answered that they have experience, studies, or training with students with a refugee or immigrant background (P1, P2, P3, P6, P11, P13, P14, P15).

In more detail, teachers P1 and P14, both mathematics teachers, report that they have attended a training course on intercultural education. The educational participants P11 (Positive Sciences) and P13 (Philology) mention as experience their previous experience in teaching students with an immigrant background. A particular case is the teacher P15 (Arts) who has experience in extracurricular teaching of refugees in the year 2017-2018 in the city of Trikala. Furthermore, the P2 (French) teacher has experience in teaching English as a foreign language to immigrant students with a language background other than Greek (Russian and English speakers), while he/she states that he/she would like to be further trained in more P2 "*clear cognitive objectives*" as regards her field. Finally, teacher P6 (Philology) seems not to have understood the question regarding the reference to experience and/or education on the subject by answering that P6 "*They have difficulty in Greek e.g. the δ with the $\nu\tau$* ". It is worth noting that the participating teacher P3 states that he/she has worked in the past (Mathematics) in an international school with an American education system, which shows his experience in intercultural education. In addition, teacher P4 (English) reports that he/she has taught abroad for 6 months. On the other hand, participant P5, while stating that he/she has taught abroad for 2 years (Philology), states that he/she does not have any experience in teaching immigrant/refugee students. The remaining 7 of the 15 participants (P4, P5, P7, P8, P9, P10, P12) state that they have no experience and/or training in teaching students with an immigrant and/or refugee background. Nevertheless, they are all current teachers of students with immigrant backgrounds.

When asked if they would like to receive some training to help them teach the specific groups more effectively, the teachers responded in a variety of ways. Initially, participant P4 indicated that he/she would like to be "*specialized depending on the country they (students) come from*". The P5 teacher on the other hand, I would like to know "*...some basic words...*" in each student's language. Teacher P8 sets a more intercultural foundation by stating his/her desire to be trained in teaching students' mother tongue, culture, values, and beliefs. Participant P9 seeks "*meaningful contact with these groups through practical training*" while, on a similar scale, teacher P10 invokes "*training in handling them (students)*". Finally, the P12 participant is the only

one who answers that he/she would like to attend a "seminar or postgraduate (programm)" for his specialization.

4.2 Knowledge of the European Framework and the Legislative Framework of the Ministry of Education

Regardless of the expertise a teacher may have in intercultural education and the linguistic integration of refugee or immigrant students, it is of a great importance to know the regulations, laws, and context around it. The European framework is free and accessible to everyone. Also, the instructions and directions of the Ministry are sent every year to the principals of the schools, and can be found online. The majority of all participants answered positively to the question whether they know the European Framework for the inclusion of refugee and immigrant students in education, and equal rights. Specifically, of the 15 participants, 10 (P2, P3, P4, P6, P7, P8, P10, P12, P13, P15) answered that they are familiar with the European Framework and only P4 answered that he/she is not sufficiently informed about it, even though he/she knows it. Teacher P1, while having a seminar on intercultural education, is not familiar with the European Framework for the integration of students, and equal opportunities.

The researcher encountered the opposite picture regarding the teachers' familiarity with the instructions of the Greek Ministry of Education for the linguistic integration of students with an immigrant, or refugee background. 10 out of 15 teachers state that they do not know the Ministry's instructions. Of the remaining participants, P8, P10, P11, P12, P13 answered positively, while P4 states that he/she is completely unaware of the context, answering "not at all". The same is the case here for teachers P1 and P14 who, despite their intercultural expertise, answered negatively.

4.3 Linguistic integration, Teaching Methods and Evaluation

Despite the specialization, and the knowledge of the context that the participants may have, when it comes to the inclusion the methods they use, it was noted that only two of them, P6, P7, reported that they do not use any. All the rest make an effort to integration by using methods and techniques that vary.

The ways and methods of inclusion used by teachers are varied. Several of them relate the effort of language integration to intercultural learning, trying to include elements from the student's culture in the learning process, thus easing any stereotype or prejudice (P1: "I use contact with the students' culture", P2: "elimination of stereotypes and elimination of discrimination"). In their effort to smoothly integrate refugee and immigrant students into the mainstream classes, the research teachers take care to facilitate the processes by following differentiated and experiential learning methods, which focus on the student and rely on non-verbal communication, or the use of technology (P9: "Student-centered method, dialectical path to knowledge, experiential approach and definitely differentiated teaching", P13: "Communicative approach using technology", P4), arguing that a teaching practice must change according to the needs of each student and the context in which they are (P8: "I adapt teaching methods depending on the environment. I believe in

individualized teaching. I don't think there are specific methods and tactics that work effectively in any intercultural environment.”).

As a result, in the context of the effort to support language integration, research teachers often choose to use translation, in various ways, as a method of supporting students with different linguistic backgrounds. It seems that teachers find the method of translanguaging particularly helpful when teaching in their mainstream classes (P1: “translanguaging”, P12: “translanguaging”). At the same time, in order to shape their learning materials to help linguistically integrate students, they choose to translate part or all of the materials they give into English or other languages (P10: “Trying to translate...”, P11: “I use a translation of material and the proposed ministry material”, P3: “What simple exercises, explanation in English language”). Still, there are not a few who support the students by even creating extra material if this is considered necessary for each student (P2: “production of special teaching material”, P3), a fact that is also confirmed by the monitoring that took place.

Other good methods used by teachers to bridge the language gap within mainstream Secondary education classrooms are the collaboration of students with each other, and personal support from the teacher with remedial teaching in or outside the classroom to fill gaps that may be for the student to have, and to make the learning process run more smoothly (P14: “Help from me and classmates”, P5: “I take the child in a free time to help him fill in the gaps.”). At the same time, the teachers whose specialty comes from the artistic field, seem to support language integration with teaching methods that include art (Observation Greed 3 and 12, P15: “Theatre pedagogies”).

Regarding the teachers’ linguistic integration practices, the observations showed that the P3 (Mathematics) teacher uses translation into an intermediate language, English, in the majority of his/her lessons that were attended three out of the four teaching hours. In these hours of observation, he/she did not give any additional differentiated material to the students with an immigrant background, but used additional examples (lesson 1, 2 times, lesson 2, 1time, lesson 3, 3times) when they did not understand in order to support, as claimed above. Also, during his/her second lesson the students used the intermediate language (English) to express questions. At the same time, the students seemed active in the lessons, taking notes and showing interest. Also worth mentioning is the point in lesson 2, in which students were observed expressing questions to their classmates about the lesson. Lesson 4 was a special case, as it was semester’s exam period at time for the students. Time was given to express any questions to the whole class, however, the students with an immigrant background did not ask a question and took the same test as the rest of the students.

In the observation of the P5 teacher's lesson (OG 1, 4, 7, 10), Modern Greek Language, the questionnaire data for the use of a differentiated teaching method by him/her was not fully confirmed, as it was barely used in lessons 2 and 3. More specifically, participating in the four lessons attended by the researcher, he/she addressed the students only in Greek even though they did not seem to understand, he/she repeated slowly, restating in simpler words the instructions and questions he/she asked, and using only the English word “*verb*”. In lessons 2 and 3, he/she assigned the students a different task in the day's handout, which was common to all. In both of these cases, the students asked their classmates for help using intermediate

language to follow the teacher's instructions. During the first lesson when they were not assigned in-class work, they seemed to lose interest in the lesson and engaged in other things, e.g. they were talking to each other. Lesson 4 was a special lesson since the students had a test. The test given was the same for all students in the class, and from how quickly the students with an immigrant background finished, it appeared that they did not adequately answer the questions.

Fewer visits were made by the researcher to the courses of other specialties during the follow-up period. In the music lessons (OG 3, 12), the teacher, who did not want to fill out a questionnaire, included the technological means in the teaching process (video, projector, image, internet use), while he/she also played the piano in the second lesson. At the same time, in his/her reference to the musical instruments of jazz (1) and classical music (2), he/she used three different languages to name them (Greek, English and German), while during the explanation of the theory in the introduction of the course everything said was also translated into English. The students seemed to enjoy the process, watched the videos and pictures with interest, answered the questions they were asked and seemed to understand.

In the case of French class (OG 6), teacher P2 argued that as a method of inclusion, he/she uses the abolition of stereotypes and the elimination of prejudices, without explaining any further. At the same time, in the methods he/she uses, he/she refers to the production of special teaching material, giving, according to the observation, supporting material also translated into English. During the lesson, the teacher invited the immigrant students, recalling the grammar knowledge they already possess, to recognize similarities and differences with the grammar presented (Past Tense) that day in the lesson. The students seemed to show interest and follow the engagement in the rest of the lesson, taking notes and doing exercises.

The next two observations were made in science courses, namely Biology (OG 9, P7) and Physics (OG 13, P10). Indeed, as stated in his/her questionnaire, teacher P7 did not make any effort to engage the students in the learning process, while he/she followed the teacher-centered method, with talking and, making notes and figures on the board throughout the lesson. The students with an immigrant background, due to the difficulty of the terminology of the specific subject, stopped attending almost from the beginning of the lesson, some of them fell asleep, while others talked to each other. In the Physics course attended by the researcher, the students were examined in a semester's exam. As stated in the questionnaire from the teacher, an attempt was made to translate, as the exam given had reduced material for students with an immigrant background, and it was translated into English. Also, the students expressed questions for clarification which were answered in a mixture of English and Greek and after they finished writing they were waiting because they were also examined orally at the end of the period.

Finally, regarding the ways teachers use to evaluate the teaching methods that work or not in their classroom, they answered in different ways. Initially, some of the teachers use traditional assessment methods to evaluate the methods, which are mainly related to tests, or oral examinations in the classroom, (P5: *"From his performances in the classroom"*, P11: *"With tests and oral examinations"*), while there are some who rely on more modern methods, evaluating the performance of their practices using projects

or questionnaires (P1: *“With short questionnaires at the end of each unit”, P12: “With projects”*). On the contrary, a large part of the teachers either do not know the evaluation of the methods or did not understand the question asked since there were several answers in the sample that were not related to the question (P7: *“inadequate”*, P14 and P12: *“good”*, P13: *“not always effective in terms of the syllabus”*).

4.4 Difficulties

According to the teachers, the integration process of immigrant and refugee students has some difficulties, which according to the research, were mainly focused on two points, the references to technical issues arising from the organization and policies of the Ministry of Education, and from the language. More specifically, some of the participants refer to the indifference of the state mechanism, resulting from the incomplete information and direction of the teachers, which should be continuous (P2: *“state indifference”*, P1: *“there are no clear directions from the Ministry”*, P4: *“constantly updated and provision for the reliability of the media is needed”*). Also, according to the teachers, the difficulty arising from the Ministerial organization lies in the lack of raw work materials, a large number of children in the general education classes, and the enormous amount of teaching material, which make the integration process difficult (P12: *“lack of equipment”*, P7: *“time pressure, volume of material, classes with many students”*, P11: *“large number of students in the class (which) does not help the integration of students as well as their better learning”*). At the same time, the lack of cooperation between them, i.e. between the different specialties (Mathematics, Language, etc.), is underlined by the teachers, considering that this makes an effort to support the integration of students difficult when it is under the responsibility of a single teacher (P13: *“There is no cooperation with other teachers...”*, P9: *“The cooperation with the rest of the teaching staff...”*, P10: *“...the teacher should not be responsible”*).

The second main difficulty shown by the results of the research that teachers face during the linguistic integration of students with an immigrant or refugee background is the language of communication (P8: *“The language of communication”*, P6: *“Understanding the language”*). Even if the students use an intermediate language, even if it is not their L1, it creates problems in understanding complex terms required in the curriculum of secondary school subjects (P3: *“Language, English is not always their mother tongue”*). In addition, the incomplete knowledge of Greek during the initial period of arrival of the students makes it difficult for the learning process and the attempt to cover gaps from previous educational years, while the same difficulty stems from the lack of staff trained in several languages (P14: *“If the student does not know the language it is difficult to learn math terms”*, P10: *“Additional staff trained in above languages and cultures are needed...”*). Finally, the difficulties of language integration are oriented by some teachers to the lack of cooperation between students and the general indifference and refusal to learn that they seem to show (P5: *“There is no interest. The children consider the knowledge we offer them useless.”*, P13: *“...It is difficult for the children to cooperate”*).

4.5 Educators' suggestions for the inclusion of students

The collection of data was completed with the teachers' suggestions on how the learning of the Greek language and the inclusion of immigrant and refugee students in secondary education could be facilitated. The opinions stem mainly from changing the functioning of the educational system in a more supportive direction for students and teachers, supporting the language teaching of the target language, and expanding the literature, while it is stated that it would benefit students' contact with local populations and also Art (P14: "... by promoting the interaction of immigrants with native students and using the Greek language so that it is practiced in everyday life", P4: "With more contact with native speakers", P15: "Through the Arts"). Initially, the participating teachers consider it vital that students with an immigrant or refugee background attend reception classes for their smoother integration (P7: "compulsory attendance at reception classes for language learning", P11: "... make reception classes compulsory in all schools", P12: "Reception classes should exist in all schools regardless of the number of participants in them..."). At the same time, it is underlined that it is considered necessary to restructure the way reception classes operate, with fewer criteria for their establishment and operation but also their staffing by permanent specialized staff (P1: "The integration departments should be staffed faster and with fewer criteria", P14: "Inclusion department with more hours in the teaching of the Greek language by a teacher who knows the student's mother tongue and perhaps re-education if deemed necessary", P9: "...stopping the time-consuming procedures...").

Even as far as the language is concerned, according to the participating teachers, the linguistic support of the students should become more intensive, increasing the hours of teaching it, perhaps even after the end of the daily course schedule (P3: "Additional hours...", P2: "with afternoon extra lessons, with daily contact with the language", P7: "Increasing teaching hours possibly even after the full morning program, compulsory exam leading to a language qualification"). In addition, in the language learning process, it is considered necessary by the teachers for the students to be supported linguistically in such a way that they can follow the teaching programs of all courses (P11: "Greek courses need to be more intensive and students to be supported linguistically and in positive courses", P12: "Language support should be provided for all courses"). Finally, the teachers highlight the need to enrich the bibliography, as a step towards a more complete process of teaching the Greek language as L2 (P3: "new appropriate bibliography", P6: "To publish a book suitable for learning new Greek").

Other changes suggested by teachers for the smooth language or wider inclusion of students in secondary education mainly focus on the teaching staff themselves, with 9 out of 15 participants responding in this regard. The teachers consider that it is necessary for substantial change to occur in the education and training of the teaching staff in terms of learning the language but also the management of multicultural groups (P15: "educating adults first", P1: "preventing permanent staff with expertise in intercultural education", P6: "appropriate teaching staff"). Thus, they believe that a more collective effort will be made to manage students with empathy, understanding and respect for their different identities, which will contribute to their wider

integration into society (P10: "by accustoming society to their acceptance and integration and training teachers", P14: "by raising awareness and cultivating the empathy of native students, by promoting the interaction of immigrants with native students...", P8: "Creating a holistic approach to educating students to show empathy, integrity, and respect. Teachers should be trained to be committed to caring for and understanding all people regardless of color, gender, religion or sexual orientation...").

4.6 Acknowledgment of Immigrant Students

While in general in the research, positive attitudes of teachers towards the integration of immigrant and refugee students prevail, there are points that could be considered negative. Initially, the research focused on students with an immigrant background and for this reason, the sample only included school teachers who teach in classes with immigrant students. Nevertheless, two of them (P9, P11) answered negatively, to the question of whether they teach immigrant students. At the same time, teacher P5 (Philologist) seems to resent the students saying that "*There is no interest. The children consider the knowledge we offer them useless...*", which is a difficulty for him/her, adding that in order to facilitate the teaching of the second language, it is necessary to "*Inform children about the importance of foreign languages*". Furthermore, one can observe from the data, that the teachers highlight many difficulties, regarding policies, functions, and language and avoid mentioning their lack of education with 0 out of 13, non-specialists, not recognizing their weakness. Finally, in the Biology (Observation Greed 9, P7) course attended, students with an immigrant background were not taken into account in the learning process, and no effort was made to integrate them.

4.7 The students

From the behavioral patterns followed by the students during the observations, some conclusions can be drawn regarding the difficulties they face. From the courses of Modern Greek Language (OG 1, 4, 7, 10, P5) and biology (OG 9, P7) it was realized that the point of decline of the students' engagement and therefore the effort on their part to join the learning process, is when the understanding of the language is lost. That is, it appears from lessons 1, 2, and 3 of the Modern Greek Language, that when the students were asked to answer questions that they could not understand, or when the vocabulary of the teaching became more difficult, they gave up trying to understand the lesson, and either they were left to discuss with their classmates, or they engaged in something different. Similarly in the Biology (9 OG, P7) course, with its particularly demanding terminologies, a few minutes after the start of the lesson, the students lost all interest and turned their attention elsewhere.

On the other hand, language support seemed to positively affect students' participation in Mathematics (2, 5, 8, 11 OG, P3), Music (3, 12 OG) and French (6 OG, P2) courses. Especially in Mathematics (1, 2, 3, 4), despite the difficult language terminology, the teacher's effort for linguistic inclusion by translating the theory into English, and the acceptance of the use of English by the students, encouraged them not only to actively participate in the lesson but also express themselves freely, formulating questions and cheating on questions. Proof of the results of this good

practice was also the reaction of the students in lesson 4, with them writing the same test in the Greek language as the rest of their classmates, without formulating any questions. In the same way, during the physics lesson (13 OG), language support in English appeared to facilitate the students' learning performance, even if they did not understand everything since English is not their L1.

At the same time, during the French class (6 OG), it became clear that recalling knowledge from the students' language repertoire can contribute to their linguistic integration. Initially, language integration was facilitated by providing English language vocabulary. Then, the effort of the P2 teacher, to include the students in meaning-making by using the existing knowledge from their mother tongue, seemed to create particular satisfaction for the students and increase engagement during the continuation of the lesson. They took turns standing up at the board and wrote the Indefinite tense in their own languages, briefly taking the teacher's place and explaining their own language to the rest of the class. The students tried to solve the exercises, took notes, and attended the lesson with pleasure.

Finally, in the music lesson (3, 12 OG) language integration was promoted in various ways. It was the only lesson where the teacher used two different intermediate languages (English, German) to help the understanding of the subject. Here the language integration was also done by non-verbal means, such as the use of audio-visual material, in the language of music, with the sounds, the instruments, and the performance (2) on the piano by the teacher. And in this case, the students' engagement seemed to increase, with the children participating linguistically, cheating on questions, and of course, moving their bodies to the rhythm and enjoying the learning process.

5. Discussion

5.1 Teacher Training

From the data collected, it is first worth discussing the fact of informing the teachers about the European and domestic legal frameworks. As it became clear, as far as the European Framework is concerned, there are quite a few who know (10 out of 15) what it defines. It is very important that teachers know the rights of children of students with immigrant or refugee backgrounds so that the learning process can be done on equal terms. After all, intercultural education requires both teachers and students to be able to recognize oppression in order to promote empathy, have a moral conscience, and fight the discrimination that occurs against students with an immigrant or refugee background (Action Plan on the Integration and Inclusion, n.d.-b).

On the other hand, the vast majority of teachers answer that they are not familiar with the instructions of the Ministry of Education related to the linguistic integration of students with an immigrant or refugee background (10 out of 15). This is contrary to what the Ministry of Education (Refugee and Education, n.d.) states on its website, to train teachers and promote intercultural learning with continuous updates. Although there should be an organized process for the training of teachers by the state, with the development of policies and reforms that promote equal learning opportunities, it is also part of the individual responsibility of each teacher to strive for self-improvement in order to include every student in the educational process (Little, 2008; Long, 2014). It is considered worthy of question why the teachers are not informed about the process of integration by the school itself, or the competent local Secondary Directorate, since they have students with immigrant backgrounds in their classes, and why some teachers, while having training in intercultural education, do not know the instructions of the Ministry (P1, P14).

From the research, it became known that only two of the 15 participating teachers have some training in intercultural education (seminar). Of the rest, there were some who had practical contact with intercultural education through their previous service (P2, P13, P15). When asked what kind of training they would like to receive in order to help in intercultural teaching, 5 of them (P3, P6, P7, P11, P14) did not answer anything, which raises questions, as far as the teachers' interest towards these groups is concerned. At the same time, only one teacher (P12) focused on training through a seminar or postgraduate course, with the rest responding more generally, referring to contact with culture, country of origin, students' language, beliefs, and communication, which are also important and necessary (Kovinthan, 2016) for the smooth integration of students.

The issue of teacher training and the need for teacher training has been highlighted by contemporary research (Mogli et al., 2020; Crul et al., 2017; Simopoulos & Magos, 2020). It is possible as stated in the work of Mogli et al. (2020) lack of knowledge by teachers and managers leads to misjudging the needs and situation of a refugee or immigrant. It is important for students with an immigrant or refugee background to have equal opportunities in education and consequently in life, that teachers are

informed and educated about their integration. Only in this way will they be able to provide them with the help and support they need by bridging the learning, cultural and social gap, and avoiding the negative consequences that may arise due to the language in the student's well-being (Miller et al., 2018).

5.2 Methods of Language Integration

Regarding the methods used by teachers to integrate children with an immigrant or refugee background, there is a variety of answers. Several focus on trying to bridge the language gap to help students join mainstream secondary education programs, which require particularly high academic language proficiency (P1, P2, P3, P4, P5, P10, P11, P12). If this integration effort is done through the translation and use of language elements that the students already have in their repertoire, then according to García et al (2011) and Pardede (2012), the results will be very positive for their development, enabling them to construct meanings, communicate and become active in social groups, as Vogel and García argue (2017), while also empowering teachers (Wei, 2018). In the case of this research, five of the six teachers whose classes were observed used translation into an intermediate language (English) during the observation. The Music teacher also used German language, while in the French lesson there was use of the target language (French). The students seemed to understand more in these lessons, to be more active, and to be more willing to participate in the process.

Other good practices mentioned regarding the linguistic integration of students was the use of technology (P4, P13), which was also observed in practice by the Music teacher during the teaching of both of his courses, using audio-visual materials, projectors, and internet connection. The use of technological means in the education of children with an immigrant or refugee background can offer autonomy and personalized learning to students, developing engagement (Ahmadi, 2018; Godwin-Jones, 2019; Johansson, & Söderlund, 2018). Another positive is that with the use of technology, as mentioned in the research of Ahmadi (2018), the group cooperative ability of the students can be cultivated, so they come closer, and social inclusion and acceptance by the class is supported. With the use of technology, access to bilingual and multicultural resources could be facilitated, which is another good practice towards the inclusion of students. Thus, according to Tsokalidou and Maligkoudi (2011), students' language skills will improve, and they will feel freedom to express themselves and confidence to participate in the educational process.

Another good method, experiential learning, which is proved to work well in language integration for refugee and migrants was mentioned by few teachers (P9 and P6). As experiential learning is a method that includes the students' already existing experiences and tries through their meaning to actively involve the student in learning, it is quite a good practice in the case of refugee and immigrant students (Bastea, & Vranas, 2017). Through this way of learning Bizou (2023) claims that the participants are given the opportunity to understand themselves, and the experiences they have lived and to be led in a holistic way towards learning. In the meantime, P9, P5 teachers point to using differentiated teaching. This method also establishes, as a

basis, the diversity and heterogeneity between groups of students, recognizing that each child needs a unique way and pace to reach learning (Kakana, 2020). It thus provides teachers with different ways of approaching learning, inviting them to adapt their practices to the heterogeneity of children (Kakana, 2020). The good results of using differentiated learning are the increase of student engagement and the facilitation of the learning process, and this is also proven in the research of Dimadi and Vitsou (2020).

In addition, there were several teachers who mentioned in their answers the use of cultural elements for the smooth integration of refugee and immigrant students (P1, P4, P12). In the specific cases it is difficult to formulate exactly which methods the teachers are referring to, but every effort to mix cultural elements in the educational process is positive and promotes interculturalism. Katsanidou (2019) in her work argues that the intercultural approach to inclusion and learning creates dynamic relationships between participants, facilitates interaction and yields mutual recognition and cooperation. Likewise, P6 and P7 teachers who answered that they do not use any method of integration or language learning for their immigrant students could manage to help these processes, simply by creating a supportive learning and inclusion environment (Kantzou, et al., 2017; Pathiaki & Simopoulou, 2014). Unfortunately, as shown by the attendance of the biology course and the Modern Greek language, it is not always easy for the teachers to achieve this, as a result of which the engagement of the students is quickly lost and they remain uninvolved in the mainstream classes of secondary education.

Other teachers (P15) refer to the use of theatrical pedagogies for the integration of refugee and immigrant students. These practices according to the existing literature perfectly fit the principles of intercultural education and contribute in various ways to the integration of multicultural groups (Choleva, 2017; Kostantinou, 2020; Miller & Bogatova, 2018). Pedagogies that use the arts and theatre, offer students contact with language in original texts, lead to linguistic and emotional deepening, cultivate critical thinking, empathy, invite students to collaborate, reflect and use elements from their experiences. Furthermore, through the arts students develop interpersonal relationships, learn about different cultures and see the world through other people's eyes, which leads to the breaking of stereotypes and racist perceptions. Finally, the above was also evident from the monitoring, with language integration being promoted through music.

Another good method of inclusion mentioned in this research was co-working with classmates (P14). This method, mentioned by Klouvatos (2014), and known as the collaborative method, is based on the mutual assistance of a group for the purpose of knowledge and has positive results even in heterogenous classes. The teacher is called upon, after setting the space and time, to assign roles, to give instructions and to direct the students in the development of cooperation skills, which in the case of non-native students breaks down the barriers to linguistic communication (Pečenković, & Delić, 2022). Thus, the social inclusion of students and the support of their self-confidence becomes possible, as they get moral satisfaction through the success of the group and the achievement of their goals (Tziavas, & Baladima, 2018).

Last but not least, evaluation is an important process that must be followed during teaching since it offers both students and teachers (Hanušová, & Malcová, 2006). For students, evaluation is important since it helps them understand the knowledge prerequisites they need for each lesson, what mistakes they made, and what they can correct from here on out, while at the same time it encourages them and helps them build their self-confidence. For teachers, the feedback from the evaluation is important since they understand the results of the methods they use, know better the needs of their students, strengths, and weaknesses, analyze their work and can, based on this, approach the lesson differently or change their methods. P1 uses short questionnaires at the end of each unit, P12 uses a project, while P11 uses a test and an oral examination, which are good practices according to research (Green, 2020; Vogt et al., 2020)

5.3 Difficulties

At the same time, the contribution of the Ministry in supporting teachers is also necessary. As they also mention in the research, it is a difficulty but also a solution to collaborate with other teachers (P9, P13, P10), while mainly science teachers (P14, P3) recognize that the lack of knowledge of terminology is an obstacle to language integration academically (Griva & Stamou, 2014). The Ministry should inform teachers about the available materials it offers translated into other languages, the work of the IEP and the applications of the European Union for the cooperation of teachers from other countries (Refugee and Education, n.d.). In the meanwhile, it would be useful to expand the disciplines from which the teachers come for the reception classes (Simopoulos & Magos, 2020), to help students and teachers to get in contact with the science subjects (Biology, Physics, Chemistry, Mathematics).

The position and responsibility of the Ministry refer to the difficulties directly or indirectly from the participating teachers of the research, with references (P1, P2, P4, P7, P9, P10, P11, P12) mainly related to the volume of the material, the large number of children in mainstream classes, the time pressure, the demanding curricula and the lack of specialized staff. While two of them clearly refer to P2 "state indifference", and P1 to the lack of "... clear directions from the Ministry of Education".

Accordingly, in their proposals for ways to facilitate integration and language learning, strong reference is made to solutions coming directly or indirectly from the Ministry of Education (P1, P2, P3, P5, P6, P7, P9, P10, P11, P12, P14, P15). They mainly focus on increasing the hours of teaching Greek, perhaps even outside of school hours, the faster and more substantial staffing of reception departments, the creation of new material, the hiring of permanent specialized staff, and the training of teachers, similar are the views of the teachers on the state's lack of practices in modern research (Diakogeorgiou, 2020; Giavrimis, 2022; Koutroubeli, 2018).

Regarding the difficulties they consider to exist during inclusion in secondary education, but also the ways to facilitate this, there are several teachers who focus their concerns on language (P3, P6, P7, P14). This happens because, as is already known from the research so far, the Greek secondary education syllabus presupposes a very good knowledge of the Greek language, not only in the language courses but also in the positive ones, which are dominated by special terminology (Griva &

Stamou, 2014; Milonas, 2020; Paparounas, 2020). Therefore, it was seen from the observations that the students had difficulty developing engagement in courses such as Biology, since linguistically they did not understand what was happening in the course. On the contrary, in the mathematics and physics courses where an attempt was made to integrate language through the use of an intermediate language (English), the students showed interest and participated in the process. Even in this case, the students faced difficulties, since they may know English very well or well enough to communicate, but they do not know the specialized terms (P3), as a result of which they again have difficulty in understanding the positive objects (Milonas, 2020). Finally, in the language courses of the Modern Greek Language, it became apparent that the low language level of the students, and the inability of the teacher to adapt, stood in the way of the active monitoring of the students, with them losing their interest and turning their attention elsewhere.

5.5 Limitations of the study

There were three main limitations to the present research. Initially, the researcher intended to collect data from the students themselves, through interviews, in order to have at her disposal three different types of data sources that are ideal for qualitative case studies (Creswell & Poth, 2016; Isari & Pourkos, 2016). Despite this, the school management did not allow the researcher to approach the parents and students. Furthermore, during the monitoring, there were several times when little or no attention was given to students with an immigrant background. Finally, 3 of the six teachers who accepted to have their lessons monitored did not want to answer the survey questionnaire.

6. Conclusion

In summary, the integration process of refugee and immigrant students in the Greek secondary education school is a complex process that begins with the integration of students into Reception Classes. Along with learning the Greek language, students are also required to follow the mainstream curriculum of Middle Schools and High Schools. When joining these programs, students find it difficult, as found by the research, to follow and participate in the procedures mainly due to the language gap that exists, or the teachers' inability to help include them. So, the linguistic support in mainstream classes should become a priority.

The teachers, for their part, try in different ways to help the linguistic integration of students with an immigrant background. Many of them use teaching methods that rely on the translation of part of the course and material. Others choose to use experiential teaching as a means of language and social inclusion, drawing on students' already existing experiences. There are still some who refer to the use of differentiated learning, focusing on the unique needs of each student and trying to increase engagement. Finally, reference was also made to the use of cultural elements, pedagogies related to art, collaborative methods, and technological means.

The difficulties that arise for teachers are varied. According to them, they stem mainly from the language problem, but also from the pressure of time and the teaching material, the large number of students and the lack of specialized staff. It is understood that for better language integration of students, especially in secondary education which is a precursor to professional life and higher education, there needs to be a better organization by the Ministry of Education and teacher training. Especially the specialization of the staff is an urgent need that is underlined by the present and modern researches.

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Appendix 1- Questionnaires

Participant 1

What subject do you teach? Μαθηματικά

How long have you been teaching it? 3 χρόνια

Have you ever taught abroad? If so for how long? If not, would you like to teach and why? Όχι αλλά αν είχα την ευκαιρία θα το έκανα για μια επιπλέον εμπειρία!

Do you know the EU legislative framework about equal opportunities in education for all, including migrant and refugee students? NAI

Do you teach students with multicultural and multilingual backgrounds? NAI

Do you have any expertise in how to teach migrant/refugee students? Any relevant training? NAI

If yes, please state: Έχω σεμινάριο διαπολιτισμικής αγωγής.

If not, what kind of training would you like to receive to help you teach the specific groups in a more efficient way?

Are you familiar with the guidelines of the Ministry of Education for the linguistic integration of students with different linguistic backgrounds in secondary education? OXI

What teaching/integration methods/tactics do you follow? Χρησιμοποιώ την επαφή με τον πολιτισμό των μαθητών. Translanguaging.

How do you evaluate those methods/techniques? Με μικρά ερωτηματολόγια στο τέλος κάθε ενότητας.

What do you consider to be the difficulties? Δεν υπάρχουν σαφείς κατευθύνσεις από το Υπουργείο Παιδείας.

How can second language learning be facilitated? Τα τμήματα ένταξης να στελεχώνονται γρηγορότερα και με λιγότερα κριτήρια.

How can the integration of migrant/refugee students be facilitated? Πρόσληψη μόνιμου προσωπικού με εξειδίκευση στην διαπολιτισμική εκπαίδευση.

Participant 2

What subject do you teach? Γαλλικά

How long have you been teaching it? 14 χρόνια

Have you ever taught abroad? If so for how long? If not, would you like to teach and why? Όχι δεν έχω διδάξει στο εξωτερικό, αλλά θα το ήθελα πολύ για να έρθω σε επαφή με διαφορετικούς τρόπους διδασκαλίας.

Do you know the EU legislative framework about equal opportunities in education for all, including migrant and refugee students? ΝΑΙ

Do you teach students with multicultural and multilingual backgrounds? ΝΑΙ

Do you have any expertise in how to teach migrant/refugee students? Any relevant training? Ναι

If yes, please state: Έχω έρθει σε επαφή με ρωσόφωνους και αγγλόφωνους μαθητές.

If not, what kind of training would you like to receive to help you teach the specific groups in a more efficient way? Σαφείς γνωστικούς στόχους.

Are you familiar with the guidelines of the Ministry of Education for the linguistic integration of students with different linguistic backgrounds in secondary education? ΟΧΙ

What teaching/integration methods/tactics do you follow? Κατάργηση στερεοτύπων/εξάλειψη διακρίσεων, παραγωγή ειδικού διδακτικού υλικού.

How do you evaluate those methods/techniques? Καλές.

What do you consider to be the difficulties? Η κρατική αδιαφορία.

How can second language learning be facilitated? Με απογευματινά επιπλέον μαθήματα/με καθημερινή επαφή με τη γλώσσα.

How can the integration of migrant/refugee students be facilitated? Με εξειδικευμένους εκπαιδευτικούς – ψυχολόγους.

Participant 3

What subject do you teach? Μαθηματικά

How long have you been teaching it? 18 χρόνια

Have you ever taught abroad? If so for how long? If not, would you like to teach and why? Όχι ,αλλά έχω διδάξει σε αγγλόφωνα παιδιά σε αμερικάνικο ιντερνατιοναλ σχολείο.

Do you know the EU legislative framework about equal opportunities in education for all, including migrant and refugee students? NAI

Do you teach students with multicultural and multilingual backgrounds? NAI

Do you have any expertise in how to teach migrant/refugee students? Any relevant training? NAI

If yes, please state: -

If not, what kind of training would you like to receive to help you teach the specific groups in a more efficient way? -

Are you familiar with the guidelines of the Ministry of Education for the linguistic integration of students with different linguistic backgrounds in secondary education? OXI

What teaching/integration methods/tactics do you follow? Ποιο απλές ασκήσεις, επεξήγηση στην αγγλική γλώσσα, επιπλέον σημειώσεις και παραδείγματα.

How do you evaluate those methods/techniques? Ικανοποιητικά

What do you consider to be the difficulties? Η γλώσσα, δεν είναι τα αγγλικά πάντα η μητρική τους γλώσσα.

How can second language learning be facilitated? Επιπλέον ώρες, νέα βιβλιογραφία.

How can the integration of migrant/refugee students be facilitated? Νέα κατάλληλη βιβλιογραφία,επιμόρφωση εκπαιδευτικών.

Participant 4

What subject do you teach? Αγγλικά

How long have you been teaching it? 32 χρόνια

Have you ever taught abroad? If so for how long? If not, would you like to teach and why? Ναι, για 6 μήνες

Do you know the EU legislative framework about equal opportunities in education for all, including migrant and refugee students? Ναι, αλλά ελλιπώς.

Do you teach students with multicultural and multilingual backgrounds? Ναι

Do you have any expertise in how to teach migrant/refugee students? Any relevant training? Όχι

If yes, please state:

If not, what kind of training would you like to receive to help you teach the specific groups in a more efficient way? Εξειδικευμένα ανάλογα με τη χώρα από την οποία προέρχονται

Are you familiar with the guidelines of the Ministry of Education for the linguistic integration of students with different linguistic backgrounds in secondary education? Ελλιπώς.

What teaching/integration methods/tactics do you follow? Πολιτισμική και γλωσσική διδασκαλία ταυτόχρονα και καθ' όλη τη διάρκεια του χρόνου, με χρήση ηλεκτρονικών μέσων.

How do you evaluate those methods/techniques? Απαραίτητες.

What do you consider to be the difficulties? Χρειάζεται ενημέρωση συνεχώς και πρόνοια για την αξιοπιστία των μέσων.

How can second language learning be facilitated? Με περισσότερη επαφή με native speakers.

How can the integration of migrant/refugee students be facilitated? Με συνεχή βοήθεια από το διδακτικό προσωπικό αλλά και τον ντόπιο πληθυσμό.

Participant 5

What subject do you teach? Φιλολογικά

How long have you been teaching it? 10

Have you ever taught abroad? If so for how long? If not, would you like to teach and why? 2 χρόνια

Do you know the EU legislative framework about equal opportunities in education for all, including migrant and refugee students? Όχι

Do you teach students with multicultural and multilingual backgrounds? Ναι

Do you have any expertise in how to teach migrant/refugee students? Any relevant training? Όχι

If yes, please state:

If not, what kind of training would you like to receive to help you teach the specific groups in a more efficient way? Θα ήθελα να ξέρω κάποιες βασικές λέξεις της γλώσσας τους .

Are you familiar with the guidelines of the Ministry of Education for the linguistic integration of students with different linguistic backgrounds in secondary education? Όχι

What teaching/integration methods/tactics do you follow? Παίρνω το παιδί σε μια κενή ώρα για να το βοηθήσω να καλύψει τα κενά, και διαφοροποιημένη διδασκαλία

How do you evaluate those methods/techniques? Από τις αποδόσεις του μέσα στην τάξη.

What do you consider to be the difficulties? Δεν υπάρχει ενδιαφέρον. Τα παιδιά θεωρούν τις γνώσεις που τους προσφέρουμε άχρηστες. Δεν υπάρχει αρκετός χρόνος για να καλυφθούν τα κενά.

How can second language learning be facilitated? Ενημέρωση παιδιών για τη σπουδαιότητα των ξένων γλωσσών.

How can the integration of migrant/refugee students be facilitated? Εντατικά μαθήματα εκμάθησης της ελληνικής γλώσσας.

Participant 6

What subject do you teach? Νέα Ελληνικά

How long have you been teaching it? 3 χρόνια

Have you ever taught abroad? If so for how long? If not, would you like to teach and why? Όχι, αλλά ίσως το σκεφτόμουν αν τύχαινε.

Do you know the EU legislative framework about equal opportunities in education for all, including migrant and refugee students? Ναι

Do you teach students with multicultural and multilingual backgrounds? Ναι

Do you have any expertise in how to teach migrant/refugee students? Any relevant training? Ναι

If yes, please state: Δυσκολεύονται στα Ελληνικά π.χ το δ με το ντ.

If not, what kind of training would you like to receive to help you teach the specific groups in a more efficient way?

Are you familiar with the guidelines of the Ministry of Education for the linguistic integration of students with different linguistic backgrounds in secondary education? όχι

What teaching/integration methods/tactics do you follow? Παραδοσιακή, βιωματική μάθηση.

How do you evaluate those methods/techniques? Θετικά.

What do you consider to be the difficulties? Κατανόησης της Γλώσσας.

How can second language learning be facilitated? Να εκδοθεί ένα βιβλίο κατάλληλο για την εκμάθηση νέων ελληνικών.

How can the integration of migrant/refugee students be facilitated? Με το κατάλληλο εκπαιδευτικό προσωπικό.

Participant 7

What subject do you teach? Φυσικών Επιστημών

How long have you been teaching it? 14 χρόνια

Have you ever taught abroad? If so for how long? If not, would you like to teach and why? Όχι, όχι

Do you know the EU legislative framework about equal opportunities in education for all, including migrant and refugee students? Ναι

Do you teach students with multicultural and multilingual backgrounds? Ναι

Do you have any expertise in how to teach migrant/refugee students? Any relevant training? Όχι

If yes, please state:

If not, what kind of training would you like to receive to help you teach the specific groups in a more efficient way?

Are you familiar with the guidelines of the Ministry of Education for the linguistic integration of students with different linguistic backgrounds in secondary education? Όχι

What teaching/integration methods/tactics do you follow? Καμία.

How do you evaluate those methods/techniques? Ανεπαρκείς.

What do you consider to be the difficulties? Πίεση χρόνου, όγκος ύλης, τμήματα με πολλούς μαθητές.

How can second language learning be facilitated? Αύξηση ωρών διδασκαλίας πιθανόν και μετά το πλήρες πρωινό πρόγραμμα, υποχρεωτική εξέταση που θα οδηγεί σε τίτλο γλωσσομάθειας.

How can the integration of migrant/refugee students be facilitated? Υποχρεωτική φοίτηση σε τμήματα υποδοχής για εκμάθηση γλώσσας.

Participant 8

What subject do you teach? Θρησκευτικά

How long have you been teaching it? Δύο χρόνια

Have you ever taught abroad? If so for how long? If not, would you like to teach and why? Όχι δεν έχω διδάξει στο εξωτερικό! Ναι θα ήθελα να διδάξω στο εξωτερικό. Θα ήθελα να έχω την ευκαιρία να διδάξω σε ένα διαπολιτισμικό περιβάλλον με στόχο να προσφέρω στους μαθητές μια προοδευτική και εξατομικευμένη εκπαίδευση. Πιστεύω όμως πως για να επιτευχθεί ένα διαπολιτισμικό περιβάλλον μάθησης απαιτείται σεβασμός στις ηθικές αξίες και στην τοπική κουλτούρα κάθε χώρας.

Do you know the EU legislative framework about equal opportunities in education for all, including migrant and refugee students? Ναι

Do you teach students with multicultural and multilingual backgrounds? Ναι

Do you have any expertise in how to teach migrant/refugee students? Any relevant training? Όχι

If yes, please state:

If not, what kind of training would you like to receive to help you teach the specific groups in a more efficient way? Διδασκαλία της μητρικής τους γλώσσας και κουλτούρας και αξιών και πεποιθήσεων.

Are you familiar with the guidelines of the Ministry of Education for the linguistic integration of students with different linguistic backgrounds in secondary education? Ναι

What teaching/integration methods/tactics do you follow? Προσαρμόζω τις μεθόδους διδασκαλίας ανάλογα με το περιβάλλον. Πιστεύω στην εξατομικευμένη διδασκαλία. Δε θεωρώ ότι υπάρχουν συγκεκριμένες μέθοδοι και τακτικές που δρουν αποτελεσματικά σε οποιαδήποτε διαπολιτισμικό περιβάλλον.

How do you evaluate those methods/techniques? Πιστεύω στην εξατομικευμένη διδασκαλία

What do you consider to be the difficulties? Η γλώσσα επικοινωνίας

How can second language learning be facilitated? Κρίνεται απαραίτητο να εκπαιδύσουμε τους μαθητές μας να αξιοποιήσουν πλήρως τις δυνατότητες τους ως παγκόσμιοι προσαρμοστικοί πολίτες.

How can the integration of migrant/refugee students be facilitated? Δημιουργώντας μια ολιστική προσέγγιση για την εκπαίδευση των μαθητών ώστε να δείχνουν ενσυναίσθηση, ακεραιότητα και σεβασμό. Οι εκπαιδευτικοί θα πρέπει να

εκπαιδευτούν να είναι αφοσιωμένοι στην φροντίδα κι την κατανόηση όλων των ανθρώπων ανεξάρτητου χρώματος, φύλου, θρησκείας η σεξουαλικών προτιμήσεων. Πιστεύω ότι για μια πολυπολιτισμική εκπαίδευση απαιτείται η προσπάθεια μαθητών και εκπαιδευτικών στη καλοσύνη, την ισορροπία, την συνεργασία, την υπευθυνότητα, το σεβασμό και το ενδιαφέρον για τον συνάνθρωπο.

Participant 9

What subject do you teach? Νεοελληνική Γλώσσα και Λογοτεχνία

How long have you been teaching it? 10 χρόνια

Have you ever taught abroad? If so for how long? If not, would you like to teach and why? Όχι δεν έχω διδάξει στο εξωτερικό. Θα ήταν όμως μια αρκετά ενδιαφέρουσα εμπειρία για ένα χρονικό διάστημα 3-5 ετών προκειμένου να έρθω σε επαφή με το εκπαιδευτικό σύστημα και τις απαιτήσεις που μπορεί να έχει η διδασκαλία των φιλολογικών μαθημάτων σε μαθητές με διαφορετικό υπόβαθρο και καταβολές.

Do you know the EU legislative framework about equal opportunities in education for all, including migrant and refugee students? Όχι

Do you teach students with multicultural and multilingual backgrounds? Όχι

Do you have any expertise in how to teach migrant/refugee students? Any relevant training? Όχι

If yes, please state:

If not, what kind of training would you like to receive to help you teach the specific groups in a more efficient way? Ουσιαστική επαφή και επικοινωνία με αυτές τις ομάδες μέσω πρακτικής εξάσκησης.

Are you familiar with the guidelines of the Ministry of Education for the linguistic integration of students with different linguistic backgrounds in secondary education? Όχι

What teaching/integration methods/tactics do you follow? Μαθητοκεντρική μέθοδο , διαλεκτική πορεία προς τη γνώση, βιωματική προσέγγιση και σίγουρα διαφοροποιημένη διδασκαλία.

How do you evaluate those methods/techniques? Αρκετά αποτελεσματικές και συνάμα απαιτητικές.

What do you consider to be the difficulties? Η συνεργασία με το υπόλοιπο εκπαιδευτικό προσωπικό και η εφαρμογή του αναλυτικού προγράμματος.

How can second language learning be facilitated? Με την αναπροσαρμογή του αναλυτικού προγράμματος και την παροχή ίσων ευκαιριών για όλους, σημαντική είναι και η επιμόρφωση του εκπαιδευτικού προσωπικού.

How can the integration of migrant/refugee students be facilitated? Με τη συνεργασία όλων των επιστημονικών φορέων με το κράτος και την πάταξη των χρονοβόρων διαδικασιών (με την προϋπόθεση ότι η ένταξη τους στην εκπαίδευση αποτελεί πολιτική του κράτους η οποία στηρίζεται με νόμους που τίθενται όμως σε εφαρμογή).

Participant 10

What subject do you teach? Φυσικές Επιστήμες

How long have you been teaching it? 10 έτη

Have you ever taught abroad? If so for how long? If not, would you like to teach and why? Όχι

Do you know the EU legislative framework about equal opportunities in education for all, including migrant and refugee students? Ναι

Do you teach students with multicultural and multilingual backgrounds? Ναι

Do you have any expertise in how to teach migrant/refugee students? Any relevant training? Όχι

If yes, please state:

If not, what kind of training would you like to receive to help you teach the specific groups in a more efficient way? Εκπαίδευση στο χειρισμό τους.

Are you familiar with the guidelines of the Ministry of Education for the linguistic integration of students with different linguistic backgrounds in secondary education? Ναι

What teaching/integration methods/tactics do you follow? Προσπάθεια για μετάφραση και μη λεκτική επικοινωνία.

How do you evaluate those methods/techniques? Μέτριες.

What do you consider to be the difficulties? Χρειάζεται επιπλέον προσωπικό καταρτισμένο σε παραπάνω γλώσσες και κουλτούρες και να μην είναι υπεύθυνος μόνο ο καθηγητής.

How can second language learning be facilitated? Βοηθά αλλά δεν λύνει όλα τα προβλήματα.

How can the integration of migrant/refugee students be facilitated? Με εξοικείωση της κοινωνίας στην αποδοχή και την ενσωμάτωση τους και επιμόρφωση των καθηγητών.

Participant 11

What subject do you teach? Χημεία

How long have you been teaching it? 5 χρόνια

Have you ever taught abroad? If so for how long? If not, would you like to teach and why? Όχι, θα ήθελα να το δοκιμάσω, για καλύτερη επαγγελματική εμπειρία και γνώσεις.

Do you know the EU legislative framework about equal opportunities in education for all, including migrant and refugee students? Όχι

Do you teach students with multicultural and multilingual backgrounds? Όχι

Do you have any expertise in how to teach migrant/refugee students? Any relevant training? Ναι

If yes, please state: Είχα μαθητές μεταναστών στο σχολείο που δίδασκα.

If not, what kind of training would you like to receive to help you teach the specific groups in a more efficient way?

Are you familiar with the guidelines of the Ministry of Education for the linguistic integration of students with different linguistic backgrounds in secondary education? Ναι

What teaching/integration methods/tactics do you follow? Χρησιμοποιώ μετάφραση του υλικού και το προτεινόμενο υλικό του υπουργείου.

How do you evaluate those methods/techniques? Με τεστ και προφορική εξέταση.

What do you consider to be the difficulties? Ο μεγάλος αριθμός μαθητών στην τάξη δεν βοηθάει στην ένταξη των μαθητών καθώς και στην καλύτερη μάθηση τους.

How can second language learning be facilitated? Χρειάζεται τα μαθήματα Ελληνικών να είναι πιο εντατικά και οι μαθητές να υποστηρίζονται γλωσσικά και στα θετικά μαθήματα.

How can the integration of migrant/refugee students be facilitated? Με το να μειωθεί ο αριθμός των παιδιών που χρειάζονται για να δημιουργηθεί τμήμα ένταξης και να γίνουν τα τμήματα υποδοχής υποχρεωτικά σε όλα τα σχολεία.

Participant 12

What subject do you teach? Πληροφορική

How long have you been teaching it? 5 χρόνια

Have you ever taught abroad? If so for how long? If not, would you like to teach and why? Όχι αλλά θα το ήθελα για να δω την διαφορά στην νοοτροπία της εκπαίδευσης αλλά και το εκπαιδευτικό επίπεδο

Do you know the EU legislative framework about equal opportunities in education for all, including migrant and refugee students? Ναι

Do you teach students with multicultural and multilingual backgrounds? Ναι

Do you have any expertise in how to teach migrant/refugee students? Any relevant training? Όχι

If yes, please state:

If not, what kind of training would you like to receive to help you teach the specific groups in a more efficient way? Σεμινάριο ή μεταπτυχιακό

Are you familiar with the guidelines of the Ministry of Education for the linguistic integration of students with different linguistic backgrounds in secondary education? Ναι

What teaching/integration methods/tactics do you follow? Translanguaging όπου χρειάζεται. Πολυπολιτισμικές αναφορές.

How do you evaluate those methods/techniques? Με πρότζεκτ.

What do you consider to be the difficulties? Η έλλειψη εξοπλισμού

How can second language learning be facilitated? Η γλωσσική υποστήριξη να γίνεται για όλα τα μαθήματα.

How can the integration of migrant/refugee students be facilitated? Οι τάξεις υποδοχής θα πρέπει να υπάρχουν σε όλα τα σχολεία ανεξάρτητα από τον αριθμό των συμμετεχόντων σε αυτές και να διοριστεί προσωπικό με την κατάλληλη γνώση.

Participant 13

What subject do you teach? Νέα Ελληνικά

How long have you been teaching it? 15 χρόνια

Have you ever taught abroad? If so for how long? If not, would you like to teach and why? Όχι αλλά θα ήθελα.

Do you know the EU legislative framework about equal opportunities in education for all, including migrant and refugee students? Ναι

Do you teach students with multicultural and multilingual backgrounds? Ναι

Do you have any expertise in how to teach migrant/refugee students? Any relevant training? Ναι

If yes, please state: Διδάσκω σε μαθήτρια με μεταναστευτικό υπόβαθρο που ζει μόνο 3 χρόνια στην Ελλάδα.

If not, what kind of training would you like to receive to help you teach the specific groups in a more efficient way?

Are you familiar with the guidelines of the Ministry of Education for the linguistic integration of students with different linguistic backgrounds in secondary education? Ναι

What teaching/integration methods/tactics do you follow? Επικοινωνιακή προσέγγιση χρήση τεχνολογίας.

How do you evaluate those methods/techniques? Όχι πάντα αποτελεσματικές ως προς την ύλη.

What do you consider to be the difficulties? Δεν υπάρχει συνεργασία με άλλους εκπαιδευτικούς διαφορετικών ειδικοτήτων . Είναι δύσκολη η συνεργασία των παιδιών.

How can second language learning be facilitated? Ναι

How can the integration of migrant/refugee students be facilitated? Αξιοποίηση και του πολιτισμού τους.

Participant 14

What subject do you teach? Μαθηματικά

How long have you been teaching it? 8 χρόνια

Have you ever taught abroad? If so for how long? If not, would you like to teach and why? Όχι, θα ήθελα για την εμπειρία.

Do you know the EU legislative framework about equal opportunities in education for all, including migrant and refugee students? Όχι

Do you teach students with multicultural and multilingual backgrounds? Ναι

Do you have any expertise in how to teach migrant/refugee students? Any relevant training? Ναι

If yes, please state: Σεμινάριο Διαπολιτισμικής εκπαίδευσης.

If not, what kind of training would you like to receive to help you teach the specific groups in a more efficient way?

Are you familiar with the guidelines of the Ministry of Education for the linguistic integration of students with different linguistic backgrounds in secondary education? Όχι

What teaching/integration methods/tactics do you follow? Βοήθεια από εμένα και τους συμμαθητές τους.

How do you evaluate those methods/techniques? Καλές

What do you consider to be the difficulties? Εάν ο μαθητής δεν γνωρίζει την γλώσσα είναι δύσκολο να μάθει ορολογίες στα μαθηματικά.

How can second language learning be facilitated? Τμήμα ένταξης με περισσότερες ώρες στην διδασκαλία της ελληνικής γλώσσας από καθηγητή που γνωρίζει την μητρική γλώσσα του μαθητή και ίσως επαναφοίτηση εάν κρίνεται αναγκαίο.

How can the integration of migrant/refugee students be facilitated? Με ευαισθητοποίηση και καλλιέργεια της ενσυναίσθησης των γηγενών μαθητών, με προώθηση της αλληλεπίδρασης των μεταναστών με γηγενείς μαθητές και χρήση της ελληνικής γλώσσας ώστε να γίνεται εξάσκηση στην καθημερινότητα.

Participant 15

What subject do you teach? Καλλιτεχνικά

How long have you been teaching it? 13 χρόνια

Have you ever taught abroad? If so for how long? If not, would you like to teach and why? Δεν έχω διδάξει. Θα μου άρεσε να το κάνω, γιατί είναι σπουδαίο να συναντιέσαι με άλλους ανθρώπους από άλλα μέρη της γης.

Do you know the EU legislative framework about equal opportunities in education for all, including migrant and refugee students? Ναι

Do you teach students with multicultural and multilingual backgrounds? Ναι

Do you have any expertise in how to teach migrant/refugee students? Any relevant training? Ναι

If yes, please state: Το 2017-18 στα Τρίκαλα σε πρόσφυγες που έμεναν στην πόλη.

If not, what kind of training would you like to receive to help you teach the specific groups in a more efficient way?

Are you familiar with the guidelines of the Ministry of Education for the linguistic integration of students with different linguistic backgrounds in secondary education? Όχι

What teaching/integration methods/tactics do you follow? Θέατρο παιδαγωγικές.

How do you evaluate those methods/techniques? Σημαντικές στο κομμάτι της συναισθηματικής αγωγής.

What do you consider to be the difficulties? Ότι δεν γίνονται μαθήματα συναισθηματικής αγωγής.

How can second language learning be facilitated? Μέσα από τις Τέχνες.

How can the integration of migrant/refugee students be facilitated? Εκπαιδεύοντας πρώτα τους ενήλικες.

Appendix 2- Observation Greed

Τάξη:

Μάθημα:/ Ημερομηνία

Αριθμός Παιδιών:

Αγόρια:

Κορίτσια:

Από αυτούς με μεταναστευτικό υπόβαθρο:

Διάρκεια Μαθήματος:

Συνομιλία/Greetings:

Αφόρμηση:

Θέμα Μαθήματος:

Δράσεις:

- Θεωρίας Μαθήματος:
- Αντίδραση μαθητών:
- Άσκησης που έγινε στο μάθημα:
- Αντίδραση μαθητών:
- Περαιτέρω/ επιπλέον εξήγηση έννοιας:
- Αντίδραση μαθητών:

Τσεκάρουν τους μαθητές για να βεβαιωθούν ότι έχουν καταλάβει (πόσες φορές):

Αντίδραση καθηγητή όταν ο μαθητής κατάλαβε:

Αντίδραση καθηγητή όταν ο μαθητής δεν κατάλαβε:

Πόσες φορές απευθύνθηκε ο λόγος στους μαθητές:

Πόσες φορές απάντησαν:

Αν δεν κατάλαβαν τον καθηγητή:

Έγινε αναδιατύπωση ναι/όχι (πώς;);

Έγινε μετάφραση σε άλλη γλώσσα ναι/όχι, ποια;

Πόσοι από αυτούς μίλησαν/δεν, ρώτησαν/απάντησαν:

Ενθαρρύνθηκε η συμμετοχή τους σε δραστηριότητες μαθήματος; ΝΑΙ/ΟΧΙ
(εξήγηση):

Ενθαρρύνθηκε η συνεργασία με άλλους μαθητές:

Υπήρξε άλλο στοιχείο προώθησης της ένταξης τους κατά τη διάρκεια του μαθήματος; ΝΑΙ/ΟΧΙ (εξηγώ)

Ανάθεση HW: ίδιο/ ξεχωριστό
Συγκεκριμένα αν δόθηκε ξεχωριστό:
Σχόλια: