Supporting L2 learning in non-formal educational contexts in Greece for adolescent refugees/migrants: An e-book named "Say it in broken Greek"

Marianna Kondyli[1], Roula Kitsiou[2], Sofia Tsioli[3], Peggy Manoli[1], Sotiria Kalbeni[3], Stella Bratimou[2], Vasilis Mavraganis[1], Ioannis Papagiannopoulos[1]

[1]Affiliation1: University of Patras, Department of Educational Sciences and Early Childhood Education
[2]Affiliation2: University of Thessaly, Department of Language and Intercultural Studies
[3]Affiliation3: University of Thessaly, Department of Primary Education

kondyli@upatras.gr, stavroulakitsiou@uth.gr, sotsioli@uth.gr, pmanoli@upatras.gr, kalbenisotiria@yahoo.gr, arcanoaegtr@hotmail.com, vmavragan@gmail.com, ipapagian@upatras.gr

Considering people's increasing transnational movement, more and more language learners seek instruction in the language of the host countries. These language learners differ not only in age, gender, socio-cultural background, language aptitude, motivation, educational achievement, but also in prior exposure to language and current access to the target language(s) affecting language learning both in or out of classrooms (Beacco et al., 2017). Relevant research indicates that adult refugees/migrants have specific needs, face extra problems in L2 learning and differ significantly from other groups of learners, such as children, adult L1 speakers and well-educated L2 learners (Benseman, 2014; Kantzou et al., 2017; Young-Scholten, 2013) highlighting, thus, the need for tailor-made educational programmes and materials. In this context, a digital multimodal teaching material addressed to adolescent refugees/migrants learning Greek as a L2 in non-formal educational settings is designed in the form of an e-book. Considering this socially vulnerable population's needs and interests, it consists of various places of a "digital city", such as the hospital, the square, the bus station, the football field, which are seen as meaningful contexts triggering L2 students' agency and helping bilingual/multilingual students take advantage of all their verbal and non-verbal multicultural semiotic resources to meaning-making. The designing of the material is based on the principles of social semiotics, that is, language as a semiotic system interacting with other semiotic systems to construe socio-culturally embedded (multimodal) meaning (Baldry & Thibault, 2006; Halliday, 1978; Kress & Van Leeuwen, 2006), multiliteracies (Kalantzis et al., 2016) and the recent trends of sociolinguistics that emphasizes a multilingual individual's ability to use all his/her linguistic repertoires and resources to communicate (Garcia & Li Wei, 2014). Moreover, the principles of this -easy-to-use and low budget- e-book are discussed, while examples of the educational material are presented.

References

Baldry, A. P. & Thibault, P. J. (2006). *Multimodal transcription and text analysis.* Oakville, CT: Equinox Publishing.

Beacco J. C., Krumm H. J., & Little, D. (2017). Introduction. In J. C. Beacco, H. J. Krumm, D. Little, & P. Thalgott (Eds.), *The linguistic integration of adult migrants. Some lessons from research* (pp. 1-5). Berlin/Boston: De Gruyter.

Benseman, J. (2014). Adult refugee learners with limited literacy: Needs and effective responses. Refuge: *Canada's Journal on Refugees, 30*(1), 93-103. doi:10.25071/1920-7336.38606

García, O., Wei, L. (2014). Language, Bilingualism and Education. In *Translanguaging: Language, Bilingualism and Education.* London: Palgrave Pivot.

Halliday, M. A. K. (1978). *Language as Social Semiotic.* London: Edward Arnold.

Kalantzis, M., B. Cope, E. Chan, & L. Dalley-Trim. (2016). *Literacies.* 2d ed. Cambridge, UK: Cambridge Univ. Press.

Kantzou, V., Manoli, P., Mouti, A., & Papadopoulou, M. (2017). Language education for refugees and migrants: Multiple case studies from the Greek context. *Dialogoi! Theoria kai Praxh stis Episthmes ths Agwghs kai Ekpaideyshs, 3*, 18-34.

Kress, G., & van Leeuwen, T. (2006 [1996]). *Reading Images: The grammar of visual design.* London: Routledge.

Young-Scholten, Martha (2013). Low-educated immigrants and the social relevance of second language acquisition research. *Second Language Research, 29*(4), 441-454.

SHORT CVs

Marianna Kondyli is Emeritus Professor in Sociolinguistic Theory and L1 Language Teaching. Her teaching activity was mainly carried out at the Department of Educational Sciences and Early Childhood Education of the University of Patras. Her research interests include sociolinguistics, educational linguistics, Systemic Functional Linguistics, literacy pedagogy, linguistic development.

Roula Kitsiou is an Assistant Professor of Sociolinguistics at the University of Thessaly. She has been working with migrant and/or refugee men, women, and unaccompanied minors for the past 10 years. Her research interests include sociolinguistics of writing, multimodality and linguistic landscape studies, while she experiments with various critical and arts-based research methodologies.

Sofia Tsioli is a doctor of applied linguistics and research methodology. She has participated in various research programs for the educational and social integration of children, adolescents and wo(men) with refugee/migrant experiences. Her research interests focus on language rights, education policies, and (creative) research methodologies. She believes that utopias could come true.

Peggy Manoli is an assistant professor of "Sociolinguistic approach to the multilingual education" at the Department of Educational Sciences and Early Childhood Education, University of Patras. She has participated in many research projects focusing on language education to socially vulnerable population and teacher's training. Her research interests focus on language teaching to refugees/migrants, multiliteracies and sociolinguistics.

Sotiria Kalbeni (Ph.D. candidate) has a degree in Greek Philology (University of Athens) and holds a postgraduate degree in Computational Linguistics (University of Athens). Since 2010, she has participated in educational and research programs concerning language teaching to refugees, immigrants, Roma, and prisoners. Her scientific interests focus on sociolinguistics, language teaching, multilingualism, and nexus analysis.

Stella Bratimou (Ph.D. candidate) has a degree in History and Archaeology (University of Athens) and holds an MA in Language Education for Refugees and Migrants (Hellenic Open University). The past few years she has also worked in research projects concerning refugees' and migrants' integration. Her scientific interests focus on sociolinguistics, history and critical public pedagogy.

Mavraganis Vasilis (Ph.D. candidate) graduated from the School of Philosophy (NKUA) and the Department of Primary Education of the University of Patras and holds two Masters Degrees ("Contemporary Trends in Linguistics for Teachers", HOU, "ICT in Education", NKUA). His research interests focus on planning and integration of ICT in education, Multiliteracies, and multimodal texts in language courses.

Ioannis Papagiannopoulos (PhD candidate) has a degree in Philosophy, Pedagogy and Psychology (University of Athens) and holds a Master of Education (University of Patras). He has more than 20 years of experience in language teaching, in design

and development of digital learning materials. His research interests focus on language teaching, genre-based education, and discourse analysis.