LANGUAGE –TEACHING MATERIAL FOR THE EDUCATION OF RETURNING ETHNIC GREEK AND IMMIGRANT CHILDREN IN GREECE

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Abstract

The aims of this paper are the following: on the one hand, the presentation of the the-oretical framework and the purposes of the program realized by the Centre of Inter-cultural Education of the University of Athens, which concerns the integration into the Greek culture and society of immigrant children, Roma children and Greek refuges return-ing from countries of the Eastern Europe, and their linguistic development; on the other hand, the evaluation of the language education material created by the specialized scientist of the Centre of Intercultural Education for the linguistic and communicative development of the above mentioned populations and used for the implementation of the intentions of the program. The criteria of the language teaching material assessment are pedagogic, soci-olinguistic, aesthetic, cultural and educational and their theoretical basis are the accultura-tion theory, the theories for the linguistic adequacy of the population used non standard varieties and the principles of the communicative second language teaching.

Key words

Intercultural education, material assessment, educational policies, immigrant population integration.

0. General overview

In contemporary Greek society, the presence of individuals or groups of people from a language and culturally diverse background (i.e., returning Ethnic Greeks, foreign immigrants, Greek Roma, Greek Muslims from Thrace), presents fundamental challenges not only for the scientific conceptualization of the consequences of such a presence, but also for the formation of policies and the adoption of practices which address the problems that emanate from the inclusion of such diverse individuals into Greek social

and political institutions particularly considering that in the 1991 Census 95% of the population was linguistically, ethnically and religiously homogeneous. (National Census 1991)[1].Since the early 1990's Greece has seen a massive and rather abrupt influx of economic migrants, which has created a new reality in the field of education.

As a consequence of the mass movement of people at a global level, host immigrant countries experience continuous changes to the demographic synthesis of their societies, hence being transformed into societies with a rapidly changing multicultural character[2].

Within this Paper, the significance of intercultural education is linked with the wider process of integration of people from migrant backgrounds in Greek society, since the typology of integration policies adopted, define the framework from which all intercultural based interventions are developed from.

Intercultural integration therefore means[3], the recognition of the cultural diversity of the society and the concurrent pursuit for interaction and cooperation while supporting the right of all cultural social groups to preserve aspects of their culture which they deem as relevant in their lives and which contribute to the general culture of the host society. It also means the promotion of intercultural dialogue and the building of public trust and shared cultural development with a particular emphasis to the reform of public institutions and services so that they are in a position not only to respond to the new challenges but also meet the needs of all citizens. Within the process of intercultural integration, the uniqueness of the so called 'purity' of each culture and the need for their preservation is not stressed. There is no exaggeration on cultural differences and on the divisionary lines between various cultural groups which make up a given society[4]. Above all, there is no support for the notion that these differences should be protected by the laws and the institutions of the State. The adoption of a policy which accentuates differences is considered to lead to rivalries, conflict and segregation among the various cultural groups in their attempt to gain an increasing share of power, often resulting in the isolation, the ghettoization and the exclusion of particular social groups with all the known consequences both for the said groups and for society as a whole[5].

1. Policies of Intercultural Integration and Social Cohesion

The integration policies in Greece address the following social groups:

• Foreigners[6] (immigrants and refugees)

• Ethnic Greeks[7] from countries of the former Soviet Union and Albania

• Returning Greek emigrants

• Greek Roma people

Given the increasing problems that teachers and indigenous students were facing due to the limited or non-existent knowledge of Greek or inconsistent learning background among new students from other countries, educational authorities decided to incorporate the education of repatriate and foreign immigrant students in the Second CSF. The implementation of the project was assigned to the University of Athens Centre for Intercultural Studies, which was called to assess the situation and suggest measures and means which could contribute to the improvement of the conditions of learning and teaching in schools with a mixed student population. The "*Program for the Education of Returning Ethnic Greek and Foreign Immigrant Children*"[8] was quite practical in its orientation and sought to support as many schools as possible through pedagogical suggestions, educational means, training programs and the employment of specialized teaching staff. The aim was to facilitate the school in the implementation of effective measures in the direction of language learning and shaping an intercultural school life to benefit the entire student population. It is worth noting that during the two phases of the program implementation there was a major increase in the number of the school units in which there were intervention actions and the number of benefiting students doubled[9].

1.1. The Program for the Education of Returning Ethnic Greek and Foreign Immigrant Children

As a means of promoting the introduction of intercultural educational dimensions and the integration of migrant children in the Greek School Education system, the Ministry of Education proceeded in 1997 in the development and the implementation of three Intervention Programs in Education:

a) The Education of Returning Greek and Foreign Immigrant Children

b) The Education of Roma Children[10] and

c) The Education of the Greek Muslim Minority Children of Thrace

These Programs which are co-funded by the Greek State and the by the Social Structural Fund of the European Union, form the bases for innovation in Greece and contribute significantly both at the level of scientific discourse for intercultural education and at the level of school based aspects of interculturalism.

The Program for the Education of Returning Greek and Foreign Immigrant Students has been developed and implemented primarily by the Centre for Intercultural Studies of the University of Athens and partly by the University of Thessaloniki. This program comes to a conclusion in 2013 but there is increased probability for the continuation of the program in the coming years. The Program has an established extensive network of partners covering all administrative regions in Greece through which centrally developed activities can be effectively and successfully implemented at the school level.

These activities include:

i)   The examination of the social, pedagogical and psychological factors and school con-ditions conducive for the integration of migrant children into the education system

ii) The development and implementation of coordinated intervention measures which promote inclusion and reduce forms of exclusion of migrant children in the educa-tional system and eliminate the barriers which prevent students from diverse cultural and linguistic backgrounds from reaching their full learning potential

iii) The development of a framework for re-examination of those barriers in terms of changes in the learning environment.

iv) To improve support structures and networks for the inclusion of students from diverse linguistic and cultural backgrounds into schools and their community as a whole.

v) The development of a coordinated professional development program for teachers and educational policymakers and members of the wider educational community on issues relating to intercultural education.

vi) The design and development of appropriate teaching material and teaching methods which allow all students to become involved in learning processes

vii) The promotion of activities which ensure school achievement, foster respect for cul-tural diversity and international understanding and the interaction between school and society.

All these dimensions of the program are directly related to the general encompassing aim of the State to enhance the quality of Greek School educational provision, the promotion of equal opportunities and the creation of those conditions which foster understanding and cooperation. Intercultural inclusion activities developed and implemented aim to prevent the alienation of children from language and culturally diverse backgrounds from their family environment while at the same time facilitating their intercultural integration into the school and wider community.

2. Two Challenges: Interventional Orientation and Viability of Measures

The program's basic lines of action remained the same throughout the three phases of its implementation:

• Promotion of suitable measures of reception and support of children of repatriate and foreign descent at school.

• Provision of means of support to the school for the effective application of suggested measures: educational material, tutorial planning, training, psycho-social support.

• Notification and sensitization of the wider educational community.

A particular stress was given to the creation of those conditions that would ensure the viability of the suggested measures through systematic channeling of knowledge and experience towards the educational community.

3. Educational Material [11]

The educational material[12] that was put together in the framework of the program for the Education of Repatriate and Foreign Students has a complementary function, except for the basic language-teaching series for the Reception Classes. We have created language-teaching material, material for extra-curricular language-learning, material for interdisciplinary teaching of an intercultural approach, as well as material for open communicative – hands-on teaching.

The educational material is intended for:

- Educators: lesson plans, tutorial planning, language learning assessment tools etc.

- Educators and students: to encourage lesson planning by the teacher and deter the notion that the course book is the teaching regulator, we created material to be provided in the form of CDs, PDFs or handouts; in short, a databank was created for the educator to use depending on the learning objectives and needs of his /her student group.

- All students, indigenous and foreign: this is school and pre-school educational material which aims at intercultural sensitization, with children's stories, "intercultural history" units etc.

- Exclusively non-Greek speakers: A series of books for Greek as a Second Language in Reception Classes and the accompanying teaching material, as well as bilingual teaching aids for Standard Curriculum classes in Middle School.

- Non-Greek speakers mainly, but it can also be used in mixed classes, during flexible zone, in interdisciplinary teaching or remedial tuition. Such material is the series that focus on the development of writing through text analysis, part of the teaching material for Greek as a Second Language for intermediate and advanced, and material that adheres to the principle of "language learning through Standard Curriculum classes.

3.1. Pedagogical Material for pre-school and early school years

The material for kindergarten and the first grades of elementary is based on a broader pedagogical orientation and is not directly language-learning per se. It is directed at the entire student population, indigenous as well as non-indigenous, aimed at supporting open types of teaching and is designed to support class projects in compliance with the principles of communicative hands-on educational approach:

- Student-centered pedagogical attitude which allows children to take initiative in regards to the choice, planning and realization of class actions focusing on common interests

- Mobilization of every single student

- Emphasis on synergy and teamwork

- Interdisciplinarity

The pedagogical material for the kindergarten and early school years has an intercultural scope: The aim is to boost communication and cooperation amongst children with different linguistic and cultural backgrounds, and the development of knowledge, attitudes and behavior that foster the peaceful coexistence of different cultures and languages. The educational material was conceived and planned in a way that took into consideration the experiences of non-indigenous children, as well as the additional language-learning needs of bilingual children: we recommend text comprehension and vocabulary enrichment activities for children in the phase of early literacy in the first school grades. Every lesson plan also suggests simple language-teaching activities, mainly for the consolidation of thematic vocabulary and verbal production.

A total of four clusters of multi-faceted and polyvalent media around the themes of *Sea, Farmers' Market, Family, Technology*. Every cluster consists of:

- Short texts with colorful illustrations

- A work book for Elementary students which elaborates on the basic text in the direction of language-learning with activities of comprehension and language production as well as vocabulary expansion

- Games

- Posters

- Illustrated flash cards to boost oral communication skills

- Sound CDs

- An action plan for the educator with detailed recommendations for the planning and course of the project, information and additional texts on the particular theme, ideas for activities and games.

For the intercultural enrichment of the pedagogical work in Kindergarten and Elementary (Flexible Zone, Reception Classes) we also recommend anthologies such as *World Mythologies, Religions of the World, Anti-racist Alphabet Book, The Olympics of Joy* and various children's books.

3.2. Language–teaching Material and Learning Support Material for Elementary and Middle School

The teaching material that was developed for the elementary and middle school aims at covering needs in the following areas of language instruction[13]:

1. Introductory and preparatory teaching of Greek as a Second Language in Reception Classes.

2. Continued support of language learning in the framework of the language subject in the class that is appropriate for the child's age, as well as in tutorial teaching[14].

3. Support for Standard Curriculum classes: text comprehension and analysis – familiarization with Standard Curriculum terminology

4. Promotion of bilingualism with the development of linguistic skills in the native language

Beginning with the conditions of learning and teaching in the varied organizational and pedagogical frameworks that non-Greek speaking students encounter at school, i.e. Reception Classes for newcomers, mixed classes according to age and Tutorial specific choices on the level of structure and form, content and methodology of the educational material. For material directed at the Reception Classes for newcomers, one needs to take into account parameters such as:

● Teaching time is extremely limited and the language-learning objectives are very demanding – within the span of 8 months[15] maximum the students must be able to attend classes of their age group next to their indigenous classmates.

√ Focus on the language elements that are not fully acquired in the framework of the "natural" extracurricular language learning[16], incorporation of comprehension and writing activities from the start

√ Collection and effective organization of the teaching material e.g. grammar

√ Provision of autonomous language learning techniques, so that the student can "intensify" his/her own learning

√ Activities and highlighting that boost the connection between classroom and extracurricular learning

√ Transcendence of everyday communication and themes and incorporation of informative texts on various spheres of knowledge

√ Suggestion of regular assessment and self-assessment of linguistic progress with a clear distinction between factual competence and linguistic accuracy

Student groups in Reception Classes are extremely diverse. Besides the variety of mother tongues, this diversity relates to:

◊ General learning prerequisites: children who are functionally illiterate in the native language and have a disrupted school attendance record, to children with positive language-learning experiences and normal school education.

◊ The level of language proficiency in Greek: for most children, there is a period

of stay in Greece prior to their enrolment in school, while some students have been taught some basic Greek in their country of origin.

◊ Age: in most schools there are not enough new students to form classes according to age, so classes comprise of children of different ages.

◊ Learning pace: aside from factors that influence the pace of learning a new language, in the case of migrant children the language of the reception country is learned mainly outside the school; thus, the sources of language acquisition and the opportunities to use the language differ in quantity and quality form one child to the next. As a result, linguistic progress is to a large extent non-regulated and non-systematic.

Activities of increasing difficulty for different levels of language proficiency on the same thematic framework and/or relating to the same linguistic phenomenon.

√ Activities that focus on different skills and take different styles of learning into consideration

√ Flexibly structured material: variety of accompanying media to facilitate differentiated teaching.

● Language is primarily learned in natural situations of communication outside the classroom. This means that on one hand students are immediately faced with authentic speech and are forced to learn, by imitation, how to produce some complex linguistic structures at an early stage. On the other hand, for these children the target language is a prerequisite of social and school inclusion, a means of survival in the new environment, and a tool for solving vital problems. Subsequently, what matters to the child is the content and not the rule: he/she seeks effective communication and not grammatical correctness.

● A different approach to teaching progress compared to foreign language teaching: faster pace in the familiarization with basic grammar, early introduction of complex albeit frequently used syntax phenomena that students encounter and try to apply in real communication, more freedom in the choice of linguistic material. It is appropriate to introduce students to original texts, provided that these are integrated in familiar communicative situations and are accompanied with activities of summary/outline comprehension.

These above - mentioned parameters concerns the general pedagogical, psychological and sociological framework of compensative language education and, consequently, of the course-books used in the courses. In the next chapter / unit of this paper this framework and the correspondent dimensions and principles of the KEDA course books and reference – books are presented, discussed and analyzed.

4. Pedagogical, psychological, socio-linguistic and linguistic background of the educational material issued by the Centre for Intercultural Studies

The substantiation of the suitability and effectiveness of the CIS educational material for non-Greek speakers in the framework of tutorial and compensative educational programs is carried out, as mentioned in the previous chapter, along the following lines:

i)   Instructive suitability: cultivation of basic linguistic knowledge and communicative skills via the material, texts and activities of the textbooks, user-friendly quality of the textbooks.

ii) Acquaintance of the students, who are members of different ethnic groups living in Greece, with the Greek civilization and facets of Greek culture.

iii) Textbook appearance.

In the following sub-units of this present study we will discuss the suitability and advantages of the textbooks based on the lines previously mentioned. The method used to examine and prove the suitability of the textbooks issued by the Centre for Intercultural Studies is the qualitative content analysis. More specifically, the educational material included in the CIS textbooks is analyzed and assessed according to the three parameters mentioned above; these parameters constitute the prerequisites and conditions of linguistic, socio-linguistic and psycho-pedagogical suitability of the educational material for students from different ethnic groups.

4.1. Instructive suitability of textbooks

The main aim of teaching Greek to students of different ethnic groups, who are bilingual or currently mastering Greek as a second language, is the development of their communicative competence, i.e. their ability to use the Greek language in the most effective way in varied communicative circumstances by making the most appropriate linguistic choices. The students' communicative competence consists of the following individual competences (Trask 2007, Hedge 2000):

i)   Linguistic competence: it is the knowledge of the phonetics, morphology and syntax of the language, in other words, of the grammar, processed/demanding vocabulary – according to Bernstein- and spelling. Consequently, linguistic competence is defined by those parameters of the knowledge of the Greek language which ensure the accuracy of the speaker.

ii) Textual / discourse competence: the students' ability to produce and comprehend written and spoken texts, which belong to different types and genres. In other words, the students' textual competence is closely related to speech, listening, writing and reading comprehension skills and constitutes a prerequisite for student fluency. The

particular skill is a necessary condition for the cultivation of the students' social liter-
acy practices.

iii) Socio-cultural/ pragmatic competence: the students' ability to adjust their discourse
to the age and social characteristics of their interlocutor, to select the appropriate
style for their texts in accordance with the communicative context and the socio-cul-
tural framework.

iv) Strategic competence: the students' ability of problem-solving in their communication
(problems of comprehension of wording or recalling specific words or phrases)
through the use of specific holistic or analytical strategies.

   Communicative ability with its individual dimensions (linguistic, textual, pragmatic,
strategic) is cultivated effectively and to a high degree in students of all grades through
the activities and content of the CIS textbooks. This happens for the following reasons:

1. Every unit/chapter of the basic Greek language textbook, "Geia sas", is structured
based on the now common superstructural narrative pattern of units in school
textbooks. In other words, every chapter has a holistic character, as it begins with the
introductory text and reading comprehension questions, progresses with rules and
pedagogic tasks that focus on grammar and vocabulary, and concludes with oral and
written production.

2. Consequently, based on the aforementioned structural pattern, all four dimensions of
the communicative competency are cultivated. More specifically, in the framework of
the introductory sub-unit in every chapter one seeks to work on textual skills on the
level of discourse input, while in the last sub-unit the work focuses on textual output
skills. The intermediary sub-unit, which focuses on grammar and vocabulary,
constitutes ground for the development of linguistic knowledge acquisition, hence
cultivation of the students' linguistic prowess. The cultivation of the socio-cultural
competency is an ongoing process throughout all chapter sub-units, while one must
note that this concerns mostly secondary education students (Spratt, Pulverness &
Williams, 2011). However, the efficiency of the CIS workbooks is not solely based on
the development of all dimensions of communicative efficacy via exercises and
pedagogical activities; the workbooks' efficiency is also established via teaching
methodology, i.e. via the method used to reach cognition and develop skills in students
representing different ethnic groups.

   More specifically, Modern Greek grammar is taught via the internationally dominant
model of Presentation – Practice – Production (PPP). Based on this model, students
perceive and realize grammar rules and linguistic principles and regularities via two
strategies: on one hand through observation, data processing and subsequent
detection of the rule, and on the other through study of rules that are stated analytically

and with examples in the textbooks. For elementary school textbooks, in particular, inductive instruction and guided approach/discovery learning are preferred. Thus, both teaching and learning become more pleasant, as students on an individual and collective level become researchers and reach cognition by themselves through play. Based on this process, according to Bruner and Moskowitz's humanistic approaches to language instruction, the student not only develops cognitive facets of his/her personality, but also emotional and social facets in the framework of collaborative activities (Johnson 2001, Cook 2001, Harmer 2007).

In middle-school textbooks, which are purely grammar books and refer either to grammatical categories (e.g. adjectives, pronouns), or syntactical structures (e.g. noun clause), one may notice alternation between teaching strategies, i.e. inductive and productive teaching. That is to a certain degree expected and self-evident, as middle-school students are older and already possess relevant knowledge of grammatical phenomena both as content and form; this mostly happens in the case of phenomena that are re-taught in middle-school in the framework of spiral syllabus arrangement which is followed in the Greek educational system (Spratt, Pulverness & Williams 2011).

It is imperative to note here that all methods used fall under the framework of communicative approach, based on which students are not exclusively taught grammatical structures but also grammatical functions in specific communicative circumstances. Additionally, teaching is based on the needs and cognitive background of the students from varied ethnic groups, because although they are taught the same structures, rules and phenomena with the native Greek-speaking students, for students from different ethnic backgrounds the phenomena are taught more intensively and in great – sometimes exhaustive- detail. This happens for two reasons: firstly to contain the danger of language learning transfer from their native language and consequent language interferences. Secondly to focus the students' attention on specific phenomena to which they are most probably not exposed in the framework of their everyday communicative exchange within their family environment, where they live and speak for the greater part of their day, and where Greek is possibly not used at all.

Nevertheless, apart from the instruction of the particular phenomenon, student practice it systematically. This is achieved via pedagogical activities of controlled practice, which aim to eliminate the odds of the students consolidating wrong formulas and structures and to achieve learning of the proper formula, and via careful noticing and repeated elaboration on the taught phenomena and rules in the framework of closed-ended exercises; these exercises consist of filling out gaps, matching, sentence-transformation and other similar actions.

As far as vocabulary is concerned, it is taught analytically, and as grades progress, it becomes more elaborate and is enriched with abstract concepts. Hence, the lexical

approach to language-teaching is applied effectively. The students' practice of the processed vocabulary is on one hand systematic, and on the other adapted to their age and needs. This is achieved via vocabulary play activities for the elementary school ages (e.g. crosswords, word search games), as well as the intensive use of pictures, as these exercises are made for children who did not come to school with an advanced knowledge of Greek. Vocabulary learning is supported in a scaffolding manner by the use of an illustrated dictionary, which contains basic vocabulary and vocabulary used in the textbooks, so that students either with the assistance of their teacher or via individual learning activities can find the words they are looking for so that they complete the cognitive action they are involved in.

Text comprehension, both in the framework of the "Geia sas" elementary textbooks and in that of text-focused middle-school textbooks, is mainly achieved via bottom – up reading activities, i.e. via comprehension of words and phrases of textual utterances. On a second level, it is achieved via recalling and using pre-existing schematic knowledge with top – down reading. Although this is an element that could be assessed as a drawback, it is nevertheless an expected process for students who do not possess an increased socio-cultural awareness of Greek society, which they would be able to employ when reading their assigned text. Nonetheless, text comprehension activities are detailed and relate to the students' vocabulary enrichment, while at the same time they form opportunities to cultivate productive skills of written and spoken discourse. Similar text comprehension activities based on all of the above parameters may be also found in the "Diigoume kai grafo istories" ("I tell and write stories") textbook series for the elementary school.

The influence of the communicative approach on text comprehension is obvious, as in higher levels of education there is an increase in original texts and a consequent decrease in abridged ones. This is quite expected based on the principle of connecting teaching with learning characteristics, as younger children for reasons of reading self-confidence and better understanding need to work with abridged -hence accessible- text.

Written production is based on the process writing model, as at a pre-writing stage it relies on the processing of illustrated material or vocabulary relating to a specific thematic unit. The texts that are assigned to the students belong to various types and genres, while a constant effort is being made to adjust teaching demands to the cognitive characteristics of the students, as writing tasks become gradually lengthier and more challenging.

Second language teaching follows the same course from easy to advanced; at the beginning emphasis is put on the development of phonemic awareness and then on the acquisition of spelling regularities.

4.2. Socio-linguistic dimension of textbooks

As previously mentioned, CIS textbooks are addressed for students of diverse ethnic backgrounds and/or minority populations and aim at strengthening their linguistic

education. Given that the cognitive subject of the first or second language is interdisciplinary, as through language one achieves reference to the real world, students during the language lesson achieve socio-cultural awareness of the basic dimensions and facets of the Greek civilization.

More specifically, the selection and layout of the textbook contents, as well as the construction of each sub-unit follow the model of content – based teaching. Within this framework, every unit is thematically constructed around a given aspect of Modern Greek society, the Greek way of life, or Greek culture (e.g. school, family, seasons). Based on the theme of each unit/chapter, students accustom themselves with degrees of family relations (which are a socio-culturally dependent and differentiated phenomenon), folklore, customs, habits, perceptions of Greek society and are thus acquainted with various facets of Modern Greek society and culture. Furthermore, the textbooks depict a school and social reality where Greek and foreign students co-exist; this is a component which aims at strengthening interaction and good relations between different linguistic and cultural groups and their integration into Greek society in the framework of an intercultural viewpoint.

The connection between the contact and rapprochement of the students with the target language and their desire to integrate into the specific society and achieve high communicative adequacy in the target language is supported by two relevant language-learning theories:

i)   Based on Krashen's comprehensible input theory, the lower the students' affective filter or emotional barrier - which relate to their feelings about being accepted by the community they live in – the higher their desire to be included and integrated into this new society (Mackay 2006).

ii) Based on Schumann's acculturation theory, the students' acquaintance with the culture of the target language, their positive relations with members of the dominant community, the prospective of permanent residence and integration into this new environment increase their desire for higher communicative adequacy in the target language so that they do not stand apart from native speakers (native likeness). On the contrary, the isolation of students from different ethnic groups, the lack of contact and familiarization with the culture of the host country are all factors that impede their language learning progress, and lead to the phenomenon of language fossilization (Johnson 2001). In addition, it is worth noting that the CIS textbooks constitute one of the first efforts in Greece to apply the Content Language Integrated Learning (CLIL) interdisciplinary model. By adhering to CLIL, the knowledge of Greek is enhanced through activities and communicative exchange in the framework of other subjects in the syllabus: e.g. a physics project is a productive type activity which cultivates both knowledge on the taught subject and the use of Modern Greek. This particular teaching

model is used in the CIS secondary education textbooks both indirectly in the textbooks about plants or electricity and directly in the biology textbooks.

iii) Supporting the students in other syllabus subjects in parallel with language is a target and a process through which their self-confidence is boosted and their emotional barriers – which would go up depending on the difficulty of adjustment to learning demands – are in fact lowered. Language acquisition is undoubtedly developed within the framework of the other subjects that are part of the syllabus (lateral transfer learning), but it also constitutes a prerequisite to access those subjects. Consequently, the interdisciplinary approach of the CIS textbooks is important to the integration of the students into the school framework and functions as a motive for their familiarization with essential aspects of Greek society and culture on both a social and emotional level. Therefore, the application of the CLIL model via the CIS textbook adheres to the instruction principle according to which the educational material should conform to the needs of the students.

4.3. Aesthetic dimension of the textbooks

As previously mentioned, the CIS textbooks were issued and initially used nearly fifteen years ago. Therefore, in assessing their aesthetic dimension, one may say that their basic characteristic is that they are user-friendly. This is mainly achieved through their illustration, which assists students with a limited knowledge of Greek, and is artistically pleasing. The illustration of texts and their structure in the form of comic strips is pedagogical (images constitute supports, according to Vygotzky, on which students can base their efforts to guess the meaning of unknown words and consolidate the contents of the text), but also emotionally and aesthetically appealing (Hedge 2000, Spratt, Pulverness & Williams 2011). Additionally, the variety of fonts helps students with limited knowledge of Greek in understanding text contents and finding their way around the structure and information laid out in the textbooks.

5. Conclusions

CIS textbooks for remedial teaching of members of ethnic groups and minority populations are characterized by pedagogical suitability and instructive efficiency. This can be safely claimed, as the analysis of their content displayed their adherence to modern language-teaching theories and pedagogical perceptions about the utilization of educational material, as well as their alignment with socio-cultural and aesthetic requirements for textbooks aimed at non-native speakers.

It is imperative that the suitability of the said textbooks is brought to the foreground in future studies, which will delve into a qualitative analysis of the content, as well as look into the experience of the educators and students who have actually used them (post-use assessment).

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6. The term 'foreigner' is defined as "any natural person who does not have Greek citizenship or nationality". Law 2910/2001, Article 1. The term 'foreigner' which was adopted by the National Statistics Service is in itself "problematic" since the differentiation of the data on citizenship (Ethnic Greek - Foreigner) does not lend itself to the understanding of the integration process. There is no data differentiation, for example, between successfully integrated foreigners from non-integrated foreigners. Similarly, in the case concerning Ethnic Greeks, who are naturalized almost automatically, it is difficult to identify within the data their problems of integration. We believe that this could be resolved with the adoption of terms which would allow a differentiation between foreign nationals to: naturalized Greeks born in Greece, Greeks with a Greek parent, Ethnic Greeks etc.

7. The term "Ethnic Greek" (homogeneous) refers to any natural person who claims Greek descent and shares common cultural elements with Greeks such as language, religion, traditions and national consciousness but without Greek citizenship. The Ethnic Greeks are nationals of countries outside of the EU originating initially from Greece and migrated from countries outside of the Greek territory or territory once annexed to Greece which continued to accept the influence of Greek culture. This particular group of people feel (or consider themselves to feel) that they are returning to the "homeland". In this paper we refer exclusively to Ethnic Greeks from countries of the former Soviet Union and Albania. Their case can be described as something akin to the German Aussiedler.

8. Parthenis, C. (2010) 'Inclusion of Repatriated Greek and Foreign Immigrant Students in School Education': a possible good practice for intercultural inclusion, Intercultural Education, 21 (4): 395-403.

9. 1997-2000: 60 Elementary schools, 40 Middle schools, 2001-2004: 350 and 250 respectively.

10. Christos Parthenis & Tseliou Eirini (eds.). *Program "Education of Roma Children" 2010-2015: Description of Intervention Actions and Depiction of Qualitative –Quantitative Data for the School Years 2010-2015*. University of Athens, November 2015.

11. For further information see: http://www.keda.uoa.gr

12. The educational material to which we refer is only one type of material production in the framework of the programme. Additionally, we have also created training and information material.

13. Before the programme introduction the sole material provided was on the first area of linguistic instruction, the initial teaching of the second language, and only for the Elementary (Series "I open the window" by the Institute of Educational Policy. For the educational material per area of linguistic instruction see relevant chart.

14. And "Reception Class II" according to ministerial decision no. 708 – 7/9/99.

15. At best, since Reception Classes usually start in November or December, due to administrative delays.

16. Teaching has a limited, albeit specific role and can work as a "compass" through systematic presentations and suggestions of implementation, thus contributing to the awakening of learning processes. For the proper utilization of language-teaching means, it is important to realize that learning a language is NOT about the successful application of the curriculum, but it is about an individual process which varies from one student to the next and is mainly enhanced by the quantity and quality of his/her opportunities to use the language.

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