



**1st Call for H.F.R.I. Research Projects
for the Support of Faculty Members and Researchers
and the Procurement of high-cost Research Equipment**

PROJECT TITLE

**CREATIVE MULTILINGUALISM: FROM PRACTICE TO
RESEARCH TO EDUCATION (MEinART)**

PROJECT NUMBER

HFRI-FM17-710

HOST INSTITUTION

UNIVERSITY OF THESSALY

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DELIVERABLE 16

**REPORT ON ARTS-BASED
RESEARCH FINDINGS**

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1. Introduction

The Deliverable 16 'Report on Arts-based research findings' was one of the outcomes of Work Package 4 'Arts-based Research Implementation – Development of performance and case studies' of the project MEINART.

WP4 lied at the core of the MEinART project, as it intended extensive fieldwork to examine creative multilingualism activities and practices generated from all societal angles with a special focus on involvement of women. Analysis of fieldwork findings identified ways of improving knowledge transfer between involved multilingual communities, researchers, the general public and policymakers, and the possible transferability of this form of social innovation initiatives for inclusion purposes. Performance studies and case studies, both digital and conventional, formed a compilation of data set to be analysed and interpreted.

We have to precise that, in this context, we define '**art**' and arts-based interventions **in a broader sense**, to include **everyday cultural practices and creatures**. So, **art** is defined here as any human activity or artifact that uses creative skill, imagination, or technical mastery to produce an experience that goes beyond mere utility. This inclusive definition spans from traditional "fine arts" (painting, sculpture) to cultural performances, crafts, and everyday objects.

WP4 of the MEINART project consisted of four interdependent tasks:

WP4-T1: Development of research methodology-Tools and Grids

WP4-T2: Arts-based Research

WP4-T3: Research on ICT-based creative multilingual practices

WP4-T4: Data analysis and findings presentation.

The design of WP4 had to reshuffle part of the research methodology due to the COVID-19 pandemic constraints. Accuracy and acceptability of research digitally and remotely undertaken has been placed at the center of the research problematic, and the necessary adjustments and modifications were implemented.

In the framework of the task 'WP4-T2: Arts-based research' several **research and educational intervention case studies** were implemented. One of the first findings of the needs analysis with refugee women to participate in the project was the inevitable **involvement of (their) kids**. In fact, in most of the cases of our group of participants (58 out 92 women involved in the needs analysis) were mothers of at least one child. Furthermore, most mothers (52 out of 58 mothers) had their children with them in the reception centres and had the exclusive or primary care for these children. As a consequence, schooling and multilingual practices of these children has become a clear objective and a priority for the final design of the project.

The present Deliverable 16 consists of the presentation of three case studies coming from WP4 and Task WP4-T2, namely: 1) Methodological choices for the research in the MEINART project, as an evolution of choices in previous research projects of GLM Lab; 2) Exploration and exploitation of the concept of ‘practiced language policy’; 3) Multilingual information and ‘schoolscape’ in Greek schools hosting refugees.

2. Methodological choices for the arts-based research and interventions

The MEINART project designed its research and public pedagogy interventions in the context of ‘crisis’ in Greece society: Since 2009 economic and social crisis characterizes Greece, and from 2015 to 2020 there has been extended migration due to the large refugees flows. At the same, far right-wing ideology emerged. ‘Golden Dawn’ was irrevocably condemned as a criminal organization, but the seeds of racism remain productive in the Greek society. As far as the education of refugee children is concerned, informal “schools” are operated by local and international NGOs. In formal education, Greece has established **two main programs at public schools**:

- a) a pre-existing morning “integration” program (ZEP / Zones of Educational Priority) expanded to help children from asylum-seeking families integrate classes with Greek peers; and
- b) an afternoon “reception” program (DYEP) was established for children who do not read or write Greek and may have been out of school for long periods.

Our view is that both programs are limited in scope.

Migration policy in Greece has become more and more hostile to refugees since the legislative election in 2019 and the change of Government. In this negative context, the MEINART project faced bureaucracy issues and adversity as important factors of obstructing the project’s implementation. Emphasis was given on the research dimension in order to design data-driven and more relevant educational interventions of public pedagogy for refugee women.

The research of MEINART drawn on a **needs analysis** of the target group, the term ‘needs’ referring to linguistic, communicative, social needs. The tools of this analysis have been participant observation, diaries, group interviews and focus groups.

In terms of **educational activities**, the **task-based approach was adopted** as the most suitable methodology based on the results of the needs analysis. This led to the development of **creative, multimodal** and **innovative** educational material. **Training sessions** for educators have been organised on the use of the task-based methodology (Van den Branden 2006), and alternative methods were implemented, applying

- a) **digitality** (e.g. blended learning), and

b) arts-based approaches.

The needs analysis with educators working in camps or in schools welcoming refugee children showed that they:

- find it hard to implement the **task-based approach**
- prefer **more traditional** approaches
- **consider that translanguaging** may emerge in a natural way in the classroom as a means to understand the target language, but awareness about it should not be taken for granted
- think that **training** and **seminars** are not enough to question established beliefs such as the **importance of grammar** in teaching the target language
- believe that **grammar** is important for their teaching, but also for students, as it reflects the usual way they are used to learning languages
- Emphasise on the **target language** and on acquiring **language structures**.

Over the years, and before the MEINART project, methodological choices of the GLML team **evolved** from a **local** intervention to a **national** level and transformed **needs analysis** to a stage of participants-researchers' **mutual empowerment**.

Besides, **translanguaging practices** emerging in a natural way on the field, became part of **researchers' preparation** and were perceived as a **means** to empower participants and break down hierarchies between researchers and participants.

The necessity of needs analysis in the context of extended migration has become even more **crucial**, because of refugees' **superdiverse groups, fluid conditions and needs**. So, we had to **review concepts and terms** (e.g. **family, age**) and how we should approach them when designing educational materials.

To summarise, the methodological choices of the MEINART project were the following:

- Transition to **community-based approaches**, from **FOR** to **WITH**) (Androulakis et al., 2017)
- **Translanguaging** as a teaching method, as part of the material, as a **theoretical framework** (Wei, 2017, García, 2009)
- From **conventional** task-based approaches to task-based learning and teaching with **digital tools**
- From **technology-enhanced learning** to **blended learning** (see Androulakis, Kitsiou & Tsioli, 2017), and to digitality as integrated part of learning
- From **empowerment** as an objective, to the concept of «**subjective well-being**» (Greyling, 2015, Werkuten & Nekuee, 1999)

- From teaching & learning **Greek language**, to learning **specific uses of Greek language, appropriate for specific chronotopic contexts/uses.**

Regarding the **pedagogical interventions**, the **decisions** taken by the MEINART team were the following:

- Participatory design and participatory approach
- Culturally sensitive and multilingual content (at least 4 languages)
- Translanguaging practices (Learning objectives for refugees - learning objectives for teachers-educators, of expanding the language and cultural repertoires of students and educators, focus on competences AND capabilities, etc.)
- Task-based methodology
- CLIL methodology
- Blended learning principles
- Activities in real “place and time”
- Valorising different perspectives / “readings” of spaces.

Creativity has been a central concept for the design and implementation of the MEINART project:

- **Creativity** in order to **integrate** the socio-political **complexity** into our educational interventions, “**legalize**” alternative ways of knowing and thinking, as critical and more just lens in order to **shape new ways of learning** (teaching and living).

Also, **creativity as**

- Multilevel lens for:
 - 1) *designing processes,*
 - 2) *educational material,*
 - 3) *arts-based methods,*
 - 4) *awareness raising,*
 - 5) *evaluation and reflection processes,*
 - 6) *deconstructing power relations,*
 - 7) *team-building processes and intercultural friendships,*
 - 8) *challenging dominant ideologies,*
 - 9) *performing resistance and counter-narratives*

to
- Create and encourage a **HOPEland**, in order to **reduce** inequalities in participation, **reduce** barriers from camps to the outside world, and **reduce** ethnic barriers.

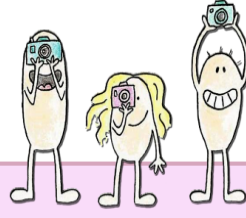
Because refugee women had to move from the forced immobility...

Creativity was also present in **different layers of the educational material**. Here are some examples:

 Ακούμε τον διάλογο ξανά. Μετά τον διαβάζουμε σε ζευγάρια (Ξ και Τ).

Με το ταξί στην Αθήνα
Μεταφέροντας εκπαιδευτικά υλικά από τα γραφεία του ΕΑΠ
στον χώρο των μαθημάτων του PRESS

(μπαίνοντας στο ταξί) Ξ – Γεια σας! Τ – Γεια σας! Ξ – Έλα, Παναγιώτη! Εε, πηγαίνουμε στη Σκουφά, ε, στο Free Thinking Zone, είναι ένα βιβλιοπωλείο, ε είναι στην αρχή της Σκουφά. Τ – Δηλαδή, θες να βγω στην αρχή αρχή; Ξ – Ε, ναι! Είναι, αρχή αρχή, είναι μετά την Ευρωκλινική, τι είναι αυτό το...; Είναι κάτι σε νοσοκομείο νομίζω.	(music playing on the background, The Zephyr Song, Red Hot Chili Peppers) Take a look It's on display for you Coming down No, not today Fly away on my zephyr I feel it more than ever And in this perfect weather We'll find a place together
(background music) In the water where I center my emotion All the world can pass me by Fly away on my zephyr We'll find a place together All the world can pass me by Fly away on my zephyr We're gonna live forever	
Ξ – Εδώ, μήπως, μήπως έπρεπε να, α!, να στρίψουμε; Τ – Ορίστε; Ξ – Λέω, μήπως έπρεπε να στρίψουμε. Τ – Η επόμενη, δεν είναι πιο κάτω να βγούμε; Ξ – Ορίστε; Τ – Πιο κάτω είναι νομίζω αριστερά. Ξ – Εεεε, ναι! Αλλά δεν βγαίνουμε. Τέλος πάντων, βγαίνουμε πολύ μπροστά. Τ – Αχ, το μπέρδεψα εγώ τώρα.	
(διαφημίσεις στο ραδιόφωνο) Όλη η rock μουσική που αγαπάς – RED εδώ- στον RED 95,3.	
Τ – Πάμε εδώ αριστερά το πρώτο. Ξ – Και ας κατεβούμε τη Σόλωνος. Τ – Ναι. Εντάξει. Αυτή εδώ. Πάμε Σόλωνος αριστερά και πιο κάτω πάλι δεξιά που είναι η Σκουφά. Ξ – Ναι. Βέβαια, μετά την Ιπποκράτους τώρα, έτσι; Δηλαδή, θα περάσουμε την Ιπποκράτους και μετά είναι η Χαριλάου, είναι, εδώ τι είναι; Ναι, στη Χαριλάου Τρικούπη θα κάνουμε δεξιά.	



مواسم العالم !

سو ، ريا ، علي ، و ليا التفتوا بعض الصور (انظر الى الملحق) . اقصها ، ادقق فيها و اقصها بحسب المواسم (الفصول) التي تنبئها . ماهو الجو في الصورة ؟ اعر بجسدي كيف اشعر بكل فصل . ماهي الالوان التي اراها في الشتاء ، في الصيف ، في الربيع ، و في الخريف ؟ هل هي نفس الالوان التي رأيتها في كل الاماكن التي عشت فيها ؟



-15-



**Διεκδικώ τα δικαιώματά μου ως
γυναίκα**

**حقوقم را به عنوان يك زن ادعا می كنم
Claiming my rights as a woman
أطالب بحقوقى كإمرأة**

"A gender-equal society would be one where the word "gender" does not exist:
where everyone can be themselves"-Gloria Steinem

جامعه با برابری جنسیتی آن جامعه میثابت که در آن کلمه جنسیت وجود ندارد و در آن همه یکسان هستند- گلوریا ستاینم

"Μία κοινωνία ισότητας μεταξύ των δύο φύλων θα ήταν μία κοινωνία όπου η λέξη
"φύλο" δεν υφίσταται: όπου ο καθένας μπορεί να είναι ο εαυτός του"-Γκλόρια
Στέινεμ

مجتمع متساو بين الجنسين يكون واحد حيث كلمة (جنس) لا توجد، حيث كل الأشخاص يستطيعون أن يكونوا أنفسهم . غلوريا ستينم

**Δραστηριότητες σε πραγματικό
χώρο και χρόνο**

تنظم عرض للفيلم السينمائي (زهرة الصحراء) في مكان من اختيارنا . ثم نشكل
مناشور لدعوة نساء اخريات الى مكان عرض الفيلم . في نهاية الفيلم تتبع جلسة
مناقشة عن الفيلم .



لغات بلا حدود
Γλώσσες χωρίς σύνορα



1 Languages without borders
زبان بدون مرز



In the public pedagogy interventions, arts-based approaches were applied, such as:

Drama:



Tableaux vivants:

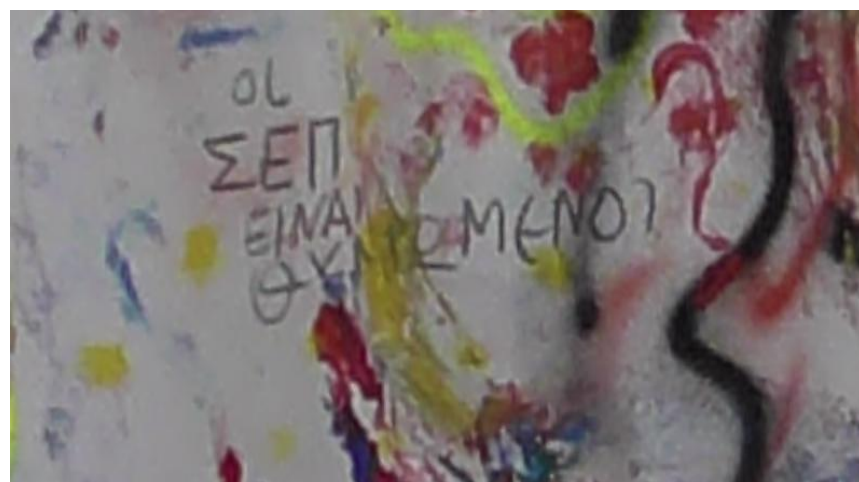


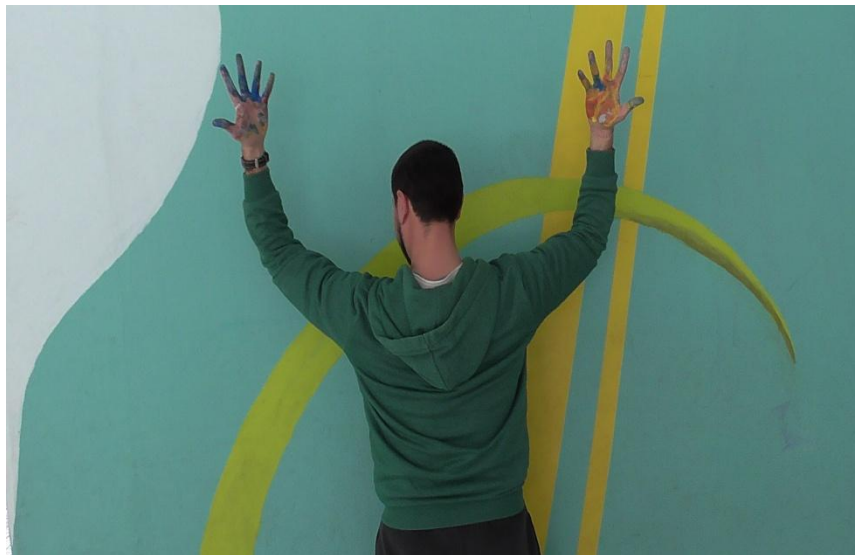
Painting:





Creativity functioned as a form of resistance and as a source of production of counter-narratives:





Creativity was used towards **deconstructing power relations**:



اقرأ الكلمات التالية بما هي الصور و الأفكار التي تخطر بذهني عند قراتها ؟

dance	رقص	χορός	رقص
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اشاهد الفيديو هات التالية . في أي الحالات أختار أن أرقص ؟



رقص مورد علاقه ام را به گروهم نشان میدهم همراه با آهنگهایی که خودم می خوام یا از اینترنت پیدا میکنم.



لغات بلا حدود
Γλώσσες χωρίς σύνορα



Languages without borders
زبان بدون مرز



Additionally, creativity was exploited in **evaluation and reflection processes**:



PROJECT: PROVISION OF REFUGEE EDUCATION AND SUPPORT SCHEME
Επιστημονικό Υποείργο:
Ευαγγελία Ανδρονικαίου
Ουρανία Σατανταράκη
Αναήλ Αλεξανδρίδου
Νίλη Δασκαλάκη
Σοφία Τσιανά

ΔΡΑΣΗ 10. ΚΑΤΑΡΤΙΣΗ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΚΑΙ ΕΘΕΛΟΝΤΩΝ ΣΕ ΖΗΤΗΜΑΤΑ ΓΛΩΣΣΙΚΗΣ-
ΠΟΛΙΤΕΜΙΚΗΣ ΕΝΤΑΞΗΣ ΠΡΟΣΦΥΓΩΝ
ΦΥΛΛΟ ΑΞΙΟΛΟΓΗΣΗΣ

1. Ποια είναι τα συναισθήματά σας μετά το τέλος του προγράμματος; Μπορείτε να τα αποτυπώσετε ακόμα και ζωγραφίζοντας

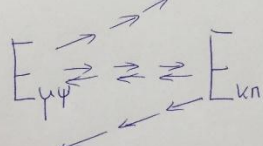
 Είναι πολύ ικανοποιημένη.

2. Παρακαλούμε βαθμολογήστε το σύνολο του πρώτου κύκλου της κατάρτισης χρωματίζοντας τις συναισθήσεις του εκπαιδευτικού προγράμματος (πολύ καλό έντονο χρώμα, ικανοποιητικό με σκούρο χρώμα ανεπαρκές χωρίς χρώμα)

3 πολύ καλό

- περιεχόμενο
- μεθοδολογική προσέγγιση
- μεταδοτικότητα εισηγητών/εμφυσητών
- σχέση με το αντικείμενο που σας ενδιαφέρει και τις ανάγκες σας

3. Πως θα αξιολογούσατε τη σχέση αλληλεπίδρασης που αναπτύχθηκε μεταξύ των εισηγητών/εμφυσητών και των εκπαιδευτικών; Μπορείτε να αναπαραστήσετε τη σχέση με ένα σχήμα





Finally, creativity served as a **vector of awareness raising**:

Let's see some photos from the "Find refuge in art" exposition with tandems of refugee and non-refugee artists:





3. Exploration and exploitation of the concept of ‘practiced language policy’

From 2015 and the so-called ‘refugee crisis’ (the other way round, we perceive it as a ‘reception crisis’) to 2020 and the pandemic COVID-19 outbreak (which meant the almost total exclusion of refugees from Greek schools), educational policy and schooling in Greece for refugee children and adolescents, despite some achievements and the hard work of people involved, has been criticised as:

- **Ineffective:** less than half of school-age refugee children were receiving any schooling in early 2020.
- **Unfair:** DYEP classes were set up segregating refugee from children in mainstream schools.

The DYEP (Classes for Reception and Education of Refugees) curriculum included intensive Greek, English, math, computer science, physical education, and art.

The choice of Greek and English (among other possible languages) was not documented, not justified, not discussed: it's all about a 'default', implicit language policy. As a reminder, Greek is the national language of the country (and bearer of the monolingual ideology). On the other hand, English is the modern 'lingua franca' the language of international, globalised communication (and bearer of an instrumentality and a 'heavy industry' in language learning and use).

In the Greek national school system, Greek is the language of instruction, and English is the 1st 'foreign' language, offered to more and more early classes (in the kindergartens from 2021), then French or German is offered from grade 5 (age of 11) as a 2nd 'foreign' language. However, the essential of language learning is considered to happen in private language schools that function outside the school system and are a burden on the families' budget. Regional and migrant languages are not included in the national curriculum.

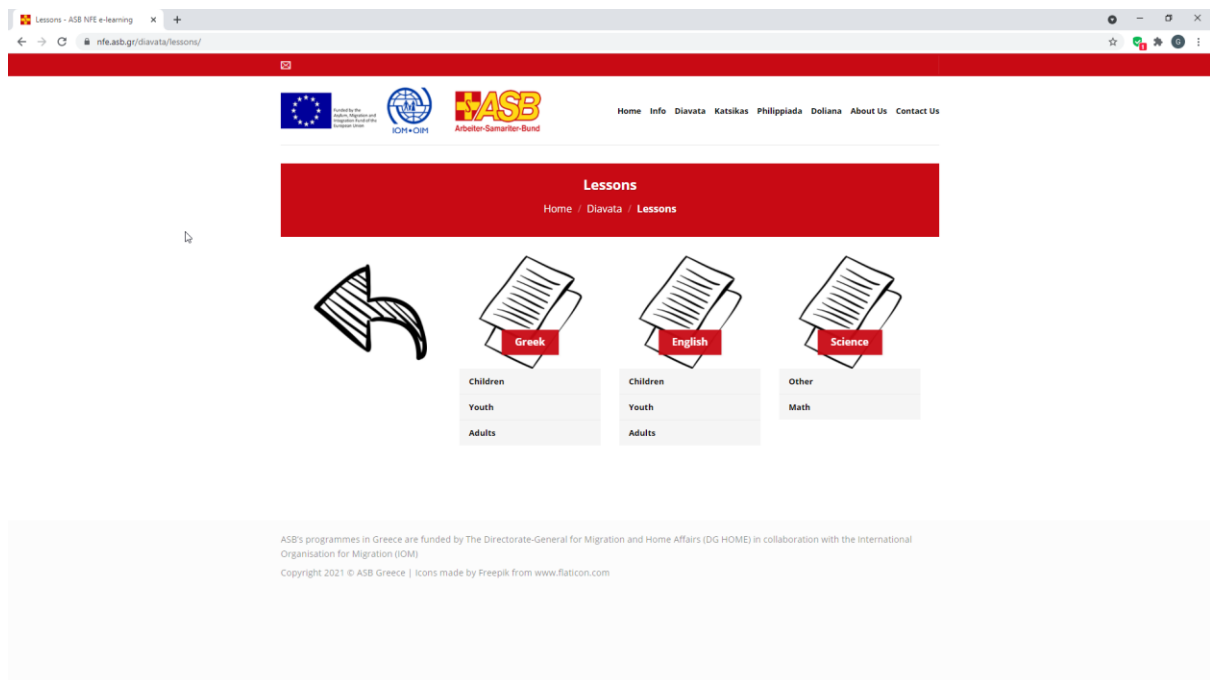
This "default" choice effects (or coincides with) the policy of other actors and stakeholders working in the field of refugee education in Greece.

Example 1: UNHCR

On 19 September 2019, UNHCR communicates:

With global forced displacement reaching historic levels, schools all over the world, including in Europe and in Greece, are welcoming increasing numbers of refugee children. Teachers are facing new challenges in making sense of the complexities of forced displacement and explaining the situation of refugees and migrants to primary and secondary school children. At the same time, they may have limited access to training and guidance on how to better integrate refugee students in their classrooms. In the framework of its efforts to support teachers and schools in Europe, the Regional Bureau for Europe of UNHCR, the UN Refugee Agency, has created a new collection of teaching materials on these topics, which are available free-of-charge in the English and Greek languages.

Example 2: ASB (an NGO) digital platform



‘Practiced’ language policy and ‘legitimate’ languages in the refugee context in Greece:

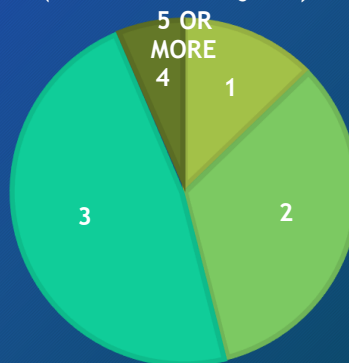
Let’s consider what happens in refugee education contexts in Greece... Could this ‘default’ policy with two school languages be different? What could be the ‘legitimate’ (in the sense of ‘appropriate’, as Heller 1996 puts it) languages for this context?

Classes with refugees in Greece are multi-diverse in terms of languages and cultures. **Translanguaging** is present in the classroom and is dominant in the schoolyard. So, let’s not be simplistic with this complexity! This diversity is observed by the researchers, and is also revendicated by the young refugees, and their families.

Here are some findings from our research, in the framework of the MEINART project, in 2019 and 2020, in two refugee camps in Thessaly with two groups of refugee students, one with Arabic and one with Kurdish language background.

Children and adolescents (8-15 years old) with Arabic as main family language (N=63)

HOW MANY LANGUAGES DO YOU SPEAK?
(SINGLE ANSWER REQUIRED)



1 L. = 8
2 L. = 21
3 L. = 30
4 L. = 4
5 OR MORE = 0

Children and adolescents (8-15 y) with Kurdish (Kurmanji, Xwarin, Sorani) as main family language (N=44)

HOW MANY LANGUAGES DO YOU SPEAK?
(SINGLE ANSWER REQUIRED)



1 L. = 0
2 L. = 16
3 L. = 17
4 L. = 8
5 OR MORE = 3

Children and adolescents (8-15 y) with Arabic as main family language (N=63)



Children and adolescents (8-15 y) with Kurdish (Kurmanji, Xwarin, Sorani) as main family language (N=44)



After this impressively multilingual account of the two camps in Thessaly, let's take a look at the greater picture. According to a UNHCR Report in 2020,

- 73% of refugees live in neighbour countries of their countries of origin
- 60% of refugees live in cities
- 80% of refugees are displaced for at least 5 years
- 55% of refugees have lived for at least 1 year in at least 3 different countries.

If we reconsider the so-called 'default' language policy for the education of refugees in Greece in light of the above data, we may legitimately wonder: So, why settle for Greek and English as languages that refugees should learn?

Perhaps, behind this choice, lies the assumption that they would stay in Greece... But this decision was made in 2016... It hasn't changed as language policy decision, but policy changes!

So, the questions may be reposed like this: **Language policy for refugees: to do what?**

- to face uncertainty and make a place
- to prepare for mobility
- to become aware of inequities and opportunities
- to build a future.

We need to move from an instrumental approach of languages to a more inclusive, relational language practices.

Based on **multilingualism and creativity**,

- a number of projects coordinated by GLML, with MEINART as a final point with task-based language learning as a starting point, from a methodological point of view, and with translanguaging and arts-based pedagogy as key factors: examples of 'practiced' language policy made more explicit.

- Context-dependent language policy decisions:

Every class chooses its own target-languages ('situated language policy'), and we pilot materials, and train teachers to adapt 'pluralistic approaches' to languages and cultures, and creative inquiry.

Prerequisites for application of a 'situated language policy' at school level:

- In countries with a centralized education system and language policy, schools are generally not seen as possible fields of language policy. It is crucial that educators are trained and acquire, among other capacities, a common understanding of concepts and methods.
- A feeling of belonging and ownership of any intervention must be shared by all participants, and this takes time and effort. Continuous attention must be paid to participants' questions, reflection and interpretation at all stages and issues of the intervention.
- A mindset of research and collaboration is a key element for any teachers' capacity building.

Implications and Conclusions

- Evidence from the evaluation of our multilingual interventions in non-formal and formal education settings shows an important satisfaction felt by both teachers and students, and a raise of awareness.
- Language policy is shaped by “discursive practices, which in turn are embedded in the multiple contextual and semiotic resources available in specific social activities and environments” (Leppänen & Piirainen-Marsh 2009)
- Emphasis is placed on political clarity rather than political correctness. Language educators talk, and classes discuss about rights, oppression, and causes of inequities, so that students understand the processes and develop the tools to disrupt the system generating them.
- A more open, situated and practiced view of language and language-in-education policy meets the principles of critical linguistics, with a primary concern for (in)equality, (in)justice, linguistic discrimination, and language rights.
- Legal, economic, cultural factors should be taken into consideration, but inclusion or exclusion policies are object of political debate, especially in times of COVID-19.
- “What?” and “How?” are important in the process of language policy selection and design! But a focus on “why?” is crucial!

4. Multilingual information for migrant and refugee students in Greek schools: issues of linguistic landscape and educational policy

The sociolinguistic field of linguistic landscape may have another application in school places. Some of the main characteristics of previous research in the field of linguistic ‘cityscape’ are:

1. Predominantly quantitative orientation (with the exception of the works of Calvet 1994, Scollon & Scollon 2003, Reh 2004)
2. Studies on linguistic signs exclusively
3. Consideration of written messages attached to immovable carriers in public space
4. Focus on shop signs and advertisement billboards
5. Interest in globalization and its impact on local linguistic ecologies (spread of English; bi-/multi-lingualism).

Let’s consider the concept of linguistic ‘schoolscape’: Relatively recent studies appear on LL in the context of schools with bililingual / multilingual students: Brown (2012), Gorter & Cenoz (2015), Dessler (2015), Szabó (2015), Bellinzona (2018). **Their** focus is on the presence of

languages in school settings and on their functions; **there is a** special interest in minority languages; **an** emphasis is given on the role of principals and teachers in the construction of Linguistic Schoolscape.

Our research in Greek schools: Scope and methodology

Initially, Linguistic Schoolscape (LS) came up as a secondary goal in the framework of several projects run by GLMLab and involving schools in Greece. In fact, the importance of LS emerged during interventions implemented in previous projects, and we planned a complementary research on LS, on the occasion of the MEINART project, firstly on multilingual information available in schools, and then on more general use of multilingual LS (resources, teaching/learning, creativity).

Our research questions were the following:

- What are the margins left by officially proclaimed educational policy to local initiatives aiming at displaying multilingual information?
- What are the factors determining the acceptance of multilingual SL? How the cases of these schools are perceived by several stakeholders inside and outside the school community?
- Who and why creates multilingual LS in schools?
- Does multilingual information facilitates, and to what extent, the inclusion of migrant and refugee students to these schools?

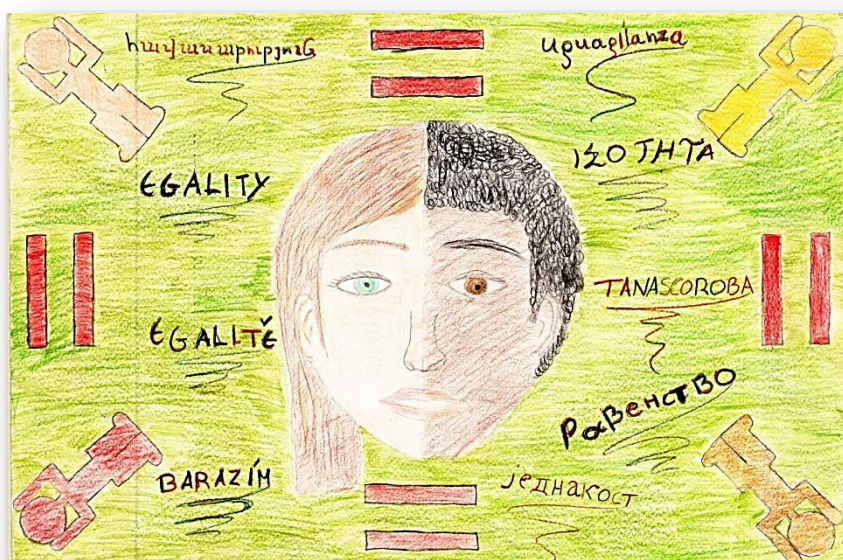
Methodology

Data was collected in 12 schools, 6 of lower secondary education and 6 of primary education, with a significant percentage (15-55% of the total student population) of migrant/refugee students, in 4 geographical regions of Greece. All of the selected schools were already involved in inclusion-oriented projects.

A qualitative methodology was adopted, including action research and ethnography. Documents, photos and videos, field notes, and semi-directive interviews were used as data collection tools.

Here are some excerpts from the corpus:

Posters



Communication between schools and families

ΕΚΠΑΙΔΕΥΣΗ ΑΛΛΟΔΑΠΩΝ & ΠΑΛΙΝΝΟΣΤΟΥΝΤΩΝ ΜΑΘΗΤΩΝ

Επιστ. Υπεύθυνη: Άννα Αναστασιόδη-Συμε

18:30 Pershendetje dhe një raportim i shkurter i projektit 2 dhe 6 nga Drejtori i shkollës **Stavro Causaki**

18:45 Fenomene largimi nëpër shkolla, **Eleni Oresti**, psikologe e projektit 6 Psikiatria Sociale-Psikiatria për Fëmijë

19:15 Shkolla, vend i bashkëveprimit produktiv dhe. Keshilla praktike për prinderit mbi çështje të dy dhe shumëgjuhësisë dhe identitetit

Projektet 2 dhe 6 (diapolis.auth.gr) e mësimit të gjuhës greke, mbështetja për studentët me origjinë emigrante, 3/6, ora 18.30, në shkollën fillore publike në një diskutim të hapur mbi çështje veçanërisht me fëmijën, shkollën dhe periudha krize.

Creative Multilingual Learning



Main findings

For research question 1

(What are the margins left by officially proclaimed educational policy to local initiatives aiming at displaying multilingual information?):

“Multilingual signs are not forbidden, but they are not explicitly allowed. One more ‘weight’ on my shoulders” (S3 Principal)

Multilingual LS is a case-by-case phenomenon. There is no transfer of practices, and it was not an issue in any of the communities (teachers, parents) that we were aware of. The lack of official policy regarding LS may be an opportunity!

For research question 2

(What are the factors determining the acceptance of multilingual SL? How are the cases of these schools perceived by several stakeholders inside and outside the school community?)

“If multilingual inscriptions do not upset the local community, I see no reason why they should not be present in my school” (S9 Principal)

The choice for multilingual LS is a matter of “situated” policy. Inscriptions in school buildings are considered as public LL, therefore approval of the surrounding community is desired. In local contexts that are not favorable to migration, migrant languages are not visible in the LS.

“Strong” international languages, such as English, but also French, German, are clearly more present in Greek LS. Among the Ls of migrant communities, there are different categories: for instance, Arabic and Chinese are often met (cf. Bellinzona, 2018); Kurdish (Sorani of Kurmanji), Farsi or Urdu very rarely in learning or decorative activities, not at all for more ‘public’ functions.

For research question 3

(Who and why creates multilingual LS in schools?)

“It all started by my own initiative, I didn’t asked for a permission! Are we taking permission when we decorate our classrooms? This is for them, for the refugee kids. They were happy, they felt welcome. And then they took crayons and pastels and brushes. And so we realized that this is a right for refugee kids and it is fun and participatory for all our kids” (S8 Primary Teacher)

Teachers are in the center of multilingual LS. Depending on their ideology, attitudes, background, strategies, they encourage (or not) the construction of multilingual LS. As a consequence, students may be involved. Other agents, such as parents, do not take active part in this process.

For research question 4

(If and to what extent multilingual information facilitates the inclusion of migrant and refugee to these schools?)

"Posters with many languages, with the languages of our students is a crucial step for the tolerance of these other languages in the classroom and in the schoolyard. And for their use for pedagogical purposes. And that changes everything!" (S12 Secondary Teacher of Greek).

There is a clear correlation of the existence of multilingual LS with the construction of an inclusive environment in Greek schools, and it goes through the use of multiple languages, outside the official curriculum, in teaching/learning activities.

Concluding remarks: LS and attitudes towards migration, agency and educational policy

- LS is open to migrant languages in Greek schools presupposes:
 - Positive attitudes of principals and teachers towards migration
 - Plurilingual and intercultural training of the teachers
 - Curiosity and open mind
 - Perception of the school as a whole.

- Our research reveals that a series of problems of Greek education in general are reflected in the questions around LS, and especially agency: centralization, teacher-centredness, lack of participation of parents and the community, discontinuity.
- Language policy and precisely the absence of migrant languages from the curriculum explains the reluctance of actors to take the initiative for providing multilingual information, and for constructing multilingual LS.
- Educational policy determines agency, use of the curriculum and approved textbooks, teaching methods. The gap of precise instructions regarding multilingual LS leaves space for initiatives; nevertheless, they appear in a sparse way.
- General policy towards migration plays an important part, too. With the change of Greek Government after the elections in 2019, the number of schools with multilingual LS reduced drastically, as well as voluntary teaching of migrant and refugee languages, and other multilingual practices.