



HOW CAN MICROSOFT WORD PROGRAM HELPS TO REDUCE LANGUAGE INEQUALITIES CREATED BY REFUGEES IN THE NEW GREEK SCHOOLS

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Abstract

The refugee problem in Greece has raised important language issues. The Greek language is difficult to spell, it creates additional difficulties for refugees who come mainly from the regions of Asia. The present study presents a presentation of the Microsoft Word program that is very common today in basic computer programs. The use of the basic word program is presented to help the refugees to write the Greek language correctly. Thus this simple tool can accomplish the basic education of writing and reading the Greek language helping refugees integrate more easily into the Greek educational and social community. Using a simple study of the spelling and speech offered by the Microsoft program, every refugee can learn the Greek language much more easily and pronounce the words and spell correctly. In this study, basic and characteristic examples are presented that can help the teacher to create important lessons for the integration of refugees in Greek educational programs.

Keywords: *Microsoft Word, refugees, Greek language, spelling.*

INTRODUCTION

Last three years, refugees from different East and Mediterranean countries have arrived in Greece. These refugees do not speak the same language, and a lot of them have not completed their basic education and therefore is difficult to write correctly. There are many children between them who have stopped the school at the beginning of the war in Syria, Afghanistan and Iraq. Many of these refugees have decided to stay permanently in Greece and some families take with them the young children who have interrupted the school in the country from which they come. Arriving and staying in Greece, many of the children must continue at a Greek school that has been established especially for these children. The language that they must learn to speak and write is Greek, because all they should follow the official program of the

ministry of education in an official Greek school. The problem grows bigger when every day arrive in the Greek islands many refugees from different countries (UNHCR, 2015). Many of these children cannot easily attend classes and much more to write correctly during their study in the new language. School lessons for refugees are very difficult for new students (Printzas, 2005).

The Greek government, in cooperation with the Municipalities and the Ministry of Education, has set up very important programs to help these students to continue their education. This is done with Greek language courses also English language a lot of subjects of history, physics, chemistry and mathematics. The most difficult step in their new life is that many of them cannot be taught in three or four and

five different languages in the same class (UNESCO, 2005).

So the problem of inequality in education is getting bigger and many students are forced to stop school or leave with their parents in to another European country where the language of this country may be English because this is an international language (Petridou, 2005). Many times children can easily adapt to new lessons in the school, but it is much more difficult to write correctly the words in Greek language. The Greek government sometimes is unable to help the new students because many different parameters exist every day in their lives from their family. During their study in Greek language many different educational programs changed last years but the problems still exists. The Microsoft Word program is a very important program that contains words ready and can be used by the students to write completed correctly papers in their schools. If the student cannot write or read correctly the words in the new language this means that they are not able to present their thoughts in the school and their daily life.

Teaching language in the new school for refugees

The aim is to gradually build a stance in the school community (teachers, students, parents, social environment) - which has already been revealed in most school communities by the provision of humanitarian material as well as by voluntary educational actions in refugee accommodation structures throughout the previous year - which is supported by an understanding of multiple levels of identity and overcoming cultural, religious, national or other differences with respect for humanity, human rights and diversity. In addition, children learn through cooperative interactions (Vigotsky, 1993), share common literacy experiences, and build their new knowledge through their own personal experiences, but also through the interaction

of the experiences and knowledge of their partners (Papas, 2006, Barton et al., 2009) .

Teaching materials in Greek language instruction manuals designed to teach the Greek language as a second one for non-native speakers of the Greek language, are used in the context of intercultural education programs of the Ministry of Culture, ("Educational Program for Muslim Children"). The proposed materials are governed by the principles of intercultural education: equality (equal opportunities in education) and recognition of diversity (linguistic, cultural and religious) (Turturas, 2010). Their common orientation is the ability to develop skills and competences that will provide pupils with access to learning events such as "learning how to learn", cooperation, negotiation, decision-making and flexibility with a view to personal their evolution (Sororou, 2014).

The teaching materials have taken into account the communicative dimension of a language course that is consistent with the basic theoretical principles of language teaching as the second language: learner learns more effectively when taught in an authentic communication environment and language stimuli are directly connected with children's experiences, knowledge, interests and wishes (Unicef, 2016). It is also a common assumption that language learning becomes easier and more effective when it is not an individual "teaching subject" but also a means of teaching other subjects (in the case of DYE mathematics, ICT, Art, Gymnastics), which their series, work supportive in the language lesson. In addition to the proposed material, teachers together with pupils can create their own (eg as a product of a work-project project) utilizing the cultural capital, interests and wishes of the children.

Communication with the use of words at school

It is very important in the new school to build relationships of trust with their teachers as well as with the language that the children of the refugees learn. This will enable them to become stronger and confident that they can fight and create new life on new bases with confidence in their future (Zaga, 2009). The school can build trust and confidence in new refugee children who have no homeland but also find it difficult to understand even simple things and talk about it in their everyday life with other children and other students at school and at game (Woods, 2009).

The Greek Language course aims at developing communication skills, understanding and producing spoken language, understanding morphology, syntax and phonology. The program in primary school will be four hours every day 2-6 and provides for learning Greek, a foreign language, such as English or another that relates to the intention of parents to go to another country (Dryden-Peterson., 2015). So they need to know, to understand and to be able to answer but also to write correctly so that they are active members of the school society in Greece. So a new training program to be used for these children should have some directions and results in its implementation.

The student should be able to:

Understand and use daily expressions and very basic phrases that are familiar to him / her and are intended to meet specific needs (Taylor &, & Kaur Sidhu, 2012).

Presenting himself through recurring language patterns (eg, I'm Ahmet, I'm 8 years old and I'm from Syria).

Make the basic recommendations using a variety of choices / through a variety of language expressions (Ahmet / I live in Hellenic I am Ahmet and I live in Greek / for example: My name is Ahmet and I live in Elliniko).

To formulate basic questions about situations and daily activities

To recognize and name objects of his or her home environment (school, place of residence, neighborhood, food).

Make simple descriptions of objects and faces.

Understand the most commonly used daily suggestions and expressions related to areas that are directly relevant (eg very basic individual and family information, markets, local geography, work)

Understand simple rules and instructions.

Be able to ask key questions to the interlocutor

Understand and apply simple oral instructions

To conclude the meaning of unknown words and phrases

Participate in the dialogue of teachers and students

Strictly, verbally and in writing, the words

To familiarize himself or herself in writing and orally with basic structures of speech and the writing of words

To recognize and use titles, combinations, diphthongs and clusters correctly in reading and writing (ages 10 to 15).

It is also very important to be able to write correctly words that are used in everyday life inside and outside of school. This is very important because it can reduce the social inequality in the writing of the language that is necessary. It also acquires an important personality among other students who often expect refugee children in their new school to show their ability and their attempt to become equal with other children in the same school (EYDAP. 2016). It is also very important for children to learn a new language and can use it when they leave Greece. This gives them a significant advantage over other children in European Union cities who will eventually settle after they have learned to write and speak another language. (Education Program Refugee Education Host Structures (DIFF))

Some teachers believe that the projector is an important tool in the educational process. Many of them reported using it on a daily basis in all lessons, as they noticed that the projector, beyond the facility it provides to associate children with the subject and really attracts their attention during the lesson (Vigotsky, 1993).

The parents of the students showed interest in the progress of their children and with the help of the educators but still is not so good for them the use of the Greek language. Parents also said that they are more interested in learning their children in English, but it does not matter that they learn Greek because they are primarily concerned with getting used to being in school and learning how to function (Pinson & Arnot, .2010). With regard to the composition of the departments, teachers' answers revealed that children belonging to many different nationalities were included in the Educational Structures for Refugees. There were different countries in the educational programs.

The countries of origin of the students reported by the teachers were: Syria, Iraq, Afghanistan, Lebanon and the regions of Kurdistan and Palestine. On media, most teachers said their supervisory tools have a significant impact on attracting interest, learning outcomes and children's emotional well-being. The projector over the facility it provides to associate children with the subject, really draws their attention. As far as the subjects are concerned, they showed more interest in English language and mathematics because, as they said to their teachers, they are not interested in staying in Greece for a long time but expecting to be relocated to another European country in the future.

During the educational activities some of the teachers who participated in the program of the education for refugees have used quite a lot of the use of the English language not only for conciliation but also for teaching the Greek language (Arnot &

Pinson., 2005). This was a different step but not for success. In other words, they tried to teach the Greek language as English-speaking students were taught. In particular, these methods cannot be effective when pupils are not literate in their mother tongue (Ferfolja & Vickers, 2010).

There is a 77% of refugee children and their families which report that school is one of the most important priorities and one in three parents say that the education is the key to their choice to move to other Europe countries. This is the point that makes the new Hellenic school for refugees to be success because there are a lot of students who stop their educational programs after some months or after one year (Save the Children, 2016).

However, because of their desire to relocate to another European country, they were more interested in learning English, mathematics and computer science. In the following (Table1) appear the Age of refugee children in refugee centers.

Table 1 Age of refugee children in refugee centers March 2017 Source UNICEF

Age	Number of children	%
0-3 Years	2223	28%
4-5 Years	982	12%
6-12 Years	2845	35%
13-15 Years	1024	13%
16-17 Years	962	12%
TOTAL	8036	100%

The Microsoft Word Program Characteristics

The computer in the modern multi-cultural school is a necessary and important educational tool which with young refugee students with different ethnicity and background can write more easily a correct text especially in the Greek language during their stay in Greece. The most important part of this program is that it contains words that

are stored and written correctly so a big number of words can be used by the user in a text simplified. The program has a large number of words in the file memory and is very easy to use them each time to check the correct spelling of the text written from a student during their lessons in the school or in their homework. This is done automatically by underlining the word that is wrong and the user very easily can use the program word's file memory to correct the word from the program's suggestion. He/she can choose it and enter it into the text by changing his/her spelling.

After having acquired the ability to write correctly and this can be done within a few months with continuous use of the program they will be able to read a Greek text and use their knowledge of various procedures related to documents, residence permits, reading newspapers, filling in documents and forms necessary for their stay in the country for their parents and themselves. In the paper given the ways in which the program can help the user to study the spelling of the words and learn the correct writing using the program in a very simple and effective way. Examples are given with words written in error and the corresponding suggestions given by the program. Also detailed is how the program can help in simplified and or more complex words and how they can be found in a text.

In to this direction, it is very important to use computer as a very smart tool to help refugees reduce their inequality in their language and writing skills. It also discusses how to use Microsoft's program to solve spelling problems and spelling words in the Greek language during the training in the new Greek school where there will be new refugee children who speak and write different languages with each other.

Using Microsoft Word Program in Greek language

In the following examples will present of how the Microsoft Word program can be used to help young children and students in refugee schools to write correctly in Greek the words that are necessary for writing basic courses in their education. Also provides tables and examples of how to use the program for better understand of how this program can help them in Greek words.

It also analyzes the way in which the program will be introduced to the New Greek school with the creation and establishment of IT courses in smaller classes of the elementary school (Lainas, 2000). So that small children will have easier access to the program and its use within the school. Today children of around the world have easier access to the new IT and telecommunication technologies every day and it is very important to find smart tools that will help reduce the social inequality in education and writing (Printzas, 2005). That is very important for every moment in the everyday life of people have left their countries back and are hosted in other countries with different language, writing and culture.

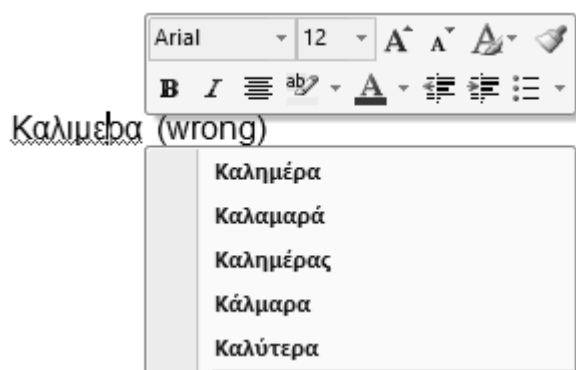
Because of the Greek language contains words that are written as pronounced, it is easier for young students from different countries to follow Greek language courses and learn the Greek script. Also the Greek words are emphasized at the point where the tone of the voice changes and this creates another convenience in understanding the correct writing of the word (Rappas et.all 2006). Students may write a word differently, but a selected vocabulary stored in Microsoft Word can help children see which one word they have written wrong and fix it since the program suggests the correct word with the largest number of letters already write in the word. It is important to see the computer as a smart educational tool as well as a simple office program that can significantly help to pinpoint spelling in a school that is more demanding and difficult for children to come

into contact with words that are new to and unknown. In the following illustrations are given some examples of Greek words that can be used by school children during their lessons and are shown in Greek language to find the errors and corrections. By this way the yang refugee students can understand the application of the program and show them the way can be used as an educational tool from students and teachers.

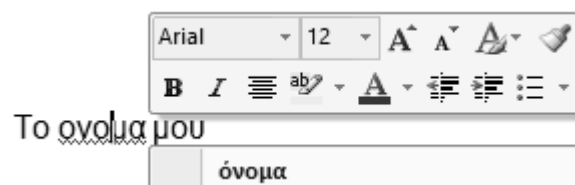
How the student may change the letters in the wrong word

The computer cursor is placed over the word that is highlighted as a mistake and so with a left-pressed on the mouse will be able to activate the dictionary where the correct words are stored in the program in the Greek language. The student may choose the right one word and reading again the text and the following words again to understand if he/she has chosen the right one from the meaning given by the words. Also will be able to return back to the unknown word and fix it again with the method of undoing of the last command so it can correct the text again in one or more words.

EXAMPLES OF THE METHOD

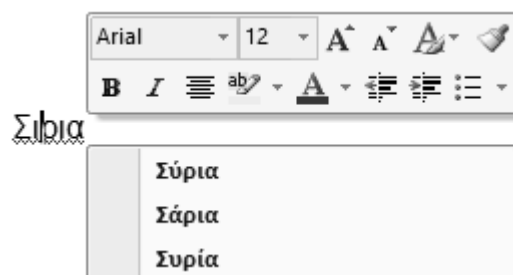


Example 1
Καλιμερα (wrong) Καλημέρα (Correct) :
in Greek Language
Word: good morning (in English language)



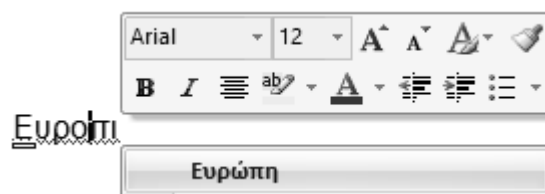
Example 2

Το ονομα μου (wrong) Το όνομα μου
(Correct) : in Greek Language
Word: my name (in English language)



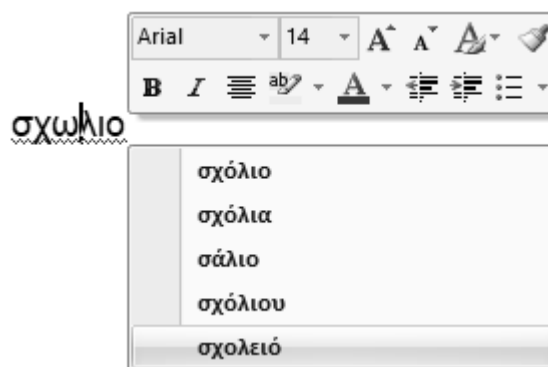
Example 3

Σιρια (wrong) Συρία (Correct) : in
Greek Language
Word: Syria (in English language)



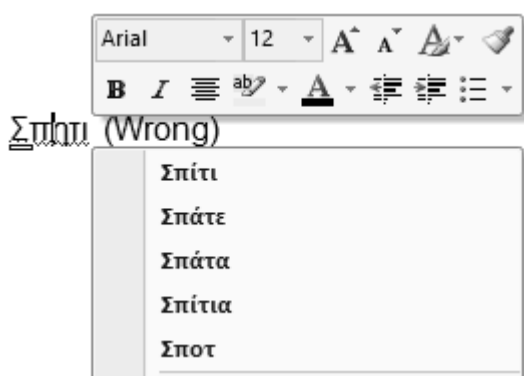
Example 4

Ευροπι (wrong) Ευρώπη (Correct) :
in Greek Language
Word: Europe (in English language)

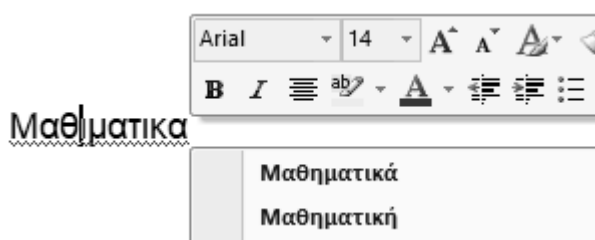


Example 5

σχωλιο (wrong) σχολειό (Correct) :
in Greek Language
Word: School (in English language)



Example 6
Σπητι (Wrong) Σπίτι (Correct)
) : in Greek
Word: Home (in English language)



Example 7
Μαθηματικα (wrong) Μαθηματικά
(Correct) : in Greek Language
Word: Mathematics (in English language)

As we can see the program gives us the opportunity to change the incorrect words very easily. As a new technology application it is important to induct the applications of this very simple program which we can find in the windows Office and in every new model of the modern editions of the mobiles today. This will be a very good educational tool for language learning especially in a difficult language as it is the Greek.

PROPOSALS

Microsoft Word can be used very easily in language and writing for different lessons and help students create complete ideas and thoughts in the new language they are learning.

The children of refugees who learn Greek in a Greek school is important to understand what they are reading and writing with their views and thoughts in their

new home where they arrived. Thus they will be able to use their knowledge to help their family and other peer-friendly refugees who are not able to understand or use well the new language.

It is also very important to create departments for young refugee students within the school itself where a teacher will use this program to help younger students learn how to write correctly in Greek. This is more feasible and easy especially for small ages who are able more easily to learn foreign languages and create new images and thoughts through their new school experience.

It is proposed at least a couple of hours a week after regular school classes so that students who first come into contact with the Greek language can understand easier the way that the words are written and their spelling. To date, no significant efforts have been made because there is a great shortage of teachers and the Greek Municipalities are unable to finance such programs in the today economic problems.

These programs have to be made directly from the early months of joining young refugees to school because the longer they stay in school without learning the right writing and reading will have problems with the difficulty of lessons, especially in physics, chemistry and theoretical sciences.

CONCLUSIONS

The refugee problem in Greece in recent years has created new thoughts and methods for educating these children in the modern multicultural school. But it also created problems of planning and effective the crisis management. In the early years of refugee entry in Greece, young children were lower in number than last year. This is mainly due to the war in Syria and the problems that began in the countries around Turkey. The young children either had not started their school yet or stopped it when the war began and they were forced to leave their homes.

Their entry to Greece was important for them to have peace of mind but they could not continue education in a school like the one that existed in their home country. Their participation in lessons of the Greek school and those that was created for refugees was an important step for them but they should learn to speak and write the Greek language as correctly as possible, and as quickly as possible.

But it is not easy to teach someone that has been persecuted from home a new language so easily and even Greek with a difficult spelling. It is more easily to search for and correct the mistakes he/she makes in the writing of words inside and outside of school.

The Microsoft Word program can easily help children learn to write correctly if they use it alone outside school in their free time. It can help to organize correct phrases from the official vocabulary of Greek words and characters that the program has stored in its memory. So they can more easily to write correct words that have been written wrong even if they do not know how they are written correctly before. It is an important educational tool that easily and quickly gives results from its use especially to the children of refugees who have first contact with the Greek language. Perhaps it would be important for these children to be able to write and study in the school program or in homework by writing their lessons in Greek language. So that the language gains more interest for them and then working visually and memorably will be able to make their own writing more easily and organizing correct proposals and texts in many other lessons.

It is not easy to continue such training programs, especially when young children move with their parents across the country, and even when they do not follow the school continuously. The installation of the Microsoft Word program is very easy and there is software on every new computer and in the modern models of the mobiles so

that children even from the tablet or a computer that can be used after school will be able to work with special programs from the ministry of education. Their teachers of the school will present to them specially tailored exercises.

The Microsoft Word is a very important educational tool in the language and can help in the best and quicker way to reduce the social and educational inequality of these children especially in writing. More research is needed to identify and create effective education programs that will be tested in the new conditions created by the refugee crisis in Greece to provide real and effective educational tools in writing and reading in a multicultural school. With the introduction of Greece into the economic crisis, this is difficult, so the time at which new surveys are being created in this section seems to be too slow and small. It is left to the effort and the personality of each educational institution and educator to create it in the best and most efficient way, depending on the experience of modern educational programs using the new technologies in education. This seems to be more important in recent years in Greece with the appearance the refugee problem. This problem is going through a major crisis and constantly changing its character and perspective.

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