

CONFERENCE ABSTRACTS

International Conference on Teaching Greek as a Second / Foreign Language

+ Multilingualism



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Université de Strasbourg

ABSTRACTS

Teaching Modern Greek in the USA: Notes from the field

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Abstract

Maintaining and promoting the teaching and learning of the Greek language (and of Modern Greek Studies in general) in the USA has been influenced by certain coordinates that have remained stable over the years, but also by specific circumstances that have brought to the foreground students' new academic preferences, preferences which are often linked to the financial landscape and a continuing increase in tuition fees. As new institutional priorities emerge, others recede into the background. What is the role and the place of programs or chairs of Modern Greek Studies in American universities, which continue to change and redefine their mission? Drawing from the much-discussed crisis in the humanities and foreign language education in general, and a perceived crisis in Modern Greek Studies, this presentation will focus on the conditions and the challenges that have shaped the field of Modern Greek Studies during the last few years and will pose certain recommendations that may contribute to its visibility and growth.

ABSTRACTS

Decolonization and inclusion: principles and practices from research and educational projects focusing on the teaching of Greek as a second language

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Abstract

Following international trends, the teaching and learning of Greek as a second language often echoes principles, methods and practices that can be characterized as ethnocentric or even colonial. In this paper we will showcase how we can teach languages and target the learning of Greek as a second language by immigrants and refugees, following the approach of critical language education. In the context of projects of the GLML Lab of the University of Thessaly, a key objective is the training of teachers with an anti-racist and de-colonizing perspective (Motha, 2020, 129).

This goal is translated into transformation through action (Luke, 2018, ix) that addresses the material consequences of social injustice in the lives of people, places and things, as we are all inextricably linked to a complex ecological web (De Costa, 2018, 305), which of course has a distinct linguistic and sociolinguistic dimension. In turn, therefore, teachers have to work with children, young people and families to protect them and at the same time prepare them to express themselves, and face everyday challenges, building their future based on democratic values.

Such a research and educational perspective can only be related and confronted with the wider social and political context. Hostile, militaristic, restrictive policies towards migrants and refugees, fuelled by far-right currents and rhetorics, are gaining ground in Europe, the US and elsewhere, organizing a new system of colonial hierarchies, to the detriment of non-white, non-Western people (Murphy & Vieten, 2025).

In this context, we will discuss examples of critical language education in multilingual environments, as designed and implemented in projects run by the GLML of the University of Thessaly, funded by the European Union, UNICEF and HFRI (ELIDEK). We will dwell indicatively on some principles of inclusive course design, creation of open and alternative materials, and the implementation of decolonizing pedagogical practices.

ABSTRACTS

It's Not Greek to Me! Modern Greek Language at the University of Venice (and in Schools)
It's Not Greek to Me! Lingua Neogreca all'Università di Venezia (e nelle scuole)

Caterina Carpinato, Professor of Modern Greek Language and Literature at Ca' Foscari University of Venice (carpinat@unive.it)

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Abstract (in Italian)

Caterina Carpinato ed Eugenia Liosatou promuovono da anni all'Università Ca' Foscari di Venezia iniziative didattiche per la diffusione della lingua e della cultura greca moderna presso gli studenti universitari e al di fuori del contesto accademico.

Nella loro comunicazione presenteranno il format dei corsi online che offrono alle scuole a partire dall'anno accademico 2020-21, nell'ambito della serie "It's Not Greek to me", giunta alla sua sesta edizione. Parleranno anche del programma "Archaeoschool for the future", disponibile sulla piattaforma www.eduopen.org e del libro Teaching Modern Languages on Ancient Roots (ECF, Venezia 2018) <https://edizionicafoscari.unive.it/it/edizioni/libri/978-88-6969-308-3/> che nel 2018 ha ottenuto il Label europeo delle lingue.

Nel 2025 hanno avviato un progetto, sostenuto dall'Università Ca' Foscari Venezia, dal titolo Scrivere, leggere e parlare greco a Venezia.

ABSTRACTS

Aspects and challenges in Greek-language education in Canada; parents' perspectives

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Abstract

In the era of globalization and extensive transnational mobility, the preservation of the Greek language among speakers of Greek descent abroad is influenced not only by the political-economic conditions and educational policies of Greece and the host countries but also by developments in the global context. It is imperative that we study such phenomena through the lens of contemporary theories concerning migration and the formation of multiple linguistic repertoires and identities, taking into account the local context and communities (see, for example, Koutsogiannis et al., 2024; Lo Bianco, 2021; Lytra, 2022).

In this presentation, we will discuss data from such a study (Hellenic Relay) recently conducted in Canada, focusing on documenting the current state of Greek language education in this country and formulating proposals for the future. The research was funded by the Hellenic Heritage Foundation, with Dr. Themis Aravossitas as the Principal investigator and contributions by Greek scholars and educators in Greece and Canada.

Our data pertain to the views and practices of parents of Greek descent (mostly members of the 'second' immigrant generation) regarding the Greek language education of their children, as derived from a final set of 276 questionnaires completed online. The discussion will focus on some of the overall findings, such as the aims behind their educational choices, their expectations, and their degree of satisfaction with the operation of Greek language 'schools'—particularly concerning the readiness and appropriateness of the teaching staff, among other issues—in an effort to shed light on the challenges for the preservation of the Greek language in this country.

ABSTRACTS

Socio-cultural Skill in Learning Foreign Languages. The case of Greek as a foreign language

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Abstract

It is now recognized in the field of foreign language teaching that students do not just need to acquire the linguistic ability, knowledge and skills in the grammar of a language, but also the communicative ability, the linguistic realization, i.e. to use the language in correct social and cultural ways.

This is what "communicative teaching" is at stake. The Council of Europe's "Common European Framework of Reference" incorporates these innovations by emphasizing the importance of "intercultural awareness", "sociocultural skills" and "existential competence" thus introducing the "Sociocultural Dimension" in language teaching.

The purpose of this article is to make it clear that the Sociocultural Dimension needs to be accessible in practical ways by the teachers so that to learn what it means in practice in their classrooms.

At the same time, the socio-cultural elements of the Greek language are highlighted and commented on in the context of teaching it as a foreign language.

ABSTRACTS

Mediation as Social Practice, as Object and a Means to Interactive Learning in Multilingual Educational Spaces

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Abstract

When the notion of cross-linguistic mediation was introduced by the CEFR (Council of Europe 2001), it was disregarded by the international foreign language community, mainly because of the still dominant monolingual paradigm in foreign language teaching, but also because the notion was not described with scaled can-do statements as others like reading, listening, reading and writing were. Only Germany and Greece adopted the notion then. The former included it in its national standards and its federal foreign language curricula and the latter included it as a 'skill' to be tested in its high-stakes national foreign language exams (known with the acronym KPG). Twenty years later, linguistic mediation is attracting considerable attention due to its inclusion with detailed scaled descriptors in the CEFR CV (Council of Europe, 2020). Foreign language professionals in Europe and beyond are considering how best to include it in their teaching and testing programs.

However, as I argue in my book, *Mediation as Negotiation of Meanings, Plurilingualism and Language Education* (Routledge 2024), mediation is not only an element to teach in foreign language classes. It is a social practice that we all engage in, with an intuitively developed ability we can improve with experience and proper guidance. To provide such guidance, we need sociolinguistic and ethnographic data about why and how people mediate across and within the same language, in different social contexts, as they interact with others. Yet, such data are lacking, and the deficit is what led me to the decision to carry out a Case Study whose aim was to investigate university students' intra- and cross-linguistic mediation practices and to find out the ways in which they mediate, what kind of mediation actions they perform and, when they mediate, how they make use of their plurilingual competence.

The opportunity was provided through a project, entitled "Dynamic multi-/plurilingualism as a basis for excellence in inclusive higher education", led by the University of Strasbourg. This project, in which I took part as ECSPM representative, has recently been completed. A number of interesting results will be presented in this talk which focuses on the concept of inter- and intra-linguistic mediation, which allows and encourages the use of all our linguistic and other semiotic resources.

ABSTRACTS

Modern Greek Language Instruction at Aix-Marseille University: Particularities, Constraints, Challenges, and Future Perspectives

L'enseignement du grec moderne à l'Université d'Aix-Marseille: spécificités, contraintes, défis et perspectives

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Abstract (in French)

Cette communication se donne pour objectif de formuler certaines conclusions sur la pérennité de l'enseignement du grec moderne dans le cadre académique de l'Université d'Aix-Marseille, en soulignant également le lien organique entre les facteurs de l'environnement local et le contexte académique national. Ainsi, d'une part, j'exposerai brièvement les paramètres qui constituent des facteurs blocage pour la promotion de l'enseignement de la langue dans un contexte essentiellement local. D'autre part, je présenterai les perspectives de promotion et de mise en valeur de la filière dans le cadre de l'Université d'Aix-Marseille.

L'évaluation de la situation et les conclusions s'appuyant, premièrement, sur des informations qualitatives puisées dans les textes de cadrage et la politique concrète de l'université en matière d'enseignement linguistique, deuxièmement, sur des données à la fois quantitatives et qualitatives concernant l'offre de formation en langues de l'UFR et, troisièmement, sur une enquête menée auprès d'un échantillon du public qui a suivi les cours depuis les quatre dernières années. Enfin, j'exposerai certaines conclusions en rapport avec les objectifs à moyen terme ainsi que la stratégie la plus large de la Section de grec moderne, tout en soulignant le lien organique entre le cadre académique local, le contexte national et les choix pour lesquels nous avons opté.

ABSTRACTS

Language Learning Reimagined: Culture, Creativity, and the Poetics of Attention

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Abstract

Inspired by Plutarch's view of the mind as wood seeking a spark rather than a vessel passively collecting knowledge, my approach to teaching centers on cultivating independent thought, academic creativity, and a passion for discovery. As research on human cognition and learning convincingly indicates, students thrive when actively engaged in the learning process. A particularly effective strategy that I have been using in class over the past nine years is grammar lab. Rather than beginning with explicit grammatical rules, I guide students to observe, compare, and infer through carefully crafted questions and clues.

Equally foundational to my pedagogy is the conviction that language, literature, and culture should be taught as a continuous whole. In a recent collaboration with the Logan Center for the Arts at the University of Chicago, for example, students explored the simple past tense through QR codes linked to songs, commercials, and labels for photographs by Nelly's and Boissonnas. Hidden throughout the staircase, these QR clues led students to various venues—such as the performance penthouse, the cinema, and the main gallery space—where they encountered familiar verbs in context and uncovered how their forms changed. The activity culminated in a seminar room, where we reconvened to share our insights and to talk about the students' creative projects, which invited them to use the newly acquired verbs in their narratives or presentations.

This immersive, multi-sensory experience transformed grammar acquisition into an intellectually rich and culturally resonant adventure. As Elytis so memorably set forth, Greece is a repository of unique experiences in full alignment with our dreams—and it is my hope that, through analogous creative tasks, students may engage meaningfully with that profoundly inspiring side of Greece.

ABSTRACTS

Travel and Geography in Teaching Modern Greek

Stamatia Dova, Professor of Classics and Modern Greek Studies and Chair of the Department of Greek Studies, Hellenic College Holy Cross (Brookline, Massachusetts) (sdova@hchc.edu)

Abstract

This paper explores the role of travel and geography as thematic units in teaching modern Greek to Greek-American heritage learners and to English-speaking learners of modern Greek as a foreign language. It will be argued that these thematic units constitute highly effective incentives for language acquisition. The data on which this presentation is based comes from the intermediate and advanced levels of two modern Greek language programs offered at Hellenic College Holy Cross (HCHC) in Brookline Massachusetts, U.S.A., both of which follow the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL). The first is a two-semester modern Greek language program (fall and spring semesters, three credits each) and the second, an intensive summer program (The Kallinikeion Institute at HCHC, six credits). All data range from 2002 to 2024, and cover in person and synchronous remote instruction modalities.

While heritage and foreign language learners acquire language differently, all students can connect to the target language through a curriculum that places special emphasis on Greek geography and travel destinations. These thematic units, already present in many textbooks, may be further supported by in-class exercises and interactive projects performed by students individually or in groups. In addition to planning itineraries for trips to Greece, these exercises include writing brief travel guides for specific destinations in Greece, performing theater skits that involve communicative circumstances associated with travel in Greece, and creating travelogues based on actual or virtual travel. Furthermore, many students may work on personalized accounts incorporating geography and narratives of family migration. By discussing a variety of teaching scenarios centered on travel and geography, this presentation aims at contributing to the enrichment of modern Greek language curricula.

ABSTRACTS

The Role and Challenges of Artificial Intelligence in Education

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Abstract

Artificial Intelligence is currently a powerful tool, holding great promise for accelerating and enhancing educational services, but also presenting challenges and risks when used recklessly. How quickly is it expected to impact everyday education?

How much control do humans retain over these increasingly powerful machines? In this presentation, we pose these questions and explore the possible answers.

ABSTRACTS

Teaching Greek as a foreign language: the case of a British International School in Athens

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Abstract

The teaching of Greek as a foreign language is a very special case when we are in an international school. The session will present the case of Byron College, a British International School in Athens; our students come from 50 countries. We will analyse the difficulties that teachers face: several children have English as an additional language (EAL), learning motivation varies and the start of learning Greek for each child differs creating a heterogeneous class at many levels. Then, we will discuss the methods used to address the objective difficulties: curriculum, printed and electronic resources, ways of differentiating teaching, supportive practices and ways of using the Greek for You method. We will conclude with thoughts and suggestions for further improving the teaching of Greek as a foreign language in similar environments, but we will also refer to points that can be generalised to other differentiated learning environments.

ABSTRACTS

“It’s All Greek to Me”: Researching multilingualism and the Cultural Preservation of Greek through remote language courses

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Maria Iakovou, Professor of Applied Linguistics with a specialization in Teaching Greek as a Second Language, Department of Philology, National and Kapodistrian University of Athens. (mariak@phil.uoa.gr)

Abstract

The research project “It’s All Greek to Me” examines the attitudes, perceptions, and linguistic ideologies of the Greek diaspora population living in Sacramento, California, using the students enrolled in the online modern Greek language course at Sacramento State as the test sample. As the state capitol of California, Sacramento is an example of a West Coast city that lacks a systematic, rigorous study of the Greek community and its members’ connections to their linguistic and cultural origins.

The research team examines multilingualism and the preservation of the Greek language as a cultural heritage language through the students’ class performance and perceptions. From the viewpoint of humanities pedagogy, this will be the first time that two groups of scholars from different research fields in the humanities will collaborate to study the impact of Greek language instruction (through the students in the online modern Greek language course.) The findings will be a basis for comparison with other heritage language speakers in Sacramento and can be expanded through application to other multilingual environments and pedagogical settings.

This presentation will highlight the background, history, and general goals of the project. We will detail the history of the Greek community of Sacramento within the wider California context in which the study is situated. Second, we will discuss the degree to which Greek is spoken and taught in local Greek language schools and universities. Lastly, we will highlight the strengths of collaboration between the University of Athens (NKUA) and Sacramento State for the benefit of both academic communities through the adoption of an innovative and cooperative model of learning and teaching Greek as a heritage language. In this model, educators and students coexist in both real-time and digital spaces, effectively eliminating the notion of distance. Overall, the goal of the research project is to examine the degree to which student perceptions and connection to their Greek heritage are developed through language acquisition.

ABSTRACTS

The teaching of the Greek language to Turkish-speaking students Türkçe Konuşan Öğrencilere Yunanca Öğretimi

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Abstract (in Turkish)

Türkçe konuşan öğrencilere Yunanca öğretimi, yabancı dil öğreniminin özel bir alanıdır. Bu alan, öğrencilerin dilsel ve kültürel gelişimi için hem zorlukları hem de fırsatları beraberinde getirir; zira Yunanca ve Türkçe, sırasıyla Hint-Avrupa ve Altay dil ailesine ait olup, morfoloji, sözdizimi ve fonetik sistemlerinde farklılıklar gösterir. Dolayısıyla, öğrenciler Türkçede bulunmayan Yunanca seslere (fonemlere) uyum sağlamakta güçlük çekebilirler. Öte yandan, Türkçe konuşan öğrenciler Yunancayı ikinci dil olarak öğrendiklerinden, ana dillerinin etkileri de devreye girmektedir. Bu durum, Türkçeden Yunancaya dilsel öğelerin müdahalesi (interference) ve aktarımı gibi süreçlerin ortaya çıkmasına yol açabilir. Öğretim yöntemleri açısından, sözlü ve yazılı becerilerin geliştirilmesi için özgün iletişim durumları kullanılabilir. Ayrıca, dil öğreniminin anlaşılmasını desteklemek amacıyla çok yönlü (multimedya) araçların kullanılması, Türkçede bulunmayan ses ve yapı farklılıklarının kavranmasını sağlamak için fonoloji ve morfoloji egzersizlerinin uygulanması da önem taşır. Son olarak, Modern Yunanca'nın kültürel unsurlarına değinilmesi gerekmektedir. Türkçe konuşan öğrencilere Yunanca'nın başarılı bir şekilde öğretilmesi, dil farklılıklarının anlaşılmasına uygun öğretim araçları ile birlikte, iki dilin kültürel hassasiyeti ve bilgisine dayalı yaklaşımlar gerektirir.

ABSTRACTS

Teaching Greek as a second/foreign language and the use of iPad

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Abstract

Teaching Greek as a second language using the iPad offers significant advantages for both students and teachers. The iPad allows interactive learning through applications, games and multimedia content, enhancing students' interest and engagement.

Students can use educational apps to practice vocabulary, develop comprehension skills and practice pronunciation through recordings and voice recognition. In addition, access to digital dictionaries, interactive books and online platforms allows for a personalised approach to learning.

By using the Greek for you textbook and workbook, students can access an engaging multimedia environment that broadens their horizons and enhances their language skills at all levels.

Teachers can use new technologies to personalise their teaching and materials, use assessment tools and monitor students' progress in real time. Overall, the iPad makes teaching more flexible, engaging and effective, enhancing language development through modern pedagogical methods.

ABSTRACTS

Advocating for a translingual and transcultural orientation to Greek as world language

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Abstract

In this presentation, I propose a translingual and transcultural orientation to teaching and learning of Greek as world language (Lytra et al., 2022). This orientation unites approaches that among others emphasise experiential learning (Kolb, 1984), incorporate cross curricular engagement with the arts (storytelling, drama, song, art) (Khaled & Anderson, 2023), adopt project-based language learning (Anderson & Macleroy, 2016) and embrace a holistic, translanguaging view on meaning-making (García & Wei, 2014; Tsokalidou, 2017). Drawing on pedagogic practices from a Greek heritage school in Lausanne, Switzerland, I illustrate how these approaches can foster connections with students' lived experience and relationships locally, nationally and transnationally, thereby extending language learning beyond the confines of the classroom. Moreover, these pedagogies promote collaboration, co-learning and student agency, while repositioning educators as designers and facilitators of learning (Koutsogiannis et al., 2024). In so doing, a translingual and transcultural orientation unsettles established ways to perceive and practice the teaching and learning of Greek in a globalized world, thereby reimagining who learners and teachers are.

ABSTRACTS

The Teaching of Modern Greek in Diverse Francophone Educational Settings and the «Greek for You» Method: Challenges, Pedagogical Approaches, Practices, and Evaluations.

L'enseignement du grec moderne dans différents cadres éducatifs francophones et la méthode «Le grec pour vous»: défis, approches, pratiques et réflexions

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Abstract (in French)

Notre communication se concentre sur l'enseignement du grec moderne dans trois contextes francophones différents: à des lycéens en tant qu'option, à des étudiants en études néohelléniques et à des classes d'adultes en tant que langue d'origine ou langue étrangère. Elle est structurée en deux parties.

La première partie présente les environnements d'apprentissage: les paramètres socioculturels, le contexte et l'identité linguistiques des étudiants, ainsi que les motivations qui les poussent à apprendre le grec moderne. Elle est suivie d'une analyse des approches et des stratégies suivies dans chaque cas.

La deuxième partie est une évaluation approfondie de la méthode «Le grec pour vous», basée sur de nombreuses années d'expérience de son utilisation dans les trois contextes éducatifs francophones susmentionnés. L'évaluation de la méthode auprès des élèves adultes repose sur une étude empirique menée à l'aide de questionnaires comprenant des questions sur la structure des livres, l'explication des phénomènes grammaticaux et syntaxiques et l'équilibre entre la théorie et l'application pratique. À travers les réponses des participants, l'objectif est d'enregistrer leur expérience, de déterminer les atouts et les faiblesses potentielles de la méthode, et de fournir un retour d'information en vue d'éventuelles améliorations. Nous espérons que l'analyse des données collectées contribuera au développement du programme d'enseignement afin de mieux répondre aux besoins didactiques des apprenants francophones et d'assurer une haute qualité d'apprentissage de la langue grecque.

ABSTRACTS

The Learning of Greek at the Leibniz - Montessori - Gymnasium (Düsseldorf) **Griechisch lernen am Leibniz - Montessori - Gymnasium (Düsseldorf)**

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Abstract (in German)

Das Leibniz - Montessori - Gymnasium (LMG) in Düsseldorf setzt ein innovatives bilinguales Bildungsprogramm um, das die Philosophie der Montessori-Pädagogik aufgreift. Die Bildung an der Schule stärkt den Wert von Sprache und Kultur und eröffnet neue Horizonte in einer globalisierten Gesellschaft. Seit 1980 ist am Leibniz - Montessori - Gymnasium in Düsseldorf der neugriechisch-bilinguale Zweig installiert. Die Schüler haben die Möglichkeit, Neugriechisch als zweite Fremdsprache zu erlernen, während die Sachfächer Geschichte, Erdkunde und Politik bilingual unterrichtet werden. Schüler und Schülerinnen des bilingualen Zweiges nehmen an panhellenischen Schülerwettbewerben wie "Bibliodromies" (Gietona Privatschule, Athen) und "Klietarchos und Vereniki" (Universität Athen) teil. Sie beteiligen sich an der Erstellung eines Kinderbuchs "Bibliodesmoi - Mikra Molyvia" (Privatschule Avguleas / Linardatou). Der Zweig organisiert Veranstaltungen, Workshops und Studienreisen, die Aspekte beider Kulturen miteinander verbinden. Ein grundlegendes Merkmal der Reihe „Griechisch für Sie“ ist der Fokus auf die interaktive und kommunikative Methode. Die Schüler werden ermutigt, aktiv am Lernprozess teilzunehmen durch: 1. Eine Vielzahl von Aktivitäten, 2. Klarheit, Kohärenz und Flexibilität, 3. Umfassende Unterstützung, 4. Kulturelle Einheiten, 5. Interaktive Elemente.

Die Verwendung der Bücher „Griechisch für Sie“ stellt einen der grundlegenden Pfeiler des Unterrichts der griechischen Sprache für die zweisprachigen Schüler des LMG dar. Sie konzentrieren sich auf grundlegende Sprachstrukturen und Wortschatz und geben den Schülern die Möglichkeit, sprachliche Gewandtheit in alltäglichen Kommunikationssituationen zu erlangen. Die Bücher sind reich an Übungen, die Aktivitäten zum Textverständnis, zur Grammatik, zum Wortschatz und zur Sprachproduktion umfassen, mit dem Ziel, das Lernen sowohl in der mündlichen als auch in der schriftlichen Kommunikation zu fördern. Sie integrieren eine Vielzahl von Lehrmitteln, wie Diagramme, Bilder, Spiele und verschiedene Aktivitäten, die den Lernprozess ansprechender und interaktiver gestalten. Auch Lieder und Musik werden auf einzigartige Weise in den Lernprozess integriert. Die Schüler haben die Gelegenheit, neuen Wortschatz zu erwerben und die Grammatik auf angenehme und unterhaltsame Weise zu verstehen. Das Lied, als authentische griechische Sprache, fungiert als ein starkes Werkzeug, das ihre sprachliche Entwicklung fördert und eine positive emotionale Verbindung zur Sprache schafft. Die Reihe „Griechisch für Sie“ schlägt zudem einen innovativen Ansatz für den Unterricht der griechischen Sprache vor, indem sie ein wichtiges Element integriert: Alle Beispiele, grammatischen Phänomene und der Wortschatz sind in die Sprache des Schülers übersetzt.

ABSTRACTS

Pedagogical Translanguaging in L2 Greek: Evidence from Migrant Education

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Abstract

Current research in migrant education emphasizes the importance of incorporating learners' cultural background in language teaching, particularly for forced migrants who often show emotional vulnerability due to a range of traumatic experiences and stressors associated with their displacement (García & Wei, 2014). Another way of connecting language learning and teaching to the learners' culture is through recognizing the languages the migrant learners speak. This approach fits within theories on bilingual education initiated in the eighties, and more recently within theories of translanguaging (Cummins, 2019; García, 2011), i.e. the use, by multilingual individuals, of their entire linguistic repertoire to communicate, often blending elements from different languages in a flexible way. Pedagogical translanguaging (PTL) involves instructional strategies that purposefully incorporate two or more of the learners' languages as part of the teaching process (Cenoz & Gorter, 2017). Recent research provides positive insights into the use of PTL practices in L2 learners, both in terms of language learning (Hopp et al., 2021; Leonet et al., 2020) and in terms of emotional well-being (Busse et al., 2020; Franck & Papadopoulou, 2024). However, research is still scarce, particularly in migrant classrooms.

In my talk I will evaluate and discuss the effectiveness, feasibility, and emotional impact of PTL in migrant learners of Greek as a second language as well as in monolingual Greek children. The data come from a series of language teaching interventions incorporating a variety of PTL practices such as translation, cognate awareness, language comparisons etc., implemented in the frame of the ACTIN project (<https://www.actintegration.eu>). The language learning outcomes were assessed by means of short pre- and post-tests, while learners' and teachers' attitudes and emotions were evaluated using questionnaires and focus groups.

ABSTRACTS

The Teaching of Modern Greek in Romania: Intercultural Challenges and Stereotype Deconstruction
Predarea limbii grecești moderne în România: Provocări interculturale și combaterea stereotipurilor

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Abstract (in Romanian)

Predarea limbii grecești moderne în contexte interculturale necesită o înțelegere a stereotipurilor și reprezentărilor culturale care afectează învățarea limbii și comunicarea. Cursanții aduc experiențe lingvistice și culturale diferite, care conturează modul în care percep noua limbă și referințele sale culturale.

Acest articol examinează rolul stereotipurilor și reprezentărilor în învățarea limbii grecești moderne în România, așa cum l-am identificat în ultimii ani de predare în această țară. Sunt prezentate strategii de gestionare a acestor aspecte în procesul educațional, cu scopul de a spori gândirea critică și sensibilitatea interculturală a elevilor.

Pe baza metodelor pedagogice și a datelor empirice, cercetarea sugerează modalități de combatere a stereotipurilor prin predarea limbii, utilizând texte, media multimodale și activități experiențiale. În concluzie, este subliniată importanța încorporării elementelor interculturale și a aplicațiilor specifice în curriculum pentru a promova o abordare mai deschisă și mai critică a predării limbii grecești.

ABSTRACTS

Greek in the Land of the Dragon: Challenges and Development

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Abstract

This presentation aims to highlight the problems and challenges faced when teaching Greek to Chinese students. Linguistic discontinuity, the cultural gap—which, surprisingly, is often bridged—and China's genuine interest in Greece are some of the key issues addressed in this talk. From communication barriers to overcoming them, and from language acquisition to the teaching of mythology, literature, history, and philosophy, numerous universities in China are engaging with the Greek language and culture.

ABSTRACTS

“What the Painting Says: Stories Emerging from the Paintings of the Greek Artist Nikos Hadjikyriakos-Ghikas”. An Art-Based Workshop for Children Learning Greek as a Second/Foreign Language

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Abstract

This paper presents the results of an art-based workshop titled “What the Painting Says: Stories Emerging from the Paintings of the Greek Artist Nikos Hadjikyriakos-Ghikas.” The workshop was designed for children aged 11–15 living outside Greece, aiming to enhance oral language production through discussion, idea-sharing, and emotional expression inspired by the paintings. Additionally, students engaged in creative writing activities, composing stories and poems based on the artist’s work. The pilot workshop included participants from three schools: Leibniz-Montessori School in Düsseldorf (Germany), Heritage School in Limassol (Cyprus), and Zografeion Lyceum in Istanbul (Turkey).

ABSTRACTS

Multilingualism (Multiculturalism), Bilingualism, and Language Education

МНОГОЕЗИЧИЕ, РАЗНООБРАЗИЕ ОТ КУЛТУРИ, ДВУЕЗИЧИЕ И ЕЗИКОВО ОБУЧЕНИЕ

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Abstract (in Bulgarian)

Съвременният човек и особено младите хора са обикновено билингви или в не малко случаи говорят, разбират или поне четат на няколко езика. Това явление не засяга само емигрантите, но и техните деца, които растат в страни, различни от родината на техните родители, за напускането на която съществуват много причини от различен характер. В България например в новогръцките специалности на нашите университети се записват да получат висшето си образование деца завършили средното си образование в Гърция или Кипър, но с пропуски от гледна точка на понятия в родния език на родителите си, тоест български език, на който общуват вкъщи. В България новогръцки език се изучава като равностойна специалност с останалите филологии в 5 университета, а филологическите специалности, принадлежат към така наречените защитени специалности поради липса на преподаватели по чужди езици в гимназиите на страната.

Науките за езика включително и методиката за изучаване на чужди езици (чуждоезикова методика), езикознанието, социолингвистиката, психолингвистката и др. попадат в широкия спектър на хуманитарните дисциплини.

За съжаление, съвременният човек, увлечен от развитието и приложението в живота на високите технологии, не може все още да разбере човешкото същество единствено на базата на познанията си от техническите науки. Германският вестник Die Zeite в своя обстойна публикация за хуманитарните науки през 2004 г. бие тревога за сериозната криза, в която са изпаднали науки като история, философия, филология, социология. Вестник „Катимерини“ от 08.05.2004 г. обобщава накратко тази тревога. Вестник Die Zeite съветва всички, които се занимават с абстрактни дисциплини да престанат да се занимават със своето „постоянно самоутвърждаване“ и че обектът на техните изследвания е „Истинското, Красивото и Доброто“, а филологията се е отдалечила от литературата, поставяйки акцента върху ежедневни теми, върху езика на средствата за масова информация и споровете за двата пола с цел да привлече по-широки слоеве от населението и вече е трудно да излезе от тази клопка.

В последно време в България се провежда интензивна публична дискусия за придобиване от децата на аналитично мислене и на умения за бъдещето, както и за връщането към общочовешките стойности.

ABSTRACTS

Language as a Lever for the Social Integration of Refugees and Migrants and the Intercultural Dimension of Education

La langue comme levier pour l'intégration sociale des réfugiés et des migrants et la dimension interculturelle de l'éducation

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Abstract (in French)

L'apprentissage de la langue du pays d'accueil - le grec en l'occurrence - est l'un des facteurs fondamentaux de l'intégration éducative et sociale des étudiants réfugiés/migrants. En même temps, la perspective interculturelle de l'éducation joue un rôle crucial à la fois dans l'enseignement des langues en tant que tel et dans la formation d'un environnement éducatif inclusif global.

L'intégration des élèves réfugiés dans les écoles grecques constitue un défi constant pour la communauté éducative, pour les pratiques pédagogiques adoptées dans le contexte de l'enseignement du grec langue seconde/langue étrangère, ainsi que pour la politique éducative en général.

L'objectif de cette présentation est de développer la réflexion ci-dessus et de mettre en lumière des dimensions déterminantes de la question telles que les perceptions des enseignants du multilinguisme et du processus d'inclusion, le rôle de l'approche interculturelle dans la promotion du développement linguistique, la création d'environnements d'apprentissage inclusifs et la cohésion sociale. Dans ce contexte et à l'aide des résultats des recherches actuelles, la compréhension de la langue en tant qu'enjeu fondamental pour l'autonomisation et l'inclusion sociale des étudiants réfugiés/migrants sera examinée. En outre, la question de la reconnaissance des langues premières/maternelles des élèves sera soulevée, ainsi que la nécessité de relier ces langues à la langue de l'école.

Enfin, la question de la compétence interculturelle des enseignants en tant que condition préalable à l'enseignement (des langues) sera abordée, étant donné son impact sur les pratiques d'enseignement participatif qui améliorent l'apprentissage des langues, l'intégration éducative et l'interaction. En conséquence de ce qui précède, il apparaît clairement que la dimension interculturelle de l'éducation et l'enseignement ciblé des langues sont interdépendants et cruciaux pour l'intégration effective des réfugiés et des migrants. Le renforcement des compétences interculturelles des enseignants et la création d'environnements d'apprentissage favorables sont des conditions nécessaires à la mise en place d'une éducation inclusive et d'une société d'égalité des chances.

ABSTRACTS

Teaching Modern Greek in Serbia: Student Motivation and Future Prospects at the University of Belgrade

Настава модерног грчког у Србији: мотивација и перспектива студената Универзитета у Београду

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Abstract (in Serbian)

Овај рад се бави мотивацијом студената који бирају савремени грчки као први или други страни језик на Универзитету у Београду. Истраживање има за циљ да укаже на позицију новогрчког језика у високом образовању у Србији, али и да допринесе унапређењу наставне праксе као и развоју стратегија које ће повећати број уписаних студената.

Стога се анализирају разлози који их наводе на овај избор, као што су академска и професионална перспектива, културна близина Грчке и Србије, као и интересовање за хуманистичке студије. Посебан акценат се ставља на различите мотивационе факторе између оних студената који бирају модерни грчки као главни језик на студијама и оних који га уче као други страни језик. Поред тога, приказаћемо статистичке податке о броју студената, а указаћемо и на могућности за њихово професионално ангажовање у будућности.

ABSTRACTS

The teaching of Greek in Africa

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Abstract

This presentation will outline the aims and types of organisations involved in the education of the Greek language abroad, the operating bodies of the different school structures, as well as the student population it is directed towards. A brief reference will be made to the Curriculums and the teaching aids used for teaching Greek as a C2/Foreign Language and the need for their updating, revising and renewing.

In continuation, various types of school units in Africa will be presented: pure Greek schools, day schools where the Greek language and Greek culture are taught as an inclusive language, Foreign Language Schools (ΤΕΓ), Cultural Centres, university departments where Greek is taught, and the needs they serve.

A brief reference will be made to SAHETI School in South Africa, an example of a day school where the Greek language and Greek culture is taught, giving its graduates the opportunity to study, either in Greece, or in South Africa. The discussion will concern the Curriculum and teaching aids for the Greek language, as well as the training of teachers.

Finally, reference will be made to the teaching of the Greek language in Egyptian universities, to university departments of Greek Language and Literature, that support and result in a 4-year degree, and also to others, where the Greek Language is taught as a compulsory subject.

ABSTRACTS

Modern Greek Language Instruction at St. Cyril and St. Methodius University of Veliko Tarnovo: More Than 30 Years of Experience and Innovation

Преподаването на новогръцки език във Великотърновския университет „Св. св. Кирил и Методий“ – над 30 години опит и иновации

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Abstract (in Bulgarian)

Представя се накратко историята на преподаването на новогръцки език във ВТУ „Св. св. Кирил и Методий“, като се започва от самото начало, поставено през академичната 1991/1992 г., и се стига до днес. Специално се акцентира върху използваните учебници и пособия за изучаване на езика, методите на преподаване, учебните планове, учебните програми и изпитните материали по дисциплините, имащи връзка с обучението по новогръцки език. Проследяват се и се анализират иновациите в учебните планове през годините и проблемите, пред които се изправя колегиумът от секция „Новогръцки език“ на катедра „Класически и източни езици и култури“ както в бакалавърските, така и в магистърските програми, в които се изучава новогръцки език. Споменават се поименно и всички успешно защитили докторанти, чиито дисертации имат отношение към гръцкия език и култура. Очертават се перспективите и предизвикателствата, свързани с времето, в което живеем.

ABSTRACTS

Translation as a tool in foreign language teaching

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Abstract

Translation, as a teaching tool, once again occupies a distinct role in foreign language teaching and has evolved from the classical letter-translation method to modern interactive approaches. This presentation focuses on the contribution of the translation in foreign language teaching, identifying its definition and historical course as an educational tool. From early forms of language teaching to modern trends, translation has always been a tool for enhancing linguistic understanding and communication.

The position of translation and interlingual mediation in the Common European Framework of Reference for Languages and the American Five Cs educational model (Communication, Culture, Connection, Comparison, Communities) is then compared, because these different approaches provide, within the context of foreign language teaching, tools for enhancing language competence and intercultural awareness.

Finally, the role of translation and interlingual mediation in the “Greek for you” teaching books for learning Greek as a foreign language is analyzed. It examines how these strategies are used to cultivate students’ language skills, with an emphasis on the development of grammar, vocabulary and communication skills. Interlingual mediation offers students a comprehensive method for understanding the Greek language and culture, enhancing the learning process and making language education more accessible and effective.