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 (ΜΑΘΕΜΕ) → 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)
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<thead>
<tr>
<th>TC1 RESEARCH – DEVELOPING RESEARCHER’S IDENTITY</th>
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<tbody>
<tr>
<td>Familiarization with research through participation in the Lab’s research projects:</td>
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<tr>
<td>a. Sharing research-based experiences,</td>
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<td>b. Developing research skills and acquiring knowledge around research processes,</td>
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<td>c. Developing researcher’s identity</td>
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<th>TC2 PERSONAL, IDEOLOGICAL, ACADEMIC &amp; PROFESSIONAL DEVELOPMENT</th>
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<tr>
<td>TSC2.1 Awareness raising based on research data, results or processes</td>
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<tr>
<td>a. about the current sociolinguistic reality – attitudes towards languages or language issues/phenomena</td>
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<td>b. about terminology issues – academic language awareness</td>
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<tr>
<td>c. about sociopolitical issues around the issue of migration and interculturalism</td>
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<tr>
<td>d. about the current school classroom</td>
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<td>TSC2.2 Reviewing/Reconstructing stereotypes – Changes in ideology</td>
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<tr>
<td>TSC2.3 Using/Transferring skills, knowledge &amp; attitudes (of sensitization) in other contexts</td>
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<tr>
<th>TC3 EDUCATIONAL PRAXIS – DEVELOPING TEACHER’S IDENTITY</th>
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<tr>
<td>TSC3.1 Educational readiness to adapt in heterogeneous environments and target-groups</td>
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<td>TSC3.2 Security and self-confidence in relation to targeted learning objectives</td>
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<th>TC4 PARTICIPATION IN GLML’s COMMUNITY – MEMBERSHIP</th>
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<td>Emotional and social benefits from equal participation in a research community having responsibilities, role and rights</td>
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<tr>
<td>TSC4.1 Motives for getting involved in the Lab’s activities</td>
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<td>TSC4.2 The feeling of belonging to the GLML’s community (belongingness)</td>
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<td>TSC4.3 Realization/identification of skills and potential – Self-awareness raising and personal development</td>
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<td>TSC4.4 Experiences and knowledge exchange – Task sharing- Teamness</td>
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<td>TSC4.5 Challenges-Milestones-Experiences</td>
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(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)
Digitality: blended learning approaches
Arts-based approaches (drama, painting, tableaux vivants)
Creativity towards deconstructing power relations
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

- Needs analysis
- Material development
- Implementation
- Feedback
REFcourses – Respect Every Face courses

- Co-operating teams for the implementation

- Material development team
- Scientific coordinator
- Project management and administration team
- Training team
- Research team
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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