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Teaching Practices, Materials, and Classroom Climate in L2 Classes Offered to Adult Refugees and Migrants in Greece

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Teaching Practices, Materials, and Classroom Climate in L2 Classes Offered to Adult Refugees and Migrants in Greece

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Abstract: The present study aimed at investigating the teaching practices and materials, the challenges, as well as the classroom climate in Greek classes offered to adult refugees and migrants in three different regions in Greece. The data were collected through semi-structured interviews with the students and their teachers and classroom observations, which were analyzed through the content analysis method, in the context of the Postgraduate Programme "Language Education for Refugees and Migrants" at the Hellenic Open University, particularly the module "LRM50: Applied Linguistics and Second Language Acquisition." The results of the study revealed learners' diversity, teachers' use of various teaching materials, and practices focusing mostly on the Presentation-Practice-Production (PPP) method and the communicative approach. In addition, it was shown that teachers mainly emphasized speaking skills in a friendly classroom atmosphere, which was in accordance with the learners' goals. The educational implications that resulted from this study are further discussed and the need for further research to verify these findings is pointed out.

Keywords: Language Education for Refugees and Migrants, Greek as a Second Language, Teaching Practices, Classroom Climate

Introduction

During the last few years, hundreds of thousands of displaced people coming mainly from Asia and Africa, who have left home because of economic crisis, war, and human rights violations, have been arriving in Greece. Since the Western Balkan route was sealed in 2016, approximately 60,000 refugees have stayed in Greece by the end of 2017, hosted mainly in camps (Ministry for Migration Policy 2017). In this context, new language learners have emerged seeking instruction in a foreign or second language (L2), who differ not only in age, gender, sociocultural background, but also in first language, language aptitude, motivation, intelligence, educational achievement, prior and current exposure to the target language(s) (Beacco, Krumm, and Little 2017; Long 2015). According to Cook (2009), adults have mainly integrative and instrumental incentives in terms of language learning, as their priorities may range from communicating with the local people using the target language to taking part in language exams to acquire a certificate, getting the citizenship of the host country and finding a job to make ends meet. Moreover, "willingness to communicate" (WTC) is another important factor that can affect participants to initiate communication in the L2 (Ortega 2009). More often than not, this population has had limited or disrupted access to education because of the difficulties they have experienced before resettlement, affecting their ability to learn a new language (Dryden-Peterson 2015), and highlighting, thus, the need for specially designed language programs to cater for their needs (Bigelow and Schwarz 2010; Marrapodi 2013).

In this way, teachers' work in the new educational settings characterized by student's diversity becomes even more demanding, forcing them to seek further specialization in working with immigrants and refugees and adopt learner needs analysis, taking into account learners'

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individual differences and goals (Long 2015). Namely, the teacher's role in language learning is of the utmost importance as there is an immediate need to connect the social character of the language learning with the critical teaching and learning in classroom and implement the proper learning strategies (Brookfield 1995). Thus, teachers need to reconsider their roles during the educational procedure and adopt a student-centered role in order to promote effective learning and students' autonomy. Mezirow, as cited by Fenwick (2001), defined four basic roles that educators need to adopt in the classroom: a) a teacher needs to be a facilitator to recall value and analyze learner's past experiences, b) an instigator to engage learners experientially, c) a coach to reflect, analyze, and correct learners' choices, and d) an assessor to judge and provide feedback to learner's practices.

At the same time, the relationship between the teacher and the learner plays a significant role in the learner's motivation and language learning. In other words, learning opportunities and a positive learning environment can be encouraging factors that facilitate L2 learning (Lightbrown and Spada 2013). Moreover, Schmidt as cited by Ortega (2009) held that positive attitudes and an optimal environment can lead learners to the active processing of language elements, which, in turn, contributes to language learning. The teacher's behavior and characteristics not only affect the learning environment but also contribute to the relationships among the learners. Thus, promoting an inclusive and safe environment enables learners to enrich knowledge and collaborate with each other.

Allowing for the influx of refugees and migrants in Greece over the last few years and the increased demand for language education, various language education programmes addressed to this population have been implemented by Ministries, universities, local communities and Non-Governmental Organisations (NGOs), which, despite their deficiencies, have contributed to refugee and migrant integration in the Greek society. In fact, the implementation of the official Greek plan for providing language education to refugee children started in January 2016; since then, the Ministry of Education has been implementing afternoon preparatory classes for all refugee children aged from six to fifteen in many Greek public schools (Ministry of Education Research and Religious Affairs 2017). Simultaneously, Reception Classes (RC) for refugee children were established in the morning program of primary schools and junior high schools as well as at intercultural schools, which were attended by 2,643 school children until April 2017, despite the difficulties in their operation (Ministry of Education Research and Religious Affairs 2017). In this context, teacher training, concern for migrant and refugee education, as well as the settlement of this vulnerable population on islands are some of the challenges that must be resolved.

In the light of the above-mentioned educational reality and the special educational needs that have emerged, the research interest in Greece has been turned to language education provided to this vulnerable population (e.g., Androulakis et al. 2017; Brinia and Tsaprazi 2015; Kantzou et al. 2017; Magos and Politi 2008; Pathiaki and Simopoulos 2014; Siskou 2010). In particular, Androulakis et al. (2017) through two national projects (MATHEME, ELMEGO) implemented teaching Greek as a L2 to adult refugees. The focus of these projects was their empowerment through the learning process, while they were helped to integrate into Greek society while simultaneously keeping their identities and sharing their experiences. Moreover, Kantzou et al. (2017) investigated non-formal educational settings where free language courses were offered to adolescent and adult immigrants and refugees. The results of the study indicated that teachers, though highly educated, adopted a rather traditional approach to language teaching using various teaching materials and did their best to create a friendly atmosphere despite the lack of guidance on developing syllabi, educational materials, and teaching methods, which were in accordance with the findings of Pathiaki and Simopoulos's (2014) research. Brinia and Tsaprazi (2015) explored the teaching practices applied to adult immigrant language teaching and concluded that the teachers tended to use a structural approach, mainly emphasizing lecturing and transmitting grammatical knowledge. Furthermore, Siskou's study (2010) focused on exploring and defining

the communication needs of adult learners of Greek as a L2 and revealed, among others, that mostly young and middle-aged women of secondary education are interested in learning Greek as a L2, mainly for practical and communicative reasons, such as finding a job or communicating with Greek people. Magos and Politi (2008), when investigating the contribution of the role-play technique to adult migrants' vocabulary enhancement and communicative skills, showed that students systematized the acquired knowledge through the role-play technique, practiced social skills, and enjoyed themselves emphasizing, particularly, the contribution of the prevalent friendly classroom climate to the L2 learning process.

In this context, the present study aims at investigating the teaching practices and materials, the challenges, as well as the classroom climate in Greek language teaching offered to adult refugees and migrants in three different places in Greece, as there is little evidence shedding light on what is going on in these educational settings, especially after the refugee crisis in Greece in 2015. In particular, the following research questions have been formulated:

- What are the teachers' and students' profiles and goals?
- What teaching practices and materials are used?
- What is the classroom climate in these educational settings?

Method

Educational Settings

It should be mentioned that the present study, which took place during spring 2017, was conducted in the framework of the postgraduate program Language Education for Refugees and Migrants of the Hellenic Open University, particularly, the module Applied Linguistics and Second Language Acquisition.

The study was conducted in three different places in Greece that offered non-formal language courses to refugees and migrants: a NGO in Athens offering after school lessons to refugees since 2011; a voluntary organization in Thessaloniki offering language courses to refugees and migrants since 1997; and a NGO in Patras, which was founded in 2004, aiming to provide language courses to vulnerable populations, such as refugees, immigrants, excluded youngsters, and unemployed people. All these non-formal educational settings were well equipped with whiteboards, computer facilities, and internet access.

Research Tools

The research tools used to collect the data were qualitative. To be more precise, classroom observations were conducted in the three educational settings, which would enable researchers to probe into classroom events as they were actually taking place (Cohen, Manion, and Morrison 2007). At the same time, interviews were conducted with both teachers and students aiming to delineate their profiles, emphasize interviewees' different voices, and investigate teachers' perceived instructional choices. Moreover, in this study, there was a combination of information sources coming both from the interview and classroom observation processes to triangulate the research findings (Cohen et al. 2007; Patton 1990). However, it should be mentioned that the same research tools could not be used to collect all the data, as, for example, a different observation sheet was designed and used in each educational setting, which could be considered one of the limitations of this study; it should be mentioned, though, that the different versions of the research tools were designed based on predetermined aims (see Appendix A and B). Last but not least, it should be mentioned that, though a written consent form was not obtained by the participants in the study, a verbal consent was sought on their part, indicating that they were eager and willing to participate in this study.

Classroom Observation

The observation process took place in the three different educational settings where language courses were offered to refugees and migrants, through the use of specially designed observation sheets to help the researchers' make note of teachers' instructional practices. It was a participant observation, which has "the advantage of allowing direct, in-depth, contextualized study of what participants actually do, of the activities of interest in their natural environment" (Long 2015, 157). The duration of observations varied, as there was a difference in the duration of the lessons devoted to each educational setting, though the goal was to observe the language lessons of each educational setting at least twice or three times (four-to-four hours approximately). The researchers remained silent throughout the observation process, while interactions and events were recorded through a mobile phone, as they took place in actual classrooms for further analysis (McDonough and McDonough 1997).

Interviews

The aim of the interviews was to collect data concerning the teacher and student profile, the teaching practices and materials as well as the classroom climate. Face-to-face, semi-structured interviews with the participants were conducted to find answers to the specific research questions, which were recorded by a mobile phone. Teachers' interviews were conducted and recorded in all three institutions. However, it should be mentioned that the student interviews were not permitted to be recorded due to ethical issues; in this case, detailed field-notes were taken instead. In particular, the teacher interview guide included from twelve-to-seventeen open-ended questions (see Appendix A), while the questions involved in the student interview guide ranged from eleven to sixteen (see Appendix B), which were given to the interviewees beforehand so they could feel more confident and prepared for the interviews. The interviews were conducted separately either in Greek or English according to each interviewee's language level and lasted from five-to-twenty minutes, so that the interviewees could feel comfortable to elaborate on their answers. The participants were encouraged to discuss their personal and educational background, their views on learning/teaching Greek as a L2 respectively, the particular course, the challenges, their learning/teaching needs, as well as the classroom climate. Then, the interviews were transcribed aiming at providing answers to the specific research questions.

Data Analysis

The data were analyzed through the content analysis method, which involved studying the data to identify critical information and group it into categories based on literature and the aims of the present study (McDonough and McDonough 1997; Schreier 2014). More specifically, as soon as the interviews were transcribed, the researchers studied the interview data several times, separating sentences and labeling important information until a list of the most important themes emerged according to the aims of the study. Bringing all the individual quotes for each theme together, the researchers examined the themes and subthemes emerged as well as their possible association with each other. The researchers applied the same procedure to the data coming from the classroom observations with the aim of triangulating the most salient information.

Results

Students' Profiles and Goals

The sample of the study, which was characterized by diversity in age, origin, native language, and educational level, consisted of refugee and migrant adult students aged between twenty and fifty years old. There were fourteen students in total, originating mainly from Syria, Georgia, Congo, Iran, Bulgaria, Bangladesh, Egypt, and Canada, who learned Greek as a L2 (their language level ranged from A2 to B1) according to the levels set by the Common European Framework of References (CEFR) (Council of Europe 2001). In addition to some Greek, they were mainly speaking their own native language, while half of them could also speak some basic English. Nine out of the fourteen students have been having Greek lessons for a couple of years. However, five out of the fourteen students were beginners, as they have been studying Greek only for a couple of months. Moreover, eight out of the fourteen students had completed secondary education in their native countries, while only a few had moved on to tertiary education. In most cases, they were settled down in Greece and employed in the private sector, mainly as shop assistants, or were still seeking employment.

Regarding the reasons why they attended the specific language courses, twelve out of the fourteen students answered that they desired to learn Greek, emphasizing oral skills, as every day communication was targeted; their major goal was to be able to be engaged in social life and get more working opportunities.

> It's…it's very important for me to learn the Greek language if I'm going to do business in Greece.…I want to be included in things…it's that I am a foreigner…that I am not included in things.

Moreover, a couple of students aimed at getting a Greek language certificate or even the Greek citizenship in the near future. According to a student from Egypt:

> I want to pass the exams and get the Greek citizenship.

Teachers' Profiles and Goals

In all educational settings, the three teachers were young, aged between twenty-four and thirty-eight years old, and well qualified, holding both a BA either in Greek Literature or Translation Studies and a MA degree in Political History or Intercultural Education. In addition, they have had at least two years of experience in teaching Greek to migrants and refugees from different cultural backgrounds, while the teacher working at the NGO in Patra has been teaching Greek to students of different cultural backgrounds, such as Europeans, Arabians, Africans, and Indians, for seven years.

> I have been teaching people from both European and eastern countries for the past six, seven years but not consecutively.…I have taught people from Africa…and India…and people coming from Arabia.

In terms of the reasons why they were involved in language teaching to migrants and refugees, all of them mentioned that they believed in the value of volunteering as a means of supporting this vulnerable group, who usually went through stress, traumatic experiences, and had negative memories during their displacement and resettlement in another country, as most of them came from various warring countries, such as Syria, Afghanistan, Iraq, Pakistan, and Iran (Cohn and Fredrickson 2009). For example, the teacher at the voluntary organization in Thessaloniki replied:

> I would say that I'm here because I truly believe in the value of volunteering.…I think that unfortunately this is a socially vulnerable group and our role is to be by their side and fight for their rights that are usually violated.

When they were asked about their teaching goals, they all answered that their aim was to help them survive, use the Greek language to communicate in daily life or find a job. One teacher mentioned:

> Refugees and people coming from other countries, in general, wish to learn the Greek language for practical reasons; to use it in their daily life or find a job or simply survive. This part of their survival was the one which triggered me to help them learn a language in order to survive in the country they came in.

Concurrently, they underlined that the language lessons must be adapted to students' individual needs often resorting, thus, to the differentiated instruction according to the learners' distinct language level and needs.

> We looked into the classroom's needs, the students' needs…Even if we had a plan on our mind, we might disrupt it, in case students had other needs at that time.

Teachers' Challenges and Difficulties

According to the teachers' words, the main challenge faced was students' difference in language level. Namely, they highlighted the difficulty they encountered when they had to teach both to beginner language learners and those with a relatively good language level who coexisted in the same classroom. In this way, they were sometimes made to use English, although they avoided using an intermediate language to help students understand. According to a teacher:

> We tried to approach the specific group not using so much the English language as a medium, although it sometimes helped; overall, we try to use the target language, Greek. Since they want to learn Greek, we try to use this language.

Another teacher also mentioned that:

> The main teaching difficulty was this diversity in learners' knowledge of their mother tongues, so it was difficult to find a common language to communicate in a multicultural class.

At the same time, it was observed that translanguaging practices, which consist of several linguistic and cultural components (García 2009; Tsokalidou 2018), were often used by students in the attempt to express themselves or ask questions. This happened a lot during role plays in the classroom. Another challenge that teachers were faced with was students' time constraints. In other words, as most of the students were employed adults, they had limited time to dedicate to studying, as was stated by the teacher in the case of the NGO in Patra.

> Another problem is that my student is an employed adult whose free time is limited.

Teaching Methods

Based on the teachers' words, the communicative approach and collaborative learning were mostly used in these educational settings allowing for students' individual needs, while grammar and vocabulary were taught through activities that comply with the task-based method. According to a teacher:

> We used collaborative learning very much, communicative language teaching and so on, depending on students' individual needs.

Allowing for another teacher's words:

> I have equally divided my priorities between oral and writing skills but when I teach adults I insist on oral skills; I do not give much writing homework.

Another teacher mentioned:

> We talk with our students very much…of course, we check some things through writing but not as much as through speaking, as it is the skill they are highly interested in.

However, it was observed that a combination of aspects of the various teaching methods, such as Audio-lingualism, Grammar-translation, Presentation-Practice-Production, and Task-based methods were applied. At the same time, it was observed that in most cases the emphasis was put on speaking and reading rather than writing and listening.

Teaching Materials

As far as teaching materials are concerned, textbooks, such as *Ellinika A* [Modern Greek A] (Simopoulos et al. 2010), *Taxidi stin Ellada 2* [Travel in Greece 2] (Gkareli et al. 2013), and *Epikoinoniste Ellinika 1* [Communicate in Greek] (Arvanitakis and Arvanitaki 2010), were used at these educational settings. These teaching materials were especially designed for L2 learners and were mainly A1/A2 and B1 level according to the levels set by CEFR (Council of Europe 2001). According to a teacher:

> Until now we have been working with the book *Ellinika A* but the main goal is to take advantage of some extra resources as educational tools in the next two months.

It is worth mentioning that in most cases, in addition to these textbooks, extra teaching materials, games, and the role-playing technique were used to help students practice and consolidate their knowledge. Simultaneously, it was observed that an extensive use of PowerPoint presentations was made, including specific vocabulary pertinent to a predetermined topic and aiming at combining language with sounds and pictures to help students visualize and, thus, retain vocabulary and knowledge more easily.

> We draw on the language itself very much, then the sounds that accompany the language, then we combined them with pictures to help learners retain vocabulary.

Feedback Provision

Regarding feedback, it seemed that most of the teachers' goal was not to correct students' errors but enhance their motivation, though some instances of corrective feedback were noticed. Most of them avoided overcorrecting their students, while positive remarks were provided, as their main aim was to encourage them to use the language taught. According to a teacher:

> My aim is to encourage my student, so I will always praise his effort before correcting his mistakes.

Another one replied:

> I try to correct them at the end of their talks because I don't like to interrupt them when they are talking. This is very important for me…and when I correct them, I try to encourage them, to tell them positive things, so that they don't get disappointed from the lesson.

However, in one case it was observed that explicit correction was made when the students were making persistent mistakes pertinent to the grammatical phenomena taught. In fact, the provision of feedback was instant and aimed at clarification and revision. Moreover, another teacher stated that she provided students with overall written feedback regarding their progress at the end of the program, which was also handed in to the people in charge of the program. She mentioned that:

> Moreover, there is assessment, mainly at the end of the courses, by us, as we fill in some references, which are also checked by the people responsible for the organization.

Classroom Climate

It was observed that in all three educational settings the lessons were conducted in a cozy and friendly atmosphere based on cooperation and mutual respect, which was in agreement with the teachers' and students' words as well. In fact, the teachers were very polite and helpful trying to teach not only the language but also Greek culture, while the students were very focused and cooperative without hesitating to ask questions about things they did not understand. At the same time, the students had an intimate relationship with their classmates. A teacher stated:

> All our students were very closely connected with one another and with us [teachers], as they did not have any fear to express their questions, the needs they had if they wanted to learn something other than what we taught them during the specific time…it's a relationship of mutual trust.

Another one mentioned:

> I think we have a balanced relationship…there is a relationship between adults who will discuss and connect with each other, there is mutual respect…there is a cooperation rather than a teaching procedure.

These findings were verified by the students as well. For example, one student replied:

> They [the teachers] are very kind, they help us very much. We have a great relationship.

According to another student:

> The relationship between me and the teacher is professional, cordial…special because she'll stop the lesson and we will talk about culture, we'll talk about life and all of these things.

Discussion

The aim of this study was to explore the teaching procedures and materials as well as the classroom climate in Greek classes offered to adult refugees and migrants in three different regions in Greece, as there is lack of relevant research, especially after the refugee crisis in Greece in 2015. To begin with, the results of the study indicated that teachers' greatest challenge was learners' diversity, as they differed in their origin, age, language proficiency and prior educational background, which concurred with relevant literature (Beacco et al. 2017; Long

2015). It should be highlighted that the discrepancies in their access to education due to the difficulties they have experienced before resettlement affected their ability to learn a new language (Dryden-Peterson 2015), making classes really heterogeneous places and teachers' work even more demanding.

Regarding the teaching practices applied in these educational settings, it was revealed that teachers used various teaching practices, focusing mostly on the PPP method and the communicative approach. Namely, the PPP method was used mostly for grammatical features so that students could have further practice to consolidate new knowledge. In other words, students were exposed to rather simplified dialogues and reading passages, while limited vocabulary was used and practiced through pseudo-communicative role plays and exercises (Long 2015), which was in agreement with previous research (Brinia and Tsaprazi 2015; Kantzou et al. 2017; Pathiaki and Simopoulos 2014). Thus, it was revealed that teachers adopted a more structural approach when teaching grammar. At the same time, a relatively great part of the lesson was dedicated to practicing communicative skills involving dialogues in order to simulate real situations and motivate students, as they mostly aimed at daily communication or getting a job. Thus, it could be argued that these adult students' motivation was either integrative, using the target language to integrate into society, or instrumental, to achieve a goal such as getting a job (Cook 2009). In addition, it was observed that some students used translanguaging practices in the attempt to facilitate communication (García 2009; Tsokalidou 2018).

In terms of feedback provision, it was shown that most of the teachers avoided overcorrecting their students, as their main aim was to encourage them to use the language taught. However, some instances of corrective feedback were noticed, especially in grammar tasks, which were mainly instant, brief, and to-the-point comments without inhibiting the communication flow. This practice, however, is in contrast with the PPP method, entailing that the teacher does not intervene to correct unless students ask for teacher's help (Rodgers 2009), which is indicative of the mixed teaching practices applied in these educational settings. Moreover, instances of mispronunciation were corrected only when it impeded communication.

Moreover, all teachers used textbooks specially designed for L2 learners, which put emphasis on forms; namely, they consisted of linguistically controlled reading passages and exercises with drills and linguistically focused tasks that were almost mechanically reproduced by students to help them automatize the new knowledge (Long 2015). The units also included situations that illustrated the Greek culture and society. All four language skills (reading, writing, listening, and speaking) were equally emphasized through the activities and both the grammar and vocabulary were presented and practiced through communicative activities. At the same time, most of the teachers made an extensive use of extra teaching materials mainly from educational internet sites, games, and the role-play technique to meet their students' needs. According to relevant research, the role-play technique helped students systematize the acquired knowledge and promote social skills (Magos and Politi 2008). In this way, it could be concluded that the teaching material used by these teachers could meet the students' needs for societal integration, as one of the teacher's purposes is to associate the learner internal needs with external demands of society.

With regard to the classroom climate, a good relationship between the students and teachers was revealed in these educational settings. In particular, all the students seemed relaxed and motivated to participate in the learning procedure. Their WTC, which was acknowledged as an important factor for communication in a L2 (Ortega 2009), made the class members quickly get along with each other. Concurrently, the collaborative learning applied by most teachers through group activities contributed to the positive classroom climate (Frey, Gouran, and Poole 1999), verifying Schmidt's theory about its contribution to the learning procedure. Moreover, no exertion of teacher's power was noticed in these classes, which concurred with Foucault's theory about the teacher's power (as cited by Brookfield 2001); namely, if there is no exertion of teacher power, there is no student resistance, which leads to a positive attitude toward learning. In

addition, teachers seemed to be very supportive and friendly with the students, doing their best to teach them not only language but also the Greek culture and help them face daily problems and challenges, which made their relationship stronger than a simple teacher-student relationship. Overall, their relationship was described as professional and cordial by students, while teachers regarded it as a balanced relationship based on mutual trust and respect, which concurred with pertinent research as well (Kantzou et al. 2017).

Implications, Conclusions, and Future Research Recommendations

Migration flows into southern European countries, among them Greece, have increased considerably during the last few years; approximately 60,000 refugees have stayed in Greece by the end of 2017 hosted mainly in camps (Ministry for Migration Policy 2017). In this context, new language learners have emerged seeking instruction in a L2 making classrooms really heterogeneous places and teacher's work even more demanding (Beacco et al. 2017). Given the fact that students with a migrant/refugee background have limited or no knowledge of the L2 and that most of them have disrupted or limited previous school experience (Dryden-Peterson 2015), teachers need to receive training in intercultural education and get special knowledge of providing education to this vulnerable population (Ministry of Education Research and Religious Affairs 2017; Gay and Howard 2010). It seems that L2 teachers who lack training and intercultural competence usually tend to use more teacher-centered approaches than those who are interculturally knowledgeable (Simopoulos et al. 2010), which is in agreement with the findings of the present study indicating that particular students were mainly exposed to rather simplified dialogues, reading passages, limited vocabulary and pseudo-communicative role plays and drills (Long 2015). Thus, the need for specially designed language programs to cater to refuge and migrant individual traits is more than necessary (Bigelow and Schwarz 2010; Marrapodi 2013).

By and large, according to the findings of the present study, the teachers, who were highly qualified, did their best to teach not only the Greek language but also the Greek culture to this socially vulnerable population creating a warm, positive, and friendly classroom environment and drew on a variety of teaching practices and materials, despite the difficulties they experienced, such as learners' diversity or teachers' lack of training. It goes without saying that teachers need guidance and training in teaching goals, practices, and materials as well as syllabus development to help refugees and migrants acquire the target language in a communicative and academic level based on their needs and the requirements of the host community.

However, it is not easy to make generalizations of the research findings allowing for the rather small sample of the study, the short duration of the observation process, and the fact that not all of the research tools used to collect the data were identical. In this way, further investigation of teachers' views and practices in such educational settings needs to be undertaken to validate the findings of the study, as there is lack of relevant research, especially after 2015, when the refugee crisis reached a peak in Greece. Moreover, it would be interesting to examine the teaching practices and materials used in formal educational settings providing language classes to refugees or migrants in Greece and compare them with those implemented in the non-formal educational context.

Acknowledgement

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APPENDICES

Appendix A: Teacher Interview Guides

1st Teacher Interview Guide

1) How old are you?
2) What is your educational background?
3) How long have you been teaching Greek as a L2?
4) Which were the reasons for your involvement in migrant education?
5) What are your teaching goals?
6) How do you approach language teaching to this target group?
7) Which are your teaching approaches?
8) Which are your general attitudes towards second language learning?
9) What teaching materials do you use?
10) Do your students take initiatives during the teaching procedure?
11) Do you assess your students' progress? How do you assess their progress?
12) How is the relationship among the group? Among students? With you?
13) Have you faced any difficulties in teaching L2?
14) Is there something else based on your experience that you would like to share with me?

2nd Teacher Interview Guide

1) How old are you?
2) What is your educational background?
3) What is your experience in teaching Greek as a L2?
4) What are your views on teaching a foreign language as a second language? In your opinion, what is the difference in teaching a foreign language?
5) Why did you choose to teach Greek as a L2?
6) What are your teaching methods and ways of teaching Greek as a L2?
7) What do you consider more important?
8) What learning goals have you set?
9) Can you describe the teaching material you use? Do you think it is appropriate? Can it be improved?
10) What are the learning difficulties they face?
11) What are the difficulties you face? How do you think you will face them?
12) What do you think your pupil's learning needs are?
13) How do you choose to correct mistakes and how do you provide feedback? How does this help you?
14) Can you describe the relationships between the students as well as their relationship with you?
15) What are the issues you feel that need improvement in the teaching / learning process in this particular case?
16) Do you think that the personality of the teacher can be a motivation for the student? How?
17) How do you think you have helped your pupils so far?

3rd Teacher Interview Guide

1) What is your educational background?
2) How old are you?

3) What is your experience in teaching Greek as a L2?
4) Why were you involved in refugee/migrant education?
5) What teaching methods/approaches do you use in these language classes?
6) What are your teaching goals?
7) What do you think your students' needs and expectations from this course are?
8) What about the teaching materials used in these language classes?
9) How do you assess your students' performance?
10) Can you name any challenges/difficulties you faced during L2 teaching?
11) How would you describe the classroom climate?
12) Can you further explain the relationship between students and their relationship with you?

Appendix B: Student Interview Guides

1st Student Interview Guide

1) How old are you?
2) Are you married?
3) Where do you come from?
4) What is your mother tongue?
5) How many years have you been staying in Greece?
6) How much time have you been learning Greek?
7) What are the reasons for learning Greek and what are your expectations?
8) What is your educational background/experiences? Knowledge of any other foreign language? For example, English?
9) What is your profession? Are you working at the moment?
10) What is your opinion about the teacher and her relationship with the students?
11) What do you like most in the lesson?

2nd Student Interview Guide

1) How old are you?
2) Where do you come from?
3) What is your educational background?
4) Have you ever worked in your field?
5) What is your current occupation?
6) Have you ever tried to learn a foreign language before?
7) Why did you choose to learn Greek?
8) How long have you been attending this particular course?
9) Did you have any prior knowledge of the Greek language?
10) How long have you been staying in Greece?
11) What do you expect to accomplish from this course?
12) Is feedback helpful for your own improvement?
13) Do you face any difficulties during this course? How do you cope with them?
14) What are the things that need improvement as far as the teaching/ learning procedure is concerned?
15) Do you feel that the personality of the tutor can help the student be motivated? How? How do you think your tutor has helped you so far?
16) How would you describe the educational relationship between you and your tutor?

3rd Student Interview Guide

1) What is the country of your origin?
2) How old are you?
3) How long have you been in Greece?
4) Can you describe your previous educational experience (e.g., years of attending school at home)?
5) What is your job? Are you working now?
6) Do you speak any other languages, for example, English?
7) Have you faced any difficulties while staying in Greece? What are they?
8) Why do you want to learn Greek?
9) What do you expect to get from this course?
10) What is your relationship with your teacher?
11) What is your relationship with other students?

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