



STRATEGIES FOR TEACHING GREEK AS SECOND LANGUAGE FOR REFUGEE/IMMIGRANT STUDENTS

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The challenge

Due to increased refugee flows, multilingual school settings are becoming more common in the EU. It is obvious that:

- Refugee / immigrant students lack knowledge of the host country language, do not develop their full potential, drop out of school early and have low achievements throughout their school life.
- Schools can bridge the gap between native and refugee students by addressing the issue of language teaching in a holistic way.

Aims and objectives of Greek State Schools

- To promote the social inclusion of refugees and immigrants in schools.
- To provide teachers with the necessary tools in order to facilitate their everyday teaching activities.
- To present an interdisciplinary model for teaching Greek as a foreign language within a cooperative context.

In this context, we realized the importance of the Greek language acquisition towards students' integration in school and society.



Educational Settings

The following educational settings are available for refugee/immigrant students in the Greek educational system:

- Schools with Reception Classes
- Schools without reception classes where individual students attend regular classes
- Intercultural schools
- Schools operating in refugee accommodation structures and camps

Teaching Strategies

Teaching strategies refer to planning for a lesson and include the structure, the teaching objectives and tactics that will be followed to implement the strategy.

The strategy therefore includes three axes: **a combination** of different methods (e.g. lecture, brainstorming, demonstration, games, independent study, etc.), creating an appropriate **learning climate** and creating a **relationship** between teacher and students.

In order to teach a Language 2 effectively, we must take into account the needs and biography of each student, in order to implement the appropriate strategies.

TEACHING STRATEGIES IN GREEK STATE SCHOOLS

In Greek schools, various strategies are applied during the teaching of Greek as L2 taking into account that:

- Refugee student population is mobile, i.e. many students do not stay in Greece throughout the school year nor attend school since the beginning of the school year.
- Refugee / immigrant students show great differences in their learning level. Some have attended classes in their home country while others have never been to school. Some have been in Greece for a few years and know some Greek while others have just arrived.

The teacher therefore, in addition to the different learning profile of each student has to take into account the above in order to be able to approach his/her students and help them succeed in school.

In order to cover refugee/immigrant students' educational needs, the Greek state provides **free textbooks** for all students, books that aim to meet the needs of students and bring them in contact with the Greek language.

Similarly, universities, NGOs and other agencies provide textbooks and bilingual or multilingual dictionaries.

Furthermore, the proposed curriculum is open and focuses on the development of writing and oral skills in a communicative context.

FREQUENTLY USED TEACHING STRATEGIES (1/2)

- **Differentiated pedagogy and cooperative teaching techniques** to promote learners' engagement, classroom social interaction and cultural appreciation.
- **Graphic and semantic organizers** that illustrate concepts and relationships between concepts in a text or using diagrams such as maps, webs, graphs, charts.
- **Question-Answer Relationship strategy (QAR)** which encourages students to use the language in a contextual framework.

FREQUENTLY USED TEACHING STRATEGIES (2/2)

- **Text adaptation** by the easy-to-read method that allows to adapt the content, language, format and illustration of a text so that it is accessible to a specific target group.
- **Dramatization** as a teaching and learning tool to enhance students' language proficiency and communication skills.
- **Scaffolding** by providing a model to the student, then by working with the student, to finally let the student work independently.

The language module of Quammelot was spot on because it provided:

- Familiarity with the common European framework of reference for languages
- The use of differentiated pedagogy and cooperative teaching techniques
- Preparation for lesson “0” in a multicultural classroom
- Text adaptation through the easy-to-read method
- Exploration of ICTs in teaching & multicultural classes
- Use of theatre techniques
- Specific examples

SUGGESTION: TOWARDS A HOLISTIC SCHOOL

- We build a community.
- We make school success possible for all children.
- We develop a common approach to language education.
- We accept and invest on multilingualism.
- We develop reflection practices.
- We make learning progress visible.
- We treat the mistake positively.
- We provide quality evaluation.
- We use language learning as a learning source.
- We cooperate.



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