



POSTGRADUATION PROGRAM “Language Education for Refugees & Migrants”

DISSERTATION

“TEACHING ADULT REFUGEES & MIGRANTS THE GREEK LANGUAGE: MOST FREQUENT CHALLENGES & SOLUTIONS”

Panagiota Gouvala

Supervisor: Maria Skiada

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1. Abstract

The migrant and refugee's inflows in Greece are gradually increasing over the years. According to recent studies the statistics are unprecedented. 42.343 people have entered the Greek borders during 2023 until today. 36.114 of them, arrived from the land, while the rest 6.229 entered to the country from the sea borders (UNHCR, <https://data2.unhcr.org/>, n.d.). Even though, the state has taken measures to educate children refugees and migrants, the situation for the adults is still inadequate and complicated. Private initiatives and NGOs have taken the responsibility to teach them the Greek language, help them integrate into the host society and provide them with the opportunity to become members of the labor market. Teaching adults is a challenging process, especially when the target students are foreigners (Karavas et al., 2021). Language barriers, psychological factors and inefficiently trained teachers are some of the main obstacles that challenge the educational process (Stathopoulou M. & Dassi P., 2020). The present paper is a qualitative study concerning the most frequent challenges that Greek language educators confront when they teach adult refugees and migrants. Moreover, emphasis is given in the most common solutions that teachers implement in order to exceed those difficulties in teaching. The participants are twenty Greek educators who were interviewed separately and answered open-ended questions in a semi-structured interview. The educators have taught the Greek language as second language in varied educational contexts such as NGOs, private institutions or voluntary initiatives. Confidentiality, anonymity and privacy have been preserved. The data were processed through theme analysis. The data were closely studied in order to give prominence to themes and meanings that appear frequently in the interviewees' responses (Caulfield, 2023). The research revealed that the most frequent challenge in teaching adult refugees and migrants, is the high levels of absence. Students have numerous responsibilities and family affairs that impede them from regular class attendance. Regarding the most common solutions, educators usually discuss the issue with their students and try to find a convenient solution. After the detailed presentation of the content of the research, the methodology that was implemented and the results that occurred, discussion and recommendations for further study in the field follow.

Key Words

Adults, refugees, migrants, Greek, L2, teaching, challenges, solutions.

Διδασκαλία της ελληνικής γλώσσας σε ενήλικες πρόσφυγες και μετανάστες: συχνότερες προκλήσεις και λύσεις.

Η εισροή προσφύγων και μεταναστών στην Ελλάδα αυξάνεται σταδιακά με το πέρασμα των χρόνων. Σύμφωνα με πρόσφατες μελέτες τα στατιστικά δεδομένα είναι άνευ προηγουμένου. 42.343 άνθρωποι πέρασαν τα ελληνικά σύνορα κατά τη διάρκεια του 2023 έως σήμερα. 36.114 από αυτούς, έφτασαν από την ξηρά, ενώ οι υπόλοιποι 6.229 εισήλθαν στη χώρα από τα θαλάσσια σύνορα (UNHCR, 2023). Παρ' όλο που το κράτος έχει λάβει μέτρα για την εκπαίδευση των παιδιών προσφύγων και μεταναστών, η κατάσταση για τους ενήλικες είναι ακόμη πολύπλοκη και ανεπαρκής. Ιδιωτικές πρωτοβουλίες και ΜΚΟ, έχουν αναλάβει την ευθύνη να τους διδάξουν την ελληνική γλώσσα, να τους βοηθήσουν να ενσωματωθούν στην κοινωνία που τους φιλοξενεί και να τους παρέχουν την ευκαιρία να γίνουν μέλη της αγοράς εργασίας. Η διδασκαλία ενηλίκων είναι μια απαιτητική διαδικασία, ειδικότερα όταν οι μαθητές είναι αλλοδαποί (Karavas et al., 2021). Γλωσσικά εμπόδια, ψυχολογικοί παράγοντες και ανεπαρκώς εκπαιδευμένοι εκπαιδευτικοί είναι κάποια από τα κύρια εμπόδια που αποτελούν πρόκληση για την εκπαιδευτική διαδικασία (Μ. Stathorouliou & P. Dassi, 2020). Η παρούσα εργασία είναι μια ποιοτική έρευνα σχετικά με τις πιο συχνές προκλήσεις που αντιμετωπίζουν οι Έλληνες εκπαιδευτικοί όταν διδάσκουν την ελληνική γλώσσα σε ενήλικες πρόσφυγες και μετανάστες. Επιπλέον, έμφαση έχει δοθεί στις συχνότερες λύσεις που εφαρμόζουν οι δάσκαλοι με σκοπό να ξεπεράσουν αυτές τις δυσκολίες στη διδασκαλία. Οι συμμετέχοντες είναι 20 Έλληνες εκπαιδευτικοί, οι οποίοι έχουν δώσει συνεντεύξεις ξεχωριστά και έχουν απαντήσει ανοιχτές ερωτήσεις σε ημιδομημένες συνεντεύξεις. Οι εκπαιδευτικοί έχουν διδάξει την ελληνική γλώσσα ως δεύτερη γλώσσα σε ποικίλα εκπαιδευτικά περιβάλλοντα όπως ΜΚΟ, ιδιωτικά κέντρα ή μέσω εθελοντικών πρωτοβουλιών. Η εχεμύθεια, η ανωνυμία και η ιδιωτικότητα έχουν διασφαλιστεί. Τα δεδομένα έχουν επεξεργαστεί με θεματική ανάλυση. Τα αποτελέσματα έχουν λεπτομερώς εξεταστεί με σκοπό να αναδειχθούν θέματα και έννοιες που εμφανίζονται συχνά στις απαντήσεις των συμμετεχόντων (Caulfield, 2023). Ύστερα από την λεπτομερή παρουσίαση του περιεχομένου της έρευνας, της μεθοδολογίας που εφαρμόστηκε και των αποτελεσμάτων που προέκυψαν, ακολουθεί συζήτηση και προτάσεις για περεταίρω μελέτη στο αντικείμενο.

ΛΕΞΕΙΣ ΚΛΕΙΔΙΑ: ενήλικες, μετανάστες, πρόσφυγες, ελληνικά, δεύτερη γλώσσα, διδασκαλία, προκλήσεις, λύσεις

2. Introduction

“Refugees” and “migrants” are two terms that often intertwine in public debates about mass movement of people across borders of their homeland. However, those definitions have completely dissimilar meaning and refer to distinct categories of people who have moved from their countries for opposed reasons. In order to avoid that dipole, there have been proposed some other additional terms by academics and researchers. The notion “forced migrant” has been used instead of the term “refugee” in order to emphasize to the unwilling, violent movement from the place of living (MPI, 2022). Moreover, the term “survival migration” also refers to refugees who have been forced to move in order to survive (Betts, 2013).

Refugees are people who have been forced to flee from their land due to threats of their lives. The most common menaces are armed conflicts, dictatorial regime, political prosecutions, environmental disasters, poverty, and various human rights violations (Eldridge, 2018). According to UNHCR (2023), 52% of the total refugees in global level originate from only three countries; Syria, Afghanistan and Ukraine. Religious beliefs, political opinions and even race or nationality could be obstacles for many people to return to their lands and condemn them to constant movement among other countries. Every person who meets those criteria is called “refugee” and is protected under international laws. Measures have been taken across nations in order to defend refugees and not send them back to the places where their lives are threatened. The 1951 Convention Relating to the Status of Refugees prohibits states to expel refugees from their national territory and send them back to their countries (United Nations, 1951). The notion of “non-refoulement” was the cornerstone of the Convention because it reassured the refugees’ safety and their human rights’ preservation. Furthermore, it is found in other international law treaties such as the “Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment” and “the International Convention for the Protection of All Persons from Enforced Disappearance” (Rodenhäuser, 2018).

Greece is considered “the Gate to Europe” so every year hosts thousands of newcomers who wish to cross the Mediterranean and arrive to European countries. During 2015, the vast number of 710.000 people entered the Greek sea and land borders (Frontex, 2015). Refugees are mainly hosted in improvised camps in Athens, Lesbos, Kos, Samos and Chios where they live in poor sanitary conditions and lack sufficient health and education services. Researches have shown that, even though Greek people empathize the unbearable hardship that refugees confront, they often have hostile and aggressive feelings towards them especially when social coherence is interrupted by crimes that newcomers may commit (Christodoulou et al. 2016).

Human migration is not a new phenomenon. The first mobility was depicted in Azerbaijan on petroglyphs 10.000 years old (Cherry et al., 2015). There is a variety of meanings concerning the term of migration. “Immigrant” is named the person after the arrival into the host country, while “emigrant” is the individual who migrates away. The term “migrant” is wider used to describe the person who has moved into a new country without emphasizing to the direction (DESA, 1998). Migration usually occurs when people are in pursuit of opportunities for better living conditions. That movement could be temporary or permanent. Migration could even occur inside the national borders of a country. Migrants have made the decision to move themselves, however the incentives may be external, such as financial distress or a family reunion (Razum et al., 2017). Migrants are often confused

with refugees, asylum seekers or religious minorities (Crawley, 2009). This frustration impedes researchers from making conclusions and editing impartial data when studying subjects about the human constant movements. For instance, it is proved that public opinion considers as migrants the low-skilled workers, those people who entered a country's border illegally or even asylum seekers. In the contrary, they do not consider migrants the high-skilled employees or the famous people (Anderson et al., 2010).

The Council of Europe has created a strategy in order to reinforce European countries confront the vast number of refugees and migrants who enter the borders every day. That toolkit for adult linguistic education is part of the program Linguistic Integration of Adult Migrants (LIAM) of the Council of Europe's major Programme on language policy (Mouti et al, 2022) and it is offered in 7 different languages. It was created during 2015 and it consists of 57 varied digital tools and activities that aim to enrich the educational arsenal of NGOs and volunteers who teach the host language to adult refugees and migrants. Numerous of that tools are designed to assist the countries that accept refugees after the armed conflicts in Ukraine (COE, n.d.).

Greece is strongly connected with migration, either by migrant- sending or by migrant- accepting. Its geopolitical position has converted the country into host society for numerous migrants especially from the former Soviet Union, the Middle East, the Central-Eastern Europe and Africa (Triandafyllidou, 2013). The massive inflows of migrants in Greece intensified during the 1990s after the collapse of the social regimes in Central and Eastern Europe. Eventhough many countries received migrants (such as Italy and Spain) vast number of people resorted to Greece because the other southern European countries received migrants mostly from their colonies, many source countries shared borders with Greece (ex. Albania, Bulgaria) and the majority of Albanian migrants, who were unabsorbed by other European countries, dominated in Greek inflows (Cavounidis, 2018). Statistics reveal that until today 11.2% of the Greek population are foreign-born and especially coming from three countries: Albania, Georgia and Russia (OECD, 2023).

As far as the education of refugees and migrants in Greece is concerned, the context referred to the adults is very different from that of the minors'. Refugee, migrant and asylum seeker children are entitled to public education system under the same circumstances as the Greek children. In order to enroll to the school personal documents such as proof of residence and health booklet are required. Birth or family status certificate are not obligatory (UNHCR, 2015). Education is not considered as an obligation rather as a right so if a newcomer child is not registered to educational system after the completion of three months of the arrival to Greece, the State imposes sanctions to the adult members of the kid's family (AIDA, 2023). Compulsory education includes a year in pre-primary school, six years in primary school and three years in junior high school. The child has the opportunity to continue studies in high school, vocational school or university if that is desired. During 2016 Greek legislation foresees the creation of DYEP, a reception facilities training programme. Its objective is to help children from the age 4-15 to integrate into the host society and facilitate their linguistic familiarization. Classes can be held on schools or camps (IOM, 2020).

Eventhough the state has made provisions for children's education, the adult refugee's and migrant's education has been an unsolved topic. Greek language classes are organised mostly by private initiatives, NGOs and volunteer teachers, civil society organisations and centres for vocational training (AIDA, 2023). It is stated that there is no

“typical migrant” or “typical refugee”. Language lessons for adult refugees and migrants should be organized flexibly according to the varied linguistic repertoire of the learners, their background and their skills (Beacco et al., 2014). The aims of those classes differs according to the category of new comers (refugees, long term workers or migrants), their educational background in their mothertongue and their own expectations (for instance entering the labor market) (Mouti et al., 2022). New comers’ linguistic ability varies according to their country of origin, the other languages they have learnt durig migration and the level of contacts with the host language in the host society (Krumm & Plutzar, 2008).The core objectives of most of the programs are the oral and written literacy skills acquisition, the integration into the host society and the ability to enter into the labor market (Kekia A. , 2022).However, the UNHCR has blamed Greek state that the majority of adult refugees in Greece do not benefit from programs of Greek language teaching and social integration (in.gr, 2020). Moreover, it is proved that language educators both in Greece and in Europe in general, are not adequately prepared and trained for linguistically diverse students (European Commission, 2019).

3. Literature Review

The subject of the difficulties in L2 teaching of adult refugees and migrants has interested many researchers not only in Greece but also in other countries, especially when the target language is English. The main challenges that have been observed by the European Union Agency for Fundamental Rights (2017) are the linguistic barriers, lack of students’ motivation to participate to the teaching processes, the inefficiently trained educators and the high numbers of arrivals every year. Furthermore, a Eurydice report has mentioned that refugee and migrant student’s performance is often poor due to the fact that the linguistic variety is not exploited in classrooms and that the educational system is not always inclusive (European Commission, 2019). Eurydice, is a European network that studies the organization and function of the educational systems across the European countries. It publishes statistics and comparative studies regarding specific subjects of education. Apart from those, literature has revealed more reasons that prevent newcomers’ participation in education, such as the gender inequalities, the residence in rural areas, the poor information about their rights to education into the host country, affordability and family problems and responsibilities (White et al. 2021).

Research was conducted in 2019 about the challenges in teaching English as a second language in Syrian refugees in Jordan (Alefsha et al., 2019). Vast numbers of Syrian refugees have moved to Jordan in order to escape from the armed conflicts. The aim of the research was to detect the difficulties in teaching English to Syrian refugees in Jordan, as well as to investigate methods in order to overcome those obstacles. The study was qualitative. The need to explore the problem in depth and with details, the limited literature relevant to the subject and the urge to reveal personal experiences and opinions, led the researchers to conduct interviews with semi-structured questions. The participants were 10 Syrian, married refugees, aged from 22-45 years old. Only two of them were females. Apart from the refugees, an EFL teacher, an office director and an EFL manager were also interviewed. The results were unveiling. Concerning the difficulties in teaching English as second language, most of the participants mentioned the social challenges that refugees have to confront. Meetings with state institutes for documents’ submissions, needs for

family support and psychological instability are some of the main challenges that impede refugees from actively participate in the learning process. Anxiety, high rates of crime, depression, malnutrition and poor living conditions overshadow the need to learn English. Furthermore, financial affairs are another major difficulty for refugee learners. 4 participants mentioned that they are not able to afford essential educational material due to the urgency to respond to family daily needs. High levels of unemployment and the constant concern of providing for family needs and necessities justify why Syrian refugees usually quit from the lessons. In addition, the restricted educational qualifications of the learners, combined with the new, unfamiliar environment, constitute more impediments in the learning process. Concerning the solutions that could improve the situation, the majority of the participants proposed that the Jordan government could support the refugees by increasing the financial contribution of training institutes and the sponsorship on educational materials. Additionally, more educators could be hired in order to respond to the huge waves of newcomers and the urgent need of training them. Finally, new technological and digital tools that could make the lesson more interesting and appealing was another solution that was proposed.

Stathopoulou and Dassi (2020) conducted a research during 2016-2017 concerning the difficulties in teaching refugees and migrants as well as educators' perceptions and beliefs in Greece and Europe. The 94 teachers who participated worked with newcomers in varied concepts, such as formal institutions (62%), camps and NGOs. The 44.7% was 22-35 years old while the rest 23.4% was over 46 years old. The research was quantitative, and an online questionnaire was distributed to participants. There were open-ended and close-ended questions that were divided into three categories. The first one was about teachers' educational background, training and specializations on the field of intercultural and multicultural studies. The second category, was about the daily difficulties and obstacles that educators confront during the teaching process and the third category of questions was about their attitudes and beliefs and whether these have altered after their interaction with refugee and migrant students. The findings were very interesting. The most frequently met challenges were the lack of material adapted to students' educational needs (36%), the language barrier (32%), students' psychological exhaustion and trauma (26%), low literacy or even illiteracy (21%), lack of previous schooling experience (21%), diverse cultural customs (17%). The research revealed a huge difference between the Greek and other European countries concerning the material provided to educators. The 48% of the teachers in Greece create on their own the content of their lessons (photocopies, exercises, books). Only 8% of teachers who work in Greece claim that NGOs and institutions provide the educational material, while in contrast, in Europe the equivalent percentage is up to 23%. As far as the teachers' beliefs and perceptions is concerned, the study's findings revealed that the 69.1% of them intend to proceed teaching despite the existing problems, the 82.8% admitted that they have been more sensitive to migration issues and that the more experienced teachers are more likely to make changes and rearrangements to their teaching plans and methods in order to respond to their students' needs.

An interesting research was conducted in Leros during 2021 concerning the educational needs of adult refugees' educators (Kafritsa et al., 2021). The researchers implemented the qualitative approach due to the number of the participants and the need to investigate the topic deeply, through personal information and experiences. The teachers who participated were 9 educators who have taught the Greek language to adult refugees in Leros during 2019-2020. The majority of the interviews (7 of 9) were conducted by

telephone because of the corona virus diffusion. The results revealed many of the difficulties that complicate the teaching process. Only 2 of the 9 participants admitted that they have been trained in teaching vulnerable groups. 4 of them wish to be trained in both adult and vulnerable groups' education, while others (4 of the 9) hope to be educated in psychology in order to respond to traumatic experiences and deviant behaviors. Furthermore, teachers emphasized the importance of intercultural awareness and special teaching practises adapting to the students' cultural background. Unexpectedly, only one participant mentioned that there is no need for further training or specialization concerning the refugees' education. Additionally, most participants declared that they prefer to be trained by distance learning because of the travel restrictions in Leros and their busy daily work schedule. Finally, as far as the necessary supplies a teacher should have, they mentioned the love for the job, the deep knowledge of the subject and its theoretical principles as well as the specialized training in vulnerable groups and adults education.

"Polydromo" is an informal educational institution, an intra-university group for multiculturalism in education, created by volunteer teacher and language educators in Thessaloniki. Main actions of the project are the publication of an educational journal and the arrangement of seminars and workshops aiming to the linguistic education of refugees and migrants, their social integration into the host country and the exchange of cultural experiences among the members (Tsokolidou, 2016). During 2017, in the context of the actions of "Polydromo", the "Basic Communication Skills" program was organized as part of the project "Crosscultural Educational Activities for Refugees (CR.E.A.T.E FOR REFUGEES). Its objectives were to reinforce literacy skills of the adult refugees who participated, to raise multicultural awareness and to facilitate their social inclusion. During the lessons, the material used were multilingual, multimodal and student-centered. The entire process was innovative as during the lessons, the educators observed the students' performance and rearranged some of their practices if that was necessary, in accordance with the scientists' and coordinators' instructions. Keki (2022) describes in her paper the unit of "Health". The participants were 12 adult refugees, most of them men. They came from Afghanistan, Syria, Iran, Pakistan and Bangladesh. The specific unit aimed to teach students the basic terms of Greek language concerning the field of Health, inform them about their rights into public health sector and empower them to claim them. The two main difficulties that impeded the unhampered learning process were the linguistic and cultural diversity of the participants and their urgent need for quick learning of the basic Greek terms. It is noted that they perceived as useless the team activities that aimed to bond the classroom and reinforced intercultural communication. However, the understanding of daily terms concerning the Health sector, the linguistic improvement, the collaboration and the interaction among the students and the educators were some of the positive results of the project.

"Curing the limbo" is a project that aims to help adult refugee and migrants participate actively in the city's events, create bonds with the local residents, improve their lifestyle, broaden their linguistic repertoire and reinforce their self-esteem (Kaminis, n.d.). In the context of that project, Karavas et al. (2021) were invited to plan, develop, execute and assess a language program in Greek and English for adult refugees and asylum granted people in Athens. The challenges that occurred were numerous. First, the core of the project itself was complicated due to the need to combine the varied learning experience, the family status, the objective capacities and the intentions of the students who participated. The project should meet everyone's needs and at the same time, it should be flexible to adapt to each student's necessities individually. Next, the high rates of inconsistent lessons'

attendance was another challenge during the project. As a result, educators had to redesign the lesson plans, adapt the activities to the students who were present at each time and make immediate decisions. It is interesting that the majority of the students who were usually absent, were females. Another obstacle that impeded the undisturbed flow of the lessons was the spreading of the Covid-19 virus. The sudden urge to convert the typical direct lessons into on-line meetings surprised both the teachers and the students. Many of the teachers had limited experience in online distant learning and were compelled to design many times again the teaching material. Moreover, many students had restricted access to internet, poor equipment (computers, laptops, advanced mobile phones) or even knowledge on how to use digital tools. Apart from that, many participants needed translators in order to read the Greek or English messages that the instructors sent. The final evaluation of the project revealed that the adult teaching programs should be flexible in order to respond to the particular needs of the students that the integration of digital tools in the learning process is vital and that educators should be able to convert the lessons and adapt them to every single situation.

Karanikola and Palaiologou (2021) conducted a qualitative analysis of the text of UNESCO “4th Global Report on Adult Learning and Education” (2019). The aim of the research was to examine the dimensions of adult refugees’ and migrants’ education. 159 countries participated to the research of UNESCO. The research questions addressed were “How often do adult refugees participate in education?”, “What are the obstacles in the participation?” and “What policies promote their participation?”. As far as the participation of adult refugees and migrants to education is concerned, the study revealed that the vulnerable groups, women, residents of remote areas, or newcomers with low literacy skills, tend to have low rates of participation. Moreover, there are limited information about the topic in poor countries. Concerning the main obstacles that impede newcomers from engaging to education are the low levels of literacy and skills, insufficient information about the programs, low income, lack of childcare and house problems, restricted motivation and psychological factors such as stress, traumas and low self-esteem.

Benseman (2014) has published a paper concerning the needs of low literacy adult refugees in New Zealand. 36 low literate refugees and 11 educators were interviewed concerning their perspectives on effective learning as well as the appropriate teaching strategies. The results indicated that practicing out of the classroom, often revision, use of digital tools such as CDs and pictures, immediate feedback and strong support from the educators could facilitate and expedite learning. Based on the study, the basic difficulties in teaching low-literate refugees are mostly the different types of traumas and psychological abuse they have endured. Violent persecution from the home country, separation from family members, residence in poorly structured camps and terrible living conditions have grate effect on school participation and their performance. Additionally, many of them have no prior school experience. That means that they lack basic knowledge even of the more essential skills (ex. How to hold the pencil or collaborate with their classmates). Taking those factors under consideration, teachers ought to patiently help students acquire gradually the new knowledge and implement methods such as scaffolding.

An interesting research was conducted at 2022 based on the Council of Europe Toolkit for language education of adult refugees and migrants (Mouti et al., 2022). The researchers asked the MA students of the Hellenic Open University’s Postgraduation Program “Language Education for Refugees and Migrants”, to design their own 2 hours lesson for adult refugees

and migrants, based on their individual specific linguistic needs. In order to indicate those needs they had to use the CoE Toolkit. The designs used were observations, questionnaires and interviews. The participants were 80 refugees and migrants from Senegal, Syria, Albania, Armenia, Bulgaria, Turkey, Nigeria, Spain, Pakistan, Italy, Georgia and Cameroon. Most of them were literate with varied educational background in their country. However, there were also some illiterate people and some who used different writing system (Arabic). The lessons were held in NGOs in different places in Greece, such as Athens, Naupactus, Kos, Crete, Patras, Komotini and Arcadia. Most of the educators implemented the Tool 25 “Finding out what refugees can already do in the target language and what they need to be able to do”. The MA students detected that the categories in which learners needed support were the following thematic units: Need for Socializing, Entering the Labor Market, Accommodation, Transportation, Public Services, Shopping, Health and Communication with Doctors, Children and Communication with School. After that realization they designed their own activities and educational materials to implement to adult students.

4. Methodology

I. Research Aim & Questions

The present paper aims to investigate the problems that Greek teachers encounter when they have to teach the Greek language to adult refugees and migrants. Apart from the challenges that impede the even flow of the lessons, the study aims to reveal which is the most common solution that is implemented by the teachers in order to overcome those problems.

The research questions addressed are the following:

1. What are the most common difficulties or challenges that educators have to deal with in teaching Greek as a second language (L2) to adult refugees and migrants?
2. What ways do they apply to overcome these difficulties?

The research design that is more suitable for the present research is Phenomenology. Phenomenology is a concept that describes individual’s lived experiences concerning a specific phenomenon. It is appropriate for novice researchers as it consists of specific structure: approximately two main, wide questions, such as “What is your experience regarding that phenomenon?” or “How that phenomenon has influenced you?” (Moustakas, 1994). The core of the process is to study what participants have in common and what is the influence of that phenomenon on their lives (Creswell, 2007). As far as the study is concerned, the phenomenon that is studied is the challenges in teaching the Greek language to adult refugees and migrants. The aim is to investigate what are the common difficulties that educators confront and how they have influenced their lessons resulting in finding solutions. The research actually refers to the two broad questions “What difficulties do you encounter when you teach the Greek language to adult refugees and migrants?” and “How do you manage to overcome those difficulties and organize effective lessons?”.

II. Research Worldview, Approach & Design

Every research is structured based on a philosophical worldview regarding the objectives and the methodologies being implemented. Among the worldviews that

researchers embrace, there are 4 that are the most known: Post-positivism, Constructivism, Transformative and Pragmatism (Creswell & Creswell, 2018).

a) The Post-positivistic Worldview: It is obvious usually in quantitative researches. It is called Post-positivism because it doubted the positivists' assumption about being sure for the general truths in life. Post-positivists researchers argue that when we refer to human actions and behaviors we cannot be sure. It consists of empirical measurements, numeric analysis and observation that verify or disprove a theory regarding the topic of inquiry.

b) The Constructivist Worldview: It is mostly used in qualitative researches. The core of that concept is to investigate and understand phenomena of the world in which we live and work. The researcher usually asks broad and general questions in order to give participants the chance to construct meaning on their own. They emphasize on the social and historical context of participants' as well as their interactions. At the end of the process a new theory is created and generalized.

c) The Transformative Worldview: It mostly addresses issues of marginalization, relations of power, domination, oppression and injustice. It emphasizes the need for political and social change. The researcher investigates the lives of people who have been repeatedly marginalized and are victims of social discriminations (Mertens, 2010).

d) The Pragmatic Worldview: It is usually used for mixed methods researches. The emphasis is in the problem and then in exploiting varying approaches in order to solve it. The attention of the researcher is whether the research's results are applicable to the real world rather than if they are true (Iniesto, 2020). The researcher is free to use different methods, tools or techniques as well as aspects of both quantitative and qualitative research.

The paper is based on the Constructivist Worldview. Participants are asked about their individual experience and views concerning the social topic of inquiry. They are motivated to express their perceptions and construct meaning on their own. General interview questions are the stimulus that encouraged them to create knowledge, delve into the topic and express themselves.

The present research has adapted the qualitative research approach. The specific approach is defined as an attempt to study a social phenomenon in its natural settings based on the observation and the interpretation of participant's perceptions as well as the effect that it has on people (Denzin et al., 2005). Moreover, it enables the researcher to make conclusions after presenting the participants' viewpoints and experiences (Williams, 2007). Qualitative research is often chosen when the selected subject of inquiry has not been deeply studied yet by other researchers and the information about it are limited. Interview is the most suitable technique that motivates the participants to express their experiences and opinions regarding a social topic and then, facilitates the researcher to study that topic. Probing questions offer the researcher the flexibility to delve into the subject and exploit interviewee's perceptions as deeply as they want (Qu et al., 2011). In addition, the qualitative approach is suitable when the topic of inquiry is not easily quantified. Subjects that refer to complexities, social malfunctions or even interactions among people, feelings and ideas are hard to be studied under numerical analysis. The variety and the complexity of subjects concerning social interaction are best designated through qualitative methodology (Hugh-Jones, 2018). Furthermore, quantitative strategies do not take under consideration

the diversity and the variety of participants' responses. It is proved that even though there could be many commonalities in data, it is of the utmost importance to highlight the little differentiations and details of the responses that could enrich the results of the research (Merriam et al., 2015). For the present topic, the qualitative approach is selected because it is the most suitable methodology to investigate deeply what are the challenges that teachers encounter when they teach the Greek language to adult refugees and migrants. Interviews are a valuable tool that could reveal each participant's experience, estimations and beliefs regarding the problems in teaching, as well as their individual, different ways of overcoming those difficulties and organize efficient and fruitful lessons.

III. Sample

The participants' selection was based on specific criteria. First and foremost, they are all educators of the Greek language and they have worked with adult refugees and migrants. Moreover, they have confronted difficulties while teaching. In addition, they have experience and they have tried to manage the problems that occurred. The specific number of the participants ranges but is determined by the minimum people necessary to conduct a valid conclusion for the entire population. The larger the sample is, the more valid the results are. The number of the sample varies according to the subject of inquiry, its rarity and its representatives (Marshall, 196). Omona (2013) has presented in details and in depth the different categories of sampling in qualitative researches. More specifically, he has distinguished two main categories, the Random and the Non - Random Sampling and their sub-categories.

The Random Sampling means that the researcher aims to generalize the results into the wider population, so the sample of participants should be large and random. The Non - Random Sampling is useful when the researcher is not interested in make generalizations, but search for participants who have experience in the topic of inquiry in order to understand a phenomenon.

In the present study the sample selection was "non - random homogenous sampling" that refers to groups or individuals who share common characteristics, values or experiences regarding the topic of inquiry. The participants are 20 Greek educators who are active in the profession of language teaching at the moment. They share many crucial common characteristics: they are all Greek, they live in Athens, they teach the Greek language as second language to adult refugees and migrants and they have confronted challenges during that process. However, some of their aspects are differentiated from one another, such as their age (they are from 23 to 42 years old) their level of experience (some of them are novice while others have worked for years with refugees and migrants), the ethnicity, the background and the linguistic fluency of their students and the settings where they work to (NGOs, study centers, tutoring. Others are teachers of primary education while others are educators of secondary education). 18 of them are women and only 2 are men. Some of them work in the same setting while others do not know each other. They all accepted willingly to participate and they were informed about the topic of inquiry and the process months before the research begun. At the end of the procedure they were all informed about the results through emails. Their anonymity is preserved.

PARTICIPANT	AGE	GENDER	STUDIES	FURTHER EDUCATION	TEACHING EXPERIENCE	CURRENT PLACE OF WORK
1	28	female	Philosophy-Pedagogy-Psychology	Postgraduation Studies on Intercultural Education	6 years	Private study center
2	28	female	Philosophy-Pedagogy-Psychology	—	8 years	Private study center & NGO
3	26	female	Philology	Postgraduation Studies on Greek literature	3 years	Private Study Center
4	20	female	Department of Primary Education (still studying)	—	1 year	NGO
5	34	female	Philology	Postgraduation Studies on Intercultural Education	11 years	Private study center, tutoring & NGO
6	38	female	Philosophy-Pedagogy-Psychology	Postgraduation Studies on Psychology	14 years	Tutoring & NGO
7	28	female	Department of Primary Education	Postgraduation Studies on Digital Technology in Education	5 years	Private Study Center & tutoring
8	25	female	Philology	—	2 years	Tutoring & NGO
9	27	male	Department of Primary Education	Postgraduation Studies on Intercultural Education	5 years	Private Study Center & NGO
10	24	female	Department of Primary Education	—	2 years	Private Study Center
11	30	female	Philology	Postgraduation Studies on Intercultural Education	8 years	NGO & tutoring
12	32	female	Philology	Postgraduation Studies on Modern History	10 years	Private School & tutoring
13	44	male	Philosophy-Pedagogy-Psychology	Postgraduation Studies on Intercultural Education	18 years	Private Study Center & NGO
14	35	female	Philology	Postgraduation Studies on Philosophy	11 years	Private School
15	26	female	Philology	—	3 years	NGO
16	23	female	Philology	—	1 year	tutoring
17	38	female	Philosophy	Postgraduation Studies on Psychology Postgraduation Studies on Intercultural Education	14 years	Private School & NGO
18	26	female	Philology	—	5 years	NGO
19	26	female	Philology	Postgraduation Studies on Greek Literature	2 years	Private Study Center & tutoring
20	29	female	Philosophy-Pedagogy-Psychology	Postgraduation Studies on Psychology	6 years	NGO & private study center

IV. Data Collection & Editing

It is proved that rigorous methodology in data collection process is the prerequisite for quality and credibility (Gibbs et al., 2007). The present research implemented semi structured interviews. It is confirmed that semi structure interviews are an appropriate tool

of investigation when the topic of inquiry concerns perceptions and feelings, sensitive issues or controversial subjects that demand many voices to be expressed (Barriball & While, 1994). 20 interviews were conducted individually. Their duration was almost half an hour each. They were consisted of four thematic sections: Personal Information, Students' Profiles, Challenges in Teaching and Possible Solutions. Each thematic section consists of five questions. That categorization was selected as a means of better and easier analysis of the results. It is proposed that interview's questions should be participant's oriented, clear and open-ended (Turner, 2010). Moreover, it was important to create a friendly atmosphere and make participants feel comfortable so the questions started from the most general and personal to the most detailed and specific regarding the subject of the research. The need to create a friendly and warm atmosphere between the researcher and the participant has been investigated. There are several methods in order to achieve it. For instance, the researcher should respect the interviewee's personal, confidential information, ask for consent before the process begins, conduct the interview in a comfortable place and be adequately prepared and informed about the subject that is going to be discussed (Kumar, 2022).

The data were collected after the interviews' transcription and were processed through thematic analysis. Thematic analysis is a method for data analysis in qualitative research. It is usually implemented in social studies such as psychology and education. The objective of that method is to detect repetitive patterns in the participants' responses and create wider conceptual themes (Ho & Limpaecher, 2020). The point is not just to present those patterns, but also to interpret them and connect them with the topic. Thematic analysis is appropriate for new researchers as it enables them to work flexibly and derive themes from the data, as well as exploit their experiences in meaning making. There have been two different categories of themes: the semantics and the latents (V. Braun & V. Clarke, 2006). The semantic themes are those which remain at the surface of the data a do not delve into hidden meanings or ideas. On the other side of the coin, the latent themes examine the underlying concepts and the information that the participants give indirectly.

In short, the steps to conduct a successful thematic analysis are the following:

- Familiarizing with the data: Study in depth the transcribed answers and keep notes on patterns that appear.
- Create initial codes: A first set of codes is made that contains the repetitive patterns that appear on the data. Small groups of codes reduces a lot of unnecessary data.
- Search for themes: Theme is the pattern that contains interesting and significant information about the data. It is actually a wider categorization of the initial codes.
- Review the themes: That phase contains revising the themes, recategorize them and evaluate them. A common strategy is to write each theme with different color in order to divide each theme from another.
- Write the paper: After the previous steps and the definition of each theme, the narrative can be conducted.

Regarding the present research, the thematic analysis was chosen because it has a clear structure. At first, the data were transcribed and studied in depth. Next the first repetitive patterns in the participants' responses were defined. Different color was used for

the same set of patterns. Next, wider themes were created based on the smaller codes. The general, wider themes that occurred from the process were two: “Challenges in teaching adult refugees and migrants” and “Solutions to those challenges”.

V. Ethical Considerations & Limitations

Ethical considerations in a research are the principles that ensure that all the research procedures have been occurred morally and with respect to human rights preservation. Honesty, respect and dignity are the most important aspects that should characterize both the researcher and the entire research. Some of the most usual ethical issues are:

- **Anonymity:** Participants’ identity and personal information should remain protected and confidential. In many cases, researchers use pseudonymous in order to hide the participants’ real identity.
- **Confidentiality:** The researcher is aware of the participants’ names or personal details, but keeps those information hidden from everyone else, so that correlations could not happen. Moreover, in cases where confidentiality is not possible to be fully assures, participants should be informed.
- **Consent:** Participants should be informed in details about the purpose, the methodology and the content of the research before they agree or disagree to participate. Usually the consent is declared through a written text, a contract that stakeholders have to sign. If participants have difficulties in signing (children, illiterate people, foreigners, disabled people) assistance should be provided.
- **Voluntary Participation:** The research should respect the fact that the sample participates in the research voluntarily, so they can withdraw whenever they wish to. Pressure or even threats to participate are forbidden and prosecuted by international laws.
- **Results Presentation:** After the completion of the research, the researcher should communicate the results.
- **Minimum Harm:** Participants’ health and private life should be preserved. Sensitive and controversial questions could provoke negative feelings (psychological harm), physical injuries or pain (physical harm), marginalization and stigma (social harm) are some of the dangers that the researcher should protect the participants from (Bhandari, 2021).

The present research satisfy the requirements of a moral and complete research. First and foremost, the topic of inquiry was approved by the Hellenic Open University. In June 2023 we were asked to declare a topic of research we would like to conduct. After the first approval, during October 2023 we were asked again to indicate the topic of interest. Again the subject of the present paper was approved so the research started. The majority of the participants had been informed about the topic of inquiry and the methodology many months before the research begun, during June 2023. Details about the interviews, the content and the purpose of the research had been explained. When the procedures started they were distributed a paper of consent, in which they declared that they agree to participate. The names, the personal information such as ages, location of work and family situations have been remained confidential. Each interview was conducted in different place

and time in order to avoid participants' correlation. At the end of the procedures, an email with the research results was sent to everyone who participated.

Limitations of a study are the weaknesses that occurred during the process, are out of the researcher's control and might affect the results. The most common limitations in studies are:

- Ethical: absence of consent, confidentiality and anonymity.
- Analytical: incomplete procedures or findings.
- Methodological: inadequate sample regarding the quality and the quantity.
- Theoretical: limited applicability or importance of the research
- Empirical: unreliable or invalid results (Viera, 2023).

As far as the present research is concerned, the limitations are mostly methodological. The sample that participated consists of only 20 teachers so the generalization of the results to the wide population of adult refugees' and migrants' educators is incorrect. A sample of small size complicates the correlation with the data as it is not adequately representative of the population (Wordvice HJ, 2023). However, the research is valid, ethical and has studied the topic of inquiry in depth, so it is useful as an indication of the obstacles that educators confront during teaching the Greek language to adult refugees and migrants.

5. Findings

The present research's objectives were to investigate a) What are the most frequent challenges that educators confront when they teach the Greek language to adult refugees and migrants, and b) How do they manage to overcome those difficulties. The findings about these two fields are presented below.

- **“What are the most frequent challenges that educators confront when they teach the Greek language to adult refugees and migrants?”**

After the thematic analysis that was implemented, the results revealed that the responses about the educator's difficulties in teaching adult refugees and migrants were differentiated and varied.

The most frequently appeared answer (6 participants) was that refugees and migrant students do not have the necessary time to devote to lessons, even though they need to learn the Greek language as fast as possible. A teacher stated that “...another difficulty is that they work a lot of hours and most of them do not have time to study at home. Unfortunately three hours per week are not enough for learning the Greek language...” Another participant mentioned that “...because of limited time they do not study at home, so I have to teach the same subjects again and again...” Another educator claimed that “...the most common difficulty was to find free time to make our lessons, because they working a lot but they needed intensive lessons of Greek language...” Other participant stated that students cancel the lessons because of emergency, unpredicted cases of work “.....he usually cancels our lessons because they call him from work.....” while other

said that “.....many students did not appear in class because they worked, so they were left behind concerning the teaching subjects”.

The second most frequently appeared challenge (4 participants) that educators confront, is the teaching of Greek grammatical structures that do not occur in students' mother language. A teacher stated that “.....it is hard for me to teach them something that they have not heard before, such as the nouns conjugation...” Other educator mentioned that “...grammar is the hardest part of the lesson, because Greek language does not have the same grammar rules as their language so it is difficult to explain to them subjects such as the gender of the articles...” An educator said that “....I find it hard to teach grammar to every foreigner I teach...” and another claimed that “...the tense of the verbs was the hardest subject I had to teach, because tenses like Present Perfect and Past Perfect were very difficult to be explained to learners from very different linguistic background....”

Another challenge mentioned (3 participants) in teaching the Greek language to adult refugees and migrants is the subject of the vocabulary. A teacher stated that “...the difficulty most students have, has to do with the morphology of the Greek language as there are multiple letters for fewer sounds...” while another said that “...explaining the synonyms is quite difficult because the Greek language has many words with same meaning...” and “...we have so many ‘o’ and ‘e’ in the Greek language that it is hard to explain to my students when to use each one...”

The difficulty of intermediate language has also been mentioned. An educator stated that some students do not know English or other European language apart from their mother tongue, so the communication with the teachers is complicated “...it is difficult when there is no a common language to communicate. When someone speaks in English it is much easier to communicate, but there are students who speak only their mother language. They usually come to lessons along with fellow countrymen so they become their interpreters during the lessons...”

Concerning specifically the English language as intermediate language it was referred the difficulty in achieving the precise, accurate translation of the words. An educator stated that “...the only difficult thing is when you try to translate Greek words and definitions in English, but there is no proper word for them. That’s when you have to find more creative ways to explain words and definitions....”

Moreover, an educator stated the sensitive psychological situation of the students who have been forced to move, have experienced armed conflicts or have been violently separated from their family members. That is combined with low self –esteem, self-cancellation and unstable lesson attendance “... there have been students who, because of the general difficulties, cancel and underestimate themselves and decide to stop attending the lessons because they believe that it is too hard for them to learn a new language...” Another said that “...traumatic experiences have lead many of my students interrupt our meetings. They have been through hard situations so I have to be extremely careful what to say and how to say it...” Similar to that is another educator’s response about the psychological connection between the teacher and the students “...it is hard not to get emotionally involved with the students when you hear all the hardship they have endured and the sadness in their eyes and their uncertainty about what the futures holds for them...”

The inefficient educational equipment has also been mentioned by two teachers “...in the NGOs I teach, there is no common educational material provided. Each educator is responsible for the material that he/she should use in classroom. It is very tiring to rely only on yourself and online material, I think we should be provided samples of activities depending on our students’ levels...”and “...we do not have computers here...I prepare the activities from my home but I would like to use a PC so that I could project a video to students or play an online game. I have to bring my laptop in order to do that...”

One more challenge, is the constant increasing student’s attendance in classroom. A teacher said that “...I find hard to make lesson plans and organize the subjects I want to teach because new students keep accrued in class. It is like I have a new student every week so I have to make revisions and repeat things that the other students already know...”

One teacher claimed that the students’ living conditions impede them from attending the Greek language lessons “...some students are living in bad cramped conditions with their families and are not particularly worried about learning the language when they have so many other problems to worry about...”

Finally, a teacher mentioned the students’ negative attitude towards the Greek language because they do not plan to stay in Greece for a long time “...it is hard to teach them when they do not really want to learn Greek because they think it is a waste of time as they are going to move to another country soon...”

- **“How do Greek language teachers manage to overcome those difficulties?”**

The participants gave responses concerning the ways that they achieve fruitful teaching despite the difficulties that they confront.

Concerning the major challenge of students’ limited free time for lessons, educators manage to find solutions. A teacher said that “...in order to avoid cancellations we usually reshape the classrooms so that students can attend the lessons in the time that is convenient for them. Lessons are offered both in the morning and in the evening in order to meet the needs of as more students as possible...” Another teacher claimed that “...when I notice that a student is absent very often, I usually discuss it with him or her. I try to understand why he or she misses lessons, does he work? Does he face difficulties with family responsibilities? We should find a solution so that the lessons are not interrupted...” Another one said “...I tried to be stricter about the schedule because it is important to keep the lessons organized in order to help the students. Moreover, I try to keep the lesson interesting for the adult students...” One teacher stated that “...I always inform my supervisors for the students who are absent so they take the responsibility to talk with them...” Another educator confesses that “... I try to be patient and realize that there must be an important reason for their absence...” One teacher stopped the lessons with the student who was always absent “...I decided to end our collaboration because I felt that I was wasting my time and I was not respected...”

Regarding the challenges in teaching grammatical structures, the teachers proposed some solutions. “...I try to implement new ways of teaching, I have not concluded which one is the most efficient, but I keep try...” said a participant, while another stated that “...I get

advice from my supervisors as they are more experienced in the field of teaching. An advice that they have gave me and I always follow, is to relate the teaching material with their life and their experience. If something in Greek grammar is similar to the gramma of their mother language I should refer it. Sometimes that is effective...” In addition, another teacher said that “...the most difficult subjects such as the grammar, I teach them in English in order to reassure that they will understand me...”

Regarding the field of vocabulary, the participants’ responses were varied. One mentioned that “...I usually use pictures or Google when I want to teach new words. It is fun and efficient...” Another educator said that “...I identify similarities in Greek language and their mother tongue when that is feasible...” One more teacher said that “... I use the Internet and the Google translate when my students do not speak English. Otherwise I teach the meaning of the new words in English...”

As far as the need for intermediate language is concerned, the solution that is proposed is to exploit students with the same nationalities as interpreters “...Last year I had a student from Iraq who did not speak either Greek or English. Fortunately, in the NGO there were many students from Iraq, so they helped me by interpreting in lesson. I will never forget how stressed I was at the beginning and how relieved I felt at the end...”

Regarding the negative psychology and the trauma experience that students suffer from, teachers are informed and sensitized. One educator claimed that “...I make conversations with my students as more often as I can. We discuss about their families, their origin as well as mine. I try to avoid sensitive issues that could trigger negative feelings for them...” Another teacher stated that “...we try to ensure a welcoming friendly attitude in our classes, with a little bit of fun. So that they can forget their troubles for a while, while learning...” Regarding the emotionally involvement a teacher stated that “That is a job you can’t get of your mind when you return home. I used to think again and again my students’ personal stories so I decided to start psychotherapy. Furthermore, I make often discussions with my colleagues and supervisors...”

As far as the limited equipment is concerned, educators try to overcome the difficulties. One teacher said that “...I bring the laptop with me. It is annoying to have to carry it with me every day but I prefer to use it and make an interesting lesson, rather that distribute photocopies all the time...” Another participant said “...I have already informed the head manager that we need more educational material such as sample activities and a projector. She said that she will convey my message so I am just waiting...”

About the persistent increasing students’ attendance in classroom a teacher said that “...because new students are often coming to my class, I do not want neither to repeat again the already taught material and make boring lessons nor leave the newcomers behind. I decided to divide the classroom into teams based on their educational level. In that way they socialize, they solve activities that are related to their needs and nobody gets bored...”

Regarding the negative attitudes towards the Greek language and the poor living conditions a teacher stated that “...these are problems that I can’t help with. I understand how much affect my students but I can’t actually do something to change them. I try to do my best and teach them the Greek language as more affective and interestingly I can. I hope that they will love the language either they stay here or not...”

The interview consisted of additional questions in order to give more information about the participants and their personal experience in teaching. Their responses revealed that:

- Their experience in the profession of the language teacher varies from 1-14 years.
- They are from 23 to 42 years old.
- Educators live and work in Athens.
- Their working settings are NGOs, private study centers and tutoring.
- 18 are women, 2 are men.
- Their students are adults from Albania, Moldova, Bulgaria, China, Afghanistan, Congo, Australia, Iraq, Syria, Russia, Egypt, Pakistan, Ukraine and Georgia.
- They characterize the adult teaching as interesting, demanding, tiring, enjoyable, worrying, moving, challenging, slow, difficult and complicated.

One interesting part of the interviews, were the question concerning the reasons they chose to teach the Greek language to adult refugees and migrants. Their responses are analytically presented below:

- 1) “...Actually it wasn’t my decision. I was teaching to the children refugees and migrants and I was asked to replace a colleague for a few days. From that day, I took the responsibility for the class. I really love teaching to adults because we make discussions different from those we make with the children, it’s like the connection that is created is different...”
- 2) “...I started as a tutor to my uncle who is from England and wanted to learn the Greek language. I realized that it’s interesting to teach adults so I sent a CV to an NGO referring that I am interested in teaching adult refugees and migrants...”
- 3) “...I chose to try teaching the adults because I believe that they need to learn the Greek language much more than the children. They need to work, to protect their families, to find a place to live, so the lessons are necessary for them. I just wanted to help them...”
- 4) “...I wanted to help them, they have been through so many hardships, that they need our help. As a language teacher what I can offer is my knowledge...”
- 5) “...I like teaching both to children and adults. Actually maybe I prefer teaching to children because the atmosphere in the classroom is cheerful and playful while the adults’ classroom is more serious and strictly concentrated to the lessons...”
- 6) “...I chose this to be my job because I like helping migrants to learn Greek and become part of our society. I feel their difficulty while they are struggling to communicate and much more when these people have families here in Greece and children and they have to deal with bureaucracy of the Greek government...”
- 7) “...I chose to teach migrants because this kind of teaching is interesting and it is related to Greek language and culture. There are a lot of refugees in our country and they are interested in learning the Greek language in order to find a job and communicate easily with us...”
- 8) “...I feel that I do something special, something useful for the society, for the people who are in need, even for me. It’s precious to help each other when we have the chance...”
- 9) “...I was interested in teaching Greek to non-Greek speakers...”

- 10) “...The issue of migration has always been a very sensitive topic for me. I once heard a slogan that I still remember ‘The migrants and the refugees are the Earth’s damned’. Someone said it in a protest march for Palestine and it stuck to my mind. It’s tragic how hard they live. That’s why I wanted to feel that I help in a way. The lessons that I provide are the bare minimum for those people. Moreover, I always liked the study of languages, they fascinate me, and so I guess it’s the perfect combination...”
- 11) “...It’s important to help them integrate into our society. Speaking the Greek language, they encourage their participation into society. In addition, the lessons could offer them opportunities to find jobs. The Greek language could work as a useful tool for them...”
- 12) “...I wanted to help a group of people that receive poor help from the State and the society, to receive the necessary supplies that could help them integrate into the host country...”
- 13) “...I believe that these people should be given a better chance at starting a new life in their final destination. Learning the local language immediately makes the locals friendlier and less wary towards them. It also offers them more independence especially when dealing with bureaucracy...”
- 14) “...Teaching adults refugees and migrants could help them find quickly a job and help their families...”
- 15) “...I teach refugees and migrants because I like offering my help. Furthermore, I like to transmit the Greek culture, customs and language to people with different ethnicity and background...”
- 16) “...Since the first day I started working as a language teacher here I was always given adult students so I haven’t worked with children yet...”
- 17) “...Because I wanted to help migrants and refugees to learn and understand the Greek language...”
- 18) “...I thought that it could be a challenge to work under those circumstances. I always find really interesting to be connected with new cultures and discover how people from different countries think, especially when they come from a very different cultural background and have confronted hard situations...”
- 19) “...A friend of mine works as a language teacher for adult refugees and migrants and we have discussed many times how it feels to help people in need, so I decided to help refugees and migrants as well...”
- 20) “...Because I believe that teaching adults is very interesting process. It is like I travel to the different countries, to meet different people, to learn different cultures and customs. Many times I feel that I am the students and these people teach me their life stories. Teaching adults does not have the traditional roles “educator-learners”. It is like a big company...”

6. Discussion

The present paper is a qualitative research. 20 Greek educators were interviewed regarding the challenges that they encounter when they teach the Greek language to adult refugees and migrants and how do they manage to overcome those challenges and find effective solutions. Apart from these basic questions, secondary information about the teachers' background were presented. Moreover, their opinions about adult teaching and why did they choose to teach in adults' classes were demonstrated in details.

The participants' responses revealed that the greatest challenge in teaching the Greek language as second language to adult refugees and migrants, is the learners' limited free time. They either work many hours per day, or they have family responsibilities that impede them from attending the lessons, doing their homework and studying efficiently the new language. Those results are in accordance with other researchers' findings. It was concluded that refugees and migrants emphasize a lot in how to earn money to provide the necessary supplies to their families (Perry, 2013). They sometimes believe that spending hours in learning the host language, while they could have been working, is a waste of time and money. Another research revealed that numerous refugee women do not attend language classes because they have to take care of their children (Hariri, 2018). However other researchers have proved that many newcomers want to invest as more hours as possible in host language lessons, because they believe that the more they practice, the quicker they would become fluent and socialize (Riggs, 2012). Confronting the limited students' attendance through extensive discussion has also been studied. Researchers have proved that it is important to raise educators' awareness concerning the students' frequency of absence. Creating a refugee friendly atmosphere with compassion and understanding is crucial (Tumen et al., 2021). Moreover, the use of digital tools and online exercises have proved to limit unstable school attendance and levels of students' absence (Karinganire, 2023).

The second most referred challenge that educators encounter was the teaching of the grammatical structures and rules especially to learners whose mother language does not contain those features. Yasin et al. (2018) revealed that the language differentiations among the learners are crucial barriers in teaching. Moreover, an interesting research concerning ESL teachers was conducted and revealed that many ESL educators lack the appropriate, in depth knowledge of the language's basic grammatical structures (Reeves, 2009). In addition, it is mentioned that differences in curricula and teaching practices from the country of students' origin and the host country, complicate students in learning difficult concepts (Sjolie, 2006). Furthermore, it is stated that educators are supposed to manage classrooms with a wide range of differentiated linguistic backgrounds. As a result, teaching grammar structures efficiently and in accordance with each and every student's linguistic repertoire, is a demanding and complicated process (RLP, 2017). The solution of make correlations between the native and the host language is a common strategy that many educators implement. Language is the core of identity and conveys the personal experiences, culture and values (Rovira, 2008). Moreover, teaching the second language using aspects of the native tongue, facilitates students make connections between the two languages and reinforces the target language's acquisition. If the native language is banned during the teaching process, it could impede the second language's acquisition rather that facilitates it. (Madriñan, 2014).

As far as the difficulties in vocabulary teaching, the research's results conform to the international literature. It is mentioned that L2 learners confront difficulties in acquiring some categories of words. For instance, the nouns are the most easily understood word category, the verbs and the adjectives follow and somewhere at the last positions are the adverbs, which are the category that newcomers acquire more slowly (Laufer, 1990). Moreover, there have been presented some criteria that should be taken under consideration regarding the efficient vocabulary teaching. Firstly, the words chosen to be taught, should be often used in daily conversations. Next "demonstrability" is a key factor for the choice that educators make. Demonstrability refers to the word's abstract or concrete meaning (Richards, 2001). Regarding the solutions that the research's participants implement, they are justified by the literature as well. Digital tools and interesting, innovative techniques are more preferable than others. Flashcards are proved to be effective in reinforce words' learning especially when the meaning is concrete and specific (Gairns & Redman, 2000). Moreover, innovative methodologies are proved to encourage the students' engagement and rise their interest for the lessons (Madarsara et al., 2015). Games like pantomime are widely used to teach both children and adults. Those techniques are claimed to encourage the gradual new words' gaining (Andra et al., 2020). Another strategy to reinforce vocabulary teaching is the contextual reference. Researchers have mentioned that context – based exercises help learners understand quicker unknown words from their context and other words nearby to them (Huckin & Coady, 1999).

The challenge of teaching adult refugees and migrants who have experienced traumas or are in vulnerable psychological and mental conditions has extensively studied by researchers internationally. The psychology affects the concentration, the level of students' understanding and their efficiency in lessons (Murray, 2019). In addition, depression, anxiety and Post-Traumatic Stress Disorder (PTSD) are the most common refugees' mental health issues that affect their performance (Kirova, 2019). In order to overcome psychological turbulences a common strategy that both the present research's participants and literature implement, is to discuss with students and create bonds and strong connections. Vincent and Warren (1990) have proposed the idea to connect schools with family members. In that way, educators understand the learners' needs, meet their families and encourage the creation of sentimental relationships. Furthermore, the creation of a friendly atmosphere in the classroom and the proper educators' training to encounter students' hard mental issues is of the utmost importance. It has been suggested the term "emotional literacy" that refers to the strategies that encourage the development of emotional intelligence in the classroom as well as exercises of identification and assessment of other's feelings (Goleman, 1995).

Some of the participants mentioned that they work in places where there are not sufficient teaching equipment, educational material or technological supplies. That challenge is confirmed by researchers and international literature. Poor governmental funding leads to poor education for refugees and migrants (Sinclair, 2001). Many educational settings do not provide the necessary textbooks and activities, stationery for learners and even furniture (Pausigere, 2015). For instance a research in Greece regarding the problems that teachers encounter in intercultural teaching, the results presented that in many cases, especially in rural areas, there are alarming deficiencies in educational materials such as textbooks and in bilingual and adequately trained teaching staff (Triandafyllidou & Gropas, 2007). Some voices characterize the limited funding as a discriminatory action towards the refugees and migrants who wish to be taught the host language and integrate into the host society. By

providing limited and education of low quality, newcomers integrate more slowly into the society, so they remain marginalized and helpless for more time (Ostrander, 2015).

Another important finding, is the need for interpreters or students mediators when there is no a common language of communication between the educator and the learner. The participants claimed that in cases where students do not speak the lingua franca, but can communicate only in their native tongue, the teaching process becomes complicated. There is a huge need of either incompatriots students who can communicate in both native language and use the shared language (English, French, Spanish etc.) or specialized interpreters who could facilitate every communication and refute conversation obstacles. Apart from the facilitation of the teaching process, the possibility to be able to communicate in their native language is an inalienable right of refugees and migrants (Asadzadeh, 2022). During 2018 an initiative was taken by the Ministry of Education Research and Religious Affairs, the NGO Metadrasi and UNICEF. They collaborated and created the program "Interpretation4Education", an action that could facilitate children's and their parents' communication in public schools by providing interpreters. The languages that were offered were Punjabi, Arabic, Farsi, Sorani, Urdu, Turkish and Kurmanji and the entire program was funded by the European Civil Protection and Humanitarian Aid sector (Siokou, 2018). As a result, children who have withdrawn school entered the classrooms again and parents who felt incapable of making conversations with the teachers were now able to discuss about their kids' performance and behavior at school. That program underlines the need of interpreters not only regarding the children's education but also in adults' classes. The unhampered communication is a vital need for every refugee and migrant who needs to learn quickly and correct the host language.

The unstable rates of school attendance is another problem that frustrates educators. Many of the present study's participants mentioned that the phenomenon of students attending the lessons and then either never coming again, or inviting more and more of their friends to attend the lessons too, is very common and makes the lesson's preparation hard. The most common reason for interrupted adults' education, is the need for employment and the job's demands. The constant rotation between the job and the classroom has proved to lead adult refugees and migrants to devalue the need to acquire the host language and dedicate the most of their free time in working (Sohn, 2014). Unstable class attendance seems to complicate teachers as it thrusts them to make spontaneous decisions and rearrangements concerning the teaching subjects. Moreover it has been mentioned that women refugees and migrants have the highest rates of lessons' interruption due to family obligations (Kaminis, n.d.). The varied attendance's rates create varied educational backgrounds as well. Teachers encounter that situation through collaborative teaching and group formation. As a result they achieve homogeneity and learners' socialization. Moreover the educator is able to adapt the lesson's plan to the students' particular needs and reinforce their performance (Nusche, 2009).

An interesting finding of the present research is that an educator started psychotherapy in order to confront some of the numerous challenging in refugees' and migrants' teaching, especially the emotional involvement. Literature has presented that educators carry a heavy emotional load especially when their learners have experienced traumas, have been forced to move from their country and have survived from armed conflicts. Teachers feel that they are responsible for their students' mental recovery, educational performance, socialization and social integration. It has been observed that in

classrooms with high rates of diversity, educators are more likely to suffer from chronic stress and even trauma (McCormick, 2021). Mental support is proved to be essential for educators, not only those teaching in refugees' and migrants' classrooms, but every teacher regardless their audience. Teachers through psychotherapy and mental support by specialists, become more efficient in their work, they are able to detect unstable students' behaviors in classroom, control their feelings and help them define boundaries between the work and the private life (White, 2022). Moreover, there have been mentioned some characteristics that an educator may present, that indicate that he/she needs psychological support such as excessive feelings of fear, anger or stress, abrupt mood changes, low energy and tiredness, difficulty in simple daily tasks and physical pain without pathological causes (White, 2022).

Finally, a common finding in this paper is that educators, when there is not another alternative solution that they could implement, tend to inform their supervisors and ask for their help. Supervisors and directors are responsible for the even lessons' accomplishment, for the teachers' evaluation and common strategies of lessons' improvements and for reassuring the observance of the corresponding policies. In addition, they provide teachers the necessary educational supplies and the resources needed for efficient lessons. Moreover, they are responsible for the friendly and undisturbed classroom's atmosphere, by alienate anyone, student or teacher, who impedes it (NAIS, 2017). Furthermore, sharing a problem with a supervisor, searching together for the appropriate solutions and reject the additional, harmful and unnecessary responsibilities are some of the strategies that are proposed to educators in order to decrease the level of stress and anxiety that they encounter (Osuba, 2022).

7. Conclusion & Recommendations

The results revealed that the most often presented obstacle in the teaching process is the fact that learners have very limited time to devote to lessons, either by their physical presence in classroom or by studying at home their homework. The daily family responsibilities in combination with the demanding bureaucratic procedures and the urgent need of vocational rehabilitation, impede many newcomers from participating actively to the host language lessons and dedicate themselves in studying efficiently. The educators who participated at the present research, claimed that they try to overcome the usual students' absence or deficient studying through various means. The most popular answer were the attempt to rearrange the classroom's structure so that students could find many lessons in different hours. Another solution, is the discussion with the learners and the supervisors in order to detect the actual reasons of absence and make compromises about the lessons' accomplishments.

The literature concerning the adult newcomers' education in the Greek context is limited so the results of the given study are deeply helpful for both researchers and educators. Researchers have the opportunity to identify the core of the challenges in teaching Greek as second language. As a result they could propose specialized solutions and advises for educators that they could implement during their lessons and achieve greater students' performance. Moreover, the State should take under consideration the weaknesses of the adults refugees' and migrants' educational services that are provided, take measures for the development of a national, concrete syllabus for the linguistic

integration of newcomers and the creation of the appropriate educational material that the educators could use. Regarding the teachers, the research's results give them the possibility to observe their students, detect the problems that they encounter in their classrooms and get inspired in order to solve them. It is stated that educators who realize the weaknesses and the problems that occur in their multicultural classrooms and try to surmount them by exploiting the specific cultural characteristic of their students, achieve learners' higher rates of academic progress and reinforce their self-esteem (Brown, 2007).

However, there are some aspects that should be further investigated in the future. The research presented that educators usually have to create the necessary educational material on their own. It would be interesting to study what kind of material they believe that is more appropriate for adults' refugees and migrants' teaching and the reasons why they chose it. Do they follow the traditional teaching paths or they prefer the innovative digital tools? Moreover, it has been proved by the study that the most common difficulty in adult teaching is the often absence. It could be useful to attempt to learn what exactly the reasons of their absence are. Is it family affairs or job demands that impede adults from learning? Finally, another field that should be investigated is the impact that the regular absence, has on the teachers' psychology. Are they affected by the fact that their students are not able to attend their lessons? Do they feel responsible for the low classroom attendance or do they dissociate themselves from their students' difficulties?

Teaching adult refugees and migrants the Greek language is a challenging process with many obstacles. However, both the educators and the students benefit from the experience. Learners are provided the opportunity to linguistically adapt to the new language, integrate into the society and start again a new life. Educators profit from offering that opportunities to people in need, share their knowledge and gain valuable experiences from interacting with their students. Lifelong teaching and personal contacts are irreplaceable (Kafritsa et al., 2021).

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9. Appendix

The interview's questions.

PERSONAL INFORMATIONS

1. HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?
2. WHERE DO YOU CURRENTLY WORK?
3. WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?
4. WHAT IS YOUR EDUCATIONAL BACKGROUND?
5. DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?

STUDENTS' PROFILES

6. HOW MANY STUDENTS DO ATTEND YOUR CLASS?
7. HOW OLD ARE YOUR STUDENTS?
8. WHERE ARE YOUR STUDENTS FROM?
9. DO THEY HAVE FAMILY IN GREECE?
10. DO THEY WORK? (if yes, please state where do they work)

CHALLENGES IN TEACHING

11. HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?
12. HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)
13. WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?
14. HOW OFTEN DO THOSE DIFFICULTIES OCCUR?
15. DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?

POSSIBLE SOLUTIONS

16. HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?
17. HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?
18. HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?
19. HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)
20. WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?

Interview of TEACHER 1.

PERSONAL INFORMATIONS

1. HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?
6 years
2. WHERE DO YOU CURRENTLY WORK?
In a Private study center
3. WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?
I thought that it could be a challenge to work under those circumstances. I always find really interesting to be connected with new cultures and discover how people from different countries think, especially when they come from a very different cultural background and have confronted hard situations
4. WHAT IS YOUR EDUCATIONAL BACKGROUND?
I got my degree and now I am studying for my master. I speak 2 languages, English and German, and I am learning Spanish. I also have a certificate in Special Education and Computers
5. DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?
I wish to complete my master and get C1 Certificate in Spanish. I would like to do another master in the future and more seminars.

STUDENTS' PROFILES

6. HOW MANY STUDENTS DO ATTEND YOUR CLASS?
There are 2 students
7. HOW OLD ARE YOUR STUDENTS?
They are 15 and 50 years old
8. WHERE ARE YOUR STUDENTS FROM?
They are from China
9. DO THEY HAVE FAMILY IN GREECE?
No, they do not have
10. DO THEY WORK? (if yes, please state where do they work)
Yes, the 50 year old student works.

CHALLENGES IN TEACHING

11. HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?
The process is slow in teaching adults, although they try really hard and they study a lot.
12. HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)
No, not at all.

13. WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?

The only difficult thing is when you try to translate Greek words and definitions in English, but there is no proper word for them. That's when you have to find more creative ways to explain words and definitions.

14. HOW OFTEN DO THOSE DIFFICULTIES OCCUR?

They are not really often, maybe one time or two per month.

15. DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?

I think that they do not affect our lesson, because we always find solutions together. Sometimes, those difficulties create stronger bonds between us.

POSSIBLE SOLUTIONS

16. HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?

Yes, we always discuss the difficulties both with the supervisor and the colleagues.

17. HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?

We try together with the students, the supervisor and the colleagues to find solutions and we always achieve that, after discussion. Also, more studying is necessary for me in order to find great ideas.

18. HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?

I notice progress, because now we find earlier solutions and it takes us less time.

19. HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)

Yes, I share my thoughts with my students because they also notice those difficulties and I understand that we have same thoughts. So, when we discuss them, we can solve problems easier.

20. WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?

She/he has to be patient and flexible. She/he has to adjust in every situation and be ready to recreate the potential program in order to make it useful for her/his students. She/he can also read about her/his students' culture in order to understand them better and work easier with them.

PERSONAL INFORMATIONS

1. HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?
8 years
2. WHERE DO YOU CURRENTLY WORK?
I teach in an NGO in Athens as a volunteer and I work in a Private study center.
3. WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?
I teach refugees and migrants because I like offering my help. Furthermore, I like to transmit the Greek culture, customs and language to people with different ethnicity and background.
4. WHAT IS YOUR EDUCATIONAL BACKGROUND?
I have studied Greek language at the National and Kapodistrian University of Athens at the department of Philosophy-Pedagogy- Psychology.
5. DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?
I would like to create a site for refugees and migrants in order to learn the Greek language through quizzes and online activities.

STUDENTS' PROFILES

6. HOW MANY STUDENTS DO ATTEND YOUR CLASS?
Usually 10
7. HOW OLD ARE YOUR STUDENTS?
From 20 to 40+
8. WHERE ARE YOUR STUDENTS FROM?
They are from Syria, Jordan and Nigeria.
9. DO THEY HAVE FAMILY IN GREECE?
Those who are from Nigeria, they do.
10. DO THEY WORK? (if yes, please state where do they work)
They work in factories, in car services and as cleaners.

CHALLENGES IN TEACHING

11. HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?
It is challenging because of the linguistic, cultural and educational differences.
12. HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)
The most difficult thing was to teach them the division in math. It was hard to find the correct words and help them understand.

13. WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?
Because of their limited free time and their hard work, students do not have the necessary time to study so I teach again and again the same subjects.
14. HOW OFTEN DO THOSE DIFFICULTIES OCCUR?
Almost daily.
15. DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?
Yes, a great impact.

POSSIBLE SOLUTIONS

16. HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?
Yes, both with my supervisor and my colleagues. Each specialized professor teaches particular subjects.
17. HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?
With patience and a lot of discussion with my supervisor.
18. HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?
I have realized that teamwork has helped a lot because students socialize, become more confident and they learn more quickly.
19. HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)
Yes I have because we are team.
20. WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?
I would tell them to have patience, to try and to have courage.

PERSONAL INFORMATIONS

1. HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?
About 3 years
2. WHERE DO YOU CURRENTLY WORK?
I am in a private study center.
3. WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?
Because I believe that teaching adults is very interesting process. It is like I travel to the different countries, to meet different people, to learn different cultures and customs. Many times I feel that I am the students and these people teach me their life stories. Teaching adults does not have the traditional roles “educator-learners”. It is like a big company
4. WHAT IS YOUR EDUCATIONAL BACKGROUND?
I am a philologist with a master in Greek literature.
5. DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?
I would like to help teach migrants in Greek islands. People there need help.

STUDENTS' PROFILES

6. HOW MANY STUDENTS DO ATTEND YOUR CLASS?
4 students
7. HOW OLD ARE YOUR STUDENTS?
26, 29, 37 and 48 years old.
8. WHERE ARE YOUR STUDENTS FROM?
They are from Turkey and China.
9. DO THEY HAVE FAMILY IN GREECE?
Yes they all have their families here.
10. DO THEY WORK? (if yes, please state where do they work)
I think that two of them work as delivery boys, I do not know about the other two.

CHALLENGES IN TEACHING

11. HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?
It is a complicated process, however it gives me many feelings of offering and love.
12. HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)
I have felt sorry for them sometimes when they are tired from work or they have learned sad news from their homeland and feel stressed.
13. WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?

It is hard to teach them when they do not really want to learn Greek because they think it is a waste of time as they are going to move to another country soon.

14. HOW OFTEN DO THOSE DIFFICULTIES OCCUR?

Fortunately not very often.

15. DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?

Yes because they are not dedicated to learn the Greek language, they want to learn just some phrases in order to communicate and then leave for another country.

POSSIBLE SOLUTIONS

16. HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?

Yes very often

17. HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?

I make conversations with my students as more often as I can. We discuss about their families, their origin as well as mine. I try to avoid sensitive issues that could trigger negative feelings for them

18. HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?

Discussion helps us bond and become team so that is a motivation for them to study and try harder.

19. HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)

Yes we talk about everything that occurs in classroom.

20. WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?

Just to love the job otherwise he/she feel disappointed.

PERSONAL INFORMATIONS

1. **HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?**
Just 1 year!
2. **WHERE DO YOU CURRENTLY WORK?**
At the Sunday Migrant School
3. **WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?**
The issue of migration has always been a very sensitive topic for me. I once heard a slogan that I still remember 'The migrants and the refugees are the Earth's damned'. Someone said it in a protest march for Palestine and it stuck to my mind. It's tragic how hard they live. That's why I wanted to feel that I help in a way. The lessons that I provide are the bare minimum for those people. Moreover, I always liked the study of languages, they fascinate me, and so I guess it's the perfect combination
4. **WHAT IS YOUR EDUCATIONAL BACKGROUND?**
I am a student in the Department of Primary Education.
5. **DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?**
I haven't decided yet what career path I want to follow, but I know that I want to feel that I offer something through my job.

STUDENTS' PROFILES

6. **HOW MANY STUDENTS DO ATTEND YOUR CLASS?**
The number keeps changing because students maybe change classrooms or stop coming or new ones are added. However, there are approximately 5 students each time.
7. **HOW OLD ARE YOUR STUDENTS?**
It depends, I have students 25, 37, 36 even 40 years old.
8. **WHERE ARE YOUR STUDENTS FROM?**
From Bangladesh, Nigeria and Syria
9. **DO THEY HAVE FAMILY IN GREECE?**
Most of them no, I know only one who lives here with his family.
10. **DO THEY WORK? (if yes, please state where do they work)**
Everyone has a job apart from one student. They work as cooks, as tailor and as electrician.

CHALLENGES IN TEACHING

11. **HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?**
There are difficulties but I really enjoy it. Students are very cute and kind. The tailor had once asked us what we would like to make us as a present and another one made biscuits for the teachers.
12. **HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)**

There was a student who used to send me pictures with roses every day. I heard that he did that to another teacher as well. It was weird because despite the intentions that you may have, you never know the other's.

13. **WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?**

It is difficult when there is no a common language to communicate. When someone speaks in English it is much easier to communicate, but there are students who speak only their mother language. They usually come to lessons along with fellow countrymen so they become their interpreters during the lessons. Furthermore, they work many hours and most of them do not have time to do their homework. Unfortunately the frequency of our lessons is not adequate.

14. **HOW OFTEN DO THOSE DIFFICULTIES OCCUR?**

In every lesson there would be someone who did not have time to study. There is just one student, the younger one, who is very dedicated and does always his homework.

15. **DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?**

Of course, no matter how you love your job and how much you try, if students do not study at home, there is no progress. Moreover, the varied classrooms need more teachers and that is something that does not happen. You have to find something to keep every student busy and not bored.

POSSIBLE SOLUTIONS

16. **HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?**

Yes and that is why we rearrange the classroom and of course we, the teachers, do not miss the classes or at least we inform our supervisor.

17. **HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?**

I do not work at that moment.

18. **HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?**

Sure, the more homogenous is the classroom, the better the results. Students do not feel bad when their performance is low. There should be balance.

19. **HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)**

In general we inform students when they have to change classrooms and we explain to them that they need to study at home, despite their hard work. We know that they work many hours and that is why we give them very little homework.

20. **WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?**

It needs patience especially with the students who have difficulties. When someone is at an advanced level you have fun during the lessons. When someone does not understand what you have explained, you have to find another way to make a clear point using whatever is necessary,

Interview of TEACHER 5.

PERSONAL INFORMATIONS

1. HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?
11 years.
2. WHERE DO YOU CURRENTLY WORK?
At a private center but I was volunteer teacher in an NGO for many years. I also work as a tutor.
3. WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?
Because I wanted to help migrants and refugees to learn and understand the Greek language.
4. WHAT IS YOUR EDUCATIONAL BACKGROUND?
I graduated from the National and Kapodistrian University of Athens, I am a philologist. I have a master in Intercultural Education.
5. DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?
My goal is to gain more experience in the field of teaching and be improved.

STUDENTS' PROFILES

6. HOW MANY STUDENTS DO ATTEND YOUR CLASS?
4
7. HOW OLD ARE YOUR STUDENTS?
30-35 years old.
8. WHERE ARE YOUR STUDENTS FROM?
They are from France.
9. DO THEY HAVE FAMILY IN GREECE?
Yes they do.
10. DO THEY WORK? (if yes, please state where do they work)
They are sellers in a computer company and hairdressers.

CHALLENGES IN TEACHING

11. HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?
It is a complicated process because there are many adult migrants and refugees who do not know English and there is a communication problem. Also, many adult students are rushed to learn the language to get a job so it can be difficult to keep them interested.

12. HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)
Yes, because sometimes students wanted to skip some basic things because they thought that some others were more important to them or that they already knew them
13. WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?
The most common difficulty was to find a schedule because they were working and some of them wanted a lot of hours a day to learn the language faster
14. HOW OFTEN DO THOSE DIFFICULTIES OCCUR?
In almost every lesson.
15. DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?
Yes, because the schedule was not organized and consequently the lessons could not be as organized as they should have been.

POSSIBLE SOLUTIONS

16. HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?
Yes of course.
17. HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?
I tried to be stricter about the schedule because it is important that the lessons are organized to help the students and I'm trying to find ways to keep adult students interested.
18. HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?
I could say yes.
19. HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)
Yes, I have shared my thoughts about our schedule because they are adults and this is something that we have to work on and find a solution together.
20. WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?
I would advise them to discuss their challenges with their colleagues and to try new ways to manage their course schedule and keep the students interested.

PERSONAL INFORMATIONS

1. **HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?**
For 14 years.
2. **WHERE DO YOU CURRENTLY WORK?**
In a NGO and as a private tutor.
3. **WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?**
It's important to help them integrate into our society. Speaking the Greek language, encourage their participation into society. In addition, the lessons could offer them opportunities to find jobs. The Greek language could work as a useful tool for them
4. **WHAT IS YOUR EDUCATIONAL BACKGROUND?**
I am a philologist and I have a master in Psychology.
5. **DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?**
I would like to improve my skills and promote the intercultural teaching.

STUDENTS' PROFILES

6. **HOW MANY STUDENTS DO ATTEND YOUR CLASS?**
There are 7 students.
7. **HOW OLD ARE YOUR STUDENTS?**
17-36 years old.
8. **WHERE ARE YOUR STUDENTS FROM?**
They are from Syria, Bulgaria and Turkey.
9. **DO THEY HAVE FAMILY IN GREECE?**
Yes they came in Greece with their families.
10. **DO THEY WORK? (if yes, please state where do they work)**
Most of them no.

CHALLENGES IN TEACHING

11. **HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?**
I could say that is very demanding but rewarding.
12. **HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)**
It is a daily challenge to find the proper words to express without making someone feel uncomfortable. We have so many differences in language and in culture so I do not want to be misunderstood.
13. **WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?**

Many students suffer from traumatic experiences, the cultural differences and the linguistic variety are common problems.

14. HOW OFTEN DO THOSE DIFFICULTIES OCCUR?

It depends on the students and their experience.

15. DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?

I try not to get influenced because I am there to help them.

POSSIBLE SOLUTIONS

16. HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?

Yes and we provide psychological support for those who need it. Regarding the linguistic variety, we just keep working and make many revisions.

17. HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?

I get courage by the idea that I am there to help them improve their lives so when difficulties occur I just remember what my job is.

18. HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?

Each student needs different approach, if you manage to respond to their needs in the proper way, the progress is indisputable.

19. HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)

We discuss a lot. I want to let them know that life could become better and easier for them in the host country.

20. WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?

You will need persistence, patience, flexibility and sensitivity. You have to adjust your teaching to your students and basically try to understand them.

PERSONAL INFORMATIONS

1. HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?
5 years.
2. WHERE DO YOU CURRENTLY WORK?
In a Private Study Center in Athens and as a tutor.
3. WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?
I wanted to help a group of people that receive poor help from the State and the society, to receive the necessary supplies that could help them integrate into the host country.
4. WHAT IS YOUR EDUCATIONAL BACKGROUND?
I am a teacher with a master in Postgraduation Studies on Digital Technology in Education.
5. DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?
I would like to specialize in the field of psychology.

STUDENTS' PROFILES

6. HOW MANY STUDENTS DO ATTEND YOUR CLASS?
I am a volunteer teacher in an NGO and there are 1-2 students in each class, like private tutoring.
7. HOW OLD ARE YOUR STUDENTS?
18-30 years old.
8. WHERE ARE YOUR STUDENTS FROM?
Afghanistan, Syria, Iran, Pakistan, Bangladesh, Somalia.
9. DO THEY HAVE FAMILY IN GREECE?
No because they all arrived to Greece like unaccompanied children.
10. DO THEY WORK? (if yes, please state where do they work)
Some of them are cleaners, other help in retirement houses, one is hairdresser and two are tailors.

CHALLENGES IN TEACHING

11. HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?
The process depends on each student and the target they have set. Some of them study and attend the classes regularly because they want to succeed.
12. HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)
No, the students who attend the classes show respect and gratitude to those who help them.

13. WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?

Some students cancel themselves and their efforts. As a result they stop attending the classes. With discussion I try to convince them to continue their work and join again the classes.

14. HOW OFTEN DO THOSE DIFFICULTIES OCCUR?

At least once through the school year.

15. DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?

Those challenges help both me and my students remember our goals and keep working.

POSSIBLE SOLUTIONS

16. HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?

Yes, with the supervisor, the psychologist and the caseworker.

17. HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?

That is a job you can't get of your mind when you return home. I used to think again and again my students' personal stories so I decided to start psychotherapy. Furthermore, I make often discussions with my colleagues and supervisors

18. HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?

Usually yes.

19. HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)

Yes but in a way that would not make them anxious.

20. WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?

To confront students with respect because they have been through a lot. Moreover, they have to create a safe place for them with bonds of trust and love.

PERSONAL INFORMATIONS

1. HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?
2 years
2. WHERE DO YOU CURRENTLY WORK?
Online, with a group of refugees from Syria in Agious Theodorous as a tutor. I had been a volunteer teacher for many years in the past.
3. WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?
I believe these people should be given a better chance at starting a new life in their final destination. Learning the local language immediately makes the locals friendly and less wary towards them, it also offers them more independence especially when dealing with bureaucracy
4. WHAT IS YOUR EDUCATIONAL BACKGROUND?
I am a philologist and a qualified English language teacher
5. DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?
I would like to work with special needs children with physical and mental disabilities

STUDENTS' PROFILES

6. HOW MANY STUDENTS DO ATTEND YOUR CLASS?
11
7. HOW OLD ARE YOUR STUDENTS?
Adult group from 14 to 33 and children's group from 8 to 13
8. WHERE ARE YOUR STUDENTS FROM?
From Syria
9. DO THEY HAVE FAMILY IN GREECE?
No, they do not.
10. DO THEY WORK? (if yes, please state where do they work)
No, they do not.

CHALLENGES IN TEACHING

11. HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?
Enjoyable as the students are willing to learn to improve their situation. Difficult as they are from different backgrounds and have varying levels of education. Worrying as it is hard not to be upset on hearing all they have been through and are going through
12. HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)

No, they are always polite and respectful.

13. **WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?**

When the students don't really want to learn Greek, thinking it is a waste of time as they would prefer to be moved on to another country. It is hard not to get emotionally involved with the students when you hear all the hardship that they have endured and the sadness in their eyes and their uncertainty about what the future holds for them. Some students are living in bad cramped conditions with their families and aren't particularly worried about learning the language when they have so many other problems to worry about

14. **HOW OFTEN DO THOSE DIFFICULTIES OCCUR?**

One in five students.

15. **DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?**

Sometimes yes when they are so desperately unhappy

POSSIBLE SOLUTIONS

16. **HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?**

Yes

17. **HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?**

We try to ensure a welcoming friendly attitude in our classes, with a little bit of fun. So that they can forget their troubles for a while while learning

18. **HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?**

Yes, the students enjoy their lesson time.

19. **HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)**

Sometimes yes so that they can also come up with ideas of things they would like to talk about in the classes, like exchanging recipes or discussing various cultural events

20. **WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?**

Go to each lesson with a smile on your face and a positive attitude. Spend a little time talking to each student individually just to make each ones day a little bit brighter. Try to make the lessons enjoyable

PERSONAL INFORMATIONS

1. **HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?**
For 5 years.
2. **WHERE DO YOU CURRENTLY WORK?**
I work in a private study center and in a NGO in Athens.
3. **WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?**
I started as a tutor to my uncle who is from England and wanted to learn the Greek language. I realized that it's interesting to teach adults so I sent a CV to an NGO referring that I am interested in teaching adult refugees and migrants
4. **WHAT IS YOUR EDUCATIONAL BACKGROUND?**
I am a teacher with a master in Intercultural Education.
5. **DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?**

I want to have my own study center where there were be both native students and migrants.

STUDENTS' PROFILES

6. **HOW MANY STUDENTS DO ATTEND YOUR CLASS?**
12 students
7. **HOW OLD ARE YOUR STUDENTS?**
20-56 years old.
8. **WHERE ARE YOUR STUDENTS FROM?**
They are from Georgia, Pakistan, Turkey, Iran and Albania.
9. **DO THEY HAVE FAMILY IN GREECE?**
Some of them yes.
10. **DO THEY WORK? (if yes, please state where do they work)**
Some are workers, some are deliveries and others are sellers.

CHALLENGES IN TEACHING

11. **HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?**
It is interesting because I can see their progress, it is moving because they try a lot and it is tiring because not every student could attend the classes and we have to make revisions all the time.
12. **HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)**
Yes, someone used to send me private messages and wanted to go out together.

13. WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?

The greatest problem is the fact that many missed the classes and the fact that many new students attended the lessons so I had to arrange again and again the subjects that I planned to teach. I find hard to make lesson plans and organize the subjects I want to teach because new students keep accrued in class. It is like I have a new student every week so I have to make revisions and repeat things that the other students already know

14. HOW OFTEN DO THOSE DIFFICULTIES OCCUR?

Every week.

15. DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?

Definitely because many students disliked the fact that we had to revise again and again the subjects, they felt that we did not make progress.

POSSIBLE SOLUTIONS

16. HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?

No I haven't.

17. HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?

I divided the classroom into groups regarding their level. Last year I had a student from Iraq who did not speak either Greek or English. Fortunately, in the NGO there were many students from Iraq, so they helped me by interpreting in lesson. I will never forget how stressed I was at the beginning and how relieved I felt at the end.

18. HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?

Yes absolutely.

19. HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)

No because I did not want to give the impression that I am not able to handle a classroom and I am inefficient. I have regretted that, I should have talked and maybe I could have been advised.

20. WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?

To be well prepared in every lesson because maybe he/she will need to give again and again the same material, such as photocopies and to be confident.

PERSONAL INFORMATIONS

1. HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?
For about 2 years
2. WHERE DO YOU CURRENTLY WORK?
In Athens is a study center.
3. WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?
I was interested in the idea of teaching Greek to non- Greek speakers
4. WHAT IS YOUR EDUCATIONAL BACKGROUND?
I have graduated from the Department of Primary Education in Athens.
5. DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?
Yes, attain a second bachelor's degree and maybe at some point work at a university

STUDENTS' PROFILES

6. HOW MANY STUDENTS DO ATTEND YOUR CLASS?
1 at a time
7. HOW OLD ARE YOUR STUDENTS?
Ranging from 9-40
8. WHERE ARE YOUR STUDENTS FROM?
Australia and Moldova
9. DO THEY HAVE FAMILY IN GREECE?
Most of them yes.
10. DO THEY WORK? (if yes, please state where do they work)
I do not know that.

CHALLENGES IN TEACHING

11. HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?
It depends on the age of the student and the linguistic background as it differs if someone's mother language is closer to Greek.
12. HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)
No, I haven't.
13. WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?
The difficulty most students have has to do with the morphology of the Greek language as there are multiple letters for fewer sounds
14. HOW OFTEN DO THOSE DIFFICULTIES OCCUR?
At all stages until rules are comprehended

15. DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?

Yes, they do but it's a temporary effect that can be controlled

POSSIBLE SOLUTIONS

16. HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?

Yes I have.

17. HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?

By identifying similarities in mother languages and Greek when it is feasible. I usually use pictures or Google when I want to teach new words. It is fun and efficient.

18. HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?

Yes I have.

19. HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)

I have but it's mostly expressed as a friendly remark

20. WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?

To understand the student's cultural and linguistic background in order to help him/her/them the most, as well as taking into consideration why the student wishes to learn Greek

Interview of TEACHER 11.

PERSONAL INFORMATIONS

1. **HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?**
8 years.
2. **WHERE DO YOU CURRENTLY WORK?**
I am a private tutor, times to times I teach in NGO when I have time in my schedule.
3. **WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?**
I feel that I do something special, something useful for the society, for the people who are in need, even for me. It's precious to help each other when we have the chance.
4. **WHAT IS YOUR EDUCATIONAL BACKGROUND?**
I am a language teacher and I attend a postgraduation program on intercultural education.
5. **DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?**
Maybe to be able to combine teaching in a public school and tutoring adult migrants and refugees.

STUDENTS' PROFILES

6. **HOW MANY STUDENTS DO ATTEND YOUR CLASS?**
I have 4 different students, different lesson each.
7. **HOW OLD ARE YOUR STUDENTS?**
35, 20, 52 and 19 years old.
8. **WHERE ARE YOUR STUDENTS FROM?**
Syria, Albania and Pakistan.
9. **DO THEY HAVE FAMILY IN GREECE?**
Yes they do.
10. **DO THEY WORK? (if yes, please state where do they work)**
2 of them are private employees, the other two do not work.

CHALLENGES IN TEACHING

11. **HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?**
It is a very interesting experience.
12. **HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)**
Once a student had rejected me because I am young and she did not trust me.
13. **WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?**

The most common problems are the lessons' cancellation and the inflexibility to find free time for lessons because they work.

14. HOW OFTEN DO THOSE DIFFICULTIES OCCUR?

Very often.

15. DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?

Definitely because neither I could organize the lesson plans, nor the student could make progress.

POSSIBLE SOLUTIONS

16. HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?

No.

17. HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?

I decided to end our collaboration because I felt that I was wasting my time and I was not respected.

18. HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?

19. HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)

I did not want to stop the lessons so I did not make many discussions about the problem. As time went by and there were no solution, we interrupted.

20. WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?

To be brave, to demand what they want and to put limits.

Interview of TEACHER 12.

PERSONAL INFORMATIONS

1. **HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?**
I have been working as a Greek language teacher for 10 years now.
2. **WHERE DO YOU CURRENTLY WORK?**
I am working in a private school and as private tutor during afternoons.
3. **WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?**
I chose to teach migrants because this kind of teaching is interesting and it is related to Greek language and culture. There are a lot of refugees in our country and they are interested in learning the Greek language in order to find a job and communicate easily with us
4. **WHAT IS YOUR EDUCATIONAL BACKGROUND?**
I'm philologist and I have graduated a master of Modern History
5. **DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?**

I want to finish one more master in educational psychology in the future.

STUDENTS' PROFILES

6. **HOW MANY STUDENTS DO ATTEND YOUR CLASS?**
Up to three students attend in my class
7. **HOW OLD ARE YOUR STUDENTS?**
I have got both teenagers and adults students.
8. **WHERE ARE YOUR STUDENTS FROM?**
Most of my students are from China and Russia.
9. **DO THEY HAVE FAMILY IN GREECE?**
No, they don't.
10. **DO THEY WORK? (if yes, please state where do they work)**
They work here in Greece. Some of them are Estate agents.

CHALLENGES IN TEACHING

11. **HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?**

The progress of teaching adult migrants isn't fast and easy. It's slow and difficult because of the migrants work and they haven't got much free time to study. They need more time to study and understand what they learn in our lesson.
12. **HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)**
I feel uncomfortable when they can't understand a phenomenon that they haven't got in their language, for example in grammar. I have to explain it many times.

13. WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?

It's difficult to explain some grammatical phenomena that the migrants haven't got in their language.

14. HOW OFTEN DO THOSE DIFFICULTIES OCCUR?

Approximately in every lesson

15. DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?

Those challenges are the best part of my job, because I need to tell more explanation until they understand the problem.

POSSIBLE SOLUTIONS

16. HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?

Yes, of course. They helped me a lot with their advice.

17. HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?

I ask my colleagues and I get advice and ideas for my teaching. I improve my teaching experience. I get advice from my supervisors as they are more experienced in the field of teaching. An advice that they have gave me and I always follow, is to relate the teaching material with their life and their experience. If something in Greek grammar is similar to the grammar of their mother language I should refer it. Sometimes that is effective.

18. HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?

Of course. I noticed progress both of them. My students understood that I was explaining again and again with examples of daily life.

19. HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)

No, just with my colleagues, because my students understood the difficulty to teach Greek language to them.

20. WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?

My advice to a young teacher who wants to teach adult and teenagers refugees is that the teacher needs patience for teaching and don't give up. It's so satisfying to teach Greek language and culture to foreign people, because they can admire our country and they have got a lot of interest and they are proud of Greece.

PERSONAL INFORMATIONS

1. HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?

I have been working as a teacher for the Greek language since 2006

2. WHERE DO YOU CURRENTLY WORK?

Now I work as a teacher for the Greek Council of Refugees in Athens, teaching and helping adults to learn Greek between the age of 20 to 40 years old. I have also worked as language teacher in private study centers.

3. WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?

I chose this to be my job because I like helping migrants to learn Greek and become part of our society. I feel their difficulty while they are struggling to communicate and much more when these people have families here in Greece and children and they have to deal with bureaucracy of the Greek government

4. WHAT IS YOUR EDUCATIONAL BACKGROUND?

I have studied Greek philology with a specialization in linguistics and I am about to finish a master with the title Language Teaching in Migrants and Refugees.

5. DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?

My future goal is to make a school for foreigners, migrant and refugees where they can learn Greek without paying or giving a very small amount. I see how much they are struggling to live and I feel so sad that they cannot afford to learn the language to have the ability to work. I hope I can make it.

STUDENTS' PROFILES

6. HOW MANY STUDENTS DO ATTEND YOUR CLASS?

I have 8 students in my class.

7. HOW OLD ARE YOUR STUDENTS?

They are from 20 to 40 years old.

8. WHERE ARE YOUR STUDENTS FROM?

They are from Egypt, Kurdistan, Bangladesh and Congo.

9. DO THEY HAVE FAMILY IN GREECE?

They are here with their families.

10. DO THEY WORK? (if yes, please state where do they work)

Yes they work some of them as cleaners, as delivery assistants a coffee service.

CHALLENGES IN TEACHING

11. HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?

I would characterize it as easy and challenging. Easy because I can communicate with them because of their age. They are mature and challenging because many of them are in a hurry and want to learn Greek in a day if it was possible just to use it and find a job.

12. HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)

Yes, sometimes I have felt uncomfortable because I had to be careful if I say or do something that will make them feel strange like foreign or something...

13. WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?

I find it very difficult to teach Greek grammar to every foreigner I teach.

14. HOW OFTEN DO THOSE DIFFICULTIES OCCUR?

In the first 10 lessons approximately.

15. DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?

Yes they have.

POSSIBLE SOLUTIONS

16. HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?

Yes I had a discussion for the difficulties about time and studying

17. HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?

By patience, methodology and new ways of teaching

18. HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?

Yes the students are more careful and like the changeable innovative ways of learning.

19. HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)

Yes, I discuss it with my students. I ask them about what they like at the lesson and what they want in order to make it an easier and more pleasant lesson.

20. WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?

My advice for a young teacher would be to emphasize at the essence of the Greek language and make the lesson as simple as it is possible.

Interview of TEACHER 14.

PERSONAL INFORMATIONS

1. **HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?**
For about 11 years.
2. **WHERE DO YOU CURRENTLY WORK?**
I am in a private school now, the latest 5 years I was working in private study center working with native children and adult migrants.
3. **WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?**
I wanted to help them, they have been through so many hardships, that they need our help. As a language teacher what I can offer is my knowledge
4. **WHAT IS YOUR EDUCATIONAL BACKGROUND?**
I am a Greek language teacher with a postgraduation degree on Philosophy.
5. **DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?**
Maybe another postgraduation program on digital tools in education.

STUDENTS' PROFILES

6. **HOW MANY STUDENTS DO ATTEND YOUR CLASS?**
I had 6 adult migrants.
7. **HOW OLD ARE YOUR STUDENTS?**
I don't remember precisely but they were between 30-50 years old.
8. **WHERE ARE YOUR STUDENTS FROM?**
Syria, Bulgaria and Iran.
9. **DO THEY HAVE FAMILY IN GREECE?**
Yes they had.
10. **DO THEY WORK? (if yes, please state where do they work)**
One of them was cook, I don't remember about the others.

CHALLENGES IN TEACHING

11. **HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?**
I like teaching both to children and adults. Actually maybe I prefer teaching to children because the atmosphere in the classroom is cheerful and playful while the adults' classroom is more serious and strictly concentrated to the lessons.
12. **HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)**
No, I don't remember something specific.
13. **WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?**

Grammar was the hardest part of the lesson, because Greek language does not have the same grammar rules as their language so it is difficult to explain to them subjects such as the gender of the articles. Moreover, the tense of the verbs was the hardest subject I had to teach, because tenses like Present Perfect and Past Perfect were very difficult to be explained to learners from very different linguistic background.

14. HOW OFTEN DO THOSE DIFFICULTIES OCCUR?

Unfortunately very often.

15. DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?

Yes because many students felt disappointed when they had to learn something that was hard to understand.

POSSIBLE SOLUTIONS

16. HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?

Yes, definitely.

17. HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?

I taught them in English in order to reassure that they could understand me

18. HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?

It depended on the students and the subject. In general everyone tried a lot and they were dedicated.

19. HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)

No, we didn't discuss about the methodology that I implemented.

20. WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?

To feel free to try new strategies and get to know their students.

Interview of TEACHER 15.

PERSONAL INFORMATIONS

1. **HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?**
3 years
2. **WHERE DO YOU CURRENTLY WORK?**
I am in a NGO in Athens.
3. **WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?**
I chose to try teaching the adults because I believe that they need to learn the Greek language much more than the children. They need to work, to protect their families, to find a place to live, so the lessons are necessary for them. I just wanted to help them
4. **WHAT IS YOUR EDUCATIONAL BACKGROUND?**
I have studied Philology in Athens.
5. **DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?**
I wish to work in a public school some day in the future.

STUDENTS' PROFILES

6. **HOW MANY STUDENTS DO ATTEND YOUR CLASS?**
I have 8 students.
7. **HOW OLD ARE YOUR STUDENTS?**
They are 19-30 years old approximately.
8. **WHERE ARE YOUR STUDENTS FROM?**
They are from Russia, Albania, Pakistan and Turkey
9. **DO THEY HAVE FAMILY IN GREECE?**
Some are married with Greeks, others have moved here with their families and others have left their families in their homeland.
10. **DO THEY WORK? (if yes, please state where do they work)**
Yes, everyone.

CHALLENGES IN TEACHING

11. **HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?**
I love working with them, it gives me meaning in my work.
12. **HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)**
No never
13. **WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?**

Explaining the synonyms is quite difficult because the Greek language has many words with same meaning. Moreover, we have so many 'o' and 'e' in the Greek language that it is hard to explain to my students when to use each one.

14. HOW OFTEN DO THOSE DIFFICULTIES OCCUR?

Very often.

15. DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?

They get confused but they get over it easily because we try to explain everything so there are no queries.

POSSIBLE SOLUTIONS

16. HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?

When there is something that I can't handle yes I ask for advice.

17. HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?

I use the Internet and the Google translate when my students do not speak English. Otherwise I teach the meaning of the new words in English.

18. HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?

Yes, because everyone could participate regardless the language he/she speaks.

19. HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)

When there are words that I can't explain in English and I need to use the Google translate, they usually laugh, we have created a very friendly atmosphere in classroom.

20. WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?

I would tell them to learn as many information as possible for their students and not to confront them only as learners, but also as active members of the society. They have such a long story to tell you, if you are ready to hear it.

Interview of TEACHER 16.

PERSONAL INFORMATIONS

1. HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?
1 year
2. WHERE DO YOU CURRENTLY WORK?
I am a tutor
3. WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?
A friend of mine works as a language teacher for adult refugees and migrants and we have discussed many times how it feels to help people in need, so I decided to help refugees and migrants as well
4. WHAT IS YOUR EDUCATIONAL BACKGROUND?
I am a Greek language teacher.
5. DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?
I want to keep teaching migrants and refugees.

STUDENTS' PROFILES

6. HOW MANY STUDENTS DO ATTEND YOUR CLASS?
I have 2 students
7. HOW OLD ARE YOUR STUDENTS?
19 and 21 years old, they are siblings
8. WHERE ARE YOUR STUDENTS FROM?
From Pakistan
9. DO THEY HAVE FAMILY IN GREECE?
No, they don't.
10. DO THEY WORK? (if yes, please state where do they work)
Yes they are delivery boys.

CHALLENGES IN TEACHING

11. HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?
I get tired sometimes because I have to explain everything many times but at the end I feel proud for my students and their hard work.
12. HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)
No no.
13. WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?
The most common problem is that they don't have much free time for lessons and studying. Especially the one brother usually cancels our lessons because they call him from work.
14. HOW OFTEN DO THOSE DIFFICULTIES OCCUR?
Very often unfortunately.

15. DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?

Yes, he is very clever but the fact that he doesn't have the time to dedicate to study, impedes him from quicker progress.

POSSIBLE SOLUTIONS

16. HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?

17. HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?

When I notice that the student is absent very often, I usually discuss it with him. I try to understand why he misses lessons, does he work? Does he face difficulties with family responsibilities? We should find a solution so that the lessons are not interrupted.

HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?

When they follow a strict schedule, they understand the subjects more easily and quicker.

18. HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)

Yes, I want them to understand that if they want to have results, they have to try a lot.

19. WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?

Be confident and have rich educational material so that you could provide interesting lessons.

Interview of TEACHER 17.

PERSONAL INFORMATIONS

1. **HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?**
Exactly 14 years!
2. **WHERE DO YOU CURRENTLY WORK?**
I am in a private high school and at the weekends or some evenings I teach Greek for refugees in a NGO.
3. **WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?**
Actually it wasn't my decision. I was teaching to the children refugees and migrants and I was asked to replace a colleague for a few days. From that day, I took the responsibility for the class. I really love teaching to adults because we make discussions different from those we make with the children, it's like the connection that is created is different.
4. **WHAT IS YOUR EDUCATIONAL BACKGROUND?**
I am a philologist. I have masters on Psychology and Intercultural education.
5. **DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?**
Maybe to open my own private center.

STUDENTS' PROFILES

6. **HOW MANY STUDENTS DO ATTEND YOUR CLASS?**
I have two classrooms, 5 and 8 students each.
7. **HOW OLD ARE YOUR STUDENTS?**
About 19-58 years old.
8. **WHERE ARE YOUR STUDENTS FROM?**
Iran, Syria, Nigeria, Congo, Russia, Bulgaria and Afghanistan.
9. **DO THEY HAVE FAMILY IN GREECE?**
Some of them yes, not all of them
10. **DO THEY WORK? (if yes, please state where do they work)**
Yes everyone works.

CHALLENGES IN TEACHING

11. **HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?**
I like it because there is a strong bond between the teacher and the students, we become friends, we discuss and we share experiences.
12. **HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)**
No that is very rare.
13. **WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?**
We do not have computers here...I prepare the activities from my home but I would like to use a PC so that I could project a video to students or play an

online game. I have to bring my laptop in order to do that. It is annoying to have to carry it with me every day but I prefer to use it and make an interesting lesson, rather than distribute photocopies all the time. Also, students are very often absent for varied reasons.

14. **HOW OFTEN DO THOSE DIFFICULTIES OCCUR?**

In every lesson.

15. **DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?**

I wish there were the necessary equipment provided but that doesn't affect my job because I have my own laptop. The often students' absence yes affects a lot their progress.

POSSIBLE SOLUTIONS

16. **HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?**

I have already informed the head manager that we need more educational material such as sample activities and a projector. She said that she will convey my message so I am just waiting

17. **HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?**

I always inform my supervisors for the students who are absent so they take the responsibility to talk with them

18. **HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?**

Actually no, nothing has changed.

19. **HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)**

I try to be patient and realize that there must be an important reason for their absence. However I insist telling them how crucial is to be persistent.

20. **WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?**

I am sure everyone who helps people in need, will feel useful in society and proud. Enjoy the journey!

Interview of TEACHER 18.

PERSONAL INFORMATIONS

1. **HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?**
5 years.
2. **WHERE DO YOU CURRENTLY WORK?**
In a NGO in Athens
3. **WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?**
Since the first day I started working as a language teacher here I was always given adult students so I haven't worked with children yet
4. **WHAT IS YOUR EDUCATIONAL BACKGROUND?**
I am a philologist.
5. **DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?**
I want to teach children as well.

STUDENTS' PROFILES

6. **HOW MANY STUDENTS DO ATTEND YOUR CLASS?**
There are 8 people.
7. **HOW OLD ARE YOUR STUDENTS?**
I think 20-35 years old.
8. **WHERE ARE YOUR STUDENTS FROM?**
They are from Albania and Syria.
9. **DO THEY HAVE FAMILY IN GREECE?**
Yes they have
10. **DO THEY WORK? (if yes, please state where do they work)**
They work as private employees.

CHALLENGES IN TEACHING

11. **HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?**
Teaching adults refugees and migrants could help them find quickly a job and help their families that is way I love helping them.
12. **HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)**
During my first year I was very nervous but I overcame it quickly.
13. **WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?**
It is hard for me to teach them something that they have not heard before, such as the nouns conjugation.
14. **HOW OFTEN DO THOSE DIFFICULTIES OCCUR?**
Whenever I teach them something that there is no in their mother language.
15. **DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?**

No I don't believe that because we collaborate to overcome every difficulty.

POSSIBLE SOLUTIONS

16. HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?
Yes I talk with my colleagues when something difficult occurs.
17. HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?
I try to implement new ways of teaching, I have not concluded which one is the most efficient, but I keep try
18. HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?
Sometimes there are quick results and progress and sometimes nothing changes. It depends on the students.
19. HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)
No, not really
20. WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?
To be focused on your goals and keep trying.

Interview of TEACHER 19.

PERSONAL INFORMATIONS

1. HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?
About 2 years.
2. WHERE DO YOU CURRENTLY WORK?
As a private tutor and in a study center.
3. WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?
It is the feeling of offering that motivated me.
4. WHAT IS YOUR EDUCATIONAL BACKGROUND?
I am a philologist with a master in Greek Literature.
5. DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?
I want to do another postgraduation program in History.

STUDENTS' PROFILES

6. HOW MANY STUDENTS DO ATTEND YOUR CLASS?
3 students
7. HOW OLD ARE YOUR STUDENTS?
They are 19, 26 and 35 years old.
8. WHERE ARE YOUR STUDENTS FROM?
They are from Syria and Iran.
9. DO THEY HAVE FAMILY IN GREECE?
Yes, they are here with their families.
10. DO THEY WORK? (if yes, please state where do they work)
Yes, they are builder, cook and personal trainer.

CHALLENGES IN TEACHING

11. HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?
I think it is a very important job because we help people find their way in a new life, start from the beginning and be part of the new society.
12. HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)
No I haven't.
13. WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?
The difficulty most students have, has to do with the morphology of the Greek language as there are multiple letters for fewer sounds. That is the hardest part, to explain why we use the one "l" and not the other.
14. HOW OFTEN DO THOSE DIFFICULTIES OCCUR?
In every lesson.
15. DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?

No, I think it's a matter of time to understand the way that the Greek language works and make fewer mistakes.

POSSIBLE SOLUTIONS

16. HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?

No I haven't

17. HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?

I am just patient and keep trying to do my best.

18. HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?

The more they practise, the better they become so there is progress when there is work.

19. HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)

Yes, they know that they have to be persistent and do their homework.

20. WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?

To use the internet when it is necessary and think of creative ways to overcome the difficulties.

Interview of TEACHER 20.

PERSONAL INFORMATIONS

1. HOW LONG HAVE YOU BEEN WORKING AS A GREEK LANGUAGE TEACHER?
6 years
2. WHERE DO YOU CURRENTLY WORK?
In a NGO and in a private study center.
3. WHY DID YOU CHOOSE TO TEACH ADULT MIGRANTS & REFUGEES?
I wanted to help people and transmit the Greek culture.
4. WHAT IS YOUR EDUCATIONAL BACKGROUND?
I have graduated from the University of Athens from the department of Philosophy-Pedagogy- Psychology and I have a master in Psychology.
5. DO YOU HAVE ANY FURTHER CAREER GOALS THAT YOU WISH TO ACCOMPLISH IN THE FUTURE?
I haven't thought yet, I am happy with what I do now.

STUDENTS' PROFILES

6. HOW MANY STUDENTS DO ATTEND YOUR CLASS?
5 students
7. HOW OLD ARE YOUR STUDENTS?
I think 25-50 approximately
8. WHERE ARE YOUR STUDENTS FROM?
They are from Moldova, Russia and Bulgaria
9. DO THEY HAVE FAMILY IN GREECE?
I think only two live here with their families.
10. DO THEY WORK? (if yes, please state where do they work)
Yes all of them.

CHALLENGES IN TEACHING

11. HOW WOULD YOU CHARACTERIZE THE PROCESS OF TEACHING ADULT MIGRANTS & REFUGEES? WHY?
I love my job, I can't think of another profession that could be more suitable for me.
12. HAVE YOU EVER BEEN UNCOMFORTABLE WHILE TEACHING ADULTS REFUGEES & MIGRANTS? (if yes, please mention why)
No I haven't.
13. WHAT IS THE MOST COMMON DIFFICULTY THAT YOU CONFRONT WHILE TEACHING?
In the NGO I teach, there is no common educational material provided. Each educator is responsible for the material that he/she should use in classroom. It is very tiring to rely only on yourself and online material, I think we should be provided samples of activities depending on our students' levels. Moreover, new students with varied linguistic background keep joining to the classrooms so it is hard to organize the lessons.
14. HOW OFTEN DO THOSE DIFFICULTIES OCCUR?

Very often.

15. DO YOU BELIEVE THAT THOSE CHALLENGES HAVE AN IMPACT ON YOUR WORK AND ON STUDENTS' PERFORMANCE?

I believe that the lessons could have been much more appropriate and interesting if there were the necessary material and the students' categorization according to their needs.

POSSIBLE SOLUTIONS

16. HAVE YOU DISCUSSED THE CHALLENGES YOU CONFRONT WITH YOUR SUPERVISOR OR YOUR COLLEAGUES?

Yes of course.

17. HOW DO YOU MANAGE TO OVERCOME THE DIFFICULTIES IN YOUR WORK?

I just prepare the material on my own and I try to do my best. Because new students are often coming to my class, I do not want neither to repeat again the already taught material and make boring lessons nor leave the newcomers behind. I decided to divide the classroom into teams based on their educational level. In that way they socialize, they solve activities that are related to their needs and nobody gets bored.

18. HAVE YOU NOTICED PROGRESS ON YOUR WORK OR ON STUDENTS' PERFORMANCE AFTER IMPLEMENTING THE SOLUTIONS YOU HAVE COME UP WITH?

Yes I think it os working good.

19. HAVE YOU SHARED YOUR THOUGHTS WITH THE STUDENTS? (please mention why you have or you haven't)

No I did not discuss it with them.

20. WHAT WOULD YOU ADVISE A YOUNG TEACHER WHO STRUGGLES TO TEACH ADULT REFUGEES & MIGRANTS?

To enjoy every moment of their days in work because they are priceless.