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## **Approaches to the increasing linguistic diversity in Greek and Polish classrooms: Different contexts with similar problems**

**ABSTRACT.** The paper discusses key educational issues related to the processes of decision-making and continuous teacher development at the level of the national (educational) authorities in Greece and Poland, regarding the urgency of the needs arising from the intensifying migration in the EU over the last two decades, and in view of the research conducted within the MaMLiSE project. The paper begins by reporting the official decisions and policies which laid the grounds for tackling the considerable linguistic variety that now characterises the school populations in each country, caused by the phenomenon of migration, and with refugee flows included. In addition, country-specific methods and resources used to produce educational materials for pupils from a migration background are presented. Finally, the available educational materials and their suitability to the specificity of each country's current educational conditions are discussed. The concluding remarks are that a strong need is currently emerging for 1) nominating key-points in the pre- and in-service training of teachers with regard to multilingual classroom management, intercultural awareness and language sensitive subject teaching, 2) extrapolating common features necessary for the production of educational material (e.g. adaptability to new conditions, ease and flexibility of use in class, allowing translanguaging practices), and 3) negotiating shared educational principles (e.g. assessment framework, constructive use of language heritages at schools).

**KEYWORDS:** multilingual learners in Poland, multilingual learners in Greece, Greek as a second language, Polish as a second language, language of schooling, supplementary materials for multilingual learners.

## 1. INTRODUCTION

Migration flows to European countries are neither a new, nor a temporary phenomenon. In fact, they have intensified in recent years, due to increased refugee movements, as a result of which almost the whole of Europe is affected at a political, socio-economic, cultural and linguistic level. Focusing on the field of education, more and more pupils and students with migrant and/or refugee backgrounds are enrolling in EU schools, causing an increase in the number of classes which are linguistically and culturally heterogeneous (Koehler & Schneider 2019). Consequently, more often now, teachers find one or more learners who constitute a linguistic minority in their classrooms, often with less proficiency in the language of schooling, which may result in their lower than expected performance at school (EU Commission 2016; Hippe & Jakubowski 2018).

In this multicultural and multilinguistic landscape, each EU member, due to its unique historical, geographical and socio-economic conditions, is affected in a different way by the timing, intensity, frequency and profile of the new population flows. To illustrate, Greece, which has hosted economic migrants and repatriates from the Greek diaspora since the 1980s, has gradually developed a legislative, administrative, organizational and educational framework for enabling non- or less-proficient Greek speaking pupils and students to function successfully at school. However, the sudden arrival of over a million refugees and asylum seekers predominantly from Asia (e.g. Syria, Afghanistan, Iraq) in 2015–2016 resulted in an urgent need to expand the existing framework, to establish additional entities and structures and to redefine the whole educational process. In comparison, Poland, being a monolingual country for decades, has faced the challenges of multilingual societies, especially in the area of education, only very recently and under particularly stressful circumstances. The number of economic migrants settling in Poland has been steadily increasing for the last seven years, and some relevant legislative, administrative, and educational solutions have been developed and implemented, e.g. laws, ministerial ordinances, formal/informal educational policies. However, it was only when the Russian invasion in Ukraine started, with the subsequent influx of 3.37 million Ukrainian refugees into the country, that the scope of necessary adjustments became instantly and vividly visible. The share of non-Polish pupils and students in many classrooms changed practically overnight, and by September 2022 around 400,000 Ukrainian students were enrolled in Polish schools.

In this context, and motivated by the research conducted within the MaM-LiSE Project (Majority and Minority Languages in School Environment, webpage: <https://mamlise.home.amu.edu.pl>), this article discusses the preparedness of the educational authorities and educational systems in Greece and Poland to

deal with the needs arising from intensifying migration and multilingualism in schools. In what follows, we present approaches to the increasing linguistic diversity in Greek and Polish classrooms, focusing, in particular, on selected contexts and problems in both countries. Firstly, the official decisions and policies which laid the grounds for Greek and Polish education system to tackle multilingual changes in the school environment are briefly discussed. Then the authors turn to the methods and resources used to produce educational material for pupils and students with a migration background in both countries. Finally, the authors list educational materials and their suitability to the specificity of each country's current educational conditions. The paper finishes with recommendations on producing educational materials for these learners.

## 2. APPROACHES TO THE INCREASING LINGUISTIC DIVERSITY IN GREEK SCHOOLS

Greece has a population of about 10 million people and, although it has always hosted refugees and migrants from Asia, Europe, and Africa, since the 1980s it has experienced gradually increasing migration flows. It is particularly exposed to international migration flows, mainly due to its geographical location and its strong connection with the Greek Diaspora.

Already at the end of the 1980s, there were significant quantitative and qualitative changes in the Greek student population. Initially, repatriated Greek families arrived from the EU and the USA, then flows of economic migrants from the Balkans and the former Soviet Union took place, and finally, over the last ten years or so, diverse movements of economic migrants, refugees, and asylum seekers from Afghanistan, Syria, Iraq, Somalia, Pakistan, Algeria, and other countries came. To illustrate the most recent changes, in 2011, permanently and legally settled economic migrants constituted approximately 8.34% of the total population in the country (Karanikola & Pitsou 2015: 130; National Statistics Office 2011a: 11). In addition, 12% of the population in primary education were pupils for whom Greek was not a family language (National Statistics Office 2011b: Table 01 and 02). However, during the humanitarian crisis of 2015 and 2016, the arrival of over a million refugees and asylum seekers, alongside economic migrants from Asia and Africa, increased the official percentage of the foreign population in the country to 11.34% (World Bank 2022; Edwards 2016). Consequently, by 2018, 83,567 refugee children between five and nine years old were living in Greece (UNHCR 2019). Despite the gradual de-escalation of the refugee flows in later years (UNHCR 2020: 2), for the school years 2018–2019 and 2021–2022, the Greek Ministry of Education reported 29,284 enrolments

of refugee children into the structures of formal education without, however, providing sufficient data on their family's history of migration.

Over the past three decades, the country's education system has been called upon to manage – through legislation, administrative acts, and redefining policies in the overall educational process – the linguistic, religious, and cultural diversity that gradually became a distinct feature of the student population in Greek schools, as discussed in more detail in the following sections.

### **2.1. Official documents which laid the grounds for the Greek education system to tackle linguistic changes characteristic of the school population caused by migration and refugee flows**

Given that the country's migration policy primarily aims at maintaining social cohesion and is in line with the EU requirements (Ministry of the Internal Affairs 2013), the Greek state implemented policies and administrative measures for the inclusion of student groups with a multilingual, and often multicultural, background at schools. Additionally, it has gradually formed a legal framework for intercultural education and established appropriate educational bodies and structures (e.g. Refugee Education Coordination and Monitoring Department at the Ministry of Education, Migration Policy Institute [I.ME.PO.], Center for Intercultural Education at the University of Athens [Ke.Da.]).

The key political directive has it that all pupils, including children from vulnerable social groups (aged 6–18), should be able to enroll in educational structures, regardless of their family migration status (i.e. migrant/refugee/asylum seeker) or the status of their respective credentials for registration. The starting point for intercultural education in Greece was law 2413/1996, which recommended treating multilingualism and diversity in Greece not as a “matter of lack or disadvantage” but rather as a “matter of distinctness” (Damanakis 2005: 81; Tsaliki 2016). This law and its subsequent amendments (e.g. N. 4415/2016) improved the organizational framework for supporting learners with migrant backgrounds.

The implemented educational policies materialized as 26 Intercultural Schools (ICSs), located across the entire country. ICs are subject to an operating framework (Law 2413/1996) aiming at creating an equal balance in terms of the number of Greek pupils and students from different national, linguistic, and cultural backgrounds. While they follow the curricula of formal public education, they also allow flexibility in meeting the diverse educational needs of their students. Furthermore, ICSs are staffed by teachers qualified in intercultural or bilingual education.

Reception Classes (RCs, Gazette 1105/B /4.11.1980) constitute another educational institution for the social and learning inclusion of students from socially vulnerable groups. RCs are morning classes with fast-track Greek language programs and flexible curricula operating in parallel with the regular school program as supportive measures, and aim to improve the learning performance mainly of pupils from migration backgrounds. Until 2010, an RC could operate if the school was located in a geographical Educational Priority Zone (EPZ). Starting in 2016, every primary education school could operate an RC-EPZ, due to the arrival of a large number of refugee students with a first language other than Greek. The RC- EPZ program is organized in two cycles (RC I and RC II). Students with minimal or no knowledge of the Greek language study for one or two years at RC I. The program includes intensive learning of Greek and students attend Art, Physical Education, Music, and modern language lessons with students in the mainstream education, i.e. those whose first tongue is Greek. Students with a moderate level of Greek, study at RC II, and are supported in all other subjects at the same time.

The refugee crisis in 2015–2016 led to the establishment of Refugee Education Reception Structures (DYEPs) (Law 4415/2016, §38), as the first point of entry to the Greek education system for children with a refugee/asylum seeker status. These are afternoon classes in mainstream schools or weekly training programs of 20 hours, which involve an intensive course in Greek alongside English, Mathematics, IT, Physical Education, and Arts. After attending a DYEP for a maximum of two years, the pupils can enroll in an RC, after taking a language assessment test. The government intends DYEPs to be staffed with teachers certified in intercultural education, as well as in teaching Greek as a second/foreign language. Knowledge of first languages of the refugee population was also set as a priority qualification. However, since it was often the case that teachers in DYEPs would change yearly, these qualifications were rarely fully met.

The general supervision and monitoring of the educational work in DYEPs is undertaken by the Refugee Education Coordinators (REC). In the 2021–2022 school year, 87 teachers were appointed as RECs. Each year, the list of DYEPs is established by the Ministry of Education depending on the geographical distribution of refugees and the needs of the pupils enrolled. There is also provision for the operation of kindergarten DYEPs in Refugee Reception Facilities. In the school year of 2020–2021, 159 school units operated with afternoon classes within DYEPs (Gazette 3605/B/ 29-8-2020).

Regarding the language of schooling, the Greek educational system is officially monolingual. However, it is common for public school classrooms to be characterized by linguistic and cultural diversity, a phenomenon that is intensifying as the relocation of Refugee and Migrant Reception Centers – from the Aegean islands

to inland areas – continues. There are also a few schools that offer bilingual programs. They belong to the private sector and are located mostly in Athens. They operate with the relevant national curricula, e.g. the Polish School, the Armenian School. (Triandafyllidou & Gropas 2006; Nicolaou 2010). The schools of the Muslim minority in Thrace, which are public, constitute an exception to the above.

Furthermore, educational strategies for the support of learners from migrant backgrounds have attracted EU funds<sup>1</sup> enabling the implementation of relevant acts in nationwide school networks. Their beneficiaries were children from the Greek Diaspora or of a non-Greek origin (2003–2014), pupils from the Muslim and Roma communities (1997 until present), refugees and vulnerable social groups in primary education (2016 until present). The aforementioned acts facilitated, among others, the development of curricula with an interdisciplinary approach to knowledge, as well as the implementation of support actions for teachers in multicultural classes along with the production of relevant teaching materials.

With regard to policies regulating the maintenance of non-Greek learners' first languages, there exist some institutionalized practices, but their potential has been weakened due to the laxity of the local administrative authorities. An isolated case is the collaboration of three Greek universities that developed educational interventions aiming at reinforcing the first language of students from different origins (Aristotle University of Thessaloniki 2013).

Despite the policy initiatives reported above, challenges that teachers and students face remain the same. One of them is how to successfully enable not only the intensive development of Greek as the language of everyday linguistic interactions (BICS) in DYEPs and RCs but also how to stimulate the acquisition of cognitive academic language proficiency (CALP) for subject learning in mainstream classes.

The following section discusses the political and educational conditions for designing and developing educational material to support multilingual practices among school population in Greece.

## **2.2. Methods and resources used to produce educational materials for learners with migration backgrounds**

The methods selected and resources invested in the production of educational and teaching materials have been directly dependent upon the profile and the extent of the migration flows in Greece. In the early 1990s, children with migration

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<sup>1</sup> There are also some isolated measures implemented by NGOs, which lie outside the thematic scope of this paper.

backgrounds and from repatriated Greek families, mainly from the Balkans and the former USSR, added to the linguistic and cultural diversity present in schools. Initially, the educational materials that had been produced for the Greek Diaspora classes were utilized for the teaching of Greek as a second language. Subsequently, since educational policies began to incorporate aspects of intercultural education, scientific bodies, research institutes, and administrative structures were established to carry out research and support the newly arrived student population, for example, by means of intervention plans and didactic materials. A substantial share of the materials produced at that time were bilingual, including student textbooks, supplementary student books, exercise guides for non-language subjects (e.g. biology, chemistry, geography), dictionaries (Greek-Albanian, Greek-Russian). Additionally, the syllabus for teaching Greek as a second language was adapted in order to address the needs of pupils and students with little or no knowledge of Greek, instead of those characteristic of Greek children living abroad.

At the same time, accredited bodies and councils extended their support to teachers, offering supervisory and training materials. For example, the Center for Intercultural Education (Ke.Da.) at the University of Athens, within the framework of a nationwide program co-financed by the Ministry of Education and the EU, produced didactic materials and conducted advisory meetings and seminars to assist teachers who did not know Russian or Albanian, despite the fact that they taught in classes comprising students for whom one of these was the first language. Relying on the premise that comprehension and learning strategies from the first language do not work effectively in the acquisition of a second language (Ke.Da. 2003), the materials from Ke.Da. refer to the basic grammar features of the Albanian and Russian languages. They also list tasks which may cause difficulties for learners and teachers. For example, the definite article in the Greek language is a separate word, while in Albanian it is integrated into the noun form, and does not exist in Russian. Furthermore, some words of Greek origin appear in the other two languages with the same or different meaning, e.g. *syntagma* (the word in Greek for Eng. constitution) in Russian is used as a synonym of *Конституция* (Rus. *konstitutsiya*, Eng. constitution) but in Albanian *sintagmë* is a descriptive grammar term for a wide combination of words.

Regarding the effort to increase content availability and language integrated learning in the RCs, picture dictionaries (Ke.Da. 2007) were updated, and a diagnostic tool for certifying learners' proficiency in the Greek language was released by the Aristotle University of Thessaloniki, thus enabling students to be adequately assigned to RC levels. The multilingual characteristic of schools also enforced the update of higher education syllabi and curricula. Consequently, mainly in the pedagogical faculties of universities, courses on the teaching of multilingual classes and other related activities were included.

Starting in 2015, the large influx of refugees/asylum seekers increased the need for appropriate educational strategies and teaching methodologies, and supporting materials oriented to the new school conditions: with almost 30 first languages represented by the learner population and a significant number of children without any school experience. The newly implemented measures intend to modernise the content and language integrated learning and apply principles of language sensitive teaching. For example, in 2017 the Institute of Educational Policy (IEP), in collaboration with the EU, designed new open curricula both for DYEPs and for the teaching of the Greek language in RCs in Primary and Secondary Education. In connection with these efforts, the Accelerated Learning Program (University of Thessaly 2020) was set up as a learning framework, compatible with existing curricula, accompanied by corresponding educational materials for students, guides for teachers, and diagnostic tests to evaluate/ assess knowledge and skills in Biology, History, Social Science, Mathematics, Physics, and Chemistry. During the same period, the IEP produced training materials and implemented in-service training schemes for teachers in classes containing refugee pupils/students. *The Guide* (IEP 2019) with “Suggestions for teaching language and science to refugee students” highlights the differences in teaching methodology between refugees/asylum seekers and students with a migrant background.

The principles and guidelines for the production and use of didactic materials, produced by the aforementioned bodies, seem to address several aspects of teaching in multilingual classrooms relevant for Greece, as indicated in the following table (Table 1).

**Table 1.** Principles of teaching in multilingual classrooms in Greece

<p><b>Methods</b></p>	<p>Open and flexible curriculum combined with an interdisciplinary approach may be more effective in linguistically diverse classrooms. In counseling courses, teachers of classes comprising refugee and migrant children are trained to prepare adequate teaching materials, taking into account the official curriculum of the subject taught, available supporting materials and pupils' needs.</p> <p>For language sensitive teaching and learning in classes including refugee and migrant students, teachers are encouraged to:</p> <ul style="list-style-type: none"> <li>- ask students to formulate full sentences (e.g. in Mathematics they should answer not only with the final result of an arithmetic operation) and then provide feedback both on the linguistic formulation of the answer and on its content,</li> <li>- use Total Physical Response Storytelling (TPRS), i.e. language and body coordination with movements that accompany the vocabulary and act as memory aids,</li> <li>- rephrase the instructions or rubrics for exercises in simpler words, prepare summaries and provide a list of vocabulary used in a specific lesson, repeat the glossary of the subject taught in each lesson, and avoid the use of unnecessary formal/teaching jargon.</li> </ul>
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<b>Time</b>	<p>Students are likely to need considerable accommodation time:</p> <ul style="list-style-type: none"> <li>- in mathematics, physics or chemistry. These subjects feature numbers and symbols which can be unfamiliar to some students. For example, the full stop is not used as a mathematical symbol by learners from Arabic countries.</li> <li>- in writing, because, e.g. Arabic-speaking learners are not used to writing from right to left,</li> <li>- to be able to copy from the blackboard quickly,</li> <li>- to adapt to the learning process, which could be facilitated by the redistribution of teaching time (reduction of teacher talk, increase in interaction time among classmates).</li> </ul>
<b>Supplementary material</b>	<p>It is appropriate for teachers to:</p> <ul style="list-style-type: none"> <li>- use multimedia and multilingual texts, maps, colours, underlining, realia, etc.</li> <li>- accept non-verbal communication or the presence of a parent in the classroom if necessary.</li> </ul>

Source: Materials by IEP, Ke.Da., ALP.

### 2.3. Available educational materials and their suitability to the specificity of the current educational conditions in Greece

This section presents selected didactic and supplementary materials that have been gradually produced over the last 20 years to support the work of teachers in classes including learners with migrant backgrounds. As shown in the following table (Table 2), there is a plethora of material available for teaching Greek as a second language, accompanied by guidelines and methodological suggestions. However, this material is limited and insufficient, and does not always follow the principles of language sensitive (subject) teaching.

**Table 2.** Selected educational materials available for preparatory and mainstream classes in Greek schools

Acts/Projects/Bodies	Selected available materials
<p>Institute of Educational Policy (IEP, a body supervised by the Ministry of Education and Religious Affairs)  <a href="http://iep.edu.gr/el/component/k2/content/50-ekpaidefsi-prosfygon">http://iep.edu.gr/el/component/k2/content/50-ekpaidefsi-prosfygon</a></p>	<p>The IEP website offers open and free access to material for the training of refugee students in DYEP (2017–2019). It contains:</p> <ul style="list-style-type: none"> <li>- curricula for Language, Physical Education, Art, Mathematics, and IT;</li> <li>- e-books for students, multilingual dictionaries (in five different languages), supplementary material for managing multilingual classrooms;</li> <li>- teachers' guide titled <i>Suggestions for language teaching and science in the education of refugee children</i> (2019).</li> <li>- <a href="http://iep.edu.gr/images/IEP/EPISTIMONIKI_YPIRESIA/Epist_Monades/A_Kyklos/Diapolitismiki/2019/04_10_2019/odigos_protaseis_glosa_fe.pdf">http://iep.edu.gr/images/IEP/EPISTIMONIKI_YPIRESIA/Epist_Monades/A_Kyklos/Diapolitismiki/2019/04_10_2019/odigos_protaseis_glosa_fe.pdf</a></li> </ul> <p>IEP also set up the "Intercultural education" Platform. It enables looking for available titles or material archives from 2007 onwards, with filters such as the school subject, the education level and students' background falling into one of the following categories: Roma, Muslim, foreigners and repatriates. <a href="http://iep.edu.gr/diapolitismiki/">http://iep.edu.gr/diapolitismiki/</a></p>

Acts/Projects/Bodies	Selected available materials
<p>Intercultural Education Center (Ke. Da._National and Kapodistrian University of Athens)  <a href="https://www.keda.uoa.gr/epam/ed_material.html">https://www.keda.uoa.gr/epam/ed_material.html</a></p>	<p>The available material, created within the framework of the National Operational Act: “Education of foreigners and returning students” (2003–2008), falls into the following two main categories:</p> <p>A. Books for RCs I and II and mainstream classes in:</p> <ul style="list-style-type: none"> <li>- Greek as a second/foreign language, with texts of graded difficulty and comprehension activities for different levels of linguistic proficiency, glossaries in three languages, and supplementary material for primary education;</li> <li>- Greek grammar, with visual explanations and illustrated exercises;</li> <li>- Natural Sciences and Languages: Electricity, Nutrition, Plants. The books are designed following the principles of CLIL teaching;</li> <li>- Biology as a supplementary material for Albanian and Russian-speaking secondary school students, with a bilingual glossary (without language exercises);</li> <li>- Guide for teachers on problems of Albanian/Russian speakers who learn Greek (2003).</li> </ul> <p><a href="https://www.keda.uoa.gr/epam/el_material_presentation.html">https://www.keda.uoa.gr/epam/el_material_presentation.html</a>  <a href="https://www.keda.uoa.gr/epam/high_material_presentation.html">https://www.keda.uoa.gr/epam/high_material_presentation.html</a></p> <p>B. Materials for kindergarten teachers: books, texts about teaching methodology, designs, and posters on intercultural topics (e.g. refugee status, technology, theater, Olympic games).  <a href="https://www.keda.uoa.gr/epam/kinder_material_presentation.html">https://www.keda.uoa.gr/epam/kinder_material_presentation.html</a></p>
<p>Program “Diapolis”: Aristotle University of Thessaloniki, National Operational Act: “Education of foreigners and repatriate students” (2010–2014)  <a href="http://www.diapolis.auth.gr/index.php/epimorfotiko-yliko">http://www.diapolis.auth.gr/index.php/epimorfotiko-yliko</a></p>	<p>It is a platform supporting the whole school community. It contains:</p> <ul style="list-style-type: none"> <li>- an extensive collection of educational, pedagogical, training and supplementary materials (developed 2003–2009) for primary and secondary education <i>Εκπαιδευτικό υλικό (auth.gr)</i>, suitable for RCs and mainstream classes <a href="http://www.diapolis.auth.gr/index.php/2013-10-17-09-00-34">http://www.diapolis.auth.gr/index.php/2013-10-17-09-00-34</a>;</li> <li>- research findings/reports from 2009 onwards, ebooks and interactive material for teaching languages to selected non-Greek speakers (Albanian, Russian) <a href="http://www.diapolis.auth.gr/index.php/2013-10-17-09-02-51">http://www.diapolis.auth.gr/index.php/2013-10-17-09-02-51</a>.</li> <li>- theoretical papers about intercultural education, teaching methodologies, and applications (cross-curriculum activities, good practices, guidelines for teaching sciences, articles, conference proceedings, etc.) <a href="http://www.diapolis.auth.gr/index.php/ekpaideutiko-yliko">http://www.diapolis.auth.gr/index.php/ekpaideutiko-yliko</a></li> </ul>
<p>Accelerated Learning Program (ALP) (2020) (University of Thessaly, UNICEF, IEP)  <a href="https://alp.teach4integration.gr/">https://alp.teach4integration.gr/</a></p>	<p>ALP is a learning framework, compatible with existing curricula, translated into corresponding educational materials for learners. It also offers guides for teachers, glossaries in eight languages and diagnostic tests to assess knowledge and skills in Biology, History, Social Sciences, Mathematics, Physics, and Chemistry; <a href="https://alp.teach4integration.gr/en/home_en/">https://alp.teach4integration.gr/en/home_en/</a>;</p> <p>The educational materials present the basic knowledge taught in the first three years of secondary education, in a form suitable to be taught during just one school year. This material supports students in keeping up with other students of their age.</p>
<p>Program “Keys and anti-keys” National Operational Act: “Education of Muslim Children” (2002–2004)  <a href="http://www.kleidiakaian-tikleidia.net">www.kleidiakaian-tikleidia.net</a></p>	<p>It is a repository of texts in open and free access. It can be used to raise awareness and inform teachers through theoretical/scientific approaches regarding teaching methodologies, the socio-cultural context of education and the issue of “Identities and otherness”. These texts have been authored by teachers of all educational levels.</p>

Acts/Projects/Bodies	Selected available materials
<p>Action "Bridges" (2016) Education Policy Development Center (KANEP-GSEE, General Confederation of Greek Workers) <a href="https://www.kanep-gsee.gr/sitefiles/files/GEFYRES.pdf">https://www.kanep-gsee.gr/sitefiles/files/GEFYRES.pdf</a></p>	<p>It is a bilingual guide to support Arabic-speaking refugees who do not speak Greek. It contains materials on everyday topics (e.g. common expressions, instructions, thematic areas such as: travel, food, education, work and accommodation, understanding simple texts, completing a simple declaration/form, everyday expressions, and illustrated vocabulary with simple practice activities).</p>
<p>Centre of Intercultural and Migration Studies (E.DIA.M.ME., University of Crete) Operational Act "Greek Education Abroad" (1997-2014) <a href="http://www.ediamme.edc.uoc.gr/diaspora/index.php?option=com_content&amp;view=article&amp;id=82&amp;Itemid=485&amp;lang=en">http://www.ediamme.edc.uoc.gr/diaspora/index.php?option=com_content&amp;view=article&amp;id=82&amp;Itemid=485&amp;lang=en</a></p>	<p>It offers learning materials for the Greek language, culture, and history, addressing primary and secondary non-Greek speaking students of Greek origin (migrants of 2<sup>nd</sup>/3<sup>rd</sup> generation) who live abroad. E.DIA.M.ME also created corresponding materials for in-service training of teachers. In the early 2000s, Greek teachers also used them to deal with the gradually increasing number of non-Greek learners but its suitability was limited.</p> <p><a href="http://www.ediamme.edc.uoc.gr/diaspora/index.php?option=com_content&amp;view=article&amp;id=226;programmata-spoudon&amp;catid=84;educational-material&amp;lang=en#%CE%BC%CE%AD%CF%81%CE%BF%CF%82-%CE%B1">http://www.ediamme.edc.uoc.gr/diaspora/index.php?option=com_content&amp;view=article&amp;id=226;programmata-spoudon&amp;catid=84;educational-material&amp;lang=en#%CE%BC%CE%AD%CF%81%CE%BF%CF%82-%CE%B1</a></p>
<p>Solidarity Now (NGO) Project, supported by UNICEF, "Comprehensive Service Provision for the Integration and Well-Being of Refugee Children and Families" Dictionary of mathematics (2019) <a href="https://www.solidaritynow.org/en/math_dict/">https://www.solidaritynow.org/en/math_dict/</a> <a href="https://www.solidaritynow.org/wp-content/uploads/2019/08/Mathematical-Dictionary-FINAL.pdf">https://www.solidaritynow.org/wp-content/uploads/2019/08/Mathematical-Dictionary-FINAL.pdf</a></p>	<p>This dictionary is an open and free access source which contains general mathematics terminology and specialized vocabulary for Algebra and Geometry in Greek, English, Farsi, Urdu, and Turkish. The terminology, symbols, and mathematical types are defined and clarified through images and drawings. The dictionary - as a good practice - also attempts to include all possible contexts in which a particular term may appear in a Greek school environment.</p>

Source: current study.

### 3. APPROACHES TO THE INCREASING LINGUISTIC DIVERSITY IN POLISH SCHOOLS

Having been essentially a monolingual country for decades, Poland has changed its profile in this respect in the last few years. In previous decades, emigration exceeded immigration (Eurostat 2018), but in the last six years (2016–2022), the number of economic migrants settling in Poland has been increasing. On top of that, between February and September 2022, due to the war in Ukraine, Poland admitted 3.37 million refugees from conflict zones, on top of the 850,000 Ukrainian economic migrants already living on its territory. Most of the refugees were mothers with children, the majority of whom started schooling in Poland. To show the scale of the increase in linguistic diversity, in 2009, 9,610 non-Polish students were registered in Polish schools whereas in 2019, the figure was 51,363. However, only between February and May 2022, the number of Ukrainian pupils and students rose in the largest cities by 106% (Unia Metropolii Polskich 2022). According to the Polish Ministry of Education and Science, towards the end of the school year, in June 2022, 200,000 Ukrainian pupils were being schooled in Poland. Furthermore, according to the most recent forecasts, around 400,000 Ukrainian learners are expected to continue their education in Poland throughout the school year 2022/2023, including those who were enrolled in online education provided from Ukraine (portal dla edukacji 2022).

#### 3.1. Official documents which laid the grounds for the Polish education system to tackle linguistic changes characteristic of the school population caused by migration and refugee flows

The most comprehensive document regulating the admission and functioning of non-Polish children in Polish state schools is the Ordinance of the Minister of National Education of 23.08.2017. It establishes free access to education for all learners. As mentioned above, the outbreak of the war in Ukraine and the ensuing influx of Ukrainian refugees into Poland caused a significant increase in the number of non-Polish learners in Polish schools. To alleviate the administrative burden which it placed on schools across the country, additional legislative solutions were introduced by a series of ministerial decrees:

- a) Ordinance of the Minister of Education and Science of 21.03.2022 on the organization of education, upbringing and care of children and youths who are citizens of Ukraine,

- b) amended by Ordinance of the Minister of Education and Science of 08.04.2022,
- c) and Law of 08.06.2022 amending the Law on Assistance to citizens of Ukraine in connection with the armed conflict on the territory of Ukraine and certain other laws.

The above regulations (see a consolidated text: ODN 2022) enable all learners arriving from abroad to qualify for schooling considering their age, and taking into account the opinion of their parent(s) or of an adult student expressed orally or in writing. If a learner does not speak Polish to the extent necessary to benefit from schooling and to fulfil the official curriculum requirements for a particular subject, they receive a minimum of two lessons of Polish as a second language and one additional lesson per week in the subject in which the child needs support. Subject lessons are restricted to the first year of entry to the school. In total, there is a limit of five hours per week for such additional classes. The decision to grant a particular form of assistance is made by the school principal in consultation with the school's overseeing authority. Non-Polish pupils can also get psychological and educational counselling to tackle their migration experience and to recognize their psychophysical capabilities and environmental factors affecting their everyday functioning.

In order to support teachers of linguistically diverse classes, schools have the right to employ a cultural assistant who is familiar with the first language of the non-Polish speaking pupil (Ordinance of the Minister of National Education of 23.08.2017). However, it should be noted that this position is not accorded any professional recognition. Furthermore, schools are reluctant to employ cultural assistants due to the financial costs involved for the local government. This means that cultural assistants are employed mainly by non-governmental organisations working in the field of migrant support (e.g. UNICEF) and seconded to schools. In 2020, a total of 31 cultural assistants were employed in Polish schools together with a further 53 whose role was to support the integration of children from the Roma community. The newest ordinances also introduce the possibility of employing a person who is not a state-nominated teacher, but one who has a background deemed suitable by a school principle to carry out specific (educational) tasks. There is lack of official data on the exact number of additional staff members of these types currently working in Polish schools (as of 2022). Experts in multiculturalism and multilingualism, who could support teachers in working with students with migration experience, are permanently employed in only a few organizations in Poland. In the majority of cases, such experts work for or cooperate with projects implemented by NGOs.

There are also legal provisions for preparatory classes for pupils with migration backgrounds, but such classes were not available everywhere, at least not before the war in Ukraine. In such classes, the core national curriculum is implemented alongside the learning of the Polish language (for a minimum of six hours a week). Depending on organizational factors and available personnel, the ministry recommends that the minimum weekly class time should range from 20 hours in the youngest grades (1–3), through to 23 hours in grades 4–8, and 26 hours in secondary school. Pupils can stay in preparatory classes for up to 24 months. Due to a lack of related statistics or research, we do not know how many pupils avail of this opportunity and how many preparatory classes were organized in 2021 or in 2022 when a large group of Ukrainian students joined Polish schools.

One more option available for students who are not Polish citizens is a possibility of maintaining a minority's language and culture. The embassy or consulate representing their country of origin operating on the territory of Poland or a cultural/educational association can organize the study of their native language and culture (provided at least seven students are enrolled to participate in such a form of education) on school premises. The total amount of such educational provision may not exceed five lessons per week. Unfortunately, there is no official data on the scale and success of such classes.

As in the case of many other countries, one of the key challenges that children from a migration background face is the typically examination-oriented nature of the education system. In Poland, in the last grade of primary school (i.e. 8th grade) and of high school (i.e. 12<sup>th</sup> grade), learners are required to take a nationwide leaving certificate exam which is administered by the Central Examination Board. In 2022, the eighth-grade exam was taken by 6,150 Ukrainian students and the matriculation exam by 34 students (*Gazeta Wyborcza* 2022). Non-Polish students can apply for permission to take the exams with specially adapted examination sheets and/or on preferential terms. For example, they can be offered extended time to write the exam, the exam papers can feature translation of the task instructions into their first language. In some modules of the exams, they can provide answers in, for example, Ukrainian and use a bilingual dictionary. However, for reasons which are unknown, not many pupils and students avail themselves of these possibilities. Equally importantly, there is a lack of any evaluation of the related examination results which could help to inform future recommendations in this area.

Directors of district examination boards can implement administrative and organizational solutions to help non-Polish exam-takers. For instance, with the approval of the Director of the Central Examination Commission, they may appoint as members of the local examination teams persons who are not formally-

nominated examiners to, among other things, assess examination papers of Ukrainian pupils and students.

The policies briefly accounted for in this section were implemented predominantly starting in 2017, with the majority of them starting in 2022. This is why it is difficult to assess their suitability to the current situation in Poland.

### **3.2. Methods and resources used to produce educational materials for learners with migration backgrounds**

There are a few solutions which have been implemented in some schools and regions in Poland which seem to facilitate the integration process of migrant and refugee children and enable them to learn successfully. First of all, in 2019, the first curriculum for teaching Polish as a second language was developed (written with teachers in preparatory classes in mind). Furthermore, the Teacher Training Centre in Poznań (Pl. Ośrodek Doskonalenia Nauczycieli w Poznaniu/ODN) offers teachers an opportunity to be supported by a specialist in migrant learners and a methodological consultant for teachers of Polish as a second/foreign language. There is also an online cooperation network and site called “Pupils with migration experience”, where teachers post their original didactic materials and where they can familiarize with resources uploaded by others (see, for example, a presentation on creating school welcome portfolios: Czerniejewska 2022). The Centre encourages schools to set up dedicated teams of teachers to react to problems which learners with migration backgrounds face. Thanks to this, schools can take a more systematic approach to supporting these pupils. For example, such teams can prepare welcome portfolios, develop internal school regulations/rules of cooperation with students and parents, or principles of assessment.

There has also been an attempt to offer training in language sensitive teaching for pre-service teachers. The Institute of Applied Linguistics at Adam Mickiewicz University in Poznań, in cooperation with the ODN, ran an optional course titled “Language sensitive education taking into account needs of children from migration backgrounds”. The course was offered in the years 2019–2021 and addressed the fact that future teachers lack preparation for delivering appropriate instruction in multilingual classes. It also enabled university students to prepare for the specificity of preparing didactic materials for linguistically heterogeneous classes. During the module, consisting of 15 meetings (30 hours), the participants familiarised with the specificity of teaching Polish as a second language in subject-oriented classes, the methodological principles of teaching selected school subjects (esp. history and biology) in general and in prepara-

tory classes, together with a workshop on drawing for teaching purposes. In the practical phase, students developed their own materials for teaching biology or history in grades 5–8 of Polish primary school on the basis of officially licensed manuals. These materials were made available to in-service teachers for pilot testing.

### 3.3. Available educational materials and their suitability to the specificity of the current educational conditions in Poland

In this section, we list selected materials which are available for Polish teachers who deliver instruction in classes comprising multilingual pupils and students (see Table 3).

**Table 3.** Selected educational materials available for preparatory and mainstream classes in Polish schools

Educational materials for preparatory and subject classes	Short descriptions of the materials
Jędryka, B.K. (2022). <i>Zbiór zadań z języka polskiego jako języka edukacji szkolnej dla uczniów z doświadczeniem migracji</i> .	A set of 16 exercises for primary schools in: Polish as a second language, History, Sciences, Geography and Biology.
<a href="https://www.ore.edu.pl/2022/06/zbiorzadan-z-jezyka-polskiego-jako-jezyka-edukacji-szkolnej-dla-uczniow-z-doswiadczeniem-migracji/">https://www.ore.edu.pl/2022/06/zbiorzadan-z-jezyka-polskiego-jako-jezyka-edukacji-szkolnej-dla-uczniow-z-doswiadczeniem-migracji/</a>	All tasks are accompanied by methodological comments defining the aims of the task and including suggestions for various additional activities.
Website with materials for teaching Polish as a foreign language and culture <a href="https://cupofpolish.org/darmowe-materialy-do-nauki-jezyka-polskiego-jako-obcego/?lang=pl">https://cupofpolish.org/darmowe-materialy-do-nauki-jezyka-polskiego-jako-obcego/?lang=pl</a>	The materials are suitable both for non-Polish learners and teachers.
Website with materials for the development of text comprehension (output of a project: “Supporting Educational Initiatives in a Multicultural School Environment”, 2021, no. MEiN/2021/DPI/1303)  <a href="https://www.poliya.org.pl/2022/02/02/projekty/">https://www.poliya.org.pl/2022/02/02/projekty/</a>	It offers selected literary works for lessons of Polish accompanied by graphic materials and exercises designed for better understanding of the texts’ meaning.
Website with materials for teaching Polish as a foreign language: <a href="https://zpe.gov.pl/a/oddzialy-przygotowawcze/D1EzffxI8">https://zpe.gov.pl/a/oddzialy-przygotowawcze/D1EzffxI8</a>	It offers materials and links to free textbooks designed for teaching Polish as a foreign language suitable for children and teenagers, together with supplementary materials for teachers who work with preparatory classes.

Educational materials for preparatory and subject classes	Short descriptions of the materials
Website with supplementary materials for teaching Polish as a second language: <a href="http://fundacja-jareja.eu/polak-potrafi/">http://fundacja-jareja.eu/polak-potrafi/</a>	On the basis of biographical notes of 25 famous Poles, the source offers exercises, divided into all CEFR levels, devoted to developing reading (and partly listening) comprehension, simultaneously expanding learners' knowledge of the Polish language and culture.
Website hosting Integrated Education Platform: <a href="https://zpe.gov.pl/">https://zpe.gov.pl/</a> Zintegrowana Platforma Edukacyjna (ZPE)  or: <a href="https://www.gov.pl/web/edukacja-i-nauka/materialy-edukacyjne-do-wykorzystania-w-pracy-z-uczniami-z-ukrainy">https://www.gov.pl/web/edukacja-i-nauka/materialy-edukacyjne-do-wykorzystania-w-pracy-z-uczniami-z-ukrainy</a>  Example: <a href="https://ua.etutor.pl/">https://ua.etutor.pl/</a>	It offers numerous and diverse educational materials. Primary school teachers and pupils can find here more than 11,000 e-materials for teaching and learning in all subjects. Students who are proficient in Polish and study in secondary schools can access more than 15,000 e-materials for all school subjects.  One of the most recent examples from this source is a course in Polish: eTutor. It focuses on developing communication skills in everyday Polish, including to help migrants find their way around on the first days in Poland and later develop a more advanced knowledge of Polish.
Website <i>Welcome to Poznan</i> : <a href="https://pcd.poznan.pl/article/118">https://pcd.poznan.pl/article/118</a>	It includes a set of 20 worksheets which can serve as supplementary materials in lessons of Polish as a second language (with focus on cultural context). They are adjusted to the needs of two age groups: pupils of grades 1–3 and 4–8.
Website <i>Brama Poznania</i> <a href="https://bramapoznania.pl/poznaniacy-i-poznanianki-poznaj-ich">https://bramapoznania.pl/poznaniacy-i-poznanianki-poznaj-ich</a>  Karczewska, J. (2021). <i>Poznaniacy i poznanianki, poznaj ich! – Materiały edukacyjne do nauki języka polskiego jako drugiego</i> . Poznań: Poznańskie Centrum Dziedzictwa.	The package consists of seven parts, each devoted to one of seven prominent historical figures associated with Poznań, e.g. Hipolit Cegielski, Magdalena Abakanowicz, Stanisław Barańczak. The exercises proposed in each set include activities to develop listening (with audio recordings), writing as well as reading skills. The materials are designed for pupils from a migration background, interested in Polish history and planning to stay longer in Poland, attending primary schools (Grades 6–8, aged 13–14) and students of secondary schools/adults (A2+/B1 level).
Website with materials for teaching Polish as a second/foreign language:  <a href="https://migrant.poznan.pl/pl/publikacje/materiały-do-nauki-języka-polskiego-jako-obcego/">https://migrant.poznan.pl/pl/publikacje/materiały-do-nauki-języka-polskiego-jako-obcego/</a>	It offers texts and exercises developing both Polish as a foreign/second language and covering topics relevant for everyday life with focus on Poznań, Topics related to human rights and anti-discrimination regulations as well as education, environment, health and living in Poznań and Poland are prepared at two proficiency levels (A1/A2 and B1/B2). Although their target groups are teenagers and adults who are new residents of Poznań and the surrounding area, they can also be useful for residents of other Polish cities.

Educational materials for preparatory and subject classes	Short descriptions of the materials
<p>Website of the Museum of Warsaw, section <i>The legends of the Old Town in Warsaw</i>:</p> <p><a href="https://muzeumwarszawy.pl/legendy-starego-miasta-warszawie-cwiczeniami-nauki-jezyka-polskiego/">https://muzeumwarszawy.pl/legendy-starego-miasta-warszawie-cwiczeniami-nauki-jezyka-polskiego/</a></p>	<p>It is a collection of texts and exercises (accompanied by illustrations) related to Warsaw's Old Town. The publication is primarily dedicated to foreigners learning Polish as a foreign language and their teachers.</p> <p>It contains a glossary in Polish, English, Russian and Chinese and a key to the exercises. It is suitable for group and individual studying.</p>
<p>Website with sources for Poles living abroad (Polish as a heritage language and History): <a href="https://www.orpeg.pl/bezplatne-materialy-dydaktyczne/">https://www.orpeg.pl/bezplatne-materialy-dydaktyczne/</a></p> <p>Bezpłatne materiały dydaktyczne – Ośrodek Rozwoju Polskiej Edukacji za Granicą (orpeg.pl)</p>	<p>A collection of teaching materials designed for each educational stage to help Poles living abroad learn Polish. The resources are available in the form of textbooks, e.g. <i>Emi i Maks w polskiej szkole. Podręcznik do nauki czytania dzieci polonijnych z Irlandii</i>; <i>Emi i Maks w podróży po Polsce. Podręcznik do nauki czytania dzieci polonijnych z Irlandii</i>; <i>Polskie Niezapominajki 1. Podręcznik do nauki języka polskiego jako odziedziczonego dla klas 1-3</i>; <i>Polskie Niezapominajki 2. Podręcznik do nauki języka polskiego jako odziedziczonego dla klas 1-3</i>; <i>Dawniej to było – Krótki przewodnik po historii Polski</i>.</p> <p>The webpage also offers films and games on two platforms: <a href="http://www.wlaczpolske.pl">www.wlaczpolske.pl</a> and <a href="http://www.zpe.gov.pl">www.zpe.gov.pl</a> (under the tab: "Polish Education").</p>
<p>Website with materials for teaching Polish as a language of schooling commissioned by the Polish Ministry of National Education: <a href="http://metodajes.pl/materialy/">http://metodajes.pl/materialy/</a></p>	<p>A collection of simplified texts, illustrations and tasks constructed on the basis of the so-called <i>JES-PL-method</i> (abbreviation in Polish for Polish as a language of schooling). It comprises materials for primary school pupils (Grades 1 to 3). Their authors declare that they can also be used to teach pupils from migration backgrounds, studying in mainstream classes and preparatory classes in the younger grades of primary school.</p>
<p>Website with materials for teachers of German and Polish as neighbouring languages: <a href="https://polnischliegtnahe.de/didaktische-materialien-publikationen">https://polnischliegtnahe.de/didaktische-materialien-publikationen</a></p> <p><a href="https://www.niemieckizbliza.pl/assets//img/EBOOK_PL-DE.pdf">https://www.niemieckizbliza.pl/assets//img/EBOOK_PL-DE.pdf</a></p>	<p>It is a collection of materials for continuous teaching of German and Polish in pre-primary, primary and secondary education in the federal states of Mecklenburg-Vorpommern and Brandenburg and regions in Western Poland (or other cross-border regions). There are songs, games, short stories, a language portfolio with self-assessment materials, modules for tandem work on different topics, e.g. hobbies, food, traditions, dream trips, circus, first aid, sciences. The website also offers tools for language level assessment (see Putzier et al. 2022).</p>

Educational materials for preparatory and subject classes	Short descriptions of the materials
<p>Materials for learning Polish as a foreign language funded by the University of Szczecin and Santander:</p> <p><a href="http://e-bialek.pl/apsl/ua/jezyk-polski-jako-obcy/">http://e-bialek.pl/apsl/ua/jezyk-polski-jako-obcy/</a></p>	<p>It is a dossier of different educational materials, mostly for teaching Polish to Ukrainians, including full courses of Polish led in Russian or Ukrainian.</p>

Source: current study.

#### 4. RECOMMENDATIONS FOR TEACHERS WORKING WITH LEARNERS WITH MIGRATION BACKGROUNDS

When teachers prepare educational material for learners with migration backgrounds, they need to take into account the national curriculum of their subject taught from officially licensed manuals and decide which material is absolutely necessary for such children. Secondly, and more importantly, teachers need to distinguish between the linguistic requirements which pupils and students need to meet in preparatory classes and those set for subject classes. A fact which they often neglect to take into consideration is that learning a particular subject's content encompasses mastering the formal and written style typical of a given subject domain. Therefore, learners require assistance with understanding its de-contextualised content, often featuring specialist information and vocabulary, formulated by means of complex syntax and linking adverbials.

To help learners cope effectively with language-based challenges in particular subjects (e.g. specific forms, functions and connections between them), a variety of notions and hints with regard to lesson preparation and lesson conduct can be useful for teachers both in Greece and Poland. In particular, teachers need to become aware that planning lessons for these pupils should take into account strategies enabling them learning more effectively. Teachers need to also learn how to deliver instruction in a language-sensitive manner. Language-sensitive teaching is based on the principles of inclusive and language-aware classroom, learner-centeredness, dialogic learning, emotionally-safe classroom environment, and reflective teaching (Cummins 2009; Gibbons 2009, 2015; see Baginski 2020; Szczepaniak-Kozak et al. 2023). In particular, teachers need to be aware how to tap into learners' learning potential, rather than relying on their current linguistic abilities. This can be done by means of the pedagogic strategy of scaffolding. Scaffolding is a tool offering temporary assistance to pupils, bridging the distance between what they have already learned and what they still need

to master. As Table 4 details, this teacher assistance can be of two types: 1) supporting the learner in lesson planning (called macro scaffolding<sup>2</sup>), and 2) supporting the learner during a partly spontaneous classroom interaction (called micro scaffolding<sup>3</sup>) (Gibbons 2002, 2009; Hammon & Gibbons 2005; Kniffka 2012).

**Table 4.** Aspects of macro and micro scaffolding relevant for teaching in multilingual classes

<b>Macro-scaffolding: principles of lesson planning</b>	<b>Micro-scaffolding: principles of classroom interaction</b>
<ul style="list-style-type: none"> <li>- Clarification and inclusion of prior knowledge and learners' current language skills (e.g. relevant knowledge coming from texts read both in their first and other languages they know, attention to key words and participant structures in a language-based science problem);</li> <li>- Use of "rich input", i.e. linguistic input;</li> <li>- Adequate sequencing of tasks by dividing them into more manageable and transparent steps, e.g. designing activities that are sequenced from the most situation-embedded, or most oral-like, to the least situation-dependent, or most written-like;</li> <li>- Use of additional semiotic systems for "message abundance" to support pupils' understandings of concepts or tasks and to aid their understanding of the lesson content. Provide similar information from a variety of sources and in varied modalities: prompts and cues as leading questions, hints, combination of visual, audio and tactile support by means of videos, films and the Internet, demonstration and hands-on activities, and the use of TPR (physical) movement;</li> <li>- Encouraging literate talk: building the bridge to written language by offering learners opportunities to use the kind of spoken language that is closer to written language and "providing them with a chance to 'rehearse' this more complete and explicit language to talk with others" (Gibbons 2009: 141);</li> </ul>	<ul style="list-style-type: none"> <li>- Slowing down the interaction between learners and teachers, thus adapting the speed of communication to learners' abilities, allowing them sufficient time to process the input they receive;</li> <li>- More time offered to learners for planning their spoken expressions and thinking, e.g. allowing extra time for a response can lead to more extended, more complete and better formed answers;</li> <li>- Variation in classroom interaction patterns; avoiding the typical interaction pattern: teacher question → learner answer → teacher feedback, and planning for more natural and authentic teacher-learners exchanges by allowing learners opportunities to respond and share content in pairs and small groups (peer feedback included);</li> <li>- Active listening by the teacher (e.g. prompting the student to the right answer with a clue, using "why questions" to encourage learners to reason and reflect, reacting appropriately to the spoken content produced by learners);</li> <li>- Recasting/rewording learners' utterances by the teacher in a more explicit way. Teachers should allow more time and turns before reformulating what a particular learner said;</li> <li>- Embedding a learner's utterances in larger conceptual contexts, i.e. new learning content has to be nested in out-of-school, home and in-school experiences; prior experiences should also be linked with the broader goals and concepts of the curriculum;</li> </ul>

<sup>2</sup> Pre-planned support (before any teaching processes take place) (see Gibbons 2009: 153f.).

<sup>3</sup> Not planned, arising in a spontaneous, ongoing talk between the teacher and learners or among learners (see Gibbons 2009: 154).

<b>Macro-scaffolding: principles of lesson planning</b>	<b>Micro-scaffolding: principles of classroom interaction</b>
<ul style="list-style-type: none"> <li>- Using mediating texts (bridge texts) and artefacts structuring or facilitating the learning process and becoming an important point of reference across a unit of work (e.g. a worksheet accompanying the design of an experimental process, a reflection sheet for talking about solving a word-based science problem, a reflection sheet providing a linguistic and conceptual support for the individual reporting by students, experiments in the science unit). It is important not only to offer such supplementary materials but also to engage learners in interaction with various semiotic resources to challenge them and stimulate long-term learning by teaching them how to use such aids (e.g. Compare Paragraph 1 of the text with the first picture);</li> <li>- Planning activities raising learners' metalinguistic and metacognitive awareness. (e.g. drawing their attention to whole-text features of genres they write, subject-based vocabulary and sentence-level grammatical patterns relevant to a particular curriculum content, the differences between speaking and writing, key signalling words/discourse markers, complex nominal groups in the texts they read) (see Hammon &amp; Gibbons 2005; Gibbons 2009: 154ff.; Kniffka 2012: 215ff.; Szczepaniak-Kozak et al. in press/2023).</li> </ul>	<ul style="list-style-type: none"> <li>- Making cognitive processes explicit and visible, by making learners explain the way they solved a science problem or how they think. This provides teachers with opportunities to introduce a model of new academic language by recasting what students said (Gibbons 2002: 34ff, 2009: 136ff.; Kniffka 2012: 218f.).</li> </ul>

To provide multilingual learners with adequate support, teachers often design their own lesson plans and prepare their own/adapted teaching materials. While doing this, it is worth paying attention to the criteria for well-designed tasks. First of all, consider which functional language learners need to acquire in a given subject, e.g. in Biology, they often need to describe bodily functions/systems/organisms, whereas in History they need to describe the link between cause, event and consequence. It is also useful to include tasks which allow learners to develop language resources useful for expressing such functions. Secondly, to avoid monotony, tasks should be varied, engaging and relevant to the students, and sequenced from the easiest to most difficult, so that each task serves as a "building block" for the subsequent task. This means that teachers need to thoroughly reflect on the difficulty and length of exercises and their instructions.

This includes, for example, checking if the instructions are clear enough. It may happen that understanding a task instruction can be more challenging than doing the task itself. Where possible, it is advised to include language exercises into the general pool of exercises. For example, learners can fill in gaps with the correct form of the verbs on the basis of an inflectional pattern demonstrated in the material presented. Additionally, Gibbons (2009: 149) informs us that tasks should be cognitively demanding, containing an “information gap”, requiring participation by all members and having a clear outcome. Further recommendations which are relatively universal are:

- avoid unnecessary jargon or formal style, but if some subject terminology is necessary, and usually is, stick to the core list and provide a glossary of useful terms and expressions. When selecting them, it is recommended to consider their frequency of use in the subject area and everyday language. Once the terms are introduced, it is important to revise them later on;
- develop learners’ metalinguistic and metacognitive awareness by focusing, in particular, on the notions of register and genre (e.g. investigating a curriculum topic by browsing the Internet but, at the same time, analysing the language choices made by the writers of these Internet texts), drawing students’ attention to the use of emotive vocabulary, rhetorical questions and the choice of visual images in the texts, as well as offering texts and exercises to compare languages;
- to make a particular word’s meaning clear, use colorful illustrations, own drawings, short definitions or sentences exemplifying a word’s meaning in context. Online sources available on the interactive whiteboard or on the phone can be very helpful in this regard;
- encourage regular use of newly learnt words and stage frequent revisions of the most important content;
- encourage students who still are learning a given alphabet, e.g. Ukrainian students who are used to Cyrillic script, to re-write/copy a word on the basis of a pattern provided and, at a more advanced stage, to write the word without the pattern presented on their own;
- exploit, where possible and useful, the similarity to other words, e.g. in Polish *młoteczek* (Eng. malleus) comes from *młot* (Eng. a hammer); *mostek* (Eng. breast bone) derives from *most* (Eng. bridge);
- point to homonyms or polysemous words, e.g.  
 Pl.: *torebka stawowa* (Eng. a joint capsule) = *torebka* (Eng. a purse); *staw* (Eng. a joint) = *staw* (Eng. a pond);  
 Gr.: βαριά (Eng. noun: big hammer) = βαριά (Eng. adj.: heavy) = βαριά (Eng. adv. loudly, heavily); τόνοϛ (*tónos* = weight measure = mark for phonetic emphasis on syllable);

- use internationalisms, e.g.  
 Pl.: *układ szkieletowy* = *szkielet* (Eng. skeleton); *stanowić* or *tworzyć* = *konstytuować* (Eng. to constitute); *wytwarzać* = *produkować* (Eng. to produce); *czynnik* = *faktor* (Eng. factor),  
 Gr.: Οργανικό σύστημα = όργανα (Eng. organs, Albanian *organet*, Rus. *органы*); Καπηλειό = ταβέρνα (Eng. tavern, Rus. *Таверна*, Pl. *tawerna*, Albanian *tavernë*); Σχεδιάζω = σκιτσάρω (Eng. to sketch, Albanian *skica*, Rus. *эскиз*).
- draw learners' attention to the fact that challenging words are not necessarily scientific terms. They can be used both in everyday language and as scientific terms, with slight variations in their meaning. To make their meaning clear, display visual materials and/or allow cross-linguistic associations to be created. Words which can appear difficult in Polish are: *środowisko* (Eng. environment), *ciało* (Eng. body), *długość* (Eng. length), *szerokość* (Eng. width), *grubość* (Eng. thickness), *wzór* (Eng. pattern), *rodzeństwo* (Eng. siblings). With reference to pronunciation, non-Polish learners have problems saying, e.g. *szwy* (Eng. sutures); *chrząstkozrost* (Eng. cartilage); *kość* (Eng. a bone); *dźwigać* (Eng. to carry). In Greek, such words can be: *αντίδραση* (Eng. reaction), *βάρος* (Eng. weight), *δύναμη* (Eng. strength, power or force), *ταχύτητα* (Eng. speed, velocity, rapidity), *πυρήνας* (Eng. core, centre, nucleus, kernel). Non-Greek learners often find it difficult to pronounce words derived from two independent words, such as *εκστρατεία* (*ekstratia* = Eng. campaign), *έστροφος* (*efstrosfos* = Eng. nimble), or words borrowed from other languages, such as *κοστρουκτιβισμός* (*konstouktivismos* = Eng. constructivism). Additionally, because the Russian language does not contain the phonetic sound *δ* (Eng. th), so often *δ* is replaced by *d*. This may lead to misunderstandings because, for example, *δίνω* ([*δ*]ino, Eng. to give) is not equivalent to *ντόνω* (*dino*, Eng. to dress);
- draw learners' attention to false friends by providing equivalents and making a list for a given subject, e.g. the Russian word *отдыхать* is not equivalent of the similarly-sounding Polish word *oddychać* (Eng. to breathe); *отдыхать* means *odpoczywać* (Eng. to rest). The Greek word *ντόπιο* (*dópio*) means *domestic*, while the Albanian word *dopio* means *double*. The Greek word *δώρα* ([*d*]óma) means little room and it is not equivalent of the Russian word *дома* (*dóma*) which means *houses*;
- use one term/formula/quotation across all materials you create;
- help learners understand a term by means of its equivalent in everyday language. To illustrate, the term for the noun "gender" (describing classes of nouns: masculine, feminine, neutral) is in Polish *rodzaj*, and *γένος*

(*genus*) in Greek. The Polish synonym to this word in everyday Polish is *typ* (Eng. kind), whereas in everyday Greek it can mean *καταγωγή* (Eng. origin), *έθνος* (Eng. origin), *ταξινομική κατάταξη* (Eng. taxonomic rank) or *της μητέρας το πατρικό επώνυμο* (Eng. mother's paternal surname). However, despite the fact there is a value in explaining its meaning by a simpler equivalent, it is important to always put the specialist term in the main text and simpler version in brackets or in a footnote, because students need to learn appropriate terminology. In a similar vein, if chemical, mathematical or other formulas are involved, they should be used across all materials consistently and written correctly, e.g.: O<sub>2</sub> (Pl. *tlen*, Gr. *οξυγόνο*, Eng. oxygen), CO<sub>2</sub> (Pl. *dwutlenek węgla*, Gr. *Διοξείδιο του άνθρακα*, Eng. *carbon dioxide*), 19<sup>th</sup> century (Gr. *XIX αιώνας*, Pl. *XIX wiek*);

- draw learners' attention to grammatical forms which are less frequent in other languages. To illustrate, in Polish, there are relatively many diminutives, which are common in language specific of subjects, e.g. *most* (Eng. bridge) - *mostek* (a bone in human skeleton, Eng. little bridge); *młot* (Eng. a hammer) - *młotek* (Eng. little hammer) - *młoteczek* (a part of the ear; Eng. a tiny little hammer). In the case of Greek, a demanding grammatical category are those adjectives that have three different genders (masculine, feminine and neuter) but use two modes of inflection, one common for the masculine and feminine, and one separate for the neuter, e.g. an adjective can take the following endings for both masculine and feminine adjectives -ης (-ής) for singular and -εις (-εις) for plural and for the neuter gender in the singular form -ες (-ές) and -η (-ή) for the plural form;
- show a pattern of inflection for difficult words, e.g. Pl.: the noun *kręć* (Eng. vertebra) is in Polish inflected in seven cases (e.g. *kręgu*, *kręgowi*, *kręgiem*). In Greek, nouns can maintain the same number of syllables both in their singular and plural mode or increase the number of syllables when in their plural formation, which is difficult for non-Greek learners to master, e.g. *λεμόνι* - *λεμόνια* (Eng. lemon - lemons), but *ψαράς* - *ψαράδες* (Eng. fisherman - fishermen).

The above list is by no means exhaustive, and further investigation of educational approaches and strategies which could be applied to tackle multilingual diversity characteristic of (not only) Greek and Polish classrooms is clearly warranted.

## 5. CONCLUDING REMARKS

The experience gained in recent decades has shown that linguistic diversity is not a temporary “problem” that requires solving; it is the new reality, which, due to its ongoing quantitative or qualitative changes, requires educational systems to implement adequate policies and measures. In support of this, the EU has recently recognized that investment in the skills, energy, and talents of learners with migration backgrounds can effectively promote social cohesion and facilitate societal development (EU Commission 2020).

Despite the differences in history, profile and context of present-day multilingualism in Greece and Poland, the core of the current challenges that their educational systems are called upon to manage is the same. Both face an increasing level of multilingualism in schools due to intensifying migration, and both have applied country-specific methods and resources to produce relevant educational materials. Furthermore, from the review of the official policies which laid the grounds for Greece’s and Poland’s responses to the situation, it is clear that, apart from a lack of systematic and comprehensive educational materials which could offer Greek or Polish teachers a steady support in delivering adequate instruction, there also exists a strong need to:

- nominate country-specific key-points in the pre and in-service training of teachers (esp. with regard to multilingual classroom management, language sensitive subject teaching and learner/teacher emotional wellbeing);
- extrapolate common recommendations for the production of educational materials. Such recommendations need to allow for flexible approaches as the migrant and refugee landscape will be constantly changing. They need to be adaptable, easy to use, allowing translanguaging and other supporting practices;
- negotiate educational principles (e.g. framework for the assessment of language comprehension, connection between formal and non-formal education which students with migration backgrounds receive, constructive use of home languages at schools).

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### **Podejścia do rosnącej różnorodności językowej w greckich i polskich szkołach: różne konteksty z podobnymi problemami**

ABSTRAKT. Artykuł omawia kluczowe kwestie edukacyjne związane z procesami decyzyjnymi i doskonaleniem zawodowym nauczycieli, dotyczące krajowych organów (oświatowych) w Grecji i Polsce, w związku z pilnymi potrzebami wynikającymi z nasilającej się w ostatnich dwóch dekadach migracji w UE oraz w świetle badań prowadzonych w ramach projektu MaMLiSE. Artykuł rozpoczyna się od przedstawienia oficjalnych decyzji i polityki, tworzących podwaliny działań mających wyjść naprzeciw znacznemu zróżnicowaniu językowemu, które obecnie charakteryzuje populację szkolne w każdym z krajów, z powodu nasilenia się migracji i uchodźstwa. Ponadto przedstawiono specyficzne dla danego kraju metody i zasoby wykorzystywane przy tworzeniu materiałów dydaktycznych dla uczniów z doświadczeniem migracji. Na koniec omówiono dostępne materiały edukacyjne i ich dostosowanie do specyfiki obecnych warunków edukacyjnych. W podsumowaniu stwierdzono, że istnieje silna potrzeba 1) wyznaczenia treści niezbędnych w kształceniu przyszłych nauczycieli i doskonaleniu tych czynnych zawodowo w odniesieniu do prowadzenia klas wielojęzycznych, świadomości międzykulturowej i nauczania przedmiotów szkolnych, biorąc pod uwagę specyfikę ich języka, 2) wyszczególnienia wspólnych cech koniecznych do produkcji materiałów edukacyjnych (np. możliwości adaptacji do nowych warunków, łatwości i elastyczności użycia w klasie, umożliwienia praktyk transjęzycznych) oraz 3) wypracowania wspólnych zasad dydaktycznych (np. ram oceniania, konstruktywnego wykorzystania języków domowych i odziedziczonych w szkołach).

