



**H.F.R.I.**  
Hellenic Foundation for  
Research & Innovation

**Description of the funded research project**  
**1st Call for H.F.R.I. Research Projects to Support Faculty**  
**Members & Researchers and Procure High-Value**  
**Research Equipment**

**Title of the research project:**

Investigation of adolescent digital literacy practices for the design of Modern Greek Language teaching practices to youth of new migration background

**Principal Investigator:**

Dimitrios Koutsogiannis

**Reader-friendly title:**

Migrant

**Scientific Area:**

Social sciences, Educational Sciences, Applied Linguistics

**Institution and Country:**

Aristotle University of Thessaloniki, Greece

**Host Institution:**

Aristotle University of Thessaloniki

**Collaborating Institution(s):**

Macquarie University, Australia  
University of Hamburg, Germany

**Project webpage**

(if applicable): [migrant.web.auth.gr](http://migrant.web.auth.gr)

miGRant



**Budget: 149.820 €**

**Duration: 36 months**

## Research Project Synopsis

The present project aims to investigate the literacy practices of Greek youth of new migration background living in Australia and Germany. The focus will be set on adolescents' digital literacy practices and on the relationship between their literacy practices and on their parents' strategies and ideologies which shape their practices. The ultimate aim of the present project is to contribute to the development of Modern Greek language teaching practices and material for young migrants of Greek descent which will take into account their literate identities.

The research is divided in four stages: design of the methodological framework, collection of the research data, analysis of the collected material and formulation of proposals for Modern Greek Language teaching. From a methodological point of view, the project is informed by research in the areas of Sociolinguistics of globalization, New Literacy Studies and Network Analysis. As far as data collection is concerned, participants will be young teenagers aged 11-15 who have spent at least the 5 first years of their lives in Greece and have lived in the host country (Australia/Germany) for at least 2 years. Data collection will take place in two stages: first, we will conduct 40 online interviews with teenagers and one of their parents / guardians (20 interviews with new migrants from each country). These interviews aim at mapping the participants' daily realities, in-school and out-of-school, and at uncovering parents' attitudes which influence their realities. Later, 30 children (15 from each country, Germany & Australia) will be used as case studies. This stage of the research will include semi-structured interviews with children and their parents, literacy diary completion and observation of their activities in digital contexts. The material collected will be analyzed through the Nvivo software, on the basis of categories which will emerge from an initial data analysis.

Finally, drawing on the analysis of the collected research data, the project will formulate Modern Greek language teaching proposals, in line with the complex reality and the needs of children of new migrant background. Our proposals will be addressed to the Greek Ministry of Education so that it can incorporate them in the existing policy regarding the education of Greek migrants.

## Project originality

The present project is original both in terms of its research design as well as in terms of its methodological approach.

First of all, it is the first transnationally-oriented research which focuses on the linguistic and literacy practices of Greek new migrants and whose ultimate aim is to contribute to the improvement of Modern Greek language teaching for the Greek Diaspora children living abroad. In addition, the data collected will extensively map the hitherto unexplored terrain of Greek ‘brain-drain’ families”, foregrounding the composite reality of these families, in contrast with earlier relevant research which has focused on only certain aspects of this complex phenomenon.

As far as methodological issues are concerned, this project features many novel aspects as well. It is one of the few studies, in both local and international migrant research, that moves beyond “methodological nationalism”, embracing approaches from different paradigms and following a true transnational character. It is a qualitative research combined with quantitative methods (through the use of the Nvivo software). It places emphasis on analysing the ethnographic details of new migrants’ literacy practices, finding connections which underlie such practices (identity repertoires), and revealing dimensions of superdiversity and translanguaging in their practices. Finally, for the first time in relevant migrant research such a combination of ethnography, discourse analytic perspectives and quantitative methods will be employed to analyse a rich set of qualitative data.

## Expected results & Research Project Impact

The present project will contribute to an in-depth and extensive mapping of the literacy practices of young Greeks of new migrant background. Through the analysis of the rich ethnographic data collected for the purposes of the study, conclusions will be drawn not only concerning the identities of these young people and the types of literacy practices they engage in (in-school/out-of-school, traditional/digital), but also as far as the role of social protagonists is concerned in shaping their practices and choices. Some of the factors, which might play a role in shaping their diasporic identities and which will be emphasised are the following: family, socio-economic status, gender, pop culture and new media, attitudes regarding Greece and the Greek language, and religion. Of course, through the combined analysis of research data, pedagogic proposals will be offered as far the Greek language education of children of new migrant background is concerned.

Leaving aside its scientific impact, the project will have a socioeconomic impact as well, in the sense that it will contribute to the development of teaching material for a large portion of Greek population (New Greek migrants amount to approximately 500.000). The proposals of this project will contribute towards the preservation of the Greek identity of new migrants and towards maintaining their contact with Greece and the Greek language, and facilitating, thus, their future mobility (social, economic) between Greece and other countries.

## The importance of this funding

**My first experience with the Greek Diaspora was back in the late 1980s, when I taught the Greek language to migrants' children in the Netherlands. This is when I first realised that a vast amount of resources are uselessly wasted and this is when it also became my aim to deal with the Greek Diaspora within the framework of a research project. The recent new mass migration has intensified my interest, on the one hand, because there are completely different circumstances compared to the past and, on the other, because the issue in question has barely been touched upon in recent research, even though what we are dealing with is thousands of children who left their countries with their parents. Through this funding by HFRI, I am given the opportunity to realise a number of goals: to extend my twenty-year experience in conducting research with children and in Greek language teaching towards the direction of new migrants' children, to contribute as a research group towards a new direction as far as the teaching of the Greek language abroad is concerned and to provide new input to the international scientific and research agenda regarding issues of language, globalisation and education.**



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