

## **Language Skills and Educational Perspectives of Primary School Children with a Refugee Background in Greek Formal Education**

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The refugee crisis beginning in 2015 brought with it a large proportion of children under the age of 12 among the arrivals to Greece. This has naturally led to a large number of children with a refugee background entering Greek formal education, the largest proportion of which enrolled in primary schools (Cholezas, 2018; UNHCR, 2020). The objective of the present talk is to systematically present the linguistic skills of children with a refugee background who are enrolled in Greek formal education.

Fifty-three pupils from eight school units of primary education in the region of Thessaloniki (Greece) participated in the study. The pupils were between the ages of 7 and 13 years and all attended reception classes during the school year 2019-2020. The pupils completed a series of linguistic tasks: an extensive literacy and language background questionnaire, the Diapolis Placement test to evaluate their overall Greek proficiency level, and a story retelling task (MAIN; Gagarina et al., 2012) to explore their oral narrative skills in Greek.

In our talk we will provide a detailed profile of the refugee children, as this has been revealed from the questionnaire data, and we will present their linguistic skills as outlined from the placement and the narrative tasks. The findings along with their educational implications will be discussed in relation to previous findings with refugee children as well as migrant students in Greece.

### **References**

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