

# Grammatical and lexical development in migrant primary school children (WP6-ESR14)



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## Background

- a constant increase in non-Greek speaking immigrant/refugee children enrolled in formal Greek education is accompanied by considerably high rates of dropout of school
- the immigrant students' language performance seems to be characterized by a persistence of proficiency and vocabulary gap
- the educational setting can affect both linguistic and cognitive skills, yet Greek educators' knowledge in how to plan instruction has been often found insufficient

=> Which teaching techniques may enhance the immigrant/refugee students' language abilities?

(Andreou, Dosi, Papadopoulou, & Tsimpli, *in press*; Sella-Mazi, 2016; Tzeveleku, Giagkou, Kantzou, Stamouli, Varlokosta, Mitzias, & Papadopoulou, 2013; Ziomas, Capella, & Konstantinidou, 2017)

## Research design

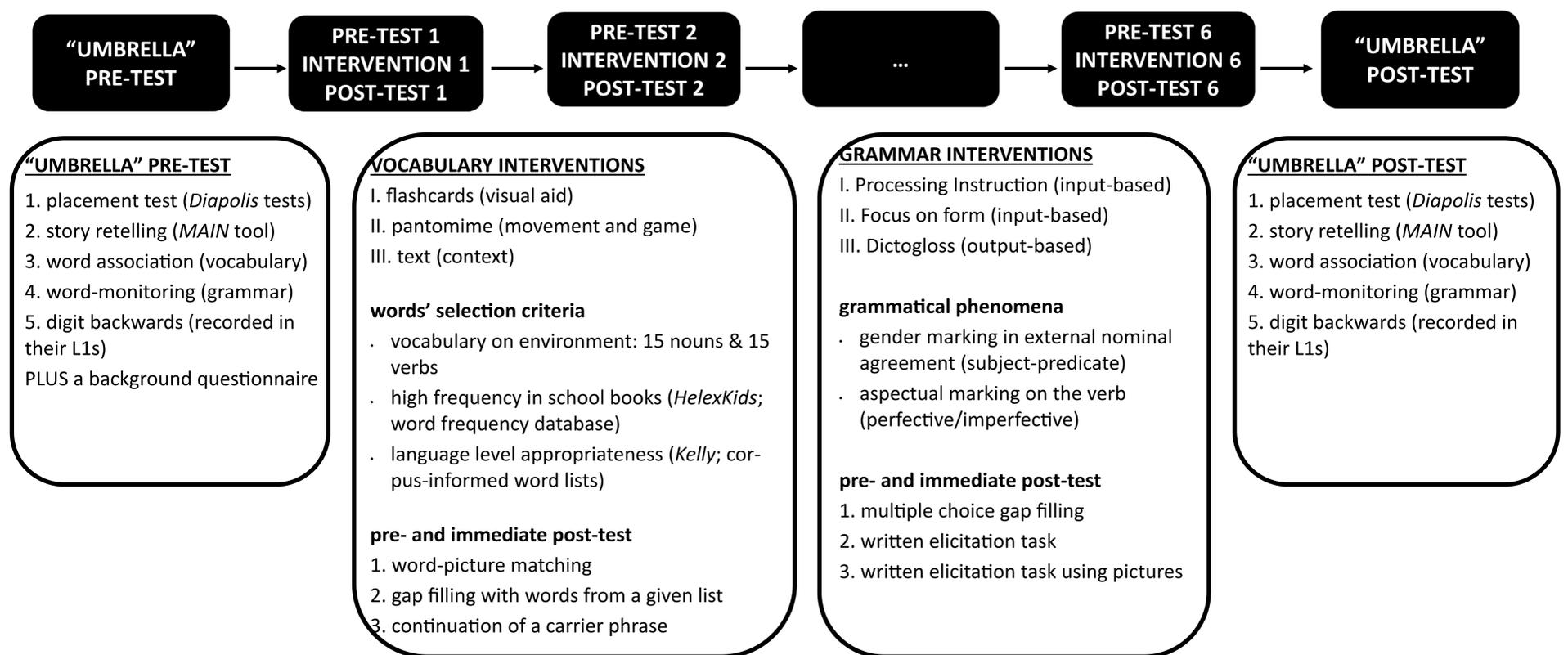
**experimental & control group:** school-age (6-13 y.o.) students in Reception Classes

**data collection:** October 2019-May 2020, 2-hour sessions per week

**interventions:** 3 for vocabulary and 3 for grammar, 4 hours per intervention



24-hour intervention programme for a period of ~6 months



## Expected results & difficulties faced

### expected

- to delineate the main language difficulties immigrant/refugee students in Greece face as well as their language development in Greek as L2
- to reveal which methods work best for the language phenomena under investigation
- to provide educators with guidelines regarding appropriate and effective L2 educational techniques for the target-group

### difficulties

- refugee families often change area/country of living
- children are often absent from school lessons
- differences in children's L1 literacy

## Selected references

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## Acknowledgements

This project has received funding from the European Union's Horizon 2020 research and innovation programme under the Marie Skłodowska-Curie grant agreement No 76556.