

**Η Διδασκαλία της Αγγλικής Γλώσσας σε πρόσφυγες μαθητές στο Ελληνικό Δημοτικό
Σχολείο: Προβλήματα και δυσκολίες στον εγγραμματισμό τους**

**Teaching English to refugee students in the Greek Primary School: Problems and
difficulties towards literacy development**

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Abstract: The present study concerns the difficulties refugee students are facing in their literacy development while attending English lessons in preparatory afternoon classes (DYEP) in Greek primary schools..Within the framework of this study, a number of factors that affect their learning are explored and suggestions for further assistance are sought. The lack of resources from international literature concerning specific literacy programs on refugees education is the gap that this work aims to explore and design a syllabus with useful tips on how to develop refugees’ reading and writing skills right from the beginning of their study of the English language.The research is conducted through mixed methods approach by integrating quantitative-qualitative data from questionnaires, interviews and class observation. The data analysis provides information in relation to the problematic areas in refugees’ literacy acquisition. It also discusses certain factors that impede students’ literacy development such as the present curriculum, lack of trained teachers and Mediator’s support as well as students’ insufficient school experience and low degree of parental involvement. The findings of the research have been exploited for the development of a syllabus which is actually the main contribution of this study to refugees’ education and teachers’ work.

Keywords: refugees, literacy development, difficulties, syllabus

Περίληψη: Η παρούσα έρευνα ασχολείται με τις δυσκολίες που αντιμετωπίζουν οι πρόσφυγες μαθητές σχετικά με τον εγγραμματισμό τους κατά τη διάρκεια μαθημάτων αγγλικής γλώσσας σε απογευματινές τάξεις υποδοχής (ΔΥΕΠ) σε ελληνικά δημοτικά σχολεία. Αποσκοπεί ακόμη στην διερεύνηση μιας σειράς παραγόντων που επηρεάζουν την εκπαίδευση προσφύγων όπως επίσης και στην ανεύρεση λύσεων αντιμετώπισης των αδυναμιών τους. Η έλλειψη πηγών από την διεθνή βιβλιογραφία σχετικά με συγκεκριμένα προγράμματα εγγραμματισμού προσφύγων είναι το κενό που σκοπεύει να εξερευνήσει η συγκεκριμένη εργασία και να σχεδιάσει ένα πρόγραμμα μαθημάτων/ύλης (syllabus) που θα περιλαμβάνει χρήσιμες πρακτικές για τη διδασκαλία ανάγνωσης και γραφής προσφύγων μαθητών από την έναρξη των μαθημάτων αγγλικής γλώσσας. Η διεξαγωγή της έρευνας βασίζεται σε μικτού τύπου μεθοδολογία, γίνεται δηλαδή συνδυασμός ποσοτικών και ποιοτικών δεδομένων από ερωτηματολόγια, συνεντεύξεις και παρακολούθηση τάξης Η

ανάλυση των δεδομένων προσφέρει χρήσιμες πληροφορίες σχετικά με προβληματικές περιοχές που σχετίζονται με τον εγγραμματισμό των προσφύγων. Εντοπίζει ακόμη διάφορους παράγοντες που εμποδίζουν την γλωσσική τους ανάπτυξη όπως το παρόν πρόγραμμα σπουδών, την ελλιπή επιμόρφωση εκπαιδευτικών, την απουσία Διαμεσολαβητή και επίσης την ανεπαρκή σχολική εμπειρία των μαθητών καθώς και τη χαμηλή συμμετοχή των γονέων τους. Τα ευρήματα της έρευνας χρησιμοποιήθηκαν για τη δημιουργία ενός προγράμματος μαθημάτων που υποστηρίζει την μάθηση των προσφύγων και το έργο των εκπαιδευτικών.

Λέξεις-κλειδιά: πρόσφυγες, εγγραμματισμός, δυσκολίες, πρόγραμμα μαθημάτων

Introduction

1.1 Aims of the research

The purpose of the research is to explore the problems and difficulties that refugee students face in their foreign language literacy development with a view to creating an (empirically-derived) syllabus which will aim at enhancing their ability in writing and reading. The study intends to reveal the main causes of learners' weaknesses in reading and writing which may be due to their different educational experiences, systems and parents' role in the children's education, among others. The syllabus, which will be the outcome of the research, could be used as a guide for teachers that have no special training or experience in teaching refugees. Along with the syllabus, a set of methods and techniques will also be suggested in order to make English as a Foreign Language (EFL) teaching easier and more effective thus creating a more supportive environment for refugee students. The research addresses the following questions:

- ❖ What are the problems and difficulties that refugee learners face in their foreign language literacy development?
- ❖ What are the main causes of the refugee learners' weaknesses in their reading and writing development?
- ❖ What are the most important factors that affect their reading and writing ability?

To achieve its aims the research is conducted through the use of mixed methods approach. This includes integration or mixing of quantitative data such as closed questionnaire formats and qualitative data derived from interviews, class observations (Richards, 2001, pp. 296-297).

1.2 Motivation for the research

During the past two years 1.3 million people have travelled through Greece in search of safety and a better life in Europe. The majority of the refugees come from Syria, Afghanistan, and Iraq (European Stability Initiative, 2017). According to the Greek Ministry of Education

(2017) children that live in refugee camps are 7,500-8,500 and 60% of them are 4-15 years old. Under the new circumstances, high priority has been given by the government to actions aiming at ensuring access to education for refugee children. In particular, a special educational program was launched in October 2016 concerning the establishment and operation of “Reception-Preparatory Classes for the Education of Refugees” (DYEP) in certain public schools in Greece during afternoon hours. It includes an open curriculum based on the formal educational program of teaching English in the Greek primary schools (Institute of Educational Policy, 2016). Its aim is to facilitate refugee children’s integration into the educational process and gradually allow them to attend Greek morning schools.

However, the program was delayed to start in some schools and the number of students was unstable and changeable throughout the school year (Greek Council for Refugees, 2017). Finally, 2,643 children managed to attend the Greek primary and Junior High schools with many problems of adjustment with issues concerning education and socialization (Capella, Zionsand Konstadinidou, 2017). From my personal experience and other teachers’ reports but also drawing upon relevant research (see Stathopoulou and Ntasi, forthcoming), it seems that the instructors who were chosen to teach refugee children were not adequately informed and trained for this particular group of learners. Most of the times they had to improvise in order to communicate with students that do not speak either English or Greek. As a result, the program had constantly to be adapted or even changed to meet learners’ needs and interests. It is obvious that teachers face numerous difficulties in this context, one of which is refugees’ literacy development.

This research attempts to address the issue of refugees’ literacy development for instance, their ability to read and write, an aspect of literature which is yet unexplored. Although studies may identify the problematic areas when refugees start reading and writing in another language, these studies do not seem to provide and suggest specific techniques as to how the teaching procedure and the learning process can be assisted. For instance, in Fender’s research (2008) for Arabic EFL learners certain problems in spelling knowledge and pronunciation have been reported without clarifying the reasons and the ways to deal with them. Moreover, Shabbir and Bughio’s study (2003) as well as Ansari’s research (2012) may have offered useful information about the factors that affect refugees’ language learning and the difficulties they face in learning the English language yet they do not recommend specific ways to handle them at the very initial stages of the course. Thus, this research intends to explore this uncharted area of literature.

1.3 Context of the research

As already stated, the present study addresses the issue of teaching English to refugee students (mainly Arabic speakers) of mixed ages, nationalities and needs. They attend Reception-Preparatory Classes for the Education of Refugees (DYEP) in certain public primary schools during afternoon hours (2.00-6.00 pm). The subjects that are taught are

Greek, English, sports, maths, arts and computer science. It is expected that refugee students will be adequately equipped with fundamental knowledge and language skills in order to integrate into the Greek schools the next school year as most of them cannot communicate in English or Greek and have not attended compulsory education for a long time due to war conditions.

The current curriculum of English as a foreign language is based upon the principles of the Cross-curricular Unified Framework (2003) and the Integrated Language Curriculum (2011). Multiculturalism and multilingualism are strongly emphasized. Students from different nationalities are expected to respond to the needs that initially arise in school life and later in their broader social environment. In a broader sense, the program can follow basic principles of inclusive education. It is expected to embrace diversity and learners differences (McManis, 2017) and promote equal opportunities for all learners “irrespective of gender, language, ability, religion, nationality or other characteristics” (Maathuis, 2016, p. 6). Although the refugee education programme implemented by the Ministry of Education is highly welcome, its implementation rate is slow, and a gap persists in meeting the needs of children who have missed years of schooling. Furthermore, certain problems have appeared to teaching this particular group and one of them concerns their literacy development of the English language.

2. Refugees’ literacy development: Reviewing the literature

2.1 The development of refugee students’ reading and writing skills: problems and difficulties

Refugee children often demonstrate difficulties in reading English not only at initial stages but even at later ones. English and Arabic have many structural differences in certain areas such as reading direction, alphabetic, phonological system and pronunciation (Ashour, 2017), issues that according to various studies seem to affect refugees literacy development. On similar grounds, the acquisition of writing skills in English is highly demanding for Arab students (beginners and more advanced) since their alphabetic, orthographic systems, punctuation as well as syntax and writing conventions (organisation, style, structure) are quite different from English. (Burns and Siegel, 2017, p. 194-195). It seems that most of the difficulties refugee learners encounter in their L2 literacy acquisition, are attributed to native’s language interference as well as to the complexity of the target language itself. They seem to have incomplete knowledge of the English language and tend to transfer rules, linguistic patterns and structures from mother tongue to L2 (Alkateeb, 2016).

So, under this scope a few ways are recommended in order to make English teaching more effective to this particular group. For example, according to Martin (2011, p. 77) “it is possible that with phonics, spelling and a focus on accurate reading aloud may help Arab speakers develop better English word recognition, phonological processing and reading skills”. The use of pre-writing techniques to familiarise them with the Latin script, upper and

lower case letters, English punctuation, for instance, the use of commas, fullstops (Dirou, 2016) are necessary to be included in refugees’ curriculum.

However, it is essential to stress at this point that certain socio-cultural factors may obscure refugees literacy development as well. For instance, their living conditions, poor schooling experiences, low level of parental support and exposure to L2. Arab learners are not exposed to spoken and written English as English is considered a foreign language, it does not have an official key role in their daily activities or in the political sector. “Therefore exposure to English is largely confined to the classroom which typically does not exceed a few hours a day of form-focused, teacher-centred instruction (Busaidi and Saqqaf, 2015, p. 185).

In conclusion, most of the studies pay more attention to discovering refugees’ literacy problems and the factors that may affect their development. They provide general tips for learners’ support, but there is no specific syllabus that can be followed at the initial stages of refugees’ literacy development, a gap this study attempts to address. It is essential to focus on creating new educational programs or modifying the current ones which should include remedial procedures, techniques in order to minimize errors and overcome students’ weaknesses.

3. Methodology

3.1 Research organisation: methods and tools

This study has been conducted following the use of mixed methods approach. This includes integration or mixing of quantitative data derived from semi-structured questionnaires and qualitative data derived from interviews and class observations (McLeod, 2008). Mixed methodology can provide a more complete and better understanding of the problematic areas, as participants point of view and experience are reflected. Besides the combination of tools for the purposes of this research has led to the triangulation of data, which “entails the use of multiple data sources and multiple methods of data collection in order to reduce subjectivity and increase the validity of findings” (Ayakli and Karavas, 2004, p. 179).

The survey is carried out in three phases from January to May 2018. In Phase 1, a specially designed questionnaire has been constructed and given out to teachers who completed it electronically. The teachers’ questionnaire is semi-formal and is written in both English and Greek. It had been foreseen that the questionnaire may be completed by teachers of Greek as a foreign language apart from EFL teachers and this accounts for the two languages used. During this phase, semi-structured interviews have also been conducted by teachers. Interviewees could respond to questions through e-mail, phone or face to face interaction but most of them preferred to respond electronically. While Phase 1 focuses on teachers, Phase 2 moves attention to refugee students themselves. Mini questionnaires have

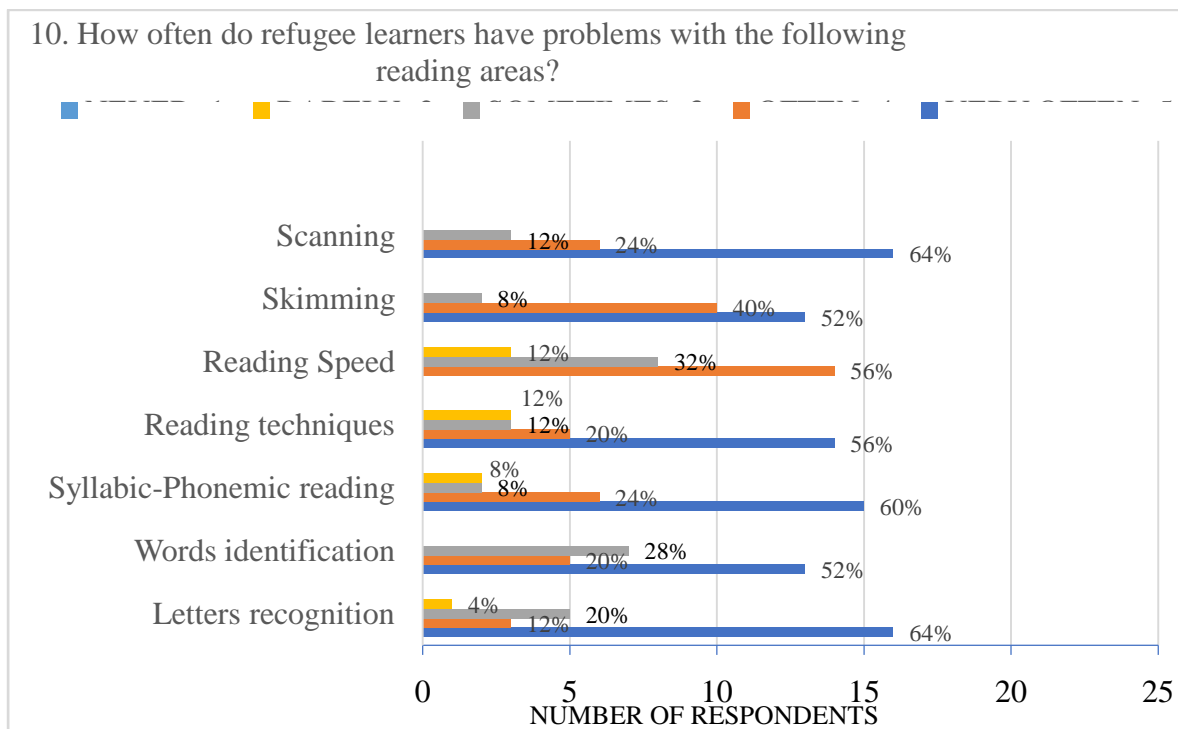
been completed by them while at the same time the researcher has observed for two weeks a class with thirteen refugee students in the third sector of Athens district where lessons started quite late in the beginning of December 2017. However, students (aged 6-12) could not understand some of the questions and we tried with the use of body language and drawings on the board to make everything clear and comprehensible. The data has been analysed, evaluated and reported in the form of tables, statistics, graphs and verbal interpretation. Phase 3 involves the development of the syllabus and materials on the basis of the results from Phase 1 and 2 in order to make suggestions that can improve the current educational program and help towards the development of refugees' reading and writing skills.

4. Data Analysis and Results

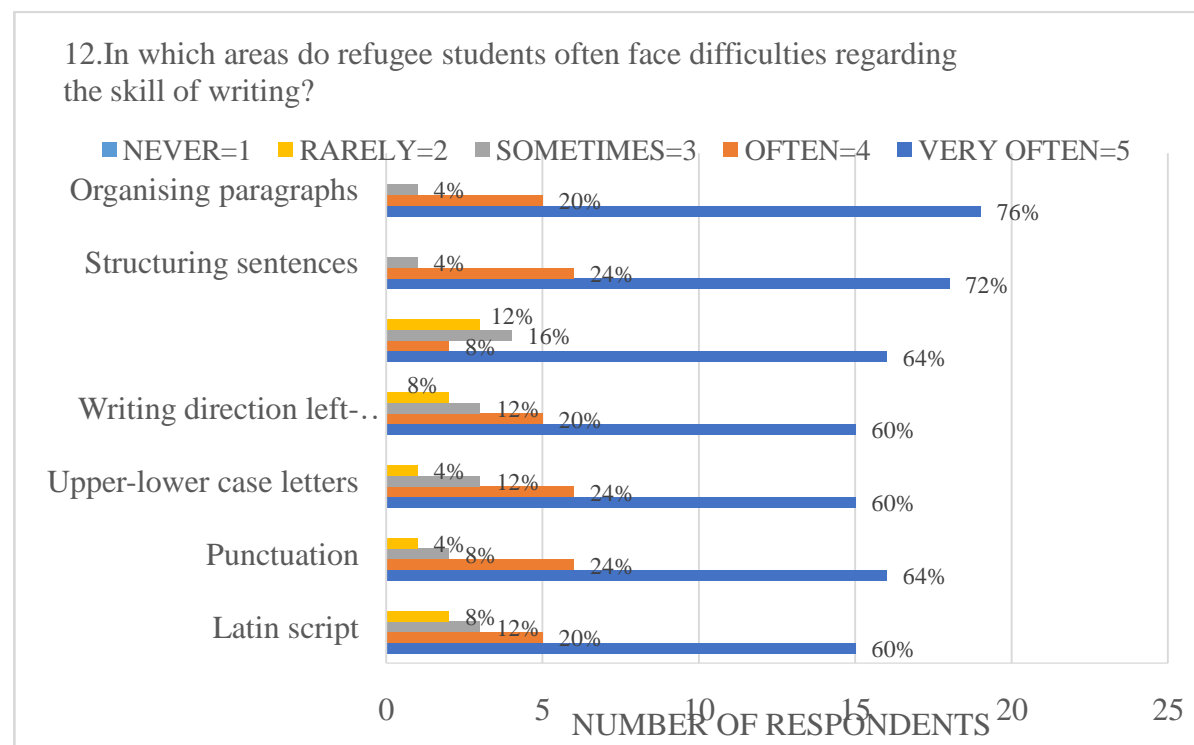
The findings derived from the questionnaires, the interviews and the classroom observations led to useful conclusions. Teachers responses to literacy difficulties (25 questionnaires and 10 interviews) seem to coincide with students' answers (13 responses). As shown in Graph 1, refugees very often seem to have problems with letters recognition (64%), words identification (52%), syllabic-phonemic reading (60%), reading techniques (56%), reading speed (56%), skimming (52%) and scanning (64%). As for the writing difficulties, the results in Graph 2 show that the most problematic areas are related to: punctuation (64%) separation of words (64%), structuring of sentences (72%) and organising paragraphs (76%). The use of the Latin script (60%), the upper-lower case letters (60%), the writing direction from left to right (60%) are some of the problems that teachers state that very often appear in refugees' writing development.

Interviewees also refer to students' problems related to the English reading and writing system and said that “the most difficult part was teaching them to write from left to right as well as the Latin script, the reading-writing direction/orientation”. Four interviewees stress the lack of communication between teachers and refugees and state that “I cannot explain things in their language since they cannot understand mine, everything seems unknown to the students, strange to them, most of them have never been to an English class before”. Two respondents refer to spelling and pronunciation problems and one admits that “refugees cannot follow the current syllabus”.

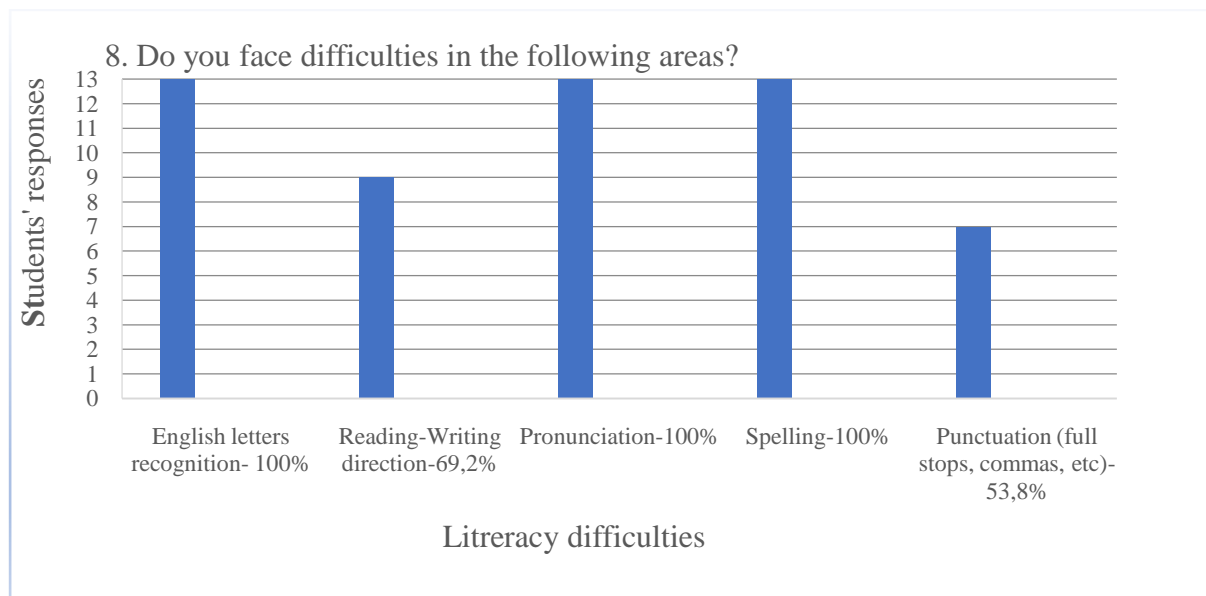
In similar vein, as Graph 3 indicates, all students (100%) admit that they face problems with the recognition of the English letters, pronunciation and spelling. Furthermore, a high percentage, 69,2% is confused with the reading-writing direction of the English language (i.e., from left to right) and 53,8% with punctuation.



Graph 1: Reading difficulties

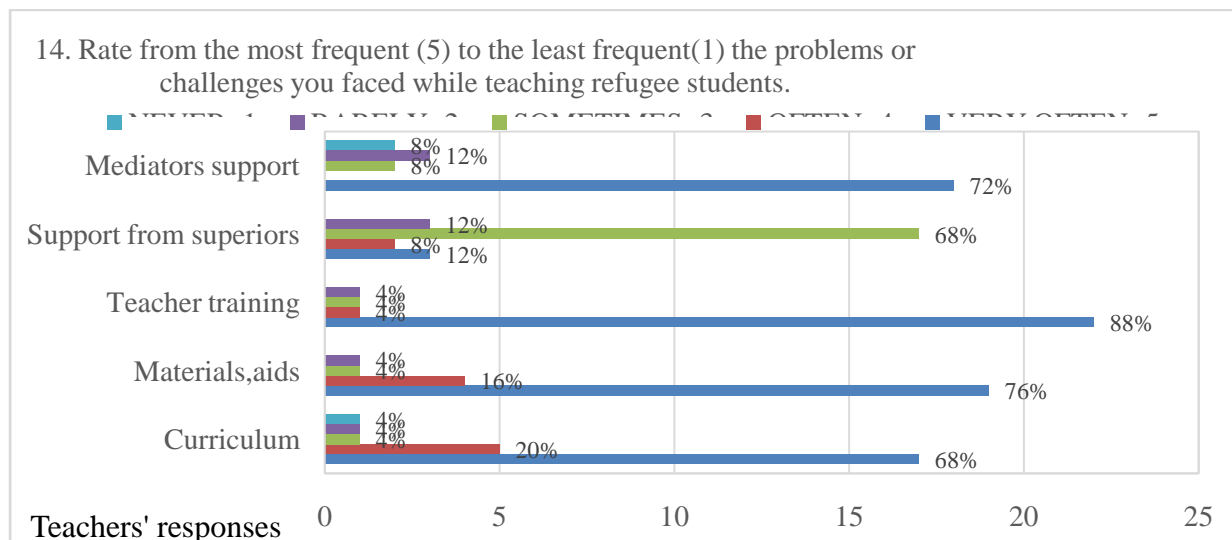


Graph 2: Writing difficulties



Graph 3: Students' literacy difficulties

What is more, the information obtained from teachers' responses concerning the factors that affect refugees' learning confirmed the findings from classroom observation. The teachers point out (see Graph 4), that the most frequent challenges they face while teaching refugees are related to the curriculum (68%), the materials/aids (76%), their limited training (88%) and the lack of mediators' support (72%) and 68% of the participants referred to problems that sometimes relate to their superiors support and cooperation. Four interviewees answer that they are "not so much" trained for this particular group of learners and three say "I am only based on previous experience, my knowledge, I follow my instincts." What is more, teachers seem to need further support in their work. Three teachers state: "Mediators are necessary, we are left alone to handle many problems, parents are little or no involved, we need help and support". The vast majority of interviewees admit that a new syllabus could be essential for refugees' support. Two respondents emphasize that the syllabus should have already been created and said "I think that is the first thing that the Ministry of Education should have designed, it should have been created before refugees enroll in Greek schools.



Graph 4: Factors affecting refugees' education

Similarly, the findings from classroom observation as shown in Tables 1, 2, 3 enhanced the fact that the current educational program has to be improved and adjusted to refugees' needs and abilities while teachers should be adequately trained for teaching refugees. A new syllabus with practices that promote inclusive, differentiated, computer assisted instruction as well as contextualized, cooperative and collaborative learning is considered a good idea.

Table 1: Instructor's knowledge/ preparation

CRITERIA EVALUATION: 1=Needs Improvement, 2=Satisfactory, 3=Excellent

Well-prepared, aware of refugees' needs and interests	2
Confident, not nervous	2
Explained, clarified new concepts	2
Presented material at an appropriate level for students	1
Facilitated students with additional resources (audio, visual aids)	1

Table 2: Teacher’s methods /style

CRITERIA EVALUATION: 1=Needs Improvement, 2=Satisfactory, 3=Excellent

Active, cooperative and collaborative learning	2
Asked questions to monitor students’ understanding	2
Waited sufficient time for students’ responses	2
Restated questions-answers if necessary	2
Used various methods successfully to support refugees’ literacy (e.g differentiated, inclusive, contextualised, computer assisted instruction)	1
Handled students’ distracting, discipline problems	2

Table 3: Classroom report

Summary of classroom observation :Weaknesses, Areas of Improvement

The lessons were delayed to start and when students went into the classroom most of the boys made a lot of noise, interrupted the lesson and annoyed the girls. The class was of mixed ages and nationalities with students of limited or no school experience. It was rather difficult and time consuming to make everything clear to every student as most of them were not familiar with the English language. The methods, materials, aids of the course were not sufficient enough to meet refugees literacy needs. So, it would be a good idea to use differentiated, inclusive instruction and also some homework for further practice may help learners. ICTS could be included in the teaching procedure but in this class there were not any computers available.

5.The Syllabus

GENERAL INFORMATION

The proposed syllabus is the outcome of the discussed research results on literacy difficulties and also of suggestions for coping with students’ weaknesses. The 10-Week syllabus is designed for Pre-A1 to A2 level refugee students, aged 6-12, attending preparatory afternoon classes (DYEP) in the Greek primary schools. It aims at supporting refugees’ literacy development at initial stages through certain methods, techniques, materials and activities. It also aims at familiarising students with the educational process and gradually integrate them into the Greek educational system.

AIM

- to develop students' writing and reading ability in the English language
- to cope with certain difficulties concerning the reading and writing system of L2

MATERIALS/AIDS

All the activities are designed by the teacher (Appendix I). Worksheets, photocopies of storybooks, realia, flashcards, computer and projector are used to support students language learning.

PROCEDURE AND IMPORTANCE OF THE SYLLABUS

The syllabus covers the first ten weeks of refugees' English course. Students attend English lessons for four hours (per week), concerning the teaching of the four language skills, reading, writing, speaking and listening. However, the focus of this syllabus is on two skills, reading and writing. Literacy lessons may be two to four hours per week. The syllabus consists of pre-literacy practices, reading and writing activities concerning the alphabet, certain groups of words and contextualized language learning. It includes a variety of methods techniques, materials and activities that promote differentiated, inclusive instruction catering for students' needs and interests. Computer assisted language learning is also recommended as an alternative way of presenting and practising new elements of the English language. Students (Ss) are expected to be actively involved in the learning procedure, in self and peer correction and be engaged in cooperative learning and team work in order to develop their literacy skills in the most effective way. The syllabus may not only support learners' literacy development but also current and future teachers' work.

WEEKS	TOPIC	AIMS TO	SUGGESTED ACTIVITIES	TIME
WEEK 1	HELLO! WHAT'S YOUR NAME? – WRITE IN	<p>Create positive first impressions and get to know each other.</p> <p>Activate students' schemata and enhance their perception level.</p> <p>Familiarise students with features of effective communication and paralinguistic aspects, print concepts, handwriting</p>	<p>Warm-up: Welcoming, Introducing themselves, Greetings.</p> <p>1. Ss are given samples of name cards and are asked to make their own.</p> <p>2. Ss are asked to look at photos with common English words, i.e computer, video, sandwich and ask their partner: “What is this?”</p> <p>3. Ss are provided with everyday expressions in English and Arabic. They work in pairs, ask and answer questions and give directions: “What’s your name?, How are you?, Sit down/Be quiet.</p> <p>4. Ss are asked to start using their pencil from left to right on dotted lines. 5. Ss trace lines and shapes.</p>	2 hrs
WEEK 2	THE ALPHABE T (Aa-Hh- /ba/ /ca/ /da/....)	<p>Introduce English alphabet sounds and help students recognize and write a part of the alphabet</p> <p>Become familiar with syllabic-phonemic reading, upper-lower case letters and be aware of letters' particular order</p>	<p>1. Ss are introduced to English sounds through an alphabet music box . They press a letter button and they repeat the alphabet sounds they hear.</p> <p>2. Ss are asked to trace the first eight alphabet letters and then they write, Aa-Hh, upper-lower case letters. They are practised reading some syllable cards:/ba/, /ca/, /da/...</p> <p>3. After introducing students to alphabet songs, reading the letters through rhymes, they are expected to match big with small letters.</p> <p>4. Ss in pairs, fill in the missing big-small letters from the alphabet train.</p>	3 hrs
WEEK 3	HELLO! WHAT'S YOUR NAME? – WRITE IN THE ALPHABE T (Aa-Hh-	<p>Further practise on alphabet learning</p> <p>Be able to combine units of sounds and encourage students to be actively involved in their own learning</p>	<p>Warm-up: Alphabet songs</p> <p>1. Ss are asked to trace and write the next letters Ii -Qq. Then they are provided with syllable cards and are expected to produce new syllables. 2. Ss are asked to trace the small letters from capitals I-Q.</p> <p>3-4. Ss are involved in game like activities. First, they play in two groups sudoku and then a letter game. One group has the capital letters and the other one the small letters. They should be able to recognise the letters</p>	3hrs

	/ba/ /ca/, /da/....) MOVING ON (Ii-Qq /ka/, /le/, /ma/....)		and shout “I have a big A” and the others shout “I have a small a”. Homework: Ss are asked to make their own letter cards from A to Q at home and get ready to read and write them in the next session.	
WEEK 4	ALPHABET ENDING (Rr-Zz) REVIEW (Aa-Zz)	Master reading and writing ability of the alphabet. Be actively involved in game-like activities and revise reading and writing already learnt	Warm-up: Alphabet singing by all students and with teacher’s support. 1.Ss are asked to trace and then write the last nine letters of the alphabet.2. Ss should find which letters are missing from the table.3. Ss are provided with capital letters and are expected to choose the small letter that matches with the big one. 4-5.Students are encouraged to participate in games. First, in three groups, they play a letter bingo. The group that marks all the letters first is the quizmaster. Then, in pairs, they play a letter card game. One student picks a card , reads the letter and the other writes it on his/her notebook 6. Ss work in two groups. The Watchers, watch a video extract with no sound and should read the letters they see while the Listeners, listen with no picture and should write the letters that they hear.	3 hrs
WEEK 5	MY SCHOOL OBJECTS (/sh/, /ch/, /th/, /wh/, /oo/, /ee/)	Raise students’phonemic awareness and practise pronunciation and spelling of new knowledge Be able to transfer new knowledge and be engaged in cooperative learning and learning by doing material	Warm- up: Introducing vowel-consonant combinations and school objects through audio visual support and writing practice.1.Ss work in pairs. One student spells a school word and the other checks.Then they are asked to find the school objects in their bags and say: “I have a pen, a book...”and their partners may say: “I have a pen, too..” 2.The older students are asked to write the school objects from the pictures shown while the younger ones are asked to trace the school supplies in the puzzle.3. Ss are asked to match pictures with school objects. 4.Ss are encouraged to make two dice one with	4 hrs

			words and one with pictures of school stuff and in pairs they roll and say what they see and then write.5. In two groups, the younger pick cards from the school bag and read what they see. The older pick a picture card and write what they see. Homework. Students may make their own school cards and revise new knowledge	
WEEK 6	MY COLOUR BOOK THE BROWN BEAR STORY(a) (by Bill Martin & Eric Carle)	Stimulate students Reinforce their ability to make associations Recognize and make relationships of new vocabulary Be involved in team work and relate previous to new knowledge	Warm-up: Introducing colours through the use of the classroom as a real setting and video support, too. 1. Ss are asked to trace nine colours in the butterfly photo and mark them in the puzzle. The older ones are also expected to write the names of the colours under the right photo. 2. All Ss are expected to recognize the colours and colour the stars respectively. Warm-up: Reading aloud, pointing, turning pages, use of certain tone of voice 3. Work in groups. One group should place the colour stickers to the right animals of the story. The other group should fill in the right colours for each animal. 4. Ss are encouraged to sing in two groups, one asks, the other answers. 5. Ss are asked to make a mini colour book and write about what they have learnt so far: a red pen, a blue book, a brown bear They may continue the activity at home.	4 hrs
WEEK 7	THE BROWN BEAR STORY(b)	Be able to connect and transfer new knowledge Revise basic elements of learnt information	Warm-up: All class singing the whole story. 1. The younger students are asked to match pictures from the story with the right words while the older ones fill in the missing letters. 2. The younger check information while the older, fill in certain gaps from the story. 3-4 Ss search for animals in the Puzzle and on the story wheel 5. Ss in pairs, fill in a story map with wh-questions :Who, What, Which.	2 hrs
WEEK 8	THE VERY HUNGRY CATERPILLAR	Prepare students for new information and arouse their interest	Warm-up: Reading the title, predicting the plot. 1. Ss in pairs, fill in the calendar table	2 hrs

	LLAR STORY (a) (by Eric Carle)	Organise their thinking and become aware of the sequence of events	with the days, quantity and amount of food the caterpillar ate and form sentences such as: ‘On Monday the very hungry caterpillar ate one apple, on Tuesday... 2. Ss in two groups, fill in the story map by responding to wh-questions (who, what, when , how much/many) and form sentences such as: The very hungry caterpillar ate one apple, two pears, but he was still hungry	
WEEK 9	THE VERY HUNGRY CATERPILLAR STORY (b)	Stimulate students and make predictions Be engaged in problem solving and enhance spelling ability Identify the basic components of the story	Warm up. Play a video extract, pause and guess what is next. 1-2 .Ss are involved in game-like activities. They should find certain words in puzzle and crossword. 3.Work in two groups. The youngsters put scenes from the story in the correct order while the older ones based on the pictures should write in the correct order what fruits the very hungry caterpillar ate day by day. 4. Ss in pairs add more information to the story map. Homework: Ss are asked to complete the story’s calendar. They make their own calendar with their daily eating habits and bring it to the next lesson.	3 hrs
WEEK 10	THE VERY HUNGRY CATERPILLAR STORY (c)	Raise students’ imagination Be actively involved in their own learning Practise spelling ability and revise learnt knowledge	Warm-up: Reading aloud the rest of the story except for the last page. Ss guess the ending. 1. Ss write the ending of the story and put it in a box. Teacher checks and appraises all responses. 2. Ss are involved in roleplaying, acting out a play based on the story plot. Group A: The Narrators Group B: The Feeders Group C: The Very Hungry Caterpillar 3. Ss in groups, play scrabble. Group A, finds words related to school and colours. Group B, finds words related to food and animals	3 hrs

6. Conclusions

The purpose of the present study was to explore the problems and difficulties that refugee students face in their foreign language literacy development. The study actually intended to reveal the main causes of learners' weaknesses in reading and writing. The proposed materials, presented in the previous chapter, which materials constitute the outcome of the research, can be used as a guide for teachers that have no special training or experience in teaching refugees. Research conducted through mixed method approach by integrating qualitative and quantitative data. The findings derived from the questionnaires, the interviews and the classroom observations led to useful conclusions.

Refugee students as shown in teachers and students' responses are facing certain difficulties as far as writing and reading in English are concerned. Arabic and English are different languages in many significant ways, as for instance in the alphabet, the phonological system, their grammar system, their pronunciation and finally the reading and writing direction. Students seem to transfer L1 rules to L2 and consequently Arab beginners are confused with the rules of the target language. These findings are confirmed by Alkateeb (2016) and Ashour's study (2017) who noted that the different origins, reading and writing system of English and Arabic language create problems to refugees L2 acquisition and many errors are attributed to mother tongue interference.

According to teachers' responses and classroom observations, the present curriculum of teaching refugees in Greek primary schools needs improvement and enrichment with methods, techniques, practices and materials that can meet the learners' needs and interests. Teachers also need to be well-prepared and trained for refugees' education. All in all, the research addressed issues about refugee students that are new to the Greek educational reality. It is expected to sensitize other teachers and researchers to be involved with refugees' education and realise that from now on refugee students would represent a significant number of learners in the Greek school environment.

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APPENDIX I :

Sample activities

A.Pre-literacy, contextualisation, cooperation

1. Trace the lines, shapes and letters

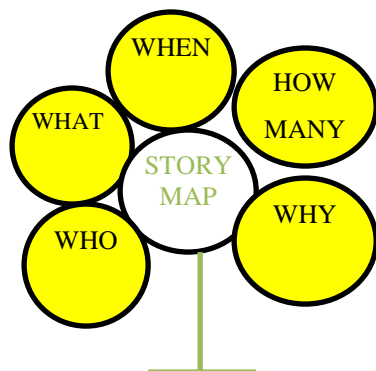


0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Aa Bb Cc Dd Ee Ff Gg Hh

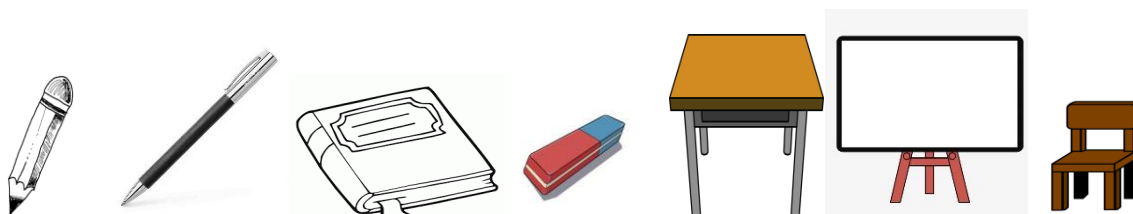
2. Can you read the pairs? BA CA DA BE CE DE

3. After reading the story “The Very Hungry Caterpillar” fill in the flower map with your partner.



B. Differentiation/ ICTS.

After audio- visual support. 3. Can you write the school objects? (For older students)



4. Trace the school objects (For younger students)

PENYETBOOKS
ENERASEROOL
NOTDESKGOP
M
CHAIRKLRTKO
IBOARDNMKIO
YMONOTELIM

D, ERASER, CHAIR

PENYETBOOKS
ENERASEROOL
NOTDESKOPM