The teaching of Ancient Greek as a foreign language, for students of immigrant status, at the high school and Lyceum educational levels in Greece

Evaggelia Kalerante

University of Western Macedonia

Simeon Nikolidakis, Efstathia Georgopoulou

University of Kalmata

In our article methods and manners are examined for the teaching of Ancient Greek as a foreign language for immigrant students in Greek schools. We are primarily referring to Albanian immigrant students, who comprise the majority population of immigrants, and have established themselves in Greece, whether they have studied in the school system of Albania, or if they have entirely done their studies in the Greek Educational system. Both of these groups have a difficulty in learning Modern Greek and getting accustomed to the Greek culture while simultaneously learning their mother tongue, Albanian, their language of origin. As well, the teaching of Ancient Greek is for them yet another foreign language taught in Greek schools. Our proposal, for the methodical education of the Ancient Greek language to immigrants is co-related with the cultivation of the language as the essence of civilization itself. From this, essential informative extracts, positions, and perspectives for man, society and social life in connection with space and time can be attained. In this manner we are

referring to the teaching of a language which promotes the content of grammar and syntax as a mechanism to be used towards the better understanding of the language and towards the analysis of the texts' significance and their connection to the philosophy, history, and the development of science.

With this model as a base, a particular importance is placed on:

a) The choice of texts

b) The thematic approach

c) The bi-lateral scientific connection

Upon this base we can foresee the teaching in a group formation by which foreign students find worthy bibliographical sources found in libraries or via the internet. At the same time, at higher education levels, it is foreseen that communication and the exchange of prospects with corresponding departments in foreign countries will enhance pilot programs for the teaching of the ancient Greek language.

Albanian Immigrants in Secondary Education

According to the high school curriculum Ancient Greek is taught in all classes. It is a subject that troubles both native and immigrant students. While the educational policy is formed based on the assumption that

students belong to a homogeneous group, the educational reality shows, that there is an increasing number of immigrant students[1] in high school.

Unfortunately, no research has been conducted on the issue of the students' different cultures in the Greek educational system, so that a pilot program could be created, which would be updated and would get feedback from the research data. This would require political will, planning and the collaboration of institutions related to education. A comment on the current applied educational policy would focus on the fact that intercultural education should not be confined only to festival-type events or piecemeal measures.

The Greek educational system gives immigrants the opportunity to attend secondary education, as there is no strict examination system, which would exclude from the first years immigrants who have language problems or other deficiencies and diverge from the dominant educational culture according to their family's social and cultural capital (Bourdieu, 1986;Silva, 2010).

Even if it is consider democratic, in the sense that all citizens have access in secondary education, this seems to be misleading, as the school through its practices both formally or informally reproduces and strengthens inequalities. Consequently, the issue of long term stay in the educational institutions or the extension of the education, within an educational policy that does not concentrate on reforming its structures, does not serve the command of education for all, as it does not take under consideration the different social, cultural, political and economical conditions of the

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[1] One should critically examine the new issues and new politics and a number of possible new directions-both theoretical and metrological-for educational inquiry into migration and multiculturalism in the era of globalization.

individuals, is not really possible. We will mainly focus on language issues, as language is a system that builds the channels of communication in a broader context of cultural systems communication. Within this context, language can either be a means of integration or discharge of the individual, depending on the individual's relevance to the different environments of its integration (Bourdieu, 1999).It is understood that immigrants face additional problems concerning the language communication as a typical process and also the apprehension of the Greek culture, which means they have difficulty comprehending the Greek educational reality and the function of its structure and organizations.

Therefore, for the immigrants the language issue is connected to the accomplishment of their goals to adapt in the Greek reality, through their contact with the structural elements of the language that will activate their communication practice and their integration in the Greek system. It becomes obvious that the educational system should re-examine its policy, so that an educational system will be created, which will agree with the political Declaration of Rights for a more effective educational system, which will integrate citizens in a globalized version of the state (International Organization for Migration, 2005a).

We should note from the beginning that when we use the term immigrant student, we mainly refer to Albanian students, as the Albanian community is populous, accounting for 9% of Greece's population and 50% of the immigrants. One of the characteristics of the Albanian community is that Albanians are present mainly as families and not as individuals –man or woman- as is the case in other immigrant communities. The presence of the

Albanian family in Greece is connected with the goals, which the Albanian community sets, such as the economical progress and advancement of its members[3] (Massey & al., 2005; Sassen, 1988). In this context, it is understood that the fact that Albanians attend Middle and High school serves the overall family's goal for social mobility in a liberal system, where there are opportunities for economic progress and social distinction, contrary to the economic and social stability, that characterizes the communist regime in their country (Zaxou & Kalerante 2010a).

That is what the educational system should focus on given the Albanian families' positive attitude towards education, which is good, as no subcultures are formed and the individuals are not marginalized, as the immigrants' children are directly put in school classes according to their age. The issue that arises is how they will actually fit in the school culture and how they will acquaint knowledge, which will help them in their professional career. The misleading immigrant identity, according to which they are seen only as workers or farmers, hides their educational capital, as more of them have at least higher education, a fact that sets overall goals for their children and pre determines their study choices, which will integrate them professionally in Greece, Albania or other possible immigrant destinations within a continually changing situation of economical recession.

Therefore, the presence of Albanian immigrants in secondary education creates new conditions and challenges for the educational policy. Their extended stay in Greece creates a research field, as the Greek tutorial program especially in the first grades of Elementary School is inadequate.

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According to the definition of people's educational rights as they are presented in European and international conventions[2] (Koo & Ramirez, 2006) we should organize an educational system, that will exploit and evaluate the political, economical and social data in order to create opportunities for those outside the dominant educational culture (Spring,2008).

We should note that the redesigning of the Greek educational system is viewed as necessary within the national principles of educational operation and the global demands for a single policy, as they are expressed within the European Union or in the propositions of the dynamic International Organizations (Reichert, 2000). Here we are referring to a set of commitments for an effective educational system for the immigrants, which may overcome the resistances, so as the conditions are met for a methodical process of general immigration policies.

We could say that until now the educational policy focused on a series of additional measures without making any changes in the content and the structure of the school curriculum. It is characteristic that the schoolbooks, especially those in Secondary Education, do not take under consideration in the changing conditions of the immigrant status. The immigrant students' presence the last decade in Greece should have created the conditions for a study of the school curriculum in all subjects, so that it would fit with the different groups of students.

Our research is focused on the teaching of ancient Greek as a language subject that could serve as a bridge of transition to the level of

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[2] The schooling has been globalized by the impact of processes, institutions forces and models related to the globalization of educational policy.

cultural and linguistic communication development. You could say that we give new meaning to the classical studies, which are no longer seen as stable and inactive studies, but as flexible studies that offer in all times substantial cultural cultivation that contributes to a harmonious life.

We notice that Ancient Greek students' books have not changed and have not incorporated the new communication techniques in order to transmit the message to the reader-student. Their followers are decreasing and are mostly confined to the students that will follow classical studies in the University. It is noteworthy that this specific group of students is limited and their interest is not focused on the study of the ancient Greek thought but on the selective study of texts, syntax and grammar, which are needed for the University entrance exams.

We would like to note that especially concerning Ancient Greek there has been no special interest in designing and promoting flexible teaching programs or course organization. The issue of innovations and creativity in education does not seem to examine the application of respective programs in the teaching of Ancient Greek

Ancient Greek in secondary education: Observations by Albanian immigrants

In order to explore the Albanian students' opinions on Ancient Greek, we conducted a research in western Attica's schools. We were familiar with this region, as our team conducts researches on immigration issues there since 2002[3]. It is an area, where there is an increased presence of immigrants,

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[3]This research began in September 2009 and is still in process.

accounting for approximately 10% of the population. In the municipality of Aspropyrgos, where we did our research, Albanians have settled since 1995.

In this area there is a multicultural crowd from all immigrant communities that are represented in Greece. There is the concept of the social network for newcomers in the area that facilitates their integration in the region. In Greek reality this is a deprived area with polluting industries and marginalized people with delinquent cultures. The majority of the population belongs to the lower social strata. At this point we should clear that Albanian immigrants, as families, even though economically are consider part of the lower social strata, they differentiate from the natives, as their educational capital is higher than the native's one. So, the Albanian family has a plan for its future, according to which Albanians try to exploit the structures of the school, in order to accelerate their children's integration in education and society. Teachers in secondary education inform us that Albanian students attend regularly and their parents presence is not only at the end of each quarter, when they get the progress reports, but they often come in touch with the teacher to ask about their children's progress. An indicative example of Albanian's concern about their children's education is their participation in school events and the school life. It is noteworthy that following the tactics of Greece's middle and upper class, they take tutors for their children, as a form of atypical education.

When they meet with the Modern and Ancient Greek teachers we notice that they are more concern about their children's progress in Modern Greek, writing and speaking, while concerning the subject of ancient Greek

their only concern is that their children will gate the basic grade needed to pass the class.

Usually, the researches on educational issues are focused on the teacher's views. In our research that was the preliminary stage, during which we came into contact with the region's philology teachers and they gave us a preview that created the conditions for further investigation. Their comments were considered interesting and reliable, as in the greek educational system they are the main teachers of the class. More specifically, 45% of the weekly teaching hours are covered by philology teachers, who teach Ancient and Modern Greek, and most of the times History. In our preliminary research, we divided philology teachers into two groups: a) permanent and b) substitute teachers. The first group helped us form an image of the Albanian students by providing us with comparative data about their presence in the schools of that particular region. The second group of teachers, that are not permanent in the area, gave us a comparative image of Albanian students in other regions and also made a comparison between Albanian and native students on their progress and their interest in language school subjects.

In brief our conclusions are that in the area of Aspropyrgos Albanian students have a better progress in school than the natives, while in the subject of Ancient Greek both categories have low performance. In other regions, where the natives belong to the middle or upper classes, their level is higher than that of the Albanians, while in the subject of Ancient Greek they both have low grades. Middle and high social strata families take tutors

to help their children with Ancient Greek only when they have chosen to study a relevant subject at the University.

We, on the other hand, chose to conduct repeated interviews with Middle and High school students, so that the subjects themselves would interpret the social and educational reality (Schutz, 1967). This project was really difficult, as we had to face both the student's and their parent's disbelief. Even though we cleared from our first meeting that it was about a research whose findings would be used to improve their educational status and that they were offered an opportunity to communicate their thoughts, still it was difficult to convince them. In our set appointment only 43 from the 150 students that were informed finally came, and even them set a series of conditions so that they could be occupied for a while.

The choice of the interviews (Warwick & Lininger, 1975) was considered necessary, in order to have the students present for clarifying questions (Lee, 1993). We had to create a feeling of trust, something that requires time and system. Adding the difficulties of expressing opinions, the researchers had to have the interviewees available at any time for clarifying questions.

We therefore worked with an available sample[4] (Kish, 1965;Sudman, 1976), which was exploited both in the first phase, where we studied the students' views on Ancient Greek, and in the second phase, where we applied a pilot program in two classes, in which a subset of the original sample participated. As it shows, our research was divided into two phases. In the first phase we investigated the respondent's opinions on the

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[4] The original available sample consisted of 28 boys and 32 girls. The sample took part in the pilot application in a class of the third grade of middle school and one of the first grade of high school, which was consisted of 10 boys and 12 girls.

teaching of Ancient Greek, while on the second phase, after taking into account their observations, we applied a pilot program of teaching Ancient Greek.

The subject that troubles more Albanian immigrants, according to our research, is that of Ancient Greek. As they state in the interviews, the teaching method with its persistence on the Grammar and the Syntax distracts them, as for them Ancient Greek is just another foreign language. While they are focused on learning Greek through a systematic study of the language's structure, when entering secondary education they are faced with a language system completely new to them, Ancient Greek.

We observe that they refer to Ancient Greek as a difficult and incomprehensible language form system, that one must learn in order to "pass the class". A language that "no one speaks" but "we have to learn", as Albanian students note. At the same time they point out their big effort to learn Modern Greek and they report that learning Ancient Greek makes it more difficult for them to learn Modern Greek. Our first observations based on the respondents' comments and aiming at the designing of the pilot teaching program were that 1.We need to argue effectively on the role and the place of Ancient Greek in globalized societies and 2. We need to connect Ancient to Modern Greek in a functional way.

Furthermore, based on their observations during the semi-structured interviews and after analyzing the curriculum of Ancient Greek, the teacher's and student's textbooks and also the instructions given to the teachers, we reached the following conclusions: 1) each grade's program does not accord with that of the previous one, so there is no connection

between them, 2) the lesson emphasizes more on grammatical and syntactical phenomena and less on commentary 3) While the lesson of Ancient Greek can be connected to other school subjects, the interdisciplinary connection is not fully achieved, thus the students characterize it as poor, 4) There is no link or reference to the linguistic relevance between Ancient and Modern Greek.

These observations-which do not fully cover the issue of the role of Ancient Greek in secondary education- are basic observations extracted from the study of the Albanian Middle and High school student's interviews. Based on these observations our team worked in order to suggest a system to organize the lesson's material, in order to meet the demands of the immigrant students, as they were implied in the interviews, when they were asked to answer the following questions: 1. Why don't they choose to follow literary or philosophical studies? 2. Why do they have low grades in Ancient Greek? 3. Why is Ancient Greek not included in their categorization of the school subjects or when it is, it occupies the last place? In their common responses the students note that: 1. they do not understand the content, as for them Ancient Greek is another foreign language 2. Their teachers are constantly correcting them 3. The native students frown on them. In order to analyze their answers and put them in a framework, we should note that the first one refers to the material organization and the content of the lesson, the second refers to the training of the teachers and their familiarization with the education of immigrants and the third is related to the native's ambivalent attitude towards foreigners.

This arises three different issues, which share a common ground, the educational policy, and set substantial questions about its form, content, choices and effectiveness. If we responded that the solution was to reform the educational system, we would refer to a change in the structures and the functional relations, an issue related to broader social, economical, political and cultural factors.

It becomes therefore obvious through this research that the issue of teaching Ancient Greek and creating positive attitudes towards learning this language- as a means of connecting with the Modern Greek language and the Greek culture, while at the same time coming in touch with a knowledge that enhances humanitarian values- brings up general issues about the failure of the educational system to organize an intercultural education. Perhaps the focus on technology and science gradually led to the declination of humanities and the general studies of human culture system, creating many conflicts between the «others», that are perceived as different of inferior.

The model we suggest is focused on the micro level of the study and organization of the teaching material for Ancient Greek and the teaching method. It is estimated that if applied to the macro level of the educational policy, it could possibly lead to the reformation and the redefinition of the educational system, which is not an objective of our research.

There is a strong debate on weather or not Ancient Greek should be taught in high school. The controversy is intense and perhaps the globalization introduces a policy, which eliminates narrow national symbols or codes that refer to a past, which does not seem to be common in a society

formed beyond the boundaries of the nation-state (Mittelman, 2000). In real terms, in a globalized society, where the communication language is English ant the ICTs define the levels of understanding, the knowledge areas and the relation networks (Castels, 2004;Castels, 2007), Ancient Greek is considered to be an obsolete communication code and outdated knowledge. At this level, those who oppose to Ancient Greek, highlight the need for learning Modern Greek and foreign languages, mainly referring to the English language (Crystal, 2003). We observe that the Greek language defines the national culture, whereas the English language defines the corresponding global culture[8] (Fiss & Hirsch, 2005). This point of view justifies the choice of English under the command of modernization, global dynamics and Greece's integration in this sphere of progress, where the adjustment[9] speed is considered a prerequisite for progress and success[10] (Buchholz & Kurz, 2005) and for the avoidance of marginalization[11] (Bernardi & Garrido, 2008), which in times of recession is a threat to the weaker groups, where immigrants belong to (Iredale, 2001).

In our research for more effective ways of teaching Ancient Greek, we viewed Ancient Greek as a link between the past, the present and the future both in the national level of continuity and in the global level in the sense of global cultural and scientific contribution.

We note that the immigrant students' opinions agree with the global policy, which favours an educational policy focused on the acquisition of skills, the functional use of the English and Greek language and the ICTs (Erikson, 2001; Garnett, Guppy &Veenstra, 2008). Especially the network society seems to determine the immigrant students' choices, particularly for

those belonging to the upper and middle classes. Learning English is a rational choice for them, as it is associated with their immigrant identity and the possibilities to migrate to another country, where the language knowledge will help them integrate, as they will have acquired the knowledge of a global language communication code. The combination of Modern Greek and English gives them more opportunities for occupation and social mobility. The exploitation of the ICTs is related to the socio-technological interface, in which they participate in order to share information, have a quicker communication and reaction, while observing different topics such as occupation, civil rights and entertainment. According to them, the lesson of Ancient Greek is the "other" school subject.

Those findings motivate us to search for methods to reorganize the lesson of Ancient Greek in an educational environment, where the students can and are encouraged to express their opinions. The focal point lies in the response of the students to the question: "which lesson would you like to remove from the curriculum?" 82% gave the same answer: "Ancient Greek". Είναι It is noteworthy that they are satisfied with the translated text (65%) and they would not mind studying the classical writers, like they study literature, only in translation. It is characteristic that they were reserved even towards the parallel presentation of the Ancient text with that translated into Greek, either because they thought that they would be given grammar and syntax exercises in Ancient Greek or because they were reminded of their aversion to Ancient Greek.

It is interesting to look into the students' answers to questions concerning the school curriculum, so that, through the classification they make concerning the lesson of Ancient Greek, its themes and the content of the school books, we can observe the students' preferences on the texts and the organisation of the material. Based on these data their responses are grouped as follows: 1.they are less interested in books of Ancient Greek with abstract texts, and more interested in those with the hole text, where they can follow the course of the story. 2. In the first grades of Middle school they show interest in texts that describe adventures, like the Iliad and the Odyssey. 3. In high school they would like to read and study in depth the works of the philosophers.

These remarks show us that the students are not interested in a piecemeal study of the ancient texts, as they are not able to follow the course of the events. They underline that they come in contact with many texts from different writers each years without being able to understand the connection between the events and situations and the political, economical and cultural life, i.e. the data is missing, that would display the culture. Students also note that they are given very little information about the writers and their times and there is no connection made between the content of the works and the times of the writer.

Especially in the first grades, we observe that when the teachers emphasized on the teaching of Iliad and Odyssey though the translated text giving lots of commentary, the students respond with great interest, as- as they mention- they see a story with a beginning, middle and end. Many point out the need to connect the ancient texts with interactive activities

using the ICTs (Kalerande, 2010), during which data is gathered and we exchange opinions with the students, who feel as co-creators. At this point we observe that both Albanian and Greek students are equally involved with computers and the social networks. The Greek educational system in the recent educational reform, according to the request for a modern educational system, tries to include the use of the Internet in teaching and studying.

Especially middle school students seem to want to continue doing activities they did on primary School, such as visual arts, in order to capture the images of the texts through art. It is characteristic that the students themselves propose an active form of teaching that would change the form and the context of the lesson while using the students' creative skills through a teaching that will actuate their interest. The question is if secondary education is ready to change the standard teaching forms and not be focused on an educational process focused on the evaluation through examinations, especially at a time that we talk about life-long education and skill acquisition, where the goal is to familiarize people with new knowledge fields starting from constantly triggering their interest.

Suggestions for an interactive student-centered teaching method of Ancient Greek

The above highlight the need for a functional connection between Ancient Greek, ICTs and visual arts. (Kalerante, Nikolidakis & Georgopoulou, 2010) When students participate in a communication environment[5], where the image and the message are connected, they reject the traditional ways of teaching and studying. The question is weather or not it is possible to apply new methods in the teaching of Ancient Greek. What is certain is that the words change and reform are not new to the educational policy, as each time the issue of education is on the electoral agenda of the political parties but the educational system does not really change. The first socialist governments (PASOK, 1981-1984 \ & 1984-1988) applied a teaching policy according to which Ancient Greek were taught through translated texts in the first classes of middle school and then through the original texts in high school. While this policy was considered good by the progressive intellectuals, as it provided good education to the lower strata through the use and the familiarization with the modern Greek language, conservatives criticized this policy as anti-national and so gradually the previous teaching system for Ancient Greek returned to all classes of secondary schools.

We could say that another issue is the system's resistance to anything new, even to the remarks made in the teachers' Ancient Greek handbooks, where even though they emphasize on the need for combinative exercises or exercises that promote critical thinking, homework is focused on the conjugation of nouns, adjectives or verbs and memorizing grammar

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[5] The accelerated trasnational flow of information, money, goods and people have made by communication technology advances (Harvey, 1990)

or syntactic phenomena. The typical teachers' response is that " critical thinking exercises will be done later after the apprehension of the grammatical and syntactic phenomena", something that never happens, as students comment.

In the first research, we noted the students' refusal to study Grammar and Syntax, as most of the interviewees when they were asked by the interviewer to mention three things that remind them of Ancient Greek in a negative way they mentioned the Syntax, the Grammar and the spelling. We therefore observe that the grammar and the spelling could form a module, as students resent hearing the theory of a range of grammatical phenomena. As for the syntax, they commented that it is a loss of time, since most of them mention that the syntactic analysis never brought them closer to the interpretation of the text.

They refer that the grammar issues create additional problems for them regarding a language that they do not use in their every day life. On the other hand learning Modern Greek even though tiring, at least it makes them better in a language that they speak every day. As for the syntax, it is seen as situation that tortures them without any reason, as at most times syntax analysis is used circumstantially in the comprehension, analysis and translation of the text. In our research we found out that they memorize the translation in order to get a grade to pass the class, like they do for all subjects. Comprehension, syntax and analysis only becomes an issue for a small amount of students that will choose classical studies and will study those subjects with the help of tutors to get into the University. We therefore

observe that their preoccupation with Ancient Greek is connected to their vocational rehabilitation.

In the second stage of the research and after applying innovative programs for teaching Ancient Greek in a third grade class of middle school, which served as a case study, the students were given the Verb Train in grammar and a selection of texts, where summaries were given about the sequel of the story. This is a pilot program formed based on the students' comments on the lesson of Ancient Greek and aiming to observe the students' change of attitude, an issue that has to do with their attitude and the interest they show about the content of the lesson. When designing the pilot program we took under consideration the fact that Ancient Greek is not an elective subject, but a basic one, where the students' performance is evaluated and graded and is a requirement for University's classical studies. We therefore maintained the three axes- a) text b) syntax and c) grammar – combined. We also took into account the study guide given to the teachers to organize the course, so that what we design would agree with the Greek educational reality while offering a new point of view that would trigger the students' interest by creating a historical continuity from the past to the present regarding the language structure and the idea's journey. Therefore in order to meet the immediate and mediate goals we had to design the pilot program for teaching Ancient Greek in such a way, so that the study of the scientific field would include the sense young man, as a personality, its course of interests, its demands for completion as a person and as political and social unit.

The "Verb Train" is used in the specialized part of teaching ancient Greek, the teaching of the verbs of the ancient Greek language. The philosophy of the software derives from the need to codify in alternative ways the conjugation of the verbs, in order to meet the desired educational goals. The software is designed to encourage the procedures mentioned above. It is an interactive teaching scenario that parallels the conjunction of the verbs to the loading of the wagons of a train (Xesternou & Iliopoulou).

The contribution of the "Story Book Weaver Deluxe" is also noteworthy. The SBWD is a story making software. The stories that are created with the SBWD have the form of a book. This "book" can be printed and read like an ordinary book but it can also be read on the computer, where it can be combined with background music, narration and sound effects. The SBWD has the ability to save the stories in website format, so we can use it to write the stories and display them on a website and see them on the Internet. It is about interactive assignments, where students choose ancient Greek texts and according to their content they select the way they will make the presentation, combining it with music pieces or painting reproductions. In the case of Albanian immigrants this application can be exploited furthermore, as apart from enriching their presentation with music and paintings, they could also translate the texts in their native language. We exploited this application within the intercultural program, where the Ancient Greek and Albanian language worked as link between the two different cultures of the students in the class. Many of these texts traveled beyond the borders of the class through young peoples social networking.

In the context of interactive teaching we used the theatrical game, where students chose the roles and tried to use ancient Greek in the dialogues. This option enabled immigrant students to express themselves both in the modern and the ancient Greek language. The work groups prepared the texts that they would use in the theatrical game (e.g. Lysistrata by Aristophanes, Antigone by Sophocles). It is obvious that we used elements from pedagogy, psychology and sociology as well as some specific areas of arts. This way a flexible system was applied, that could readjust according to the students' needs, so that choices and methods no longer effective would be rejected.

Throughout the program we managed to collaborate with other teachers, like mathematicians, teachers of visual arts, historians etc. Particularly, the goal of the team was to use cross-curricular and interdisciplinary means in order to enhance the students' interest, focusing on the performative and the teaching. As for the performative, the classes were decorated with posters made by the students, picturing the heroes of the texts they had studied. The importance of the ritual, an ancient Greek corner, a play in ancient Greek e.t.c.

The language gained meaning, when the students' heroes had roles and used the language to communicate. It is noteworthy that during the interdisciplinary approach, teachers from different disciplines collaborated and presented the development of a science or an issue citing ancient Greek texts and texts translated into Ancient Greek[6]. This way we approached Democritus through a text on his theory not only by analyzing its syntax and

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[6] A group of students presented extracts of Asterix in Ancient Greek.

grammar but also by the presentation of Democritus by different scientists as a person, as a natural scientist and as an anthropologist, so that gradually students saw the place, Greece, as a country that welcomes culture and progress throughout time.

While translating ancient to Modern Greek we used syntax phenomena that were necessary without unnecessary theoretical references. We also observed an improvement in the students' speech in Modern Greek. The translation was done by mixed groups of both Albanian and native students so that there would be the possibility to co-operate and help, where necessary. It is worth mentioning some additional activities within the pilot program where the groups used the ancient Greek language material to make handy guides with specific themes vocabulary, such as the lovers guide, the sports guide, the cooking guide, etc.

Conclusions

The question that arises is weather this approach, that was applied in the micro-level of the two exemplary classes, could consist a developmental model of teaching Ancient Greek in schools all over the county. Even though the subjects of our research are immigrants, we estimate that we would reach to similar conclusions about native students. We should note that any approach in the issue of changing the content or the methodology of teaching ancient Greek should be seen in relation to the change of the Ancient Greek's evaluation system. The program should combine joint and individual actions and have both quantitative and qualitative evaluation.

At this point, even though it was not one of our immediate research objectives, we can mention the different students' view, depending on their gender[7] . The boys were more abhorred by Ancient Greek and they classified it as a female subject. It is noteworthy that, during the pilot program, they mainly chose projects, where they would use ICTs and not dialogue structure or visual arts.

In order for the educational system to change, it is necessary for the philologists to understand that the teaching of Ancient Greek is not the teaching of a language code isolated from the culture. Therefore, the lesson should be organized in such a way, so as to point out the cultural elements of the evolution of thought and of societies, so that it can reconnect with the modern version of the Greek state-nation. At the same time, Ancient and Modern Greek should be presented to the students as an evolution of language connected to the cultural evolution. Emphasis should be given to the analysis of the content, when approaching the texts, where the functional connection of social, economical and cultural factors will point out a unified view of culture as a timeless work of humans.

At this point we refer to an educational policy, where the issue of the integration of immigrants[8] becomes a challenge, as the educational system should constantly supply immigrants with elements of the Greek culture (Nikolidakis & Georgopoulou, 2010 ; Georgopoulou & Nikolidakis, 2010), so that they familiarize with the structures and the political, economical and social components and therefore exclusion and marginalization, that disrupt the social cohesion and disorganize societies,

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[7] This data is already the subject of a research in progress.
[8] We refer to an other contemporary community based on new kinds of security and belonging (Delanty,2009)

are prevented. We believe that given the immigrants presence in the Greek schools, the educational system must reset its goals and the means it uses, so that an intercultural education, that will respect the immigrant students' culture, will be applied. The teaching of Ancient Greek may serve as a springboard to link the Greek and the Albanian culture through the conceptual and linguistic links between the two communication codes. Albanian students, in order to enter the world of ideas expressed as a content in the ancient Greek texts, they should be able to study some relevant texts translated in the Albanian language.

Within a complete and active lesson, students apart from being individually interest were also able to work as a group, co-operate and enjoy the results in an educational level where the game, the self-acting and the group activities are not used, as they are considered as a learning system, which is only appropriate in primary education. The teachers that participated stated that they are beginning to think that they can have a different role in the teaching of ancient Greek, in which they will not face an audience that is forced to attend and is constantly threatened by the modern form of enforcement, the grades.

The teachers also reported that they too have a problem, as they are not familiar with the new teaching methods and the potentials of technology. They feel inadequate and insignificant, as they teach a subject that is considered obsolete by the student population. In order to maintain their validity, they use methods like frequent tests and exhaustive exams, so that students are forced to attend their class regularly and the class discipline is maintained. So eventually the teachers while at first believed that " this is

how the subject of Ancient Greek is and it can not be changed. The methods that you suggest will mislead the students. Technology can only be used in science studies. He who want to learn Ancient Greek, will learn", they ended up having completely different opinions. Therefore, the aim is to gradually change the policy of teaching Ancient Greek, taking into account all the social groups that are included in the educational environment.

We estimate that this pilot program was not a utopian project, but a program whose natural place is the modern middle school and high school in an intercultural environment, where lifelong education is connected to lifelong personal development as individuals and as citizens in a globalizes environment. Concluding our study, we would like to note that any changes in the teaching of Ancient Greek should take into account the changing educational environment and the fact that the school should be attractive both to students and teachers.

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