

# Teaching Philological Subjects in a Culturally Diverse Classroom: A Case Study of the 21st Junior High School of Athens

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# Student Composition 2014-2015

- During the 2014-2015 academic year, the total number of students was 234. Greek students amounted to 125 (53%) while foreign students were 109 (47%).

| Class | Total | Greeks | %   | Foreign | %   |
|-------|-------|--------|-----|---------|-----|
| A     | 85    | 42     | 49% | 43      | 51% |
| B     | 87    | 46     | 53% | 41      | 47% |
| C     | 62    | 37     | 60% | 25      | 40% |
| TOTAL | 234   | 125    | 53% | 109     | 47% |

# Student Composition 2024-2025

During the 2024-2025 academic year, the total number of students was 233.

Greek students amounted to 68 (29%) while foreign students were 165 (71%).

| Class | Total | Greeks | %   | Foreign | %   |
|-------|-------|--------|-----|---------|-----|
| A     | 87    | 20     | 23% | 67      | 77% |
| B     | 67    | 26     | 39% | 41      | 61% |
| C     | 79    | 22     | 28% | 57      | 72% |
| TOTAL | 233   | 68     | 29% | 165     | 71% |

# Comparative Analysis and Conclusions

- The data analysis reveals a significant increase in the percentage of foreign students from 2014-2015 to 2024-2025. The first grade shows the most significant increase, with the percentage of foreign students reaching 77% in 2024-2025.
- The decline in Greek students is particularly notable, highlighting the need for adjustments in teaching practices.

# THE QUESTIONNAIRE:

## Findings and Reflections

For the purposes of the research, a questionnaire was distributed to four out of the six philologists at the school. These specific educators were selected because they hold permanent positions and have been serving continuously at this particular school.

### Participant Demographics

#### Age

20–30: 0

31–40: 0

41–50: 1

51+: 3

#### Gender

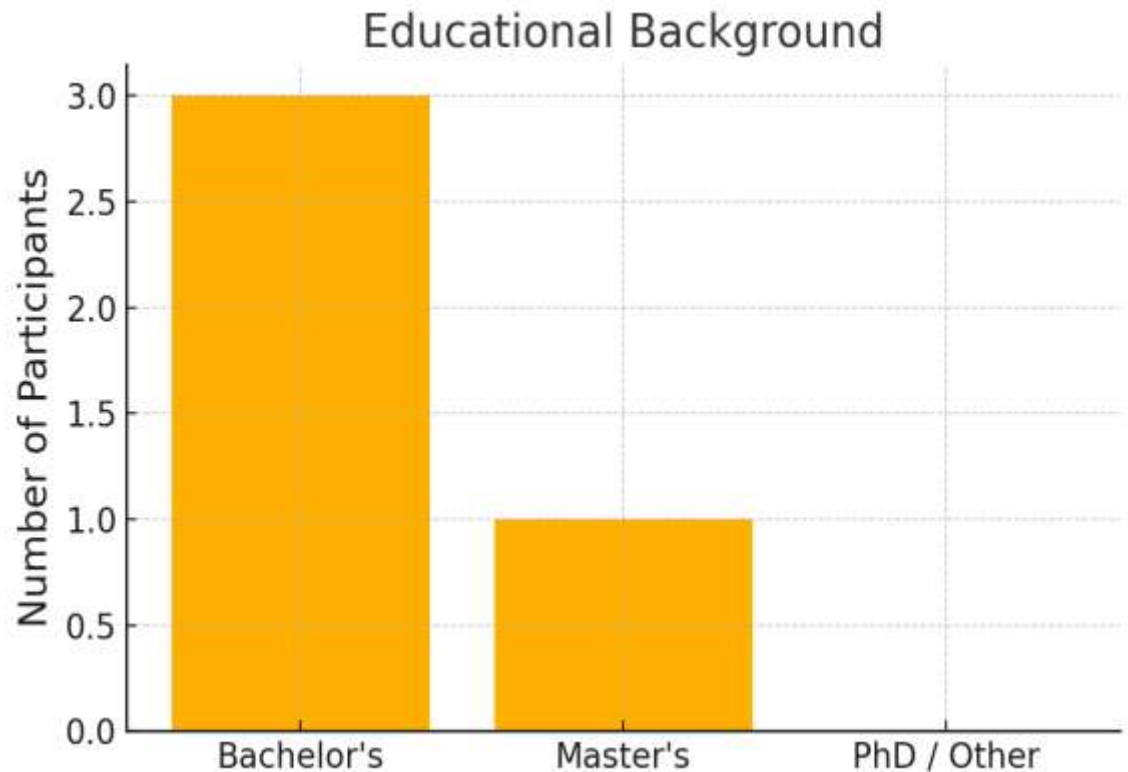
Man: 0

Woman: 4



# Experience and Educational Background of participants

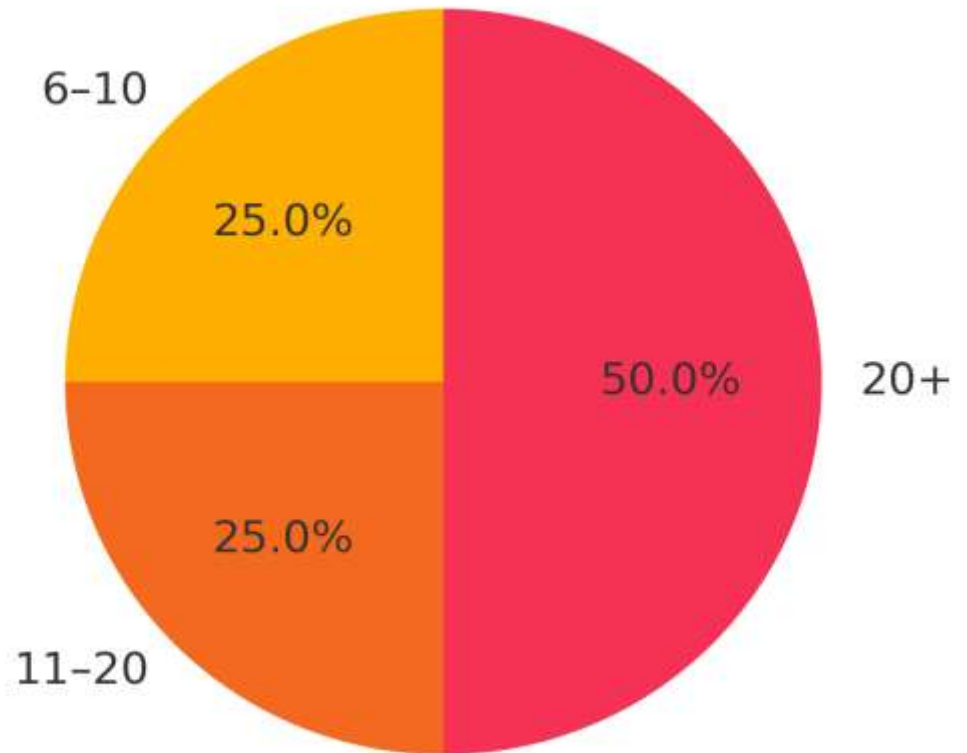
This is a highly experienced teaching staff, with over 21 years of service in public education. Nevertheless, only one out of the four has pursued postgraduate studies, and there are no holders of a doctoral degree or any other alternative academic background.



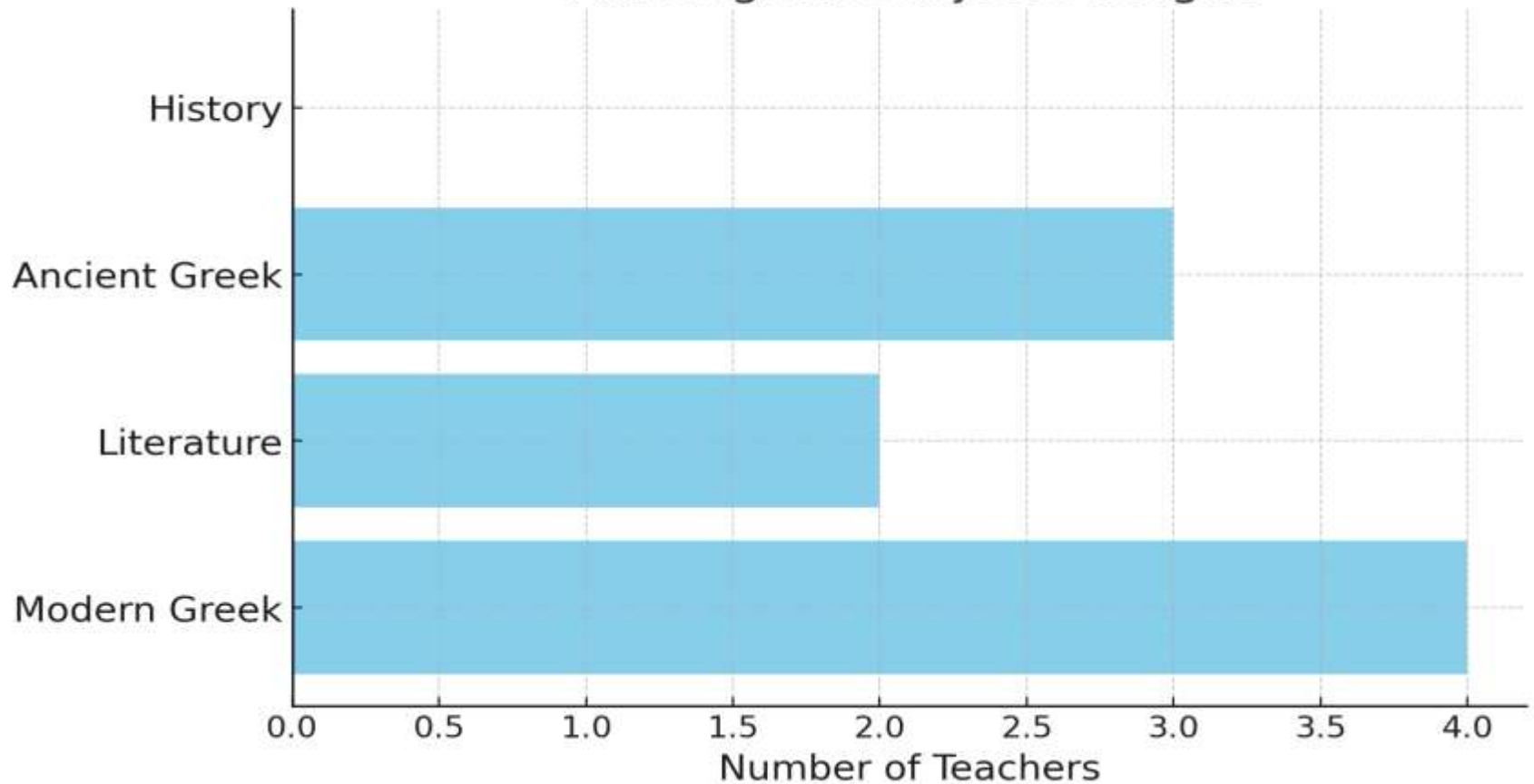
## **Years of service at the 21<sup>st</sup> Junior High School of Athens**

50% have been working at the school for over 20 years, which makes them highly knowledgeable about the changes that have taken place at the school over the years.

Years of Service at the 21st Junior High School



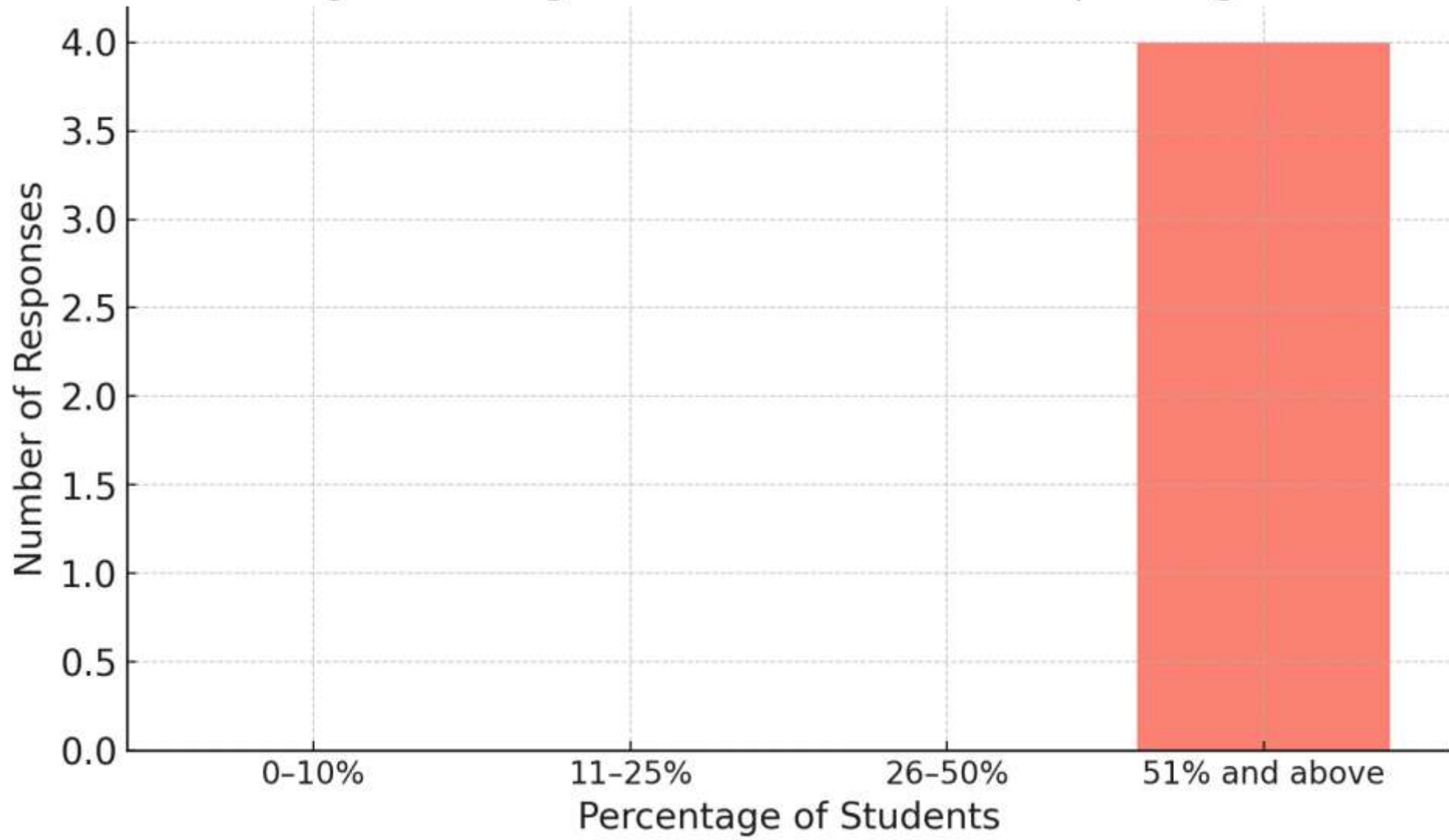
## Philological Subjects Taught



All teachers teach Modern Greek, which is a basic philological subject.



Percentage of Foreign or Non-Greek Native Speaking Students

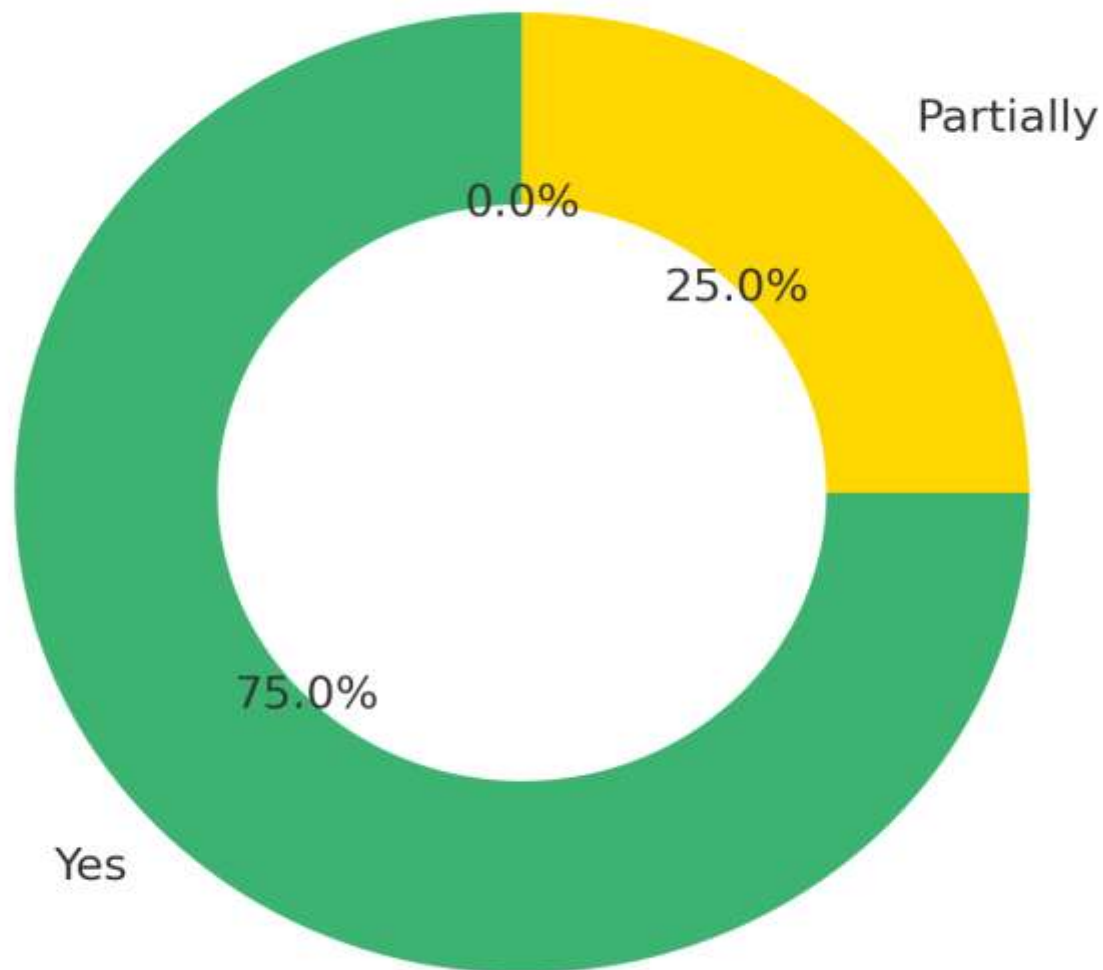


# Classroom Student Demographics

As shown in the previous chart, all participating teachers stated that more than 51% of the students in their classes are either foreign nationals or have a native language other than Greek.

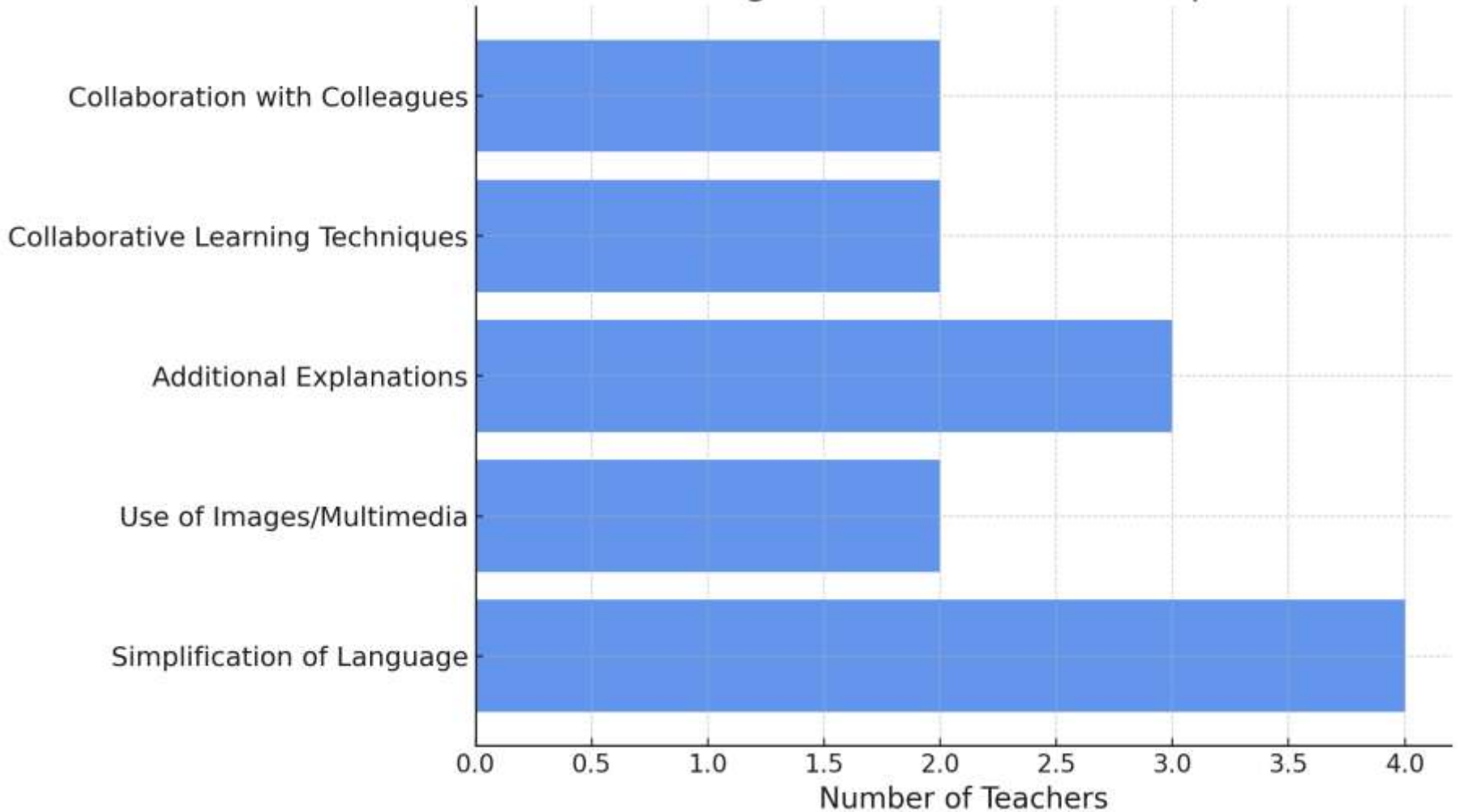
Additionally, according to their responses in the questionnaire, they observe an increase in the presence of foreign and refugee students in the school population compared to the past.

## Adaptation of Teaching Due to Foreign Students



100% of the teachers have made some degree of adjustment to their teaching due to the ethnolinguistic diversity in their classrooms.

## Teaching Methods Used for Adaptation



The simplification of language during teaching is the dominant strategy among the philology teachers

# Main Difficulties of Foreign Students

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graph TD; A["Main Difficulties of Foreign Students"] --- B["Comprehension of simple and complex written texts"]; A --- C["Expression and communication"]; A --- D["Spelling"]; A --- E["Understanding of terminology and definitions"]; A --- F["General familiarity with the Greek language"];
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Comprehension  
of simple and  
complex  
written texts

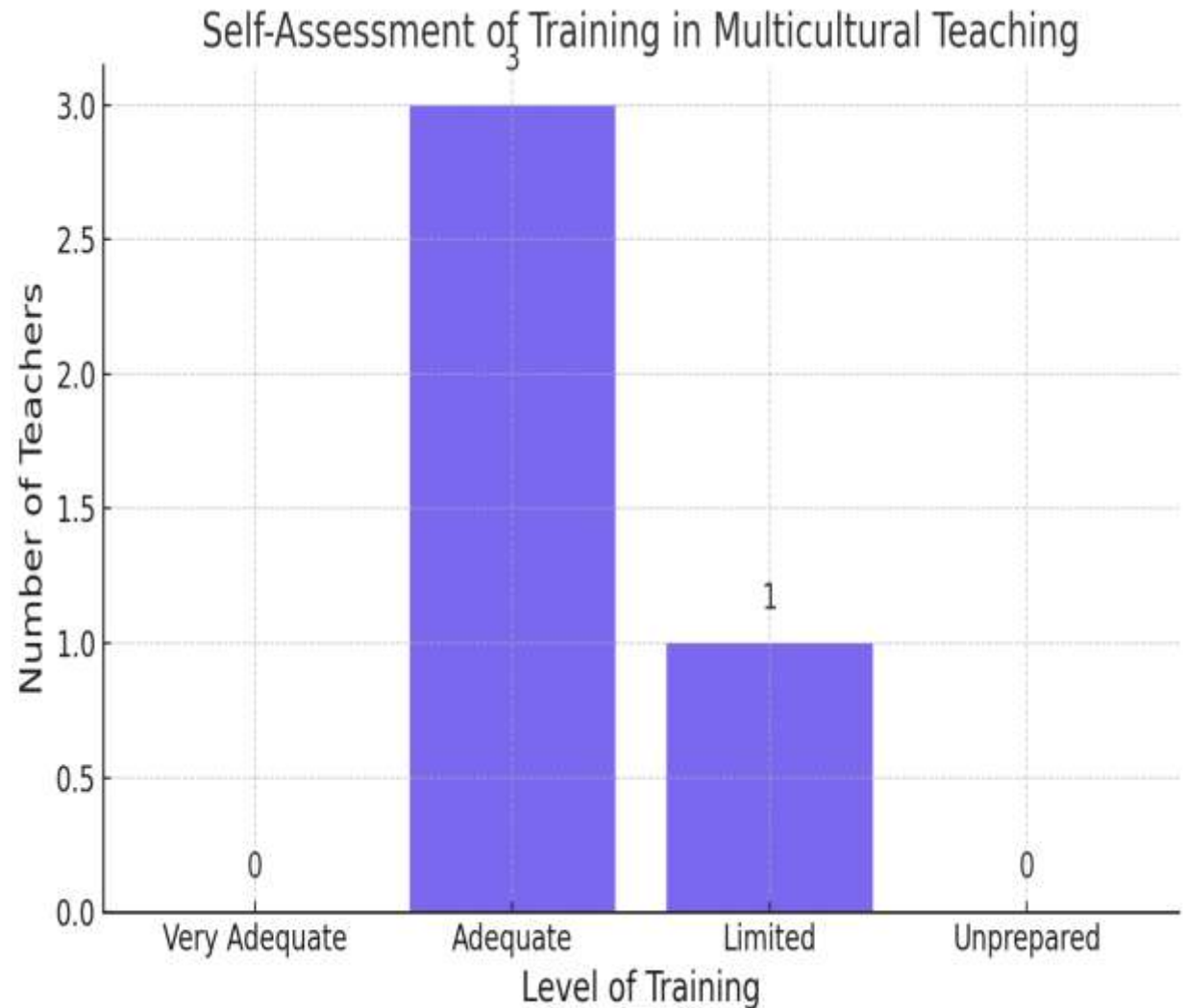
Expression  
and  
communi-  
cation

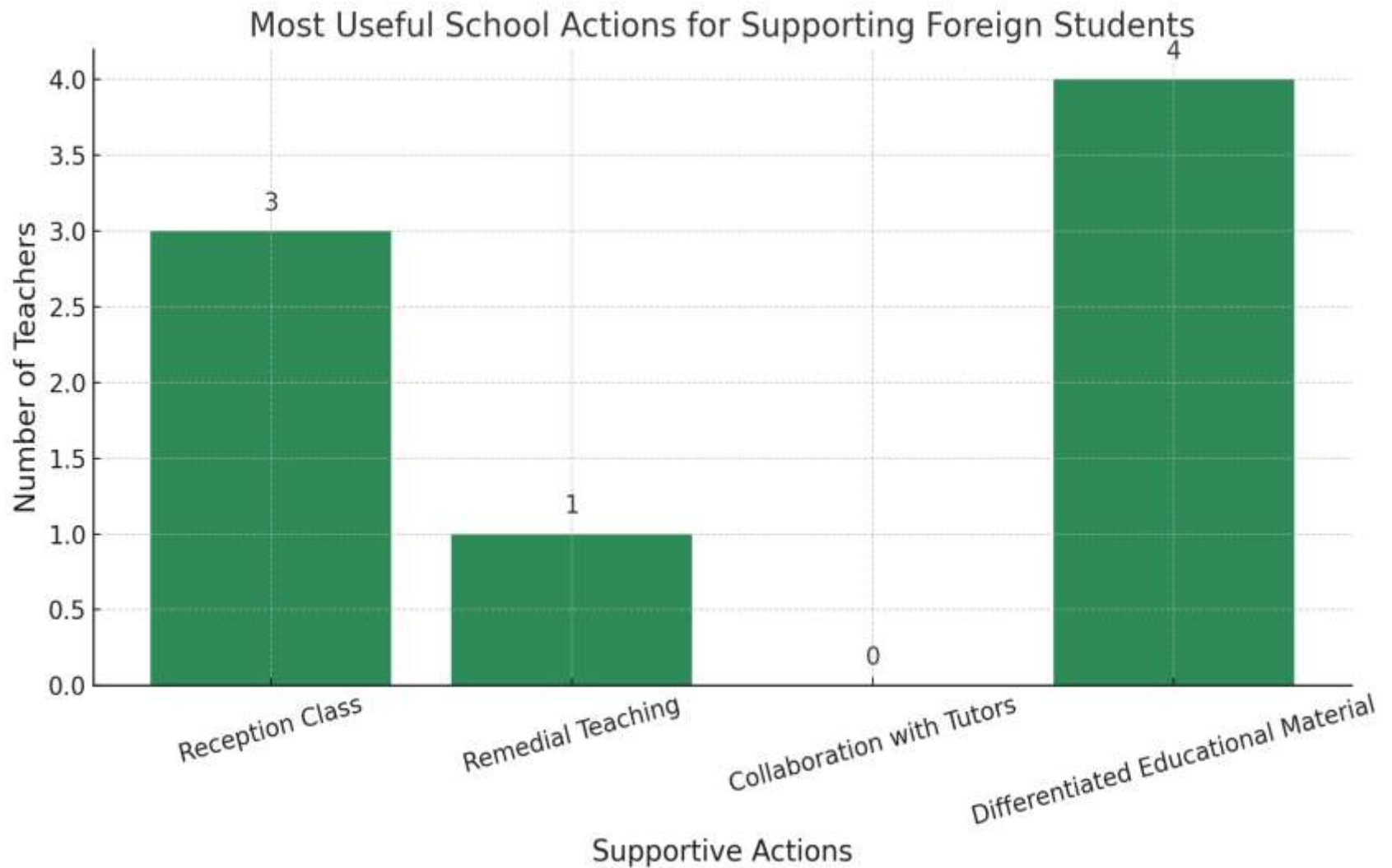
Spelling

Understandin  
g of  
terminology  
and  
definitions

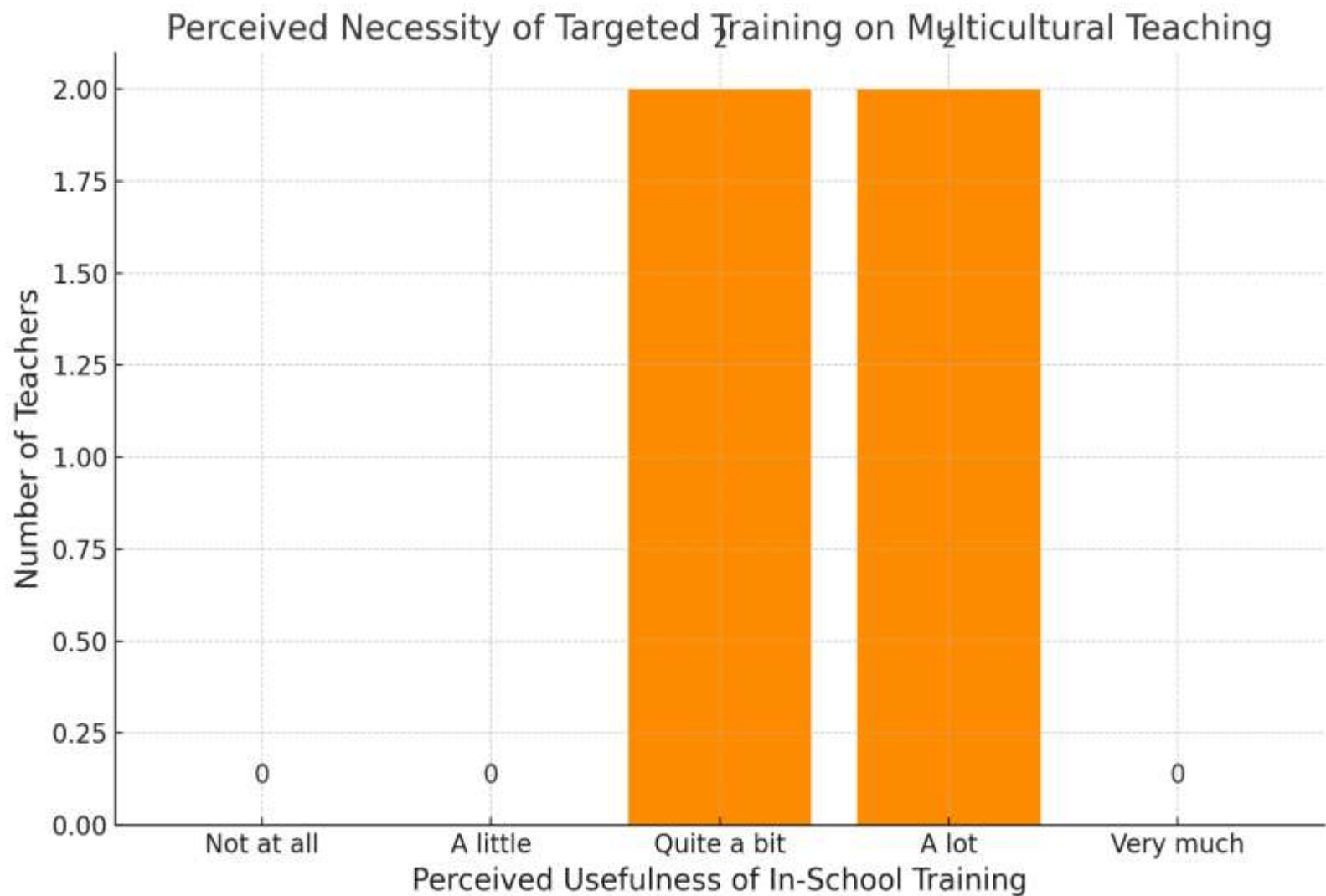
General  
familiarity  
with the  
Greek  
language

The majority of teachers considers their training to be adequate, but no one describes it as very adequate





Differentiated educational material is considered useful by all the philology teachers who participated in the study



The necessity of targeted in-school training for philology teachers is acknowledged by 100% of the participants in the study.