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; Tzevelekou, Giagkou, Kantzou, Stamouli, Varkostoka, Mitzias, & Papadopoulou, 2013; Zimias, 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

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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