

ECSPM Symposium 2019: 'Multilingual challenges:
mediating images, languages and language pedagogy



**Developing a “mediation culture”:
GLML's practice in mediating language pedagogy
towards educational and social change**

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Outline



- ▶ Greek Language and Multilingualism Lab: **objectives** and **profile** of the **team**
- ▶ Language education for migrants and refugees: **interventions** & the **evolution** of GLML'S **methodological choices**
- ▶ Teachers' education provision – GLML's activity
- ▶ Current **socio-political reality** in the Greek schools and society and the **need to take action**





Language education for migrants and refugees: interventions & the evolution of GLML'S methodological choices

THE PROJECTS **ELMEGO** AND **MATHEME** RUN BY THE GLML,
AND THE PROJECT **PRESS** FUNDED BY THE HELLENIC OPEN UNIVERSITY.



The Greek sociopolitical context with regard to immigration (2009-2017)

- ▶ Immigration flows in the 90s and 00s from Albania and other Eastern European countries
- ▶ Since 2009 economic and social crisis strikes Greece.
- ▶ Since 2015 there is extended migration due to the large refugees flows (2015-)
- ▶ Emergence of far right-wing party ideology [elections of 2015: SYRIZA 35,5%, New Democracy 28%, Golden Dawn 7% (3rd party, 18 seats in the Greek Parliament, SYRIZA –left-wing party coalition with ANEL **right-wing party = government] – nationalism, racism, xenophobia
- ▶ EU-Turkey Deal (Agreement) – March 2016 - Greece turns into an encampment country – in *limbo*
- ▶ Informal “schools” are operated by local and international NGOs
- ▶ 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) for children who do not read or write Greek and may have been out of school for long periods. **Both are limited in scope and figures.**



The project ELMEGO (2010-2012)

- ▶ **ELMEGO**– Greek for Immigrant Parents
- ▶ **Subject:** design and implementation of specialized courses of Greek language for immigrant parents with children in compulsory education
- ▶ **Objective:** facilitate parents' communication with educators of the schools their students attend
- ▶ Free lessons in Volos, **46** students (Albania: 32, Romania: 9, Pakistan: 5)
- ▶ **4** sub-teams, **20** young researchers and undergraduate students



The project MATHEME (2015)

- ▶ **MATHEME**– Courses of Greek for Immigrants
- ▶ **Subject:** design and implementation of courses of Greek for groups of immigrants
→ from non-European countries → unemployed, mothers, people with special needs and illiterate people
- ▶ **Objective:** empowerment of immigrants during their integration process in Greece giving voice to their narratives and designing specialized courses
- ▶ Courses in **7 cities** (Athens, Piraeus, Thessaloniki, Patras, Ioannina, Larissa, Hrakleio),
3 levels of **language proficiency:** elementary, intermediate, advanced
- ▶ **410** students in total, **80** teaching hours for every class



The project PRESS (2016-2017)

- ▶ The **PRESS project (Provision of Refugee Education and Support Scheme)** was an initiative of the Hellenic Open University:
- ▶ **Subject:**
 - ❑ **ethnographic interdisciplinary research** to detect the language, communication and educational needs and aspirations of refugees (adults, adolescents and children). **(Axis 1)**
 - ❑ **educational interventions** - formal and informal, lifelong and distance learning, in camps and outside - to facilitate linguistic, cultural and social adaptation and integration for refugees. **(Axis 2)**
 - ❑ **awareness raising actions** for the society & development of supportive tools for refugees and those who work close to them **(Axis 3)**
- ▶ **Objective:** respond to the educational and integration needs of refugees living temporarily in Greece or with the intention of relocating
- ▶ The project was self-funded by financial resources of the Hellenic Open University and its implementation lasted **19 months** (June 2016 - December 2017).
- ▶ 97 collaborators, 24 educational actions, 23600 direct beneficiaries, 73000 indirect beneficiaries



Main methodological choices of the interventions in the PRESS project

- ▶ Collaborative design
- ▶ 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**



Common characteristics of the 3 projects

- **Adversity and bureaucracy issues as important factors of obstructing the projects' implementation**
- Emphasis on the **research dimension** in order to design **data-driven and more relevant educational interventions**
- **Needs analysis** (Androulakis et al. 2016): linguistic, communicative, social →
 - ❑ Social anthropologists– individual or group interviews & focus groups (ELMEGO),
 - ❑ sociolinguists, applied linguists, sociologists of education – interviews (MATHEME)
 - ❑ social anthropologists & sociologists –interdisciplinary ethnographic research– fieldwork, interviews, diaries (PRESS)
- Adoption of the **task-based approach** as the most suitable methodology based on the results of the needs analysis
- Development of **creative, multimodal** and **innovative** educational material
- **Training sessions** for educators on the use of the task-based methodology (Van den Branden 2006)
- Alternative methods of teaching applying a) **digitality** (e.g. blended learning), and b) **arts-based approaches**.



What do educators do?

Our experience from ELMEGO & MATHEME

- ▶ They find it hard to implement the **task-based approach**.
- ▶ They prefer **more traditional** approaches.
- ▶ **Translanguaging** may emerge in a natural way in the classroom as a means to understand the target-language, but awareness about it is not given
- ▶ Emphasis on the **target-language** and on acquiring **language structures** (a continuum of structuralist to task-based approaches)



Reflection on the evolution of our methodological choices: From ELMEGO to MATHEME

- ▶ From a **local** intervention (ELMEGO) → to a **national** level including 7 cities (MATHEME)
- ▶ Transforming **needs analysis**-the research process from the first stage that would inform the following stages with data (ELMEGO) → to a stage of participants-researchers' **mutual empowerment** (was included in the research objectives) (see Androulakis, 2013, Androulakis et al., 2016)
- ▶ **Translanguaging practices** emerging in a natural way on the field (used by researchers **intuitively**) (ELMEGO) → became part of **researchers preparation** and was perceived as a **means** to empower participants and break down hierarchies between researchers and participants. (MATHEME)

Reflection on the evolution of our methodological choices: From MATHEME to PRESS (1/2)



- ▶ The necessity of needs analysis in the context of extended migration is even more **crucial!** Because of refugees' **superdiverse groups, fluid conditions and needs**
- ▶ We had to **review concepts and terms** (e.g. **family, age** and how we should approach them when designing educational material)
- ▶ Transition to **community-based approaches**, from **FOR** → to **WITH**) («nothing about/for me without me») (see Androulakis et al., 2017)
- ▶ **Translanguaging** as a teaching method, as part of the material, as a **theoretical framework** (Wei, 2017, García, 2009)

Reflection on the evolution of our methodological choices: From MATHEME to PRESS (2/2)



- ▶ From **conventional** task-based approaches (MATHEME) → to task-based learning and teaching with **digital tools** (PRESS)
- ▶ From **technology-enhanced learning** (MAΘEME) → to **blended learning** (PRESS) (see Androulakis, Kitsiou & Tsioli, 2017)
- ▶ 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 useful for specific chronotopic contexts/uses.**



Language education for migrants and refugees: Teachers' education and training

DEPARTMENT OF PRIMARY EDUCATION, POSTGRADUATE PROGRAM 'LANGUAGE EDUCATION FOR REFUGEES AND MIGRANTS', TEACHERS' TRAINING PROJECT (UNICEF)

GLML as part of the Department of Primary Education (UTH) (Androulakis et al. forthcoming)



Thematic Analysis Map (Thematic categories and subcategories)

TC1 RESEARCH – DEVELOPING RESEARCHER’S IDENTITY

Familiarization with research through participation in the Lab’s research projects:

- a. Sharing research-based experiences,
- b. Developing research skills and acquiring knowledge around research processes,
- c. Developing researcher’s identity

TC2 PERSONAL, IDEOLOGICAL, ACADEMIC & PROFESSIONAL DEVELOPMENT

TSC2.1 Awareness raising based on research data, results or processes

- a. about the current sociolinguistic reality – attitudes towards languages or language issues/phenomena
- b. about terminology issues – academic language awareness
- c. about sociopolitical issues around the issue of migration and interculturalism
- d. about the current school classroom

TSC2.2 Reviewing/Reconstructing stereotypes – Changes in ideology

TSC2.3 Using/Transferring skills, knowledge & attitudes (of sensitization) in other contexts

TC3 EDUCATIONAL PRAXIS – DEVELOPING TEACHER’S IDENTITY

TSC3.1 Educational readiness to adapt in heterogeneous environments and target-groups

TSC3.2 Security and self-confidence in relation to targeted learning objectives

TC4 PARTICIPATION IN GLML’S COMMUNITY – MEMBERSHIP

Emotional and social benefits from equal participation in a research community having responsibilities, role and rights

TSC4.1 Motives for getting involved in the Lab’s activities

TSC4.2 The feeling of belonging to the GLML’s community (belonginess)

TSC4.3 Realization/identification of skills and potential – Self-awareness raising and personal development

TSC4.4 Experiences and knowledge exchange – Task sharing- Teamness

TSC4.5 Challenges-Milestones-Experiences

(See Androulakis et al. forthcoming, in Greek)



Intervening institutionally: designing the new digital postgraduate course LRM (offered by HOU)

- ▶ Language Education for Refugees and Migrants -LRM
- ▶ An **online interdisciplinary postgraduate program** for second language educators and practitioners, other professionals working on the field of migration studies or with refugees and migrants in different contexts and institutions
- ▶ Includes **modules** about Critical Pedagogy, Digital educational environments and tools, Introduction to Arabic language and culture, Human Rights and International Law for Refugees and Migrants etc.
- ▶ **Characteristics:** criticality, connectivity (brings in contact international students/communities who work with refugees), collaborative learning in digital environments, practice-based character → involves fieldwork, communication with refugees and migrants
- ▶ **Political aspect** of education

(see Androulakis & Kitsiou, 2017; Androulakis, Kitsiou & Tsioli, 2017; Kitsiou et al. forthcoming; Papadopoulou, Kitsiou & Androulakis, 2017)

The project “Teacher trainings in the regions of Peloponnese, Eastern Macedonia, Thessaly, Epirus and Crete”



Outline



- ▶ Three Greek Universities: University of Thessaly (coordinator), University of Ioannina (partner), University of Crete (partner) in cooperation with UNICEF (Refugee and Migrant Response in Greece) 10 classes, 6 regions, 8 cities, 304 trainees, 41 collaborators (scientific committee, trainers, tutors, coordinators) .
- ▶ Hybrid (face to face/ distance) learning →

Free training to enhance the skills and capabilities of teachers to respond with greater efficiency to the challenges that emerge from the presence of refugee children, and utilizing educational practices that promote inclusion, strengthen and lead to prevent school dropouts.

- ▶ Experiential Activities
- ▶ 35 hours face to face teaching, 25 hours distance learning (specially constructed platform) 30 hours homework.
- ▶ Uniform structure in 10 “classes” →build future basic training outline→ **target.**





Language education for migrants and refugees: Examples from the GLML activities' implementation

Designing & developing multilingual & multicultural educational material (critical pedagogy & linguistic justice principles)



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

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

(μπαίνοντας στο ταξί)	(music playing on the background, The Saphyr Song, Red Hot Chili Peppers)
Σ – Γεια σας! Τ – Γεια σας! Σ – Έλα. Παναγιώτη! Εε, πηγαίνουμε στη Σκουφιά, ε, στο Free Thinking Zone, είναι ένα βιβλιοπωλείο, ε είναι στην αρχή της Σκουφιά. Τ – Δηλαδή, θες να βγω στην αρχή αρχή; Σ – Ε, ναι! Είναι, αρχή αρχή, είναι μετά την Ευρωκλυκκή, τι είναι αυτό το... Είναι κάτι σε νοσοκομείο νομίζω.	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
Σ – Εδώ, μήπως, μήπως έπρεπε να, αί, να στρίψουμε; Τ – Ορίστε; Σ – Λέω, μήπως έπρεπε να στρίψουμε. Τ – Η επόμενη, δεν είναι πιο κάτω να βγούμε; Σ – Ορίστε; Τ – Πιο κάτω είναι νομίζω αριστερά. Σ – 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 96,3.
Τ – Πάμε εδώ αριστερά το πρώτο. Σ – Και ας κατεβούμε τη Σόλωνος. Τ – Ναι. Εντάξει. Αυτή εδώ. Πάμε Σόλωνος αριστερά και πιο κάτω πάλι δεξιά που είναι η Σκουφιά. Σ – 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.	

Μοσµ العالم !
س، ربا، علي، و لبا التكتظوا بعض الصور (انظر الى الملحق) . افصها ، انفق فيها و افسها بحسب المواسم (الفصول) التي تشبهها . ماهو الجو في الصورة ؟ اعبر 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 کنم

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 برابر جنسیتی آن جامعه میباشد که در آن کلمه جنسیت وجود ندارد و در آن همه یکسان هستند. گوریا 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"--Γιούλια 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

Ναζμ عرض للفيلم السينمائي (زهرة الصحراء) في مكان من اختيارنا، ثم نشكل منشور 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

Digitality: blended learning approaches



Μετακομίζω/Μεταγκαθίσταμαι

Ψάχνουμε διαμέρισμα ανάλογα με τις ανάγκες που έχω. Μπαίνουμε στην ιστοσελίδα <https://opolitis.gr/index.php/mikres-aggelies>. Ποιο διαμέρισμα μας ενδιαφέρει; Εξηγούμε στην ομάδα γιατί.

opolitis.gr Μπείτε στο μαγικό κόσμο! Στο www.carousel.gr/

Μπαίνουμε στην ιστοσελίδα: <http://www.spiti24.gr/Thessaloniki/spiti-Thessaloniki.html> (on line μέσα ή έξω από την τάξη). Βάζουμε κριτήρια αναζήτησης και ψάχνουμε για το διαμέρισμα που μας ενδιαφέρει. Συζητάμε στην τάξη αυτά που βρήκαμε και επιλέγουμε αυτό που είναι καλύτερο για μας.

Spiti24.gr

Κατοικία Επαγγελματικά Γη

Αρχική > Θεσσαλονίκη

Περιοχή Θεσσαλονίκη - 53 817 Αγγελίες ακινήτων σε

Κριτήρια αναζήτησης

Συμβόλαιο Άνοδο Ενοίκιοση

Κατηγορία

Είδος ακινήτου

Περιοχή

Δίπλος

Τμήτ από έως €

Τετραγωνικά από έως τ.μ.

Διαμέτια από έως

Μπάνιο

Θέρμανση

Καύσωση

Parking

Κήπος Ασανσέρ

ΑΝΑΖΗΤΗΣΗ

Project PRESS
Hellenic Open University

PRESS Adult Learning

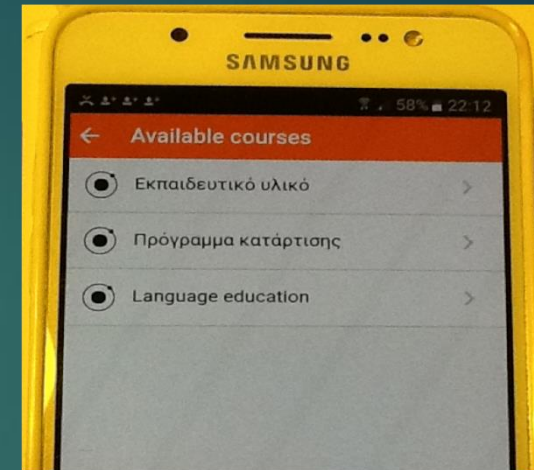
Home Dashboard Events My Courses

ANNOUNCEMENTS No news items to display

Language education
Learning resources and activities supplementary to the language cou...

Language education
Course >

Πρόγραμμα κατάρτισης
Course >



Μια πολύγλωσση πόλη/ A multilingual city

Βλέπουμε το βίντεο «Multilingual Thessaloniki Divercity» της Just Nasta.



We write down our ideas/ Γράφουμε τις ιδέες μας:

Which languages do you recognize in the video? Ποιες γλώσσες ακούγονται στο βίντεο;

Which social groups live in Thessaloniki according to the video / appear in the video? Ποιες κοινωνικές ομάδες ζουν στη Θεσσαλονίκη με βάση το βίντεο;

Which traditions do you recognize? Ποιες παραδόσεις αναγνωρίζετε;

What is your opinion of the Greek language compared to other languages you speak? Ποια είναι η δική σας γνώμη για την ελληνική γλώσσα σε σύγκριση με άλλες γλώσσες που γνωρίζετε;

Please answer [here](#)/ Παρακαλούμε απαντήστε [εδώ](#).

Arts-based approaches (drama, painting, tableaux vivants)



Creativity towards deconstructing power relations



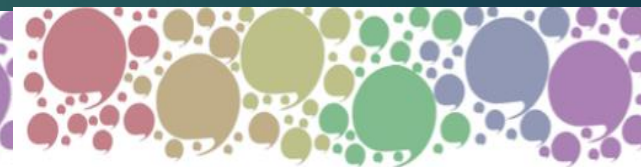
اقرأ الكلمات التالية بما هي الصور و الأفكار التي تخطر بذهني عند قراتها ؟

dance	رقص	χορός	رقص
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اشاهد الفيديوهات التالية . في أي الحالات أختار أن ارقص ؟



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



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

dance	رقص	χορός	رقص
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اشاهد الفيديوهات التالية . في أي الحالات أختار أن ارقص ؟



علاقه ام را به گروهم نشان میدهم همراه با آهنگهایی که خودم می اینترنت پیدا میکنم.

Μουσικοί τον αγαπημένο μου χορό με την ομάδα μου με συνοδεία μουσικής και τραγουδιών που τραγουδάω ή βρήκα στο διαδίκτυο.

Awareness raising

“Find refuge in art”



Chloé Kritharas Devienne & Muhamad Nakam, "Reveries"



Faisal Khodsuz & Theo Prodromidis, "Growing up to the beauty of speed"





What next?

REFcourses – Respect Every Face courses – voluntary action in Volos

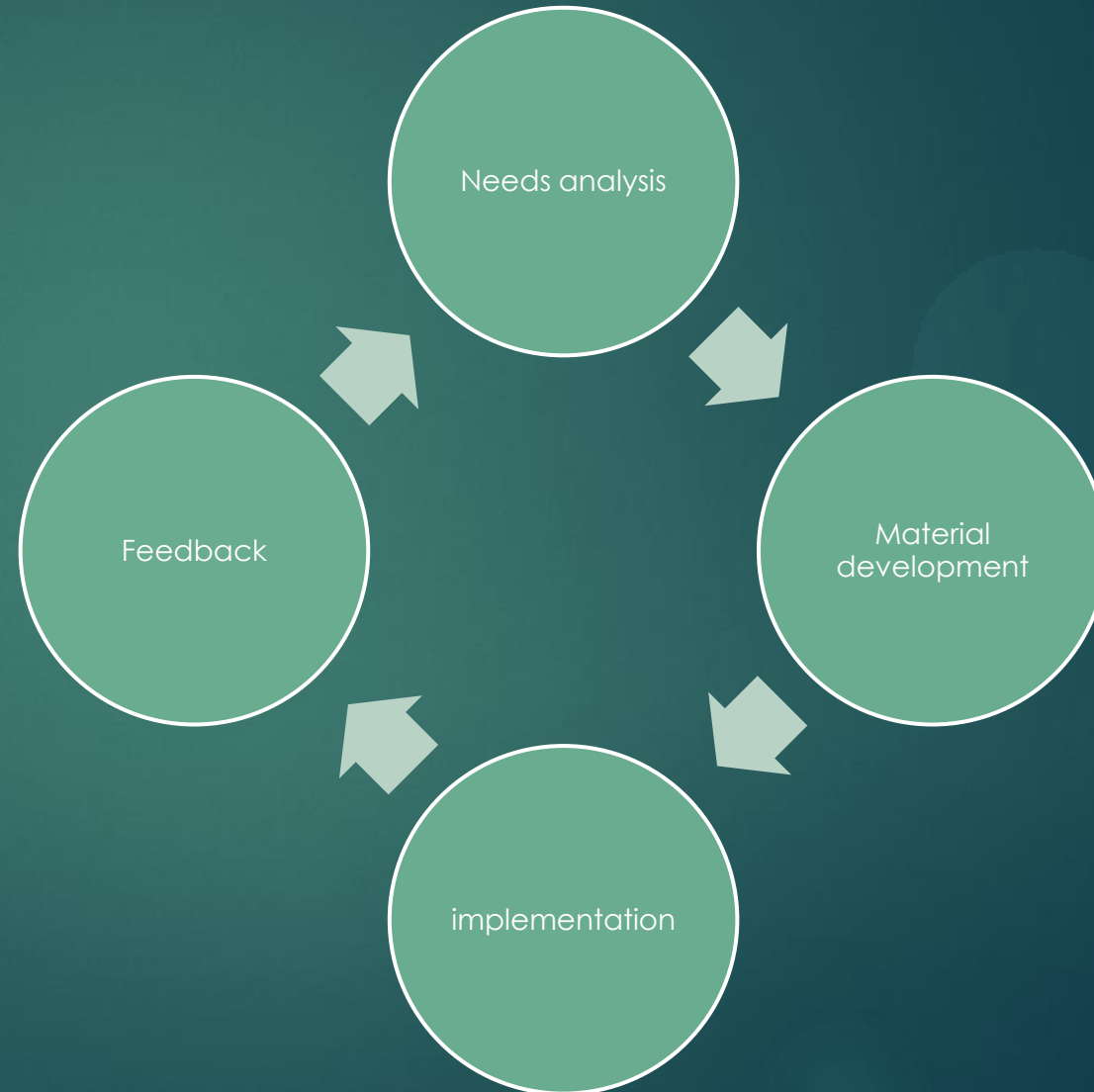


- ▶ Greek language courses for people with refugee experience were developed for adults, providing in parallel creative activities for the children of the participants.
- ▶ The aim of the courses is:
 - the development of language and social skills in students with refugee experience
 - the empowerment of pupils and teachers
 - the development of a mixed learning community
 - the sensitization of teachers and the wider community of the city of Volos.
- ▶ Courses in university spaces, transportation of students from the Mozas camp (remote area outside Volos) to the University in the city of Volos
- ▶ 15 students (7 attend regularly), 10 teachers (6 teachers co-teaching or supporting individuals in every course)
- ▶ Creative workshops for their children while adults attend courses
- ▶ Transportation issues, women-men, families with very young children

REFcourses – Respect Every Face courses



- ▶ Stages of implementation



REFcourses – Respect Every Face courses



- ▶ Co-operating teams for the implementation









2018-2019 formal refugee education in Greece

- ▶ Educators' professional development – need for training
- ▶ Need for specialized material and resources
- ▶ DYEP Afternoon Classes - ZEP Morning Integration Classes: Delays
- ▶ Racism, exclusion, mainstream parents' resistance
- ▶ Violence against refugees adolescents in a sport ground ([pic. 1](#))
- ▶ “Local” families do not let their children go to schools because of the presence of refugees ([pic. 2](#))



Community mediation

GLML interventions seeking a real form of “**community empowerment**” by enabling organizations and communities

- to take the leading role that belongs to them in managing social change
- to carry out actions on their own behalf and at their own initiative.

How?

- Defining needs and opportunities;
- Seeking participative solutions to problems;
- Assessing and choosing the most appropriate solution;
- Defining organization and action processes; carrying out plans;
- Evaluating the level of satisfaction in terms of achievement of targets and social/political changes;
- Basing future actions on the outcomes of projects.

Mediating Language Pedagogy as a research-academic community of upcoming teachers-researchers



- ▶ Our responsibility!
- ▶ Our mission!





Thank you!

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