School of Humanities
Language Education for Refugees and Migrants

Postgraduate Dissertation
Multilingual Education Under Emergency Remote Teaching: A Mixed Methods Case Study

Christina Gkougkoura

Supervisor: Sevasti Païda

Patras, Greece, July 2020
Theses / Dissertations remain the intellectual property of students (“authors/creators”), but in the context of open access policy they grant to the HOU a non-exclusive license to use the right of reproduction, customisation, public lending, presentation to an audience and digital dissemination thereof internationally, in electronic form and by any means for teaching and research purposes, for no fee and throughout the duration of intellectual property rights. Free access to the full text for studying and reading does not in any way mean that the author/creator shall allocate his/her intellectual property rights, nor shall he/she allow the reproduction, republication, copy, storage, sale, commercial use, transmission, distribution, publication, execution, downloading, uploading, translating, modifying in any way, of any part or summary of the dissertation, without the explicit prior written consent of the author/creator. Creators retain all their moral and property rights.
Multilingual Education Under Emergency Remote Teaching: A
Mixed Methods Case Study

Christina Gkougkoura

Supervising Committee
Supervisor: Sevasti Paida
Co-Supervisor: Magdalini Vitsou

Patras, Greece, July 2020
Θα ήθελα αρχικά να εκφράσω την ευγνώμωσή μου στην α’ επιβλέπουσά μου, κ. Σέβη Παίδα, για τη συνεχή υποστήριξη και καθοδήγησή της στο ερευνητικό αυτό ταξίδι που κάναμε παρέα. Οι συμβουλές της ήταν σωσίβιο κάθε φορά που ένιωθα να κολυμπάω στ’ ανοιχτά.

Ευχαριστώ θερμά την κ. Μαγδαληνή Βίτσου, β’ επιβλέπουσα, για τα πολύτιμα σχόλια της, την στήριξή και την ενθάρρυνσή της. Η συμβολή της υπήρξε καθοριστική.

Θα ήθελα επίσης να ευχαριστήσω όλους τους συμμετέχοντες στην έρευνα και κυρίως τη συνάδελφο και φίλη Σεβίνα Καραμανίδου, που ήταν πάντα πρόθυμη να βοηθήσει στην εκπαιδευτική διαδικασία αλλά και να προσφέρει τις πολύτιμες συμβουλές της με την κοφτερή ματιά που τη διακρίνει.

Τέλος, ευχαριστώ από καρδιάς τον σύντροφό μου, Σωτήρη Καρανικολόπουλο, για την αμέριστη συναισθηματική και ήθικη στήριξη, όσο και για την υπομονή του όλα τα χρόνια που αφιέρωσα στο μεταπτυχιακό πρόγραμμα σπουδών. Η διπλωματική αυτή εργασία είναι αφιερωμένη σ’ εκείνον.
Christina Gkougkoura, Multilingual Education Under Emergency Remote Teaching: A Mixed Methods Case Study

Abstract

In recent years, a significant number of students with a multilingual background have attended Greek educational institutions, mainly due to migration and the refugee crisis. In March 2020, due to the Novel Coronavirus (COVID-19), the Greek educational institutions started organizing emergency remote teaching on online educational platforms. This dissertation describes a case study (through intervention) conducted in a digital multilingual elementary classroom, that aimed to explore strategies for facilitating remote lesson engagement and establishing inclusive pedagogy under emergency situations. Part of the aim of this intervention was to analyze the design of a small-scale project grounded on computer-assisted language learning (CALL) features that contribute to migrant students’ active lesson participation. The principle aim of this study was to explore to what extent task-based language teaching (TBLT) activities grounded on the migrant students’ needs analysis and supported by CALL features contribute to active lesson participation during emergencies and their effect on migrant students’ social inclusion in a formal educational context.

By employing qualitative and quantitative modes of inquiry, we attempt to provide multilingual lesson strategies grounded in peer collaboration implementing digital learning projects. Based on the school curriculum, the classroom teacher worked on “climate change” via digital tools. Data was collected using observation of the actual teaching procedure, the in-depth content analysis of the learning outcome, and a survey on educators’ views regarding the emergency remote teaching procedure. Results established the most critical factors required for differentiated multilingual distance education. This is an original research work on how diversity and inclusion in emergency remote teaching may be achieved.

Keywords

Multilingual education, language appropriate practices, language-diverse classroom, emergency remote teaching, social inclusion, students with migrant backgrounds.
Διαπολιτισμική Εκπαίδευση υπό εξ Αποστάσεως Διδασκαλία Έκτακτης Ανάγκης: Μελέτη Περίπτωσης Μεικτών Μεθόδων

Χριστίνα Γκούγκουρα

Περίληψη

Τα τελευταία χρόνια, ένας σημαντικός αριθμός μαθητών με πολύγλωσσο υπόβαθρο παρακολούθησαν μαθήματα στα ελληνικά εκπαιδευτικά ιδρύματα, κυρίως λόγω της μεταναστευτικής και προσφυγικής κρίσης. Τον Μάρτιο του 2020, εξ αιτίας της απειλής του νέου κορονοϊού COVID-19, όλα τα ελληνικά εκπαιδευτικά ιδρύματα άρχισαν να οργανώνουν εξ αποστάσεως διδασκαλία σε διαδικτυακές εκπαιδευτικές πλατφόρμες. Αυτή η εργασία περιγράφει μια μελέτη περίπτωσης (μέσω παρέμβασης) που διεξήχθη σε μια ψηφιακή διαπολιτισμική τάξη Πρωτοβάθμιας Εκπαίδευσης, η οποία είχε ως στόχο να διερευνήσει στρατηγικές για τη διευκόλυνση της συμμετοχής και τη σχολική ένταξη των μαθητών με μεταναστευτικό υπόβαθρο στα εξ αποστάσεως μαθήματα σε καταστάσεις έκτακτης ανάγκης. Μέρος του στόχου αυτής της παρέμβασης ήταν να αναλυθεί ο σχεδιασμός μαθημάτων που βασίζεται σε λειτουργίες εκμάθησης γλωσσών με τη βοήθεια των τεχνολογιών της πληροφορίας και της τεχνολογίας (ΤΠΕ) που συμβάλλουν στην ενεργό συμμετοχή των μαθητών στη μαθησιακή διαδικασία. Ο πρωταρχικός στόχος αυτής της μελέτης ήταν να διερευνηθεί σε ποιο βαθμό ο σχεδιασμός δραστηριοτήτων βασισμένων στο αναλυτικό πρόγραμμα σπουδών συμβάλλει στην ενεργό συμμετοχή των διγλωσσών μαθητών εν μέσω διδασκαλίας σε κατάσταση έκτακτης ανάγκης και την επίδρασή του στην κοινωνική ένταξη των μεταναστών μαθητών σε ένα επίσημο εκπαιδευτικό πλαίσιο.

Το περιγραφόμενο σχέδιο μαθήματος βασίζεται στη μέθοδο διδασκαλίας γλωσσών βάσει εργασιών (TBLT) που υποστηρίζεται από ΤΠΕ και λαμβάνει υπόψη την ανάλυση των αναγκών των μαθητών. Χρησιμοποιούντας έρευνα δράσης μεικτών μεθόδων, προσπαθήσαμε να παρέχουμε διεπιστημονικές στρατηγικές μαθήματος υλοποιώντας έργα ψηφιακής μάθησης. Λαμβάνοντας υπόψη το σχολικό αναλυτικό πρόγραμμα, η δασκάλα της ψηφιακής τάξης εστίασε στο φαινόμενο της κλιματικής αλλαγής μέσω ψηφιακών εργαλείων. Τα δεδομένα συλλέχθηκαν χρησιμοποιώντας την μέθοδο της παρατηρήσης της
Christina Gkougkoura, Multilingual Education Under Emergency Remote Teaching: A Mixed Methods Case Study

diadikasiaς της διδασκαλίας, τη σε βάθος ανάλυση περιεχομένου του μαθησιακού αποτελέσματος, καθώς και την έρευνα των απόψεων των εκπαιδευτικών για την εξ αποστάσεως εκπαίδευση, όπως αυτή εφαρμόστηκε στην καραντίνα που επιβλήθηκε τον Μάρτιο του 2020. Τα αποτελέσματα καθόρισαν τους πιο κρίσιμους παράγοντες που απαιτούνται για τη διαφοροποιημένη διαπολιτισμική εξ αποστάσεως εκπαίδευση. Πρόκειται για ένα πρωτότυπο ερευνητικό έργο για το πώς μπορεί να επιτευχθεί η διαφοροτικότητα και η ένταξη στην εξ αποστάσεως διδασκαλία έκτακτης ανάγκης.

Λέξεις – Κλειδιά
Διαπολιτισμική εκπαίδευση, κατάλληλες γλωσσικές πρακτικές, πολυπολιτισμικές τάξεις, εξ αποστάσεως διδασκαλία έκτακτης ανάγκης, κοινωνική ένταξη, μαθητές με μεταναστευτικό υπόβαθρο.
# Table of Contents

Abstract ........................................................................................................... v
Περίληψη ........................................................................................................ vi
Table of Contents .......................................................................................... viii
List of Figures .................................................................................................. x
List of Tables .................................................................................................... xiv
List of Abbreviations & Acronyms ................................................................. xv
Introduction ...................................................................................................... 1

1. Definition of Terms ...................................................................................... 4
   1.1 Bilingualism – multilingualism .............................................................. 4
   1.2 Social inclusion and exclusion .............................................................. 5
   1.3 Emergency remote teaching ............................................................... 6

2. Multilingual Education ................................................................................ 7
   2.1 The faces of language proficiency ......................................................... 8
   2.2 The CEFR levels .................................................................................. 10
   2.3 Students’ first language(s) .................................................................. 10
   2.4 Inclusive education .............................................................................. 12
   2.5 Task-based Language Teaching ......................................................... 14

3. Multilingual Education in Greek Formal Reality ......................................... 16

4. Distance Education ...................................................................................... 18
   4.1 Distance and online learning in Greek Primary Education ................. 19

5. Research Design .......................................................................................... 22
   5.1 Methodology ....................................................................................... 22
   5.2 Research Questions ............................................................................. 22
   5.3 The research method .......................................................................... 23
   5.4 The research worldview ..................................................................... 25
   5.5 The qualitative research .................................................................... 26
      5.5.1 The research site ......................................................................... 26
      5.5.2 The qualitative research tools ...................................................... 27
      5.5.3 The target group ......................................................................... 28
      5.5.4 Description of the situation ......................................................... 29
      5.5.5 The students’ needs analysis ....................................................... 29
      5.5.6 Rationale of the designed intervention ....................................... 31
      5.5.7 Learning Objectives .................................................................. 35
   5.6 Quantitative research .......................................................................... 41
      5.6.1 The survey .................................................................................. 41
      5.6.2 The survey participants ............................................................... 43

6. Research Results .......................................................................................... 44
   6.1 Results of the Qualitative Research ..................................................... 44
      6.1.1 Students’ attendance and accessibility ......................................... 46
      6.1.2 Students’ Performance and Attendance on Lesson Interventions .... 47
      6.1.3 The students’ evaluation of the emergency remote teaching procedure .. 57
   6.2 Results of the Quantitative Research .................................................... 58

7. Discussion ..................................................................................................... 70
8. Limitations of the Current Study and Recommendations for Further Research Work...76
Conclusion.............................................................................................................................77
References ...........................................................................................................................78
Appendix A: The Lesson Plans..........................................................................................89
Appendix B: Students’ needs analysis archives...............................................................118
Appendix C: The survey ..................................................................................................125
Appendix D: The web platforms’ archives ......................................................................134
Appendix E: The survey responses ..................................................................................152
List of Figures

Figure 1 Convergent Design (Cook & Kamalodeen, 2019) ......................................................... 24
Figure 2 Mixed methods intervention design ........................................................................ 25
Figure 3 The e-survey permission acquired by the participants ............................................. 42
Figure 4 An overview of the process of a qualitative content analysis from data analysis to presentation (Bengtsson, 2016, p.9) ........................................................................... 45
Figure 5 The educators’ exact post at their working institutions ......................................... 58
Figure 6 The educators’ response to the official policy at the beginning of the emergency remote teaching situation .......................................................... 59
Figure 7 The educators’ response to the official policy at the beginning of the emergency remote teaching situation concerning students with refugee and migrant backgrounds .... 59
Figure 8 The ways educators have communicated with their students on lockdown .............. 60
Figure 9 The frequency of problems faced in communication with the monolingual students and their families .......................................................... 61
Figure 10 Frequency on problems faced in communication with the bilingual students and their families ......................................................................................... 61
Figure 11 Frequency on overcoming the problems faced with the students and their families .................................................................................................................. 62
Figure 12 Institutional adequacy on device equipment for providing them to the socioeconomically vulnerable student population ................................................... 63
Figure 13 Bilingual students’ correspondence on asynchronous remote teaching activities. .................................................................................................................. 64
Figure 14 Bilingual students’ correspondence on synchronous remote teaching activities. .................................................................................................................. 64
Figure 15 Bilingual students’ participation in remote teaching activities as time went by. .................................................................................................................. 64
Figure 16 Issues emerged by students with refugee or migrant backgrounds on connecting in the scheduled teleconferences ............................................... 65
Figure 17 The migrant and refugee students’ attendance rate on emergency remote teaching lessons .................................................................................................. 66
Figure 18 Educators’ evaluation of the effectiveness of asynchronous distance education for their students with refugee or migrant backgrounds .................................................................................................................. 66
Figure 19 Educators’ evaluation of the effectiveness of synchronous distance education for their students with refugee or migrant backgrounds. .................................................67
Figure 20 Educators’ views on bilingual students’ exclusion from the emergency remote teaching procedure. .................................................................67
Figure 21 Educators’ view on the emergency remote teaching contribution to the reproduction of social inequalities in education. .........................68
Figure 22 Educators’ views on distance education empowering students with refugee or migrant backgrounds if used in conjunction with the direct learning method. ..........69
Figure 23 The instructor-made ppt for the first teleconference. ....................93
Figure 24 Warm-up message on the interdisciplinarity of the lessons (Greek language, Geography & Physics) .........................................................93
Figure 25 The video in Albanian regarding climate change ..........................94
Figure 26 The video in Romanian regarding climate change .......................94
Figure 27 The instructor-made word cloud for the prewriting brainstorm phase (levels A1-A2) .................................................................95
Figure 28 Writing tasks: Find and write the concepts (levels A1-A2) ..........95
Figure 29 Writing task: Compose an abstract (levels B1-B2) .................96
Figure 30 Compose an abstract (levels B1-B2) .......................................96
Figure 31 The instructor-made ppt presentation for the second teleconference. ...99
Figure 32 The quiz comprising the peer-assessment rubric ..........................99
Figure 33 Peer-assessment rubric. ............................................................100
Figure 34 The instructor-made ppt presentation for the third teleconference. ....103
Figure 35 The crucial parts of a poster on Edmodo ..................................104
Figure 36 The crucial parts of a poster on Edmodo ..................................104
Figure 37 Quiz: Find the slogan in each poster ......................................105
Figure 38 Writing task: Write your slogan .............................................105
Figure 39 Step-by-step instructor-made first video on Edmodo ..................106
Figure 40 Step-by-step instructor-made second and third videos on Edmodo ....106
Figure 41 Step-by-step instructor-made fourth video on Edmodo ................107
Figure 42 Step-by-step instructions on Edmodo ........................................107
Figure 43 The instructor-made ppt for the fourth teleconference. ..............110
Figure 44 The video for the prewriting brainstorm phase ..........................110
Figure 45 The writing task regarding saving energy (levels A1-A2) ...........111
Christina Gkougkoura, Multilingual Education Under Emergency Remote Teaching: A Mixed Methods Case Study

Figure 46 Image for the prewriting brainstorm phase (levels B1-B2) ........................................111
Figure 47 Image for the prewriting brainstorm phase (levels B1-B2) ........................................112
A 48 The writing task regarding saving energy (levels B1-B2) ..................................................112
Figure 49 The fifth ppt instructor-made presentation .................................................................115
Figure 50 The self-assessment rubric .......................................................................................116
Figure 51 Self-assessment and assessment of the distance learning procedure ......................117
Figure 52 Questionnaire for the teacher of the receiving class, p.1 ......................................118
Figure 53 Questionnaire for the teacher of the receiving class, p.2 ......................................119
Figure 54 Self-Assessment Table on Greek language levels for reading .............................120
Figure 55 Self-Assessment Table on Greek language levels for speaking .............................121
Figure 56 Self-Assessment Table on Greek language levels for writing ................................122
Figure 57 Evaluation of the teaching procedure in the middle of the practicum ..................123
Figure 58 European Framework of Reference for Languages (Council of Europe, n.d.) ..............124
Figure 59 Student’s 1 performance in the Writing Task “Phrases composing” (levels A1-A2) .........................................................................................................................134
Figure 60 Student’s 2 performance in the Writing Task “Phrases composing” (levels A1-A2) .........................................................................................................................135
Figure 61 Student’s 3 performance in the Writing Task “Phrases composing” (levels A1-A2) .........................................................................................................................135
Figure 62 Students team performance on the writing task on Padlet “find and write the concepts” (levels A1-A2) .................................................................136
Figure 63 Students’ team performance on the writing task on Padlet “find crucial information regarding climate change” (levels B1-B2) ................................................................136
Figure 64 Students’ team performance on the writing task on Padlet “find crucial information regarding saving energy” (levels B1-B2) ...........................................................137
Figure 65 Video with step-by-step instructions on how to create a post on Padlet ..............137
Figure 66 A bilingual student’s PowerPoint presentation regarding climate change ... 138
Figure 67 First students’ peer-evaluation ..............................................................................138
Figure 68 First students’ peer-evaluation ..............................................................................139
Figure 69 First students’ peer-evaluation ..............................................................................139
Figure 70 First students’ peer-evaluation ..............................................................................140
Figure 71 First students’ peer-evaluation ..............................................................................140
Figure 72 First students’ peer-evaluation. ................................................................. 141
Figure 73 First students’ peer-evaluation. ................................................................. 141
Figure 74 First students’ peer-evaluation. ................................................................. 142
Figure 75 Second students’ peer-evaluation. ............................................................. 142
Figure 76 Student’s 1 performance on the grammar task: find and type correctly the slogan (all levels) ...................................................................................................... 143
Figure 77 Student’s 2 performance on the grammar task: find and type correctly the slogan (all levels) ...................................................................................................... 143
Figure 78 Student’s 3 performance on the grammar task: find and type correctly the slogan (all levels) ...................................................................................................... 144
Figure 79 Student’s 4 performance on the grammar task: find and type correctly the slogan (all levels) ...................................................................................................... 144
Figure 80 Student’s 1 performance on the writing task: Slogan composing (all levels) .. 145
Figure 81 Student’s 2 performance on the writing task: Slogan composing (all levels) .. 145
Figure 82 Student’s 3 performance on the writing task: Slogan composing (all levels) .. 146
Figure 83 Student’s 4 performance on the writing task: Slogan composing (all levels) .. 146
Figure 84 The students’ posters on Padlet. ................................................................. 147
Figure 85 The students’ posters on Padlet. ................................................................. 147
Figure 86 The students’ posters on Padlet. ................................................................. 147
Figure 87 Student’s 1 poster ...................................................................................... 148
Figure 88 Student’s 2 poster ...................................................................................... 149
Figure 89 Student’s 3 poster ...................................................................................... 150
Figure 90 Student’s 4 poster ...................................................................................... 151
List of Tables

Table 1 Dates and Objectives of the Designed Interventions ........................................37
Table 2 Overview of lesson intervention 1 results concerning the bilingual and monolingual students’ attendance and performance regarding the lesson’s objectives......48
Table 3 Overview of lesson intervention 2 results concerning the bilingual and monolingual students’ attendance and performance regarding the lesson’s objectives......50
Table 4 Overview of lesson intervention 3 results concerning the bilingual and monolingual students’ attendance and performance regarding the lesson’s objectives......53
Table 5 Overview of lesson intervention 4 results concerning the bilingual and monolingual students’ attendance and performance regarding the lesson’s objectives......54
Table 6 Overview of lesson intervention 5 results concerning the bilingual and monolingual students’ attendance and performance regarding the lesson’s objectives......56
List of Abbreviations & Acronyms

BICS       Basic Interpersonal Communication Skills
CALL       Computer-Assisted Language Learning
CALP       Cognitive Academic Language Proficiency
CBLT       Content-Based Language Teaching
CEFR       Common European Framework of Reference for Languages
CRT        Culturally Responsive Teaching
L1         First Language
L2         Second Language
SLA        Second Language Acquisition
SLL        Second Language Learner
TBL        Task-based Learning
TBLT       Task-based Language Teaching
UNESCO     United Nations Educational, Scientific and Cultural Organization
Introduction

Economic crisis and forced migration have changed Greece’s demographics to a significant degree, with many factors disrupting or reducing the education provided to children. Schools located in areas hosting migrants comprise students whose first language is not Greek and who may have faced traumatic situations. Of particular concern are the challenges that arise through the language teaching of children with a migrant or refugee background. Being a migrant child at a public school seems to be quite an undertaking and demands a substantial amount of willingness and effort from both learner and educator. What are less clear are the pedagogical practices to create fair classrooms where non-native children will freely express themselves despite their language proficiency in the host country’s language. Samanta and Aggelopoulou (2019) argue that research outcomes demonstrate that most educators do not recognize their responsibilities towards their bilingual students’ needs.

Despite the migrant and refugee crisis, in March 2020 Greece faced another type of crisis, that of the risk of facing the infection of the New Coronavirus (COVID-19) disease. On March 11, 2020, every formal, and non-formal educational context in Greece ceased its operations for an uncertain period and the issue of distance learning emerged. Emergency distance learning explicitly applies to occasions where school buildings are closed because of emergencies, and learning is conducted off-site with the help of teachers in the classroom and the cooperation with parents and students. On days of emergency-distance learning, learners engage electronically in effective educational experiences that reinforce and maintain current learning in the classroom.

Although in typical language classrooms some homogeneity among learner objectives may be noticed, classrooms of refugee and migrants are characterized by significant heterogeneity regarding goals and communicative needs. Long and Crookes (cited in Macalister & Nation, 2019, p.81), argue that “pedagogical tasks provide a framework for the introduction of suitable language examples to learners and the mediation of difficulties taking into account their communicative needs.” To Ellis (2003), the key principle in task-based language teaching (TBLT) is that by performing real-life communicative tasks, a second language can be best acquired. As González-Lloret and Ortega (2014) note, when TBLT concepts properly enable task-and-technology integration, tech-negotiated language learning tasks can help enhance the trust of students; these tasks
increase opportunities for students to build their communicative skills while using the target language.

Recent trends in technology and education have led to a proliferation of studies that suggest the use of web 2.0 tools in second language acquisition (SLA). According to (Beatty, 2013), computer-assisted language learning (CALL) enables students, educators, and academics to consider suitable techniques and strategies and to adjust them to specific learning styles. Nevertheless, there is increasing concern that many students with migrant and refugee backgrounds are being disadvantaged in the technology-mediated teaching procedure and specifically in distance education under emergencies. Distance education can adversely affect the socioeconomically vulnerable student population under certain conditions. However, Damarin (1998) claims that technologies, with their attempts to bring the entire globe to the learning environment but also to promote learning outcomes in a range of ways, alongside a revision of the above-mentioned training, provide genuinely useful incentives to broaden the scope of equitable and culturally diverse education. The issue has grown in importance in light of recent interaction of TBLT, CALL, and SLA. What is not yet clear in Greece is the impact of the above interaction through distance education aiming at elementary students.

Based on a body of literature on classroom diversity, social inclusion, distance education, TBLT, and CALL features, the author describes the design and implementation of her research in a multilingual digital classroom to explore strategies of facilitating lesson engagement and establishing an inclusive pedagogy under emergency remote teaching. This dissertation, therefore, set out to assess the effect of TBLT activities grounded on the school curriculum supported by CALL features on the enhancement of migrant students’ Greek language learning under emergency situations and the determination of the key factors affecting migrant students’ active lesson participation remotely. The methodological approach taken in this study is a mixed methodology based on observation of the actual teaching procedure, the in-depth content analysis of the learning outcome, and a survey on educators’ views regarding the emergency remote teaching procedure. It is hoped that this research will contribute to a deeper understanding of the role of Greek public school as an institution that empowers and includes students with migrant and refugee backgrounds concerning their communicative needs even under emergency situations. Due to practical constraints, this thesis cannot provide a comprehensive analysis of how basic linguistic errors interact with other variables that are believed to be linked to the remote TBLT
procedure. The overall structure of this dissertation takes the form of four main parts, including the theoretical background, the research design, the research results, and the discussion chapter.
1. Definition of Terms

1.1 Bilingualism – multilingualism

Over time, several definitions of *bilingualism* have been proposed. According to Brutt-Griffler and Varghese (cited in Tsokalidou, 2015) “bilingualism may be defined as the intermediate language space, which becomes traditionally perceived as consisting of discrete entities, two separate languages.” Nevertheless, Tsokalidou (2015) argues that the understanding of bilingualism plays an important role in the synthesis of different perspectives and cultures, while the traditional distinction between distinct languages is invalidated by the existence of bilingual persons of a linguistic continuum. Gottardo and Grant (2008) maintain that the term *bilingualism* is more complex than a simplistic “yes/no” categorization, and they propose that its definitions should include the degree of proficiency in each language and circumstances under which each language is learned.

This uncertainty around the terminology of bilingualism has led to the categorization of its terms. To Hamers et al. (2000, p.24), bilingualism’s multidimensional nature includes a variety of disciplines from “neuropsychology to developmental psychology, experimental psychology, cognitive psychology, psycholinguistics, social psychology, sociolinguistics, sociology, the sociology of language, anthropology, ethnography, political and economic sciences, education and, of course, linguistics.” However, the purpose of this section is not to review all the categories of the bilingualism issue, rather offer a definition that has been broadened to be included in all of them. Thus, according to Skourtou (2011, p. 83), “bilingualism is the alternate use of two or more languages as a result of the contact between two or more languages.” The latter definition is the most precise produced so far.

In the same vein, several definitions of multilingualism have been proposed. French (2019) defines the term multilingualism as a powerful, nuanced, and diverse “multilingual repertoire” comprising several languages and other multilingual resources comprising comprehensive language competence, knowledge of other languages, sociolinguistic abilities, metalinguistic strategies and information gained across a variety of languages. According to a definition provided by the European Commission (2007, p.6), multilingualism is defined as “the ability of societies, institutions, groups, and individuals to engage regularly, with more than one language in their day-to-day lives.” Interestingly, Cenoz (2013) argues that multilingualism is both a personal and a social phenomenon at the same time as it can be called an individual’s skill, or it can correspond to the use of languages...
within communities. Bilingualism is not about the individuals who are forced to become bilingual and acquire a second language, but it concerns everyone involved in the learning procedure (Skourtou cited in Tsokalidou, 2012, p.88).

Both bilingualism and multilingualism are interrelated concepts reflecting the peoples’ spontaneous need to communicate more diversely in the various sociolinguistic contexts (Stergiou & Simopoulos, 2019). As Cenoz (2013) notice, in recent years the term multilingualism has been gaining currency at the detriment of bilingualism, but the distinction between the two concepts is not always apparent as instances of multilingualism are bilingualism or trilingualism. In this study, we adopt multilingualism as a generic term that entails bilingualism.

1.2 Social inclusion and exclusion

The term social inclusion first emerged in France in the 1970s and it took into consideration people unable to adapt to wider society and eventually other European countries adopted this with their definition (Robo, 2014). As noted by Booth (2005) inclusion is a value-based ideology that seeks to optimize everyone’s involvement in culture and education by eliminating exclusive and unequal practices. The concept of social inclusion is seen compared to social exclusion (Robo, 2014). According to Kogkidou et al. (2011), social exclusion is the restriction of the absorption of social and public services such as education, the health care system, involvement in political progress, and so on, the lack of which typically contributes to economic inequality. They also point out that the use of a different language/dialect is closely connected to social exclusion and deprivation phenomena.

As regards education, social inclusion refers to peer group acceptance and intimacy; in the classroom context, this involves classmates, whereas social exclusion is associated with students with a migrant background feeling isolated from their peer group (Mack, 2012). As Polat (2011) argues, inclusive education shall not be limited to including disabled children or young people. Inclusion means the inclusion of all regardless of race, nationality, disabilities, gender, sexual orientation, language, socio-economic status, and any other element of a person’s identity that may be viewed as distinctive. However, Peters et al. (2014) conclude that we cannot easily take for granted the obvious nature of the right to inclusive education as we should consider the approaches and policy options we are developing to achieve the reduction of exclusion and the beneficial value of inclusion as a
social norm is at the core of society’s constitution. Booth and Ainscow (2002) argue that the inclusive school is the one that is actively seeking to improve and implement new strategies of interacting and acknowledging obstacles to learning that advance education.

1.3 Emergency remote teaching

Emergency distance learning explicitly applies to occasions where school buildings are closed because of emergencies, and learning is conducted off-site with the help of teachers in the classroom and the cooperation with parents and students (Irvine Unified School District, 2020). On days of emergency-distance learning, learners engage electronically in effective educational experiences that reinforce and maintain current learning in the classroom. Hodges et al. (2020) point out that throughout the years, researchers in educational technology, especially in the online and distance learning subdisciplines, have precisely described concepts to differentiate between the wildly variable design solutions that have been developed and implemented: distance learning, distributed learning, blended learning, online learning, mobile learning, etc. They also provide a significant clarification about the definition and formally suggest a specific term for the instruction provided in such urgent conditions: emergency remote teaching. As the latter is the most precise term to define the procedure of learning under the current situation, the term will be adopted from the author to describe here this phenomenon.
2. Multilingual Education

Nowadays, the approach to education continues to raise additional issues as the necessity of using over one language remains globally a priority. However, Cummins et al. (2005) notice that learners abandon their language(s) and their sociocultural skills as soon as they pass the school entrance. McDougald (2019) states that multilingual education keeps expanding because of the proliferation of languages worldwide, while methods and strategies used to teach these languages appear outdated, hence placing a burden on the entire learning and teaching mechanism. He also believes that the conventional teacher-centered process is poorly tailored to the needs of contemporary bilingual education, which demands more comprehensive approaches to handle the advancement of various languages, ideologies, content, and critical thinking.

French (2019) argues that at the classroom practice stage, educators have an opportunity to develop the role of language education from the bottom up by incorporating multilingual practices in their organizing and teaching methods. Wong and Benson (2019) highlight the necessity of calling for multilingual education strategies that are more precise, more comprehensive in their interpretation of inter-linguistic communication, more practical given essential learned levels of ability, and more objective and comprehensive regarding language and curriculum. For Cummins (2018), instruction must address the sources of potential disadvantages that characterize low socioeconomic status and marginalized group students. Such teaching approaches entail enhancing the motivation of students to learning and encouraging them to use language effectively in forms that improve their academic and individual self-concept. According to Abentao, Castillo, Atitiw, & Asuncion, (cited in McDougald, 2019, p.10) “21st-century learning demands the skills required to succeed effectively in today’s diverse and globalized world, indicating it needs a certain range of skills such as technological literacy, critical thinking, cultural awareness, social sensitivity, problem-solving, and competitiveness.”

UNESCO (2006, p.32) sets a variety of principles that could direct international practice throughout the domain of intercultural education:

i. Intercultural Education respects the cultural identity of the learner through the provision of culturally appropriate and responsive quality education for all.

ii. Intercultural Education provides every learner with the cultural knowledge, attitudes, and skills necessary to achieve active and full participation in society.
iii. Intercultural Education provides all learners with cultural knowledge, attitudes, and skills that enable them to contribute to respect, understanding, and solidarity among individuals, ethnic, social, cultural, and religious groups and nations.”

In the same vein, Gkouvaris (2018) highlights the need to adopt specific principles for the design and implementation of intercultural teaching. These are:

- The principle of indirect reference to cultural differences: A fundamental precondition for a non-restrictive but fruitful reference to cultural differences in the formation of a learning environment that focuses on issues of common interests and concerns of all students.
- The principle of recognition of lived cultural differences: Of particular importance to students is the presentation of those cultural differences, which are part of their personal experiences and, therefore, elements of their identity.
- The educational principle of “multiple perspectives”: This principle is closely linked to the two previous, as it emphasizes the significance of each personal meaning of a charged perspective for constructing an ecumenical knowledge in the intercultural context of school.

Taking all the above into account, the following part of this section moves on to describe in greater detail the dimensions needed to be considered in establishing fair multicultural education in the classroom.

2.1 The faces of language proficiency

Learning an academic language is acknowledged as a demanding activity for second-language speakers, yet less exposure has been given to the obstacles that native speakers experience in acquiring the rules, mechanisms, and material of the academic language (Snow & Uccelli, 2009). The first in-depth analysis of the aspects of language proficiency provided by Cummins (2001). He initially recognized its two distinct features, Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). According to his analysis, conversation fluency is the first stage of Second Language Acquisition (SLA) which includes speakers’ capacity to participate in personal conversations of low demand in grammatical rules and rich vocabulary, and it is confined to the skills of listening and speaking. Second Language Learners (SLL) usually acquire this very first level of language use approximately in two years. Discrete language
skills encompass specific phonological skills regarding punctuation, proper pronunciation, some basic grammatical rules, etc. This level is of higher demand than the basic conversational skills. Apart from listening and speaking, it also comprises the skill of reading. However, the acquisition of the first two levels is usually simultaneously accomplished, and both faces of language proficiency can be matched to BICS.

On the other hand, CALP hems the productive part of learning; vocabulary enrichment, complicated grammatical, and syntactical rules as well as more complex speaking and writing skills (Cummins, 2001). Snow and Uccelli (2009) claim that Cummins did not define in depth what language skills were covered by CALP, whether in its early discussions or even in more detailed formulations afterward. For Aukerman, (2007), CALP can define a pedagogical bright line: if students do not have enough CALP, they cannot learn effectively. The time estimated for an SLL to acquire academic proficiency in the target language ranging from at least five to ten years (Cummins, 2001). As Collier (1987) in her study regarding the Age and Rate of Acquisition of Second Language for Academic Purposes concludes, there is no shortcut to improving second language cognitive learning abilities and second language academic performance. This is a lengthy, time-consuming process.

Kids start schooling with diverse cultural, sociolinguistic, and practical perspectives, and they were not yet introduced to the mechanisms of interaction accepted at school (Snow & Uccelli, 2009). Teachers frequently overestimate their students’ proficiency level because of their sleekness and reading fluency to the highly demanded level of academic proficiency, which includes a lot of critical and productive oral and written work. Therefore, a child’s effort towards public school’s demand may never seem enough, and this can lead many SLLs to reluctant behavior and even heighten up the drop-out rates of migrants (Cummins, 2001). Snow and Uccelli (2009) suggest that practices that help students feel confident in communicating who they are and what they carry to school would be at the root of every curriculum. “Children’s education can be based in their own culture while also providing explicit teaching of the skills required for success in the academic context of schools (Delpit cited in Snow & Uccelli, 2009, p.129).” Policymakers and educators working with migrants and refugees should get well informed about these learning features related to the three faces of language proficiency.
2.2 The CEFR levels

Many of the tools developed in the Council of Europe have served in the teaching of the so-called 'international' languages by introducing methodological improvements and innovative strategies to implementing teaching programs, in particular the creation of a communicative approach (Council of Europe, n.d.). The Common European Framework of Reference for Languages (CEFR) organizes language proficiency at six levels, A1 to C2, which could be classified into three specific categories: Basic User, Independent User, and Proficient User, and they are determined by 'can-do' identifiers (Council of Europe, n.d.). However, as the Council of Europe (n.d.) notes, in the case of textbook publishers, teachers, and other practitioners, the definition laid down in the CEFR can be overly wide, in particular, because it does not include individual languages.

Three tables used to set the Common Reference Levels: Global scale, Self-assessment grid, and Qualitative aspects of spoken language use. As a comprehensive description is required to direct pupils, teachers, and other users within the education system for a specific reason, the European Framework of Reference for Languages (Council of Europe, n.d.) in Figure 58 (p.122) is mostly preferred among them. It is a draft self-assessment guidance resource designed to help learners test their key language skills and determine at what point they should look at a checklist of more specific descriptors to self-assess their level of competence.

2.3 Students’ first language(s)

Limited language competence and low literacy are closely related to deprivation, lack of economic opportunity, and social stability (Spruck Wrigley, 2013). However, the deficit in academic knowledge does not mean a lack of life experience. According to Skourto (1997), literacy should not be confused with writing and written speech as a lot of things have to take place in children’s lives before they become introduced to literacy so they would be already familiar with the structures of “the logic of the written word.” Children with refugee and migrant backgrounds bring with them their cultural knowledge they have gained in their country of origin and their experiences in the places they passed by, and from the people they met before they passed the school door. Their efforts concern their traditional customs and their linguistic repertoires.
There is a large volume of published studies describing the crucial role of the first language in second language acquisition and foreign language learning. For many years most teachers viewed the child’s native language as a barrier in learning the second language, and they even advised their parents to abandon it at home communication with their children (Skourtou, 2011; Tsokalidou, 2017; Stergiou & Simopoulos, 2019). However, Cummins (2018) maintains that there is no indication that home use of L1 causes in 'inadequate exposure' to L2, which has a detrimental effect on L2 output. He also suggests that parents who communicate with their kids regularly in L1 as a way of encouraging bilingualism and biliteracy should do so without fearing that this could discourage their children from acquiring the language of their school.

Pressure on the part of immigrants/refugees to conquer the language of the host country as quickly as possible to meet the educational and social requirements of the new environment may lead to restricting the use of their mother tongue and, probably, to its complete weakening (Stergiou & Simopoulos, 2019). Centeno-Cortés and Jiménez Jiménez (2004) argue that L1 may be a strain in language learning when discouraged in the school setting, as it has proven to be an integral cognitive and metacognitive core factor for bilingual students. Paul Nation in his paper highlights that the L1 offers a comfortable and efficient way to come to grips efficiently with the definition and material of what needs to be done in the L2. August and Hakuta (cited in Padilla & Gonzalez, 2001, p.729) claim that “a solid foundation in the first language of SLL may enhance content-based second-language learning since learners also gain comparable knowledge of the instructed material.” Edelsky, C. (1982) concludes that comprehending L1 writing can imply everything from an implicit or overt understanding of local norms, like how to represent a specific sound graphically, understanding that written texts have different criteria than oral ones, recognizing what procedures and techniques are used in writing. This way “students might see themselves reflected in the content and language of the curriculum” (Cummins cited in French, 2019, p.23).

Collectively, these studies outline the crucial role of student’s L1 to obtain the concept and content of the elements which serve for the SLA. As García et al. (2018) point out, there is no way to avoid the limitations imposed by the schools on standard national languages. Nonetheless, they argue, educators may boost learning for minority students by facilitating linguistic competence constitutive of their identity, and that encourages their commitment as effective students. Teachers should rather cease advising their students’
parents to abandon their native language at home. On the contrary, they should encourage any family attempt to attending classes in their home language.

2.4 Inclusive education

Inclusion has been a common term used for many years, yet the struggle to attain education for all has been a lengthy-standing challenge for many decades (Polat, 2011). The United Nations (1948) endorse inclusion as a universal right into education in the United Nations Universal Declaration of Human Rights. According to Article 26, (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. This continuing effort to secure inclusive primary education has been accompanied by a series of core declarations (Robo, 2014).

There is no simple answer on how to incorporate inclusive education because inclusion in education is culturally specific (Polat, 2011). For Robo (2014), inclusive education means increasing the quality of education by enhancing teacher efficiency, encouraging learning-focused approaches, designing appropriate curriculum and course material, and guaranteeing schools are secure and safe for everyone. Booth and Ainscow (2002) argue that inclusive school is the one that constantly intends to develop and implement alternative methods of collaboration and recognition of learning challenges that enhance education. Several of the factors leading to migrant children's language education comprise awareness of the target curriculum, prior school experience, awareness of the factors that forced their family to migrate, and the situation among family members. (Kaneva, 2012). Personal criteria and learning styles also determine their school adaptation to each classroom’s learning style. Van Avermaet and Gysen (2006) recognize that all students should learn the same things, forming a key determinant of language teaching. However, they argue, most students also have their own unique goals. The students' linguistic and communicative needs must be considered in designing a course using the
priorities of particular learner groups, while different syllables and lessons should also be tailored for teams with different needs profiles.

Heitner and Jennings (2016) suggest that to meet the needs of diverse learners, educators should consider the role of identity, language, and culture in influencing student learning and education informing. Freire (2018) maintains that the view that the theoretical framework of teaching is disconnected from students' specific experiences is valid only for those who believe that the content is taught without social reference, regardless of what students already know from their experiences before school. However, this is, for him, inconceivable for real educators who reject the unfounded distinction between the students’ cultural background and the school curriculum.

By drawing on the conception of culturally responsive teaching (CRT) Gay (2000) has shown that when educational expertise and skills are located inside students' lived experiences and frames of reference, they are more individually valuable, have a greater appeal for engagement, and are more efficiently and thoroughly learned. CRT is described as using the cultural features, perceptions, and viewpoints of culturally diverse learners as intermediaries for more effective teaching (Gay 2002, p.106). Gay lists five critical aspects of culturally responsive teaching: “developing a knowledge base about cultural diversity, including ethnic and cultural diversity content in the curriculum, demonstrating caring and building learning communities, communicating with ethnically diverse students, and responding to ethnic diversity in the delivery of instruction.” Abacioglu et al. (2019) claim that various dimensions of CRT were found to be linked to successful student outcomes, like higher student participation, improved grades, and more supportive peer relationships.

In accordance to the above, “culturally responsive teachers should be (a) socio-culturally conscious, (b) have an attitude that is diversity-affirming, (c) see themselves as change agents, (d) understand how students construct knowledge and how to promote it, (e) strive to learn about their students’ lives, and (f) use this knowledge to build on what students already know while expanding their horizons (Villegas & Lucas cited in Heitner & Jennings, 2016, p.56).” The perspective of teachers to take on skills and diverse perspectives appear crucial to navigating the challenges of heterogeneity in classrooms as such qualities allow the educators to connect their instruction closer to the needs of their students (Heitner & Jennings, 2016). For Stergiou and Simopoulos (2019) culturally responsive teachers have more opportunities, both within and outside the classroom, to create a personal relationship with culturally diverse students, pay attention without judging, and encourage students to
share their experiences while they also express their personal experiences, spend more time and support those students who need it the most, they provide feedback, they review, and clarify.

2.5 Task-based Language Teaching

Task-based language teaching (TBLT) has gained recognition in recent years from both educators and SLA academics (Ellis, 2018). A task is organized, used for interaction in the actual world, usually with expectations or precise goals (Willis, 1996; Chen & Wang, 2019). A broad and growing body of research highlighting the effectiveness of tasks to promote the growth and success of a second language. According to Jeon and Hahn (2006), TBLT provides students with sources of meaningful content, optimal circumstances for communicative practices, and positive input to create even greater incentives for language usage.

On second language acquisition, TBLT has been a leading pedagogical method (Ziegler, 2016). González-Lloret and Nielson (2015) undertook three exploratory empiric studies to examine this method: 1) a pilot study evaluating the oral performance of students in grammar-based courses and learners in the TBLT course, 2) a study to determine if the general performance of students has increased because of the TBLT method, and 3) a qualitative study of student experiences of the Spanish TBLT program. Their findings show that the task-based course not only trains instructors to complete essential job tasks in L2 but also significantly improves the L2 of the participants.

Manolias (2018) conducted a case study of teaching Greek as a second language training class at "steki metanaston" in Thessaloniki. He aimed at applying a Content-Based Language Teaching approach (CBLT), via a theme-based (or subject-based) teaching, organized around Fear and Phobias. He concludes that through CBLT (or TBLT) most of the learning demands are fulfilled across a fair education and socio-cultural integration strategy grounded on learners’ daily communication needs.

Taken together, these studies support the notion that TBLT is a pedagogical strategy to language teaching aiming at preparing learners to realize real-world tasks linked to their needs (González-Lloret & Nielson, 2015). As González-Lloret and Nielson (2015) state, TBLT programs are developed according to defined methodological principles, starting with
an analysis of needs, using tasks as units of study to include just-in-time grammatical guidance where it applies to the correspondence needs of learners (Doughty & Long, 2003).
3. Multilingual Education in Greek Formal Reality

Economic crisis and forced migration have changed Greece’s demographics to a significant degree, with many factors disrupting or reducing the education provided to children. Schools in areas hosting migrants comprise students whose first language is not Greek and who may have faced traumatic situations. Bilingual children in Greek public schools may come from a variety of national communities, they may be bilingual in different languages, they may have different perspectives and school experiences, and they may come from various socio-economic and educational backgrounds (Tsokalidou, 2012). Nonetheless, attempts to develop strategies and methods for preserving minority languages in Greece are in their beginnings, although no formal steps have been taken in this regard (Tsokalidou, 2005). The native languages of bilinguals are not taught in public schools as the Greek Ministry of Education often claim that there is a wide variety of languages that it should incorporate to fulfill the needs of the student population (Zachariadou, 2012). The educational system and curricula are designed for monolingual children (Gogonas, 2011). For Alahiotis and Karatzia-Stavlioti (2006) the Greek educational system is described by centralization and administrative bureaucracy, expressed in the curricula but also several other dimensions of education. It is even usual for teachers to advise immigrant parents to avoid using their home language with their children so that the Greek language can improve faster and more efficiently (Tsokalidou, 2012). According to Tsokalidou (2005), the only concern expressed by Greek political and educational institutions is the effective teaching of Greek as a second language, while the concerns posed by proponents of intercultural and anti-racist education, both scholarly and educational, have a marginal and occasional effect on the conventional education system, relying on the involvement and motivation of individual educators.

The increase in immigration over the previous decades has greatly raised expectations for multilingual education (Kantzou et al., 2017). Greece, from a "transit" country until the beginning of 2016, has turned to be a camping zone for the great majority of refugees who intended to head for northern European countries because of restrictions on intra-European mobility in 2015 (Kitsiou et al., 2019; Stergiou & Simopoulos, 2019; Kantzou et al., 2017). With many hesitations and delays, policies for the education of refugee children are beginning to be sought and developed (Stergiou & Simopoulos, 2019). However, as Stergiou and Simopoulos (2019) conclude, access to public education for
children with a refugee background, despite the significant steps taken from 2016 to 2019, has been limited to those aged 6 to 15 years who live on the Greek mainland.
4. Distance Education

Distance or online learning is already one of the most widely recognized methods of providing a curriculum for many fields of education (Wakil et al., 2019). The literature on distance education, upon which the emergency remote teaching rely, has highlighted several benefits to learning. Burdina et al. (2019) claim that this tool enables education to be offered to groups of individuals who are unable to attend full-time classes for various reasons that do not allow them the ability to participate frequently. According to Lionarakis (2011) distance education encourages and allows students to study on their own and to work individually on a heuristic learning and knowledge course. Niari et al. (2017) underline the need to implement and apply distance learning approaches and frameworks at all stages of collaborative learning because the criteria and roles of distance collaborative learning will improve learners' involvement in the learning process and will ensure good learning performance, analytical and innovative thinking, and satisfaction regarding their studies. Similarly, Pozidis et al. (2015) claim that the school implements programs in "innovative" institutions that will, to a small extent, lead to the shift of the teacher-centered, cognitive-oriented approach and serve as a tool to enhance the student-centered character and flexibility in using new teaching approaches.

Psallidas and Manousou (2016) state that students in learning communities interact with the educational material with the teacher and their co-educated classmates. Thus, learning becomes a social process in which it takes place: interaction with discussions about the subject, exchange and negotiation of ideas, attitude processing, encouraging learners to participate in the educational process, and overcoming obstacles. The use of web 2.0 tools can contribute to the reorientation of education with the possibilities it provides for the opening of the school to society and the world, with the first step being the organization of models of cooperation between schools and classes (Pozidis et al., 2015).

As regards the technology applications in second language acquisition, Beatty (2013) argues that computer-assisted language learning (CALL) enables students, educators, and researchers to identify suitable resources and strategies and adjust them to diverse teaching and learning styles. Despite what can apply in CALL, any method in which a learner uses technology and, as a result, enhances his or her language is a CALL concept that adapts to its developing nature (Beatty, 2013).
Chappelle (2001) focuses on the interaction of CALL, task-based learning (TBL), and SLA. He asserts that the study of the aspects of computer-based tasks that engage learners should be a goal of education and also for SLA researchers who try to contribute to the understanding of qualified SLA. Two of the benefits that CALL applications have facilitated are the ability to participate in language learning and teaching across state boundaries and to identify other learning environments and the multidisciplinary dimension of the task design as a result (White & Reinders, 2010; Thomas, & Reinders, 2010). To Thomas and Reinders (2010) given the high level of task-based approaches, this is an intriguing inclusion in that TBLT is focusing on enhancing real-world authentic tasks in target languages at a period when 1.5 billion people worldwide have access to international forms of technology-based interaction, from laptops to smartphones. However, as SLA theory has traditionally ignored CALL, TBLT method usually focuses mainly on face-to-face classroom study (Chappelle, 2003; Thomas, & Reinders, 2010).

Regarding the importance of emergency remote teaching due to emergencies, Di Pietro et al. (2020) claim that it plays a vital role in encouraging children to continue studying as a result of the deterioration in education institutions triggered by the closing in schools and universities. However, they notice that physical school closing and distance education may have a detrimental impact on students' performance across four main channels: reduced time spent studying, anxiety signs, a shift in the way students communicate, and loss of enthusiasm for learning. In their report on the impact that Coronavirus and physical school closure have on education and learning, they also argue that there are significant socio-economic gaps in student exposure to new technology at home. Students with higher socioeconomic status are more likely to have a suitable device at home than students with lower socioeconomic status. Similarly, they highlight a learning deficit between native students and migrant students. They interestingly conclude that distance education has a lot of potentials, but it is more efficient when students and teachers could organize for it and get used to it, and institutions have had the opportunity to verify its implementation.

4.1 Distance and online learning in Greek Primary Education

Several studies have examined the implications of distance and online learning on applications in Primary Education. However, in Greece, no distance education school is
aimed at primary school students (Manousou, 2004), but it is institutionally applied, only in higher education (L.2552 / 1997) (Fakoulas, 2020). All the cases concern the efforts of school distance education systems and there is no development of an autonomous/virtual or complementary mode of school education by the Ministry of Education and Lifelong Learning following the rules and principles (Miminou & Spanaka, 2016). Much of the current literature on distance education in elementary schools pay attention to supplementary distance education programs assisted by CALL features. In the following, the most important related research is reviewed.

Pozidis, Manousou, and Koutsoumpa (2015) report on cooperative learning in the framework of supplementary environmental distant learning. In their empirical research, they aimed at implementing an environmental program with activities focusing on educational material provided to schools, which formed a collaborative network of primary schools of Corfu. They concluded that the application of networks is an opportunity in education that should be further used and extended to the whole range of operation of the school since it is a perspective that is not limited to communication benefits but deepens and strengthens the achievements of collaborative learning (Pozidis et al., 2015).

Manousou (2004) questions whether distance learning applications could offer learning opportunities and improve the quality of education provided to elementary students, especially those who live away from urban centers. In her case study regarding a remote application of an environmental program in primary education identifies that implementing innovative CALL applications can offer new experiences and multiple learning opportunities to elementary students and easily familiarize them with the use of new technologies and lifelong learning.

In their case study of organizing a program of supplementary distance education using web 2.0 tools, Psallidas and Manousou (2016) note that:

- The creation of a learning community to support supplementary education takes place as a three-way interaction between the teacher and the student, the teacher, and the group of students and the student and the rest of the group of students. Through these functions, creative and critical thinking is cultivated.
The ongoing exchange of knowledge, experiences, and skills develops multipliers between students and teachers, synchronously and asynchronously, in pairs or groups, innovative skills, and attitudes.

Papanikolaou and Manousou (2019) discuss the potentiality of the supplementary distance education application in primary education for lessons replenishment by students occasionally absent from school. In their action research, they used the Edmodo educational platform. They notice that the use of such web 2.0 tools has provided the basis on which the traditional system of education can be linked to an open distance learning one. They suggest that CALL facilitates originality and creativity and supports the critical thinking of students.

To develop an assessment model for video as a means for learning in distance polymorphic primary education, Papadela (2019) carried out bibliographic research which formed the foundation of the axes and criteria of the assessment framework. She concludes that video is a rich and powerful tool used over time in distance education at all levels to present, transfer, and represent educational information, but also to support teaching and learning processes as it presents the information attractively and consistently.

In the same vein, Aggeli (2017) reviews the contribution of video to the achievement of the corresponding pedagogical goals in terms of knowledge, skills, and attitudes. She concludes that the use of video in distance learning in a second/foreign language promotes the enhancement in language teaching experience in terms of content, materials and pedagogical approaches by enhancing interdisciplinarity, student-centeredness, and collaboration, through the active student engagement, initiative, creativity, critical and creative thinking, and the connection of personal experiences with education and with real-life situations.

Collectively, these studies outline a critical role for utilizing CALL features and web 2.0 tools on cooperative learning in face-to-face education or supplementary distance education in primary institutions. However, very little is known about collaborative education in a diverse primary educational context using web 2.0 tools. The next chapter describes the procedures and methods used in this investigation of emergency remote teaching applications using TBLT methods in a multilingual elementary classroom.
5. Research Design

In this chapter, the details that concern the research, such as the research questions and the sample, are presented. Next, the tools selected for the qualitative and quantitative research, and the rationale behind the choice of these tools are addressed.

5.1 Methodology

The present research addresses the migrant students’ lesson engagement and inclusive pedagogy establishment under emergencies. Mixed methods research questions deal with different aspects of a phenomenon, as Tashakkori and Teddlie (1998) argue, and are addressed with the information provided both in quantitative and narrative types. The logic for using mixed methods is that the simultaneous use of both qualitative and quantitative methods can provide a stronger insight into the research questions than a single approach (Creswell & Plano Clark, 2012; Tashakkori & Teddlie 1998). According to Creswell and Plano Clark (2018), a mixed-methods case study design is a form of mixed-method study in which quantitative and qualitative data gathering, findings, and interpretation are used to provide in-depth justification for a case.

The purpose of this mixed-methods case study was to qualitatively explore with a small sample and to determine if the qualitative findings generalize to a large sample (Creswell & Creswell, 2017). The first phase of the sample is a qualitative exploration of the contribution of enrichment-related activities supported by CALL features to migrant students’ active Greek language learning under emergencies. For this purpose, qualitative modes of inquiry have been collected from a multicultural classroom at a Greek public elementary school in the center of Athens. From this initial exploration, the qualitative findings have been used to develop assessment methods that have been administered to a large sample. In the quantitative phase, e-surveys have been collected from 57 educators with active teaching experience in multicultural Greek institutional contexts.

5.2 Research Questions

The study is conducted from both the part of the students of the multicultural classroom and the perspective of teachers, as the most appropriate to refer to the educational procedure. Accordingly, the case study is addressed to the students with migrant backgrounds of the
Christina Gkougkoura, Multilingual Education Under Emergency Remote Teaching: A Mixed Methods Case Study

classroom and the survey to active educators with teaching experience with students with migrant or refugee backgrounds in Greek public elementary schools.

Damaskinidis and Christodoulou (2019) define raw thought as the stage at which we explain our work in a simple and easy-to-understand manner. Because raw thought includes addressing more than one research question (Damaskinidis & Christodoulou, 2019), the following research question and sub-questions were schemed to indicate what to expect by studying the subject:

- How may effective Greek language lessons under emergency remote teaching be achieved?
  a) How will TBLT activities grounded on the school curriculum supported by CALL features enhance migrant students’ Greek language learning under emergency situations?
  b) What are the crucial factors that affect migrant students’ active lesson participation remotely?

5.3 The research method

According to Creswell and Plano Clark (2012), the investigator incorporates both quantitative and qualitative analysis when the goal is to integrate parallel quantitative and qualitative data needed to respond to study aims. This complex mixed methods design is consistent with the main ideology of a case study focusing on developing a comprehensive insight into a case by collecting various sources of data (Creswell & Plano Clark, 2018). The central architecture approach to mixed methods case study development is most prominent in using a convergent design to analyze the cases (Curry & Nunez-Smith, 2015; Creswell & Plano Clark, 2018).
It is widely acknowledged that the education of children will be improved if educators gain more control over their educational work and research (Carpenter & Cooper, 2009). According to Harrison et al. (2017), case study research is commonly characterized as a flexible type of qualitative inquiry most appropriate for a systematic, thorough and in-depth study of a complicated situation (phenomena, case, issue, organization, individual or group program) in contexts where the boundaries within background and problem are uncertain and involve several parameters. Thus, the case study is the most suitable method for the qualitative part of our research. In this case study, the researcher identified a novelty educational conjuncture in language education of students with a migrant background through emergency remote teaching. She intended to develop a more nuanced and complete understanding of the case by including both qualitative and quantitative data sources (Creswell & Plano Clark, 2018).

Before, during, and after the intervention, qualitative data gathering, and interpretation were performed to provide contextual, holistic insights on effective teaching remotely students with a migrant background. As the current emergency remote teaching procedure was unprecedented, many frontier factors determined the outcomes of the case study. These factors have been considered as crucial to be further investigated whether they also applied in a large sample. For this purpose, quantitative methods of gathering data were applied subsequently to provide a detailed level of information about the case that offers a realistic picture (Creswell & Plano Clark, 2018).
5.4 The research worldview

Creswell and Plano Clark (2018) argue that when the aim of a mixed methods case study design is to develop and describe a case, the philosophical assumption appears to be an emerging, constructivist approach. They also notice that this philosophy states that there are several interpretations available and that to accurately define the complexity of the case, they must arise during the research process. Social constructivists believe people seek
knowledge of the issues they live and work in and they develop their perceptions' subjective meanings (Creswell & Creswell, 2017).

As the researcher triggered by her need to better understand and interpret her working environment, the present study adopts a constructivist approach. The researcher aims to focus as much as possible upon the participants’ perceptions of the situation being examined (Creswell & Creswell, 2017). Hence, the migrant students’ views concerning the teaching procedure are respectfully considered and, the educators’ reflections determined the case study process.

5.5 The qualitative research

5.5.1 The research site

As regards the case study, it was carried out at a public elementary school in the center of Athens. The specific research site was selected due to the familiarity of the author with her working place and the relationships gained with the students, their parents, and the school’s educators.

Since the school year 2003–2004, the school has operated in a newly built building in Kolonos. Recently, the area close to the school has become the residence of immigrant communities. As a result, a significant percentage of children with migrant backgrounds belong to the school's student population, and it is now characterized by considerable diversity.

Since the 2010–2011 school year, the Unified Reformed Educational Program, which implements an extended morning schedule (until 14:00), has improved the Curriculum and the Enriched Schedule Program with new teaching objects and activities. Since the school year 2016–2017, the school joined the Unified Press All-Day Primary Schools (end of the compulsory program at 13:15, all-day operation at 13:20–16:00).

For the school’s 11 classes, 210 students are attending (approximately 15–22 per classroom). There are 28 educators, with the school staff also comprising a psychologist and the prime teacher. The school environment among educators is generally cooperative. Parents are also involved in the school and its projects, as demonstrated in their contribution to school events and attendance, as well as the parents' and guardians' association.
5.5.2 The qualitative research tools

Several techniques have been developed to collect data for either a qualitative or a quantitative design of research. As this research follows a mixed-methods design, the first two tools presented below, observation and the research diary, refer to the qualitative part of our case study. Subsequently, the designed e-survey concerns the quantitative research part and is analyzed in the following section.

**Weekly observation**

Creswell and Creswell (2017) notice that cases are constrained by time and activity and researchers compile extensive knowledge over a continuous period using a variety of data collection. They also claim that data collection may include observation of the participants in a research place where they can freely express themselves without being interviewed. In contrast to research tools such as questionnaires and interviews, observation is an activity that we engage in every day (Damaskinidis & Christodoulou, 2019). Weekly observation of the teaching procedure before the intervention provided adequate information regarding the students’ attitudes and stances concerning diversity in the teaching and learning procedure, and students’ needs analysis. Intensive observation throughout five-weeks-long emergency remote teaching synchronous intervention contributed to gathering a variety of data on the students’ learning abilities and preferences.

**Research diary**

A diary depicts the events of a time period, usually notes on paper, spoken in a recorder, or even in the form of a diagram, a photo, or a video, from the writer's perspective (Damaskinidis & Christodoulou, 2019). Nowadays, technology has brought many alternative ways of collecting data, since the familiarity of modern human with new digital devices serves as an additional incentive to participate in the research (Damaskinidis & Christodoulou, 2019).

As this study realized online, the research diary is grounded on the web platforms’ archives. All the assignments, the students’ deliverables, their posts, and peer- and self-evaluations, and their evaluation of the remote teaching procedure, constitute the main data collected for the case study as their analysis provide critical research insights. Regarding the designed intervention, thorough lesson plans have welled orientate and guide the remote
teaching procedure. All the lesson plans are included in Appendix A, p.89 while the most important data deriving from the web platforms are contained as screenshot images in Appendix D, p.134.

5.5.3 The target group

Eighteen children aged 11–12 with a mixed ethnic background attend the 5th grade of the selected Greek primary school in downtown Athens. In a total of eighteen students of the classroom, there are six with a migrant background while the rest of them are of Greek origin. There are two boys and two girls with Albanian origins. Two of these students, one boy, and one girl have attended a Greek public school since the first class; however, their learning skills have not been developed to any significant degree, most likely due to their diagnosed dyslexia. The other boy has attended the Greek school since the third class. He has developed his speaking and reading capacity in Greek substantially, but he struggles to compete with his classmates in writing. In contrast, the remnant girl attended the Greek school since the first class and, despite that she has grown up speaking Albanian as a home language, her significant effort has paid off as she belongs to the classrooms’ hard workers.

The rest two children with migrant backgrounds comprise two Romanian speakers; a boy with Romanian origins and a girl from Moldavia. The boy has been attending the Greek school since the first class and although he has gained his colleagues’ sympathy and fellowship, he has often denied his origins. The girl deriving from Moldavia has advanced her writing; however, she barely speaks and only answers questions with a yes/no, and, when she reads, she maintains her voice at a low level. Presumably, her emotional condition and her shy profile are affecting her oral progress.

Most of the students with an immigrant background who have attended school since first grade have acquired discrete language skills that, according to Cummins (2001), refer to specific phonological skills concerning punctuation, proper pronunciation, some basic grammatical rules, etc. The students who enrolled in the third class of the school have acquired conversation fluency (Cummins, 2001), the first level of second language learning (SLA), that involves the ability of speakers to engage in personal style interactions of low demand in grammatical rules and rich vocabulary, and limited to listening and speaking abilities.
To determine the key factors that affect migrant students’ active lesson participation remotely and the aspects contributing to their online language learning under emergency situations, the learning progress of these students will be examined compared to that of their monolingual classmates. Subsequently, the findings will be also assessed according to the survey’s findings concerning a bigger sample in the same region and of the mutual period.

5.5.4 Description of the situation

According to Macalister and Nation (2010), many crucial factors are associated with the relation between students, educators, and the condition of learning and teaching. Environmental analysis (Tessmer, 1990) includes understanding the variables that will significantly affect the course objectives’ plans, what is involved in this process, and how to instruct and evaluate during the course.

As already mentioned, in March 2020, each formal, and non-formal educational institution in Greece halted its activities, because of the COVID-19 curfew, for an indeterminate period on March 11, 2020, and the issue of distance learning emerged. During emergency remote teaching days, learners participate in meaningful instructional activities online, which enhances and maintains the current classroom instruction. On that account, the researcher designed online classes for her current class, the 5th class of the school, initially asynchronously and then also synchronously (Appendix A, Lesson Plans 1-5, pp.89-117). Among the separate created classes concerning the school curriculum, a separate Greek language class has been designed to address the students who attend also the school’s receiving class. In the next section, the rationale for this decision on differentiated instruction is analyzed according to the students’ needs analysis.

5.5.5 The students’ needs analysis

Van Geel et al. (2019) claim that educators should not use a unique common basis but might intentionally differentiate teaching activities so that learners receive instruction that meets their needs. Accordingly, Parsons et al. (2018) maintain that adapting instruction is a foundation pillar of effective teaching and that the instructors of the barter system should aim at it. The key to effective differentiation is not the implementation of techniques, but the real adjustment of instruction to all defined learners’ needs (Van Geel et al., 2019). Richards (cited in Pushpanathan, 2013, p.3) also acknowledges needs analysis as a key
factor in designing a language course's curriculum and material. He further emphasizes its central role in evaluating and modifying an existing curriculum and providing teachers with support in developing assessments. Meeting the needs of the students presupposes that educators have a clear sense of the level of comprehension of learners and recognize what instruction and learning activities are suitable for children at all stages, regarding the aim they are trying to achieve (Deunk et al., 2015). Macalister and Nation (2010) draw attention to the distinctive categories of needs analysis. They argue that input on objective needs can be obtained by questionnaire surveys, personal interviews, data compilation (e.g., collection and analysis of evaluation sheets or workbooks), assessment, regular interaction with educators and pupils, and testing. On the contrary, subjective needs are assessed by the self-assessment of students using categories and levels, surveys, and interviews (Macalister & Nation, 2010).

Considering all the above aspects, the researcher and teacher of the classroom initially conducted an interview with the receiving class’s teacher regarding her students’ educational needs and the reception class curriculum (Appendix B, Figures 52 & 53, pp.118-119). To further specify their academic level in Greek, students were assigned a self-assessment table (Appendix B, Figures 54, 55, & 56, pp.120-122) on the first lesson of our online intervention, based on the European Framework of Reference for Languages (Council of Europe, n.d.) (Appendix B, Figure 58, p.124).

According to the records, and a several-month interaction with the students in the class, three out of six students with a migrant background are of level A1-A2 in Greek language proficiency (Council of Europe, n.d.). Thus, the separated Greek language virtual class aimed at them, taking into account their needs analysis and their mutual proficiency in Greek; two Albanian boys and one girl from Moldavia who have acquired conversation fluency (Cummins, 2001). They would be instructed on the same activities as the rest of their classmates. However, the lessons’ learning objectives would be differentiated as their language learning needs are. The rest of the six students with a migrant background would also be assigned the same tasks concerning their acquired discrete language skills (Cummins, 2001), and their estimated B1-B2 proficiency in the Greek language.
5.5.6 Rationale of the designed intervention

Technology is a significant field of research in multicultural education. Marshall (2001) acknowledges that technology is a tool to minimize discrimination and claims that such technologies will make teaching equitable. By using a range of methods, learners gain school skills and knowledge centered on their learning style and level of intelligence. Online educational platforms are viewed as structural elements on which students can perform their communicative skills (Thomas et al., 2013).

Concerning the present teaching intervention, it was designed according to Macalister and Nation’s (2010) selection of 20 values regarding its content and sequencing, format and presentation, and monitoring and assessment. Ellis’ (2005, pp. 2-11) principles were also taken into consideration, concerning a rich repertoire of formulaic expressions, language learning with a focus on meaning followed by a focus on form, implicit and explicit knowledge of the second language (L2), extensive input and opportunities for output, interaction opportunities in L2, and assessing learner’s L2 proficiency.

Taken everything into account, the course intended to enhance the interactional and cross-cultural efficiency of students in Greek and to acquaint them with basic routines regarding their school life and further society alongside enhancing their technological literacy. Other crucial objectives were to urge the students to demonstrate environmental awareness towards saving energy and to practice collaborating effectively when working in teams to prepare tasks. Because the entire intervention was designed remotely, their duties required self-direction and learner autonomy (Compton, 2009) with the teacher’s role to be illustrative and supportive.

The lessons were interdisciplinary and associated with their classroom’s curriculum courses in geography and physics to fulfill their integrative motivation (Macalister & Nation, 2010). Concerning the official Greek curriculum, one of its prominent elements is the interdisciplinary aspect which is considered contributing to the most prevalent factors of the public school addressing the contemporary educational needs (Gatou, n. d.).

Regarding the content and sequencing, the lessons were divided into two discreet parts. The first lessons comprised routines, from basic interaction in school and home activities because of quarantine, to curriculum-based assignments and quizzes. They were grounded on reviewing the curriculum of the 5th class since the beginning of the current school year and aimed at introducing the students to practicing and learning online as they
had no previous experience with distance learning. The students worked asynchronously using the web 2.0 tool Edmodo, which was selected because it provides a protected educational environment and creates electronic classrooms where teachers can share content, submit assignments, provide feedback, and handle communication with students and parents through its network (Edmodo, n. d.). Via Edmodo, teachers, and learners share digital material and enhance their participation, interaction, and communication with each other (Lychnou, 2017).

Students of levels B1-B2 began their asynchronous lessons in the Greek language by reviewing book chapters’ material enhanced by images, videos, and PowerPoint presentations accompanied by relevant quizzes and assignments. Students also practiced their writing and comprehensive skills by composing abstract of small texts, and they created their favorite books’ written presentations based on chapter 9 of the schoolbook concerning literature and libraries.

On levels A1-A2 the students revised vocabulary regarding their school life, parts of the home, and activities due to quarantine, weekend activities with friends and family, and a birthday party organization. Whereas most lessons were created using images and readings that were found on the web, a large part was based on the book “CLICK in Greek. Level A1 for children (6–12 years old)” (Karakyrgiou & Panagiotidou, 2015). This book was selected because it applies the principles of modern teaching and innovates by providing users of the book with audio, songs, and access to the electronic version of "CLICK in Greek". In terms of grammar, they revised the personal pronouns and definite articles, some basic spelling rules on verbs, and were taught verb inclination in the future simple. They also received gradual practice in composing sentences and simple texts concerning images, comics, and fairy tales. Finally, they practiced their comprehension of listening skills.

During the second phase of the intervention, students worked in teams to create a digital magazine grounded on the TBLT method supported by CALL features. As González-Lloret and Ortega (2014) note, when TBLT principles suitably activate task-and-technology integrations, language learning tasks negotiated by technology may assist in enhancing students’ confidence; such as tasks increasing students’ incentives to create while utilizing the target language. This section includes five (5) lesson plans (Appendix A, Lesson Plans 1–5) forming a small-scale project regarding climate change and saving energy.

The first teleconference (Appendix A, Lesson Plan 1, p.89) aimed at taking place between the teacher and all the student population of the class via Webex, full access for
which was provided by the Greek Ministry of Education. Cisco Webex (2020) is an American company that offers conferencing, online meetings, screen sharing, and webinars. During our first teleconference, we discussed our lesson regarding the weather and climate in geography. Students then discovered the consequences of the greenhouse effect on an instructor-made presentation. The VoiceThread software was selected by the teacher for its facility to convert images and videos into digital elements that provide audio and written information in an online presentation. As Pachler et al. (2009) observed, studying could be a cognitive process for students and also socially and culturally embedded in technology operations.

Students were separated into groups according to their assigned tasks depending on their language proficiency levels. For the first team (levels A1-A2) the WordClouds web platform was selected to help students become acquainted with vocabulary in a playful manner (Appendix A, figure 27, p.95). Subsequently, the students were asked to search the concepts of specific, relative words and phrases on a suggested online dictionary of geographical terms and to post them on the wall of their team on Padlet. Padlet is a free online resource that include publicly or privately notice boards. Teachers and students can upload notes on a shared page that contains links, videos, photographs, and word docs. With Padlet, learners use a variety of tools and interactive data to enhance their learning. To Nelson (cited in Levy et al., 2014, p.3), “Young people are more fluent with multimedia than print, compared with those from older generations. As graphics, sound files, and video become common in online texts, various means of communication enable personal arguments.”

The rest two teams (levels B1-B2) were assigned to search on the web for information on climate change and on ways of saving energy accordingly. They were supposed to identify crucial information on the separate subjects in every viable form (video, song, text, website, article, etc.). They should finally upload their data on their teams’ Padlet wall and prepare themselves to present the information to their classmates.

During the second teleconference (Appendix A, Lesson Plan 2, p.97), students presented their work synchronously via Webex. Marshall (2001) recognizes that videoconferences and interactions on the web used by students from diverse backgrounds can be sustained to increase self-confidence and further positive relationships among them. In the follow-up phase of this lesson, students were asked to complete a peer-assessment rubric made on RubiStar and modified by the teacher to fulfill the task’s prerequisites.
Christina Gkougkoura, Multilingual Education Under Emergency Remote Teaching: A Mixed Methods Case Study

(Appendix A, Lesson Plan 2, Figure 33, p.100). Peer assessment may encourage personal engagement and allow students to focus on and associate their actions with those of their peers that enhances students' meta-cognitive understanding (Lee, 2009).

They were then assigned asynchronously on Edmodo to create a slogan for protecting the planet and to design a poster on Canva. Its drag-and-drop technique provides access to numerous photographs, graphics, and fonts; it can, therefore, be efficiently used by non-professionals to create stunning graphics that could not be provided by simple drawing methods. Thus, by using a variety of techniques, students acquire knowledge and skills according to their learning style and intelligence type, equalizing opportunities in education (Marshall, 2001).

The subsequent weeks (Appendix A, Lesson Plan 3 & 4, pp.101-112) comprised their poster presentations on Padlet via Webex and their last assignment regarding composing a small article (or simple sentences) about saving energy. Learners worked asynchronously on Edmodo assisted by four (4) instructor-made asynchronous videos with step-by-step instructions. Finally, the teacher posted all students’ deliverables on the common magazine on Canva, and she then published it on the web page Issuu. Issuu was selected for its facility to transform images, text, videos, and PDFs into ready-to-publish content for every digital channel, format, and device.

The last teleconference included a presentation of the environmentally friendly magazine, a brief review of students’ efforts during the project, and guidelines for completing a self-assessment rubric (Appendix A, Lesson Plan 5, Figure 50, p.116) on Edmodo of students’ contributions in the article. For Boud (2000), assessment should be viewed as a requisite feature of long-lasting learning; hence, it ought to be placed into learners’ hands.

The ultimate stage of the lesson comprises an evaluation of the entire remote teaching intervention. Macalister and Nation (2010) claim that a thorough evaluation could be an undertaking that can empower and support the teaching procedure. Students were asked to complete one last quiz on providing the researcher their impressions of the entire teaching procedure and their proposals for future change as well (Appendix A, Figure 51, p.117). Another evaluation quiz was assigned to the students with migrant backgrounds in the middle of the practicum lessons (Appendix B, Figure 57, p.123).

Because it was not possible to virtually cover all of the tasks assigned to Edmodo, the appendices solely comprise screenshots with samples of this work. However, all
assigned tasks are available to check after requesting acceptance by logging in our virtual language classrooms on Edmodo link for levels A1-A2 using the access code gz8qe7 and for levels B1-B2 on Edmodo with the code 2ajzd8.

5.5.7 Learning Objectives

The synthesis of the learning objectives was done according to the curriculum provided by the Greek Pedagogical Institute. As the small-scale project grounded interdisciplinary on the courses of the Greek language, Geography, and Physics, the objectives take into account the relative Interdisciplinary Unified Curriculum and the Detailed Elementary School Curricula (ΔΕΠΠΣ—ΑΠΣ, 2003).

Objectives related to language learning

1. Name and recognize at least ten terms related to weather, climate, and climate change (ΔΕΠΠΣ—ΑΠΣ Γεωγραφίας, 2003).
2. Use texts from newspapers and magazines or books and other online material to correlate relationships between climate and human activities (ΔΕΠΠΣ—ΑΠΣ Γεωγραφίας, 2003; ΔΕΠΠΣ – ΑΠΣ Ελληνικής Γλώσσας, 2003).
3. Realize that they can also express their thoughts and communicate with others not only orally but also in writing (ΔΕΠΠΣ—ΑΠΣ Ελληνικής Γλώσσας, 2003).
4. Create online bulletin boards using Padlet with essential posts written correctly, including relevant articles retrieved from news sites on the web.
5. Present their acquired information orally to their classmates using correct syntax and grammar. Narrate personal experiences, thoughts, desires, plans, programs, the meaning of a text, etc. (ΔΕΠΠΣ—ΑΠΣ Ελληνικής Γλώσσας, 2003).
7. Create a poster using Canva, including images and their slogans concerning protecting the planet, upload it on their teams’ Padlet board, and present it orally to their classmates.
8. Use distinct types of writing, for different purposes and different recipients and gain confidence in their writing in their original way. (ΔΕΠΠΣ – ΑΠΣ Ελληνικής Γλώσσας, 2003).
9. Compose an environmentally friendly article (or simple sentences) written with complex periods, with cohesion and coherence (ΔΕΠΠΣ—ΑΠΣ Ελληνικής Γλώσσας, 2003).

10. Decide whether they need to rewrite to improve a difficult or incomplete text (ΔΕΠΠΣ—ΑΠΣ Ελληνικής Γλώσσας, 2003).

11. Design a magazine using Canva, including the acquired knowledge regarding climate change and the steps towards saving energy using appropriate vocabulary and grammar.

Objectives related to technological literacy

1. Uses electronic devices to edit a plain text and format it (ΔΕΠΠΣ—ΑΠΣ Ελληνικής Γλώσσας, 2003).

2. Connect on their virtual classroom on Edmodo, post their ideas, upload an image, download important archives (grammar tables, ppt, etc.) and save them at their devices.

3. Complete efficiently the quizzes and assignments on Edmodo and receive their feedback.

4. Type with correct spelling and at the required speed school and extracurricular texts (ΔΕΠΠΣ—ΑΠΣ Ελληνικής Γλώσσας, 2003).

5. Identify the information they look for and use it in different electronic aspects (ΔΕΠΠΣ—ΑΠΣ Ελληνικής Γλώσσας, 2003).

6. Construct a collaborative Padlet including all the appropriate data posting at least four elements (videos, photos, maps, texts).

7. Create a poster on Canva using at least one image, and a text frame, export it as a png or jpg file and upload it on the relative board on Padlet.

Objectives related to personal values, beliefs, attitudes, and stances

1. Study the interactions and interdependencies that develop between the natural environment and humans (ΔΕΠΠΣ—ΑΠΣ Γεωγραφίας, 2003).

2. Demonstrate environmental awareness towards the vivid issues the humanity faces nowadays (ΔΕΠΠΣ—ΑΠΣ Γεωγραφίας, 2003).
3. Develop the necessary attitudes for understanding, acceptance, communication, cooperation, and solidarity with other people (ΔΕΠΠΣ – ΑΠΣ Γεωγραφίας, 2003). Collaborate effectively working in teams to prepare the tasks.

4. Recognize the importance of rational environmental management (ΔΕΠΠΣ – ΑΠΣ Γεωγραφίας, 2003).

5. Adopt attitudes and stances that will allow them to integrate creativity into their natural and socio-cultural environment (ΔΕΠΠΣ – ΑΠΣ Γεωγραφίας, 2003).

6. Appreciate the energy-saving ways and the importance of renewable energy sources for the environment surroundings (ΔΕΠΠΣ – ΑΠΣ Φυσικής και Χημείας, 2003).

7. Share creative ideas regarding saving energy and indicate in their magazine manners in which to implement these ideas in their surroundings (ΔΕΠΠΣ—ΑΠΣ Φυσικής και Χημείας, 2003).

Table 1 Dates and Objectives of the Designed Interventions

<table>
<thead>
<tr>
<th>Interventions (synchronously &amp; asynchronously)</th>
<th>Date of synchronous intervention</th>
<th>Intervention objectives</th>
</tr>
</thead>
</table>
| Lesson Plan 1 (5 hours)                       | 29/4/2020 (2 hours)             | 1. Name and recognize at least ten terms related to weather, climate, and climate change (ΔΕΠΠΣ—ΑΠΣ Γεωγραφίας, 2003).
|                                               |                                 | 2. Use texts from newspapers and magazines or books and other online material to correlate relationships between climate and human activities (ΔΕΠΠΣ—ΑΠΣ Γεωγραφίας, 2003; ΔΕΠΠΣ – ΑΠΣ Ελληνικής Γλώσσας, 2003).
|                                               |                                 | 3. Realize that they can also express their thoughts and communicate with others not only orally but also in writing (ΔΕΠΠΣ—ΑΠΣ Ελληνικής Γλώσσας, 2003). |
4. Create online bulletin boards using Padlet with essential posts written correctly, including relevant articles retrieved from news sites on the web.

5. Use electronic devices to edit a plain text and format it (ΔΕΠΠΣ—ΑΠΣ Ελληνικής Γλώσσας, 2003).

6. Type with correct spelling school and extracurricular texts (ΔΕΠΠΣ—ΑΠΣ Ελληνικής Γλώσσας, 2003).

7. Identify the information they look for and use it in different electronic aspects (ΔΕΠΠΣ—ΑΠΣ Ελληνικής Γλώσσας, 2003).

8. Construct a collaborative Padlet including all the appropriate data posting at least four elements (videos, photos, maps, texts).

9. Study the interactions and interdependencies that develop between the natural environment and humans (ΔΕΠΠΣ—ΑΠΣ Γεωγραφίας, 2003).

10. Demonstrate environmental awareness towards the vivid issues the humanity faces nowadays (ΔΕΠΠΣ—ΑΠΣ Γεωγραφίας, 2003).

11. Develop the necessary attitudes for understanding, acceptance, communication, cooperation, and solidarity with other people (ΔΕΠΠΣ—ΑΠΣ Γεωγραφίας, 2003).

12. Collaborate effectively working in teams to prepare the tasks.
| Lesson Plan 2 (2 hours) | 6/5/2020 (2 hours) | 1. Construct a collaborative Padlet including all the appropriate data posting at least four elements (videos, photos, maps, texts).
2. Present their acquired information orally to their classmates using correct syntax and grammar. Narrate personal experiences, thoughts, desires, plans, programs, the meaning of a text, etc. (ΔΕΠΠΣ—ΑΠΣ Ελληνικής Γλώσσας, 2003).
3. Express personal and substantive knowledge of the acquired knowledge (ΔΕΠΠΣ—ΑΠΣ Ελληνικής Γλώσσας, 2003).
4. Develop the necessary attitudes for understanding, acceptance, communication, cooperation, and solidarity with other people (ΔΕΠΠΣ – ΑΠΣ Γεωγραφίας, 2003).
5. Collaborate effectively working in teams to prepare the tasks.
6. Recognize the importance of rational environmental management (ΔΕΠΠΣ – ΑΠΣ Γεωγραφίας, 2003). |
| Lesson Plan 3 (4 hours) | 13/5/2020 (1 hour) | 1. Create a poster using Canva, including images and their slogans concerning protecting the planet, upload it on their teams’ Padlet board, and present it orally to their classmates.
2. Use distinct types of writing, for different purposes and different recipients and gain confidence in their writing in their original way. (ΔΕΠΠΣ – ΑΠΣ Ελληνικής Γλώσσας, 2003). |
3. Construct a collaborative Padlet including all the appropriate data posting at least two elements (an image & text).

4. Adopt attitudes and stances that will allow them to integrate creativity into their natural and socio-cultural environment (ΔΕΠΠΣ – ΑΠΣ Γεωγραφίας, 2003).

### Lesson Plan 4 (3 hours)

<table>
<thead>
<tr>
<th>Date</th>
<th>Duration</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| 20/5/2020  | 1 hour     | 1. Compose an environmentally friendly article (or simple sentences) written with complex periods, with cohesion and coherence (ΔΕΠΠΣ—ΑΠΣ Ελληνικής Γλώσσας, 2003).
|            |            | 2. Decide whether they need to rewrite to improve a difficult or incomplete text (ΔΕΠΠΣ—ΑΠΣ Ελληνικής Γλώσσας, 2003).                        |
|            |            | 3. Design a magazine using Canva, including the acquired knowledge regarding climate change and the steps towards saving energy using appropriate vocabulary and grammar. |
|            |            | 4. Appreciate the energy-saving ways and the importance of renewable energy sources for the environment surroundings (ΔΕΠΠΣ – ΑΠΣ Φυσικής και Χημείας, 2003). |
|            |            | 5. Share creative ideas regarding saving energy and indicate in their magazine manners in which to implement these ideas in their surroundings (ΔΕΠΠΣ—ΑΠΣ Φυσικής και Χημείας, 2003). |

### Lesson Plan 5 (1 hour)

<table>
<thead>
<tr>
<th>Date</th>
<th>Duration</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>27/5/2020</td>
<td>1 hour</td>
<td>1. Present their acquired information orally to their classmates using correct syntax and grammar. Narrate personal experiences,</td>
</tr>
</tbody>
</table>
thoughts, desires, plans, programs, the meaning of a text, etc. (ΔΕΠΠΣ—ΑΠΣ Ελληνικής Γλώσσας, 2003).

2. Express personal and substantive knowledge of the acquired knowledge (ΔΕΠΠΣ—ΑΠΣ Ελληνικής Γλώσσας, 2003).

3. Complete efficiently the quizzes and assignments on Edmodo and receive their feedback.

4. Recognize the importance of rational environmental management (ΔΕΠΠΣ–ΑΠΣ Γεωγραφίας, 2003).

5. Adopt attitudes and stances that will allow them to integrate creativity into their natural and socio-cultural environment (ΔΕΠΠΣ–ΑΠΣ Γεωγραφίας, 2003).

5.6 Quantitative research

5.6.1 The survey

A survey is a means of information gathered directly from people in a structured, consistent manner, as it uses questionnaires that ask all participants the same question (Taylor-Powell & Hermann, 2000). The data collection survey approach is a form of concise research, which is perhaps the most popular of the primary methods. Surveys have little utility to research real social actions but are an ideal way to develop an understanding of the attitudes of a person towards a subject. A survey is particularly equipped when the people themselves respond better to the survey questions and information needs (Taylor-Powell & Hermann, 2000).

To explore the educators’ beliefs, opinions, and practices regarding the 2020 emergency remote teaching because of COVID-19, an e-survey has been designed by the researcher and it has been forwarded via e-mail to elementary schools of the Attica region.
An e-survey excels in the printed one because it enables large samples to be obtained rapidly and conveniently (Creswell, 2011).

The survey comprised a combination of close-ended (multiple choice, check all that apply, and ratings scale questions) and open-ended questions of allowing the participants to write in their response. However, much focus was provided in the close-ended form of questions as it is simpler and quicker to classify, analyze and evaluate and is a valuable tool because it incorporates separation between answers and quantifying results (Cohen 2008; Creswell, 2011).

The survey contained 31 questions (Appendix C, p.125) and was built according to research methodology standards. Although there is a common assumption among early-stage researchers that authorization to complete a questionnaire is unnecessary (Damaskinidis & Christodoulou, 2019), the writer presumed it as important on the beginning of the survey and so she assured permission from the respondents:

![Figure 3 The e-survey permission acquired by the participants](image)

The questionnaire was accompanied by an introductory note including the necessary details concerning the researcher and the purpose of the research. Besides, the respondents were informed of their privacy and confidentiality regarding their data and responses, as they were intended for research only. The next section contained questions about their current post at the educational institution and information about the migrant student population they work with.
In the next part, the questions referred to their impressions of the emergency remote teaching experience so far, their practices on asynchronous distance education, and their students’ correspondence on their efforts. The following section regarded their synchronous distance education experience. Great emphasis on both sections, concerning the asynchronous and the synchronous distance education, was given on providing any different attitudes and stances from the part of their students with refugee or migrant backgrounds. The last part concerned their perspectives on the effectiveness of the emergency remote teaching procedure as it applied to curfew due to the New Coronavirus and as it was promoted by the Greek Ministry of Education.

5.6.2 The survey participants

Survey research provides a quantitative or numerical overview of a population's trends, perceptions, or beliefs, through analyzing a survey sample (Creswell & Creswell, 2017). The accuracy of a survey depends mostly on the process and suitability of the instruments used by researchers for data collection, but also on the sampling technique and sample size (Cohen et al., 2008). The sample of this research includes educators with active teaching experience in multicultural classrooms of Greek public schools in Attica, in the 2019-2020 school year, and specifically at the end of a curfew because of COVID-19. The survey (Appendix C, p.125), which has been composed to determine the factors affecting migrant students’ active lesson participation remotely in similar contexts, has been also forwarded via e-mail to 194 public elementary schools of the Attica region.

Conclusion

This chapter has described the methods used in this research to provide a comprehensive view of the crucial factors affecting students with a migrant background to participate actively in emergency remote teaching procedures and the proposed activities contributing to their online language learning. These analytical procedures and the results obtained from them are described in the next chapter.
6. Research Results

The details related to the research findings are presented in this chapter, including those related to the qualitative (Appendix D, p.134) and the quantitative parts (Appendix E, 152). Initially, the results provided by the case study are analyzed, while subsequently the survey results are addressed.

6.1 Results of the Qualitative Research

In data analysis, the goal is to coordinate and derive insight from the information gathered and to draw practical conclusions (Polit, 2010). Analysis of our case study data was based on the conceptual framework first described by Berelson (1952, p. 18) as “content analysis,” the “research technique for the objective, systematic and quantitative description of the manifest content of communication.” Downe-Wambolt (1992) points out that content analysis is more than just an accounting method because the intention is to relate the findings to their context or to the setting where they were generated.

According to Erlingsson and Brysiewicz (2017), qualitative content analysis is a method of contemplation and its goal is to convert consistently a sizeable amount of content into a highly ordered and detailed description of the main findings. To Bengtsson (2016), in the qualitative content analysis, the data are described in terms of words and categories, which make it easier to derive some understanding of the findings. As she also argues, there are no defined parameters for using content analysis for the size of the research unit, for the number of participants or items to be analyzed, or for the number of pages depending on the informant's own written documents or data.

Concerning the phases of data analysis, there have been identified four key stages: “the decontextualization, the recontextualization, the categorization, and the compilation” (Bengtsson, 2016, p. 11). In the stage of decontextualization, the researcher uses the coding chart, comprising code definitions, to minimize perceptual shifts during the analysis process to maintain precision (Morse & Richards, 2002). Once the units of definition have been identified, the researcher should then confirm if all facets of the material have been addressed according to the aim (the recontextualization stage) (Burnard, 1991). Before the researcher can start constructing definitions, the expanded definition of the units must be simplified (Bengtsson, 2016). The patterns and categories are defined in the categorization
process. When the definitions have been defined, the ending process of interpretation and writing starts (Bengtsson, 2016). Figure 4 below presents an overview of the process of a qualitative content analysis from data analysis to presentation (Bengtsson, 2016, p.9). Considering the above process, the researcher defined the categories that are presented on the following tables concerning the bilingual students’ attendance and performance regarding the lesson’s objectives according to their proficiency level in Greek.

Figure 4: An overview of the process of a qualitative content analysis from data analysis to presentation (Bengtsson, 2016, p.9)
6.1.1 Students’ attendance and accessibility

The first set of the research questions aimed to clarify the factors that determine the Greek language lessons' effectiveness under emergency remote teaching. In terms of the first pre-phase section, the students’ correspondence was impressive in both groups of students with migrant backgrounds (the 1st group consisted of 3 bilingual students of levels A1-A2 and the 2nd group of 3 bilingual students of levels B1-B2 in Greek). They seemed to become easily acquainted with the Edmodo platform, practicing asynchronously to perform the routine tasks with a focus on form with convenience and efficacy. However, our intention is not to analyze the students’ correspondence on typically scheduled remote lessons, but to focus on their attendance and performance on the TBLT designed lesson intervention (Appendix A, Lesson Plans 1–5, pp.89-117).

The second part consisted the TBLT intervention (Appendix A, Lesson Plans 1–5, p.89-117). The goal was to improve students' reading and speaking skills in order to expand their awareness, encourage them to navigate the web for valuable data to make them more responsible as their virtual wall would become public. However, this part was covered with many practical issues. The project was inextricably linked with the teleconferences. Via Webex, the researcher, who was also the teacher of the classroom, shared her screen to show students how they could use Padlet and Canva to complete their group’s assigned tasks, along with further clarification for the task-based procedure. Cotterall (1995) indicates that learners can be encouraged to assume this responsibility by discussing learning tasks in the classroom and by using tasks that represent the kinds of things that learners can usefully do on their own or without teacher guidance. However, four of the six students with migrant backgrounds never managed to connect synchronously on the preconcerted hour, and the written instructions on Edmodo were not adequate for such autonomous tasks.

Regarding the students’ attendance on the remote courses, many problems emerged sporadically due to the Covid-19 situation and the students’ first acquaintance with distance learning methods. The first obstacles concerned the students’ and their parents’ ability to connect to the asynchronous platform. Many telephone calls and e-mails with instructions in four languages (Greek, English, Albanian, and Romanian translated using Google translate) were required to solve this issue. Another session was required for connecting to the synchronous platform. However, the parents of two out of the six bilingual students had
to be at work at the arranged time of our teleconference, and they, therefore, had to use the unique connection device of the family—their smartphone.

To overcome the above issues, the researcher addressed the school’s director to determine whether the Ministry of Education had already sent any tablets or personal computers to improve students’ accessibility during our lessons. The Greek Ministry of Education announced on April 2020 the technological equipment of public high schools, elementary schools, and kindergartens across the country, with a donation of 6,200 tablet devices and 2,200 laptops costing over 1.48 million euros, for the enhancement of the emergency remote teaching procedure (ΕΘΝΟΣ, 2020). His answer was negative. The next step was attempting to guide the students on the telephone. One of the three students had decided to no longer participate in the lessons because his workload was already too substantial to manage. The remaining students could not fully understand the teacher’s instructions via telephone. The researcher decided then to create four (4) asynchronous videos with step-by-step instructions. Surprisingly, the girl from Moldavia managed to integrate the entire program efficiently in this manner. In contrast, the boy from Albania did not complete the poster, yet he finished the remaining assignments and the small last text for the magazine correctly after many telephone calls with the teacher’s instructions. To further clarify the factors contributing to the students’ active participation in emergency remote teaching courses, an e-survey was considered as a prerequisite at this point. The findings of this quantitative research part are analyzed in the following sector.

6.1.2 Students’ Performance and Attendance on Lesson Interventions

Lesson Intervention 1
For the first intervention (Appendix A, Lesson Plan 1, p.89), the general objectives were the students to:

- Revise vocabulary and spelling regarding geography, natural environment, and climate change effect
- Express themselves regarding their prior knowledge
- Create simple phrase concerning a word cloud
- Create a post on Padlet and type correctly

As mentioned above, only two of the six students with migrant backgrounds connected synchronously on the scheduled class teleconferences via Webex platform. As a
result, they did not take part in the synchronous review of the vocabulary and spelling regarding geography, natural environment, and climate change effect, nor to the oral expression of their relative prior knowledge. The students of the levels A1-A2 participated in their total (3/3) on the writing task on Edmodo, while none of the students of the levels B1-B2 completed the assigned writing task for levels B1-B2. However, the first student team did not perform the task properly in two of the three cases (Appendix D, Figures 59, 60 & 61, pp.134-135).

Regarding the asynchronous task on Padlet, one girl of the three of the levels B1-B2 noted to participate actively and with correct spelling in three (3) posts while her teams’ classmates with a migrant background posted nothing (Appendix D, Figures 63 & 64, pp.136-137). The students of levels A1-A2 took part (2/3) in their teams’ Padlet only after the video post with step-by-step instructions by their teacher (Appendix D, Figure 62, p.136). Table 2 summarizes this first lesson intervention results concerning the migrant students’ attendance and performance regarding the lesson’s objectives.

<table>
<thead>
<tr>
<th>Lesson Intervention 1 objectives</th>
<th>Bilingual students (levels A1-A2)</th>
<th>Bilingual students (levels B1-B2)</th>
<th>Monolingual students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and recognize at least ten terms related to weather, climate, and climate change</td>
<td>0/3 (0%)</td>
<td>2/3 (66.7%)</td>
<td>11/12 (91.7%)</td>
</tr>
<tr>
<td>Use texts from newspapers and magazines or books and other online material to correlate relationships between climate and human activities</td>
<td>-</td>
<td>1/3 (33.3%)</td>
<td>10/12 (83.3%)</td>
</tr>
<tr>
<td>Realize that they can also express their thoughts and communicate with others not only orally but also in writing</td>
<td>0/3 (0%)</td>
<td>2/3 (66.7%)</td>
<td>10/12 (83.3%)</td>
</tr>
<tr>
<td>Task</td>
<td>Level A1-A2</td>
<td>Level B1-B2</td>
<td>Overall</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Create online bulletin boards using Padlet with essential posts written correctly, including relevant articles retrieved from news sites on the web</td>
<td>2/3 (66.7%)</td>
<td>2/3 (66.7%)</td>
<td>11/12 (91.7%)</td>
</tr>
<tr>
<td>Use electronic devices to edit a plain text and format it</td>
<td>3/3 (100%)</td>
<td>2/3 (66.7%)</td>
<td>12/12 (100%)</td>
</tr>
<tr>
<td>Type with correct spelling school and extracurricular texts</td>
<td>0/3 (0%)</td>
<td>2/3 (66.7%)</td>
<td>9/12 (75%)</td>
</tr>
<tr>
<td>Identify the information they look for and use it in different electronic aspects</td>
<td>2/3 (66.7%)</td>
<td>1/3 (33.3%)</td>
<td>10/12 (83.3%)</td>
</tr>
<tr>
<td>Construct a collaborative Padlet including all the data posting at least four elements (videos, photos, maps, texts)</td>
<td>2/3 (66.7%)</td>
<td>1/3 (33.3%)</td>
<td>9/12 (75%)</td>
</tr>
<tr>
<td>Study the interactions and interdependencies that develop between the natural environment and humans</td>
<td>2/3 (66.7%)</td>
<td>2/3 (66.7%)</td>
<td>12/12 (100%)</td>
</tr>
<tr>
<td>Demonstrate environmental awareness towards the vivid issues the humanity faces nowadays</td>
<td>2/3 (66.7%)</td>
<td>2/3 (66.7%)</td>
<td>12/12 (100%)</td>
</tr>
<tr>
<td>Collaborate working in teams to prepare the tasks</td>
<td>2/3 (66.7%)</td>
<td>1/3 (33.3%)</td>
<td>10/12 (83.3%)</td>
</tr>
</tbody>
</table>

The table above shows that the difference between the bilingual students of levels A1-A2 and B1-B2 groups was most times significant. On average, native students were
shown to have slightly greater involvement in this first remote learning activities than their classmates with a migrant background.

**Lesson Intervention 2**
The second lesson intervention (Appendix A, Lesson Plan 2, p.97) was designed so that the students to:

- Revise vocabulary and spelling regarding geography, natural environment, and climate change effect
- Express themselves orally on presenting their effort on the teleconference
- Identify details on their classmates’ information and comment on it

In the second teleconference which lasted 2 hours, the students presented their posts on Padlet along with the information they gathered by searching on the web concerning climate change, the greenhouse effect, and ways of saving energy. The students’ presentation was intimately linked to the students’ effort, asynchronously on the first lesson’s assigned tasks on the Padlet platform and the suggested online dictionary of geographical terms. As seen from table 3, the whole lesson intervention was realized in synchronous method, only three of the six (3/6) students with migrant backgrounds participated in the procedure and fulfilled the intervention’s objectives, while just one of them had completed the assigned task to present it to her classmates.

<p>| Table 3 Overview of lesson intervention 2 results concerning the bilingual and monolingual students’ attendance and performance regarding the lesson’s objectives. |
|---|---|---|
| <strong>Lesson Intervention 2 objectives</strong> | <strong>Bilingual students (levels A1-A2)</strong> | <strong>Bilingual students (levels B1-B2)</strong> | <strong>Monolingual students</strong> |
| Construct a collaborative Padlet including all the appropriate data posting at least four elements (videos, photos, maps, texts). | 2/3 (66.7%) | 1/3 (33.3%) | 10/12 (83.3%) |
| Present their acquired information orally to their classmates using correct syntax and | 0/3 (0%) | 1/3 (33.3%) | 10/12 (83.3%) |</p>
<table>
<thead>
<tr>
<th>Table Title</th>
<th>0/3 (0%)</th>
<th>2/3 (66.7%)</th>
<th>11/12 (91.7%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar. Narrate personal experiences, thoughts, desires, plans, programs, the meaning of a text, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express personal and substantive knowledge of the acquired knowledge</td>
<td>0/3 (0%)</td>
<td>2/3 (66.7%)</td>
<td>12/12 (100%)</td>
</tr>
<tr>
<td>Develop the necessary attitudes for understanding, acceptance, communication, cooperation, and solidarity with other people</td>
<td>0/3 (0%)</td>
<td>2/3 (66.7%)</td>
<td>12/12 (100%)</td>
</tr>
<tr>
<td>Collaborate effectively working in teams to present the tasks.</td>
<td>0/3 (0%)</td>
<td>2/3 (66.7%)</td>
<td>10/12 (83.3%)</td>
</tr>
<tr>
<td>Recognize the importance of rational environmental management</td>
<td>0/3 (0%)</td>
<td>2/3 (66.7%)</td>
<td>12/12 (100%)</td>
</tr>
</tbody>
</table>

The students’ peer-assessment

After the students’ presentation on the second intervention, the teacher asked the students to complete a peer-assessment rubric (Appendix A, Lesson Plan 2, Figure 33, p.100) to evaluate their team’s effort on Padlet and their presentation performance via Webex platform. As mentioned above, two of the six (2/6) students with migrant backgrounds participated in the second teleconference. Both students are of levels B1-B2 in Greek language proficiency, however, they took part in different teams for the assigned task on Padlet.

The first student completed the rubric concerning her team on Padlet about climate change. She participated actively in posting links with information (Appendix D, Figure 63, p.136) and preparing a PowerPoint presentation regarding climate change (Appendix D, Figure 66, p.138). Most of the students comprising this team’s Padlet had prepared their task, posting links and multimedia with interesting information on the greenhouse effect and
climate change until the second teleconference and they also presented them with fluency. Her peer-evaluation reflects their actual effort as a team (Appendix D, Figures 67-74, pp.138-142).

The second student with a migrant background did not complete the assigned task on Padlet, nor he presented any additional information. He just expressed himself orally about his gained knowledge regarding climate change. Three of the six students of his team completed the assigned task and presented their work to the school class plenary (Appendix D, Figure 64, p.137). However, he ranked his team’s Padlet using his ten-grade scale, with 10/10 (the set scale was 4-1). He did not evaluate any other criterion of the rubric (Appendix D, Figure 75, p.142). He obviously did not fully understand the process of the peer-assessment completion, or he did not spend the required time to read carefully its instructions.

**Lesson Intervention 3**

On the third designed intervention, the defined objectives (Appendix A, Lesson Plan 3, p.101) were the students to:

- Revise vocabulary and spelling regarding geography, natural environment, and climate change effect
- Learning about the slogans and how to find them on a poster
- Create simple slogans concerning climate change
- Create a poster with an environmental slogan

Fourteen of the eighteen (14/18) students of the class attended the third teleconference, just two (2) of them are children with a migrant background (levels B1-B2). One of the latter expressed herself orally concerning her knowledge about what a slogan is and where we used to see it (Appendix A, Lesson Plan 3, speaking task, p.102) and she named the parts of a poster.

This lesson intervention was not highly grounded on the teleconference, so the bilingual students’ participation in the asynchronous assignments was increased compared to those of the first two lessons. Four (4) students with migrant backgrounds completed the asynchronous type tasks on the Edmodo web 2.0 tool. Their performance ranges from 8 to 8 to 1 to 8 on the grammar task (Appendix D, Figures 76-79, pp.143-144). They also completed with efficacy the writing task on slogan composing (Appendix D, Figures 80-83,
The last task was the creation of a poster assigned to be completed asynchronously via Canva and Padlet (all levels). Four (4) students with migrant backgrounds took part in this task. Except for the instructions given during the teleconference to two of this student population (Appendix D, Figures 87 & 88, pp.148-149), one student who could not connect to the Webex, created it after a personal teleconference with the teacher via the Viber platform (Appendix D, Figure 89, p.150). Another one fulfilled the task, assisted by the step-by-step instructor-made video (Appendix D, Figure 90, p.151).

<table>
<thead>
<tr>
<th>Lesson Intervention 3 objectives</th>
<th>Bilingual students (levels A1-A2)</th>
<th>Bilingual students (levels B1-B2)</th>
<th>Monolingual students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a poster using Canva, including images and their slogans concerning protecting the planet, upload it on their teams’ Padlet board, and present it orally to their classmates.</td>
<td>0/3 (0%)</td>
<td>2/3 (66.7%)</td>
<td>11/12 (91.7%)</td>
</tr>
<tr>
<td>Use distinct types of writing, for different purposes and different recipients and gain confidence in their writing in their original way.</td>
<td>1/3 (33.3%)</td>
<td>3/3 (100%)</td>
<td>11/12 (91.7%)</td>
</tr>
<tr>
<td>Create a Padlet post including all the appropriate data posting at least two elements (an image &amp; text).</td>
<td>1/3 (33.3%)</td>
<td>3/3 (100%)</td>
<td>11/12 (91.7%)</td>
</tr>
<tr>
<td>Adopt attitudes and stances that will allow them to integrate</td>
<td>1/3 (33.3%)</td>
<td>3/3 (100%)</td>
<td>11/12 (91.7%)</td>
</tr>
</tbody>
</table>
creativity into their natural and socio-cultural environment

Lesson Intervention 4

There were four primary aims of the fourth lesson intervention. These are the students to:

- Revise vocabulary and spelling regarding geography, natural environment, and climate change effect
- Express themselves orally on presenting their effort
- Identify details on their classmates’ information and comment on it
- Create simple text/sentences regarding saving energy

On this fourth teleconference, the students expressed themselves orally presenting their posters providing also the rationale for their creations. Thirteen (13) of the total of eighteen (18) students connected via Webex on this lesson. Two (2) of them were students with a migrant background. All the students presented their creations to their classmates expressing environmental awareness. The two creations of the bilingual students that could not connect on the teleconference were presented by the teacher.

As shown in table 5, on the writing task that assigned asynchronously via Edmodo ten of the twelve (10/12) native students and two of the three (2/3) bilingual students of levels B1-B2 created a small article regarding climate change and/or saving energy, while two of the three (2/3) students with migrant backgrounds of levels A1-A2 composed relative sentences.

<table>
<thead>
<tr>
<th>Lesson Intervention 4 objectives</th>
<th>Bilingual students (levels A1-A2)</th>
<th>Bilingual students (levels B1-B2)</th>
<th>Monolingual students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compose an environmentally friendly article (or simple sentences) written with complex periods, with cohesion and coherence</td>
<td>2/3 (66.7%)</td>
<td>2/3 (66.7%)</td>
<td>10/12 (83.3%)</td>
</tr>
<tr>
<td>Activity</td>
<td>Success Rate</td>
<td>Success Rate</td>
<td>Total Success Rate</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Decide whether they need to rewrite to improve a difficult or incomplete text</td>
<td>1/3 (33.3%)</td>
<td>1/3 (33.3%)</td>
<td>5/12 (41.7%)</td>
</tr>
<tr>
<td>Participate in a magazine design using Canva, including the acquired knowledge regarding climate change and the steps towards saving energy using appropriate vocabulary and grammar.</td>
<td>2/3 (66.7%)</td>
<td>2/3 (66.7%)</td>
<td>10/12 (83.3%)</td>
</tr>
<tr>
<td>Appreciate the energy-saving ways and the importance of renewable energy sources for the environment surroundings</td>
<td>2/3 (66.7%)</td>
<td>2/3 (66.7%)</td>
<td>11/12 (91.7%)</td>
</tr>
<tr>
<td>Share creative ideas regarding saving energy and indicate in their magazine manners in which to implement these ideas in their surroundings</td>
<td>2/3 (66.7%)</td>
<td>3/3 (100%)</td>
<td>11/12 (91.7%)</td>
</tr>
</tbody>
</table>

**Lesson Intervention 5**

The last lesson intervention was a review of the four previous teleconferences. The objectives were the students to:

- Revise vocabulary and spelling regarding geography, natural environment, and climate change effect
- Express themselves orally on presenting their effort
- Identify details on the magazine presentation and comment on it
- Complete the self-assessment rubric and the total distance learning assessment

Thirteen of the eighteen (13/18) students connected to this last meeting of our class, two of them with migrant backgrounds (2/6). The students expressed themselves orally
regarding their impressions of this small-scale project for the climate change, they demonstrated environmental awareness towards the crucial issue of global climate change, and they seemed to feel proud of their effort as it was presented towards our magazine. As just two (2) of the students with a migrant background connected to this Webex meeting, the teacher communicated in person with the rest three (3) students that participated in the project either via Viber or on the telephone. Table 6 shows the outcomes of the last conference and the general objectives set for the whole project.

Table 6 Overview of lesson intervention 5 results concerning the bilingual and monolingual students’ attendance and performance regarding the lesson’s objectives.

<table>
<thead>
<tr>
<th>Lesson Intervention 5 objectives</th>
<th>Bilingual students (levels A1-A2)</th>
<th>Bilingual students (levels B1-B2)</th>
<th>Monolingual students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present their acquired information orally to their classmates using correct syntax and grammar. Narrate personal experiences, thoughts, desires, plans, programs, the meaning of a text, etc.</td>
<td>0/3 (0%)</td>
<td>2/3 (66.7%)</td>
<td>11/12 (91.7%)</td>
</tr>
<tr>
<td>Express personal and substantive knowledge of the acquired knowledge</td>
<td>0/3 (0%)</td>
<td>2/3 (66.7%)</td>
<td>11/12 (91.7%)</td>
</tr>
<tr>
<td>Complete efficiently the quizzes and assignments on Edmodo and receive their feedback.</td>
<td>2/3 (66.7%)</td>
<td>2/3 (66.7%)</td>
<td>11/12 (91.7%)</td>
</tr>
<tr>
<td>Recognize the importance of rational environmental management</td>
<td>2/3 (66.7%)</td>
<td>3/3 (100%)</td>
<td>11/12 (91.7%)</td>
</tr>
<tr>
<td>Adopt attitudes and stances that will allow them to integrate creativity into their</td>
<td>2/3 (66.7%)</td>
<td>3/3 (100%)</td>
<td>11/12 (91.7%)</td>
</tr>
</tbody>
</table>
The students’ self-assessment

On the last teleconference, the teacher asked her students to complete a self-assessment rubric (Appendix A, Lesson Plan 5, Figure 50, p.116) concerning their performance on creating the poster in terms of completion, presentation oral fluency, and spelling. Four (4) students with migrant backgrounds completed this self-assessment. Two girls evaluated themselves very highly in every category. The girl from Moldavia (level A1-A2) that could not connect synchronously completed the final tasks of the project (the poster and the sentences composing for the magazine) assisted by the step-by-step video instruction of her teacher. The girl with Albanian origin (levels B1-B2) completed all the assignments efficiently. The rest two boys with Albanian and Romanian origins did not complete their tasks with great efficiency. The boy deriving from Romania ranked himself based on merit as he had made quite a few spelling mistakes on his posters, which he finally edited them for uploading it on the digital magazine. The Albanian boy ranked himself with the lowest rating as he did not create a poster.

6.1.3 The students’ evaluation of the emergency remote teaching procedure

Concerning the evaluation quiz of the program, as realized in the middle of the emergency remote teaching procedure, before the TBLT method, the students declared that they enjoyed the lessons on Edmodo, particularly when answering the quiz-type and sentence-composing assignments, which they generally found easy to accomplish. They claimed that they wanted to take part in the course because they found it helpful with the Greek language, and they revised important grammatical phenomena.

According to the last evaluation of the course, the students commented that they did not expect the distance learning to be that way because they believed that we would keep following the book material. However, they liked the task-based project concerning the climate, feeling proud of their effort, without providing the researcher with any proposal for changes.
6.2 Results of the Quantitative Research

In this section, the results of the quantitative research are displayed in pies and charts that contain frequencies and percentages in the text form, unless specially formatted. The e-survey (https://forms.gle/uAmPhVCN7UZJXs4y7) has been completed by 57 educators working in a great range of posts in public elementary schools of the Attica region (Figure 5).

Figure 5 The educators’ exact post at their working institutions.

The vast majority of these educators are working in multilingual classrooms comprising at least one (and up to their entire classroom population) of children with refugee or migrant backgrounds. Their students derive from Albania, Algeria, Russia, Iraq, Syria, Pakistan, India, China, Afghanistan, Moldavia, Romania, Somalia, Turkey, Filipinas, Egypt, Georgia, Bangladesh, Somalia, Congo, Nigeria, Ghana, Morocco, Bulgaria, Poland, Ukraine, and Sri Lanka (Appendix E, question 3, p.153).

Concerning the beginning of the emergency remote teaching situation, nearly half of them (50.9%) claim that there was applied an official policy on how teachers should communicate with their students and their parents, while 77.2% state that no particular official policy was applied for the communication with the students with refugee and migrant backgrounds. This official policy on behalf of the Greek Ministry of Education concerned all the students, proposed, according to the respondents, asynchronous online education via e-mails and the creation of e-classes on the official web platforms of the Pan-Hellenic school network, e-class and e-me (Appendix E, question 6, p.155). The ways the educators tried to communicate with their students were mostly suggested by the Ministry.
of Education, as most of them used the telephone (66.7%) and the e-mail (71.9%), as well as the official proposed platforms (45.6%) (Figure 8).

Figure 6 The educators’ response to the official policy at the beginning of the emergency remote teaching situation.

Figure 7 The educators’ response to the official policy at the beginning of the emergency remote teaching situation concerning students with refugee and migrant backgrounds.
As regards the problems that the educators faced on communicating with their students and their families, it is apparent from the charts in Figures 9 and 10 that they struggled to stay in touch with their students with a migrant background at a rate 61.4% (grades 4 & 5) comparatively to 38.9% corresponding to their monolingual classmates. The major problems the educators dealt with concerned the poor or no internet connection in their students’ houses, the lack of a suitable device, and the knowledge on handling the required online platforms (Appendix E, question 10, p.158). Interestingly, they also referred that educators in over a class found it impossible to stay in touch with all their students and especially with their students with a refugee or a migrant background because of linguistic issues on their communication (Appendix E, question 10, p.158). The educators claimed at a rate of 31.6% that they overcame these problems while 61.2% did not overcome them on their entity or a part of them (Figure 11). Most of them who managed to overcome the emerged issues they did it on their own (66.7%) or with the assistance of their director (47.4%) or/and their colleagues (35.1%), while interestingly, there is a declaration of an educator that he/she attended every available seminar and training for his/her daily needs of teaching remotely (Appendix E, question 12, p.159). However, he/she found it inadequate.
Figure 9 The frequency of problems faced in communication with the monolingual students and their families.

Figure 10 Frequency on problems faced in communication with the bilingual students and their families.
Concerning the problems their students with refugee or migrant backgrounds encountered on the emergency remote teaching procedure, these extend to a great range with most popular among them linguistic barriers (75.4%) and inability in understanding the instructions on the platform tasks (63.2%). Other issues concern the psychological situation of these students during curfew, such as lack of interest for the lessons and assignments (31.6%), refusing to take part in the remote assignments (22.8%) and/or even expressing signs of sadness and grief (21.1%) (Appendix E, question 13, p.160). A noteworthy comment on this question refers to the absence of the interaction that makes the lesson more understandable and motivates the children and makes them feel confident to urge them to take part. The rest of the referred problems deal with accessibility issues difficult to overcome. It is apparent from Figure 12 that very few (5.3%) institutions were applied with the necessary device equipment to provide their most vulnerable student population with accessibility on this emergency remote teaching enterprise.
The next section of the survey was concerned with the synchronous remote teaching procedure. Not all the educators participated in this type of distance education, as 15.8% realized just the asynchronous mode. The rest of the respondents made use of both synchronous and asynchronous teaching (Appendix E, question 17, p.162). Data from the chart in Figure 13 can be compared with the data in Figure 14, which shows great declination on the bilingual students’ participation rate in asynchronous against the synchronous form of distance education. No student with a refugee of a migrant background participated in the asynchronous teleconferences at a total rate of 45.8% compared to their 8.8% absence of the synchronous teaching procedure. No significant increase was noted in the bilingual students’ participation rate (Figure 15) in the remote teaching procedure (15.4%). Contrariwise, it either marked a decrease of 40.4% or remained stable at a rate of 42.1% (Figure 16). The referred problems emerged in connecting the students with refugee or migrant backgrounds on the scheduled teleconferences. Most of the responses concerned connection disabilities, while a smaller rate refers to psychological issues (Figure 17).
Figure 13 Bilingual students’ correspondence on asynchronous remote teaching activities.

Figure 14 Bilingual students’ correspondence on synchronous remote teaching activities.

Figure 15 Bilingual students’ participation in remote teaching activities as time went by.
Turning now to the educators’ efforts on providing interesting lessons which correspond to their students with migrant and refugee background needs (Appendix E, question 22, p.164), the majority of those who responded to this item (26 respondents) stated that they used a variety of multimedia (images, videos, presentations, etc.). The lessons were created, according to their answers, in a playful manner and they were adjusted to their language proficiency levels or their assignments were even applied personalized. One respondent mentioned that he/she translated the instructions in his/her students’ native languages, while another interesting response referred to the educator’s cooperation with the families’ social workers. These educators stated that they managed to overcome at a great extend the problems that emerged in their communication with their bilingual students. This is a rather significant outcome.

In the last part of the survey, respondents were asked to evaluate the emergency remote teaching procedure as it applied in the school year 2019-2020 due to the Covid-19 quarantine. The respondents stated that the migrant and refugee students’ lesson participation was much limited (42.1%), non-existent (19.3%) or the same (29.8%) to their monolingual students’ attendance rate (Figure 17). Only 3.5% mentioned that it was larger. No significant differences were found in the effectiveness between the asynchronous or synchronous distance education concerning the specific vulnerable student population which, according to the respondents, was limited (Figures 18 & 19). The most striking result to emerge from the data in this section is that most educators (61.4%) believe that the
students with refugee or migrant backgrounds are excluded from the emergency remote teaching procedure as it has been applied during the particular period in Greece (Figure 20).

Figure 17 The migrant and refugee students’ attendance rate on emergency remote teaching lessons.

Figure 18 Educators’ evaluation of the effectiveness of asynchronous distance education for their students with refugee or migrant backgrounds.
In response to the question: ‘What are the benefits of distance learning for students with a refugee or a migrant background during quarantine?’, a range of responses was elicited highlighting the emotional and learning benefits as the most crucial, while interestingly, a 26.3% could not notice any avail (Appendix E, question 27, p.168). When the participants were asked about the disadvantages of distance education due to emergencies concerning the specific student population, the majority referred to the lack of access and also to students’ difficulties in handling the online platforms. They mentioned linguistic issues and lack of interest on behalf of the students, as the educator could not
support them much emotionally and urge them to strive in learning (Appendix E, question 28, p.168). They also believe at a great rate (64.9%) that the migrant and refugee children lack equal opportunities compared with their native schoolmates.

When asked whether distance education could empower migrant and refugee students’ learning if used in conjunction with face-to-face education, 49.2% of the respondents reported that they believed it would not have such an effect, while just a 24% claimed that it would (Figure 22). Finally, there were some suggestions regarding the emergency remote teaching process (Appendix E, question 31, p.169). In two cases, the participants thought that more suitable management from the Ministry of Education part was necessary for designing the remote teaching lessons, and also that free training on distance education practices was missing. Another educator commented: ‘All this effort described in the term "distance education" for me is not education but communication. There is a lack of basic pedagogical features, which in primary education cannot be absent.’ Similarly, one individual stated that: ‘Distance education should not be called "education". It is simply a type of communication among the teacher and the students so that the first to encourage the students and send them optimistic messages. However, this role of distance communication also excludes the participation of immigrants/refugees. This significant occasion should be an exception to its application and highlight the inequalities it reinforces!’ In one last interesting case, the participant thought distance education is doomed to fail not only with the ethnocultural students but also with that of those who face financial
problems regardless of origin. Immigrants and refugees almost always have financial difficulties.’

Taken together, the results in this chapter indicate that many practical and educational issues emerged during this very initial attempt to apply distance learning methods in primary education. The next chapter, therefore, moves on to discuss the findings of our case study compared to those of the greater sample to provide highlights and suggestions for future use in respective situations.

*Figure 22 Educators’ views on distance education empowering students with refugee or migrant backgrounds if used in conjunction with the direct learning method.*
7. Discussion

Several reports have shown that task-based language teaching (TBLT) provides students with sources of meaningful content, optimal circumstances for communicative practices in the second language (L2), and positive input to create even greater incentives for language usage (Hahn, 2006). As mentioned in the literature review, a strong relationship between computer-assisted language learning (CALL) and TBLT has been reported in Greek primary education (Manousou, 2004; Pozidis et al., 2015; Psallidas & Manousou, 2016; Papadela, 2019; Papanikolaou & Manousou, 2019). However, very little was found in the literature on the interaction of TBLT, CALL, and second language acquisition (SLA) (e.g. Chappelle, 2001). In reviewing the Greek literature, no data was found on the association between TBLT, CALL and SLA applied remotely in Greek primary education, as in Greece, no distance education school is aimed at primary school students (Manousou, 2004; Miminou & Spanaka, 2016; Fakoulas, 2020).

The three-month lockdown in Greece in March 2020 because of COVID-19 was a unique opportunity for the present study to determine the effectiveness of emergency remote teaching on novice elementary students. The purposes of this mixed-methods case study were twofold: (1) to examine whether TBLT activities grounded on the school curriculum supported by CALL features enhance migrant students’ Greek language learning under emergency situations; and (2) to define the crucial factors that affect migrant students’ active lesson participation remotely.

With respect to the first research question, concerning how the remote TBLT activities support migrant students’ Greek language learning under emergency situations, it was noticed that the correspondence of the students during the first pre-task section of getting acquainted with the remote teaching procedure was remarkable. They became somewhat quickly familiar with the Edmodo application, working asynchronously to implement basic assignments with a focus on form with ease and efficiency. However, Cotterall (1995) argues that activities which are established by the coursebook typically do not train learners for taking responsibility for their learning.

The second part (Appendix A, Lesson Plans 1–5, pp.89-117) focused on improving students’ L2 skills grounded on their educational needs and linked to real-life tasks applying task-based learning (TBT). The students became researchers and journalists while they acquired knowledge in an autonomous and captivating way. As Macalister and Nation
highlight, encouraging learner autonomy is a particularly important goal in curriculum design. Nevertheless, since the beginning of the first lesson interventions of the TBLT procedure, the bilingual students’ attendance was limited. The researcher organized quantitative research to check these findings with educators’ similar situations. It was designed to further determine the crucial factors that affect migrant students’ active lesson participation remotely.

Consistent with the quantitative results (Appendix E, questions 18 & 19, pp.162-163), the bilingual students’ attendance on the synchronous forms of the emergency remote teaching was greatly reduced compared to the asynchronous methods. Only two of the six (2/6) students with migrant backgrounds took part in the scheduled classroom teleconferences via Webex platform. There are, however, other possible explanations for the inconsistency in their participation. For instance, the second part coincided with the lifting of the curfew, and weather conditions improved following the Easter period in Greece. The students also stated at the teleconferences that they had lost their prior excitement about distance learning because they had many tasks in different fields and separate platforms according to their teachers’ preferences. All these factors, along with the non-obligatory nature of emergency remote teaching during this period, substantially affected their participation rate. These results corroborate the findings of the quantitative research where the educators stated that as time passed by their students’ attendance was decreasing (Appendix E, question 20, p.163).

As regards the issues that the educators faced on communicating with their students and their families, the charts indicated that they confronted many problems to stay in touch with their non-native students compared to their native ones. The educators mentioned as major problems the lack of accessibility on the internet or on a suitable electronic device, linguistic barriers, and inability in understanding the instructions on the platform tasks. Other issues concern the psychological situation of these students during the lockdown, such as lack of interest for the lessons and assignments, refusing to take part in the remote assignments, and/or expressing signs of sadness and grief. As Di Pietro et al. (2020) notice, physical school closing, and distance education have a detrimental impact on students’ performance across four main channels: reduced time spent studying, anxiety signs, a shift in the way students communicate, and loss of enthusiasm for learning. Interestingly, the respondents also noticed the absence of the interaction that makes the lesson comprehensible and motivates the children, making them feel more confident. All these issues also accord
with our earlier qualitative observations, which showed that the lack of the appropriate device on the scheduled time of the teleconferences, students’ psychological statements during the quarantine, and the absence of face-to-face teacher-student interaction lead to reduced rates of students’ attendance remotely.

Concerning the educators’ efforts on overcoming the above issues, these reflect our earlier observations, which first showed that the accessibility of the students finally did not solve with the promising devices donated by the Ministry of Education. They also showed that the written instructions (even the translated ones) could not efficiently help the bilingual students to fulfill the assigned tasks asynchronously.

On the other hand, the educators who stated that adjusted their lessons’ content according to their students’ language proficiency level they claimed that they somewhat dealt with such issues. These results corroborate the ideas of Cummins (2001), who suggested that teachers and policymakers should be aware of the faces of the language proficiency of their bilingual students. Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). As mentioned in the literature review, CALP can define a pedagogical bright line: if students do not have enough CALP, they cannot learn effectively (Collier, 1987; Cummins, 2001; Aukerman, 2007). The time estimated for a second language learner (SLL) to acquire academic proficiency in the target language ranging from at least five to ten years (Collier, 1987; Cummins, 2001). Thus, educators should not approach their bilingual students’ linguistic needs the same way, but they should take into account their language proficiency levels and adjust their instructions according to them. Unfortunately, the written instructions aiming at asynchronous remote methods are possibly too difficult for students who have acquired the conversation fluency stage of BICS. Conversation fluency is the first stage of SLA which includes speakers’ capacity to participate in personal conversations of low demand in grammatical rules and rich vocabulary, and it is confined to the skills of listening and speaking (Cummins, 2001).

Despite the initial observations on the limited attendance rate of the bilingual students in our case study, the researcher insisted on providing alternative ways of integrating these four students to the environmental project. The results showed that there was not just one method applied to all the students effectively. There was one student that since the beginning refused to take part in TBL as he and his family thought the daily teleconferences with the special educator of the school were quite a workload for him. The researcher respected their decision. One way that assisted the girl from Moldavia to fulfill
the tasks was the instructor-made step-by-step videos uploaded on the Edmodo platform. The girl deriving from Moldavia has advanced her writing; however, her emotional condition and her shy profile are affecting her oral progress. For her, observing her teacher sharing her screen and giving instructions in simple Greek language worked effectively. This finding corroborates the idea of Aggeli (2017) and Papadela (2019) who suggest that a video is a powerful tool used in distance education at all levels to support teaching and learning processes in SLA as it presents the information attractively and consistently.

The girl with Albanian origin could not connect on the Webex platform via her smartphone, so we arranged two (2) weekly afternoon meetings on Viber that she found much easier to handle. Via screen sharing and instructions on using the suggested web 2.0 tools, she managed to complete some tasks. As she was facing personal and family health problems, she could rather not be consistent with the tasks in their entirety. However, she did her best according to her efforts. The boy deriving from Albania cooperated with the educator via telephone calls. He did not take part in the group work on Padlet, but he completed efficiently the relative assignments on Edmodo and the article for our environmentally friendly magazine.

The above differences in the tasks can be explained in part by students’ individual preferences on the way of learning. The poster design was a fascinating task that has a direct relation to the students’ interests. Students cooperate, underlying their environmental awareness while practicing their writing skills (grammar, syntax) creatively and playfully. The last task (Appendix A, Lesson Plan 5, p.113) was the most procedural part because the article (or sentences) they were assigned to compose was mostly dedicated to providing their ideas in written form and therefore involved practicing their writing skills. Contrary to expectations, five of the six (5/6) students with migrant backgrounds finally participated in this TBL as they provided their effort on the plenary’s outcome, our common magazine. It could be argued that the positive results are in agreement with those of the quantitative research indicating that the educators who mentioned that they struggled to keep their students’ interest on the emergency remote teaching procedure, considering their linguistic needs and trying multiple methods for communicate with them, finally overcame the initial obstacles at a great rate. Our TBLT magazine finally published on the web site issue, a platform for publishing and reading illustrations from all over the world. It was also published in a collective action organized by the Heads of Environmental Education and School Activities with the theme "No plastics in my sea" in the context of the Environment
Day on June 5 and the Day of the Oceans on June 8. This outcome further supports the idea that the use of web 2.0 tools can contribute to the reorientation of education with the possibilities it provides for the opening of the school to society and the world, with the first step being the organization of models of cooperation between schools and classes (Pozidis et al., 2015).

Regarding the students’ remote teaching experience and evaluation, some children seemed to struggle with distance learning, whereas, for others, it was a highly suitable educational path. Interestingly, the girl from Moldavia seemed to be more actively learning online than when in class because her inability to speak was no longer an obstacle to creating artful posts, signaling likes, and commenting on tasks by typing. Such an outcome demonstrates the well-known assumption that each child acquires knowledge individually according to his/her abilities and interests.

Our findings may be somewhat limited by assessing their linguistic performance on the tasks, as the case study does not focus on their rate on grammatical or syntactical error occurrence, rather than to their capacity on detecting them on their own and to evaluating themselves, a process that increases their autonomous and critical learning ability. A more comprehensive study would identify how basic linguistic errors interact with other variables that are believed to be linked to the remote TBLT procedure.

Turning once again on the quantitative results, on the last part of the research, the respondents generally believe that, either asynchronous or synchronous, distance education is not as effective to a socioeconomically vulnerable student population. In their majority also believe that the students with refugee or migrant backgrounds are excluded from the emergency remote teaching procedure as it has been applied during the particular period in Greece. This inconsistency to the above results may be due to the fact that just 24% answered on the question of providing us with information regarding their efforts on communicating effectively with their students. A probable explanation might be that all these educators could not struggle on discovering the most efficient ways of distance learning without adequate guidance and training from the Ministry of Education in such a sudden emergency condition. Another possible explanation for this is that the accessibility issues concerning the internet connection and the lack of proper devices of such an economically vulnerable population as the migrant and refugee students and their families are, remained unsolved until the lockdown ended. These results, therefore, need to be interpreted with caution.
Most educators seemed discouraged and afraid of the distance education implications droughted that it could empower migrant and refugee students’ learning if used in conjunction with face-to-face education. These findings are rather disappointing and are far below those observed by Papanikolaou and Manousou (2019) who suggest that supplementary distance education may be efficiently applied in primary education for lessons replenishment by students occasionally absent from school. Further studies, which take these variables into account, will need to be undertaken. A summary of the main findings, together with the mixed methods case study limitations, is provided in the next chapters.
8. Limitations of the Current Study and Recommendations for Further Research Work

The present research has been one of the first attempts to examine thoroughly the interaction of TBLT, CALL, and SLA in primary education. However, being limited to bilingual students’ attendance and inclusion on the emergency remote teaching, this thesis lacks a thorough report on migrant students’ performance on the Greek language, as the case study does not focus on their rate on grammatical or syntactical error occurrence. Despite its limitations, this study certainly adds to our understanding of students’ capacity on detecting their errors and shortcomings and to evaluating themselves, a process that increases their autonomous and critical learning ability.

Further studies regarding the role of the interaction of basic linguistic errors with other variables linked to the remote TBLT procedure would be worthwhile. Continued efforts are needed to make distance education more accessible to every student in need. A key policy priority should also be to plan for comprehensive training of the educators regarding SLA on distance education to prevent the vulnerable student population from the exclusion of such a crucial educational procedure.
Conclusion

This mixed-methods case study set out to examine whether TBLT activities grounded on the school curriculum supported by CALL features enhance migrant students’ Greek language learning under emergency situations and to define the crucial factors that affect migrant students’ active lesson participation remotely. This research has identified many issues on the connection and attendance asynchronously but mainly synchronously of elementary students with migrant and refugee background comparison with the native students. The results of this investigation show that the emergency remote teaching, as it was applied in March 2020 lockdown because of COVID-19, excluded at a great rate the participation of this vulnerable student population. The condition of emergency in such a sudden situation left the Greek Ministry of Education with limited available time to organize the adequate training on distance education for the teachers and to offer efficient solutions on the accessibility issues that emerged. Initial observations suggest that emergency remote teaching also contributes to the reproduction of social inequalities in education (Pietro et al., 2020). However, another major finding was that the educators who were more flexible on the communication methods applied and those who were taken into consideration their students’ linguistic needs and interests, finally managed to overcome many of the emerged issues.

As regards the TBLT method applied, consistent with the literature, the most obvious finding to emerge here is that this process is linked to the bilingual students’ needs and interests and connected to real-life activities. This case study confirmed that its remote application also increases their autonomous and critical learning ability, enhancing their computer skills while practicing their second language.

Overall, this mixed-methods case study strengthens the idea that the public school may operate as a mechanism for empowering the socioeconomically vulnerable population of society. The insights gained from this study may be of assistance to the educational community concerning second language acquisition on emergency remote teaching procedures.
References


Council of Europe (n.d.). *The CEFR Levels*. COUNCIL OF EUROPE. 


https://www.academia.edu/37162404/%CE%91%CE%BD%CE%B1%CE%BB%C F%85%CF%84%CE%B9%CE%BA%CF%8C._CE%A0%CF%81%CF%8C%C E%B3%CF%81%CE%B1%CE%BC%CE%BC%CE%B1._CE%BA%CE%B1% CE%B9._CE%A0%CF%81%CF%89%CF%84%CE%BF%CE%B2%CE%AC%


Gkoura, A. (2018, June 1-3). Διαπολιτισμική Εκπαίδευση: θεωρητικές αντιπαραθέσεις και ανοικτά ζητήματα προσανατολισμού της παιδαγωγικής-διδακτικής πράξης στο σχολείο [Intercultural Education: theoretical confrontations and open issues of orientation of the pedagogical-teaching practice in school] [Paper presentation]. In Selected Papers, 5th International Conference, Crossroads of Languages and Cultures: Languages and cultures at home and at school, Rethymno, Greece.


teaching-and-online-learning?fbclid=IwAR06enKBAIRpgkNA62QEEنOمJNzttxrdjvulD5pMzIUi8iBkAYhOMDABOM.


In Skourtou, E., Η διγλωσσία στο σχολείο. Gutenberg.


Lionarakis, A. (2011). Εξ αποστάσεως και συμβατική εκπαίδευση: συγκλίνουσες ή αποκλίνουσες δυνάμεις; [Distance and conventional training: convergent or divergent forces?] In ΠΑΡΑΛΛΗΛΑ ΚΕΙΜΕΝΑ για τη Θεματική Ενότητα «Ανοικτή και εξ αποστάσεως Εκπαίδευση» [PARALLEL TEXTS for the Thematic Unit "Open and Distance Education"], ΕΚΠ65. ΗΟΥ.

Lychnou, E. (2017). Η χρήση του edmodo στη διδασκαλία των Αρχαίων Ελληνικών στην Α’ Δυκείου [The use of edmodo in the teaching of Ancient Greek in the 1st grade of
Christina Gkougkoura, Multilingual Education Under Emergency Remote Teaching: A Mixed Methods Case Study

Lyceum]. Open Education - The Journal for Open and Distance Education and Educational Technology, 13(1), 76–87.


Manolias, V. I. (2018). Teaching Greek as a second language at "steki metanaston": A content-based instruction approach. CONFRONTING CONTEMPORARY EDUCATIONAL CHALLENGES THROUGH RESEARCH, 156.


Postgraduate Dissertation

Christina Gkougkoura, Multilingual Education Under Emergency Remote Teaching: A Mixed Methods Case Study

Papadela, C. V. (2019). To βίντεο ως μέσο μάθησης στην εξ αποστάσεως προσχολική πολυμορφική εκπαίδευση: ανάπτυξη μοντέλου αξιολόγησης και πιλοτική εφαρμογή [Video as a mean for learning in distance pre-school polymorphic education: a proposed model for its assessment].

Papanikolaou, K., & Manousou, E. (2019). Συμπληρωματική εξ αποστάσεως εκπαίδευση στην Πρωτοβάθμια Εκπαίδευση. Μία Έρευνα Δράσης για την αναπλήρωση των μαθημάτων για τους μαθητές που απουσιάζουν περιστασιακά από το σχολείο [Complementary distance education for Primary School Students. An Action Research on lesson compensation occasionally absent from the school class students].


Psallidas, V., & Manousou, E. (2016). Η αξιοποίηση εργαλείων του web 2.0 για την εφαρμογή συμπληρωματικής εξ αποστάσεως εκπαίδευσης στη Δευτεροβάθμια Εκπαίδευση. Μελέτη περίπτωσης: Ο σχεδιασμός και η οργάνωση του μαθήματος της Βιολογίας Γ’ Γυμνασίου, των προγραμμάτων Περιβαλλοντικής Εκπαίδευσης [The utilization of web 2.0 tools in the supplementary distance learning in Secondary Education. Case study: The design and organization course of Biology in the third
class of High School in Sustainable Development Education program]. Διεθνές Συνέδριο για την Ανοικτή & εξ Αποστάσεως Εκπαίδευση, 6(1A).


Tsokalidou, R. (2015). Διγλωσσία και Εκπαίδευση: από τη θεωρία στην πράξη και στην κοινωνική δράση [Bilingualism and Education: from theory to practice and to social action]. In Androulakis, G. Γλωσσική Παιδεία. 35 Μελέτες Αφιερωμένες στον Καθηγητή Ναπολέοντα Μήτση (pp.387-398). Gutenberg,


Appendix A: The Lesson Plans

LESSON PLAN 1

THEME: Geography

TOPIC: Natural environment

LEVEL: A1-B2

DURATION: 5 hours

Topic Outcomes:

- Revise vocabulary and spelling regarding geography, natural environment, and climate change effect
- Express themselves regarding their prior knowledge
- Create simple phrase concerning a word cloud
- Create a post on Padlet and type correctly

Vocabulary and expressions: κλίμα, καρός, οικοσύστημα, μόλυνση, ανθρωπογενή χαρακτηριστικά, ρύπανση, κλίμα, κλιματική αλλαγή, φαινόμενο του θερμοκηπίου.

Computer Skills: correct typing on the keyboard, delete, backspace, searching on searching engines (like Google), and finding a word’s meaning, relative articles, and archives (videos, links, etc.), create a post on Padlet.

Web 2.0 tools: Edmodo, Padlet, VoiceThread, Webex

Resources:

- instructor-made PowerPoint (ppt) archive for the synchronous teleconference via Webex
• instructor-made VoiceThread presentation regarding the Greenhouse effect and the global climate change (https://voicethread.com/myvoice/thread/12436254/74336516/69483217)

• relative illustrations

• two videos concerning climate change in Albanian (https://youtu.be/Y0mW1axKpL8) and Romanian (https://youtu.be/ykfaFwC9eFY)

• one image of an environmental word cloud

• one image and a pdf archive of the steps on composing a text’s abstract

• two fairy tales concerning climate change (http://www.mikrosanagnostis.gr/library/pageflip26/Default.html) and saving energy (https://e.edim.co/174472999/wRtzFWlh4k4HJwqZ.pdf?response- content-disposition=filename%3D%22_____________.pdf%22%3B%20filename%2A%3DUTF-8%27%27%CE%BB%CE%BF%CF%8D%CE%BB%CE%BF%CE%B9%CE%BF%CF%8D%CE%BB%CE%BF%CE%BF%2582.pdf&Expires=1592413937&Signature=c1T6AfZ069LyTvYArTggBImslarAFtheMngGItkX2OhonK6tIKxiYTLYEld7Kb00EwKIf7CFPYjrgrqe0qKw63lc5slEiMtsf95FKkfMtLAyXjC3iMR5GTHvgMwfz~2oSHSpfZNYBhP3IR1mvvCvpCgeI772mS8tYWJBjOsuFdkktnYXz5oY7Bup5aPdr3fU6ZLyHXpKHynPhl1bwNBT6TVLAjzEagtkrwMpx7Pnsb07Zr86kTMSFtUqXrhFGhISgmLyNKn0cQIVDghlqC5MkULsQddCnVXaK9sijELKk8xshMtQyHqpoOZ6R5GZxSf9QSijHQUYydNKDzMDcCIw__&Key-Pair-Id=APKAJMSU6JYPN6FG5PBQ)

• an online dictionary of geographical terms (http://photodentro.edu.gr/photodentro/glossari-geo_v1.0_pidx0057861/story_html5.html)

• two Padlet spaces for posts (https://padlet.com/xristin00/tj810h1u79ikkb57, https://padlet.com/xristin00/opdw91igmfuwqirt, https://padlet.com/xristin00/nwc5ma5urbf5g88r)
two instructor-made videos of her screen and herself giving step by step instructions on searching for the terms and on posting on Padlet
• instructor-made Edmodo quiz: find the correct answer

**Procedures:**

**Warm-up (through synchronous teleconference via Webex): What is climate?**

1. The instructor reviews basic knowledge by having learners repeat what they have recently learned in Geography lessons about climate and weather.
2. Learners practice the vocabulary by mentioning relative words.

**Speaking task (through synchronous teleconference via Webex): What is climate change?**

1. The instructor shows a VoiceThread presentation to explain what climate change and the greenhouse effect are.
2. Learners comment on the presentation and refer to their knowledge regarding the subject.

**Writing Task (asynchronously via Edmodo): Phrases composing (levels A1-A2)**

*Pre-writing:* Students brainstorm from two videos in Albanian and Romanian regarding climate change and an image of a word cloud given regarding the natural environment and climate change.

*Writing:* Students are then asked to compose simple phrases concerning the image and the lesson’s vocabulary.

*Assessment:* Assessment is based holistically on overall success in composing the phrases on the completeness, and spelling.

**Writing Task (asynchronously via Edmodo and Padlet): Find and write the concepts (levels A1-A2)**

*Pre-writing:* Students brainstorm from an online dictionary of geographical terms provided to search and find the meaning of the terms: κλίμα, οικοσύστημα, μόλυνση, ανθρωπογενή χαρακτηριστικά, ρύπανση. They may consult the instructor-made video of her screen and herself giving step by step instructions on searching for the terms.
Writing: Students are then asked to contribute to the relative posts on Padlet to type the concepts. They may consult the instructor-made videos of her screen and herself giving step by step instructions on posting on Padlet.

Assessment: Assessment is based holistically on overall success in composing the terms on the completeness, and spelling.

Writing Task (asynchronously via Edmodo and Padlet): Find crucial information regarding climate change and saving energy (levels B1-B2)

Pre-writing: Students brainstorm from the instructor-made VoiceThread presentation regarding the Greenhouse effect and global climate change.

Writing: Students are then asked to contribute to the relative posts on their team’s Padlet to post a relative multimedia archive (video, text, link, etc.).

Assessment: Assessment is based holistically on overall success in posting the archives on the completeness.

Writing Task (asynchronously via Edmodo and Padlet): Write an abstract (levels B1-B2)

Pre-writing: Students brainstorm from an image and a pdf archive provided to revise the crucial steps for writing a text’s abstract κλίμα. Subsequently, they are suggested to read and listen to either a fairy tale on climate change or a smaller one story of an energy hero.

Writing: Students are then asked to create their abstract and upload it to the Edmodo assignment platform.

Assessment: Assessment is based holistically on overall success in composing the text on the completeness, and spelling.

Computer Task: Editing (all levels)

Learners open an image file containing school vocabulary which they can download and keep it for reference. Learners also practice searching online, typing correctly on Edmodo, and Padlet completion files.
Figure 23 The instructor-made ppt for the first teleconference.

Figure 24 Warm-up message on the interdisciplinarity of the lessons (Greek language, Geography & Physics)
Figure 25 The video in Albanian regarding climate change

Figure 26 The video in Romanian regarding climate change
Figure 27 The instructor-made word cloud for the prewriting brainstorm phase (levels A1-A2)

Figure 28 Writing tasks: Find and write the concepts (levels A1-A2)
Figure 29 Writing task: Compose an abstract (levels B1-B2)

Figure 30 Compose an abstract (levels B1-B2)
LESSON PLAN 2

**THEME:** Natural environment  
**TOPIC:** Climate change

**LEVEL:** A1 – B2  
**DURATION:** 2 hours

**Topic Outcomes:**

- Revise vocabulary and spelling regarding geography, natural environment, and climate change effect
- Express themselves orally on presenting their effort
- Identify details on their classmates’ information and comment on it

**Vocabulary and expressions:** κλίμα, οικοσύστημα, μόλυνση, ανθρωπογενή χαρακτηριστικά, ρύπανση, ατμόσφαιρα, ενέργεια, κλίμα, κλιματική αλλαγή, θέρμανση, ανακύκλωση, φυτεύω, εξοικονομώ.

**Grammar:** proper oral use of Greek grammatical phenomena and syntax

**Computer Skills:** connect on Webex application

**Web 2.0 tool:** Padlet, Webex

**Resources:**

- instructor-made PowerPoint (ppt) archive for the synchronous teleconference via Webex
- one Padlet space for posts (https://padlet.com/xristin00/tj810h1u79ikk57, https://padlet.com/xristin00/fk9g6qr8lg2s)
• learners-made archives and posts on Padlet concerning the natural environment and climate change

Procedures:

Warm-up (through synchronous teleconference via Webex): First learners’ impressions

3. The instructor asks the learners’ impressions regarding their tasks on Padlet.
4. Learners express themselves orally concerning their experiences.

Reading Task (through synchronous teleconference via Webex): Classmates’ Padlet posts

Learners should look at their classmates’ Padlet wall via the teacher’s share screen on Webex and read them loudly.

Speaking Task (through synchronous teleconference via Webex): Our team’s Padlet presentation (all levels)

1. Learners will become presenters of their team’s work on Padlet about the geographical terms regarding the natural environment and climate change.
2. Each team should discuss the outcomes of the presentation about the concepts they comprehended or not.

Computer Task: Connecting (all levels)

Learners participate in the teleconference, connect on Webex, switch on and off their microphones.
Figure 31 The instructor-made ppt presentation for the second teleconference.

Figure 32 The quiz comprising the peer-assessment rubric.
Figure 33 Peer-assessment rubric.
**LESSON PLAN 3**

**THEME:** Natural environment

**LEVEL:** A1 – B2

**TOPIC:** Poster for protecting the earth

**DURATION:** 4 hours

---

**Topic Outcomes:**

- Revise vocabulary and spelling regarding geography, natural environment, and climate change effect
- Learning about the slogans and how to find them on a poster
- Create simple slogans concerning climate change
- Create a poster with an environmental slogan

**Vocabulary and expressions:** κλίμα, οικοσύστημα, μόλυνση, ανθρωπογενή χαρακτηριστικά, ρύπανση, ατμόσφαιρα, ρύπανση, ενέργεια, κλίμα, κλιματική αλλαγή, ξηρασία, θέρμανση, ανακύκλωση, φυτεύω, εξοικονομώ, κλείνω, ανοίγω, σβήνω, ανάβω, προστατεύω, ανακυκλώω, χρησιμοποιώ, ξαναχρησιμοποιώ.

**Grammar:** use of verbs in submissive and in imperative inclination

**Computer Skills:** correct typing on the keyboard, delete, backspace, searching on searching engines (like Google) and finding a word’s meaning, create a post on Padlet, create a poster on Canva, download it as a jpg or png archive, save it on a device and upload it on Padlet, connect on Webex.

**Web 2.0 tool:** Edmodo, Padlet, Canva, Webex

**Resources:**

- an instructor-made PowerPoint (ppt) archives, one for each synchronous teleconference
four (4) instructor-made asynchronous videos with instructions
one Padlet space for posts (https://padlet.com/xristin00/fk9g6qr8lg2s)
two posters concerning the environment
instructor-made Edmodo quizzes: sentences and slogan composing, find the correct answer, typing the correct verb form

Procedures:

Warm-up (through synchronous teleconference via Webex): What a slogan is?

The instructor asks the students what they know about slogans (how are they like, where we usually find them).

Speaking Task (synchronously via Webex and asynchronously via Edmodo): What are the crucial parts of a poster? (all levels)

1. The instructor shows a poster via Webex and presents its crucial parts (subject, slogan, publisher, etc.). They may consult the instructor-made video of her screen and herself explaining what a slogan exactly is.
2. Learners are then supposed to find the crucial parts on several more posters and discuss them.

Grammar Task (synchronously via Webex and asynchronously via Edmodo): finding and typing correctly the slogan (all levels)

1. The instructor presents the proper inclination of verbs in slogans and presents relative verbs in submissive and imperative inclination (through synchronous teleconference via Webex).
2. Learners are then asked to find the correct verb for a slogan (through synchronous teleconference via Webex).
3. Learners are asked to type the correct form of their chosen verb in submissive or in imperative inclination (asynchronously via Edmodo).

Writing Task (asynchronously via Edmodo): Slogan composing (all levels)

Pre-writing: Students brainstorm from posters given concerning climate change.
Writing: Students are then asked to compose their simple slogan regarding protecting the earth.

Assessment: Assessment is based holistically on overall success in composing the slogan on the completeness, and spelling.

Computer Task (asynchronously via Canva and Padlet): Create a poster (all levels)

Learners follow a link address on Canva to create their posters completing it with their premade slogan. They are finally expected to download it as a jpg or png file on their device and then upload it on Padlet. They may consult the instructor-made videos of her screen and herself giving step by step instructions on the procedure.

Figure 34 The instructor-made ppt presentation for the third teleconference.
Figure 35 The crucial parts of a poster on Edmodo

Figure 36 The crucial parts of a poster on Edmodo
Figure 37 Quiz: Find the slogan in each poster

Figure 38 Writing task: Write your slogan
Figure 39 Step-by-step instructor-made first video on Edmodo

Figure 40 Step-by-step instructor-made second and third videos on Edmodo
Figure 41 Step-by-step instructor-made fourth video on Edmodo

Figure 42 Step-by-step instructions on Edmodo
**THEME:** Natural environment  
**TOPIC:** My article  
**LEVEL:** A1 – A2  
**DURATION:** 3 hours

### Topic Outcomes:

- Revise vocabulary and spelling regarding geography, natural environment, and climate change effect
- Express themselves orally on presenting their effort
- Identify details on their classmates’ information and comment on it
- Create simple text/sentences regarding saving energy

**Vocabulary and expressions:** κλίμα, οικοσύστημα, μόλυνση, ανθρωπογενή χαρακτηριστικά, ρύπανση, ατμόσφαιρα, ενέργεια, κλίμα, κλιματική αλλαγή, ξηρασία, θέρμανση, ανακύκλωση, αφίσα, φυτεύω, εξοικονομώ, κλείνω, ανοίγω, σβήνω, ανάβω, προστατεύω, ανακυκλώνω, χρησιμοποιώ, ξαναχρησιμοποιώ.

**Grammar:** proper oral and written use of Greek grammatical phenomena and syntax

**Computer Skills:** connect on Edmodo, Webex and Padlet applications

**Web 2.0 tool:** Edmodo, Padlet, Webex

**Resources:**

- instructor-made PowerPoint (ppt) archive for the synchronous teleconference via Webex
• one Padlet space for uploading their posters ([https://padlet.com/xristin00/fk9g6qr8lg2s](https://padlet.com/xristin00/fk9g6qr8lg2s))
• posters concerning the environment
• a video concerning saving energy ([https://youtu.be/VHb6Aio6a3s](https://youtu.be/VHb6Aio6a3s))
• instructor-made Edmodo quizzes: sentences composing

**Procedures:**

**Warm-up (through synchronous teleconference via Webex): First learners’ impressions**

5. The instructor asks the learners’ impressions regarding their tasks on Canva and Padlet.
6. Learners express themselves orally concerning their experiences.

**Speaking Task (through synchronous teleconference via Webex): My poster presentation (all levels)**

3. Learners will become presenters of their work on Canva and Padlet presenting their environmentally friendly poster.
4. Students should discuss the outcomes of the total presentation about their impressions.

**Writing task (asynchronously via Edmodo): My article (all levels)**

*Pre-writing:* Students brainstorm from a video concerning saving energy and the lesson’s dictionary given concerning climate change.

*Writing:* Students are then asked to compose their article (levels B1-B2) or sentences (levels A1-A2) regarding saving energy.

*Assessment:* Assessment is based holistically on overall success in composing the text/sentences on the completeness, and spelling.

**Computer Task: Editing (all levels)**

Learners connect on Webex, switch on and off their microphones. Learners also practice typing correctly on Edmodo completion files.
Figure 43 The instructor-made ppt for the fourth teleconference.

Figure 44 The video for the prewriting brainstorm phase
Figure 45 The writing task regarding saving energy (levels A1-A2)

Figure 46 Image for the prewriting brainstorm phase (levels B1-B2)
Figure 47 Image for the prewriting brainstorm phase (levels B1-B2)

A 48 The writing task regarding saving energy (levels B1-B2)
LESSON PLAN 5

THEME: Natural environment  
LEVEL: A1 – A2  
TOPIC: Our magazine  
DURATION: 1 hour

Topic Outcomes:

- Revise vocabulary and spelling regarding geography, natural environment, and climate change effect
- Express themselves orally on presenting their effort
- Complete the self-assessment rubric and the total distance learning assessment
- Identify details on the magazine presentation and comment on it

Vocabulary and expressions: κλίμα, οικοσύστημα, μόλυνση, ανθρωπογενή χαρακτηριστικά, ρύπανση, ατμόσφαιρα, ρύπανση, ενέργεια, κλίμα, κλιματική αλλαγή, ξηρασία, θέρμανση, ανακύκλωση, φυτεύω, εξοικονομώ.

Grammar: proper oral use of Greek grammatical phenomena and syntax

Computer Skills: connect on Webex and Edmodo application

Web 2.0 tool: Edmodo, Webex

Resources:

- instructor-made PowerPoint (ppt) archive for the synchronous teleconference via Webex
- a self-assessment rubric
- a quiz on assessing the whole distance learning procedure
- the team’s created magazine (https://issuu.com/home/drafts/63yepxia0es)
Procedures:

Warm-up (through synchronous teleconference via Webex): Learners’ impressions

7. The instructor asks the learners’ impressions regarding their final tasks on creating an article (simple text or sentences).
8. Learners express themselves orally concerning their experiences.

Speaking task (through synchronous teleconference via Webex): Our team’s Padlet presentation

5. The instructor presents the final form of their magazine including their articles (or sentences), the geographical terms, and their posters.
6. Students discuss the outcomes of the presentation and the whole procedure of the climate change project.

Writing task (asynchronously via Edmodo): Self-assessment (all levels)

Learners are asked to fulfill their self-assessment rubric on Edmodo. They are also about to complete their last quiz on assessing the whole distance learning procedure.

Computer Task: Connecting (all levels)

Learners participate in the teleconference, connect on Webex, switch on and off their microphones.
Figure 49 The fifth ppt instructor-made presentation
**Figure 50 The self-assessment rubric**

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>Present an overview of all the plausibilities for the communication with students and visual representations.</td>
<td>Present an overview of the presentation. All visual representations for the communication with visual representations.</td>
<td>Present an overview of the presentation.</td>
<td>Not present an overview.</td>
</tr>
<tr>
<td>Apparatus &amp; Data</td>
<td>The presentation must include the depicted data (quotation, example, theme, image).</td>
<td>The presentation must include a schematic representation of the data (quotation, example, theme, image).</td>
<td>The presentation must include the depicted data.</td>
<td>No presentation.</td>
</tr>
<tr>
<td>Source &amp; Organization</td>
<td>The presentation must contain the source and organization of the data (quotation, example, theme, image).</td>
<td>The presentation must contain a schematic representation of the source and organization of the data (quotation, example, theme, image).</td>
<td>The presentation must contain the source and organization of the data.</td>
<td>No source and organization.</td>
</tr>
<tr>
<td>Perichomino</td>
<td>All the evidence must be presented clearly and comprehensively, in a schematic form with the theme.</td>
<td>All the evidence must be presented clearly and comprehensively, in a schematic form with the theme.</td>
<td>All the evidence must be presented clearly and comprehensively, in a schematic form with the theme.</td>
<td>No evidence presented.</td>
</tr>
<tr>
<td>Orthography &amp; Grammar</td>
<td>The presentation must contain the orthography and grammar.</td>
<td>The presentation must contain a schematic representation of the orthography and grammar.</td>
<td>The presentation must contain the orthography and grammar.</td>
<td>No orthography and grammar.</td>
</tr>
<tr>
<td>Time</td>
<td>The presentation must be presented at the required time.</td>
<td>The presentation must be presented at the required time.</td>
<td>The presentation must be presented at the required time.</td>
<td>The presentation must be presented at a different time.</td>
</tr>
<tr>
<td>Synthesis</td>
<td>All the elements presented in the presentation must be analyzed and visualized in the presentation.</td>
<td>All the elements presented in the presentation must be analyzed and visualized in the presentation.</td>
<td>All the elements presented in the presentation must be analyzed and visualized in the presentation.</td>
<td>No synthesis.</td>
</tr>
</tbody>
</table>
Figure 51 Self-assessment and assessment of the distance learning procedure
## Appendix B: Students’ needs analysis archives

*Figure 52 Questionnaire for the teacher of the receiving class. p.1*
Το πρώτο αίτημά μου πως θα μαθαίνετε είναι διαφορετικά μάθηση να εκπληρώνετε αυτό τη διδασκαλία και όταν αποτελούτε από 2-3 παιδιά η διδασκαλία είναι ελαφρότερη. Επομένως η δύο υλοποίηση των μαθητών που δεν προετοιμάζονται έτσι μάθαμε εύκολα είτε από νέα ή λεπτα. Προσπαθείτε με δυνατότητες μέσα με τους δυσκολίες που θα υπάρχουν να δείχνουν ευεργέτες όταν είναι πολλά. Η καταθέσιμη οργάνωση από τον αντίστοιχο είναι αναπότετη. Και το παράδειγμα τού χειμώνα μάθησης, τος καταθέσιμος μαθηματικός έφερε.
Figure 54 Self-Assessment Table on Greek language levels for reading

<table>
<thead>
<tr>
<th>Language Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>完全可以理解复杂的句子和短语，如能够理解高难度的文学作品，以及优美的散文。</td>
<td>100%</td>
</tr>
<tr>
<td>无法阅读一个简短的文章，即使涉及一些基本信息。</td>
<td>0%</td>
</tr>
<tr>
<td>无法阅读一篇小的文本，包含一些生词的歧义。</td>
<td>0%</td>
</tr>
<tr>
<td>无法阅读文章，并且无法理解文章的意图。</td>
<td>0%</td>
</tr>
</tbody>
</table>

3 段相关建议
Figure 55 Self-Assessment Table on Greek language levels for speaking

<table>
<thead>
<tr>
<th>Χριστίνα Γκουγκουρά δημιούργησε σε Ε2 Αλώσσα Εκπαιδευτικός Απρ. 06 · 12.21 MM · α...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Πώς μιλάω τα ελληνικά; Διαλέγω την απάντηση που μου ταιριάζει.</td>
</tr>
<tr>
<td>Μπορώ να χρησιμοποιώ απλές εκφράσεις για να περιγράψω την κατοικία μου και τους ανθρώπους που γνωρίζω.</td>
</tr>
<tr>
<td>Μπορώ να χρησιμοποιώ απλές προτάσεις για να περιγράψω την οικογένειά μου, τους άλλους ανθρώπους, το σχολείο μου και τι μου αρέσει να κάνω στον ελεύθερο χρόνο μου</td>
</tr>
<tr>
<td>Μπορώ να εκφράζομαι απλά σχετικά με εμπειρίες, γεγονότα και όνειρα της ζωής μου. Μπορώ να πω σε έναν φίλο μου τι έγινε στην ταινία που είδα.</td>
</tr>
<tr>
<td>Μπορώ να αναλύω με επιχειρήσεις την αποφή μου, να πω ξεκάθαρα γιατί συμφωνώ ή διαφωνώ με κάτι.</td>
</tr>
</tbody>
</table>
Christina Gkougkoura, Multilingual Education Under Emergency Remote Teaching: A Mixed Methods Case Study

Figure 56 Self-Assessment Table on Greek language levels for writing

<table>
<thead>
<tr>
<th>Χριστίνα Γκουγκούρα δημιουργείται σε Ε2 Γλώσσα</th>
<th>...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Εκπαιδευτικός</td>
<td></td>
</tr>
<tr>
<td>Λίρα 06 · 12:14 ΣΜ · 30</td>
<td></td>
</tr>
</tbody>
</table>

Πώς τα πάω με το γράψιμό στα ελληνικά; Διαβάζω τις επιλογές κι επιλέγω αυτήν που μου παριζεί.

Μπορώ να γράφω ένα σύντομο μήνυμα με απλά λόγια. Μπορώ να συμπληρώνω τα προσωπικά μου στοιχεία (όνομα, εθνικότητα, διεύθυνση) σ' ένα ερωτηματολόγιο. 67%

Μπορώ να γράφω σημειώσεις και μηνύματα με απλά και σύντομο τρόπο. Μπορώ να γράφω ένα πολύ απλό γράμμα σε έναν φιλό. 33%

Μπορώ να γράφω ένα απλό κείμενο πάνω σε θέματα οικεία ή με προσωπικό ενδιαφέρον. Μπορώ να γράφω εκθέσεις σωστά γραμμένες στο τρετάδιο των εκθέσεων. 0%

Μπορώ να γράφω κείμενο παρουσίασης ενός βιβλίου που έχω διαβάσει. Έχω να γράφω περίληψη και να αφηγούμαι σωστά την πλοκή ενός βιβλίου. 0%

3 συνολικές ψήφοι
Figure 57 Evaluation of the teaching procedure in the middle of the practicum.
### Koino evropaiako plaxios anaforás gia ta glwsses - Pínavkas autosefaliologistikhs

<table>
<thead>
<tr>
<th>Κατηγορία</th>
<th>A1</th>
<th>A2</th>
<th>B1</th>
<th>B2</th>
<th>C1</th>
<th>C2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Βασικός γλωσσικός</td>
<td>Στις κατηγορίες και την προσωπικότητα</td>
<td>Στις κατηγορίες και την προσωπικότητα</td>
<td>Στις κατηγορίες και την προσωπικότητα</td>
<td>Στις κατηγορίες και την προσωπικότητα</td>
<td>Στις κατηγορίες και την προσωπικότητα</td>
<td>Στις κατηγορίες και την προσωπικότητα</td>
</tr>
<tr>
<td>Μεταφραστική</td>
<td>Να κατανοητά τις διάφορες άδειες και να είναι επικοινωνών οι επικοινωνίες στα διάφορα γλωσσικά</td>
<td>Να κατανοητά τις διάφορες άδειες και να είναι επικοινωνών οι επικοινωνίες στα διάφορα γλωσσικά</td>
<td>Να κατανοητά τις διάφορες άδειες και να είναι επικοινωνών οι επικοινωνίες στα διάφορα γλωσσικά</td>
<td>Να κατανοητά τις διάφορες άδειες και να είναι επικοινωνών οι επικοινωνίες στα διάφορα γλωσσικά</td>
<td>Να κατανοητά τις διάφορες άδειες και να είναι επικοινωνών οι επικοινωνίες στα διάφορα γλωσσικά</td>
<td>Να κατανοητά τις διάφορες άδειες και να είναι επικοινωνών οι επικοινωνίες στα διάφορα γλωσσικά</td>
</tr>
<tr>
<td>Γραφή (ανάγνωση)</td>
<td>Να διδάξει μια πείρα για να στηρίζεται στην καθοδήγηση ή ειδικοί</td>
<td>Να διδάξει μια πείρα για να στηρίζεται στην καθοδήγηση ή ειδικοί</td>
<td>Να διδάξει μια πείρα για να στηρίζεται στην καθοδήγηση ή ειδικοί</td>
<td>Να διδάξει μια πείρα για να στηρίζεται στην καθοδήγηση ή ειδικοί</td>
<td>Να διδάξει μια πείρα για να στηρίζεται στην καθοδήγηση ή ειδικοί</td>
<td>Να διδάξει μια πείρα για να στηρίζεται στην καθοδήγηση ή ειδικοί</td>
</tr>
<tr>
<td>Επιστολή</td>
<td>Να διδάξει την ανάγνωση των εγγράφων της καθοδήγησης ή ειδικούς</td>
<td>Να διδάξει την ανάγνωση των εγγράφων της καθοδήγησης ή ειδικούς</td>
<td>Να διδάξει την ανάγνωση των εγγράφων της καθοδήγησης ή ειδικούς</td>
<td>Να διδάξει την ανάγνωση των εγγράφων της καθοδήγησης ή ειδικούς</td>
<td>Να διδάξει την ανάγνωση των εγγράφων της καθοδήγησης ή ειδικούς</td>
<td>Να διδάξει την ανάγνωση των εγγράφων της καθοδήγησης ή ειδικούς</td>
</tr>
<tr>
<td>Ομιλία</td>
<td>Να γράφει και να εκφράζει τις αισθήματα και τους ιδιοτυπώμενα χαρακτηριστικά</td>
<td>Να γράφει και να εκφράζει τις αισθήματα και τους ιδιοτυπώμενα χαρακτηριστικά</td>
<td>Να γράφει και να εκφράζει τις αισθήματα και τους ιδιοτυπώμενα χαρακτηριστικά</td>
<td>Να γράφει και να εκφράζει τις αισθήματα και τους ιδιοτυπώμενα χαρακτηριστικά</td>
<td>Να γράφει και να εκφράζει τις αισθήματα και τους ιδιοτυπώμενα χαρακτηριστικά</td>
<td>Να γράφει και να εκφράζει τις αισθήματα και τους ιδιοτυπώμενα χαρακτηριστικά</td>
</tr>
<tr>
<td>Εικόνα</td>
<td>Να γράφει και να εκφράζει τις αισθήματα και τους ιδιοτυπώμενα χαρακτηριστικά</td>
<td>Να γράφει και να εκφράζει τις αισθήματα και τους ιδιοτυπώμενα χαρακτηριστικά</td>
<td>Να γράφει και να εκφράζει τις αισθήματα και τους ιδιοτυπώμενα χαρακτηριστικά</td>
<td>Να γράφει και να εκφράζει τις αισθήματα και τους ιδιοτυπώμενα χαρακτηριστικά</td>
<td>Να γράφει και να εκφράζει τις αισθήματα και τους ιδιοτυπώμενα χαρακτηριστικά</td>
<td>Να γράφει και να εκφράζει τις αισθήματα και τους ιδιοτυπώμενα χαρακτηριστικά</td>
</tr>
</tbody>
</table>

**Figure 58:** European Framework of Reference for Languages (Council of Europe, n.d.).
Appendix C: The survey

Ερωτηματολόγιο σχετικά με τις απόψεις των εκπαιδευτικών Πρωτοβάθμιας 
Εκπαίδευσης για τη συμμετοχή των διήγησισσων μαθητών στην εξ αποστάσεως 
εκπαίδευση που εφαρμόζεται λόγω των συνθηκών της πανδημίας του νέου κορωνοϊού COVID-19

Ονομάζομαι Χριστίνα Γκούγκουρα και η παρούσα έρευνα διενεργείται για τη διπλωματική 
μου εργασία "Multilingual Education Under Emergency Remote Teaching, A Mixed Methods Case Study" στα πλαίσια του μεταπτυχιακού προγράμματος σπουδών Learning Education for Refugees and Migrants του ΕΑΠ. Σκοπός της έρευνας είναι η διερεύνηση των 
απόψεων των εκπαιδευτικών αναφορικά με την αποτελεσματικότητα του μοντέλου της εξ 
αποστάσεως εκπαίδευσης που εφαρμόστηκε κατά την περίοδο της πανδημίας του νέου 
κορωνοϊού COVID-19 στους μαθητές με προσφυγικό και μεταναστευτικό υπόβαθρο. Για 
οποιαδήποτε διευκρίνηση παρακαλώ επικοινωνήστε μαζί μου μέσω e-mail στο 
std502092@ac.eap.gr. Δηλώνω υπεύθυνα ότι θα τηρηθεί ανωνυμία και ευχετημένια. Οι 
απαντήσεις σας δεν θα χρησιμοποιηθούν για σκοπούς πέραν της έρευνας.

Σας ευχαριστώ πολύ για τον χρόνο σας.

Διάρκεια συμπλήρωσης ερωτηματολογίου: Σύντομη (~10 λεπτά)

Συμφωνώ να συμμετέχω εθελοντικά και ανώνυμα σε αυτή τη μελέτη, έχοντας 
κατανοήσει τους σκοπούς της. *

- Ναι
- Όχι

Α. Μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο

1. Στο σχολείο που δουλεύετε η θέση σας αφορά *

- Είμαι δάσκαλος/α τάξης
- Είμαι δάσκαλος/α τάξης υποδοχής
2. Στην/στις τάξη/εις που δουλεύετε πόσοι από τους μαθητές που φοιτούν είναι παιδιά με προσφυγικό/μεταναστευτικό υπόβαθρο; (αφορά και τους μαθητές που γεννήθηκαν στην Ελλάδα από μετανάστες γονείς) *

- Κανέις
- 1-4
- 5-10
- 11-15
- 15-20
- Όλοι

3. Αν φοιτούν στην/στις τάξη/εις σας μαθητές με προσφυγικό ή μεταναστευτικό υπόβαθρο, από ποιες περιοχές κατάγονται (ενδεικτικά);

(Short answer text)

B. Έναρξη της εξ αποστάσεως εκπαίδευσης

4. Μετά το κλείσιμο των σχολείων, υπήρξε επίσημη πολιτική για τον τρόπο επικοινωνίας των εκπαιδευτικών τους με τους γονείς και τους μαθητές; *

- Ναι
- Όχι

5. Μετά το κλείσιμο των σχολείων, υπήρξε ειδική επίσημη πολιτική για τον τρόπο επικοινωνίας των εκπαιδευτικών τους με τους γονείς και τους μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο; *
6. Αν ναι, ποιους τρόπους πρότεινε η πολιτική αυτή:

(Short answer text)

7. Με ποιον/ους τρόπο/ους πραγματοποιείται η επικοινωνία με τους γονείς και τους μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο; (**περισσότερες από μία πιθανές απαντήσεις) *

- Τηλεφωνικά
- e-mail
- Με μέσα κοινωνικής δικτύωσης (ομάδες σε Facebook, Messenger)
- Με ομάδες επικοινωνίας σε εφαρμογές όπως το Viber, Whats up
- Μέσω υπουργικής πλατφόρμας
- Μέσω άλλης μη υπουργικής πλατφόρμας
- Άλλο

8. Υπήρχαν προβλήματα στην επικοινωνία με τους γονείς και τους μαθητές της τάξης; *

Καθόλου 1 2 3 4 5 Πολύ

9. Υπήρχαν προβλήματα στην επικοινωνία με τους γονείς και τους μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο; *

Καθόλου 1 2 3 4 5 Πολύ

10. Ποια προβλήματα αντιμετωπίσατε στην επικοινωνία σας με τους γονείς και τους μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο μετά το κλείσιμο των σχολείων; (**περισσότερες από μία πιθανές απαντήσεις) *

Postgraduate Dissertation 127
Δεν υπήρχαν στοιχεία επικοινωνίας

Οι γονείς και οι μαθητές δεν κατείχαν τα απαραίτητα επικοινωνιακά μέσα (π.χ. email)

Οι γονείς και οι μαθητές δεν είχαν τις απαραίτητες γνώσεις για την επικοινωνία με τη χρήση νέων τεχνολογιών

Στην οικογένεια δεν υπήρχε σύνδεση στο Ίντερνετ

Η σύνδεση στο Ίντερνετ δεν ήταν καλή

Η οικογένεια δεν είχε υπολογιστή ή άλλα κατάλληλα μέσα

Η οικογένεια μοιράζόταν μία συσκευή

Ο γονέας που δουλεύει κατείχε τη μοναδική συσκευή σύνδεσης

Οι γονείς και το παιδί δυσκολεύονταν στη χρήση της πλατφόρμας

Δεν ήταν δυνατή η επικοινωνία με τους γονείς και τους μαθητές λόγω γλώσσας

Άλλο

11. Καταφέρατε να αντιμετωπίσετε τα προβλήματα που συναντήσατε στην επικοινωνία σας με τους μαθητές; *

Καθόλου 1 2 3 4 5 Πολύ

12. Με ποιον τρόπο τα αντιμετωπίσατε; (**περισσότερες από μία πιθανές απαντήσεις) *

- Απευθύνθηκα στον Διευθυντή/Προϊστάμενο σχολικής μονάδας
- Απευθύνθηκα στον Συντονιστή Εκπαίδευσης Προσφύγων
- Απευθύνθηκα στον Συντονιστή Εκπαιδευτικού Έργου
- Απευθύνθηκα στον εκπαιδευτικό Πληροφορικής
- Απευθύνθηκα σε άλλον συνάδελφο
- Απευθύνθηκα στον Σύλλογο Εργαζομένων
- Τα αντιμετώπισα μόνος/η μου
- Δεν τα αντιμετώπισα επιτυχώς
- Άλλο
13. Τα προβλήματα που αντιμετωπίζουν οι μαθητές σας με προσφυγικό/μεταναστευτικό υπόβαθρο σχετίζονται με: (**περισσότερες από μία πιθανές απαντήσεις) *

- Προβλήματα κατανόησης των ερωτήσεων
- Γλωσσικά προβλήματα
- Έλλειψη συγκέντρωσης
- Έλλειψη ενδιαφέροντος για δραστηριότητες
- Άρνηση να συμμετέχει σε δραστηριότητες
- Εκδήλωση στενοχώριας, θλίψης
- Άλλο

14. Στο σχολείο σας διατέθηκαν Η/Υ ή τάμπλετ για τη χρήση τους από μαθητές του σχολείου; *

- Ναι
- Όχι

16. Αν ναι, κάνατε χρήση αυτής της βοήθειας για τους μαθητές σας με προσφυγικό/μεταναστευτικό υπόβαθρο;

- Ναι
- Όχι

Γ. Σύγχρονη εξ αποστάσεως εκπαίδευση με δίγλωσσους μαθητές

17. Μοιραστήκατε το εκπαιδευτικό υλικό με τους μαθητές σας με προσφυγικό/μεταναστευτικό υπόβαθρο: (**περισσότερες από μία πιθανές απαντήσεις) *

- Μέσω σύγχρονης εκπαίδευσης
- Με αναρτήσεις αρχείων σε πλατφόρμα εξ αποστάσεως εκπαίδευσης
- Με αποστολή email
- Τηλεφωνικά
18. Υπήρξε ανταπόκριση από τους μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο στις εργασίες σας μέσω της ασύγχρονης εκπαίδευσης (e-mail, viber, εκπαιδευτικές πλατφόρμες); *

Καθόλου 1 2 3 4 5 Πολύ

19. Υπήρξε συμμετοχή από τους μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο στις τηλεδιασκέψεις σας μέσω της σύγχρονης εκπαίδευσης (Webex, Skype, Zoom), αν πραγματοποιήσατε;

Μειώθηκε πολύ 1 2 3 4 5 Αυξήθηκε πολύ

20. Η συμμετοχή από τους μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο στην εξ αποστάσεως εκπαίδευση όσο περνούσε ο καιρός;

Μειώθηκε πολύ 1 2 3 4 5 Αυξήθηκε πολύ

21. Ποια προβλήματα αντιμετώπισαν οι μαθητές σας στη συμμετοχή τους στις τηλεδιασκέψεις σας, αν πραγματοποιήσατε; (**περισσότερες από μία πιθανές απαντήσεις)

- Ανεπαρκής σύνδεση στο διαδύκτιο
- Έλλειψη συσκευής σύνδεσης
- Έλλειψη συσκευής σύνδεσης την προγραμματισμένη ώρα της τηλεδιάσκεψης
- Άρνηση συμμετοχής
- Έλλειψη ενδιαφέροντος
- Άδυναμία συνεννόησης στην πλατφόρμα τηλεδιασκέψεων
- Άδυναμία συνεννόησης λόγω γλώσσας
22. Αναφέρετε ενδεικτικά προσπάθειες εκ μέρους σας ώστε το μάθημα να ταιριάζει με τις ιδιαιτερότητες του συγκεκριμένου μαθητικού πληθυσμού ή να είναι ελκυστικό στους μαθητές (εάν κάνατε).

(Long answer text)

Δ. Αξιολόγηση της εξ αποστάσεως εκπαίδευσης κατά τη διάρκεια της καραντίνας

23. Η συμμετοχή των μαθητών με προσφυγικό/μεταναστευτικό υπόβαθρο ήταν σε σχέση με τους υπόλοιπους μαθητές: *

- Ανύπαρκτη
- Πολύ μικρότερη
- Σίγουρη
- Μεγαλύτερη

24. Θεωρείτε ότι είναι αποτελεσματική η εξ αποστάσεως ασύγχρονη εκπαίδευση για τους μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο κατά τη διάρκεια της καραντίνας; *

Καθόλου 1 2 3 4 5 Πολύ

25. Θεωρείτε ότι είναι αποτελεσματική η εξ αποστάσεως σύγχρονη εκπαίδευση για τους μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο κατά τη διάρκεια της καραντίνας; *

Καθόλου 1 2 3 4 5 Πολύ
26. Θεωρείτε ότι η εξ αποστάσεως εκπαίδευση, έτσι όπως εφαρμόστηκε κατά τη διάρκεια της καραντίνας, αποκλείει τους μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο; *

Καθόλου 1 2 3 4 5 Πολύ

27. Ποια είναι τα οφέλη της εξ αποστάσεως εκπαίδευσης των μαθητών με προσφυγικό/μεταναστευτικό υπόβαθρο κατά τη διάρκεια της καραντίνας; (**περισσότερες από μία πιθανές απαντήσεις) *

▪ Μαθησιακά οφέλη
▪ Συναισθηματικά οφέλη
▪ Συνέχιση της διδασκαλίας της γλώσσας και της εκπαίδευσης των μαθητών
▪ Δεν βρίσκω κανένα οφέλος
▪ Άλλο

28. Ποια είναι τα μειονεκτήματα της εξ αποστάσεως εκπαίδευσης των μαθητών με προσφυγικό/μεταναστευτικό υπόβαθρο κατά τη διάρκεια της καραντίνας; (**περισσότερες από μία πιθανές απαντήσεις) *

▪ Δυσχέρεια στη χρήση των ηλεκτρονικών μέσων
▪ Έλλειψη ενδιαφέροντος των μαθητών
▪ Αδυναμία πρόσβασης των μαθητών
▪ Αδυναμία κατανόησης και επεξήγησης των εργασιών
▪ Έλλειψη παρόρμησης και επεξεργασίας από μεριάς του εκπαιδευτικού προς τους μαθητές
▪ Μη παροχή ισούς ευκαιριών σε σχέση με τους υπόλοιπους μαθητές
▪ Άλλο

29. Πιστεύετε ότι η εξ αποστάσεως εκπαίδευση, όπως εφαρμόστηκε στην περίοδο της καραντίνας, συμβάλλει στην αναπαραγωγή των κοινωνικών ανισοτήτων στην εκπαίδευση; *
Καθόλου 1 2 3 4 5 Πολύ

30. Πιστεύετε ότι η εξ αποστάσεως εκπαίδευση μπορεί να ενισχύσει τους μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο αν χρησιμοποιηθεί συμπληρωματικά με την δια ζώσης εκπαίδευση; *

Καθόλου 1 2 3 4 5 Πολύ

31. Υπάρχει κάτι για το οποίο δεν σας δόθηκε η ευκαιρία να αναφερθείτε με τις ερωτήσεις που σας τέθηκαν προηγουμένως;

(Long answer text)
Appendix D: The web platforms’ archives

Results from Lesson Plan 1

Figure 59 Student’s 1 performance in the Writing Task “Phrases composing” (levels A1-A2).

Πρόσεξε καλά την εικόνα πετώντας πάνω της και προσπαθήσε να βρεις τις πιο σημαντικές λέξεις για το περιβάλλον. Γράψε τις πιο σημαντικές.

Response

Κλιματική
Figure 60 Student’s 2 performance in the Writing Task “Phrases composing” (levels A1-A2).

Figure 61 Student’s 3 performance in the Writing Task “Phrases composing” (levels A1-A2).
Figure 62 Students’ team performance on the writing task on Padlet “find and write the concepts” (levels A1-A2).

Figure 63 Students’ team performance on the writing task on Padlet “find crucial information regarding climate change” (levels B1-B2).
Figure 64 Students’ team performance on the writing task on Padlet “find crucial information regarding saving energy” (levels B1-B2).

Figure 65 Video with step-by-step instructions on how to create a post on Padlet.
Figure 66 A bilingual student’s PowerPoint presentation regarding climate change.

Figure 67 First students’ peer-evaluation.
Figure 68 First students’ peer-evaluation.

Figure 69 First students’ peer-evaluation.
Figure 70 First students’ peer-evaluation.

Figure 71 First students’ peer-evaluation.
Figure 72 First students’ peer-evaluation.

Figure 73 First students’ peer-evaluation.
Figure 74 First students’ peer-evaluation.

Figure 75 Second students’ peer-evaluation.
Figure 76 Student’s 1 performance on the grammar task: find and type correctly the slogan (all levels)

Figure 77 Student’s 2 performance on the grammar task: find and type correctly the slogan (all levels)
Figure 78 Student’s 3 performance on the grammar task: find and type correctly the slogan (all levels)

Figure 79 Student’s 4 performance on the grammar task: find and type correctly the slogan (all levels)
Figure 80 Student’s 1 performance on the writing task: Slogan composing (all levels)

Response
Καθαρώς από την παλαιάς
Συμπάθησε την παλαιάς

Figure 81 Student’s 2 performance on the writing task: Slogan composing (all levels)
Figure 82 Student’s 3 performance on the writing task: Slogan composing (all levels)

Figure 83 Student’s 4 performance on the writing task: Slogan composing (all levels)
Christina Gkougkoura, Multilingual Education Under Emergency Remote Teaching: A Mixed Methods Case Study

Figure 84 The students' posters on Padlet.

Figure 85 The students' posters on Padlet.

Figure 86 The students' posters on Padlet.
ΣΩΣΕ ΚΙ ΕΣΥ ΜΠΟΡΕΙΣ!

ΚΑΘΑΡΙΖΟΥΜΕ ΤΙΣ ΠΑΡΑΛΙΕΣ, ΖΩΓΡΑΦΙΖΟΥΜΕ ΜΕ ΤΗΝ ΓΗ ΜΑΣ 😊
Figure 88 Student’s 2 poster

ΔΙΑΤΗΡΗΣΗ ΤΗΣ ΖΩΗΣ

ΓΙΑ ΝΑ ΜΗΝ ΛΙΩΝΟΥΝ ΟΙ ΠΑΓΟΙ ΠΡΕΠΕΙ ΝΑ ΣΤΑΜΑΤΗΣΟΥΜΕ ΛΙΓΟ ΝΑ ΚΥΚΛΟΦΟΡΟΥΜΑΙ ΜΕ ΑΜΑΞΙΑ
Δεν πετάμε πλαστικά στης θάλασσας γιατί τα ψαράκια το περνάνε για φαγητό το τρώνε πνίγονται και πεθαίνουν.

ΠΑΡΤΕ ΜΕΡΟΣ ΣΤΟ WWW.SOSTETIGL.GR
ΑΣ ΣΟΣΟΥΜΕ ΤΑ ΛΟΥΛΟΥΔΙΑ

Φυτεύουμε δέντρα όλο τον χρόνο.
Appendix E: The survey responses

A. Μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο

1. Στο σχολείο που δουλεύετε η θέση σας αφορά
57 responses

- Είμαι δάσκαλος/ά γενικής αγωγής 56.1%
- Είμαι δάσκαλος/ά τάξης υποδοχής 14%
- Είμαι ο/η δάσκαλος/ά του τμήματος ένταξης 12.3%
- Είμαι δάσκαλος/ά παράλληλης στάδιος 7%
- Είμαι δάσκαλος/ά ειδικότητας 7%
- Είμαι δάσκαλος/ά στο ολόγραμμα τμήμα 3%
- Είμαι διευθυντής/ρι που σχολείου 3%
- Διευθύντρια δημοτικού σχολείου 2%
2. Στην/στις τάξη/εις που δουλεύετε πόσοι από τους μαθητές που φοιτούν είναι παιδιά με προσφυγικό/μεταναστευτικό υπόβαθρο; (αφορά και... εννημέρωσαν στην Ελλάδα από μετανάστες γονείς)

57 responses

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.8%</td>
<td>1</td>
</tr>
<tr>
<td>19.3%</td>
<td>2</td>
</tr>
<tr>
<td>17.5%</td>
<td>3-4</td>
</tr>
<tr>
<td>21.1%</td>
<td>5-10</td>
</tr>
<tr>
<td>8.8%</td>
<td>11-15</td>
</tr>
<tr>
<td></td>
<td>16-20</td>
</tr>
<tr>
<td></td>
<td>Ολοι</td>
</tr>
</tbody>
</table>

3. Αν φοιτούν στην/στις τάξη/εις σας μαθητές με προσφυγικό ή μεταναστευτικό υπόβαθρο, από ποιες περιοχές κατάγονται (ενδεικτικά);

- Αλβανία
- Αλβανία, Μολδαβία, Ρομά
- Ρουμανία, Αλβανία
- Αλβανία
- Πρώην Σοβιετική ένωση
- Μολδαβία, Αλβανία
- Αίγυπτο
- Συρία, Ινδία
- Φιλιππίνες μπακλατεζ Αιθιοπία Ρουμανία Αίγυπτο
- Αφγανιστάν, Γεωργία
- Συρία, Αφγανιστάν, Ιράν, Ιράκ, Αλβανία, Ρουμανία, Γεωργία, κ.λπ
- ΣΥΡΙΑ -ΠΑΚΙΣΤΑΝ
- Σύρια
- Ρουμανία, Μπαγκλαντές, Νιγηρία, Συρία
- Τουρκία, Αλβανία, Συρία,
- Συρία, Αφγανιστάν, Ιράκ,
- ΑΦΓΑΝΙΣΤΑΝ, ΑΛΒΑΝΙΑ, ΣΥΡΙΑ, ΜΟΛΔΑΒΙΑ
• Αλγερία, Ρωσία
• Ιράκ, Αφγανιστάν, Συρία, Μπαγκλάντες, Γκανα, Ινδία, Μαρόκο, Πολωνία, Ρουμανία, Βουλγαρία, Αλβανία, Γεωργία
• Συρία, Αίγυπτο, Ιράν, Μπαγκλάντες, Κίνα
• Συρία, Παλαιστίνη, Αλβανία
• Αλβανία
• Συρία, Γεωργία, Ιράν, Αλβανία
• Αλβανία, Ρωσία, Κίνα, Μαρόκο κ.α
• Συρία, Αφγανιστάν, Παλαιστίνη, Αλβανία
• Αλβανία, Συρία
• Αλβανία, ουκρανία
• Αλβανία, Πακιστάν, Συρία
• Αλβανία, Πολωνία, Ρουμανία, Μολδαβία
• Δεν. Ξέρω
• Αίγυπτο, Ιράν, Μπαγκλάντες, Φιλιππίνες, Ρουμανία, Αλβανία, Τουρκία, Ινδία, Γεωργία, Συρία
• Φιλιππίνες, Ρουμανία, Αίγυπτος,
• Συρία, Αλβανία
• Φιλιππίνες, Ρουμανία, Αίγυπτος,
• Συρία, Αλβανία
• Φιλιππίνες, Αλβ Συρία Αλβανια Μπαγκλάντες Κογκό Αίγυπτο Ρωσία Γεωργία ανία, Γεωργία, Ινδία
• Αλβανία, Μπαγκλάντες, Νιγηρία, Ιράν, Ρουμανία, Μολδαβία, Βουλγαρία
• ΑΦΓΑΝΙΣΤΑΝ-ΣΥΡΙΑ-ΜΠΑΓΚΛΑΝΤΕΣ-ΚΙΝΑ-ΚΟΝΓΚΟ
• Αλβανία, Συρία, Ιράκ
• Αλβανία, Ρωσία
• Συρία, Αφγανιστάν, Ιράν, Ιράκ.
• Αφγανιστάν, Συρία
• Ιράκ, Κίνα
• Αλβανία, Γεωργία, Συρία, Κίνα, Αφρική
• Αλβανία, Σρι Λάνκα, Συρία, Φιλιππίνες
• Γεωργία Αλβανία Μπαγκλάντες
• Ιράν, Ιράκ, Συρία, Αφγανιστάν, Αλβανία, Σομαλία
Β. Έναρξη της εξ αποστάσεως εκπαίδευσης

4. Μετά το κλείσιμο των σχολείων, υπήρξε επίσημη πολιτική για τον τρόπο επικοινωνίας των εκπαιδευτικών τους με τους γονείς και τους μαθητές;
57 responses

57.1% Ναι
42.9% Όχι

5. Μετά το κλείσιμο των σχολείων, υπήρξε ειδική επίσημη πολιτική για τον τρόπο επικοινωνίας των εκπαιδευτικών τους με τους γονείς και τους...αθήνες με προσφυγικό/μεταναστευτικό υπόβαθρο;
57 responses

67.2% Ναι
32.8% Όχι

6. Αν ναι, ποιους τρόπους προτείνει η πολιτική αυτή;

- Μέσω e-mail, πλατφορμάς eclass και δυνατοτήτα κλήσεων
• Σύγχρονη & ασύγχρονη τηλεκπαίδευση μεσω συγκεκριμένων ιδιωτικών πλατφορμών
• email ψηφιακες ταξεις στο πανελλήνιο σχολικό δίκτυο
• EMAIL, ΤΗΛΕΦΩΝΟ, ECLASS, ΣΥΓΧΡΟΝΗ ΤΗΛΕΚΠΑΙΔΕΥΣΗ
• Δεν γνωρίζω να προτάθηκε κάτι
• Όλοι άφαντοι! Κμιά ενημέρωση, καμιά κοινή γραμμή, κανένας στόχος
• Η πρώτη επίσημη πολιτική της σχολικής μας μονάδας ήταν η ενεργοποίηση της ιστοσελίδας του σχολείου με συστηματική ανάρτηση εκπαιδευτικού αλλά και ενημερωτικού υλικού.
• Να χρησιμοποιήσει ο δάσκαλος όποιον τρόπο θεωρεί ο ίδιος πιο λειτουργικό.
• Μεσω πλατφορμας
• Μείλ και τηλέφωνα
• αρχικά τηλεφώνημα μετά ασκήσεις με μέηλ και ανεβασμα μαθημάτων και στο e class για όσους μπορούσαν
• Χρήση eclass ή e-me
• Ο,ΤΙ ΜΠΟΡΕΙ Ο ΚΑΘΕΝΑΣ/ΚΑΘΕΜΙΑ...
• Τηλεφωνική επικοινωνία, mail
• δεν υπήρχε πρόταση συγκεκριμένη ο διευθυντής έκανε ό,τι μπορούσε ενημερώνοντάς τους τηλεφωνικά
• Ασύγχρονη και σύγχρονη εκπαίδευση
• μέσω πλατφορμών
• Συγχρονική και ασύγχρονη εκπαίδευση μέσω e-class, e-me και webex
• eclass, webex, email, τηλεφωνικά
7. Με ποιοι/ους τρόπους πραγματοποιήσατε την επικοινωνία με τους γονείς και τους μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο; (**περισσότερες από μία πιθανές απαντήσεις)**

57 responses

<table>
<thead>
<tr>
<th>Method</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Τηλεφωνικά</td>
<td>38</td>
<td>66.7%</td>
</tr>
<tr>
<td>e-mail</td>
<td>41</td>
<td>71.9%</td>
</tr>
<tr>
<td>Με μέσα κοινής δικτύωσης</td>
<td>10</td>
<td>17.5%</td>
</tr>
<tr>
<td>Με αρμόδιες επικοινωνίες σε σε εφαρμογές όπως το Viber</td>
<td>22</td>
<td>38.6%</td>
</tr>
<tr>
<td>Μέσω μη επιστημικής πλατφόρμας</td>
<td>8</td>
<td>14%</td>
</tr>
<tr>
<td>Μέσω επιτήμιας πλατφόρμας του ΥΠΕΙΘ</td>
<td>26</td>
<td>45.6%</td>
</tr>
<tr>
<td>Μέσω του συντονιστή εκπ/σης</td>
<td>1</td>
<td>1.8%</td>
</tr>
<tr>
<td>Ιστοσελίδα του σχολείου</td>
<td>1</td>
<td>1.8%</td>
</tr>
<tr>
<td>Viber αλλά ατομικά όχι σε αρμόδιες</td>
<td>1</td>
<td>1.8%</td>
</tr>
<tr>
<td>Άλλα</td>
<td>1</td>
<td>1.8%</td>
</tr>
<tr>
<td>Viber</td>
<td>1</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

8. Υπήρχαν προβλήματα στην επικοινωνία με τους γονείς και τους μαθητές της τάξης;

54 responses

<table>
<thead>
<tr>
<th>Issue</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Καθάλου</td>
<td>5</td>
<td>9.3%</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>16.7%</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
<td>35.2%</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>14.8%</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
<td>24.1%</td>
</tr>
</tbody>
</table>
9. Υπήρξαν προβλήματα στην επικοινωνία με τους γονείς και τους μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο;  
57 responses

10. Ποια προβλήματα αντιμετωπίσατε στην επικοινωνία σας με τους γονείς και τους μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο μετά το κλπ; (*περισσότερες από μία πιθανές απαντήσεις)  
57 responses
Christina Gkougkoura, Multilingual Education Under Emergency Remote Teaching: A Mixed Methods Case Study

13. Τα προβλήματα που αντιμετωπίζουν οι μαθητές σας με προσφυγικό/μεταναστευτικό υπόβαθρο σχετίζονται με: (**περισσότερες από μία πιθανές απαντήσεις)

<table>
<thead>
<tr>
<th>Προβλήματα κατανόησης των ερωτήσεων</th>
<th>9 (15.8%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Έλλειψη συγκέντρωσης</td>
<td>18 (31.6%)</td>
</tr>
<tr>
<td>Αρνητικά συμμετέχει σε δραστηριότητες</td>
<td>12 (21.1%)</td>
</tr>
<tr>
<td>Μη κατάλληλη παροχή βοήθειας - εξοπλισμού</td>
<td>1 (1.8%)</td>
</tr>
<tr>
<td>Τα ίδια με εμάς: Μπροστάδεμον με όλες αυτές ...</td>
<td>1 (1.8%)</td>
</tr>
<tr>
<td>ΑΔΥΝΑΜΙΑ ΠΡΟΣΒΑΣΗΣ ΣΕ ΤΕΧΝΟΛΟΓΙΚΑ ΜΕΣΑ ...</td>
<td>1 (1.8%)</td>
</tr>
<tr>
<td>απουσία της διαδραστικής του και της μάθηθης ...</td>
<td>1 (1.8%)</td>
</tr>
</tbody>
</table>

57 responses

14. Στο σχολείο σας διατέθηκαν Η/Υ ή τάμπλετ για τη χρήση τους από μαθητές του σχολείου;

- Ναι: 92.6%
- Όχι: 7.4%

54 responses
15. Στο σχολείο σας διατέθηκαν Η/Υ ή τάμπλετ για τη χρήση τους από μαθητές με προσωρινό/μεταναστευτικό υπόβαθρο;
57 responses

94.7%

16. Αν ναι, κάνατε χρήση αυτής της βοήθειας για τους μαθητές σας με προσωρινό/μεταναστευτικό υπόβαθρο;
23 responses

91.3%

Γ. Σύγχρονη εξ αποστάσεως εκπαίδευση με δίγλωσσους μαθητές
17. Μεριστήκατε το εκπαιδευτικό υλικό με τους μαθητές σας με προσωπικό/μεταναστευτικό υπόβαθρο: (**περισσότερες από μία πιθανές απαντήσεις)
57 responses

<table>
<thead>
<tr>
<th>Μέσω σύγχρονης εκπαίδευσης</th>
<th>Με αναρτήσεις αρχείων σε πλατφόρμα εξ α...</th>
<th>Με αποστολή email</th>
<th>Τηλεφωνική δικτύωση</th>
<th>Με αποστολή σε μέσα κοινωνικής δικτύωσης</th>
<th>Με αναρτήσεις αρχείων στην πλατφόρμα εξ...</th>
<th>Ωχ</th>
<th>μέσω τους διακόσμους της κάθε τάξης</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 (24.6%)</td>
<td>19 (33.3%)</td>
<td>-37 (64.9%)</td>
<td>-12 (21.1%)</td>
<td>-11 (19.3%)</td>
<td>-26 (43.9%)</td>
<td>-1 (1.8%)</td>
<td>-1 (1.8%)</td>
</tr>
</tbody>
</table>

18. Υπήρξε ανταπόκριση από τους μαθητές με προσωπικό/μεταναστευτικό υπόβαθρο στις εργασίες σας μέσω της ασύγχρονης εκπαίδευσης (e-mail, viber, εκπαιδευτικές πλατφόρμες);
57 responses

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 (8.8%)</td>
<td>18 (31.6%)</td>
<td>24 (42.1%)</td>
<td>5 (8.8%)</td>
<td>5 (8.8%)</td>
</tr>
</tbody>
</table>
19. Υπήρξε συμμετοχή από τους μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο στις τηλεδιασκέψεις σας μέσω της σύγχρονης εκπαίδευσης (Webex, Skype, Zoom), αν πραγματοποιήσατε;
48 responses

20. Η συμμετοχή από τους μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο στην εξ αποστάσεως εκπαίδευση όσο περνούσε ο χρόνος;
52 responses
22. Αναφέρετε ενδεικτικά προσπάθειες εκ μέρους σας ώστε το μάθημα να ταιριάζει με τις ιδιαιτερότητες του συγκεκριμένου μαθητικού πληθυσμού ή να είναι ελκυστικό στους μαθητές (εάν κάνατε).

- Τηλεφωνική επικοινωνία, αποστολή υλικού με φωτογραφία στο viber
- ΠΟΛΛΕΣ ΕΙΚΟΝΕΣ
- Επικοινωνία με τους κοινωνικούς λειτουργούς των οικογενειών
- ΕΙΔΙΚΟ ΕΚΠΑΙΔΕΥΤΙΚΟ ΥΛΙΚΟ
- Ανάλογο του επιπέδου τους
- δημιουργία video ταξης, δραστηριότητες κατασκευών, δημιουργία και χρήση on line ασκήσεων...
- Ζωγραφίες, παζλ, κουιζ, τραγούδια
- Χρήση εικόνων και βίντεο με παιγνιώδη διάθεση για την εκμάθηση συγκεκριμένων λέξεων και εννοιών
- Απλή και κατανοητή και ατομική και διαφοροποιημένη διδασκαλία...
- Δεν έκανα γιατί έχουν πολύ καλό γλωσσικό επίπεδο
- Προσπάθεια για δημιουργία ευδιαφέροντος και κατανοητού υλικού
• Τώρα που είναι εξ αποστάσεως η εκπαίδευση δεν κάνω κανονικά προσπάθεια μια και είμαι δασκάλα παράλληλης στήριξης και ο μαθητής μου δεν έχει μεταναστευτικο-προσφυγικο υπόβαθρο.
• -ενεργή συμμετοχή των μαθητών
• Χρήση εποπτικού υλικού, κατά τη διάρκεια της σύγχρονης εκπαίδευσης τους δίνω συχνά τον λόγο.
• Έβαλα ασκήσεις επανάληψης.
• Απλά κειμενάκια με ερωτήσεις και εικόνες, ασκήσεις στις οποίες αργότερα είναι απαντήσεις, ασκήσεις σχετικές με αυτά που διδάχτηκαν τα παιδιά στην τάξη.
• Χρήση εκπ/κής ταινίας, βίντεο, παιχνιδιών, εποπτικού υλικού
• ΜΕΤΑΦΡΑΣΗ ΚΕΙΜΕΝΩΝ ΣΤΗΝ ΕΚΑΣΤΟΤΕ ΜΗΤΡΙΚΗ-ΕΝΑΣΧΟΛΗΣΗ ΜΕ ΕΠΙΚΟΙΝΩΝΙΑΚΟ ΛΕΞΙΛΟΓΙΟ, ΧΡΗΣΙΜΟ ΣΤΙΣ ΚΑΘΗΜΕΡΙΝΟΤΗΤΑ ΤΟΥΣ
• Αποστολή βίντεο
• Παιγνιώδεις ασκήσεις
• Χρησιμοποίησα αρχικά μόνο Mail, που γνώριζα ότι έχουν. Έτσι είχα μια αρχική επικοινωνία. Στη συνέχεια προσπάθησα να δώσω οδηγίες για εγγραφή στο ΠΣΔ αλλά ήταν δύσκολο για τους γονείς να τις ακολουθήσουν. Έτσι στείλα στα Mail εξατομικευμένες εργασίες, και κάλεσμα για δράσεις παιδαγωγικού, καλλιτεχνικού αλλά μη διδακτικού χαρακτήρα, χωρίς όμως ανταπόκριση. Επικοινώνησα τηλεφωνικά με τους γονείς, και μου είπαν ότι το παιδί λαμβάνει ό,τι στέλνω αλλά αδυνατούν να τα στέλνουν μέσω του μοναδικού κινητού που έχουν. Έτσι εκτυπώνουν ό,τι μπορούν και το καταχωρούν σε έναν φάκελο.
• χρησιμοποίησα sway για να οπτικοποιήσω ελκυστικά το μάθημα καθώς και άλλα λογισμικά για προφορικές οδηγίες και εικονογραφημένες εργασίες
• Χρήση διαδραστικού υλικού
• Απλά κειμενάκια με ερωτήσεις και χρήση εικόνων, ασκήσεις σε γνωστή διδακτική ύλη
• Αξιοποίηση υλικού (εικόνες, βίντεο, εφαρμογές). Σχεδον όλοι οι μαθητές μου είναι μετανάστες οπότε παντα προσαρμόζω τη διδασκαλία στις αναγκες της τάξης
Δ. Αξιολόγηση της εξ αποστάσεως εκπαίδευσης κατά τη διάρκεια της καραντίνας

23. Η συμμετοχή των μαθητών με προσφυγικό/μεταναστευτικό υπόβαθρο ήταν σε σχέση με τους υπόλοιπους μαθητές:
57 responses

24. Θεωρείτε ότι είναι αποτελεσματική η εξ αποστάσεως συγχρονή εκπαίδευση για τους μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο κατά τη διάρκεια της καραντίνας:
57 responses
25. Θεωρείτε ότι είναι αποτελεσματική η εξ αποστάσεως σύγχρονη εκπαίδευση για τους μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο κατά τη διάρκεια της καραντίνας;  
57 responses

26. Θεωρείτε ότι η εξ αποστάσεως εκπαίδευση, έτσι όπως εφαρμόστηκε κατά τη διάρκεια της καραντίνας, αποκλείει τους μαθητές με προσφυγικό/μεταναστευτικό υπόβαθρο;  
57 responses
27. Ποια είναι τα οφέλη της εξ αποστάσεως εκπαίδευσης των μαθητών με τροποφορικό/μεταναστευτικό υπόβαθρο κατά τη δι… (**περισσότερες από μία πιθανές απαντήσεις)

57 responses

- Μαθησιακά οφέλη: 19 (33.3%) ή -37 (64.9%)
- Συναισθηματικά οφέλη: 21 (36.8%)
- Συνέχιση της διδασκαλίας της γλώσσας κα…
- Δεν βρίσκω κανένα οφέλος: 15 (26.3%)
- Διατήρηση επαφής και επικοινωνίας, όταν…
- Από την επικοινωνία μου με μερικούς γον…
- -1 (1.8%)
- -1 (1.8%)

28. Ποια είναι τα μειονεκτήματα της εξ αποστάσεως εκπαίδευσης των μαθητών με τροποφορικό/μεταναστευτικό υπόβαθρο κατά τη δι… (**περισσότερες από μία πιθανές απαντήσεις)

57 responses

- Δυσκολίες στη χρήση των ηλεκτρονικών με…
- Αδυναμία πρόσβασης των μαθητών: 21 (36.8%)
- Ελλειπή παρουσίαση και ενθάρρυνση από …
- Οι γονείς δεν είχαν όρκη ή χρόνο να u…
- -1 (1.8%)
- -1 (1.8%)
31. Υπάρχει κάτι για το οποίο δεν σας δόθηκε η ευκαιρία να αναφερθείτε με τις ερωτήσεις που σας τέθηκαν προηγουμένως;

- Οχι
- Αν είναι εφικτή η δια ζώσης εκπαίδευση, δεν χρειάζεται να λειτουργήσει η εξ αποστάσεως εκπαίδευση ούτε συμπληρωματικά.
Στους εκπαιδευτικούς, δεν έγινε κανένα σεμινάριο κα και και μειώση στη διάδοση. Μόνο λόγια. Η πλατφόρμα Συγχρονης, χρησιμοποιήθηκε για τα "μάτια". Βιότο τω πως ήμουν ένα πειραματόζωο. Αν δεν είχα απο μόνη φιλότιμο ν' ασχοληθώ, δεν θα τα κατάφερα. Πολλοί μόνιμοι, εξαφανίστηκαν. Είπαν σορό δικαιολογίες κ δεν μπήκαν καν στον κόσμο. Εγώ αναπτρώτρια, με αβεβαιότητα, αλλά το προσπάθησα. Πιστεύω όμως ότι δεν ήταν καθόλου σωστά δομημένο. Μας αιφνιδίασαν όλους. Απαιτείται ενημέρωση, σχεδιασμός κ Δωρεάν επιμορφώσεις επι της ουσίας

• Όχι
• Όχι

• Όλη αυτή η προσπάθεια που περιγράφεται με τον όρο "εξ αποστάσεως εκπαίδευση" για μένα δεν είναι εκπαίδευση αλλά επικοινωνία . Λείπουν βασικά παιδαγωγικά χαρακτηριστικά , που στην περίοδο της Δημοτικής εκπαίδευσης δεν είναι δυνατόν να αποσιώψουν.

• Όχι. Καλή επιτυχία!

• ΠΑΙΖΕΙ ΜΕΓΑΛΟ ΡΟΛΟ Η ΣΤΑΣΗ ΤΩΝ ΓΟΝΕΩΝ ΚΑΙ Η ΣΥΝΕΡΓΑΣΙΑ ΜΕ ΤΟΥΣ ΔΑΣΚΑΛΟΥΣ.Ακόμα και ξένοι να είναι οι γονείς κάποια πράγματα λ.χ στα Μαθηματικά,μπορούν να τα κατανοήσουν και να βοηθήσουν τα παιδιά.

• Είναι τελείως διαφορετική η κατάσταση για τους οικονομικούς μετανάστες από ότι για τους πρόσφυγες. Πιστεύω ότι έτσι όπως το θέτετε δεν θα διαπιστώσετε τις ποιοτικές διαφορές ανάμεσα στις δύο ομάδες, που υπάρχουν καθώς οι πρόσφυγες είναι σε πολύ πιο δυσχερή κατάσταση.

• Η τηλ. εκπαίδευση, κακώς ονομάζεται "εκπαίδευση". Είναι ατλή επικοινωνία με το δάσκαλο και τους μαθητές, ώστε οι μικροί να δώσουν θάρρος στους μαθητές και να στείλουν ασιοδοξία μηνύματα. Και αυτός ο ρόλος όμως της εξ αποστάσεως επικοινωνίας αποκλείει τη συμμετοχή των μεταναστών/προσφύγων. Η εξαιρετική αυτή περίσταση πρέπει να αποτελέσει εξαίρεση της εφαρμογής της και ανάδειξη των ανισοτήτων που ενισχύει!

• Το σχολείο και ιδιαιτέρως το δημοτικό, ως θεσμός, αποσκοπεί στην καλλιέργεια και την διαπαιδαγόγηση των μαθητών σε ένα κομβικό στάδιο για την εξέλιξη και την ολοκλήρωση τους ως προσωπικότητες και αυτονομίας συνεργός. Η περιοματική και χωρίς σχεδιασμό και κατάλληλη εργαλεία εφαρμογή πολιτικών εκπαίδευσης στερεί από όλη την κοινωνία έναν οργανωμένο και αποτελεσματικό (παραγωγικά,
ψυχολογικά, επιστημονικά) συνεχές που θα δομήσει το μέλλον που αξίζουν οι επόμενες γενιές.

• Θεωρώ ότι η εξ αποστάσεως εκπαίδευση είναι καταδικασμένη να αποτυχεί στους εθνοπολιτισμικά αλλούς μαθητές αλλά σε οσους αντιμετωπίζουν οικονομικά προβλήματα ανεξαρτήτως καταγωγής. Απλώς μετανάστες και πρόσφυγες σχεδόν πάντα εχουν οικονομικές δυσκολίες...
Author’s Statement:

I hereby expressly declare that, according to the article 8 of Law 1559/1986, this dissertation is solely the product of my personal work, does not infringe any intellectual property, personality and personal data rights of third parties, does not contain works/contributions from third parties for which the permission of the authors/beneficiaries is required, is not the product of partial or total plagiarism, and that the sources used are limited to the literature references alone and meet the rules of scientific citations.