

Chatzidaki, A. (2016) Preparing future teachers for dealing with classroom diversity. In: S. Gaviilidou, A. Gkaintartzi, E. Markou and R. Tsokalidou (Eds.) *Proceedings of the 3rd International conference "Crossroads of Languages and Cultures. Issues of Bi/Multilingualism, Translanguaging and Language Practices in Education"* (Thessaloniki, Greece, May 30-31, 2014). Aristotle University of Thessaloniki, School of Education- 'Polydromo', ISBN: 978-618-81315-1-4. (pp. 21-37).

Preparing future teachers for dealing with classroom diversity

Aspasia Chatzidaki

Department of Primary Education, University of Crete

aspahatz@edc.uoc.gr

Abstract

This paper reports on the results of a University course offered at the Department of Primary Education, University of Crete, in academic year 2013-14. Students had the opportunity to take a closer look at cultural and linguistic diversity in contemporary Greek classrooms. Using Cummins' *Framework for Academic Language Learning* (Cummins, 2003; Cummins, Brown and Sayers, 2007) and recent approaches to Language Awareness (cf. Candelier, 1998; Helot and Young, 2006a, b) students worked collaboratively in order to design and implement classroom activities aiming at raising pupils' language awareness and developing positive attitudes towards diversity in their class and in society at large.

Περίληψη

Το άρθρο αναφέρεται στην υλοποίηση ενός σεμιναριακού μαθήματος στο Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης του Πανεπιστημίου Κρήτης κατά το ακαδημαϊκό έτος 2013-14. Οι συμμετέχοντες φοιτητές χρησιμοποίησαν ως θεωρητικά πλαίσια το *Framework for Academic Language Learning* του Jim Cummins (Cummins, 2003, Cummins, Brown and Sayers, 2007) καθώς και σύγχρονες προσεγγίσεις στη Γλωσσική Επίγνωση (Language Awareness, βλ. Candelier, 1998, Helot and Young, 2006a,b) και, εργαζόμενοι συνεργατικά, σχεδίασαν και εφάρμοσαν στην τάξη μαθησιακές δραστηριότητες με στόχο την ανάπτυξη στους μαθητές (α) της γλωσσικής επίγνωσης και (β) θετικών στάσεων απέναντι στην πολυπολιτισμικότητα.

1. Introduction

The European continent is a multilingual space -albeit not so much as other parts of the world – where hundreds of language varieties are spoken. Some of them are considered as having a well- established presence in European soil and as being part of its cultural heritage ('regional' or 'minority languages'). Others have been introduced into the European countries mainly during the second half of the 20th century as a result of an increasing movement of populations across borders ('languages of immigration' such as Turkish, Arabic, Kurdish, Bangladeshi, various African languages, etc.). One should not forget, however, that even official European languages have assumed the role of 'languages of immigration' in states where their citizens have immigrated (e.g. Italian, Greek, Spanish, Portuguese, Albanian, Serbo-croat, Polish, etc).

The European Union has shown a long-standing interest in the protection and promotion of the Regional or Minority Languages (resulting, for instance, in documents such as the '*European Charter for Regional or Minority Languages*' (cf.

Kiliari, 2005; Truchot, 2001). More recently, the Council of Europe has advocated a turn in foreign language teaching -and in language teaching in general, in fact- through the promotion of policies which aim at the development of *plurilingual competence* and *intercultural competence* (Beacco & Byram, 2007, cf. Chatzidaki 2014).

Besides these documents, however, there is scarce official interest in the protection and promotion of languages spoken by immigrant communities within European states (Extra and Gorter, 2001; Kiliari, 2005). The new approach to language teaching mentioned above does not seem to have influenced the legislation regarding multilingualism in education in many states (Young, 2014).

Taking 'mother tongue'/'home language' support for immigrant children as an example, one can see that, as Guus Extra shows in his overview of the Mother Tongue Course in seven European countries, conditions regarding its implementation (optional vs. mandatory, number of hours of teaching, integrated or after-hours course, credits or lack of, teacher qualifications, etc.) vary considerably from state to state (Extra, 2007). One concludes that in most cases immigrant communities carry the full burden of organizing 'ethnic' or 'complementary schools' (Creese & Martin, 2006) if they wish to ensure the transmission of their own languages and cultures to the next generation (cf. Chatzidaki & Maligkoudi, 2013; Maligkoudi, 2009, 2010).

Even less encouraging are the results from research on teachers' views and practices with regard to multilingualism in the classroom. Focusing on the Greek situation, one sees that the Greek educational system continues to serve as a mechanism of cultural homogenization, promoting the ideals of monolingualism and monoculturalism, while at the same time the official rhetoric supports 'intercultural education' (Androussou, 2005; Frangoudaki & Dragonas, 1997). The latter is basically understood as compensatory measures in the form of courses of Greek as an L2 and supplementary teaching, aiming at assisting bilingual students' rapid assimilation into the mainstream.

As a result, many teachers see cultural and linguistic diversity in their classrooms as an obstacle, not as a resource (Gkaintartzi & Tsokalidou, 2011; Tsokalidou, 2005) and, all too often, fall victims to false views regarding bilingualism and the relationships between the two languages. Although they do recognize the families' right to speak their own language at home, they often blame the ethnic language for interfering with the learning of Greek; as a result, they tend to advise parents to speak only Greek at home (Chatzidaki, 2007; Kassimi 2005; Mitakidou and Daniilidou, 2007; Sakka, 2010). Despite giving positive responses towards acquiring 'cultural awareness', teachers fail to see the connection between this skill and their everyday practices (Sakka, 2010) and even well-intentioned practitioners seldom encourage their pupils to display their knowledge of other languages and cultures (Kontoyanni, 2009). Finally, research has indicated that many teachers are reluctant to change their beliefs even after having participated in in-service training seminars about diversity (Androussou, 2005; Skourtou, 2005). On the whole, the picture that emerges from most Greek studies is that teachers hold rather conflicting views that show intolerance along with respect and tolerance.

2. Teacher training for diversity

Ideally, teachers dealing with multilingual and multicultural populations should have a firm grasp of the literature surrounding bi/multilingualism as a social and an

individual phenomenon from a global perspective (country of residence, Europe, the world). In other words, they should have some knowledge of:

- ✓ dimensions/continua of bilingualism
- ✓ language contact phenomena
- ✓ language use in multilingual communities
- ✓ issues of prestige and power
- ✓ language attitudes and policies
- ✓ educational policies involving bilingual children, etc.

Moreover, they should develop not only knowledge but also skills and attitudes which would help them face diversity as an asset or a resource, or at least as a challenge, not only as a problem. They should:

- ✓ Develop basic knowledge of how languages are learned and taught to young learners
- ✓ Develop positive attitudes towards cultural and linguistic diversity at school
- ✓ Learn how to promote and value such diversity in practice (e.g. ‘*language awareness*’ approach)
- ✓ Learn to value pupils’ *individual* identities far from ‘essentialistic’ approaches.

Our view of a pre-service teacher training project which would satisfy these goals involves making use of what previous and more modern approaches to teacher training advocate, namely:

- ✓ imparting knowledge to student-teachers (‘good practices’)
- ✓ giving them the opportunity to reflect on taken-for-granted assumptions and practices
- ✓ making them aware of the social realities of the worlds in which they and their students live.

Our approach is also framed within a *sociocultural view of learning* (see Hawkins, 2004) which offers teachers a foundation on which to coordinate decisions about what to teach, how to deliver instruction, and how to structure learning environments. As Margaret Hawkins eloquently argues:

“the work of teachers is framed as establishing and supporting classroom communities in which learners collaboratively engage in situated (socially sanctioned) activities (with guidance and facilitation) to come to new understandings and take on new practices (learning)” (Hawkins, 2004:5)

[...] The impact of teaching and schooling shapes the identities of learners both within and outside the classroom, and the identities that learners acquire impact their engagement with learning. And this, ultimately, determines what forms of languages/ literacies/ practices they acquire, and which communities and lifeworlds they will ultimately have access to. Thus teachers not only influence the lives of their individual learners, but also contribute to the social transformation of the larger social world. And this makes it crucial that teachers engage in thoughtful, informed and reflective critical practices.” (Hawkins, 2004:6)

Following this line of thinking, it is clear that teacher trainers need to:

- ✓ foster critical and reflective practices in the teachers they prepare in order for them to realise and possibly challenge their *tacit theories* (Carr & Kemmis, 1986:189; Argyris & Schon, 1988/1989:613) which, although unconscious, guide their practices in school life
- ✓ engage in critical, reflective practices as well.

The purpose of this paper is to present the implementation of a University course designed as a pre-service training seminar, which attempted to incorporate elements of the above-mentioned theoretical framework. In the following sections, we shall first present the theoretical background to the design of the course and then describe how it was implemented. After providing a few examples of the students' projects, we proceed to an evaluation regarding all the stakeholders.

3. Preparing future teachers for dealing with diversity at the Department of Primary Education

Students at the Department of Primary Education at the University of Crete have two mandatory courses which relate to diversity in the classroom. The first course, '*Issues of Intercultural Education*' had the following outline:

Differences between concepts and approaches such as 'intercultural' vs. 'multicultural', 'antiracist' and 'bicultural' education/ Approaches to diversity in society and education (assimilation, integration, etc) / Diaspora/immigration with emphasis on Greek communities abroad, Greek returnees, and immigration in Greece- Legislation currently in place for "Intercultural education"/Models of bilingual/bicultural education/ Educational material produced for the above mentioned populations.

The second course, entitled '*Bilingualism and Teaching Greek as a Second Language*', runs along the following lines:

- ✓ Bilingualism as a global, social and individual phenomenon
- ✓ Bilingual pupils in Greek schools (linguistic minorities in Greece, immigrants, returnees)
- ✓ Types and dimensions of bilingualism
- ✓ Bilingualism and cognition
- ✓ Cognitive theories with regard to bilingualism and education (Cummins' models)
- ✓ Issues related to the assessment of bilingual pupils
- ✓ Basic issues regarding L2 learning among children (successive bilinguals, living in a L2-speaking environment)
- ✓ Teaching L2 in Reception classes: basic guidelines, material
- ✓ The 'Language Awareness' approach
- ✓ School-parents' cooperation

Besides these courses, students may choose to participate in a seminar which treats related issues such as the one presented here.

4. The course ‘‘Teaching in multilingual and multicultural classes’’

4.1 Aims and theoretical background

The course (a seminar) presented in this paper took the form of series of student-led projects aiming at raising students’ intercultural awareness and preparing them for dealing with diversity. It was entitled ‘‘Teaching in multilingual and multicultural classes’’ and took place on two separate occasions in the fall and the spring semester of the academic year 2013-14. As all seminars, it was offered to students in the 3rd and 4th years of study with a maximum number of participants of 30.

Each seminar took place in 13 three-hour sessions. The first six weeks were dedicated to lectures given by the course instructor (the author of this paper) and group discussions, while the next seven were reserved for the students’ presentations of their work.

With regard to the *aims/learning outcomes* of the seminar, students should:

- ✓ acquaint themselves with the realities of teaching in multicultural classes
- ✓ reflect critically on issues arising in such circumstances
- ✓ learn to design activities aiming at promoting language and cultural diversity
- ✓ learn to collaborate with other professionals and work in teams.

The approach to classroom diversity adopted in this course was informed by two different theoretical frameworks. The first one was Jim Cummins’ *Framework for Academic Language Learning* (Cummins, 2003; Cummins, Brown & Sayers, 2007) according to which support for the development of bilingual pupils’ academic language in the mainstream classroom is provided by focusing on three areas, namely: (a) *focus on Language*, (b) *focus on Meaning* and (c) *focus on Use*. The framework also suggests that teachers need to ensure their pupils’ maximum *cognitive engagement* and maximum *identity engagement* through building the appropriate relationships within the learning community (Cummins, 2003; Cummins, Brown & Sayers, 2007).

The framework is explicitly intended to express a transformative orientation to pedagogy; therefore, a critical dimension is incorporated in all three of the focus areas. The Focus-on-Meaning component of the framework combines making input comprehensible with developing critical literacy. The Focus-on-Language component combines awareness of language forms and uses with critical analysis. The Focus-on-Use component is based on the notion that L2 instruction will remain abstract and classroom-bound unless students are given the opportunity to express their identities through the target language by using the language to communicate with an authentic audience that encourages two-way communication in oral and written modes (Kourtis-Kazoullis, Spantidakis & Chatzidaki, 2014). There was an attempt to incorporate some of these aspects in the activities designed for the seminar.

Another approach which was considered particularly helpful in multilingual classrooms was the Language Awareness approach. After a brief historical overview of the development of the approach from the *British Language Awareness* Movement to the Council of Europe’s initiatives (Boutoulousi, 2001, Candelier, 1998, Di Pietro, 1998; Moussouri, 1999), students were presented with the actual implementation of this approach in a French school in the Alsace (cf. Hélot & Young, 2006a, b; Young,

2011) and with similar projects carried out in Greece Language awareness projects in Greece. All in all, the view of the 'Language Awareness' approach adopted here incorporated implementing language-focused activities through which pupils develop (a) *positive attitudes towards* cultural and linguistic variability and language learning, and (b) *metacognitive and metalinguistic skills* which facilitate language learning (including the school language).

4.2 Implementation

Students worked in groups of four or five. First, they visited the selected school and asked permission from the school principal and the class teacher explaining their plans. If permission was granted, they attended courses for a couple of hours in order to familiarize themselves with the class. Then, some time before or after the project, they interviewed the class teacher in an attempt to gather information about the class and his/her attitudes towards bilingualism and intercultural education.

The next step involved designing an intervention (series of various activities) on the basis of the theoretical frameworks. Then, students implemented the intervention during school hours (in a two or three-period time slot) and, finally, administered short questionnaires to elicit children's degree of satisfaction with the activities.

During the fall semester all projects took place in one particular school with very few pupils (around 100) and a high percentage (60%) of students of a foreign background. The school is located in the Old City of Rethymno, where house rents are relatively low and, as a result, has attracted immigrant families. The high concentration of immigrant families in the area and immigrant students in the school has been accompanied by a withdrawal of indigenous students, something which has increased the foreigners' percentage even further. The result is that the school has fallen into disrepute due to its association with a large immigrant student population supposedly lagging behind mainstream pupils.

In the spring semester, however, students carried out their projects in various schools, with smaller or larger numbers of immigrant pupils, although none with the characteristics of the first school.

4.3 Examples of activities

All of the activities designed and carried out in the projects were interesting and inspired. Students worked with great enthusiasm and pupils responded to their work even more enthusiastically. In what follows, we shall present a few activities from the work of various groups, all of which took place just before Christmas in the first school-site of intervention.

4.3.1 Activities carried out in a fourth grade

These activities were implemented in a fourth grade consisting of a truly multicultural population; there were five pupils with parents of Greek origin, two children of Greek Roma background, three children with Bulgarian and four children with Albanian parents. Even though teachers kept assuring students that the children were in very good terms with one another and there were no racist incidents in the school, in the beginning of their interaction with the pupils, students noticed a certain degree of

intolerance; one of the children said: *‘I don’t like to hang out with the Albanian girls, because they keep talking Albanian and I don’t understand them’*. What was more worrisome, though, was a remark made by a Bulgarian boy namely that he doesn’t like to hang out with Bulgarians out of school because they are *‘bad people and thieves’*.

The students tried to create a warm, positive climate towards diversity through a variety of activities. First, they sang along with the children a ‘song’ of their own making, an experience the children seemed to enjoy:

All of us here/no matter where we came from/we are here/ for something magical;

To get to know (other) countries/ to get the smell of (other) languages/ to make our world a really great one!

Secondly, the students led the class into a discussion about Christmas customs in various countries, such as Albania and Bulgaria. After a while, they engaged pupils into a Language Awareness activity; on sheets of paper they drew the outline of the phrase ‘Merry Christmas’ in various languages; Greek, Albanian, Bulgarian, Brazilian Portuguese, Hindi, English, Swedish and French. Each student received one sheet of paper containing the phrase ‘Merry Christmas’ in a particular language plus the flag of the country where the language was spoken. Students were asked to guess the language, to locate the country on the world map and to paint the phrase outlined on their sheet.

In the second part of this activity, students invited pupils to try and pronounce these new phrases. The different scripts found in the Bulgarian and Hindi phrases proved to be particularly challenging, as was to be expected, but children enjoyed the whole experience. In addition to that, students introduced pupils to the uses of ‘Google translate’; children started looking up various words in different languages and engaged in individual and collective pronunciation exercises. The long list of languages at ‘Google translate’ seemed to impress the young language learners, who expressed the wish to learn other, ‘exotic’ languages such as Chinese and Swahili.

The activities’ aims were:

- ✓ to bring all pupils into contact with different language sounds and scripts
- ✓ to familiarize them with different languages through art and other playful activities
- ✓ to help pupils realize that various languages can convey the same message in different ways, so they are all equal despite their differences
- ✓ to help pupils with a different L1 than Greek take pride in their own languages and culture

4.3.2 Activities carried out in a fifth grade

The class originally had seventeen pupils, however only nine were attending at a regular basis. Most of the children were of immigrant origin; three came from Bulgaria, two from Albania, one was from Romania. Two of the children were of Greek origin and one of the children was a Greek Roma.

After a brief introductory game to help break the ice, students showed the children a three-minute video (*‘Racism, say it in pictures’*) which they found in the Internet. The short film with clay animation or ‘claymation’ (a form of stop motion

animation) was produced by Greek high school students and portrayed in text and picture the various forms of racism (discrimination towards people of other races, colour, sex, handicapped people, etc). After watching the video, students engaged pupils into a discussion about what racism means in an attempt to *focus on meaning*, to bring to the surface their own beliefs and prejudices or even to reveal their own feelings of alienation and rejection.

In the remainder of the hour, pupils were involved in a series of Language Awareness activities, such as the ‘language garden’, where pupils painted the petals of paper flowers in different colours to represent the languages they can only speak, they can both speak and read/write, the languages they would like to learn, etc.

Picture no.1. Part of the class’s ‘language garden’



Picture no. 2. The cardboard game ‘A Trip to the World’



Finally, the students presented children with a cardboard game which invited them to take ‘A Trip to the World’. Pupils divided in groups had to move on a series of ‘footsteps’ to reach their destination answering questions about countries, languages and cultures along the way. The word ‘Congratulations!’ was written in various languages at the finishing line, while all players received commemorative medals in Greek and other languages.

4.3.3 Activities carried out in a sixth grade

The class consisted of twelve pupils, more than half of whom were of immigrant origin (Albania, Bulgaria, Romania) and two came from mixed marriages (a German mother, an Italian father).

Activities in this class focused on the production of a calendar in which each month was dedicated to a country: Greece, Italy, Bulgaria, France, Albania, Germany, Romania, Brazil, China, Turkey, United Kingdom, and Egypt.

Picture no.3. The multilingual calendar



The cover leaf contained a pretty picture with wishes in the various languages of the calendar written around the main image in different fonts and sizes.

Step 1: Children were given one calendar each and tried to recognize the languages in which the wishes on the cover leaf were written. They also used a world map and cards on which the specific wishes were written. Once the language of the wish was found, the pupil put the card on the map on top of the corresponding country. Several bilingual children were eager to read the wish in their own language displaying in this way their knowledge and talents.

Picture no. 4. The world map with the 'wish cards' on top of the corresponding countries



Step 2: Children worked on the calendar itself. Each page contained some information both in Greek and in the corresponding language (Italian, Turkish, Romanian, etc.): days of the week, the name of the country. However, the name of the month was written only in Greek. The map of the country was decorated was miniatures depicting monuments, folk costumes, local products, etc. (see Picture no.5)

Picture no. 5. A page from the multilingual calendar: February/Italy



Each pupil was given an envelope containing twelve stickers with the countries' flags and eleven cards with the names of the months in the respective languages (January was in Greek). Pupils were asked to complete the calendar's pages using as clues all visual and verbal resources they could muster.

Picture no. 6. Pupils working on their calendars



After a while, since each pupil was 'assigned' a certain month/ country, the particular child would:

- ✓ find the flag and the name of the month from the content of the envelope
- ✓ show them to his/her fellow students so that they all fill in the page correctly and
- ✓ try to read the names of the days of the week in the other language (classmates often helped).

The whole exercise proved to be an immense source of amusement and excitement for the pupils, especially the bilingual ones, who were eager to offer information about their countries and languages (even though they were not assigned their own countries in the calendar on purpose) as the following example shows:

Pupil A: *Would you like me to tell you about traditional Bulgarian costumes?
I also know a lot of words I can tell you...*

The whole activity had an immense wealth of metacognitive and metalinguistic awareness brought to the surface. Discussing the names of the days of the week in various languages led pupils:

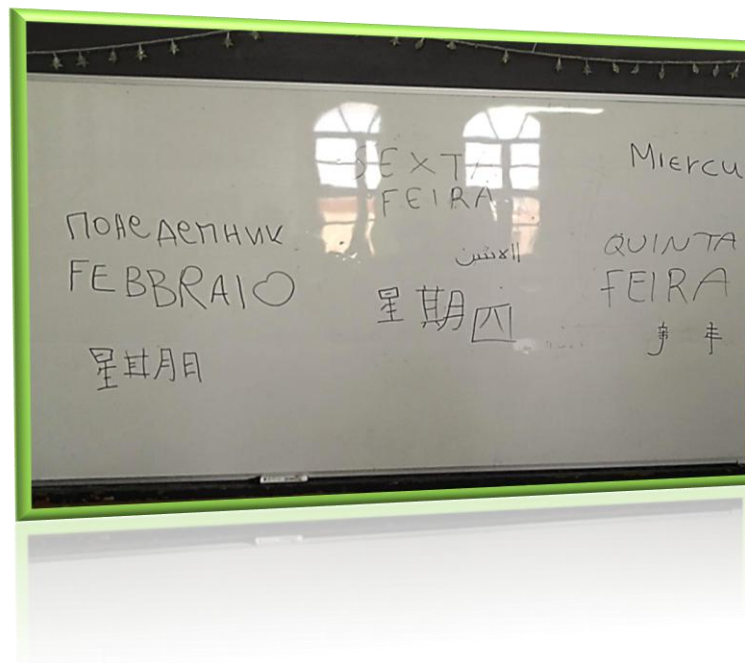
- ✓ to observe differences and similarities between languages on various levels
 - ✓ to wonder about the potentially common origin of words and languages
 - ✓ to experience curiosity as to the way these languages are written
- as is evidenced in the following comments made by the pupils at various stages of the activity:

- Pupil B: *The word for 'Saturday' is practically the same in all these languages!*
- Pupil D: *Italian and Romanian are very much alike!*
- Pupil E: *Is it possible that 'Sunday' in Turkish is called 'Pazar', because it's the market day (bazaar)?*
- Pupil F: *Wow! It must be really difficult for Chinese, Egyptian and Bulgarian children to learn to write! Can we please try to write something on the board in these languages?*

The aims of this series of activities were:

- ✓ To bring children into contact with different scripts and languages
- ✓ To familiarize children with different language sounds
- ✓ To help develop metalinguistic and metacognitive skills through comparison of languages and enquiry
- ✓ To allow children whose languages and cultures are absent from the class to take pride in their heritage by talking about them.

Picture no.7: Children's attempts at writing in different scripts and languages



Another activity which took place in the same class and is worth mentioning was called 'The Voyage of Words'. It focused on loanwords the Greek language borrowed from other languages. This time, the artifact used was a paper 'ship' on a cardboard background which was hung on the class board. The vessel contained seven 'holes' with the names of seven countries¹ in them (Germany, England, France, Turkey, Albania, Italy, Egypt). Under the ship there were twenty-five sticker cards with loanwords such as *gol* [Engl. *goal*] ('goal' as in football), *katsiki* [Alb. *kats*]

¹ Actually, there should be languages instead of countries.

‘goat’, *mayo* [Fr. *maillot*] ‘bathing suit’ etc. First, the students explained the meaning of the word ‘loanwords’ and read the words out. Then, pupils took turns and tried to locate the origin of a word on a card with their classmates’ help. Once they found the country the word presumably came from in Greece, they would put the card in the right ‘hole’.

Picture no.8: The ‘Voyage of Words’ ship



The whole enterprise led pupils and students to an interesting discussion about the origin of words. The activity aimed at helping children:

- ✓ develop metalinguistic and metacognitive skills through comparison of languages and enquiry
- ✓ understand that language contact is a natural phenomenon as well as contact between civilizations
- ✓ question false beliefs about some languages being “pure” and/or “better” than others.

5. Discussion of results

As a general outcome, one can say that all groups designed and produced interesting activities to varying degrees, to which pupils responded enthusiastically. It was heartwarming to see that most bilingual/bicultural children -with few exceptions- showed eagerness to participate and to reveal information about their “Other” identity/language/culture contrary to what sometimes is reported by teachers.

According to the students' comments, this seminar proved to be a rewarding and particularly enriching experience. In our view, this was mainly because they appreciated having been given the chance to put theory into practice, to discover teachers' views and practices for themselves, and to transform the class reality even for a while; they were particularly pleased to see that pupils whom teachers had described as 'uncooperative' and 'withdrawn' took part in the activities gladly, and that the sometimes 'invisible' bilingualism of the class became not only visible but an object of admiration in some cases (for instance, when multilingual pupils did better at some tasks or simply revealed how many languages they could speak and write in).

Obviously, there were benefits for the class teachers as well. They had the chance to witness novel and inspiring approaches to dealing with pupils' diversity and, what is more important, to see their linguistically and culturally 'different' students in a new light. However, it is worth noticing that in most cases, teachers preferred not to be present during the students' "lesson". Although the teachers' practices and views were not the focus of this study, students reported that, based on their short interviews, the teachers' approaches to diversity in their class varied from acknowledging and promoting children's plural identities to displaying indifference towards diversity disguised as equal treatment (*"there are no problems between the children, we all follow the same rules"*).

As far as the course teacher was concerned, there were valuable lessons to be drawn as well. First of all, the results confirmed that such courses which place emphasis on hands-on experience accompanied with reflective discussion during the project presentation are tremendously beneficial for the students. On the other hand, based on the attempts made by some students to apply Cummins' framework, one might say that endeavours inscribed within this framework are better suited for projects lasting for a longer period of time and are not easily applicable as short activities. The experience is scheduled to be repeated in the following academic year taking into consideration the above-mentioned findings.

Bibliography

- Androussou, A. (2005) “*Pos se lene?*”. *Diergasies mias epimorfotikis paremvasis sti mionotiki ekpedefsi* [‘What is your name?’ Aspects of a teacher training intervention regarding the Muslim minority education in Greece]. Athens: Gutenberg.
- Argyris, C. & D. Schon (1988/89) Participatory Action Research and Action Science Compared. *American Behavioral Scientist*, 32:5, 612-623.
- Beacco, J.-C. & M. Byram (2007) *Guide for the development of language education policies in Europe*. Council of Europe, Language Policy Division, Strasbourg. Available at http://www.coe.int/T/DG4/Linguistic/Guide_niveau3_EN.asp. Accessed March 10, 2014.
- Boutoulousi, E. (2001) Glosiki epignosi [Language Awareness]. Encyclopaedic Language Guide. Centre for the Greek Language. Available at: http://www.greek-language.gr/greekLang/studies/guide/thema_e4/index.html
- Carr, W. & S. Kemmis (1986) *Becoming Critical: Education, Knowledge and Action Research*. London: Falmer Press.
- Candelier, M. (1998) L’ éveil aux langues à l’ école primaire, le programme européen Evlang. In: J. Billiez (ed.) *De la didactique des langues à la didactique au plurilinguisme.- Hommage à Louise Dabène*. Grenoble: CDL- Lidilem, 299-308.
- Chatzidaki, A. (2007) I simetochi metanaston goneon stin ekpedefsi ton pedion tous: oi andilipsis ton daskalon ke i praktikes ton goneon. In: K. Dinas & Chatzipanayiotidi, A. (eds.) *Proceedings of the International Conference ‘The Greek Language as a Second/Foreign Language. Research, Teaching and Learning’*. Thessaloniki: University Studio Press, 732-745.
- Chatzidaki, A. (2014) Aksiopiondas tin poliglosia ke tin polipolitismikotita tou sholiou mesa apo tin prosegisi tis ‘glosikis epignosis’ (Language Awareness/Eveil aux langues). [Making the best of classroom multilingualism and multiculturalism through the Language Awareness Approach]. In: M.Tzakosta (ed.) *Glosiki ekmathisi ke didaskalia se polipolitismika perivalonda: ensomatosi tis glosikis apoklisis ke tis glosikis pikilias stin taksi*. Athens: Gutenberg.
- Chatzidaki, A. & C. Maligkoudi (2013) Family language policies among Albanian immigrants in Greece. *International Journal of Bilingual Education and Bilingualism*. 16:6, 675-68.
- Creese, A. & P. Martin (2006) Interaction in complementary school contexts: developing identities of choice- an introduction. *Language and Education* 20:1, 1-4.
- Cummins, J. (2003) *Taftotites ipo diapragnatefsi*. [Negotiating identities]. (transl. by S. Argyri, ed. by E.Skourtou). Athens: Gutenberg (2nd edition improved).
- Cummins, J., Brown, K. & D. Sayers (2007) *Literacy, Technology, and Diversity: Teaching for Success in Changing Times*. New York: Pearson, Allyn and Bacon.
- Di Pietro, J.-F. (1998) Demain, enseigner l’ éveil aux langues à l’ école? In: J. Billiez (ed.) *De la didactique des langues à la didactique au plurilinguisme.- Hommage à Louise Dabène*. Grenoble: CDL- Lidilem, 323-334.

- Extra, G. (2007) From minority programmes to multilingual education. In: P. Auer & Li Wei (eds.) *Handbook of Multilingualism and Multilingual Communication*. Berlin/New York: Mouton de Gruyter, 175-205.
- Extra, G. & D. Gorter (2001) Comparative perspectives on regional and immigrant minority languages in multicultural Europe. Preface In: G. Extra & Gorter, D. (eds.) *The other languages of Europe*. Clevedon: Multilingual Matters, 1-41.
- Frangoudaki, A. & T. Dragonas (1997) 'Ti ein' i patrida mas?' Ethnokentrismos stin ekpedefsi ['What is our country?' Ethnocentrism in education]. Athens: Alexandria.
- Gkaintartzi, A. & R. Tsokalidou (2011) "She is a very good child but she doesn't speak": The invisibility of children's bilingualism and teacher ideology. *Journal of Pragmatics*, 43:2, 588-601.
- Hawkins, M.R. (2004) Introduction. In M.R. Hawkins (ed.) *Language Learning and Teacher Education. A Sociocultural Approach*. Clevedon: Multilingual Matters, 3-9.
- Hélot, C. & A. Young (2006a) Bilingualism and language education in French primary schools: why and how migrant languages should be valued. In: A. Hancock, Hermeling, S., Landon, J. & Young, A. (eds.) *Building on Language Diversity with Young Children*. Berlin/ Wien/ Zürich: LIT Verlag, 255-279.
- Hélot, C. & A. Young (2006b) Imagining multilingual education in France. A language and cultural awareness project at primary school. In: O. Garcia, Skutnabb-Kangas, T. & Torres-Guzman, M. (eds.) *Imagining Multilingual Schools. Languages in Education and Globalization*, 69-90. Clevedon: Multilingual Matters, 69-90.
- Kassimi, C. (2005) Alodapi mathites, glosikes diskolies ke kataktisi tis elinikis glosas sto scholio: antilipsis ke anaparastasis ton daskalon. [Foreign pupils, language difficulties and the acquisition of Greek at school: teachers' beliefs and representations]. *Epistimes Agoyis*, 2005 special issue, 13-24.
- Kiliari, A. (2005) *Poliglosia ke glosiki ekpedefsi. Mia kinonioglosologiki prosegisi*. [Multilingualism and language education. A sociolinguistic approach]. Thessaloniki: Vantias.
- Kontoyanni, D. 2009. Opsi tis eterotitas: diachirisi tou ethnopolitismikou "alou". I periptosi tou Iou dimotikou scholiou Rethymnou. (Aspects of diversity; dealing with the ethnocultural 'Other', the case of the 1st Primary school of Rethymno). In: N. Palaiologou (Ed.). *Intercultural Education: Paideia, Polity, Demoi*. Cd-rom (Proceedings of the International Conference co-organized by the International Association for Intercultural Education (IAIE) and the Hellenic Migration Policy Institute (IMEPO), under the aegis of Unesco). ISBN: 978-960-98897-0-4.
- Kourtis-Kazoullis, V., Spantidakis, G., & A. Chatzidaki (2014) An electronic learning environment for Greek-language intercultural education in the Diaspora. In: Proceedings of INTED2014: 8th International Technology, Education and Development Conference, 10-12 March 2014, Valencia, Spain. <http://iated.org/iceri2013>.
- Maligkoudi, C. (2009) Tmimata didaskalias tis Albanikis stin Ellada. Prospathia mias protis katagrafis [Preliminary findings on Albanian mother-tongue courses in Greece]. *Epistimes Agoyis* 1, 91-106.
- Maligkoudi, C. (2010) I glosiki ekpedefsi ton Albanon mathiton. Ekpedeftikos politikes ke ikogeniakes stratigikes. [The language education of Albanian pupils.

- Educational policies and family strategies]. Unpublished Ph.D diss., University of Crete.
- Mitakidou, S. & E. Daniilidou (2007) Didaskalia ke mathisi tis elinikis os defteris glossas: apopsis ekepedeftikon. [The teaching and learning of Greek as a second language; teachers' views]. In: K. Dinas & Chatzipanayiotidi, A. (eds.) *Proceedings of the International Conference The Greek Language as a Second/Foreign Language. Research, Teaching and Learning*. Thessaloniki: University Studio Press, 553-565.
- Moussouri, E. (1999). Glossiki afipnisi (eveil aux langues): mia nea prosegisi ya tin proimi ekmathisi ksenon glosson se pedia tou dimotikou scholiou. [Language awareness: a new approach for early foreign language learning among primary school children]. In: *Proceedings of the 19th Annual Meeting of the Department of Linguistics* (Faculty of Philosophy, Aristotle University of Thessaloniki, 23-25 April 1998) Thessaloniki, 213-227.
- Sakka, D. (2010) Greek teachers' cross cultural awareness and their views on classroom cultural diversity. *Hellenic Journal of Psychology*, 7, 98-123.
- Truchot, C. (2001) Politiques linguistiques en Europe: la contribution du Conseil de l'Europe. [Γλωσσικές Πολιτικές στην Ευρώπη. Η Συμβολή του Συμβουλίου της Ευρώπης, μτφρ. στα ελληνικά Μ. Αραποπούλου, σσ.39-44]. In: *Langue, Langues en Europe*. Athènes: Ministère de l' Education Nationale et des Cultes/Centre de la Langue Grecque, 83-87.
- Tsokalidou, R. (2005) Raising 'bilingual awareness' in Greek primary schools. *International Journal of Bilingual Education and Bilingualism*, 8:1, 48-61.
- Young, A. S. (2011) Talking language: Supporting emergent bilinguals through plurilingual education. In: G. Androurakis, Mitakidou, S. & Tsokalidou, P. *Proceedings of the 1st International conference "Crossroads of Languages and Civilizations: Learning outside school"*. Thessaloniki, 132-150.
- Young, A.S. (2014) 'Unpacking teachers' language ideologies: attitudes, beliefs, and practiced language policies in schools in Alsace, France'. *Language Awareness*, 23 (1-2): 157-171. Accessed March 18, 2014. DOI: 10.1080/09658416.2013.8639029.