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## Teaching English as a Foreign Language in correctional institutions in Greece:

## Investigating inmates' motivation and EFL instructors' views on Curriculum of English literacy in prison Second Chance Schools

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PhD (Doctor of Philosophy) in TESOL

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A thesis submitted to the University of Nicosia

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# Abstract

In adult education, comprehending the motivational dynamics of student inmates attending English as a Foreign Language (EFL) classes is essential. The present study focuses on Greek prison Second Chance Schools (SCSs) with the aim: a) to assess the influence of sociodemographic factors, including marital status, age, gender, and prior occupation, on inmates' motivation to participate in EFL classes, b) to explore the intrinsic and extrinsic motivational factors that encourage inmates to engage in EFL classes, c) to investigate EFL instructors' motivational strategies adopted in EFL classes, d) to examine EFL instructors' views on the Curriculum of English literacy, and e) to probe EFL instructors' training for prison settings. More specifically, data collection was carried out from 2021 to 2024 and involved a population-based study of 400 inmates attending EFL classes, as well as EFL instructors working at SCSs in correctional institutions across Greece. The project adopted a quantitative and a qualitative approach. The quantitative approach was adopted to investigate inmates' motivation in EFL classes using a questionnaire. In order to explore EFL instructors' views, a qualitative approach was deemed the most appropriate. Within the qualitative approach of the study, the process included three phases: a) a preliminary study using a questionnaire, b) EFL instructors' interviews, and c) classroom observation. According to the findings, marital status, age, gender, and previous employment were identified as factors influencing inmates' motivation to participate in EFL classes. Moreover, the results highlight that inmates appeared to be more extrinsically motivated rather than intrinsically with the primary factor influencing them was 'to make my family proud'. With regard to EFL instructors, the findings revealed that they adopt several motivational strategies in order to motivate their student inmates. Further, they consider the Curriculum useful and engaging but it does not sufficiently address the specific educational and motivational inmates' needs. Lastly, the study indicated a lack of training needs assessment and a gap in institutional support and professional development planning. Lastly, suggestions for pedagogical recommendations and future research are made.



**Keywords:** Curriculum of English literacy, EFL instructors, inmates, intrinsic/extrinsic motivation, motivational strategies, Second Chance Schools, prison education.

# Dedication

To my parents,

Michael and Sofia

And my sister,

Spyridoula

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Undertaking this research and completing the present doctoral dissertation has been a fascinating process difficult to compete without the assistance and understanding of some people who have been inspiring guides and companions all along this adventure.

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Finally, I owe my greatest debt of gratitude to all my fellow EFL instructors who work at Second Chance Schools and Headmasters who helped me conduct the quantitative and qualitative part of this study.

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# Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of the University of Nicosia. This thesis has been composed solely by myself except where stated otherwise by reference or acknowledgment. It has not been previously submitted, in whole or in part, to this or any other institution for a degree, diploma or other qualifications.

Signed Dimitra Christoforou Date 20 October 2025



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# Abbreviation Index

AI = Artificial Intelligence

AMTB = Attitude Motivation Test Battery

ASEP = Supreme Council for Civil Personnel Selection

BPN = Basic Psychological Needs

CECJS = Centre for Education in the Criminal Justice System

CEFR = Common European Framework of Reference

EFL = English as a Foreign Language

EOPPEP = National Organization for Certification of Qualifications & Vocational Guidance

EPEA = European Prison Education Association

EPR = European Prison Rules

EU = European Union

FE = Further Education (Colleges)

GRALE = Global Report on Adult Learning and Education

ICT = Information and communication technology

INEDIVIM = Youth and Lifelong Learning Institute

KETHEA = Therapy Centre for Dependent Individuals

L1 = a speaker's first language

L2 = a speaker's second language

NPO = Non-profit organisation

SCSCC = Second Chance Schools in Correctional Centres

SCSs = Second Chance Schools

SDT = Self-Determination Theory

UN = United Nations

UNESCO = United Nations Educational, Scientific and Cultural Organization

VTI = Vocational Training Institutes

UCU = University and College Union

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# CHAPTER 1 INTRODUCTION

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## 1.0 Introduction

English, as a worldwide lingua franca, occupies a dominant role in communication across interpersonal, economic, cultural, and political dimensions. Adult education functions as an essential instrument for fulfilling educational, occupational, and personal development requirements, while also aiding various initiatives to combat social exclusion. In recent decades, the European Union has acknowledged the imperative of adult education in various social contexts, including penal institutions and has incorporated it into its policy. The main goal of English as a Foreign Language (EFL) programmes in prisons is to provide inmates with the opportunity in order to improve their reintegration prospects and quality of life both during incarceration and after release. They serve purposes beyond just language acquisition aiming to impact cognitive patterns, attitudes, and behaviour through education as part of the broader rehabilitation process to facilitate their successful reintegration into society (Brazzel et al., 2009).

Second Chance Schools (SCSs) in Greek prisons are educational initiatives aimed at offering inmates the chance to pursue their education, obtain a diploma, and develop vocational skills during their incarceration. These programmes aim to diminish recidivism, defined as the propensity of formerly imprisoned individuals to be re-arrested or re-incarcerated, by providing rehabilitation via education. Several studies conducted in Greece and worldwide have explored the field of prison education with particular focus on aspects such as access and uptake of educational programmes in prisons (Antoniadou, 2014; Dimitrouli & Rigoutsou, 2017) or investigated inmates' experience of education and outcomes in terms of recidivism (Papadimitriou, 2019; Papaioannou & Anagnou, 2020; Papaioannou, Anagnou & Vergidis, 2016).

Despite the growing interest in prison education, research specifically focusing on EFL classes within SCSs in prison settings remains limited, with only a few notable studies to date (Almpanti, 2007 & 2012; Delikonstantinidou, 2020; Kamperi, 2020; Kazantzi & Zafiri, 2019; Konstantinidou, 2012; Mitsikopoulou, 2010; Ntota, 2020; Panagiotopoulou, 2020; Valavani, 2010). This gap is especially significant considering the potential of EFL education to improve inmates' communication skills, help rehabilitation, and promote

social reintegration-particularly within multicultural or migrant groups where English may act as a crucial tool for accessing opportunities during and post-release.

The present study examines EFL classes within prison settings, entering a learning environment that differs substantially from conventional educational contexts. Within this context, inmates who attend EFL classes in SCSs may encounter considerable difficulties which may demotivate them. EFL instructors' practices should address both learning and social needs to better prepare inmates for successful transition upon release. In light of this, EFL instructors' role, their motivational strategies as well as the Curriculum of English literacy are highlighted. Consequently, this research study aims to contribute significantly to new perspectives on a) inmates' motivation to attend EFL classes, b) EFL instructors' views and opinions on the Curriculum of English literacy, c) EFL instructors' motivational strategies, and d) EFL instructors' training for prison education. In essence, attempting to investigate inmates' motivation and EFL instructors' motivational strategies and practices is fundamental since pedagogical implications that are likely to emanate from the study will lead to the planning and implementation of innovative effective policies, and teaching practices. Finally, this study explores EFL classes in prison SCSs, aspiring to provide instructors with practical insights about teaching English in these unique educational environments.

## 1.1 Motivation for the research and theoretical grounding

The present thesis is the outcome of the author's growing interest to explore EFL classes in prison SCSs in Greece. This study has been prompted by the researcher's intention to understand which variables influence inmates to attend EFL classes and whether their motivation is extrinsic or intrinsic. Parallel to the examination of inmates' motivation, motivational strategies reflect to an extent the particular ways EFL instructors adopt to stimulate inmates. Therefore, their investigation could reveal how inmates deal with the English language and equip us with information that could shed light on their learning process. Based on this rationale, another major aim of this thesis is to investigate EFL instructors' reports of views and experiences on the Curriculum of English literacy, the practices they adopt and their training. In order to acquire in-depth knowledge about these

issues as well as reliable and valid information, two inter-related studies were conducted: a quantitative study through questionnaires to inmates and a qualitative study through interviews and classroom observation to EFL instructors. To appreciate the motivation for the present study, this introductory section is tasked with a concise overview of the theoretical background that situates the work at hand.

Examining inmates' motivation is crucial for comprehending their behaviour, rehabilitation, and the elements that affect their behaviours during incarceration. Thus, it provides critical insights into their perceptions of circumstances, aspirations for transformation, and feasibility of societal reintegration. The present study has been influenced by Self-Determination Theory (SDT), which emphasises intrinsic and extrinsic motivation. It posits that individuals are more inclined to exhibit positive behaviours when they experience autonomy, competence, and relatedness. In a correctional setting, comprehending how inmates' need for autonomy and competence are satisfied (or not) can guide the formulation of policies that promote improved behavioural outcomes. Moreover, the present study has undertaken a very intricate task to reveal which motivational strategies are adopted by EFL instructors in prison SCSs. These are examined taking into consideration Dörnyei's Framework of Motivation (1994).

Research investigating motivational strategies in EFL classes within prison SCSs in Greece is notably scarce. Although SCSs play a critical role in facilitating the inclusion and academic progression of marginalized and at-risk learners, there is a paucity of empirical studies examining how motivation is cultivated in these alternative educational contexts. The majority of existing research in Greece tends to concentrate on traditional mainstream settings, thereby neglecting the distinct socio-educational challenges faced by learners in such programmes. This significant gap underscores the necessity for rigorous, context-sensitive research that addresses motivational constructs and pedagogical interventions tailored to the needs of SCS students in the Greek educational landscape, with the aim of enhancing learner engagement and language acquisition outcomes.

## 1.2 Aims and research questions

As stated above, the overarching aim of the present study is to investigate EFL classes in prison SCSs. More specifically, the present study investigates four variables influencing inmates' motivation to attend EFL classes and whether they are intrinsically or extrinsically motivated. Moreover, the present study sheds light on the motivational strategies adopted by EFL instructors to stimulate inmates. Further, it elucidates EFL instructors' views and experiences with the Curriculum of English literacy and which recommended practices suggested by the Curriculum EFL instructors adopt. Finally, this study explores to what extent EFL instructors in SCSs within Greek prisons are satisfied with their training. Therefore, in the pursuit to investigate the above mentioned issues, the following research questions have been posited:

1. To what extent do sociodemographic factors, specifically marital status, age, gender, and occupation before imprisonment affect inmates' motivation to attend EFL classes?
2. a. Are inmates driven mostly by extrinsic or intrinsic factors in their motivation to attend EFL classes?

   b. What are the prevailing factors of extrinsic and intrinsic motivation behind the inmates' decision to attend such classes?
3. What strategies do EFL instructors use in order to motivate learners in the classroom?
4. What are the EFL instructors' opinions and experiences with the Curriculum of English literacy?
5. Which recommended practices suggested by the Curriculum do EFL instructors adopt in prison education?
6. To what extent do EFL instructors in SCSs within Greek prisons perceive their training as adequate for teaching English in this context?

The project employed both quantitative and qualitative methodologies. A quantitative method was employed to examine inmates' motivation in EFL classes through a questionnaire. A qualitative method was considered the most suitable for examining EFL

instructors' perspectives. The qualitative approach of the study comprised three phases: a) a preliminary investigation utilising a questionnaire, b) interviews with EFL instructors, and c) classroom observation.

## 1.3 Overview of the thesis

A synopsis of the layout of the present study follows so as to provide the overall framework of the study. The present dissertation is divided into seven chapters including the present one. Chapter 1 serves as an introduction to the thesis. In light of the relevant literature, Chapters 2 and 3 provide a detailed account of the conceptual framework as they present the literature review for prison education and EFL instruction and the theoretical framework for language learning motivation and motivational strategies. Chapter 4 presents the methodology and research design of the study. Chapter 5 provides the quantitative and qualitative findings of the study and Chapter 6 includes the interpretation and discussion of these findings as well as the practical and pedagogical implications that arise from the study. Finally, Chapter 7 provides a summary of the thesis and states the conclusions deriving from the research. It also suggests areas for future research. A brief description of the contents of each chapter is presented below.

**Chapter 1** is devoted to the presentation of a general introduction, creating a framework and outlining the key concepts of the study. It sets the context of the present thesis and provides an overview of the research background. Additionally, it stresses the significance of the study and its purpose and poses the research questions.

**Chapter 2** addresses the theoretical underpinning of the thesis by discussing the field of prison education. It provides a thorough examination of the diverse elements of prison, including inmates' living conditions, regulations, and the adversities faced during incarceration. Furthermore, it delineates the prison culture that functions as a coping strategy employed by inmates during their incarceration. Chapter 2 also addresses adult education, particularly emphasising prison education, its attributes, origins, and the rights of inmates to access educational opportunities while incarcerated. Furthermore, it examines the relationship between prison education and recidivism rates, emphasising the positive effects of educational programmes on offenders. Subsequent to the aforementioned, a

comprehensive review of correctional education in Greece and globally is presented. It encompasses the establishment of Second Chance Schools (SCSs), along with their curricula and foundational philosophies. This chapter also presents an overview of the profiles, roles, and training of adult prison educators. Ultimately, it examines English as a global lingua franca, the acquisition of the English language in SCSs, the Curriculum of English literacy, and studies on EFL instruction in SCSs.

**Chapter 3** seeks to furnish a comprehensive theoretical foundation for the research by clarifying the most pertinent theories on motivation and motivational techniques in language acquisition. Chapter 3 first defines motivation, outline its forms, and examine prominent motivation theories, particularly Self-Determination Theory. Subsequently, it offers and debates the definition and framework of motivational strategies as articulated by Dörnyei. Lastly, research on motivational strategies employed in EFL classrooms is presented and a critical re-evaluation of theories in relation to prison context is provided.

**Chapter 4** articulates and substantiates the research methodology of this study, together with the research instruments utilised to address the research issues. This chapter offers a detailed account of the research design and methodological approach employed to achieve the study's objectives. In view of this, this chapter delineates the study's aim, explains how the research questions are addressed, elucidates the study's setting, and examines the research design. It presents the objective, instrument, sample, pilot study, data collection, and data analysis for each research tool. Additionally, the chapter describes the triangulation of data gathering instruments, while it articulates the ethical principles employed in the execution of the current research.

**Chapter 5** delineates the findings obtained from the analysis of the questionnaires distributed to inmates as well as the questionnaires and interviews with EFL instructors, in addition to classroom observation. More precisely, the chapter describes the results of the quantitative data concerning inmates' motivation. Additionally, it describes the findings derived from the preliminary study done with EFL instructors. Moreover, it presents the results of the semi-structured interviews conducted with EFL instructors. Finally, it provides a comprehensive analysis of the classroom observation results.

**Chapter 6** evaluates and interprets the findings in respect to the research questions posed in Chapter 1. Consequently, it is structured in accordance with the sequence of the research questions. The discussion initially examines the impact of four independent variables-marital status, age, gender, and pre-incarceration occupation-on inmates' motivation to participate in EFL classes. The discussion examines whether inmates were primarily motivated by extrinsic or intrinsic factors and identifies the dominant extrinsic and intrinsic motivators influencing their decision to participate in EFL classes. Comparisons with analogous research are conducted, succeeded by the identification and analysis of context-specific divergences and idiosyncrasies. In addition to the aforementioned points, the chapter focuses on the motivational strategies employed by EFL instructors to engage inmates, and their perspectives and experiences about the Curriculum of English literacy. Finally, the discussion encompasses the strategies adopted by EFL instructors from the Curriculum of English literacy in prison education and the extent to which instructors recognise their training for teaching English in prisons. It also considers practical and pedagogical implications arising from the research findings. More specifically, it aspires to put forward suggestions for the Curriculum of English literacy for more effective teaching in EFL classes in prison context and offers significant insights for EFL instructors' training.

**Chapter 7** provides a summary of the thesis and restates the key findings and contributions that may be attributed to these findings. Additionally, this chapter considers the limitations of the study and provides suggestions for further research.

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# CHAPTER 2 EFL AND PRISON EDUCATION

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## 2.0 Introduction

Chapter 2 establishes the context for the present thesis. It explores the philosophy of imprisonment and provides sufficient background knowledge of the prison framework. Moreover, it seeks to enable the reader to follow more easily the terminology throughout the rest of the thesis. The chapter refers to penitentiary institutions as well as the prison system since early years. It offers a comprehensive overview of the various aspects of prison, including inmates' living conditions, rules and hardship endured while incarceration. Moreover, it outlines prison culture, which serves as a defense mechanism adopted by inmates when experiencing their prison sentence. Further, it addresses the topic of adult education, specifically focusing on prison education, its characteristics, and origins, and describes inmates' right to prison education. Additionally, it explores the link between prison education and recidivism rates, highlighting the beneficial impact of prison education on inmates. Following the above, there is a detailed analysis on correctional education in Greece and worldwide. It also includes the establishment of Second Chance Schools (SCSs) along with their curriculum and principles. Additionally, this chapter provides an overview of adult prison educators' profile, their role, and training. Moreover, it discusses English as a global language, English language learning at SCSs, and the Curriculum of English literacy. Finally, studies on EFL instruction at SCSs are presented.

## 2.1 Prison framework

### 2.1.1 Early years

Prisons as facilities for detaining criminals have been prevalent in most societies throughout history. The book of *Genesis* includes the story of Joseph's imprisonment in Egypt two centuries ago before the birth of Christ. References to large underground chambers used as prisons can be found in Greek literature dating back to the 7$^{th}$ century B.C. (Howard, 1960). According to Foucault (2009), the establishment of prisons in European/Western social systems was intended to serve as punitive institutions, functioning both as a means of punishment and a system of promoting respect for the law. The notion of prison institution had been conceptualised prior to its implementation and solidified by the enactment of penal laws (Foucault, 1989). Up to the mid-18$^{th}$ century,

deportation, physical torture or execution were the main forms of punishment for offenders while enduring severe and oppressive conditions. In 1749, the concept of establishing an institution that would ensure universal access to labour opportunities for prisoners was born. The primary objective was to enhance inmates' quality of life, foster a positive work ethic and generate economic benefits for the state by reducing criminal recidivism rates. A kind of penitentiary institution was created, but it was only partly in response to the original idea. Within this penitentiary institution, as Foucault states, (1989, pp. 162–164) describes 'penitentiary laboratories' as exploitative spaces where less dangerous inmates performed menial tasks, while dangerous criminals were isolated.

Following the above, Howard (1784) (the father of the penitentiary system in England because of his life's goal to improve the penitentiary institutions) linked penitentiary work to rehabilitation and self-improvement of the incarcerated, giving prisons the characteristics of a place of learning. Particularly, he presented inmates' moral reformation as a process of individuals' reintegration aiming to understand their offences and become an equal member of society and equally productive with other people. In a similar vein, Foucault points out that the mechanisms that were central in prisons in the 19$^{th}$ century, such as the practice of penance as a principle of rehabilitation, the family as an agent of correction or legitimacy and work as a fundamental mean of punishment, also function today, albeit in altered forms both in conventional and alternative types of prisons. According to Foucault (1989, p. 323), prisons must serve a constructive purpose, as the denial of liberty, which legally restricts an ideal good, should, from the outset, fulfil a positive technical function to facilitate individual transformation. To do this, the prison system needed to focus on three primary frameworks: the political-moral framework of individual isolation and hierarchy, the economic model of power that enforces compulsory employment, and the technical-medical framework of rehabilitation and normalisation.

### 2.1.2 Prisons today

At the end of the 1960s, the great movement of the Afro-Americans' rights also inspired an anti-movement in prisons, demanding better favorable conditions, more favorable treatment of inmates, as well as less dependence on correctional institutions as a form of

punishment, given that there was overcrowding in the American prisons that period (Haney & Zimbardo, 1998; Wacquant, 2001). Nevertheless, while the demand for better detention conditions was acceptable to a satisfactory degree, the demand for overcrowding reduction was translated as 'build new prisons' rather than 'free the less dangerous criminals' as the initial aim was (Schoenfeld, 2010). In fact, several changes in criminal practices (Karydi, 2010) lead to a further increase in the likelihood of incarceration and lengthening of detention times (Easton, 2011) causing dramatic increase of prison population both internationally and in Greece (Wacquant, 2012). At the same time, there is a reduction in the number of declarations on inmates' reformation and reintegration (Gilligan & Johns, 2012). Prisons become a punitive rather than a rehabilitative institution (Claudon, Masclet, & Stess, 2005; Maquire, Morgan & Weiner, 2007) creating an environment which is impossible to predict (Foucault, 1977). A typical example of this punitive character is the new generation of supermax prisons which appeared in the USA in 1990s (Pizarro & Stenius, 2004; Rhodes, 2005). In contrast, open-type prisons mark an attempt at reintegration (Fazel & Wolf, 2015) by promoting normal life for prisoners (Ekunwe & Jones, 2012) and encouraging them to develop initiatives and participate in projects (Helm, Klapwijk, Stams, & Laan, 2009).

## 2.2 Inmates' experience from incarceration

According to Foucault (1989), prisons, functioning as totalitarian institutions, exert comprehensive control over convicts, encompassing physical, mental, and psychological aspects throughout the duration of their confinement. Prison environment is distinguished by two primary components: loss of time and loss of place. Inmates endure a substantial deprivation of autonomy regarding their time. This emphasises the psychological and social effects of incarceration on individuals. Their daily routines are strictly regulated by the penal institution. Time disconnects inmates from the natural passage of time in the outside world. Furthermore, upon entering prison, an inmate is physically separated from their home, relatives, and community. They are no longer integrated inside their accustomed social context and setting. In this regard, the fundamental attributes of prison can be succinctly outlined:

i. Incarceration imposes limitations on an individual's freedom, namely in terms of their ability to make choices, manage their own affairs, and engage in various forms of communication, including interactions with family and friends.
ii. The functioning and lifestyle inside prison are governed by established hierarchical principles, whether they are formally recognised or informally acknowledged.
iii. Prison operates on a rigid schedule in order to enforce discipline and order, effectively restricting inmates from exercising personal autonomy and initiative.
iv. Prison frequently leads to de-socialization of inmates, as they are isolated from the external world and it frequently occurs in relation to the social environment of prison.
v. Prison has a dual purpose, acting as a site for carrying out sentences and as a location for monitoring and observing those who have been penalised.

According to Rigoutsou (2005), upon entering penitentiary institutions, inmates tend to adopt attitudes that frequently serve as a form of psychological 'defense' in response to the new unfamiliar environment they encounter and need to manage. The incarcerated population carries their distinct cultural background, which becomes diminished as a result of deprivation of their personal belongings as well as loss of individuality, autonomy, and distinctiveness. The establishment of prison culture, as a form of defense, gives inmates a sense of maintaining some control over their life; this enables them to mitigate the psychological ramifications of social exclusion, which may turn into feelings of personal rejection.

The different behavioural patterns developed and embraced by inmates, are influenced by the internal dynamics of penitentiary institutions. The 'prison culture' (a term that captures the internal conditions of penal institutions), refers to the following inmate's behaviours (Rigoutsou, 2005; Sykes, 1958; Vergidis et al., 2007):

i. *Institutionalisation* refers to the phenomenon wherein inmates perceive life within the confines of a prison as preferable to that of the outside society; this tendency appears to be more prevalent among inmates who have spent a significant duration of time in correctional facilities.

ii. *Conversion* refers to the phenomenon in which incarcerated individuals willingly adopt and actively adhere to the societal expectations and norms imposed upon them by the penal system. Simultaneously, prison staff are assigned a significant role.

iii. *Freezing syndrome* is a psychological phenomenon during the early stages of confinement, characterised by a total absence of emotional expression.

iv. *Intransigence* refers to a constant questioning of rules and insubordination towards staff, sometimes manifested through aggressive behaviour.

v. Incarcerated individuals adopt a *demeanour* whereby they are not bothered or touched by anything ('playing it cool'); this approach allows them to avoid engaging in conflicts and unsavoury circumstances that may lead to feelings of embarrassment.

Detainees experience various forms of hardship as a result of their confinement. As previously noted, prison, as a confined and enclosed environment, devoid of exits or ways out, is defined by the notion of confinement; this is intricately linked to the framework of punishment resulting in the repetition and reproduction of certain circumstances. The confinement time for inmates differs from that of the broader social context, since it is marked by a state of immobility and lack of progression, frequently referred to as *dead time* (Foucault, 1989). The evils of incarceration, as coined by Sykes (1958), pertain to the denial of fundamental and crucial goods or services experienced by individuals who are imprisoned. Incarceration is inherently associated with the restrictions imposed by the prison system, which encompass many forms of deprivation such as deprivation of liberty, personal space and autonomy, security, sexual deprivation, and deprivation of goods and services (Sykes, 1958). The state of being confined can lead to adverse effects on inmates (Cooke, Baldwin & Howison, 1990) including:

- anxiety disorders, tensions and panic attacks,
- inability or disturbances in problem–solving, due to monotony, monotony of prison life and lack of stimuli,
- depression (anxiety, cognitive, eating, endogenous),

- suicide attempts and self-harm.

Nevertheless, the intensity of confinement effects may vary among detainees due to a range of circumstances, including personality traits, social background, conditions of confinement, and their detention status. These factors can significantly influence an individual's perception of the psychological and physical distress associated with being confined (Rigoutsou, 2005).

## 2.3 Correctional institutions in Greece

This section provides an overview of inmates' characteristics as well as the living conditions they experience within the prison environment in Greece. Inmates' lives within penal institutions are ruled by stringent regulations that establish and ensure the orderly functioning of these facilities, taking into account the particular conditions. In the subsequent section, an exposition is provided regarding the diverse classifications of correctional facilities in Greece, along with an elucidation of their functioning in accordance with the Greek Penal Code.

### 2.3.1 Types of correctional institutions

In Greece, there are various categories of correctional institutions that serve as facilities for the confinement and rehabilitation of individuals who have been convicted of criminal offences. The penal system is based on general principles and rules laid down in the Constitution, international conventions, laws, and presidential decrees. Based on the rules of operation of type A and B prisons (Ministerial Decree 58819/2003, Article 2) a Penitentiary Institution is defined as 'a specialised regional department under the jurisdiction of the Ministry of Justice'. According to the Penal Code in Greece, the Penitentiary Institutions are categorised into different classifications (Law 2776/1999, Article 19; Aloskofis, 2016):

a) General Detention Centres (or closed prisons) which can be distinguished into[1]:

[1] In addition to the two categories (type A and type B), type General Detention Centres of Type C were also established in 2014 by Law 4274/2014, but were subsequently abolished by Law 4322/2015. Those Centres concerned the detention of convicted or accused persons for crimes under Articles 134, 135, 135a, 138 and 187A of the PC as well as for crimes under articles 299, 380 (2) and 385 paragraph 1(a), where the offences in that case are committed in the context of Article 187 of the PC (criminal enterprise).

i. Type A, where inmates on remand are detained for financial debts, for crimes against property and property crimes, which have been committed without violence or threat and convicts with prison sentences[2].

ii. Type B, where all other inmates are detained (those serving sentences[3]: imprisonment, confinement in a penitentiary institution, confinement in a psychiatric institution and detention).

b) Special Detention Centres are:

- Special Detention Centres for Juveniles[4]
- Agricultural/Rural Prisons[5] and the Central Prison Material Depot, and
- Semi-Free Living Centres[6]

c) Treatment Detention Centres, which are divided into general hospitals, treatment centres for inmates with mental disorders and Special Treatment Establishments or sections for substance abusers (e.g. Korydallos Inmate Hospital, Inmate Psychiatric Hospital in Korydallos and the Centre for the Rehabilitation of Drug Abusers in Inmates of Eleonas, Thebes).

In Greece, there are 33 Detention Centres, of which 23 are General Penitentiary Institutions and 10 are Special Penitentiary Institutions, of which three are Special Detention Centres for Juveniles, and three are Therapeutic Institutions (Decree 96/2017) (see Table 1).

[2] Imprisonment constitutes liberty deprivation under the PC. The following penalties are applicable depending on the offence (P.C./Articles 51, 53, 54). 'Article 51. Deprivation of liberty: imprisonment, confinement in a penitentiary, detention in a psychiatric institution and detention. Article 53. Imprisonment: The term of imprisonment shall not exceed five years, nor shall it be less than ten days. Article 54. Confinement in a penitentiary institution: The shortest duration is five years and the maximum 20, if for the act committed the law threatens a sentence of deprivation of imprisonment for more than ten years or death penalty, in any other case the minimum is six months and the maximum ten years'. Article 55. Detention: Its duration shall not exceed 1 month nor be less than 1 day.

[3] 'Imprisonment: The sentence of imprisonment shall be for life or for a fixed term not exceeding twenty years, nor shall it be less than five years'. (PC/Article 52)

[4] The Special Detention Centres for Juveniles are regional structures of the Ministry of Justice where offenders of adolescent or post-adolescent age (13–21 years old) who are under trial or convicted are detained.

[5] In the Agricultural Prisons prisoners cultivate the land and their stay depends on their good conduct (Decree 30.07.1925, No. 199, cited in Schizas, 2013).

[6] Semi-Free Living Centres constitute the exit of convicts from detention facilities for professional, family and social reasons or to provide social service, in order to address serious needs of themselves and persons dependent on them and to achieve their gradual return to full freedom. Sentencing in a semi-custodial situation shall be served in special centres or premises of other institutions available for those who receive regular and training permits (PC 2776/1999).

## Table 1: Penitentiary Institutions in Greece[7]

| **A. Special detention centres for adults-rural prison** | | |
|---|---|---|
| No. | **Name** | **Location** |
| 1. | Detention Centre of Agia | Agia |
| 2. | Detention Centre of Kassandra | Kassandra |
| 3. | Detention Centre of Tirintha | Tirintha |
| 4. | Central Prison Material Depot | Korydallos |
| **B. Special detention centres for juveniles** | | |
| 1. | Special Detention Centre for Juveniles of Avlona | Avlona |
| 2. | Special Detention Centre for Juveniles of Volos | Volos |
| 3. | Rural Penitentiary Institution for Juveniles of Kasavetia | Almyros |
| **C. Therapeutic detention centres** | | |
| 1. | Korydallos Inmate Hospital | Korydallos |
| 2. | Inmate Psychiatric Hospital of Korydallos | Korydallos |
| 3. | Centre for the Rehabilitation of Drug Addicts in Inmates of Eleonas | Thebes |
| **D. General detention centres** | | |
| 1. | Penitentiary Institution of Alikarnassos | Nea Alikarnassos |
| 2. | Penitentiary Institution of Amfissa | Amfissa |
| 3. | Penitentiary Institution of Grevena | Grevena |
| 4. | Penitentiary Institution of Female Eleona, Thebes | Eleonas Thebes |
| 5. | Penitentiary Institution of Domokos | Domokos |
| 6. | Penitentiary Institution of Thessaloniki | Diavata |
| 7. | Penitentiary Institution of Ioannina | Ioannina |
| 8. | Penitentiary Institution of Central Macedonia III | Nigrita |
| 9. | Penitentiary Institution of Corfu | Corfu |
| 10. | Penitentiary Institution of Komotini | Komotini |
| 11. | Penitentiary Institution of Corinth | Corinth |
| 12. | Penitentiary Institution of Korydallos | Korydallos |
| | Penitentiary Institution of Korydallos (female) | |
| 13. | Penitentiary Institution of Crete I | Agia Chania |
| 14. | Penitentiary Institution of Kos | Kos |
| 15. | Penitentiary Institution of Larisa | Larisa |
| 16. | Penitentiary Institution of Malandrino | Malandrino |
| 17. | Penitentiary Institution of Nafplio | Nafplio |
| 18. | Penitentiary Institution of Neapoli | Neapoli |
| 19. | Penitentiary Institution of Patras | Agios Stefanos |
| 20. | Penitentiary Institution of Trikala | Trikala |
| 21. | Penitentiary Institution of Tripoli | Tripoli |
| 22. | Penitentiary Institution of Chalkida | Chalkida |
| 23. | Penitentiary Institution of Chios | Chios |

[7] https://www.sofron.gov.gr/sofronistika-katastimata/stoixeia-sofronistikon-katastimaton/

In order to ensure efficient organisation, every penitentiary institution follows certain operational regulations, which encompass a structured timetable. Detainees are required to adhere to and rigorously follow the designated timetable of opening and closing of their cells and wards; the latter may be subject to slight adjustments (by half an hour later or earlier) based on the prevailing seasonal time (winter/summer time). Educational facilities are available between 08:00–12:00 and during the evening opening hours of prison, namely commencing at 15:00 and up to half an hour before sunset. It is noteworthy that it is possible (only at the discretion of the Prison Council) to bypass the timetable for inmates who participate in training or work, inside or even outside the detention facility (Aloskofis, 2016; Law 2776/1999; M.D. 58819/2003; M.D. 62367/2005).

### 2.3.2 Inmates' profile according to Law 2776/1999

In accordance with Law 2776/1999, the Penal Code classifies inmates into groups, based on their legal or factual circumstances. These groups include convicts, individuals held in custody, debtors, inmates subject to extradition, inmates subject to transfer, and foreigners subject to deportation. More specifically, the term 'legal situation' pertains to the grounds on which an individual is being held in custody while the term 'actual situation' pertains to the identity or unique qualities that distinguish each detainee; these attributes encompass gender, age, ethnicity, religious beliefs, family status as well as physical or mental health. The actual situation of inmates is influenced by a range of diverse criteria pertaining to their identity (Law 2776/1999, Article 11):

a) men and women
b) minors, juveniles[8], adults, and seniors
c) married and unmarried

[8] According to this Code, young prisoners are prisoners of both genders, who have reached the age of 13 and have not yet reached the age of 21 (adolescent and post-adolescent age). Young prisoners are allowed to remain in establishments specifically for them or sections until they reach the age of 25, if deemed necessary by the Central Committee of Transfers, on the recommendation of the Prison Council, in order to complete their educational or vocational training programmes they are attending, provided that they show an interest and their stay does not cause any problems for the common living and normal operation of prison (L. 2776/1999, art. 12, par. 6).

d) parents and non-parents, especially of minor children and particularly mothers who have their infants up to the age of three years[9]
e) nationals and foreigners
f) homo-religious or homodox and hetero-religious or heterodox
g) healthy and sick people, people with disabilities, suffering from chronic and contagious diseases, mentally ill and addicts
h) inmates with occupational activities
i) inmates with specific sexual orientation.

In Greek penitentiary institutions, those who are held in custody can be categorised as either serving sentences or undergoing security measures that restrict their liberty. This may be due to debts or financial penalties or other grounds. Additionally, inmates who are awaiting the implementation of a civil court's ruling are also included in this group. This category of inmates encompasses individuals who are currently awaiting trial commonly referred to as remand or temporary inmates. There is also a subgroup known as 'remaining', which pertains to foreigners who, upon their release from prison, are detained in the correctional institution pending trial or otherwise when deportation is deemed impracticable until their judicial deportation, or in other cases when deportation is the granting of a residence permit in the country (Law 2776/1999, article 1, paragraph 1, par. 1; Ministerial Decree 58819/2003, Article 2). Given the above, it can be inferred that Greek correctional institutions house a diverse population characterised by a multitude of social and economic attributes.

[9] A special area of the establishment or section in which they are held shall be suitably adapted for the accommodation for detained mothers with their children up to three years of age. Children over three years of age shall be admitted to childcare institutions operating under the supervision of the Ministries of Health and Welfare and Labour and Social Insurance, since they are deprived of an appropriate family environment, at the discretion of the competent judicial officer and after a hearing of the parents (Law 2776/1999, Article 13(3)).

## 2.4 Adult and prison education

### 2.4.1 Adult education

As discussed previously, prison education constitutes a crucial aspect of adult education. The field of adult education is not only a domain of practice, but also a scientific field that is comprehensively delineated within the context of lifelong learning and education, particularly in the scientific discourse (Karalis, 2013). This field emerged in Europe and the USA during the early 20th century with the objective of enhancing educational attainment among vulnerable social classes. However, it rapidly gained many more forms such as vocational training, education on cultural, social and political issues and expanded throughout nearly all countries (Kokkos, 2005). According to UNESCO (1976, pp.11–12) definition:

> The term 'adult education' denotes the entire body of organised educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby individuals regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development.

According to Hamburg Declaration (1977)[10], adult education has undergone significant transformations and witnessed considerable expansion in both scope and size. In the expanding knowledge-based societies globally, adult education has become essential in both the community and workplace. Every individual perpetually updates their knowledge and abilities throughout their lifetime. The state is the fundamental vehicle for guaranteeing the right to education for all, especially for the most vulnerable groups of society, including

[10] https://unesdoc.unesco.org/ark:/48223/pf0000116114

minorities and indigenous peoples, and for establishing a comprehensive policy framework. Therefore, nowadays, it is imperative for every adult to have access to new knowledge and competences at various periods of life, facilitating personal evolution, adaptation to changing conditions, and self-determination (Kokkos, 2005). Although participation in adult education is enhancing in some areas, access to educational opportunities is restricted and remains profoundly inequitable; thus, millions of adults are excluded. The primary issue for adult learning and education worldwide is to engage those who require it most, as emphasised in UNESCO's recent *Fifth Global Report on Adult Learning and Education* (GRALE, 2022)[11]. Approximately 60% of countries globally indicated no enhancement in the participation of individuals with disabilities, migrants or inmates (Institute of Statistics, 2022).

#### 2.4.1.1 Adult education and language learning

Malcolm Knowles (1984) introduced the term *Andragogy*, defined as the 'art and science of helping adults to learn,' in contrast to pedagogy, which refers to 'the art and science of helping children to learn' (Merriam & Brockett, 2007, p. 85). Knowles et al. (2005) identify six core principles of andragogy: 'the learner's need to know, self-directed learning, prior experience of the learner, readiness to learn, orientation to learning and problem–solving, and motivation to learn'. Rogers (2002) observes that various theories of adult learning-ranging from those centred on the individual learner, context-based theories emphasising the interaction between the learner and their environment, to knowledge-based theories that differentiate types of knowledge-share a common emphasis on the active interrelation process of adult learners with their experiences, new knowledge, and social contexts. Experiential learning plays a crucial role in adult learning theories, as it is widely acknowledged that adults learn more effectively when learning is connected to their personal experiences, challenges, and needs (Jarvis, 1995). Rogers (2002) posits that adults possess extensive experience, which instructors should recognise and leverage effectively.

[11] https://doi.org/10.54675/KPEX8783

This can be achieved by integrating and expanding upon students' experiences within the learning process.

The success of adults in acquiring a second or foreign language is a subject of considerable debate. Numerous studies have been conducted to examine the relationship between age and language acquisition indicating a Critical Period in human development during which the brain is particularly receptive to language acquisition (Todd, Marshall, & Snow, 2000). Robertson (2002) asserts that adult learners possess superior memory storage and enhanced conceptual capabilities compared to young learners, enabling them to learn a second language more rapidly and efficiently. Hammerly (1991) notes that while adult language learners are often recognised for their lack of ultimate mastery of language structure, they possess advantages over young learners. These advantages include greater cognitive maturity, improved learning strategies and study habits, enhanced focus and goal orientation, a longer attention span, capacity to form a wider variety of associations, and superior short-term memory. Adult language learning can be enhanced through the implementation of activities that allow for self-directed learning, active participation, and social interaction within groups. Employing diverse teaching and learning methods, ensuring relevance to learners' needs, minimising lecture time, facilitating problem–solving, and creating a supportive learning environment with ample resources, breaks, and opportunities for inquiry and error correction are essential strategies (Rasmussen, 2014). As a result, the rising population of adult language learners has led to heightened interest and research in adult learning methodologies, reinforcing that language acquisition for adults remains a lifelong endeavour.

#### 2.4.1.2 EFL in adult education

English language has gained significant importance in academic, civic, cultural, and economic domains globally. It has evolved into the default language of communication between EU member states (Cenoz & Jessner, 2000). In recent years, proficiency in English has been regarded as a fundamental skill in nations where English is taught as a foreign language (Graddol, 2006). The number of individuals studying English is increasing significantly, encompassing both young learners and adult learners. The primary

objective and significance of studying English is to level the playing field for certain adults in the professional world. Access to EFL provides adults with a second chance at improving career prospects or an advancement in their current career. They can acquire new skills that will assist them in their professional endeavours. By augmenting their knowledge and skillset, adults can simultaneously improve their employment opportunities.

Furthermore, EFL equips individuals with the linguistic competencies required for further studies or specialised vocational training. Numerous adult learners may aspire to enroll in English-language institutions or universities but require a robust foundation in English beforehand. Nevertheless, the benefits of studying EFL are not limited to the enhancement of adults' qualifications in terms of employment opportunities or vocational advancement; they also encompass adult requirements related to their daily routine, entertainment, academics, and personal development. As a result, English language learning emerges as a central topic in adult education. EFL as a global lingua franca, provides adults with access to a wider array of cultural experiences, literature, and worldwide viewpoints. This fosters open-mindedness, cultural exchange, and global understanding. Mastering EFL can result in greater life happiness, higher social engagement, and increased chances for personal development.

### 2.4.2 Prison education

Prison is frequently regarded as an unconventional setting for education. Research indicates that providing prison education to adults is a necessary pathway aiming to provide inmates with the opportunity to acquire social skills and enhance their self-confidence. According to Taylor (2014, p. i), 'offering inmates access to education improves their self-esteem and enables them to choose a more constructive way of life'. One of the prevailing outcomes observed in research is the positive impact of prison education on inmates' personality and its role in reducing recidivism rates. According to Brazzel et al. (2009), in-prison education can improve inmates' behaviour. Changing their thinking patterns, attitudes and behaviour may contribute to successfully reintegrate inmates in community. Furthermore, Fischer (as cited in Brazzel et al. 2009, p.17), commissioner of New York State Department of Correctional Services, asserts that through its transformational

powers, education in prison setting 'provides for a socialisation and self-actualisation process that no other treatment programme can offer'.

By means of educational endeavours, the field of education assumes a pivotal role in transformation, not only by cultivating the sense of societal duty among inmates, but also by encouraging the prison system to embrace a more democratic ethical framework in its operation. Nevertheless, correctional education is a very complex and challenging process for both inmates and educators. Education in prison takes place within a setting where rigid operational rules, confinement consequences, institutional conditions, and educational (socio-economic) background of inmates influence on their motivation to engage in learning (Muñoz, 2009; Rigoutsou, 2005).

#### 2.4.2.1 Origins of prison education

The need of providing education to detainees has been underscored for nearly a century within several academic disciplines, including psychology, sociology, social anthropology, and others. Given the fact that global population has seen a considerable increase and there is a correlation between illiteracy and criminal behaviour, as suggested by Wilson (1996), it is important to acknowledge that prison system is not a neutral entity. While the prison system is often associated with crime and deviance, it is important to examine the role of education within this context. Warner (2007) argues that prison education not only takes place within a criminogenic environment, but also has the potential to contribute to criminal behaviour.

Early prison education has been characterised in multiple ways by Foucault (1979, p. 270) as a moral entitlement, a corrective programme for delinquents, and as 'an essential precaution in the best interests of society'. Conversely, Wilson (2000) has viewed it as a mechanism for occupying convicts. In the modern era, it might be regarded as a technology of reform that equips inmates with essential employment skills, an ideology that has established cross-party political support. Internationally, the beginning of education for inmates had already been detected two centuries ago. However, since then, it has diversified to a large extent both its current form and its logic (Coley & Barton, 2006; Crayton & Neuesteter, 2008). The inaugural training programme was launched in 1789, at

Walnut Street Prison in Philadelphia, USA, with religious orientation and particularly the study of the Bible (led by the priest William Rogers); its primary objective was to enhance detainees' intellectual and moral health by fostering comprehension of detainees' crimes and deviant conduct (Gerber & Fritsch, 1983). In 1816, Elizabeth Fry initiated a programme in 1816 wherein she provided literacy instruction to incarcerated women and their children within a correctional facility located in London. The educational methodology she employed served as a prototype for instructional approaches in women's correctional facilities in the USA. The initial implementation of this approach took place in Indiana in 1873 (Chlup, 2005).

During the late 19th and early 20th century, there was a widespread endeavour to establish stability and organisation in the field of education for adult educators and programmes for adults in prisons. Concurrently, educational programmes were oriented towards social inclusion of detainees upon their release and in reducing their recidivism (Cecil, Drapkin, Mackenzie, & Hickman, 2000). This was achieved by recognising the inmates' needs within the restrictive framework of confinement, as well as those of society. In this particular environment, there was development of innovative education programmes such as those focused on educating people with disabilities, implementation of personalised programmes, and a strong emphasis on development of diverse literacies and communication skills. Simultaneously, a set of international and European legislative directives and regulations establish the training framework within correctional facilities, acknowledging, on local and national levels, the imperative nature of education and dissemination of adult learning under confinement conditions.

#### 2.4.2.2 Inmates' right to education

In his report titled 'The Right to Education of Persons in Detention', Muñoz (2009) examines the fundamental components of prison education. This report, presented to the Human Rights Council of the United Nations, highlights the intricate nature of providing education for incarcerated people. In fact, prisons providing education are frequently hesitant because of the 'considerable confusion surrounding its nature and objectives' (p. 7). Similarly, it states that prison education has a significant influence on reducing the

likelihood of reoffending, facilitating successful reintegration into society, and enhancing prospects for future employment. Moreover, this perspective regards education as a right for all incarcerated people. Furthermore, it acknowledges that inmates encounter different individual, social, and environmental challenges when participating in educational programmes in prison. In this regard, the responsibility lies with governments and all stakeholders involved to become informed and enhance their efforts in order to ensure that people in detention have access to literacy programmes, basic education, library resources, and other means to surmount obstacles and challenges and minimise the adverse consequences of incarceration (Muñoz, 2009).

Prison education is guided by a set of international and European recommendations and directives that emphasise the human right to education. It is important to acknowledge that irrespective of the nature of their offence or condemned status, all incarcerated individuals retain their humanity and are entitled to the recognition of their inherent dignity and societal respect they deserve (United Nations International Covenant on Civil and Political Rights (10), 1966). More generally, as stated in Article 2, the right to education for all is ensured by the European Convention for the Protection of Human Rights which denotes that 'the right to education should not deny anyone'. Additionally, the recognition of fundamental rights for European citizens, as outlined in Article 18, affirms that everyone possesses the right to education, including access to vocational and lifelong learning educational opportunities.

The primary objective of prison education is the reduction of school drop-out rate associated with delinquency, while acknowledging the role of lifelong learning in developing skills to tackle the economic crisis prevalent in many European countries (European Commission, 2010). SCSs are considered to be an initiative to combat social discrimination. They provide flexible adult programmes and enable those who have fallen through the cracks from the education system to complete compulsory education. Therefore, the European Commission has made the decision to establish these schools in order to tackle social inequalities and exclusion. The operation of SCSs has evolved in prisons, satisfying the needs of prisoners for education (Dimitrouli et al., 2017). Danish

Production Schools, Adult General Secondary Education in the Netherlands and the folk high schools in Finland are similar institutions to Greek SCSs.

#### 2.4.2.3 Prison education and reintegration

According to the Directorate General for Education and Culture of the European Commission (2011), engaging in educational activities offers a potential solution for mitigating the negative consequences associated with confinement. Simultaneously, this approach aims to foster equal educational opportunities for incarcerated individuals who face disadvantages, thereby enabling them to partake in the advantages of learning. This approach aims to facilitate the reintegration of individuals into the educational realm, enhance their self-esteem, and foster the acquisition of basic skills (Rigoutsou, 2005).

In line with the Council of Europe (1990), prison education objectives should align with those of Adult Education. Specifically, it is recommended that training courses be offered to promote the right to learning, which is deemed crucial for the holistic development of an individual's personality. This development will progressively lead to establishing social skills including comprehension and responsibility which equip learners for the professional domain, society (Law 2776/99, Gazette 291/24-12-99) and more generally 'for life beyond the walls' (Dimitrouli & Rigoutsou, 2017, p. 29).

Another objective of the educational process within correctional institutions, which is widely endorsed in several countries, is the successful reintegration of incarcerated person into society and reducing recidivism after release (UK House of Commons Education and Skills Committee, 2005). According to a study conducted in the USA and Canada, there is evidence that offenders who have received education while in prison are less prone to reoffend (Behan, 2005). Furthermore, it is pointed out that by implementing structured activities and enhancing inmates' cognitive skills, particularly those related to decision-making through educational processes, may potentially deter criminal activity and promote positive behaviour (Brazzell et al., 2009). Simultaneously, it is argued that the educational process enhances social skills and moral reasoning, fosters self-esteem, and individual efficacy by promoting the adoption of socially desirable behaviour (Vergidis, Asimaki, & Tzitzidis, 2007).

#### 2.4.2.4 Three approaches to inmates' education

Depending on the emphasis placed on the many goals it pursues and the orientation it chooses at any given time, the international experience of educational policy within prisons demonstrates the existence of three alternative directions-approaches. In order to prepare individuals for a variety of roles in contemporary society, it is noted that training programmes offered within correctional institutions across Europe are either oriented to the completion of individual's personality and their empowerment through adult education, or in dealing with delinquent behaviour, or, finally, exclusively with vocational training and specialisation (Costelloe & Warner, 2014). It is helpful to examine their attitudes towards prisoners in order to further illustrate these strategies.

The first strategy is based on the Council of Europe's Directive on Prison Education (1990), which emphasises the comprehensive development of an individual's personality through adult education while taking into account their socioeconomic and cultural surroundings. According to this viewpoint, adult education encourages creativity and critical thinking, which help to bring about a more profound and long-lasting shift in a person's awareness, perspective, and life path. According to the second approach, the educational programmes offered are focused on dealing with criminal behaviour and eradicating the underlying causes of crime, placing an emphasis on the development of an individual's ethics by addressing their cognitive deficits, which assumes that the inmate is seen as an 'offender' and a criminal (Muoz, 2009). The third strategy, which aims to rehabilitate people who are freed and prevent them from reverting to crime, places a strong emphasis on vocational education and training (Downes, 2011). This model is based on the idea that criminals can be transformed into better people by providing them with both conventional and unconventional training, programmes that emphasise on improving literacy, fundamental education, career training, creative activities, religious and cultural activities, sports, social education, higher education, and extensive use of libraries.

Given its objective of fostering the acquisition of diverse knowledge and skills, as well as facilitating the transformation of preconceived notions and attitudes, adult education necessitates the provision of an extensive analytical curriculum within correctional

facilities. This curriculum should be designed to promote the multifaceted development of an individual's personality and facilitate the reintegration or career rehabilitation of incarcerated individuals.

#### 2.4.2.5 Impact of education on inmates

Apart from the value and necessity of prison education, particularities and difficulties faced by a person who has been deprived of freedom must be taken into account when discussing the significance of such educational opportunities. In essence, the process of imprisonment implies 'a violent cut-off of person from his own environment' including their family, social, professional environment and their integration into an unknown and threatening one, which is simultaneously identified by an abundance of deprivation and restrictions (Rigoutsou, 2005). Examining the ramifications of incarceration on individuals and specifically the transition from a state of freedom to confinement, scholarly investigations have revealed the emergence of psychosocial dysfunctions. These include emotional apathy, irritability, depressive symptoms, anxiety, and isolation (Dimitrouli & Rigoutsou, 2017).

Prison education provides inmates, regardless of gender, with opportunities to alleviate stress, release tension arising from the prison environment and cultivate cognitive and physical skills (Marantou, 2018). Additionally, such programmes have been found to mitigate the adverse impact of the prison setting on an individual's character (Farley & Pike, 2016). Furthermore, the active and voluntary engagement of individuals in educational endeavours not only enhances their sense of humanity but also facilitates their integration into society. This engagement serves to maintain their vigilance, preventing stagnation, and mitigating the likelihood of engaging in deviant behaviours (Council of Europe, 1990). According to Costelloe (2014, p. 4),

> When education in prisons is designed and delivered in order to promote social capital to the same extent as human capital, it can assist significant changes in inmates' lives and make them have choices that maximize their potential and expand their understanding they have for humanity as a whole. The provision of such form of education that focuses on transformation in

> such a perspective, can bring about changes in perception, attitudes and view of the world of inmates, which are more likely to be truly transformative and even more likely to have a greater longer lasting.

In the context of a totalitarian regime such as that of prison, adult education assumes a pivotal role as a fundamental factor in equality, educational opportunities, and cultural democracy (Council of Europe, 1990). It also underscores the significance of individual universality, empowering individuals to actively engage and adopt a critical stance in assuming diverse and challenging societal roles (Council of Europe, 1990). After all, adult education effectively addresses the issue of idle time within correctional facilities by offering a diverse range of activities. Moreover, it fosters a supportive and secure environment that enables inmates to freely express themselves and harness their creative, imaginative, and emotions. Through this approach, the inmate establishes a means of engaging in dialogue with their own self, so embarking upon a transformative journey of perspective. Simultaneously, this process facilitates a connection with the broader societal context, thereby imbuing their personal encounters with renewed momentum and substance. Ultimately, this endeavour serves to foster their successful reintegration into social life (Dimitrouli et al., 2006).

All things considered, education is a getaway to liberation within conditions of confinement. Prison education facilitates the reintegration of inmates into society and mitigates the risk of institutionalisation. The implementation of educational programmes within correctional facilities has been shown to have a positive impact on the personal development of incarcerated individuals, fostering improvements in their self-esteem, optimism, and overall personality. Prison education initiatives afford inmates the chance to engage in artistic endeavours and utilise their time productively. These programmes also serve as stimuli for social introspection and offer a pathway to a well-rounded education (Hawley et al., 2013).

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### 2.5.3 Prison educational programmes

#### 2.5.3.1 Prison educational programmes in Europe

The European Union (EU) has acknowledged the significant value of Lifelong Learning. 'Europe 2020' strategy aims to reinforce the advancement of inclusive adult learning and education in alignment with the Strategic Framework for Education and Training 2020. In every EU country, educational programmes at correctional institutions are theoretically designed to include all educational levels up to university. Nevertheless, due to lack of funds or financial resources to compensate education personnel, precludes full adoption throughout all educational levels (Maculan et al., 2013). Hence, education in prisons varies significantly among countries. Each EU country follows and applies a different model in education issues, such as the provision of secondary education programmes, training programmes, and programmes appropriate to the prison context (Dimitrouli et al., 2017).

Moreover, prison education has progressed through the implementation of the Basic Principles for the Treatment of Inmates by the UN General Assembly. These principles acknowledge the rights of inmates including their right while incarcerated. Additionally, the Council of Europe's Recommendation Rec (89)12 outlines a strategy for prison education, emphasising the importance of policy development and management practices that align with contemporary principles of inmate reintegration, protection, and dignity. The European Prison Rules outline the role of education within prison settings. These guidelines encompass various aspects, including the establishment of libraries, availability of educational resources, implementation of educational programmes, and provision of support aimed at facilitating inmates' reintegration into society (Council of Europe, 2006: 233, 3). According to Dimitrouli et al. (2008), it is important to highlight that the European Prison Education Association (EPEA) was founded in 1991 as a specialised European organisation tasked with overseeing the provision of education within prison settings.

The Council Resolution of November 2011 on a renewed European agenda for adult learning sets 'promoting equity, social cohesion, and active citizenship through adult learning' as a focal area, consistent with the overarching strategic framework for European cooperation in education and training ('ET2020'). In accordance with this priority, Member

States are encouraged to focus, inter alia, on 'addressing the learning needs of people [...] in specific situations of exclusion from learning, such as those in hospitals, care homes and prisons, and providing them with adequate guidance support'. The Council conclusions of February 2013 titled 'Investing in education and training–a response to Rethinking Education' call upon the Member States 'to ensure [...] that equal opportunities for access to quality education are provided' and to 'reduce the number of low-skilled adults by [...] offering tailored learning opportunities to individual learners'. More specifically, post-secondary education programmes are offered in many European countries such as France, England, Italy, Ireland, Luxembourg, and Slovenia. Tertiary education is provided in France and England (Dimitrouli & Rigoutsou, 2017). The educational interventions of England, Sweden and Finland for inmates in prisons are worth mentioning. In particular, England prioritises the provision of basic education for prisoners, with a duration of up to 25 hours per week. Further to the above, England provides vocational training and specialisation in a particular profession which is in demand on the labour market.

Additionally, basic training is provided in the correctional institutions of France, Sweden, England, Germany, Denmark, Luxembourg, Estonia, Latvia, Slovenia, the Czech Republic, Hungary, Italy, Ireland, and Portugal. Training programmes in French prisons provide literacy training programmes and participation of prisoner-trainees is very high (one in two prisoners is trained). The legislative framework in France organises and supports the provision of education and educational opportunities in prison (Dimitrouli & Rigoutsou, 2017; Linardatou & Manousou, 2014; Vergidis et al., 2007).

Furthermore, vocational training for prisoners in England is designed and delivered on the basis of a potentially meaningful vocational rehabilitation and reintegration of prisoners into society upon their release. On the other hand, Sweden and Finland have established an integrated system of education provision aimed at prisoners. Both countries are stipulated to provide basic education, post-secondary education, vocational education, and higher education to prisoners. Both Swedish and Finnish have attached considerable importance to education of foreign prisoners by providing them with programmes to learn the mother tongue of their country, Finnish and Swedish, respectively, as a foreign language. Sweden,

in addition to traditional education, makes use of non-conventional education and offers a range of courses for parents, for their upbringing of children in schools, and also provides education for prisoners with special needs; it also offers training in vocational skills, which will ensure that prisoners are equipped to claim to adequately apply for a job in the labour market upon their release. Moreover, in Finland (Kerava) a personal study plan is maintained for each prisoner-student, adapted to the educational needs and is co-formulated with the prisoner himself; this constitutes responsibility and commitment for prisoners to manage consistently their education (Vergidis et al., 2007). Last but not least, Finland is also reaching out to the Romani prisoner group by providing them with appropriate training (Dimitrouli & Rigoutsou, 2017).

In many correctional institutions in France, England and the Scandinavian countries distance learning programmes, which are supported either through correspondence courses, are organised by the Ministry of Education (France), or through onsite teaching (Norway) or teacher consultation visits, where possible (England). The Open University (Great Britain) supports prisoner-student groups who are experiencing learning difficulties, such as dyslexia. Financial performance awards are provided to prisoners and well-organised information is provided through a trifold brochure on education options through the Open University (Linardatou & Manousou, 2014).

#### 2.5.3.2 Prison educational programmes in Greece

As a member of the Council of Europe, Greece conformed its penal policy to Recommendation No. R (87) 3 on European Prison Rules (EPR), adopted by the Committee of Ministers on 12 February 1987. All inmates have the same right to education as other citizens (Gazette A 291/24-12-1999). In the past, attempts to educate inmates in Greek prisons were conducted by the Prefectural Committees of Population Education and by the General Secretariat for Adult Education[12] (formerly General Secretariat for Adult Education, now General Secretariat for Lifelong Learning and Youth), which has implemented counseling programmes in conjunction with educational programmes since 1985. Those programmes were designed to improve educational motivation, develop life

[12] Geniki Grammateia Ekpaideusis Enilikon

management skills during and after incarceration, foster social skills, and promote personal empowerment (Rigoutsou, 2005).

Moreover, since August 2003, within the project framework 'Adult Education Centres', inmates' training classes have been conducted in specific prisons in Greece to establish conditions conducive to labour market entry, mitigate social exclusion, and foster active citizenship by acquiring new fundamental skills, as well as enhancing existing ones (Rigoutsou, 2005). The first educational courses were about literacy and preliminary education, vocational programmes, as well as teaching Greek as a second language to foreign inmates. All adults regardless of gender, age, nationality, religion, prison time or type of offence were given the chance to attend the courses. Then, between 2003 and 2008, the General Secretary of Adult Education[13] (L. 2909/2001) expanded the courses and supplied psychosocial support to inmates through the Lifelong Learning Centres[14] (Dimitrouli & Rigoutsou, 2017) and Non-Governmental Organisations. Nowadays, under certain circumstances, inmates in Greece are given the opportunity to attend all levels of education according to Law 4512/2018.

While these programmes operated in specific prisons, not all inmates had access; they were fragmentary and were conducted on a voluntary basis. It should be noted that the operation of Adult Education Centres ceased in June 2011. Non-Governmental Organisations (EPANODOS, APOSTOLI, and PRAKSIS) have also initiated actions in collaboration with Vocational Training Centres to implement national programmes in various prisons. In addition, KETHEA[15], as part of its initiatives for detoxifying individuals from psychotropic substances, conducts educational programmes in numerous correctional institutions (Papaioannou, 2015). Nonetheless, educational programmes in Greek prisons have been notably fragmented, inadequately fulfilling the stipulations established by the legislative framework (Rigoutsou, 2005). In 2004, a major advancement in prison education occurred with the establishment of Second Chance Schools (henceforth SCSs) (Koulouris &

[13] Geniki Grammateia Ekpaideusis Enilikon
[14] Kentra Dia Viou Mathisis
[15] KETHEA stands for Therapy Centre for Dependent Individuals

Aloskofis, 2013; Rigoutsou, 2005). Nowadays, SCSs and Vocational Training Institutes[16] (VTI) are the primary bodies providing prison education under the auspices of the Ministry of Education.

As far as post-SCS studies are concerned, in 2025, Greece inaugurated its first Vocational High School[17] within an adult correctional facility in Larisa prison. This initiative empowers inmates with access to certified vocational secondary education. Attendance outside prison requires a special educational permit whereas the majority of the applications to attend high schools are hardly accepted. For higher education studies, distance education with Hellenic Open University is an alternative option. Since 2014, according to Law 4312/2014 (Gazette I' 260/2014), the Article 11 and Joint Ministerial Decision 29809/2-6-2015 (Gazette B' 1368/03-07-2015), detainees have been able to take part in Panhellenic exams and enter higher education institutions. They are entitled to apply for educational leave, attend courses and take exams. Under the Joint Ministerial Decision aforementioned, distance learning students may use computers with controlled internet access as well as any other audiovisual or printed material used for educational reasons. Additionally, particular areas are provided for studying. Furthermore, the Hellenic Open University, wishing to strengthen those who are socially excluded from education, went on to offer scholarships to students-detainees (Dimitrouli & Rigoutsou, 2017).

#### 2.5.3.3 Studies on international prison curricula

The Council of Europe Recommendation on Education in Prison and the European Prison Rules (2019) underscore the significance of offering a comprehensive curriculum in prison education and training. This comprehensive programme should guarantee extensive opportunities for critical reflection and personal development, which are essential for the acquisition of significant and applicable knowledge and skills, enabling offenders to expand their understanding of their roles and futures. A review of the Irish prison education curriculum (2024) emphasised the necessity of a comprehensive and diverse curriculum to

[16] Institouta Epaggelmatikis Katartisis
[17] EPAL

promote greater participation in educational activities among prisoners and to address their educational and personal development needs at various stages of their incarceration.

Further to the above, Allred, Boyd and Perry (2023) conducted a study on Think Tanks which are cocurricular settings where participants develop and use skills and competencies advantageous both within and beyond the context of meetings. Data were collected from nine focus groups conducted in eight prisons across five states. The investigation examines participants' concerns about their cocurricular programme. Four themes emerged that underscore the importance of structure, culture, and agency in cocurricular activities inside prison settings. Concerns encompass the following themes: difficulties in convening, collective repercussions stemming from individual wrongdoing, resource limitations, and disruptions caused by the integration of new members. The findings have ramifications for investigations evaluating strategies influencing participation and engagement in educational prison programmes. Findings indicate the necessity of augmenting curricular programmes with cocurricular activities in prison environments to enhance participant advantages while incarceration and post-release.

Obetta (2010) examined the role of functional curriculum in Nigerian prison education, emphasising the primary design and implementation strategies for various learning opportunities, including Literacy Education, Functional Numeracy Education, Citizenship and Social Education, Health Education, Moral Education, Computer Education, Vocational Education, and Leisure-time Activities. Design strategies encompass the examination of sociocultural context, establishment of goals and objectives derived from this analysis, and identification and selection of material and learning experiences. The implementation techniques encompass the recruitment of certified Adult Education Facilitators, training of jail wardens serving as part-time facilitators, sufficient provision of learning and instructional materials, and establishment of adequate physical environmental amenities.

## 2.6 Second Chance Schools (SCSs)

### 2.6.1 Origins of SCSs

SCSs are institutions founded in the EU Member States as part of actions selected by the European Commission to combat social exclusion. The term was first used in the 21st century, in the White Paper on 'Education and training, teaching and learning: towards a knowledge-based society'. This EU document states that evidence indicates a rapid advancement in technology, science, and trade. The ongoing enhancement of know-how is the primary asset for maintaining competitiveness. Nonetheless, a considerable proportion of youth underperform academically and, as a result, do not attain the essential foundational skills. The integration of young people into society in general, and the employment market, continues to be a significant concern in the ongoing development of the EU. The drivers of innovation and the expansion of the European economy rely on the knowledge and skills of its citizens. Launching the SCS scheme, the European Commission in collaboration with Member States and local authorities, decided to make a stand against this phenomenon by offering new, tailor-made pathways to employment and active citizenship for these deprived young people (European Commission, 2001). Following the publication of the scheme in the White Paper, the Commission promptly encountered spontaneous expressions of interest from local and regional authorities. Prior to the initiation of the pilot projects at the end of 1996, around 80 expressions of interest had been received. Over the course of four years (1996–2000), this number increased to almost 300.

According to the Commission of European Communities (2000), the interest has varied significantly among different countries. The United Kingdom submitted approximately 40 expressions of interest from various cities and regions. France, Spain and Italy each recorded between 20 and 30. Interest was evident in Germany, while more muted in the Scandinavian and Benelux countries. Expressions of interest have also emerged from peripheral areas, including all French DOM-TOMs, the Canary Islands and Gibraltar, as well as non-EU countries (such as Argentina, Brazil, Estonia, Norway, Algeria, and Tunisia). 13 SCSs were set up in 11 countries: Germany (Cologne and Halle), Denmark (Svendborg), Spain (Barcelona and Bilbao), Finland (Hämeenlinna), France (Marseille),

Greece (Athens), Italy (Catania), The Netherlands (Heerlen), Portugal (Seixal), Sweden (Norrköping), and the United Kingdom (Leeds). In Greece, the first SCS started its operation in the municipality of Peristeri, Attica, in 2000. Today, there are 76 SCSs in Greece, 13 of which operate in correctional institutions.

### 2.6.2 General Characteristics of SCSs

The specifics of each school were mostly constringent upon local and national conditions but some 'general' characteristics were considered significant:

a) A committed collaboration with local authorities, social services, associations and the private sector, particularly aimed at providing potential training opportunities and employment for students;

b) A teaching and counselling approach centred on the needs, aspirations, and abilities of each student; encouragement of their active learning;

c) Adaptable instructional modules facilitating the integration of fundamental skills development (numeracy, literacy, social skills, etc.) with hands-on training within firms;

d) A central role for the acquisition of skills via ICT and emerging technologies.

Concerning the target group, it was decided after careful consideration to fix a lower age limit correlated with the formal school-leaving age. In order to prevent the establishment of 'parallel' schools that could jeopardise the compulsory nature of mainstream schooling, SCSs were prohibited from enrolling students for whom regular school attendance remained obligatory. No higher age limit was established, although it has become common practice to consider the age of 25 as a ceiling of sorts. An exception is Athens, where efforts to bridge 'second chance' and 'adult' education have led to an increased upper age limit.

### 2.6.3 SCS general curriculum

SCS curriculum substantially differs from secondary education in terms of content, pedagogical approaches, and methodologies underlying principles and students' evaluation. The curriculum gives an emphasis on socialisation, creating links between life and education, and improvement through the learning process. Thus, it is not exam-oriented

(Anagnou & Nikolopoulou, 2007). It is based on material created by the educators according to students' needs and interests (Mitsikopoulou & Sakelliou, 2006). SCSs constitute a radical innovation in education formed on a flexible curriculum, taking into consideration inmates' social needs and applying Critical Pedagogy (Freire, 1972).

The SCS curriculum is based on literacies (Greek and English language, maths, sciences, environment, social affairs, IT skills, and arts). The design of the curriculum is based on three parameters: a) the guidelines of the European policy on Lifelong Learning Programmes, b) the general principles of adult education, and c) the main characteristics of the European policy on adult learning programmes. Based on these parameters and taking into account the Greek reality, the *Standards of Studies* for SCSs were formulated; these standards are not based on a strictly predetermined, centrally designed curriculum, but on an open and flexible curriculum, adapted to the educational needs, expectations and skills of learners, their motivation, and future goals (Anagnou & Nikolopoulou, 2007).

The curriculum aims mainly at the acquisition of basic skills (40%), social skills (20%) in the use of a foreign language (10%), and training skills (10%) (Vekris & Hontoulidou, 2010). The establishment of these schools constitutes a significant advancement in prison education, as its curriculum is founded on the principles of adult education and is tailored taking into account inmates' specific characteristics: social, cognitive and psychological (Papaioannou et al., 2016). The training offered in the SCSs is systematic and leads to high school certificate. The title conferred by SCSs is equivalent to the Lower Secondary Education school certificate and is acknowledged by the Supreme Council for Civil Personnel Selection (ASEP) (Law 2525, Government Gazette 188/23-09-1997). The SCSs studies span two school years (Grade A and Grade B) and are split into two nine-month intervals.

#### 2.6.3.1 Literacy

A cornerstone of the education offered is a multiliteracy network that aims at the acquisition of modern knowledge, skills, and attitudes that will help trainees with social and economic integration and advancement. More specifically, the literacies which form the core of the curriculum are:

- Linguistic literacy (Greek and English): the aim of the literacy is to a) improve the Modern Greek used in both spoken and written language in order to increase to the maximum extent the level of language literacy they possess; and b) acquire a number of language skills in English in order to communicate with foreign language learners (Chatzisavvidis, 2010). This is accomplished through engaging and productive methodologies, including the analysis of original texts and various forms of discourse selected from a wide range of media and cultural contexts. The objective of EFL classes is to provide learners with the ability to utilise English effectively in real-world contexts through contemporary pedagogical approaches. The Linguistic literacy is taught for three hours per week.

- Mathematical/Numeric literacy: the aim of teaching this literacy is to acquire mathematical knowledge, skills and attitudes, which will enable students to meet the practical mathematical demands of their everyday life and to understand information presented in the form of mathematical terms (Lemonidis, 2010). Mathematical literacy is taught for three hours per week.
- Information literacy: it seeks to achieve learners to acquire a kind of 'information literacy culture', a positive attitude towards information and communication technologies (ICT), but also sufficient knowledge and skills that will help them to better integrate into tomorrow's society, while developing a positive attitude towards ICT to facilitate their lives. It also gives trainees the opportunity to take exams and certify their knowledge in specific modules of basic terms and skills (Dagdilelis, 2010). Information literacy is taught for three hours per week.
- Social literacy: the aim of social literacy is to a) know and understand the complexity of social relations which directly affect student's experience, b) acquire the ability to handle this knowledge when they need it, and c) provide them with a scientific approach to social phenomena so that they can continue to be active citizens, based on scientific principles and methods even after completion of their studies (Ververiotis, 2010). Social literacy is taught for three hours per week.

- Environmental literacy: this literacy is not only limited to providing environmental knowledge and transmitting specific environmentally friendly behaviours. On the one hand, it aims to form citizens with ecological literacy and awareness, and on the other hand, to form citizens with an active participation in society and different attitudes and behaviours towards the environment (Flogaiti, 2010). Environmental literacy is taught for two hours per week.
- Science literacy: it enables the trainee to use scientific knowledge and scientific way of thinking for personal and social purposes and to manage easily technology products (Halkia, 2010). Scientific literacy is taught for two hours per week.
- Cultural and Aesthetic Education: it aims at familiarising learners with the 'language' of art, aesthetics and culture through a variety of activities (workshops, visits, screenings, etc.), thus forming a better understanding of cultural and artistic events. Cultural and aesthetic literacy is taught for one hour per week.

#### 2.6.3.2 Projects

The method of the project is based on a stable but flexible framework in which both educators and students move. When educators apply the method effectively, learners are motivated and involved in the learning process and produce high quality work. They are given the opportunity to acquire basic knowledge and skills in mathematics, language, science, and social studies. They may use their dramatic (theatrical) abilities, their skills in construction, drawing, painting, designing, creating databases, etc. by making connections with life outside school. As a teaching method, the project or action can be applied:

- in the context of a subject (literacy)
- in cooperation between two or more disciplines.
- in cooperation between two or more or all the disciplines taught at SCSs.

The duration of a project can range from 2–3 teaching hours or up to one school year. Regardless of its duration, the process and steps followed as well as the principles of the organisation of the project are the same (Chatzitheocharous, Giovani & Nikolopoulou, 2010; Mitsikopoulou & Sakelliou, 2006; Noyé & Piveteau, 1999; Sakelliou & Mitsikopoulou, 2013a; Tsafos & Chodolidou, 2003).

#### 2.6.3.3 Portfolio

The Portfolio or Material Folder is the mirror of the learning progress of the learner at SCSs. The portfolio may contain the following:

- educational material given by each teacher (informative and supporting material such as newspaper articles, magazines, etc., various texts, notes, cartoons, photographs, maps, etc.),
- worksheets,
- trainee's work (individual or group),
- self-evaluation sheets,
- evaluation sheets,
- questions, ideas, suggestions, material collected by the trainee (Sofianou, 2004).

Further, asking students to keep a portfolio is an exceptionally efficient strategy for monitoring development and enhancing language skills (Sofianou, 2004). The purpose of portfolio is to exhibit students' growth and accomplishments throughout the classes. It effectively aids students in monitoring their development, contemplating their accomplishments, and maintaining motivation throughout their learning journey. The instructors should consistently evaluate portfolios with students to provide feedback on their work, and monitor their progress.

#### 2.6.3.4 Counseling Services

SCSs also provide vocational guidance by the vocational counselor and psychological support by the psychologist counselor. The connection among educational institutions, local community, and the labour market is established through career guidance. The career counselor provides both individual and group counseling to address trainees' needs. The activities that take place pertain to self-knowledge, self-esteem, and professional decision-making and essential life skills. Additionally, the counselor is responsible for providing educational and professional information to trainees. In addition to the career counselor, each SCS also employs a psychologist counselor for providing psychological support of trainees during their social reintegration effort.

#### 2.6.3.5 Inmate students' evaluation

The evaluation of trainees is descriptive emphasising the knowledge and skills across all literacy domains as well as participation in school activities e.g., projects, workshops or action plans. It also includes synthetic work and material dossiers, identifying areas for improvement (MR 1861/08-07-2014, No. B). The criteria for evaluating SCS students are the following:

1. Cognitive criteria: performance and acquired knowledge
2. Skills and competence: cooperation, initiative
3. Behaviour: interest, participation.

### 2.6.4 Foundation of SCSs in prisons

According to the Commission of the European Communities (2001, p. 13), 'SCS's priority is to reintegrate inmates in holistic education by fulfilling their needs and career'. The major SCS's goal is to fight social discrimination and inequalities in education. Thus, non-privileged populations, like inmates, are given the opportunity to attend prison educational programmes.

#### 2.6.4.1 SCSs in Greece

The foundation of SCSs in prisons is one of the most important adult educational establishments in Greece. The birth of these institutions is based on the text of the White Paper which stated that 'investing in education is equivalent to other economic investments' (1995). In Greece there are 13 SCSs in total (12 male and one female) in the following detention facilities: Diavaton Thessaloniki, Nigrita, Grevena, Trikala, Larissa, Domokos, Malandrino, Patra, Chania, Korydallos. In addition, there is a department at Korydallos Detention Hospital (Ministry of Education, Research and Religious Affairs/General Secretariat for Lifelong Learning and Youth, 2017). One SCS operates in women's prison of Eleonas, Thebes. Table 2 presents the SCSs operating in prisons in Greece and the year of establishment.

**Table 2: Second Chance Schools in prisons**

| SCSs in Prisons | Year of establishment |
|---|---|
| 1. SCS of Larisa | 2004 |
| 2. SCS of Korydallos | 2005 |
| 3. SCS of Korydallos (Hospital-Branch) | 2016 |
| 4. SCS of Diavaton-Thessaloniki | 2006 |
| 5. SCS of Trikala | 2008 |
| 6. SCS of Eleona, Thebes | 2008 |
| 7. SCS of Patras | 2008 |
| 8. SCS of Grevena | 2010 |
| 9. SCS of Chania | 2016 |
| 10. SCS of Nigrita | 2016 |
| 11. SCS of Malandrino | 2017 |
| 12. SCS of Domokos | 2008 |
| 13. SCS of Corfu | 2017 |

2.6.4.2 The SCS in Eleonas Thebes (female detention centre)

The Detention Centre of Eleonas located in Thebes is an exemplary correctional institution. It was established in 2008 for the first time exclusively catering to female adults and juveniles. The majority of them have been convicted of violations of drug law, property crimes, economic crimes, and crimes against life. There are women of various ages and nationalities, with mental health problems, and a variety of disabilities, unmarried or married with children who have either left behind.

At present, about 400 women are detained, while children up to the age of three are held together with their mothers, in a special section of the penitentiary institution. These children are provided with the necessary care from a volunteer pediatrician, they have a special feeding programme and are also given the opportunity to use the specially designed playground area in the courtyard of the prison. Women are provided with medical care by doctors of nine specialties. In addition, psychological support is provided. In this detention facility, a primary school as well as a SCS operate. Women prisoners are also given the opportunity to study at the Hellenic Open University (Koulouris & Aloskofis, 2013; Papadionisiou, 2018; Papadionisiou et al., 2019).

Furthermore, training and entertainment programmes take place; these programmes encompass computer, painting, and drama courses. Moreover, the interaction between humans and animals through programmes with the ultimate goal to strengthen the sense of responsibility and empathy of the women prisoners in the penitentiary institution is a great initiative. The rural women's prison is also in the same complex (see Table 2 in 2.6.4.1).

### 2.6.5 SCS inmate students' profile

SCSs provide secondary level education to inmates (over 18 years old), whether Greek or foreigners, who leave junior high school without a diploma and typically come from lower socioeconomic backgrounds, ethnic minorities or single parent families. Usually, the majority of inmates have negative experiences with the education system and are frequently possessed by feelings of failure and shame on both school breaks and difficulties encountered in finding work (Winters, 1997 as mentioned in Dimitrouli et al. 2008). These reasons make them cautious about participation and integration in an education group, while at the same time facing difficulties to commit and be consistent with their attendance; they also find it difficult to set targets and solve problems (Dimitrouli & Rigoutsou, 2017).

The reasons cited by inmates to discontinue their basic education, include economic and family problems, immigration for foreigners, use of drugs or other substances, lack of support from family; these causes are due to their low self-image, their personal reasons and choices and are not related to school. Some of the inmates have interrupted school (basic education) because they had learning problems and could not respond to academic demands, while others because they had negative school experiences (Antoniadou, 2014; Dimitrouli et al., 2008; Vergidis et al., 2007).

## 2.7 Adult prison educators

In order to serve the principle of active participation of adult learners in the learning process, the adult educator should exploit the dynamics of learners' group. Their aim is to create an appropriate learning climate, develop a multidimensional role (supporter-facilitator-animator of the group) and choose educational techniques and methods that

encourage interaction, experience exchange, and a heuristic path to knowledge (Kokkos, 2005). Moreover, Rogers (1999) argues that the adult educator undertakes the following alternating roles: teacher, listener, member, and facilitator of the group leader. Therefore, it is taken for granted that adult educators have the necessary social skills for managing and autonomous functioning of the group.

A key prerequisite is the comprehensive and continuous training of the participant in adult education. In order to ensure the effectiveness of learning, the adult educator is required to take decisions on the implementation of the appropriate techniques, which should be linked to pedagogical objectives of the learning process and the objectives of the programme and to promote active participation of learners at each stage of learning (Ioannou & Athanasoula-Repa, 2008).

According to the theory of *Andragogy* (Knowles, 1984), the adult educator should: a) create a collaborative learning climate, b) explore the needs and interests of adult learners, c) set educational objectives based on learners' needs and interests, d) organise activities that meet the educational objectives, e) select appropriate techniques and media to achieve the objectives, and f) evaluate the acquired learning experience and need for further learning (Tsiboukli et al., 2008).

The aim of the adult educator is to promote a deeper understanding and transformation of learners' previous experiences through the acquisition of new knowledge and experiences. The adult educator shall have a well-developed sense of empathy, i.e., to perceive and understand learners' reactions, while remaining an objective critic (Brookfield, 1986).

### 2.7.1 Adult educators in SCSs

The instructors at prison SCSs are mainly appointed educators, who may lack previous experience in adult education, or highly qualified substitute teachers. This occurs because, during the recruitment process, assigned teachers have precedence over replacement teachers, regardless of the EU criteria for adult educators. Individuals lacking any training in adult education or qualifications beyond their degree are permitted to teach at SCSs, unlike substitute teachers, who are required to possess high qualifications to teach in such

institutions, in accordance with the EU personnel guidelines. The Greek government implements these requirements solely for substitute teachers. The operational specifications of SCSs outline an intricate and multifaceted role for educators necessitating the acquisition of particular attitudes and skills. These include demonstrating respect and providing assistance to learners as well as applying active methodologies that foster learning. The SCS educator's role encompasses a diverse array of responsibilities, which in turn contributes to the formulation and advancement of school policy (INEDIVIM, 2013).

Educators' priority is to be informed about the school timetable and its objectives, the distinct attributes of trainees, the social and economic circumstances of the local community, as well as the local cultural, counselling and other institutions that constitute the support network of the SCSs. Educators establish a network of communication and engage in regular collaboration with the school headmaster as well as their colleagues from the same or different schools. Additionally, they establish connections with local institutional and productive bodies (Vergidis, 2010).

As aforementioned, educators do not adhere to a rigid curriculum as is the case in secondary education. Instead, they assess the specific needs and skills of each learner, employing a holistic approach to new knowledge and personalised learning. They set learning objectives in collaboration with learners, produce new or adapt existing educational learning material with careful consideration given to learners' abilities and potential. In their teaching, educators employ many instructional strategies and cover a broad spectrum of subjects to engage learners and foster their active involvement. In cooperation with school's counselling services, students are provided with support and encouragement (INEDIVIM, 2013).

SCS educators approach learners' needs holistically, leverage learners' experiences, and focus on enhancing their self-esteem. Additionally, they impart strategies for mastering new knowledge, facilitate the development of communication and cooperation skills, as well as critical thinking and problem–solving skills (Vergidis et al., 2007). However, first

and foremost, it is crucial for educators to prioritise developing a genuine interest in each student at a personal level. This involves understanding their educational background, discerning their goals and expectations, assessing their knowledge and skills, and identifying any potential obstacles that may impede their learning journey. Given the multifaceted and vulnerable nature of learners' personalities, acquiring further knowledge in the field of psychology, group management and human relations might prove to be advantageous and practical (Kottis, 2008). The pedagogical profile of adult educators in SCSs is influenced by the learners' characteristics, the goals and primary objectives of schools, as well as the instructional methods employed. In summary, a SCS educator should possess qualities such as empathy, proactivity, openness to criticism, self-control, self-awareness, and willingness to learn from trainees, adaptability, and a reflective approach to their work (INEDIVIM, 2013).

### 2.7.2 Prison educator's role

The majority of educators employed in prison schools did not initially aspire to pursue a career in such an educational setting. Typically, they are fortuitously there, seeking for employment. In the absence of proper training, educators are compelled to rely on their intuition as they lack the resources required to comprehend and manage their new experience (Papamichail, 2020). Prison frequently modifies the educators' boundaries and behaviour. These educators, influenced by the safety and control regulations enforced within prisons, may undergo a process of transformation wherein they adopt a 'military' approach as a means of counterbalancing inmates' behaviour.

The primary objective of prison educators should be the empowerment of inmates (Dimitrouli & Rigoutsou, 2017). Within this specific context outlined, the inmate acquires the knowledge and skills to effectively address issues that are of personal concern and relevant to their current situation. According to Tsiboukli and Phillips (2008), it is necessary for educators to establish clear boundaries of the relationships with their trainees, assuming the role of therapists and serving as exemplary figures. Additionally, educators should embrace diversity, foster an environment that encourages active participation in the learning process, address any instances of discrimination, and uphold democratic principles

through an open and respectful dialogue. A crucial aspect that holds significance for inmates is their empowerment during the educational process. 'Inmates are actively involved in the process of their empowerment, with their experiences, knowledge, opinions, and feelings. 'The educator guides and encourages them as well as generally facilitates this process' (Rigoutsou, 2005, p. 24). Prison educators face a significant obstacle in operating within the constraints imposed for security reasons by prison authorities. They must also reconcile the educational objectives for inmates with the overall goals of the prison system (Wynne, 2001, as cited in Rigoutsou, 2005). Hence, it is imperative for prison educators to embrace innovative strategies and approaches in order to overcome the intricacies of teaching in coercive settings.

In addition, it is essential for the educator to be prepared to establish the limits required by their role. Given that inmates, due to the repercussions of their imprisonment, have experienced hardships resulting in a deconstruction of their personality (Rigoutsou, 2005). Consequently, it is typical for them to seek a model of identification, similar to a parental figure. This parental model can be observed in the figure of the educator. The dynamic between educator and inmate might elicit strong emotional responses from the latter, resulting in a fluctuation in the inmate's emotional state (Dimitrouli & Rigoutsou, 2017). The educator must effectively maintain appropriate distances and adhere to their designated responsibilities. Vergidis (2003) points out that educators' role is thus seen as very important:

1. They consistently identify the educational requirements of students.
2. They evaluate the achievement of educational objectives and revise them accordingly.
3. They improve the curriculum.
4. They attend to the development of students and their involvement in teaching and activities.
5. They individualise the process of learning according to the starting point of each student.
6. They adopt alternative assessment criteria.

7. They encourage students' engagement in the educational process.

The professional recognition of prison educators is limited. The legal reality for prisoners' educators is a risk factor. The presence of legal factors poses a potential concern for educators working with prisoners. The difficulties faced by educators are inherent in the barriers that prison education should surmount. Thus, the aforementioned pre-existing social and educational disparities provoke further challenges in the successful execution of prison educators' duties. Similarly, the internal-available or external barriers mentioned above directly affect adult prison educators (Tzatsis et al., 2019).

Notwithstanding the constraints, the educator has to overcome the challenges associated with their professional status and identity amidst the complexities of compliance and training duality. The literature review highlights the following barriers in the context of prisons: a) a culture shock due to the specificity of prison context, b) lack in knowledge and skills, and c) existential and philosophical crises (Delli Carpini, 2008). Regarding the phenomenon of culture shock, according to Wright (2005), prison educators lack the necessary training and preparation for what they will experience in the prison environment. The phenomenon of culture shock results from a) educators' and entire prison society misperception and b) management of the subculture of prisoners and prison staff, which usually opposes any different culture (of educators) that tries to change the balance in the prison space (Patrie, 2017). Hence, educators face a significant problem in effectively managing this state of shock.

Despite the numerous qualifications and skills required to teach a vulnerable social group, no matter how well they know the role they are called upon to perform, prison educators are implicitly aware that in practice, teaching in and outside of prison are completely different. As Wright (2005) states, although out-of-prison and in-prison schools appear to be identical, in fact they are not; this distinction arises from the unique experiences and talents possessed by educators in educational settings. This is because teachers in prisons have a set of experiences and skills that set them apart from teachers in other schools. He adds, in fact, that teachers outside prison have a superficial understanding of what it is like

to teach in an environment like that of prison. The sooner the educator becomes aware of prison rules, targets and objectives of prison educational programmes, the more quickly they will succeed in achieving their teaching goals.

According to Dimitrouli and Rigoutsou (2017), to summarise the role of adult educator within correctional institutions and the behaviour they should adopt towards prisoners should be characterised by:

- the principles of democracy and equal treatment, without discrimination
- respect for prisoners' personality, dignity and rights
- acceptance of diversity and different views
- the principles of democratic and equal dialogue
- absence of stereotypes about prisoners and about prison environment
- well-constructed personality, personal maturity, and stable behaviour
- professional ethics
- sense of responsibility
- interest and willingness to contribute to learning
- promoting active participation
- self-awareness and self-awareness of their role and potential
- empathy, honesty, understanding, and willingness to listen
- flexibility, adaptability, resourcefulness
- ability to relate knowledge to everyday life
- ability to manage teams
- ability to manage crises and conflicts
- simplicity of expression, clarity and communicability
- patience, perseverance, and tolerance.

### 2.7.3 Prison educators' training

There are some inspiring publications pertaining to the field of prison education, encompassing topics such as educator training for this specific practice, as well as reflections on this activity, professionality, or availability of support both within Europe

and internationally (e.g., Eggleston, 1991; Hawley, Murphy, & Souto-Otero, 2012, 2013; Hurkmans & Gillijns, 2012; Patrie, 2017). The pedagogical approaches employed by prison educators are contingent upon their specialised training in an environment distinct in several aspects from conventional education.

Educators who lack enough training and venture into correctional facilities find themselves in an unfamiliar and harsh setting for which they are ill-equipped. The majority of them depend on information and guidance obtained from their more experienced peers or on their own instincts (Eggleston, 1991; Gehring & Wright, 2006; Reis-Jorge, 2009). The sufficiency or lack of educator training for prison education has faced scrutiny in numerous studies. Nearly two decades ago, Elrod and Ryder (1999) together with Ashcroft (1999) highlighted the inadequacy of educator training for prison. In a subsequent study, Mathur, Clark and Schoenfeld (2009) asked for chances to be created for ongoing professional development for prison educators.

The lack of specific adequate training might cause feelings of helplessness among prison educators as well as ineffectiveness of educational programmes (Gehring & Puffer, 2004; Sayko, 2005; Wright, 2005). Hence, the majority of the aforementioned authors recommend focusing on training and support of prison educators (pre-service and in-service training) as a means to enhance the effectiveness of correctional education. This emphasis on training and support has the potential to yield improved educational outcomes and greater satisfaction among incarcerated students and educators (Gehring & Puffer, 2004; Hawley et al., 2013; Lawton, 2012; Patrie, 2017; Sayko 2005).

Current research on professionalism and practices of prison educators is not adequately developed (e.g. Bhatti, 2010; Hawley et al., 2012; Reis-Jorge, 2009; Wright, 2004). This can be extensively attributed to the limited access researchers have, the prison environment, and the considerable barriers within the prison system. The current literature on correctional education mostly focusses on the outcomes for prison educators involved in educational programmes and the many types of programmes available. The predominant focus of correctional education literature is on the outcomes of inmate participants and the

sorts of programmes available, rather than on the educators within the prison system (Messemer & Valentine, 2012, p. 29). According to Wright (2004), there is a lack of comprehensive study documenting the scope of knowledge and expertise possessed by correctional educators. In addition to lack of adequate preparation for the prison environment, there is also a notable absence of training for adult learners' education (Irwin, 2008). Hence, the instructional methodology employed by educators is significantly formed by the practice of instructing youngsters and adolescents inside the context of conventional education. This scenario raises numerous inquiries pertaining to the readiness, adaptability, and professionalism of prison educators, as well as the efficacy of the instructional procedures employed.

### 2.7.4 Studies on prison educators' views and experiences

#### 2.7.4.1 International context

Ergin (2012) examined the perspectives held by correctional educators and inmates regarding correctional education programmes at a men's and women's prison in Turkey. Additionally, it sought to compare the perceptions of correctional educators and inmates to one another. The initial group of participants in the study consisted of ten correctional instructors, with five individuals selected from each institutional facility. The second group consisted of a total of 20 inmates, with an equal representation of ten inmates from each prison. The data were obtained using group interviews. Both group interviews consisted of 14 questions, and the data collected were analysed using the content analysis method. The study's findings indicated that correctional instructors experience lower levels of satisfaction in comparison to inmates within the correctional education environment. However, it was discovered that both correctional educators and inmates share similar viewpoints regarding the factors that either support or hinder inmates' success in correctional educational programmes. Among the supporting factors identified are the programmes' contributions to increased self-esteem, improved literacy, and enhanced prospects for employability upon release. Both educators and inmates view educational programmes as a positive and constructive element of prison life. Nevertheless, several

challenges are acknowledged, including systemic and institutional barriers that affect the quality and consistency of educational delivery. Despite these obstacles, the participants also suggest practical solutions aimed at improving the correctional education environment, demonstrating a shared commitment to the rehabilitative potential of prison education.

In the same vein, the study by Gelana and Hindeya (2014) aimed to explore the views of educators, prisoners, and administrators about the practices of prison education in Ethiopia. It explored teachers' skills and practices on the principles and challenges of adult education faced by correctional institutions and prisoners. One hundred and thirteen respondents participated in the study consisting of 24 educators, 87 prisoners, and two administrators. The participants were chosen from two intentionally selected correctional institutions. Systematic random sample and extensive sampling methods were used to select inmates, educators, and administrators respectively. Data were gathered by a questionnaire and personal interviews. Descriptive techniques and t-tests were adopted for analysis. The study found that the teaching practices employed by teachers are not supported by the main principles of adult education. In addition, teachers who teach adult prisoners often lack the required teaching skills. In particular, teachers are found to lack general pedagogical knowledge and pedagogical content knowledge. Although many teachers argued that teaching in conventional education should have been different from non-conventional education, the study showed that teachers' classroom practices deviate greatly from the principles of adult education. The study also revealed that teachers lack the appropriate training and have rare opportunities to upgrade their professional development. Moreover, the study sought to shed light on the challenges in correctional institutions hinder the effective delivery of correctional education. These include lack of textbooks and teaching materials, lack of ongoing training for teachers, lack of integration of education with the basic principles of functional adult literacy and other factors that hinder inmates' education.

Equally important is the report *Prison Educators: Professionalism against the odds* (Rogers, Simonot, & Nartey, 2014), which summarises the results from the University and College Union (UCU) and the Centre for Education in the Criminal Justice System

(CECJS) at the Institute of Education, University of London. This study aimed to examine the professionalism and practices of prison educators, and their professional perspectives. The findings were derived from a questionnaire administered to 278 prison educators in England. Based on the findings, profession and position of prison educators are perceived to have a diminished professional prestige compared to teaching staff in Further Education (FE) Colleges or in Adult Education. Their professional status is constrained by the conditions imposed by available funding, structures through which this funding was allocated, the frequent changes in management responsibility that undermine stability and experience, and the limitations of working under stringent security protocols.

Further to the above, the University and College Union (UCU) produced a report titled *The experiences of prison educators in England and Wales 9* (Meek & O' Connor, 2019). This review was conducted for UCU from May to September 2018, primarily utilising feedback from 288 prison educators who possess over 1,000 years of expertise instructing more than 50 different subjects in prisons throughout England and Wales. The research included both qualitative and quantitative data, concluding with a set of suggestions specifically directed at prison governors, senior managers, and education providers. The results revealed that prison teaching staff are undervalued, under-supported, and under-resourced. The respondents experience feelings of insecurity and susceptibility, leading to an expansion of their responsibilities to encompass tasks that are more closely associated with uniformed personnel. Educators are often confronted with disruptive and challenging conduct, substance abuse, and mental health issues within their classrooms.

Additionally, a study conducted in Slovakia, (Lukáčová et al., 2018) dealt with teaching practices in prison education. Attention was paid to secondary school educators who, at the same time, taught adult prisoners. Five teachers of the secondary vocational school were interviewed. The objective of the interviews conducted was to ascertain what ways, in the view of the educators approached, prison education and school education differed and how they reacted to the differences. Another aim was to find out whether the educators perceived themselves as sufficiently competent to teach inmates. The lack of teacher training for prison education and the influence of the prison regime significantly affect

teaching practices. The educators adjust the syllabus, the pace and demands placed on the learners to the limited conditions of prison regime. The authors believed that the present study sheds more light on teaching practices in prison education and helps recognise such areas where specific teacher training is needed.

Angela Sanders (2020) wrote for the Prisoner Learning Alliance a report entitled *Leadership in prison education: meeting the challenges of the new system*. This study, conducted through interviews in ten prisons with senior leaders and managers in correctional institutions and prison education, determined that there is a willingness for further training and development possibilities. Nevertheless, investment and resources are necessary to facilitate effective professional development and to establish the conditions conducive to learning and culture change. The pressure of time towards management, monitoring and reporting hazards has a negative impact on the availability of time and resources required to foster a comprehensive educational environment within correctional facilities.

#### 2.7.4.2 Greek context

Evaluating the Greek context from the perspective of SCS educators' views, to begin with, Papathanasiou (2010) conducted a study in Diavata, Thessaloniki, during the school year 2008–2009. The study aimed to evaluate the significance and the role of prison education, highlighting the legal framework currently in force and examining the educational structures in Greek correctional institutions. The research included questionnaires and semi-structured interviews as data collection instruments with the participation of students and instructors. Specifically, a total of 52 inmates participated by completing a questionnaire while three instructors were interviewed for data collection purposes. It was attempted to elucidate the prisoners' views and experiences who participate in school. This study aimed to explore their motivation for pursuing prison education, their expectations, as well as the challenges they encountered. The majority of the respondents reported that the major reason for attending school is sentence reduction and escape from the daily prison routine. The instructors expressed their belief that teaching within correctional institutions poses a unique set of challenges for them including inmates' indifference or anxiety due to

personal problems, no specific books which would help the teaching/learning process, and lack of teaching staff. They also emphasised the importance of attending training seminars that would actively have enhanced their abilities and reinforced their function in this context.

Lekaditi (2012) conducted a study with the objective of examining the training requirements of instructors teaching in correctional institutions. The study employed a psycho-sociological approach, which emphasised the identification of deficiencies in relation to a general norm or standard, and the subsequent awareness of these deficiencies. Three research questions were posed to be addressed: 1) What are the educators' training needs at SCSs in prison? 2) To what extent are the training needs of prison educators differentiated from adult educators? 3) What are the problems encountered in their work? The survey sample comprised instructors from the prisons of Domokos, Eleonas, Thessaloniki, Korydallos, Larissa, Patras, and Trikala. The data were collected through a semi-structured questionnaire comprising both open-ended and close-ended questions. The survey sample comprised 64 educators which represented a response rate of approximately 83%. Among other findings, the data analysis revealed that educators prioritise training on theoretical issues pertaining to vulnerable social groups. The educational approaches involve the implementation of experiential learning methods and the promotion of self-directed learning and personalised teaching. Furthermore, the primary challenges identified encountered by educators in prison pertain to the diverse composition of the trainee groups resulting from the high number of drug abusers and immigrants. These challenges manifested through trainees' negative attitude towards them characterised by distrust, doubt, and the difficulty for some people to concentrate due to medication. Additionally, educators encounter obstacles related to lack of trust, doubt, and aggressive behaviour as well as the participation of prisoners solely motivated by sentence reduction. An additional noteworthy finding is the lack of educational material and external visits and excursions. Furthermore, educators seem to be particularly concerned about their training, the low level of education of prison officers and they feel insecure in relation to their work in prison.

Equally important is Antoniadou's (2014) work, who conducted a survey on the headmaster's role in SCSs in a correctional institution in central Greece. The study described the ways prison and school administration performed and the factors that made it more effective. The empirical data were collected through a combination of semi-structured interviews, informal interviews, participative observation, and documentation. The headmaster and nine educators participated in this survey. Based on the research findings, it had been determined that the best approach to attain efficient administration was the ongoing training of educators in current trends and practices of prisoner training. The democratic style of management when combined with transformational leadership, serves as a catalyst for fostering a healthy school climate characterised by cooperation, equality, solidarity, trust, and mutual support. Within this positive and culturally diverse setting, the headmaster and educators' association cultivate an environment that actively combat prejudices and racism; thus, it fosters a sense of psychological safety among inmate students enabling them to pursue their educational endeavours without hindrance. All people involved, employ a common vision, use specific practices, bound for its implementation and formulate appropriate conditions which allow them to develop suitable conditions among stakeholders. Educators are aware of the values, the specific characteristics and needs of the imprisoned students. They mitigate the differences among all individuals within the school community and demonstrate readiness in managing daily contradictions that arise daily in school community. The teaching strategy employed by individuals in question aimed to mitigate biases by incorporating relevant subject matter and different instructional methods that foster effective communication, comprehension, and appreciation for diverse perspectives. Given their sensitivity, educators want to enhance their knowledge and abilities to develop intercultural competence. This enables them to effectively navigate the diversity and unique characteristics of their students, so improving their management skills.

In a study conducted by Marantou (2018), the focus was to investigate personal experiences, attitudes, and needs of the educators employed in a SCS in a Greek prison. A qualitative study was conducted using a sample of ten educators. The participants involved

in the study were interviewed with a semi-structured questionnaire. Qualitative data were subjected to interpretive content analysis. The findings of the study indicated that SCSs significantly influence learning and facilitate inmates' positive psychological transformation and human capacity. Educators perceived that their work has social significance and provides them with a distinct chance for personal growth within their profession. Nevertheless, educators highlighted a number of organisational and institutional deficiencies of the school. The value of SCS is recognised by inmates, as well as their educators. While prisoners expressed satisfaction with their attendance at school, participation in courses is deemed unsatisfactory. Furthermore, educators frequently encounter difficult behaviours and hazardous circumstances, leading them to conclude that they are not fully fulfilling the expectations associated with their role. Educators require special training assistance and psychological support in order to enhance their skills and fulfil the demands of their job. It is imperative for prison authorities to augment security protocols and hygiene standards, while also ensuring strict security to protect educators' personal data. Institutional obligations should also be met to cover educators' needs. State policies ought to facilitate the enhancement of organisational efficacy inside school.

Vernardos (2018) attempted to investigate adult educator's role in penitentiary institutions and record their views at the SCS located in Agia, Crete, including ten individual interviews and organising a focus group of five participants as data collection methods. The findings of the study emphasised the need to strengthen both SCSs within correctional institutions and the educators employed in these institutions. This objective can be achieved by the implementation of educational seminars and initiatives, which will serve to enhance their knowledge and competencies. Educators, who possess the appropriate approach and employ effective technical training methods, play a significant role in facilitating the development and improvement of their fellow educators. SCSs offer educators a unique opportunity to acquire experience and expertise that may be challenging to attain in conventional educational settings. These schools also foster self-evaluation, critical thinking, and reflection among educators.

The objective of Chroni's (2018) study was to examine and analyse the aspects of adult educators and headmasters of the SCSs in detention centres. It aimed to explore the challenges, and obstacles encountered by educators as well as the prerequisites and necessary qualifications for effective teaching. The study was conducted in two SCSs (Central Greece and Thessaly) in 2017–2018. The participants of the study were 11 educators and three headmasters who were interviewed either onsite or by phone. Additionally, the study sought to assess how these educators align with the principles of adult education and the standards and objectives of establishing SCSs in detention centres. The findings of this study highlighted the challenges the teaching staff encounter and the educational support they require from the administration.

In their study, Tzatsis et al. (2019) conducted an investigation into the challenges encountered by prisoner educators at the SCS located within Chania prison. Based on the findings of the study, the educators believed that the difficulties they encounter originate from various factors, including the prison conditions and rigid prison operational rules. Furthermore, the educators highlighted that many obstacles arise from prisoners' particular characteristics and their shortcomings. They also mentioned that the challenges they face mainly emerge as a result of the following: the prison context and situation of imprisonment, practical issues such as limitation on material use, inadequate infrastructure, the necessity to record the course for security reasons, handling of individuals with psychological issues, diverse composition of the prison population, insufficient experience, and training of instructors. This study also pointed out infrequently encountered challenges related to: a) prisoner-trainees' conduct, b) prisoner-trainees' misconceptions regarding the model for inmates with learning difficulties, and c) the difficulty of striking a balance between education and prison system. The educators' role at the SCS was also examined by the researchers. The findings of the study revealed that educators responsible for teaching adult inmates believed that they should have knowledge of both the adult education principles and the prison system. Additionally, the researchers identified the ability to define their relationship with prisoners along with the essential qualities of empathy and problem–solving skills as significant factors. Moreover, the educators'

primary principles were rooted in attitudes of acceptance and respect towards prisoners. Furthermore, according to the research findings, the educators emphasised a set of skills they consider essential. These skills primarily include: a) establishing clear boundaries in their relationship with prisoner-trainees, b) demonstrating empathy, c) being flexible, d) problem management, e) understanding, f) creating a context for interaction, and g) interpersonal skills. The skills that are cited with less frequency include: a) interest mobilisation, b) use of micromanagement, c) speaking skills, d) solving conflict resolution, and e) balance between two contexts, education, and prison.

Bitsakos (2021) investigated educators' perceptions regarding the evaluation of the institution of SCS in Greece including those operating inside correctional centres (SCSCC). A cross-national survey was conducted via a self-reported questionnaire administered to a sample of 367 participants consisting of educators and headmasters employed in SCSs and SCSCCs. The findings of the study indicated that SCS and SCSCC instructors could recognise the curriculum, infrastructure, and opportunities of socioeconomic integration as significant elements of SCS evaluation. The instructors expressed overall contentment with the curriculum and the prospects for socioeconomic inclusion provided while having a neutral opinion about infrastructure. The results indicated that infrastructure is evaluated more favourably in SCSs located in mainland Greece than in those located in insular regions. Additionally, it was found that headmasters and instructors who completed postgraduate studies tend to provide better evaluation of the curriculum. Nevertheless, educators working in SCSCCs are less satisfied regarding the prospects of socioeconomic integration in comparison to their counterparts working in SCS.

Given the above, past studies have explored the challenges, obstacles, and methodologies related to instructing prison educators. Most prison education research focuses on the effects of educational programmes on inmates or the structure of these programmes. Less attention is given to the instructors themselves, specifically regarding their adaptation of teaching methods, management of classroom dynamics, or response to the unique needs of incarcerated learners. There is an immense interest and profound inquiry into prison

educational programmes, inmates' motivation, prison educator's experience, role, and challenges. There is a growing body of research on education in prisons, but EFL specifically may not have been as extensively explored. The prison setting poses distinct problems for EFL instruction, including restricted resources, diverse educational backgrounds, and potential inmate's lack of motivation. Nonetheless, it may also have distinct advantages—language learning can equip inmates with new competencies, promote rehabilitation, and facilitate their reintegration into society.

## 2.8 English as a foreign language

### 2.8.1 English as a global language

The growth and internalisation of markets, or globalisation (Armstrong, 1998), has mostly been facilitated by the preeminent global language, English, due to its promotion for economic and political purposes as it is the native language of the superpower nations (Pennycook, 2001). A substantial proportion of the global population communicates in English, and its use continues to expand across over 75 countries (McKay, 2002). Three concentric circles delineate the current status of English according to Kachru (1989):

- The inner circle: English is the native language of the countries.
- The outer circle: English serves as a second language in multilingual nations.
- The expanding circle: English functions as a foreign language. The use of English in certain countries within this circle is such that they may eventually align with the nations in the outer circle.

To integrate into the international community, proficiency in English is essential since it serves as the language of international relations, diplomacy, media, higher education, sciences, technology-mediated communications, security, film, travel, and tourism. It functions as a lingua franca (Jenkins, 2007) and thus emerges as a potent instrument for development, self-sufficiency, and success (Johnson & Johnson, 2009). English constitutes 56% of all online material, so serving as the predominant language of the internet and facilitating global connectivity (Fisher, 2015). The primary target demographic for early technological developments was the English-speaking market, with programming languages predominantly utilising English-based codes, hence fostering innovation

(Fisher, 2015). Global companies and multinational corporations use English for the production of business and legal documents, as well as for training and both written and verbal communication across different nations (Gray, 2002). Another problem for firms is achieving cohesion among culturally diverse workforces; hence, English serves as a bridge, enhancing effectiveness, efficiency, and cooperation, ultimately boosting productivity and improving service delivery (Fisher, 2015). This difficulty has resulted in heightened demand for English, particularly regarding standardised examinations, as estimates indicate that over 1.5 billion individuals globally are acquiring the language (Fisher, 2015), so enhancing their economies' integration into global markets and increasing competitiveness. English has evolved into a commodity and a significant marketplace for exchange (Pennycook, 1994), so establishing itself as a necessity in the employment sector. The Economist (2001) characterises English as 'a form of cultural capital' or a 'basic skill of modern life comparable with the ability to drive a car or use a personal computer'. This explains why English is regarded by many as 'hard currency' (Nino-Murcia, 2003) or a symbol of 'commercial capital' (Ovesdotter, 2003). The demand for English in the current economic landscape has integrated it into curricula globally.

### 2.8.2 English literacy at SCSs

According to the Common European Framework of Reference (CEFR)[18] (EOPPEP, 2014), effective communication in a foreign language requires good knowledge of mother tongue and the ability to comprehend, articulate and interpret thoughts, feelings, facts and concepts both in written and spoken form (listening, reading, speaking, and writing skills) in a range of contexts. Additionally, mediation and cross-cultural understanding are involved in this process. The acquisition of foreign language proficiency is achieved at SCSs through the instruction of the influential English language, which is essential for learners to navigate the challenges of their daily lives in the knowledge-based society (Mitsikopoulou & Sakelliou, 2006).

English literacy is taught at SCSs three teaching hours per week in grade A and B. The primary objective of teaching English literacy is to provide learners with the ability to

[18] https://www.coe.int/en/web/common-european-framework-reference-languages

respond to a variety of communicational situations in their daily social, professional and educational environment, and develop interest in lifelong learning. This is essential as it provides learners with a diverse range of skills necessary to combat social exclusion. More specifically, learners are expected to develop multicultural awareness through interactions with both English and non-English speaking countries and foster an open-minded attitude and demonstrate tolerance towards diversity in the constantly changing society (Mitsikopoulou & Sakelliou, 2006). This is also accomplished by the interdisciplinary projects and the comprehension and evaluation of information from the different literacies taught. According to Mitsikopoulou & Sakelliou (2006), learners should possess the following abilities:

a. understand and produce oral and written speech
b. use the Greek and English language concurrently, in case they have the role of the medium
c. have developed vocabulary for a range of thematic areas in everyday life and be able to use it appropriately.

### 2.8.3 Curriculum of English literacy

The Curriculum of English literacy is available in all SCSs and online (Mitsikopoulou & Sakelliou, 2006[19]). Its objective is to provide linguistic skills in the target foreign or second language, enabling learners to comprehend and produce communicative discourse in multicultural and multilingual contexts in which English serves as the primary medium of communication. The following major factors have been taken into consideration in order to form the Curriculum of English literacy (Mitsikopoulou & Sakelliou, 2006):

a) students' age
b) non-completion of basic education
c) possible disparity of students' cognitive level in English language
d) modern theories of learning and adult education.

[19] http://scholar.uoa.gr/sites/default/files/mbessie/files/21_2006_grammatismos_stin_aggliki_glossa_-prodiagrafes_programmatos_spoydon_ideke.pdf

#### 2.8.3.1 The ideological model of English literacy

The Curriculum of English literacy adopts the *ideological model* of literacy (Street, 2003). Rather than focusing primarily on the acquisition of discrete skills, as is common in dominant models, this perspective prioritises the comprehension of literacy as is typical in prevailing frameworks. From this perspective, literacy is not a singular, fixed concept but encompasses multiple literacies influenced by distinct historical and cultural contexts. Furthermore, these literacies are frequently contested, reflecting broader societal power dynamics. The *ideological model* of literacy offers a culturally responsive comprehension of literacy as a socially embedded practice, rather than a neutral, technical skill. Unlike the *autonomous model* (Street, 2003), it perceives literacy as fundamentally influenced by social, cultural, and epistemological contexts. Reading and writing are intertwined with broader conceptions of knowledge, identity, and power. Literacy practices differ across contexts including workplaces or educational institutions, and their effects are contigent upon these specific settings. Importantly, literacy is inherently ideological, as dominant forms frequently reflect specific worldviews, hence marginalising alternative literacies.

The *ideological model* of literacy is significantly pertinent to English literacy in SCSs. English literacy is contextualised within learners' lived experiences, needs, and goals (e.g., managing bureaucracy, comprehending health instructions, communicating with employers). Moreover, literacy tasks often reflect real-life purposes rather than decontextualised exercises. Learners' native literacies (e.g., oral traditions, informal writing practices, migrant backgrounds) are valued rather than dismissed. Furthermore, educators build on learners' existing knowledge and tailor content to align with their sociocultural contexts (e.g., bilingual tasks, mediatory language roles). It also involves learner-centred methods: co-constructing themes, working on group projects, and using portfolios. Educators act as facilitators or mediators rather than authority figures. Literacy is practiced through project-based learning, such as creating a community guide or a multilingual brochure, fostering relevance and teamwork.

#### 2.8.3.2 Multiliteracies

Further to the above, the *ideological model* of literacy is reflected in a holistic, inclusive, and empowering approach to English literacy. This aligns with the extensive multiliteracies pedagogy (New London Group, 1996 as cited in Sakelliou & Mitsikopoulou, 2013a) which acknowledges that learners encounter multiple modes of communication (visual, oral, digital, linguistic), all embedded in specific social contexts. Within the context of adult education, particularly in SCSs, this pedagogical approach closely correlates with the *ideological model* of literacy (Street, 2003), as it shifts focus from standardised skill acquisition to learners' lived experiences and social realities. Multiliteracies promote inclusive education by validating learners' diverse cultural and linguistic backgrounds (Cope & Kalantzis, 2009), while fostering authentic, task-based learning through activities like writing CVs, interpreting public signage, or engaging with digital media. Additionally, project-based learning is fundamental to this model, involving multimodal and collaborative work that encourages peer interaction and knowledge construction (Cope & Kalantzis, 2015). Most importantly, multiliteracies empower learners by establishing them not only as receivers but also as producers of language and meaning across diverse social and communicative contexts. This orientation fosters critical engagement with texts and helps learners navigate the literacies required in both civic and workplace domains, contributing to their broader social inclusion and personal development (Luke, 2000).

#### 2.8.3.3 Mediatory use of language

The Curriculum of English literacy suggests the mediatory use of language for various reasons. The simultaneous use of a native language and a foreign language can greatly support learners in managing diverse communicative situations, both now and in the future, especially when they are called upon to mediate between individuals with different linguistic backgrounds. For instance, they may need to bridge communication between Greek speakers who lack proficiency in English and those who rely on English as a common language. This mediatory role of language not only enhances learners' command of English, but also deepens their comprehension of language as a tool for conveying

meaning, expressing identity, and transmitting cultural values (Mitsikopoulou & Sakelliou, 2006).

#### 2.8.3.4 Specifications for the Content of English literacy

Throughout their two-year Curriculum at the SCS, adult learners are anticipated to have cultivated comprehension and production skills including both oral and written English. They are anticipated to have developed concurrent proficiency in Greek and English through the application of a cross-curricular methodology in genuine communicative contexts. Their vocabulary must encompass a broad range of subject modules, supplemented by the correct application of grammatical structures in the target language. Ultimately, SCS adult learners are anticipated to have assimilated various language functions and applied their knowledge for understanding and articulating sociolinguistic scenarios and communicative contexts within interpersonal relationships in their immediate and broader social environments.

The thematic areas of the Curriculum of English literacy are aligned with the learners' daily social, professional, and educational contexts, with particular focus on the distinctive characteristics of their respective fields that may influence their professional lives (e.g., tourism, industry), thereby addressing their needs in 'developing their communication, social, and cultural skills' (Mitsikopoulou & Sakelliou, 2006, p. 37). According to the Common European Framework of Reference for Languages[20] (CEFR, 2001), learners, being beginners, can attain language proficiency at the A1 or A2 levels. No books or certification are required for the language skills acquired.

Regarding oral discourse comprehension, adult learners are anticipated to possess a solid understanding of the primary message conveyed in authentic conversational English and to extract basic information from mass media. Furthermore, they are anticipated to understand brief messages include advertisements, announcements, narratives, weather

[20] The CEFR categorises language proficiency in six levels, A1 to C2, which can be consolidated into three overarching levels: Basic User, Independent User and Proficient User, and that may be further delineated according to the needs of the local context.
https://rm.coe.int/common-european-framework-of-reference-for-languages-learning teaching/16809ea0d4

reports, news articles, directives, quotidian dialogues, communications, directions, requests, basic descriptions, telephone exchanges, and straightforward enquiries (concerning origin, domicile, or marital and familial status). With reference to oral discourse production, adult learners must possess the proficiency to generate simple speech with comprehensible pronunciation, intonation, and nuance to effectively address ordinary communicative scenarios. They are also anticipated to generate fluent and contextually suitable speech, tailored to the social occasion, and to formulate simple queries aimed at initiating communication, along with straightforward explanations, basic directions, and greetings (Mitsikopoulou & Sakelliou, 2006).

As far as written discourse comprehension is concerned, adult learners should be capable of reading simple written speech and comprehending both general and specific information. They must be capable of understanding announcements, tales, letters, advertising, computer commands and signs, product labels, menus, legends, directions, manuals, brief explanations, commonly used signposts, poetry, and notes. Therefore, they ought to comprehend multimodal texts and use a dictionary. Regarding the production of written discourse, adult trainees should generate concise written texts demonstrating cohesiveness, accurate spelling, and suitable punctuation, employing simple linguistic structures to the best of their capability. They must be capable of generating brief self-presentations, small glossaries, signs, simple letters and descriptions, and notes (Mitsikopoulou & Sakelliou, 2006).

The theme modules in Grade A of SCS studies may include: humanity and the environment, residence and environment, everyday life and social interactions, nutrition and commerce, health and physical well-being, travel and mobility, arts and culture, mass media and information technology, employment and occupation, the human's past, and the human's future and modern technology. For each module, general and specific instructional objectives are defined, indicative text types are selected, and suitable lexicogrammatical structures are introduced to the learners. The objectives and content of English literacy are improved at all levels during the Grade B of SCS studies, while the theme modules may remain unchanged. The EFL instructor is encouraged to employ a wide

range of activities and real texts that incorporate speech in various contexts to maintain learner's engagement when teaching (Mitsikopoulou & Sakelliou, 2006).

#### 2.8.3.5 Portfolio in English literacy

A portfolio is a well-organized and systematic compilation of assessment materials that educators and learners use collaboratively to monitor the learner's progress in knowledge, skills, and attitudes. The learner owns the portfolio and is tasked with organising and maintaining it. This approach provides a personalised way to monitor individual progress and assess overall proficiency. The portfolio showcases not just the learning journey but also the learner's gradual personal and academic advancements. Thus, it serves a formative role, providing educators with crucial insights to modify and enhance their teaching. It also encourages learner participation and critical reflection, engaging learners in activities such as self-assessment and helping to establish evaluation criteria, frequently in collaboration with the instructor. The portfolio comprises representative samples of student work, encompassing both completed pieces and drafts at various stages, along with self-reflective evaluations, peer feedback, and instructor comments. Through this documentation, the portfolio evolves into a dynamic account of learning and development (Mitsikopoulou & Sakelliou, 2006).

#### 2.8.3.6 Types of tasks and educational techniques

Considering the real-life conditions of foreign language usage, adult EFL instructors are anticipated to prioritise oral communication and reduce written tasks to essential communicative occasions. The adoption of methods and techiques that stimulate active learner engagement and interaction, facilitating the development of critical thinking, solution processing, and the application of theoretical knowledge in practice—such as role play, drama in education, simulations, group work, literature works, brainstorming, snowballing, creative writing, and problem-solving—are highly recommended by the Curriculum of English literacy (Mitsikopoulou & Sakelliou, 2006; Sakelliou & Mitsikopoulou, 2013a).

An organised material structure through projects would enhance learners' advancement in the target language. A project-based learning plan entails the design and completion of a

specific project (e.g., creating a tourist guide for the local city). It is a flexible learning process that integrates the learning environment with daily life, fostering collaboration, initiative-taking, and creative thinking. Each project encompasses one or more primary objectives associated with the production of a tangible outcome—such as developing a first aid brochure or a multimedia dictionary—and a series of intermediate goals attained through various activities that equip learners for the final result. The duration of a project may vary from a few hours (2-3 hours) to several months (2-3 months). The chosen topic may be developed within the framework of a specific literacy area or expanded interdisciplinarily through the collaboration of multiple literacies (Mitsikopoulou & Sakelliou, 2006).

Further to the above, another task suggested by the Curriculum is problem–solving. It is a skill which helps students think critically and find effective solutions (Mitsikopoulou & Sakelliou, 2006). Problem–solving is essential for promoting higher-order thinking as it compels pupils to analyse, evaluate, and synthesise material. Jonassen (2000) asserts that problem–solving abilities not only augment cognitive talents but also equip learners to confront real-world situations with creativity and analytical thinking.

Moreover, role-play and drama are acknowledged as effective pedagogical methods that promote experience learning, communication, and personal involvement. These strategies enable learners to replicate real-life scenarios, examine other viewpoints, and engage with language in genuine, significant contexts (Mitsikopoulou & Sakelliou, 2006). In EFL courses, role-play enhances speaking, listening, and intercultural competency by alleviating language anxiety and promoting fluency via intentional interaction. Drama in education denotes organised theatrical activities that encompass narrative construction, character development, and artistic expression (Maley & Duff, 2005; Midgley, 2022).

In addition, literary texts furnish abundant linguistic input and cultural insights, presenting learners with opportunity to interact with intricate language structures, idiomatic expressions, and varied narrative approaches. Through narratives, poetry, and drama, students enhance linguistic abilities while cultivating empathy and critical thinking—crucial elements of communicative competence in a second language (Mitsikopoulou &

Sakelliou, 2006). Incorporating literary works into the EFL classroom enriches the language acquisition process by exposing students to authentic, imaginative, and emotionally resonant texts (Devečková, 2023).

Equally important is creative writing, which is a way to develop imagination, language skills, and personal expression. It is an engaging way to improve literacy (Jurado, 2023). Creative writing allows students to explore language, structure, and style in a manner that is both individualistic and inventive. Hanauer (2012) posits that this process promotes linguistic competence and enables students to establish an emotional connection with the language, hence intensifying their engagement and literacy abilities. 'Visual poetry' is recommended by the Curriculum of English literacy as an example of activity to encourage creative language play and engage learners visually and linguistically (Mitsikopoulou & Sakelliou, 2006).

Furthermore, the Curriculum of English literacy recommends educational techniques stimulating learners' participation and interaction both with the instructor and the learners themselves. Firstly, simulation which is an instructional method intended to replicate genuine, real-world scenarios in a secure and organised environment (Mitsikopoulou & Sakelliou, 2006). It enables learners to engage in circumstances that may be excessively complex, hazardous, or impractical to encounter directly. Gredler (1996) asserts that simulations are effective instruments for experiential learning, prompting students to utilise theoretical knowledge, engage in decision-making, and reflect on results significantly.

Additionally, group work is a collaborative pedagogical approach in which students cooperate in small teams to accomplish common educational objectives (Sakelliou & Mitsikopoulou, 2013a). It promotes peer engagement, cultivates independence, and aids in the development of intellectual and social competencies. In the EFL classroom, collaborative activities foster a communicative atmosphere in which students can engage with the language in significant situations, negotiate meaning, and assist one other's learning (Lien, 2021).

Furthermore, brainstorming is an excellent pedagogical strategy that cultivates creativity and equips learners for following language tasks by promoting the unrestricted exchange of ideas (Harmer, 2007; Sakelliou & Mitsikopoulou, 2013a). In language learning environments, brainstorming stimulates existing knowledge, fosters collaborative thinking, and establishes a low-pressure atmosphere for language output. Harmer (2007) asserts that this method not only inspires learners but also establishes a basis for more organised language application in speaking and writing tasks.

Snowballing is a group problem–solving technique (Mitsikopoulou & Sakelliou, 2006). It works by having students tackle a series of problems, each one more complex/challenging than the last. This approach fosters critical thinking, encourages active engagement, and facilitates peer learning. As each exercise progresses from the previous one, students enhance their comprehension of the material while also cultivating communication and collaboration skills. Snowballing is especially efficacious in language acquisition and inquiry-driven environments, where layered problem–solving fosters enhanced cognitive involvement (Butarbutar, 2023).

#### 2.8.3.7 Evaluation of the Curriculum of English literacy

The evaluation of a curriculum is a formative and systematic process aimed at its continuous improvement (Mitsikopoulou & Sakelliou, 2006). This complex and multifaceted procedure requires time, collection of data from all stakeholders, and input from every stage and component of the curriculum. The goal is to interpret the findings to draw conclusions and make informed suggestions for its more effective implementation. Key purposes of curriculum evaluation include the addition of necessary elements or revision of components that do not support educators and learners effectively. The main criteria used to assess the Curriculum's effectiveness are:

- the extent to which its aims and objectives are achieved
- learner performance
- pedagogical appropriateness
- stakeholder acceptance

- responsiveness to learners' contemporary needs
- feasibility within the educational context (infrastructure, teaching materials, teacher training)
- clarity of goals and structure.

Evaluation should involve the systematic collection of data and the active participation of all stakeholders, especially educators and learners. English literacy instructors are not only responsible for implementing the Curriculum but also for evaluating it, for example, through structured questionnaires that assess its relevance to their learners and context. These responses should be decoded and discussed with programme coordinators to inform future revisions. Learners, who experience the Curriculum daily, are also essential sources of feedback, which can be gathered through classroom-based research. The current curriculum was shaped through contributions from educators, including feedback on the previous version, input from experienced teachers during training seminars, and discussions between coordinators and instructors at SCSs, ensuring the programme meets the real needs of English literacy learners (Mitsikopoulou & Sakelliou, 2006).

In educational contexts that prioritise student-centred and experiential learning, such as SCSs, assessment primarily aims to foster learners' critical awareness. This involves helping students to recognise their own mistakes, devise strategies for improvement, enhance their metalinguistic skills, and take ownership of their learning journey. Given that English literacy instruction in SCSs is oriented toward building basic language competencies, the use of alternative assessment approaches is particularly appropriate. These approaches assess not only learners' knowledge acquisition and academic performance but also their development of essential social abilities, including cooperation, initiative, active involvement, independence, accountability in collaborative tasks, persistence, and flexibility (Mitsikopoulou & Sakelliou, 2006).

Assessment in SCSs is therefore multifaceted and designed to meet diverse educational goals. The criteria used for evaluation are individualised, reflecting each learner's growth in relation to their age, experiences, and specific needs. Descriptive assessment is most

commonly used, serving as a formative, transparent, and feedback-driven tool that supports learners who have not yet achieved the intended outcomes. Suggested alternative assessment strategies include the use of learner portfolios, evaluation of both individual and group assignments (such as action plans), self-assessment practices, and collaborative assessments conducted jointly by educators and learners (Mitsikopoulou & Sakelliou, 2006).

#### 2.8.3.8 Study guide for English literacy

In alignment with the 2006 Curriculum of English literacy for adult learners, the Study Guide (Sakelliou & Mitsikopoulou, 2013a[21]) provides an expanded and updated pedagogical framework tailored to the requirements of SCSs. It begins with a theoretical framework that defines key concepts such as literacy and multiliteracies, contextualising them within contemporary educational discourse. Drawing on these principles, the Guide articulates the core aims of English literacy instruction, highlighting communicative competence, learner autonomy, and cultural awareness. The Guide outlines the learning objectives and content areas for both phases of the literacy programme, providing thematic and structural guidelines for instruction. Importantly, the final section discusses methodological considerations, advocating for a multiliteracies approach that embraces multiple forms of communication (e.g., textual, digital, visual) and fosters inclusive, learner-centred teaching practices. Through this framework, the Guide supports educators in designing flexible, relevant, and empowering English literacy experiences for adult learners in unconventional settings.

#### 2.8.3.9 Educational materials of English literacy

Apart from the Curriculum of English literacy and the Study Guide, a book with educational material for the teaching of English literacy is also available in all SCSs and online (Sakelliou & Mitsikopoulou, 2013b[22]). The book includes educational material for both Grades, A and B, suggested by EFL instructors who had been teaching at SCSs

[21] http://scholar.uoa.gr/sites/default/files/mbessie/files/2013_sde_odigos_spoydon_agglika.pdf
[22] http://scholar.uoa.gr/sites/default/files/mbessie/files/2013_sde_ekpaideytiko_yliko_agglika.pdf

throughout 2005–2013. It consists of three parts: the first part includes material for Grade A: how to introduce myself and give personal details, describe clothes and accessories, internet and social media, jobs, and a board game with revision exercises. Part B includes educational material for Grade B: house and environment, food and nutrition, geography, transportation, and civilisation. Lastly, part C suggests some projects and cross-curricular teaching: 'The natural mineral water', 'Household treasures', 'Radio', 'Colours', and 'From ancient Greek to English'. EFL instructors may consult the educational material and tailor their lesson plan according to the grade level or proficiency of students.

### 2.8.4 Studies on EFL in SCSs

EFL within Greek SCSs occupies a critical space at the intersection of adult education, language learning, and social inclusion. Given the unique characteristics of SCS learners, researchers have increasingly focused on understanding how EFL instruction can be tailored to meet their distinct needs. The literature reveals ongoing efforts to develop pedagogical frameworks that are not only effective in language acquisition but also responsive to learners' lived experiences, motivations, and affective barriers. This review synthesizes key empirical studies that examine learner profiles, instructional practices, curricular innovation, and the integration of technology within Greek SCSs, offering insights into the evolving landscape of adult EFL education.

More specifically, Almpanti (2007) conducted a qualitative investigation into the language learning needs and difficulties of adult learners attending the SCS in Drama, Greece. The study explored the multifaceted challenges these learners face, including limited prior formal education, low self-confidence, and the difficulty of balancing educational pursuits with work and family responsibilities. Furthermore, Almpanti identifies both extrinsic motivations—such as the desire for improved employment opportunities and enhanced communication skills—and affective barriers, particularly language anxiety, that shape learners' engagement with EFL. The findings underscore the importance of adopting learner-centred pedagogical approaches that integrate real-life language tasks and provide emotionally supportive instruction tailored to the specific needs of adult learners within the context of second-chance education. Similarly, Kazantzi and Zafiri (2019) conducted a

study exploring the learning needs and motivational factors of 142 Muslim adult learners attending six SCSs in Greece and 11 educators. The study revealed that learners are primarily driven by instrumental motivations, such as improving communication skills for travel and enhancing employment opportunities. However, the participants face several challenges that hinder their engagement with English language learning, including time constraints, fatigue due to work and family obligations, and limited proficiency in Greek, which impact their ability to follow instruction. Both educators and learners emphasise the need for increased instructional hours and improved educational infrastructure as critical measures to enhance the overall learning experience.

Moving on to EFL instruction in Greek SCSs, Valavani (2010) advocated for a negotiated syllabus grounded in adult education theories like Freire's work, constructivism, and experiential learning. Conducted in Northern Greece over eight months, the research employed a mixed-methods design—drawing on interviews with EFL teachers, questionnaires, classroom observations, and document analysis. Although the exact sample size is unspecified, multiple instructors from diverse SCS contexts participated. The findings underscore the mismatch between rigid syllabi and learner diversity in SCSs, highlighting negotiable, learner-centred curricula as more democratic and effective. The study culminates in a practical framework designed to enable collaborative syllabus development in adult language education. In the same vein, Mitsikopoulou (2010) explored the shift in English language teaching practices within Greek SCSs from a pragmatic, skills-based approach to a more transformative, critical literacy pedagogy. Drawing on seven interviews and 15 questionnaire data from English teachers, as well as her experience as the national coordinator for English literacy in SCSs, Mitsikopoulou highlights how teachers move away from rigid, pre-planned curricula toward more flexible, learner-centred practices. In this evolving framework, curriculum goals are negotiated with adult learners, promoting agency, engagement, and relevance. English, alongside ICT, emerged as one of the most appreciated subjects, with students showing strong motivation. The study underscores how multiliteracies and critical pedagogy principles have increasingly

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shaped English instruction in SCSs, fostering meaningful learning experiences that reflect learners' real-life needs and identities.

In terms of the factors influencing EFL instruction in SCSs, Almpanti's (2012) doctoral research investigated how SCSs in Greece are implemented and experienced during their first decade, focusing especially on the role and challenges faced by English language teachers. Drawing on policy analysis and interviews with 47 policymakers, administrators, scholars, academic staff, training organisers, counselors, educators, and students across seven SCSs in Eastern Macedonia and Thrace, the study reveals a mismatch between European Union adult education frameworks and the local Greek context. It highlights that while SCSs aimed to promote social inclusion and lifelong learning, teachers often face inadequate training, insecure contracts, and limited pedagogical support, which negatively impact their ability to implement learner-centred approaches. Almpanti argues that despite initial enthusiasm, systemic issues—such as lack of institutional backing and professional development—undermine the effectiveness of English teaching in SCSs.

Several studies have proposed innovative methodologies tailored to adult education. Delikonstantinidou (2020) focused on the development of a transmedial methodology of English literacy for adult learners in SCSs, which brings together the field of Digital Theatre in Education with the theory of transformative learning and the pedagogy of multiliteracies, as well as on the design of an educational programme as a blueprint for the substantiation and (possible) implementation of the methodology. It proposed an alternative methodology of English literacy targeting adult learners and seeking to also develop other abilities beyond those that relate to language literacy; a methodology built on the synergy between process drama and digital technologies and media. The ultimate purpose of this thesis was to foreground the benefits that can be reaped on the part of adult learners in the areas of English literacy, digital literacy, cultural literacy, self-perception and self-in-the world-perception through educational interventions grounded into the intersection of Digital Theatre in Education, EFL Education and Adult Education. Similarly, Kamperi (2020) recommended a teaching approach to English language aimed at adult learners of SCSs. The teaching methodologies followed are those of Group

Learning and Project-based Learning, which help transform the role of the educator, from mentor to coordinator and animator. They also promote initiative, self-action, learning by discovery, and personalized learning. Finally, a Portfolio-type questionnaire is used both as a tool for self-evaluation for the learners and as an evaluation tool of the educator's choices.

Further to the above, Kaziani and Heliades (2025) examined the integration of Information and Communication Technologies (ICTs) in EFL instruction within a Greek SCS. Utilizing project-based learning and action research methodologies, the study engaged 29 adult learners in collaborative tasks that involved creating digital presentations in English. Preliminary findings suggested that learners demonstrate a willingness to assume new roles within peer groups, irrespective of their initial familiarity with either the English language or digital tools. The incorporation of ICTs not only facilitates peer-to-peer interaction but also promotes metacognitive awareness, ultimately supporting the development of both linguistic and digital competences.

Finally, teacher perspectives on instructional strategies further illuminate the dynamics of effective EFL teaching in SCSs. Panagiotopoulou (2020) aimed to explore educators' perspectives on the factors influencing the effectiveness of energetic educational techniques in teaching English as a second language in SCSs. Using a quantitative methodology, data were collected from 50 educators via a digital questionnaire. The responses were analyzed using SPSS and compared with existing literature. The findings revealed that the most influential factors for effective use of energetic techniques are educators' communicative skills and experience in applying such methods. Other significant factors include students' attitudes toward learning, the learning environment, classroom management, available time, and relevant training. Additionally, curriculum relevance to learners' needs, proper preparation, lesson objectives, and alignment between technique and teaching goals are deemed important. Last but not least, Konstantinidou (2012) investigated English literacy within Greek SCSs, focusing on curriculum, language learning strategies, and adult learner profiles. She conducted an empirical study aimed at investigating the frequency of use of language learning strategies in English language

acquisition among adult learners, as well as the influence of specific personal factors on the activation of these strategies. Employing the Strategy Inventory for Language Learning (SILL) developed by Oxford, the study collected quantitative data from 64 learners attending the SCS of Serres. The findings revealed that among the indirect strategies, social strategies are used most frequently, followed by metacognitive and then affective strategies. Among the direct strategies**,** memory-related strategies rank highest, followed by compensatory strategies, with cognitive strategies used least. These results indicate that adult learners in SCS contexts tend to favour collaborative and experiential forms of learning, and rely heavily on memorization techniques.

## 2.9 Summary

This chapter brought together and concisely presented the research literature related to prison framework, correctional institutions in Greece and prison education. More specifically, it focused on the types of correctional institutions in Greece and inmates' profile. Further, it described the field of adult education and English language learning. Additionally, it discussed the origins of prison education, inmates' right to education, and the impact of education on inmates and reintegration. There was an extensive reference to prison educational programmes and a detailed account of the establishment of SCSs in Greek prisons. Moreover, students' profile, general SCS curriculum, prison educators' role, training and challenges were thoroughly presented. The last section of the present chapter was a discussion of English as a foreign language globally, English literacy at SCSs, the Curriculum of English literacy, and studies on EFL classes in SCSs.

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# CHAPTER 3 THEORETICAL FRAMEWORK

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## 3.0 Introduction

This chapter provides a robust theoretical framework for the study by analysing key theories of motivation and motivational strategies in language learning. Following the introduction of the definition of motivation, its types, and key motivation theories, with a special emphasis on Self-Determination Theory, the definition and framework of motivational strategies by Dörnyei will be presented and discussed. Finally, studies on motivational strategies adopted in EFL classroom will be presented.

## 3.1 Motivation and learning

Motivation is widely acknowledged by educators and researchers as a crucial factor affecting the rate and success of second/foreign language (L2) learning. It serves as the fundamental impetus that initiates (L2) learning and subsequently acts as the driving force to maintain the prolonged and often arduous learning process. Motivation is a major factor in the successful study of language acquisition. It significantly contributes to linguistic achievement in terms of linguistic outcomes which traditionally embraces the knowledge, the language structure, i.e., vocabulary, grammar, and pronunciation, as well as the four fundamental language skills including listening, comprehension, reading, and writing (Dörnyei, 2001). Insufficient motivation may impede individuals with exceptional abilities in reaching their long-term goals. Additionally, appropriate curricula and effective teaching are insufficient to ensure student success. Conversely, high motivation can compensate for significant deficiencies in language aptitude and learning conditions. Gardner and Lambert (1972) highlight that while language aptitude significantly contributes to individual differences in language learning success, motivational factors can surpass the influence of aptitude. Gardner and Lambert (1972) indicate that in specific language environments, where social contexts necessitate it (for instance, when the first language is a local vernacular and the L1 is the national language), a significant number of individuals appear to acquire proficiency in an L2, irrespective of variations in their aptitude.

### 3.1.1 Definition of motivation

Despite the frequent use of the term *motivation* in educational and research contexts, there is a notable lack of consensus in the literature concerning its precise definition. Gardner (2006) asserts that motivation is a highly intricate phenomenon with numerous dimensions, thus it is impossible to provide a straightforward definition. The concept of motivation has been perceived differently by many philosophical perspectives. From a behaviouristic standpoint, motivation is defined as 'the anticipation of reward' (Brown, 2000, p. 160). The cognitivists perceive motivation as closely linked to learner's choices; Keller (1983) articulated that motivation are the choices people make regarding the experiences or goals they will pursue or evade, and the extent of effort they apply in that regard. In the constructivists' view of motivation, there is a great emphasis on social contexts alongside individual decisions. Regardless of the variations, all definitions of motivation provided by the three schools of thought underscore the concept of *needs* indicating that the fulfilment of needs is rewarding, necessitates choices, and often must be understood within a social context.

Brown (2000) asserts that it is simple in L2 learning to assert that a learner will succeed with adequate motivation. Gardner (2006, p. 241) reports that 'students with higher levels of motivation will perform better than those with lower levels'. He further states that 'if an individual is motivated, they possess reasons (motives) for participating in the pertinent activities, exert effort, persevere in the tasks, focus on the objectives, demonstrate a desire to attain the goal, derive pleasure from the activities, etc.' (Gardner, 2006, p. 243). Motivation is the predominant idea utilised to elucidate a learner's success or failure; it serves as an intrinsic source, desire, emotion, rationale, necessity, urge, or objective that propels an individual towards a specific action (Ryan & Deci, 2020). Motivation is considered a primary factor affecting the pace and extent of success among foreign language learners. Gardner (1985) characterised L2 motivation as the degree to which an individual exerts effort to learn the language due to a desire to do so and the gratification derived from this endeavour.

Dörnyei (2000) defines motivation in terms of selection, persistence, and effort individuals exert on an action to achieve effective completion, recapitulating thus a definition previously articulated by researchers such as McGeoch and Irion (1952) and Deci and Ryan (2000). Consistent with Dörnyei's prior definition, Ployhart (2008) concentrated on three constructs to assess motivation: attention, effort, and persistence. He posits that an individual's motivation is contingent upon their focus on the intended task, the effort exerted to do it, and the time allocated to complete it. Bryan et al. (2011, p. 1050) define motivation broadly as 'the internal state that arouses, directs, and sustains goal-oriented behavior'. It is therefore characterised as a mental condition, a theoretical framework that compels individuals to act in pursuit of a specific objective. Pascual-Leone and Johnson (2004) define motivation as the endeavour to elucidate the rationale for an action, the nature of the activity, and the context in which it will occur. The definition was developed to elucidate the motivations and conditions influencing an individual's actions. Dörnyei and Ottó (1998, p. 65) have described motivation concerning an L2 as 'the dynamically evolving cumulative arousal within an individual that initiates, directs, coordinates, amplifies, terminates, and assesses the cognitive and motor processes through which initial wishes and desires are selected, prioritised, operationalised, and executed either successfully or unsuccessfully'.

### 3.1.2 Types of motivation

Several studies on motivation of L2 learners often differentiate between two primary forms of motivation: instrumental and integrative motivation. Researchers (Gardner, 1983; Wilkins, 1972) have defined the concept of 'integrative motivation' as the desire to acquire a language in order to identify with or assimilate into society of the target language. A student demonstrates integrative motivation when they learn a language to gain a deeper understanding of the culture and values of its community, to engage with its speakers, and to potentially reside in the target country. Students who achieve the greatest success in learning a target language are thought to be those who appreciate the speakers of the language, admire the culture, and possess a desire to familiarise themselves with or integrate into society where the language is spoken. This type of motivation is thought to

facilitate the successful acquisition of many registers and native-like pronunciation (Finegan, 1999).

Instrumental motivation stands in contrast to integrative motivation. Gardner (1983) characterises instrumental motivation as acquiring a language due to a more or less distinctly recognised utility it may possess for the learner. A learner is instrumentally motivated when they seek to acquire a language to pass an examination, utilise it professionally, engage in travel, pursue an alternative to television, or fulfil educational requirements (Wilkins, 1972). Instrumental motivation is typically defined by the aspiration to acquire a tangible or practical benefit from learning an L2 (Hudson, 2000). Instrumental motivation for language acquisition serves utilitarian purposes, including fulfilling educational requirements for graduation, applying for employment, negotiating higher salaries based on linguistic proficiency, comprehending technical literature, engaging in translation tasks, and attaining elevated social status. Instrumental motivation often defines L2 learning, where the learner experiences little to no social integration within a group that employs the target language, or, in some instances, actively seeks to avoid it (Getie & Popescu, 2020).

In their major study, Williams and Burden's (1997) framework divides motivational factors into two categories: *internal and external*. External factors involve family networks, peers, and teachers. They also include rewards, experiences, and punishments. On the other side, internal factors are curiosity, challenge, skills development, outcomes anticipation, personal skills improvement, confidence, and personal relevance. Ushioda (1996) also points out that internal motives lead to volitional insistence to continue learning. A motivated learner expects rewards of positive feelings such as appreciation, content, and satisfaction. These internal rewards derive directly from being occupied with an activity and the learner continues his effort with his willingness in order to experience internal rewards. Internal rewards also boosts skills development and contribute to learners' autonomy and metacognition ability. Through new knowledge satisfaction and goals completion, learners develop their self-enhancement; activating internal motives, they feel

that they have the power to control their learning implementing strategies chosen by themselves.

### 3.1.3 Motivation theories

Throughout the years, several psychological theories have been proposed to refine the extensive scope of motivation, exploring it from diverse perspectives. In 1943, Maslow presented the psychological theory including the *five fundamental needs* of human existence. Maslow (1943) posits that the foundational level of hierarchy consists of *physiological demands* essential for human survival. Further to physiological needs, ascending the hierarchy, we encounter *safety, love, esteem, and self-actualisation*. Humans are driven by the aspiration to attain or preserve various conditions that underpin these fundamental satisfactions, as well as by specific intellectual goals.

Atkinson (1957) formulated the *Expectancy-value theory*. This theory examines motivation concerning the anticipated success in a specific goal and the significance an individual assigns to achieving that objective. Wigfield et al. (2004) assert that achievement behaviours are influenced by achievement motives, expectancies for success, and incentive values. Vroom (1964) formulated an *expectation theory of motivation*. It states that individuals will be motivated if they believe that significant effort will lead to exemplary performance which will produce desirable rewards. Motivation pertains to the correlation between the effort individuals exert to attain their objectives, the resultant outcomes of that effort, and the rewards derived from their performance.

The concept of achievement is central to another motivation theory proposed by Atkinson (1964), known as the *Achievement Motivation theory*. The original concept pertained to 'the motivation to align with an internal standard of excellence' (as cited in Deci & Ryan, p. 221). Atkinson provided a mathematical model to ascertain the probability of success in a task when formulating the theory. He determined that this is contingent upon both the drive to succeed and the drive to avoid failure, as well as the likelihood of success, which is influenced by personal abilities and task demads (Deci & Ryan, 1985). Additionally, Deci and Ryan (2000, p. 229) have examined the intrinsic psychological requirements of

humans, specifically *autonomy, relatedness, and competence*, which 'refer to innate and life-span tendencies towards achieving effectiveness, connectedness, and coherence' (see also 3.1.4). Researchers define autonomy as an individual's capacity to self-organise independently, without external assistance. Relatedness, conversely, denotes the aspiration to establish connections with others, to love and be loved, to care and be cared for (Baumeister & Leary, 1995; Bowlby, 1958; Harlow, 1958; Ryan, 1993 as referenced in Deci and Ryan, 2000, p. 231). Ultimately, competence pertains to a perception of efficacy and achievement, intrinsically linked to what has been previously characterised as intrinsic motivation.

Moreover, considerable focus has been placed on the causes that individuals ascribe to the success or failure of their acts. Weiner (1985) introduced the *Attribution Theory of Motivation*. Weiner posits that motivation is influenced by 'our past actions, and particularly the manner in which we interpret our past successes and failures' (as cited in Dörnyei, 2001, p. 12). Upon comprehending the reasons for their success or failure, individuals begin to ascribe these outcomes to specific sources. Bandura (1986) identified three sources of motivation. The first pertains to *biological motivators* that stimulate human behaviour; the second concerns *social incentives*, wherein individuals replicate activities that garner acceptance from others and refrain from behaviours that may elicit displeasure. The third source focused on *cognition* and addressed how individuals 'motivate themselves and guide their actions anticipatorily by exercising forethought' (Bandura, 1991, p. 71). The notion of self-motivation has been central to various theories, including the self-efficacy theory. Bandura (1991) initially articulated his conviction about the robust correlation between an individual's sense of efficacy and their success in achieving goals; the more pronounced this sense is, the greater the likelihood of accomplishing various objectives, regardless of their perceived difficulty. The views individuals hold regarding their self-efficacy are significantly influenced by 'the self-regulation of motivation through goal challenges and outcome expectations' (Bandura, 2001, p. 10).

### 3.1.4 Self-Determination Theory

Ryan and Deci (2000a) state that delinquent behaviour may be elucidated through the principles of *Self-Determination Theory (SDT)*. This theory examines human motivation and identity highlighting the importance of humans' inner resources for identity development and behavioural self-regulation (Ryan et al., 1997). Hence, it emphasises humans' inherent growth tendencies and innate mental needs. The theory posits that the fulfilment of three psychological needs is essential in order to promote a sense of psychological well-being: competence, autonomy, and relatedness (Basic Psychological Needs-BPNs). Competence refers to the ability to perform effectively in a specific context and/or an environment. In the context of education and learning, it connects to doing well on an exam or in a particular content area. Relatedness encompasses the experience of social connection, significance among peers, mutual care, and a sense of belonging with both individual relationships and broader community. In education, relatedness refers to a student's sense of connection or acceptance by the teacher. Finally, autonomy is the sense of having control over the development of situations. In education, this refers to empowering students to have a sense of control over their own learning (Deci & Ryan, 2002). Autonomy cannot be achieved when individuals experience pressure or control to display a certain form of behaviour. SDT emphasises various forms of motivation. It distinguishes between various kinds of motivation according to the distinct reasons or objectives that prompt an action. One of the most general and well-known distinctions in motivation theories is between intrinsic and extrinsic motivation which will be discussed subsequently.

#### 3.1.4.1 Intrinsic motivation

*Intrinsic motivation* can be defined as 'activity engagement with tasks that individuals find intriguing and that, in turn, foster development' (Deci & Ryan, 2000, p. 233). The essence of the interest is a critical element of *intrinsic motivation*. *Intrinsic motivation* refers to the enthusiasm and engagement in specific activities stemming from an individual's perception of their appeal and enjoyment. Students with *intrinsic motivation* are inclined to engage with complex challenges and learn from their mistakes (Walker et al., 2006). Moreover,

intrinsic drive is essential for the integration process, where an individual's internal awareness and knowledge are combined with new information. Even when the classroom environment meets fundamental psychological needs, students will not exhibit *intrinsic motivation* if they lack interest in the activities. Students exhibiting high levels of interest demonstrated a deeper understanding compared to those with lower interest, suggesting a relationship between interests and learning quality (Deci & Ryan, 2000). Hidi and Renninger (2006) identified four stages through which students' curiosity must advance to reach full development. When students' interests are effectively nurtured, they develop into self-directed learners.

According to SDT, there are three categories of *intrinsic motivation* in foreign language acquisition: Intrinsic-Knowledge, Intrinsic-Accomplishment, and Intrinsic-Stimulation (Noels, 2001). Intrinsic knowledge refers to the satisfaction gained from the acquisition of knowledge and the pursuit of personal interests in a particular subject area (Noels, 2001). Intrinsic-Accomplishment refers to the pleasurable emotions associated with surpassing personal limits and achieving mastery over a difficult task (Noels, 2001). For instance, attaining fluency in a complex grammatical structure or encouraging a student to improve communicative skills (Noels, 2001). Intrinsic stimulation refers to the inherent pleasure obtained from the activity, characterised by a strong motivation to achieve multilingualism (Noels, 2001). Research indicates that *intrinsic motivation* and interest are correlated with enhanced academic achievement and an increased sense of competence among students (Deci & Ryan, 1994; Deci, Vallerand, Pelletier, & Ryan, 1991; Reeve, 2002).

#### 3.1.4.2 Extrinsic motivation

Although *intrinsic motivation* was the most accurate predictor of student performance, *extrinsic motivation* might also facilitate self-determined action provided the amount of action was assimilated into the self. Consequently, Deci and Ryan (1985) classified *extrinsic motivation* into four regulatory types, which differ in degrees of self-determination, ranging from the lowest to the highest: *external regulation, introjection, identification, and integration*.

*External regulation* represents the least autonomous form of self-determined behaviour, characterised by students' responses to external incentives. Students engaged in work not out of interest, but to evade punishment or to obtain extra credit (Deci & Ryan, 2000). Tangible rewards have been shown to diminish intrinsic motivation and reduce creativity (Deci & Ryan, 2000). Research indicates that external rewards diminish complex problem–solving abilities (McGraw & McCullers, 1979) and reduce in-depth information processing (Grolnick & Ryan, 1987). At this level of external regulation, it can be inferred that the focus was on the activated situational level. Externally regulated students may express aversion to a foreign language class or perceive it as bothersome; however, the requirement or potential for extra credit can sufficiently motivate them to complete the programme, illustrating *extrinsic motivation*.

Deci and Ryan (2000) posited that *introjected regulation* occurs within the individual, while remaining connected to external influences. The activity was starting to develop; however, individuals acted based on pride, guilt, obligation, and shame instead of choice or interest (Deci & Ryan, 2000). Deci and Ryan referred to lack of assimilation into the self to describe introjected regulation (Deci & Ryan, 2000). Behaviour lacked self-determination as interest remained at the situational level. In a foreign language class, students exhibiting *introjected regulation* complete assignments to evade shame or failure, experience frustration when attempting to communicate in the foreign language, and harbour a fear of speaking in the classroom.

*Identified regulation* occurred when students acknowledged the necessity of the action, developed an appreciation for it, and voluntarily opted to engage in the activity. For instance, 'language learners who perceive L2 fluency as a crucial component of their educational growth will engage in repetitive oral exercises to achieve this level of proficiency' (Noels et al., 2003, pp. 39–40). The students demonstrated progress towards self-determined action, nearing an autonomous level. Noels (2001) proposed that conducting research in a foreign country while utilising the native language serves as a method of identifying regulation.

*Integrated regulation* represents the highest tier of *extrinsic motivation*, closely aligning with *intrinsic motivation*. The highest level of *intrinsic motivation* occurs when regulations are integrated, leading individuals to fully accept them by aligning them with their values and identity (Deci & Ryan, 2000). This regulatory approach demonstrated a strong correlation with *intrinsic motivation* (Wilson et al., 2006). Students enrolled in L2 courses are engaged in an activity, as they appreciate the activities and integrate them into their self-concept (Ryan & Deci, 2000). Noels observed that acquiring an additional language, such as being bilingual or trilingual, exemplifies *integrated regulation*. Furthermore, if an individual identified with another culture and possessed awareness of diverse world cultures, they integrated this cultural knowledge into their sense of self (Noels, 2001).

#### 3.1.4.3 Amotivation

Lastly, SDT posits that people can be amotivated, which means being neither intrinsically nor extrinsically motivated. *Amotivation* involves lack of intentions (Gagné & Deci, 2005). Amotivation is thought to derive from a student's perception of incapacity to attain desired objectives, a deficiency in competence, or a lack of appreciation for an activity (Ryan & Deci, 2000). It may be attributable to feelings of resentment regarding the teacher's character or pedagogical approach, particularly when students are still at an immature stage.

## 3.2 Foreign language learning motivation

Language learning motivation has always been a topic of discussion for theorists and researchers, which may offer profound insights on successful L2 competency, while generally triggers further motivation to learn (Brophy, 2004; Gardner & Lambert, 1971; Gardner & MacIntyre, 1992; Schumann, 1997). Researchers tried to define the relation which connects motives with effective learning. They investigated whether it is a cause-and-effect relation in which motives constitute the cause and learning completion is the effect or vice versa. Those students who have motives, have more possibilities to learn a cognitive object compared to those who have few or null motives (Deci & Ryan, 1985; Dörnyei, 2001; Gardner, 1985). However, several researchers claim that motives do not operate as cause but they may be an outcome of successful learning process (Pintrich &

Schunk, 2002). A student may gain positive and negative experiences which may influence his motives for further learning. Successful learning may stimulate new learning motives whereas an unsuccessful effort may prevent them. Thus, it is a bidirectional relation forming a circular course and it is evolving continuously (Ushioda, 1996).

Taking into account the recent trends in globalisation and the development of English into an international language, learners' motivation has been affected by the new global reality. The emergence of globalisation and the evolution of English as a worldwide lingua franca have profoundly altered motivation for language acquisition. As English has emerged as the lingua franca in various fields, including commerce, research, education, and technology, the motivations of learners for acquiring the language have adapted to the contemporary global landscape. Proficiency in English has become indispensable for entering worldwide employment markets due to globalisation (Crystal, 2003). Organisations in non-English-speaking nations are progressively necessitating English proficiency for employees to engage with global clientele, collaborate with multinational teams, or access worldwide markets. Consequently, learners exhibit heightened motivation to attain English proficiency for career progression, job stability, or to enhance their professional mobility. In a globalised environment, English frequently serves as the principal language for business negotiations, conferences, and communications. Individuals may be driven by the aspiration to enhance their professional networks or to remain competitive in international employment marketplaces.

Globalisation engenders heightened migration. A great number of adults are acquiring English proficiency to assimilate into English-speaking nations or areas, where it is crucial for engaging in the economy, obtaining social services, and mingling with local communities. In this scenario, social integration serves as a primary impetus for language development. Moreover, English enables communication across international boundaries and many cultures. With the expansion of worldwide travel and communication networks, individuals are increasingly inclined to study English to facilitate intercultural discourse, connect with diverse cultures, and engage in international social networks, including forums, social media, and online communities (Pennycook, 2007). Furthermore, as English

persists in its supremacy in cultural production across film, music, literature, and media, learners are driven by a desire to engage with these global cultural forms in their original language. English enables individuals to access content without the need for translations or subtitles and to engage with worldwide communities who share similar cultural interests (Pennycook, 2007).

Research on foreign language motivation in prison settings is somewhat limited. The existing research underscores the importance of English language education as a tool for rehabilitation, personal development, and reintegration (Munro, 2020). In Greece, many studies touch on the broader context of prison education and how educational programmes can provide benefits for incarcerated individuals, offering them the tools to rebuild their lives upon release. Furthermore, motivational factors, such as the desire to gain employment, improve literacy, and engage in meaningful communication, are key drivers in prison-based educational programmes. To the best of our knowledge, Greek studies focusing on EFL in prisons are limited whereas there is a large body of literature on prison educational programmes in correctional settings (Iliopoulou, 2011; Kouimtzi, 2011; Papaioannou et al., 2016; Papathanasiou, 2010; Petsas, 2010; Vergidis et al., 2007).

### 3.2.1 Studies on sociodemographic variables and learning motivation

#### 3.2.1.1 Non-prison contexts

Recent research has underscored the significant influence of sociodemographic variables on adult learners' motivation, engagement, and persistence in educational settings. For instance, Zhao and Mei (2016) sought to identify whether the motivation of 372 undergraduate American and Chinese online learners varied within an online learning environment and which learner characteristics might impact their motivation. The motivation of online learners was affected by their gender, occupation status, and marital status. As for gender, female students scored markedly higher in learner control, affect and emotion than male students. Moreover, part-time employed students scored significantly higher than full-time employed students. As for the marital status, divorced participants seemed to be more motivated than the married ones. According to the researchers, one potential explanation is that divorced individuals may possess heightened emotional

feelings, anxiety, and passions as intrinsic motivators, allowing them to focus more on learning rather than familiar or social issues.

Similarly, Yamashita et al. (2022) conducted a comprehensive study profiling adult learners' motivation to learn within the US. The research analyzed how key sociodemographic variables—such as age, gender, educational attainment, and literacy proficiency—affect motivation levels and patterns of participation in adult education. Findings indicated that younger adults and women tend to exhibit higher motivation for learning activities, often linked to personal growth and career advancement goals. Additionally, higher educational backgrounds and better literacy skills were associated with stronger intrinsic motivation and increased engagement. The study highlights the need for adult education programmes to consider these sociodemographic factors to tailor instructional strategies and support mechanisms effectively, fostering sustained learner motivation and improved educational outcomes.

Lastly, Ruiz-Daza et al. (2023) conducted a quantitative study involving 234 adult learners with a mean age of 31 years, enrolled in secondary education courses at 14 Adult Education Centres (AECs) across Catalonia, aiming to identify the key factors influencing learner persistence. They evaluated participants' motivation, satisfaction, self-efficacy, and their intention to continue studies both at enrollment and after participating in the programme. Sociodemographic variables—including age, gender, nationality, parents' educational level, and employment status—were also measured as potential predictors. Using validated Likert-scale instruments, they found that occupational status, course satisfaction, and self-efficacy were the most significant predictors of intention to persist in education. Importantly, sociodemographic variables moderated changes in motivational constructs following enrollment, with employed learners and those with higher parental education displaying improved persistence outcomes. Subtle effects emerged, including a trend for younger learners to demonstrate slightly higher intentions to persist in their studies. Gender-based differences were also observed, with female learners showing greater increases in course satisfaction and self-efficacy compared to male learners.

#### 3.2.1.2 Prison contexts

Studies on motivation in prison contexts have examined how incarcerated learners' engagement in educational programmes is shaped by a unique interplay of institutional constraints, sociodemographic variables, personal histories, and future aspirations. Factors such as age, gender, educational background, and parental status influence both the type and intensity of learners' motivation. Firstly, Manger et al. (2010) found that among 467 adult inmates in Norwegian prisons, three motive categories could be identified for them attending education: 'to prepare for life upon release,' 'social reasons and reasons unique to the prison context,' and 'to acquire knowledge and skills'. Moreover, with reference to the variables influencing educational motives, age was found to have a significant correlation with educational motives. While the authors do not specify the exact age range, 'younger' inmates were reported to have higher scores on the factors 'to prepare for life upon release' and 'social reasons and reasons unique to the prison context' than their older counterparts. Incarceration time was significantly correlated with the level of preparation for life upon release: Inmates with longer incarcerations scored higher on this motive category. Thus, younger inmates and those who had long sentences seemed to be primarily driven by future concerns, such as the prospects to get a job or using education in prison as a bridge to more education after release. Gender had no significant effect on any of the motive categories. In the same vein, Roth and Manger (2014) identified the educational motives of Norwegian prisoners, and showed how these were influenced by previous incarceration, sentence length, and sentence served. The results of 1,276 questionnaires were grouped under the following motive categories: future planning (factor 1), social reasons and escapism (factor 2) and competence building (factor 3). A longer sentence predicted high scores on both factors 1 and 3, whereas with the participants who had the greater proportion of sentence served, scored higher on factor 3 only.

Costelloe's (2003) study provided an in-depth exploration of third-level education participation among 226 incarcerated individuals in Irish prisons, with a particular emphasis on students' lived experiences, motivations, and perceptions rather than institutional provision. Grounded within a critical research paradigm and employing a mixed-methods approach, the research utilised quantitative methods to delineate the

demographic and participation profile of prison learners, while qualitative inquiry (30 participants) investigated the motivational factors influencing a purposive sub-sample. The findings indicate that participation patterns in prison education reflect those observed in mainstream higher education, notably the underrepresentation of traditional non-participant groups. However, motivations among these traditionally disengaged learners are largely shaped by the unique prison context, contrasting with more conventional motivations observed among typical mature students. The study draws extensively on adult learning theories and critically engages with themes of social exclusion, learner participation, and motivation within correctional education settings.

Further. Manger, Eikeland, and Asbjørnsen (2013) investigated how educational motives influence prisoners' participation in correctional education and their desires for further study. The study employed a quantitative research design, surveying 159 inmates across Norwegian prisons using structured questionnaires. Motives were categorized as "push" factors (intrinsic motivations such as personal development and self-improvement) and "pull" factors (extrinsic motivations such as earning privileges or reducing sentences). Statistical analyses examined the predictive power of these motives on both current participation and future educational aspirations. Results indicated that intrinsic, push-related motives had a stronger and more consistent impact on inmates' educational engagement and desire to continue learning, while extrinsic pull motives showed a more nuanced effect. The authors emphasised the complex interaction between individual motivation and the prison environment, advocating for education programs that foster internal motivation to support rehabilitation and successful reintegration.

In Greece, Vergidis et al. (2007) conducted a study employing questionnaires to investigate inmates' expectations, views, and experience about the SCS in Korydallos prison. The questionnaires were administered to a sample of 76 adult inmates (43 males and 33 females). The study revealed that male inmates had a strong desire to improve their job prospects upon release. On the other hand, female inmates were found to have a strong desire to gain knowledge and improve themselves. They also seemed to expect to continue

their studies upon release. Another extrinsic factor that emerged influencing attendance in courses was sentence reduction.

Similarly, Panitsides and Moussiou (2019) conducted a more recent study on inmates' motivation in Korydallos prison. The participants (n=72, all male) mostly fell within the age range of 25 to 44 years old, with the majority being Greek, followed by Albanian. The results of a 20-item scale questionnaire revealed that the primary motivations for inmates to attend education were to escape the prison environment and to engage in productive activities. No statistically significant correlations were identified between the factors affecting SCS attendance and respondents' age, their families' financial status, and the number of educational programmes they had previously participated in.

Other studies carried out in Greece included a relatively small participant sample. Petsas (2010) conducted a survey in Korydallos prison with the aim to investigate inmates' motivation to attend SCS. The study was based on a questionnaire responded by ten male inmates. The results revealed a strong inclination in inmates towards enhancing their reading and writing skills, while sentence reduction was another important factor that influenced their motivation to attend the SCS educational programme. Papadionisiou et al. (2019) investigated nine adult female inmates' attendance at the SCS of Elaionas, Thebes. Findings from semi-structured interviews indicated that inmates' primary motives were their educational development for future rehabilitation, appropriate socialization, and personal empowerment. Iliopoulou (2019) carried out research regarding the prison educational programmes and students' factors influencing the attendance, perceptions, and attitudes at the SCS of Sterea Ellada (Central Greece). Semi-structured interviews were conducted to investigate 16 male and female inmates-students' personal perceptions and motivation. The primary motivations identified in the study were to reduce time sentence and obtain a high school diploma which may help them in their growth and self-development.

Furthermore, Dimitrellou (2019) conducted a survey in the SCSs of Amfissa and Malandrino prisons in Fokida, Greece. The objective of the study was to explore the motives and obstacles in school attendance influencing participation and engagement of 16

adult inmates in training programmes. The findings showed that inmates were motivated by internal factors such as wishes and needs for acquiring knowledge and spending creative time during confinement. Papaioannou et al.'s (2018) systematic literature review on inmates' motivation between 2006 and 2018 yielded a total of 44 titles encompassing Greek doctoral theses, postgraduate dissertations, and articles investigating inmates' motives to attend educational programs, as well as their educational needs. Their results suggested that the strongest motives found in the literature were related to the reduction of time that inmates had to serve, enrichment of knowledge, self-improvement, development of the necessary literacy skills, and alleviating pains of imprisonment.

Within prison context, studies were mainly conducted on inmates' motivations for attending school. Male inmates aimed to improve their job prospects upon release, while females aimed to gain knowledge and improve themselves. Sentence reduction was also a significant factor in attendance. Moreover, other motives were 'to prepare for life upon release and 'to acquire knowledge and skills'. Age was found to have a significant correlation with educational motives, with younger inmates and those with longer sentences scoring higher on these motives. Further to the above, educational motives were influenced by previous incarceration, sentence length, and sentence served.

## 3.3 Motivational strategies

### 3.3.1 Definition

Foreign language learning is challenging. Nonetheless, effective motivational strategies can enhance the experience, rendering it both enjoyable and rewarding. Motivational strategies denote the influences that drive motivation that are intentionally applied to attain a systematic and lasting good impact (Dörnyei, 2001). Motivational strategies are essential for sustaining enthusiasm and engagement during the process of acquiring a new language. They are methods that encourage goal-oriented behaviour in individuals. Due to the complexity of human behaviour, there are numerous distinct methods for its promotion. The influence an individual has, may potentially impact their behaviour.

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### 3.3.2 Dörnyei's framework

Dörnyei (2001a) has presented motivational strategies to enhance motivation among language learners, significantly advancing the comprehension of L2 motivation. Dörnyei (2001) presents a model, Process-focused methodology for motivation. Drawing from a prior analogous framework (Dörnyei & Otto, 1998), he formulated an extensive motivational construct that emphasises the various stages of motivational teaching practice. The design encompasses 35 motivating teaching practices, categorised into four motivational stages. The establishment of fundamental motivational circumstances constitutes the initial phase. It encompasses educator conduct, classroom environment, group solidarity, and established standards. The second stage, producing initial motivation, pertains to learners' values and attitudes related to the L2, their expectations of success, goal orientation, pertinent instructional materials, and realistic beliefs. During the third stage, educators must endeavour to sustain and safeguard motivation. This stage issues pertain to the enhancement of learning, task presentation, goal establishment, safeguarding self-esteem and self-confidence, learner autonomy, intrinsic motivation, and collaborative learning. The cycle concludes by promoting affirmative retrospective self-assessment, linked to motivating attributions, feedback, learner satisfaction, and incentives.

Dörnyei (1994), drawing on empirical findings from Clément, Dörnyei, and Noels (1994), delineated three motivating tiers in L2 classrooms: the language level, the learner level, and the learning situation level (Table 3). The language level is linked to other facets of the L2, including its culture, community, and practicality. The learner level emphasises the various distinctive traits that the learner brings into the learning process, such as the need for achievement and self-confidence. The learner's intrinsic factors, like the need for achievement and self-confidence, influence the learning process. The learning situation level pertains to multiple facets of the educational environment. This level includes three motivational elements: course-specific, teacher-specific, and group-specific. Instances of course-specific motivational elements include the syllabus, resources, and pedagogical approaches. Teacher-specific motivational factors include the educator's personality and

pedagogical approach. Group cohesion and goal-orientedness exemplify group-specific motivational components.

**Table 3: Dörnyei's (1994) framework of L2 motivation**

| | |
|---|---|
| LANGUAGE LEVEL | Integrative motivational subsystem<br>Instrumental motivational subsystem |
| LEARNER LEVEL | Need for achievement<br>Self-confidence<br>* Language use anxiety<br>* Perceived L2 competence<br>* Causal attributions<br>* Self-efficacy |
| LEARNING SITUATION LEVEL<br>Course-specific motivational components | Interest (in the course)<br>Relevance (of the course to one's needs)<br>Expectancy (of success)<br>Satisfaction (one has in the outcome) |
| Teacher-specific motivational components | Affiliative motive (to please the teacher)<br>Authority type (controlling vs. autonomy supporting)<br>Direct socialisation of motivation<br>* Modelling<br>* Task presentation<br>* Feedback |
| Group-specific motivational components | Goal-orientedness<br>Norm and reward system<br>Group cohesiveness<br>Classroom goal structure (cooperative, competitive or individualistic) |

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Dörnyei categorised 30 strategies under these three motivational levels that educators could employ to cultivate, enhance, or sustain pupils' motivation to learn. Furthermore, any strategy may be subdivided into sub-strategies. The outcome is a comprehensive compilation of more than 100 motivational teaching strategies.

### 3.3.3 Motivational strategies in the EFL classroom

Investigating students' learning motivation is essential for L2 teachers who should create conducive conditions in order to assist each student in uncovering their potential and developing individualised learning strategies (Brown, 2000). Student-centred learning fosters intrinsic motivation in foreign language classes (Tudor, 1996). The teacher should provide opportunities for students to engage in goal selection and assess their needs, allowing them to choose activities of their preference. To enhance intrinsic motivation, the L2 teacher should provide students with opportunities to discover their abilities and encourage voluntary efforts to achieve linguistic-communicative goals (Brown, 2000). To improve student autonomy, it is essential to provide systematic and equitable praise, thereby increasing their self-satisfaction. Assisting students in establishing personal goals and utilising preferred learning strategies is crucial, as it empowers them to take control of their own learning process (learning how to learn).

The L2 teacher cannot ascertain the learning motivations that define each student from the outset, as a class or a group of students is typically heterogeneous (mixed-ability classes). Enhancing learning motivation in the L2 classroom necessitates a needs analysis survey conducted via questionnaires or interviews (Seedhouse, 1995). This approach allows students to reflect on their own needs, desires, their preferences, their difficulties, and their own learning strategies. The educator should understand their students, their real needs, desires, preferences, and learning styles to select the most appropriate teaching techniques, methods, and activities that will effectively motivate the class group.

Regarding the teaching activities, educators should choose differentiated communicative tasks that spark the interest of the entire group of students and engage them, acknowledging their individual differences and diverse learning styles (Ioannidou-Koutselinis, 2001). These tasks should promote linguistic participation, enabling students to convey their

messages and fulfill the communicative objectives of specific tasks (Dörnyei, 2002). Collaborative/group activities (pair/group work) along with research projects can significantly increase student motivation for further participation (Nunan, 1992). Similarly, evaluation or self-assessment sheets can serve to internally motivate students, provided they are designed not only to monitor progress, but also to assist in identifying strengths and weaknesses through validity and objectivity (formative assessment). It is recommended that L2 teachers adopt a friendly tone in the tests they prepare for students and utilise descriptive assessment methods on the grading scale. This approach can offer greater accuracy in evaluating student progress while preserving their self-confidence. Additionally, the incorporation of new technological/digital tools in L2 classrooms can significantly enhance motivation (Jewitt, 2006). As a result, the student gains access to authentic language use through interaction, communication, collaboration, information retrieval, personal expression and tailored activities facilitated by Information and Communication Technologies (ICT).

#### 3.3.3.1 Studies on motivational strategies in the EFL classroom in Greece

Studies within the Greek EFL context have highlighted several key motivational strategies that enhance engagement, persistence, and positive learner outcomes. Tzampazis (2024) conducts an action research study investigating the impact of motivational teaching practices on adult learners in an English for Speakers of Other Languages (ESOL) context in Greece. Grounded in Dörnyei's (2001, 2009) L2 Motivational Self System and adult learning theory (Knowles, 1980), the study aims to explore how specific teacher-led interventions influence learners' motivation in a community-based language programme. The research was conducted over a 12-week instructional period involving a small cohort of adult learners, including migrants and refugees with diverse linguistic backgrounds. Through cycles of planning, acting, observing, and reflecting, the researcher implemented motivational strategies such as establishing learner vision, goal setting, collaborative activities, culturally responsive materials, and regular formative feedback. Data were collected through learner questionnaires, reflective journals, and classroom observations. The findings indicated that personalized, context-sensitive motivational strategies

significantly enhanced learners' engagement, persistence, and classroom participation. Particularly effective were strategies that linked learning goals to learners' future aspirations, fostered a sense of belonging, and acknowledged learners' cultural identities. The researcher concludes that motivational practices grounded in empathy, relevance, and learner autonomy are critical to sustaining engagement in adult ESOL contexts. The study emphasises the teacher's role as a facilitator of motivational dynamics and advocates for additional investigation into inclusive motivational approaches within multilingual and multicultural adult education settings.

Another critical factor affecting motivation is teacher communication style. Manoli and Bekiari (2015) examined how teacher communication style, specifically verbal aggressiveness, affects adult EFL learners' intrinsic motivation in Greek university settings. The study involved 148 undergraduate students (39 males and 109 females, aged 18–23) enrolled in EFL courses across various departments at the University of Thessaly. To measure key variables, the researchers employed standardized tools adapted for the Greek context, including the Verbal Aggressiveness Scale (Cronbach's $\alpha = 0.96$), the Argumentativeness Scale ($\alpha = 0.90$), the Intrinsic Motivation Inventory, and the Strategy Inventory for Language Learning. Findings revealed that higher levels of teacher verbal aggressiveness significantly lowered students' intrinsic motivation and increased anxiety, thereby reducing their use of effective learning strategies. Conversely, a supportive, respectful, and encouraging communication style fostered a positive emotional climate that enhanced motivation and learner engagement. The study underscores the significant impact of teacher behavior on fostering a motivational environment conducive to adult language learning.

In the context of immigrant education, autonomy-supportive instruction and social relevance have also emerged as significant motivational factors. Vasileiadou (2023) examined the motivation among 45 immigrant adult learners enrolled in EFL classes in Athens, Greece. The participants originated from diverse cultural and linguistic backgrounds, exhibiting various levels of prior education. The study employed a mixed-methods approach, incorporating questionnaires to assess motivation levels and semi-

structured interviews to obtain in-depth insights into learners' experiences and perceptions. Results showed that autonomy-supportive instruction**,** which fosters learner choice and active engagement, significantly enhanced motivation. Furthermore, linking English learning to goals of social inclusion and empowerment enables learners to perceive language acquisition as a pathway to greater community participation and personal development. These motivational strategies effectively addressed challenges associated with cultural adjustment and educational gaps, thereby promoting sustained learner engagement.

#### 3.3.3.2 Studies on motivational strategies in EFL classroom worldwide

On an international level, research on motivational strategies in adult EFL classrooms highlights several effective approaches to enhance learner engagement and achievement. Deniz (2010) examined the significance of particular motivational strategies employed by student teachers and the degree to which their instructors implemented these strategies in their courses. The study involved 179 student teachers, comprising 42 males and 137 females. The approach incorporated Dörnyei's (2001) Motivational Strategies Scale along with ten follow-up interviews with participants. The student teachers were requested to identify the strategies they considered essential for teaching and to assess the frequency with which their instructors employed each strategy. The study's findings indicate that numerous instructors did not employ specific motivational strategies in the classroom. This suggests that while certain strategies may be deemed significant by some, other educators neglect to incorporate them into their motivational practices, potentially setting a negative example for both students and student teachers. The research indicated that examining the cultural values of the target language promotes proficient use of the language and aids in retention.

Similarly, Csaba (2018) conducted a qualitative study exploring EFL teachers' motivational strategies and their perceived impact on adult learners within corporate language education settings in Hungary. The study involved 18 teachers employed in large companies, and data were collected through semi-structured interviews. Findings revealed that teachers in this context were highly motivated, attributing their engagement to the

autonomy, flexibility, and professional growth opportunities afforded by the corporate environment. Importantly, teachers perceived themselves as key agents in fostering learner motivation and reported employing strategies tailored to adult learners' needs and goals. These included designing practical, job-relevant lessons, encouraging free conversation, building rapport through personalized instruction, and maintaining a professional demeanor. Such strategies were found to enhance learner engagement by promoting relevance, trust, and a sense of autonomy—core elements in sustaining motivation among adult EFL learners in professional contexts.

Moreover, Schiller and Dorner (2021) conducted a quantitative study examining motivational factors among senior adult EFL learners in Hungary. The study involved 30 participants aged 55 to 74 enrolled in English courses tailored for older adults in Budapest. Using a questionnaire grounded in Gardner's socio-educational model and related motivational frameworks, the researchers identified key predictors of motivational intensity. The findings revealed that a positive attitude toward learning English and having clear, specific goals were the strongest factors sustaining motivation in this age group. Despite age-related challenges, participants maintained high levels of engagement when instruction aligned with their personal aspirations, such as travel, communication with family abroad, or cognitive stimulation. The study underscores the importance of goal-oriented instruction and positive reinforcement in designing EFL programmes for senior adults, highlighting the effectiveness of motivational strategies that recognize learners' individual purposes and promote meaningful engagement.

Lastly, Figueroa and Jung (2025) conducted a design-based study investigating the impact of virtual reality (VR) tours on adult learner motivation in online English lessons. The study involved nine adult learners—four in Japan and five in France—who participated in approximately ten lessons over a four-month period. Data were collected through surveys, observation notes, and semi-structured interviews. The findings revealed that VR tours significantly enhanced learner motivation by fostering a heightened sense of immersion and spatial presence. Moreover, the novelty of the VR environment—particularly its visual and technological elements—combined with thoughtful lesson design and learner-specific

factors, positively influenced both motivation and perceived learning outcomes. The study underscores the pedagogical potential of immersive technologies in adult EFL instruction, especially when aligned with learners' interests and contextual needs.

## 3.4 A critical re-evaluation of motivation theories for the prison context

While traditional motivational theories offer valuable insights into learner engagement and development, their applicability to prison education requires critical re-examination. As discussed in Chapter 2, the prison context is marked by structural, psychological, and environmental constraints that fundamentally reshape the conditions under which learning occurs. Incarcerated learners often experience diminished autonomy, social isolation, emotional strain, and limited access to educational resources.

Although SDT (Deci & Ryan, 1985) and Dörnyei's (1994) framework of L2 motivation have been extensively validated across diverse learning environments, their applicability to correctional education requires critical reconsideration. The prison context presents numerous structural and psychological constraints that challenge the fulfilment of these basic needs (Foucault, 1989; Sykes, 1958). Autonomy, as conceptualised by SDT, is inherently limited in correctional settings, where daily life is governed by rigid institutional routines, restricted movement, and hierarchical control (Deci & Ryan, 1985). Opportunities for self-directed decision-making are limited, rendering traditional approaches to autonomy support difficult to implement. Similarly, competence may be undermined among incarcerated learners due to disrupted or negative educational histories, low literacy levels, and a lack of prior academic success (Ergin, 2012). These conditions often foster low self-efficacy and a pervasive fear of failure. Relatedness, the third pillar of SDT, may be impeded by the interpersonal mistrust and institutionalised suspicion that often characterise prison environments (Ugelvik, 2014; Wilson, 2003).

Moreover, SDT's distinction between intrinsic and extrinsic motivation requires critical re-evaluation in correctional contexts. Student inmates often enrol in educational programmes for extrinsic reasons, including sentence reduction, institutional privileges, or relief from monotony (Panitsides and Moussiou, 2019; Roth and Manger, 2014; Vergidis et al., 2007).

While SDT allows for the internalisation of extrinsic goals through identified or integrated regulation, the theory tends to privilege intrinsic motivation as the ideal outcome. In prison settings, however, the persistence of extrinsic motivation can be both functional and sufficient, especially when learning outcomes—such as improved language skills or vocational qualifications—are aligned with practical reintegration goals (Costelloe, 2014).

To adapt SDT to the prison context of SCSs, motivational strategies should be reconfigured in ways that acknowledge institutional constraints and learner profiles. Autonomy support can take the form of structured choice—allowing learners to select between thematic units or learning tasks within a fixed curriculum (Costelloe & Warner, 2008). Competence-building in SCSs may involve breaking tasks into small, scaffolded steps that offer repeated opportunities for success, thereby reinforcing self-efficacy (Meek & Lewis, 2014). Promoting peer collaboration in carefully moderated environments can enhance relatedness, while also reinforcing prosocial behaviours. Additionally, integrating real-world goals—such as communication with family members or preparation for employment—can legitimise extrinsically motivated learning and facilitate deeper engagement over time (Costelloe, 2014).

Further to the above, Dörnyei's (1994) framework of L2 motivation offers additional insights, structured around three interrelated levels: the language level, the learner level, and the learning situation level. Each of these, however, is also significantly impacted by the prison context. At the language level, motivation may be largely instrumental—focused on passing exams, gaining privileges, or preparing for work—rather than integrative (e.g., identification with a target language culture), given the limited exposure to external cultural contact or authentic language communities. At the learner level, variables such as self-confidence and language anxiety become especially pertinent. Many incarcerated learners carry experiences of failure and stigma that negatively affect their academic self-concept. As a result, fear of judgment or failure may inhibit engagement, and learners may exhibit learned helplessness or disengagement (Ergin, 2012). Meanwhile, the learning situation level is constrained by external factors such as limited teaching resources, variable teacher experience, disrupted class schedules, and security-driven classroom management—all of

which affect teacher motivation, instructional quality, and learner perceptions (Costelloe, 2014).

## 3.5 Summary

This chapter presented a concise overview of key theoretical perspectives in motivation, L2 learning and motivational strategies. Particular attention was paid to Self-Determination theory, extrinsic and intrinsic motivation, Dörnyei's framework**,** and motivational strategies in EFL classes. The chapter also presented empirical studies on motivation in both prison and non-prison contexts as well as motivational strategies in Greece and worldwide. Although there is extensive research on language learning in general and on education in prison populations, there are few studies that delve into how prisoners engage with EFL programmes specifically.

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# CHAPTER 4 RESEARCH METHODOLOGY

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## 4.0 Introduction

The purpose of this chapter is to present and justify the research methodology of this study and the research tools employed in order to address the research questions. More specifically, to provide a comprehensive description of the overall research design and the methodological approach used to fulfil the objectives of this study, the present chapter is divided into ten sections. Section 4.1 discusses the purpose of the study, Section 4.2 accounts for research questions, Section 4.3 presents the context of the study and 4.4 discusses the research design. Sections 4.5 through 4.8 outline the objective, instrument, sample, pilot study, data collection, and data analysis for each research tool. Further, Section 4.9 describes the triangulation of data and finally 4.10 presents the ethical principles adopted to conduct the present research.

## 4.1 Purpose of the study

The overarching purpose of the study was to investigate English language teaching and learning in correctional institutions in Greece. To begin with, the study elucidated important factors that influence inmates' motivation to attend EFL classes and examined the balance between extrinsic and intrinsic factors. Further, the current study explored EFL instructors' perspectives and practices on the Curriculum of English literacy (Mitsikopoulou & Sakelliou, 2006), their motivational strategies adopted in the prison context, as well as their training to teach English in SCSs. Understanding the factors that influence inmates' attendance in EFL classes, along with EFL instructors' views and experiences regarding English literacy, provides valuable insights for both developing and implementing more effective educational initiatives within prison SCSs.

## 4.2 Research questions

Given the aims outlined above and the review of literature on prison education, EFL courses in prisons, language learning motivation, motivational strategies, SCSs in Greek prisons, the Curriculum of English literacy (Mitsikopoulou & Sakelliou, 2006), and the prison educator's role, the following research questions were formulated:

1. To what extent do sociodemographic factors, specifically marital status, age, gender, and occupation before imprisonment affect inmates' motivation to attend EFL classes?
2. a. Are inmates driven mostly by extrinsic or intrinsic factors in their motivation to attend EFL classes?

   b. What are the prevailing factors of extrinsic and intrinsic motivation behind the inmates' decision to attend such classes?
3. What strategies do EFL instructors use in order to motivate learners in the classroom?
4. What are the EFL instructors' opinions and experiences with the Curriculum of English literacy?
5. Which recommended practices suggested by the Curriculum do EFL instructors adopt in prison education?
6. To what extent do EFL instructors in SCSs within Greek prisons perceive their training as adequate for teaching English in this context?

The above questions form a coherent framework for the current research. They progress from inmate considerations (1–2) to instructor perspectives, approaches, and experiences (3–6), covering motivation, practices, Curriculum, and training.

## 4.3 The context of the study

As already mentioned in Chapter 1, the present study is a national mixed survey in all thirteen Greek SCSs operating in prisons (Korydallos, Korydallos hospital, Chania, Grevena, Trikala, Larisa, Patras, Domokos, Malandrino, Diavata, Nigrita, Corfu, and Thebes). SCSs that operate in correctional institutions follow exactly the same curricula with those of their counterparts in non-correctional settings across Greece. The research focused on English literacy, one of the main subjects taught at SCSs, with the purpose of enabling learners to make effective use of English in real-world situations, using appropriate learning methods. Data collection was carried out from 2021 to 2024 and involved a population-based study of inmates attending EFL classes, as well as EFL instructors working at SCSs at correctional institutions across Greece.

## 4.4 Research design

### 4.4.1 Methodological approach

The study investigated inmates' motivation to attend EFL classes and EFL instructors' views and practices on motivational strategies, Curriculum of English literacy and training for prison education. Data were obtained by using different tools to address the research questions. The combination of quantitative and qualitative approaches aimed to ensure comprehensive data collection, analysis, and interpretation of the findings. The mixed-methods approach is deemed appropriate for the current research. Enriching quantitative data with qualitative data has been suggested to enrich the understanding of the research topic (Creswell, 2014). The quantitative approach was adopted to investigate inmates' motivation in EFL classes using a questionnaire. This approach elicited and analysed data from a large-scale study involving 400 inmates, allowing for the generalisation of findings. Through quantitative research using a questionnaire, the study identified relationships between inmates' motivation and the factors influencing their motivation to attend EFL classes within SCSs. The researcher's detachment and respondents' anonymity contributed to eliminate bias and ensured objectivity. She was impartial and avoided allowing personal feelings to affect her work. Personal biases, emotions or preconceived notions did not influence the outcomes of the study or the interpretation of data (Bryman, 2016; Creswell, 2014; Robson, 2011).

In order to explore EFL instructors' views on the Curriculum of English literacy, motivational strategies, classroom practices in EFL classes, their training, and overall experience in prison education, a qualitative approach was deemed the most appropriate for the research aims. The focus was on EFL instructors' views and overall experience in the prison context, providing insights and gaining an understanding of EFL instructors' perspectives. Within the qualitative approach of the study, the process unfolded in three phases: a) a preliminary study, b) EFL instructors' interviews, and c) classroom observation (see Sections 4.6, 4.7, and 4.8 respectively). The preliminary study involving a questionnaire to EFL instructors was conducted to obtain an overall insight of the respondents' views and general tendencies and contributed to the development of the

interview protocol. Interviews were the central methodological tool to capture an in-depth understanding of each EFL instructor's perspectives and experiences in EFL classes within prison education. The last stage of the qualitative approach was classroom observation, allowing the researcher to observe the participants (EFL instructors and inmates) and gain deeper insights beyond the interviews. Specifically, observations allowed the researcher to see a) whether and to what extent instructors followed the methodological guidelines of the Curriculum of English literacy and b) whether instructors' reports of their classroom practices were consistent with their actual teaching practices. The researcher was able to observe participants' actual behaviours in their classroom and educational setting, thereby enhancing ecological validity (Esterberg, 2002).

### 4.4.2 Research philosophy

This research adopted a positivist epistemology for the large-scale questionnaire, aiming to gather quantifiable data, while also incorporating an interpretivist/phenomenological perspective for the subsequent research involving EFL instructors, allowing for a deeper understanding of individual experiences and perspectives (English & Nielsen, 2024). Positivist epistemology emphasises observable facts, as informed by the inmates' self-reports. The questionnaire aligns with positivist principles, which advocates that knowledge should be based on observable and measurable phenomena. Questionnaires allowed the researcher to gather quantifiable data, making them well-suited to a positivist approach. They also offered a structured method for collecting empirical data from inmates, which were analysed to identify patterns, relationships, and generalisable findings. Moreover, positivist epistemology focuses on objectivity and neutrality. Questionnaires provide a standardised data collection method, ensuring that all inmates answered the same questions consistently. This reduced the potential for bias in the data collection process, supporting the positivist aim of achieving objective, unbiased knowledge (Bryman, 2016; Creswell; 2014).

Furthermore, the current research took an interpretivist/phenomenological perspective by examining EFL instructors' views and experiences. In this study, interviews served as a crucial research tool, allowing interviewees to express their subjective experiences,

thoughts and feelings while working in the prison context (Creswell, 2014; Merriam, 2009). More importantly, the interviews were semi-structured, allowing the researcher to explore EFL instructors' views in depth. Respondents' subjectivity is not considered a weakness or bias to be eliminated but an essential aspect of understanding EFL instructors' experiences. Interpretivist research acknowledges that the researcher is not merely an observer. During the interviews, the researcher engaged with the interviewees by asking clarifying questions and interpreting their responses (Bryman, 2016; Cohen et. al., 2017; Schwandt, 2014). In contrast to positivist approaches, the qualitative interviews were adapted during the conversation, reflecting the interpretivist notion that human experiences are complex and flexible (Bryman, 2016; Kvale, 2007).

According to English and Nielsen (2024), 'Interpretivism' as an epistemology can be valuable even within a positivist framework, especially when it helps to understand causal mechanisms in a theory. Similarly, positivism can be beneficial for interpretivists, particularly when it is used to incorporate interpretation into causal frameworks, such as those emphasizing 'constitutive' causality, which aims to explain events based on the perceptions of the individuals involved. In this study, both positivist and interpretivist epistemologies were applied to provide a well-rounded understanding of the research topic, with positivism focusing on observable patterns and causal relationships, and interpretivism addressing participants' experiences.

### 4.4.3 Research phases

The present study gathered multiple types of data from inmate students and EFL instructors to piece together the components necessary to address each research question on English literacy in prison SCSs. The study comprised four phases (Figure 1). Different research tools were employed for each phase to address the research questions.

#### 4.4.3.1 Phase 1

The first phase of the research followed a quantitative approach aimed at depicting inmates' motivation and the factors influencing their attendance in EFL classes. A questionnaire was distributed to inmates to address the first two research questions (RQs 1 and 2) about the demographic factors (marital status, age, gender, and occupation before imprisonment)



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affecting inmates' motivation to attend EFL classes and whether inmates were driven mostly by extrinsic or intrinsic factors.

#### 4.4.3.2 Phase 2

The second phase of the research included EFL instructors who participated in a preliminary study. For the purposes of the preliminary study, an online questionnaire was designed to investigate general trends and patterns regarding EFL instructors' views on motivational strategies, the Curriculum of English literacy practices, and training for prison education. The aim of the preliminary study was to shed light on the motivational strategies adopted by EFL instructors for a successful learning environment. Moreover, it examined EFL instructors' views and experiences with the Curriculum of English literacy and to what extent EFL instructors perceive their training to teach English in prisons (RQs 3, 4, 5, and 6).

#### 4.4.3.3 Phase 3

The third phase of the research included EFL instructors who volunteered to be interviewed. The aim of this phase was to investigate which motivational strategies EFL instructors follow, what their views and experiences are with the Curriculum of English literacy, whether and how they implement the practices suggested, to what extent they perceive their training as adequate for teaching English, if they identify any inadequacies, and what the factors contribute to these perceptions (RQs 3, 4, 5, and 6).

#### 4.4.3.4 Phase 4

In the fourth phase of the research, three out of eleven EFL instructors consented to being observed in the classroom. The observation was conducted in three SCSs: Korydallos, Korydallos hospital, and Larisa. The aim of the classroom observation was to answer research questions 3 and 5 on the motivational strategies followed by EFL instructors and the practices suggested by the Curriculum of English literacy for a successful learning environment (RQs 3 and 5).

More specifically, Figure 1 presents the order of the study phases beginning with the inmates' questionnaire and ending with the classroom observations.

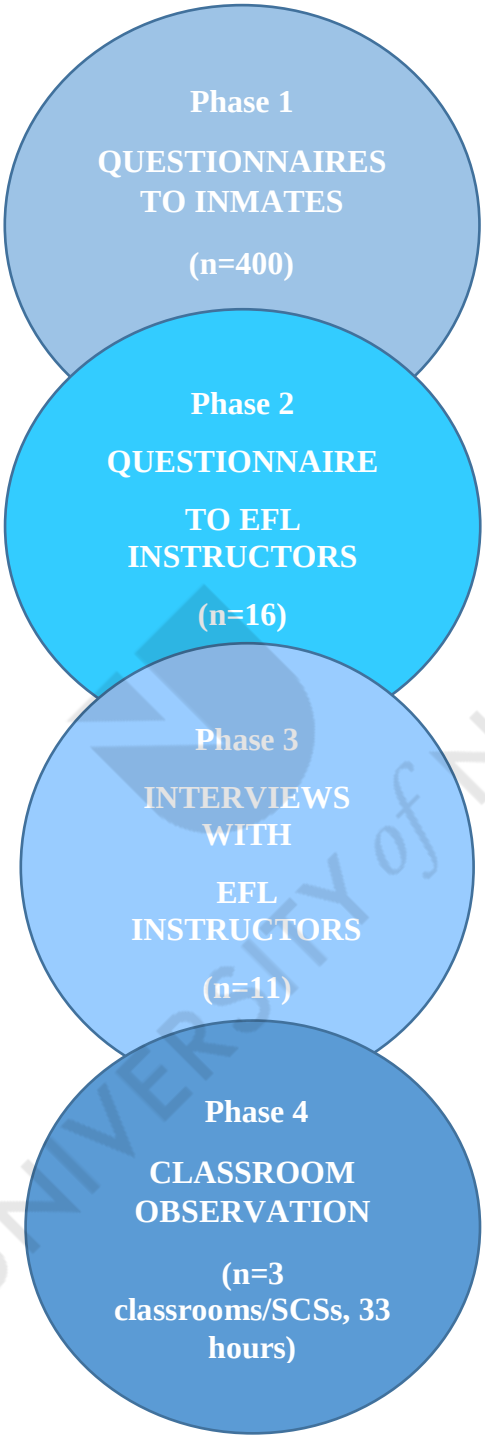


**Figure 1: Overview of the research methodology and participant groups**

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## 4.5 Research tool 1 - Questionnaire for inmates

In line with the research questions, the study began with the questionnaire administered to the inmates as the first research tool, aimed at exploring their motivation and the factors that may influence their attendance in EFL classes. Another advantage of the questionnaire for the current study was that the respondents answered at their own pace, without pressure or time constraints. Moreover, the anonymity provided by the questionnaires, made the respondents feel more secure, ensuring that their personal data remained unidentified. This may increase the inherent objectivity of quantitative research since sensitive questions are more likely to be answered truthfully and honestly (Cohen et al, 2017). Furthermore, the questionnaire used for the present research comprised both closed and open-ended questions (Appendix I). The pre-defined options involved in the closed questions made the questionnaire easy and quick to complete, boosted the eventual response rate and increased the possibilities for more precisely focused data that could be more straightforwardly processed (Bryman, 2004; Dörnyei, 2003). Furthermore, the open-ended questions allowed for in-depth exploration of beliefs and expectations as well as for spontaneity and answer clarification where necessary (Nunan, 1992; Oppenheim, 2000). Previous and recent research has primarily focused on access and uptake of educational programmes in correctional institutions or investigated inmates' experience of education and its impact on recidivism rates. The objective of the current research tool is to elucidate important factors that affect inmates' motivation to participate in EFL courses within a correctional institution.

### 4.5.1 Instrument

A 44-item questionnaire was developed in Greek since inmates who attended SCSs had a satisfactory command of Greek literacy, which enabled them to answer the questionnaire. It comprised three parts: Section A included 13 questions related to the demographic characteristics of the respondents (e.g., gender, age, marital status, number of children and their age, occupation before imprisonment, nationality, parents' educational background, knowledge of other foreign languages). Sections B and C comprised 29 items on English language background information and factors influencing inmates' motivation to attend

EFL classes. The questionnaire required the respondents to answer on a five level Likert scale. Additionally, there were two open-ended optional questions. In Section B, seven items sought to gather information on the inmates' English background and the frequency with which they used the English language on their daily life (Appendix I). Section C examined some of the most prevalent factors that motivated inmates to attend EFL classes. Based on the previously presented theoretical framework (SDT, 1985; William & Burden, 1987), the factors affecting motivation in Section C were categorised into 11 intrinsic and 11 extrinsic factors as illustrated in Table 4.

**Table 4: Intrinsic and extrinsic factors**

| **Intrinsic** | **Extrinsic** |
|---|---|
| 1. Have a break from daily routine | 1. Get a better job |
| 2. Achieve my goals | 2. Have a better salary in the future |
| 3. Escape from loneliness | 3. Obtain a certificate in English |
| 4. Do exercises for advanced learners | 4. Make my family proud |
| 5. Feel better about myself | 5. Gain prestige in my future job |
| 6. Forget the difficulties | 6. Reduce prison sentence |
| 7. Learn about English culture | 7. Work abroad |
| 8. Read interesting topics in English | 8. Get good marks |
| 9. Speak English to other people (either in Greece or abroad) | 9. Travel abroad and speak English |
| 10. Want to be able to write in English | 10. Help my children with homework |
| 11. Acquire knowledge not obtained in the past | 11. Gain knowledge for further studies in the future |

At the end of the questionnaire there were two open-ended questions. The first one asked the participants to note down three factors they considered important to make them attend EFL classes and the second question asked the participants to make a comment on their experience, either positive or negative, about EFL classes in prison SCSs.

### 4.5.2 Sample

The research subjects were adult inmates, male (88%, n=353) and female (11%, n=43) aged 21 to 65 (*Mage* = 36.5, *SD* = 8.8) of various nationalities (Greek, Albanian, Afghan, Turkish, Ukrainian etc.). Based on the participants' responses in Section A, during the data collection period, they attended A grade (59%, n=234) and B grade (41%, n=166) at SCSs operating in Greek prisons. All inmates with a good command of Greek were invited to

voluntarily participate in the survey. Before administering the questionnaires, the participants were requested to complete a self-assessment of their Greek language competence. The participants included both native and non-native Greek speakers (see 5.11), all possessing a competent level of literacy in Greek.

### 4.5.3 Pilot study

As far as the present phase of the research is concerned, the final distribution of the questionnaire was preceded by a quantitative small-scale pilot study involving six students of the SCS of Korydallos prison. Three of the students were enrolled in the first year and three in the second year. The selection of these learners was made randomly and the pilot questionnaire was administered by the researcher. The inmates consented to participating in the quantitative study. After having presented herself, the researcher explained to the inmates the aim of the study while it was explicitly stated that participation was entirely voluntary and their anonymity would be ensured. The researcher was present to make sure that they understood the survey questions correctly. Ten of the questions had to be rephrased in order to be more understandable to the respondents. Four questions in the first section of the demographic details and six questions in the third section were rephrased for clarity.

### 4.5.4 Data collection

Once the approvals were granted (see Section 4.10), the questionnaires were distributed to all thirteen SCSs operating in Greek prisons. The questionnaire was paper-based and took approximately 15 minutes to be answered. The data collection commenced after the participants gave their informed consent (see Section 4.10). During data collection, the researcher had to visit the research settings or post the questionnaires to all SCSs. The researcher visited prison SCSs at Korydallos, Korydallos hospital, Larisa, Thebes and Diavata. She also sent the questionnaires accompanied by a short letter via regular mail to the rest of prison SCSs which were Malandrino, Domokos, Trikala, Grevena, Patras, Chania, Nigrita, and Corfu. She had to introduce herself to the respondents and provide enough information about the objective of the present study. She spent one day at each SCS in order to administer the questionnaires and get them completed. The letter included

the objective of the study and confirmed the anonymity of the respondents (Appendix I). Once the questionnaires were completed by the inmates, the SCS headmasters sent them to the researcher's home address via regular mail.

### 4.5.5 Data analysis

As the data were in paper format, it was manually entered into a digital format using spreadsheet software, namely Excel. It was double-checked that the data were entered correctly. Numerical values were assigned to responses or items to make them suitable for statistical analysis. Missing data were also checked and incomplete responses were deleted. Duplicate entries were also checked to ensure that no data are accidentally duplicated in the dataset.

Data analyses of the questionnaire were conducted using R (R Core Team, 2023). Specifically, to address the first research question, a four-way ANOVA test[23] with *rating* was employed as the dependent variable and *gender*, *age*, *marital status* and *occupation* as the independent variables. Moreover, respondents had three options to indicate their gender (male, female, and other), four options for marital status (single, married, divorced, and widower), and four options for occupation prior to imprisonment (employed, unemployed, pensioner, and other). Furthermore, the inmates were asked to complete their age. For the second research question, a two-way ANOVA test with *rating* (Likert scale 1–5) was used as the dependent variable and *motivation, factor* and their interaction as the independent variables. The scale was built in a 5-point Likert format asking respondents to provide a response for the factors influencing them to attend EFL classes ranging from 'Not at all' to 'Very much' (Appendix I).

As far as the open-ended question is concerned, the researcher created a spreadsheet and grouped the data in columns next to each other. The researcher went through every answer to identify the response categories one-by-one. The replies were grouped in parts of the same theme even if they have worded differently (Braun & Clarke, 2012; Willig, 2015).

[23] https://www.statisticssolutions.com/free-resources/directory-of-statistical-analyses/anova/

## 4.6 Research tool 2 – Questionnaire for EFL instructors

The national preliminary study was an initial step aimed at informing the subsequent qualitative research design. Prior to the interviews, the aim of the preliminary study was to gather preliminary information and insights from EFL instructors which would help guide the research design of the present study and particularly the formulation of the interviews protocol and observation grid.

### 4.6.1 Instrument

The research instrument used in the preliminary study was a questionnaire, the details of which are comprehensively described in this section. The questionnaire comprised both closed and open-ended questions which were administered in digital format. There were 44 items that were close-ended (Appendix II). Additionally, five open-ended questions were also included in the questionnaire to enable respondents to formulate their views on a) which training seminars EFL instructors had attended for prison education or which ones they knew, b) which motivational practices EFL instructors adopted in classroom, c) whether the Curriculum of English literacy helped EFL instructors' work, d) what suggestions EFL instructors would recommend for the Curriculum, and e) whether they felt adequately satisfied for the prison context. The questionnaire was designed and distributed digitally through *Google forms*. It included with a cover letter, an informed consent form and instructions to complete the questionnaire (Appendix II). The questionnaire was divided into five parts and addressed research questions 3, 4, 5, and 6. More specifically, the parts of the questionnaire were as follows:

- Part A: Demographic information
- Part B: Motivational strategies
- Part C: English literacy at SCSs in prisons
- Part D: Effectiveness of the Curriculum of English Literacy
- Part E: EFL instructors' training.

The five parts contained 45 items. The majority of the questionnaire items included rating scales requiring the respondents to make a judgement on a five level Likert-type scale for the responses. Part A included eight items aiming at investigating the demographic

characteristics of the respondents. In Part B, there were eight items aiming at finding out the frequency with which EFL instructors implemented certain motivational strategies. Central to Part B was Dörnyei's (2001) theory on Motivational Strategies in the Language Classroom adopted in order to create a successful learning environment. Part C comprised 16 items with the aim to investigate the frequency with which EFL instructors embrace specific practices from the Curriculum of English literacy. The last item of Part C was an optional open-ended question inviting the respondents to suggest an alternative teaching practice, not mentioned in the questionnaire. Part D comprised eleven items aiming at exploring the degree to which EFL instructors agreed or disagreed with the principles and objectives of the Curriculum for English literacy. The last two items of this part included two optional open-ended questions investigating EFL instructors' views on the Curriculum of English literacy and any suggestions that they might have. Finally, Part E of the questionnaire comprised five items to investigate EFL instructors' experience on training for EFL instructors in prison settings. In the last item of Part E, the respondents were asked to provide their degree of satisfaction regarding teaching in a prison context, from 'a little' to 'not at all'. If their responses were 'a little' or 'not at all', they were asked to optionally give an explanation to the reason.

### 4.6.2 Sample

The target population was scattered throughout Greece in all thirteen (n=13) SCSs operating in prisons (see Section 4.3). The survey sample comprised sixteen (n=16, 80%) out of twenty EFL instructors who worked at SCSs in the school year 2022–2023. The questionnaire required respondents to provide personal information in order to establish their profile in terms of gender, qualifications, years of teaching experience and training. The gender distribution within the EFL instructors in correctional centres were eleven female and five male EFL instructors. Moreover, ten were EFL adult educators and six were permanent EFL teachers who were temporarily assigned to SCSs within prisons throughout the school year 2022–2023. Six instructors had more than 15 years of teaching experience in adult education, four had 1–5 years, three had 11–15 years and three had 6 to 10 years. Furthermore, fifteen respondents had 1–5 years of teaching experience in

prison SCSs, whilst one instructor had 6 to 10 years. thirteen respondents had postgraduate studies while the remainder three held a bachelor's degree only. Eleven possessed a Master's degree whilst two instructors held a PhD. Lastly, eleven participants were certified adult educators.

### 4.6.3 Pilot study

To ensure the validity of the research instrument, a pilot study was conducted in June 2023 with a group of four EFL instructors from the target population. Permission to conduct the pilot study was granted to the researcher by the General Secretariat of Lifelong Learning to administer the questionnaire to EFL instructors (Appendix VI). The rephrasing of some items along with the inclusion of some more instructions were added, taking into consideration the clarifications requested by the recipients of the pilot test and their subsequent feedback on it (Dörnyei, 2010). Specifically, two more items were included in part A to elicit information about the instructors' teaching experience and postgraduate studies. Moreover, an open-ended item regarding EFL instructors' training was included at the end of part A.

### 4.6.4 Data collection

The researcher administered questionnaires via email to all SCS headmasters for distribution to EFL instructors who were working at the SCSs in the school year 2022–2023. The questionnaire was sent via emails in June 2023 to all thirteen SCSs operating within prisons in Greece (see Section 4.3). Three out of thirteen SCSs (Eleonas, Domokos, Malandrino) stated that no EFL courses were offered in the school year 2022-2023 due to lack of instructors. When the respondents completed the questionnaire, the researcher gathered the data using Google forms. The data included EFL instructors' personal details, their reports on the motivational strategies that they used, their experience with the Curriculum of English literacy, as well as information and views regarding their training to teach English in prison contexts.

### 4.6.5 Data analysis

Due to the small number of recipients, the data were organised and analysed using Google forms. Descriptive statistics were utilised to summarise the demographics of individuals. Experiences were analysed thematically to discern essential patterns and insights from their qualitative replies (Braun & Clarke, 2012). This method provided a deeper understanding of participants' perspectives, facilitating the analysis of data in relation to the objectives of this part of the research. The results were saved in an Excel spreadsheet and formulas were used to perform simple calculations. The researcher visualised the data by creating charts for the presentation of the results.

## 4.7 Research tool 3 - Interviews to EFL instructors

While the preliminary questionnaire aimed to gather general views and inform the subsequent interview and classroom observation protocols, the interviews themselves were primarily thought of as a research instrument to enhance the validity and reliability of the study's findings. In comparison to the questionnaire, the interviews were expected to provide greater depth of answers, encouraging respondents to become more engaged in the process, and more motivated to share their insights (Cohen et al., 2000). The qualitative methodological tool of interviews provided a qualitative dimension and another lens which captured an in-depth view of each EFL instructor's perspectives on the Curriculum of English literacy, motivational strategies adopted in EFL classes, their training to teach English, and their experience from prison education. Interviews were incorporated as a research tool to shed more light on the research questions put forward. Specifically the interviews aimed at exploring further EFL instructors' views concerning strategies adopted in EFL classes to motivate inmates, the Curriculum of English literacy, and their training to teach English. The interview scheme was expected to gather additional data on respondents' views, feelings, and attitudes regarding the topics discussed. Thus, the interviews not only served to cross-check the questionnaire data but also provided further evidence in addressing research questions 3, 4, 5, and 6.

### 4.7.1 Instrument

The interview was selected for its potential to delve into human experiences, attitudes, perceptions, and meaning-making within a given group, along with its related concerns (Robson, 2011). More specifically, the semi-structured interview was selected, since it involves a predetermined set of questions but allows for flexibility (Robson, 2011). The interviews had multiple objectives such as to examine EFL instructors' motivational strategies, to investigate EFL instructors' opinion of the Curriculum of English literacy, and their needs on training in a prison context.

The interview questions were derived from major issues raised in the preliminary study were divided into two main parts (Appendix III). Part A included questions regarding personal information. More specifically, the interview started with five preliminary general questions to request interviewees' basic demographic information, including their employment status (permanent or hourly), when they started working at the prison SCSs and how it occurred, how long they had been working at these SCSs and whether they were working at any other educational institutions.

Part B included 18 questions that constituted the main part of the interview. It consisted of four sections focusing on identifying and investigating topics pertaining to EFL instructors' views.

- Section 1 consisted of seven questions regarding inmate students' characteristics, needs, the main factors that motivate them to attend EFL classes, their attitude towards English language, the ways EFL instructors embrace to motivate their students, and the major challenges faced by an EFL instructor in this context.
- Section 2 comprised seven questions about the implementation of the Curriculum of English literacy in prison SCSs, specifically regarding whether instructors implement and enhance the suggested teaching methods and activities, its positive and negative aspects, and any changes that they might wish to propose.
- Section 3 included four questions which sought to find how much EFL instructors felt adequately trained to teach at prison SCSs, whether they were trained for new

teaching methods, teaching material production and new evaluation methods of students as well as the fields in which they needed extra training and support.

- Section 4 of the interview included two questions investigating what EFL instructors like most from their experience in teaching English in prison SCSs and what they do not like.

The interview protocol is presented in Appendix III of this study.

### 4.7.2 Sample

The 'self-selection sampling method' was employed to choose participants (Creswell, 2014). The sample was selected by subjective criteria related to the status and experience of EFL instructors. All EFL instructors participated for the interviews, had more than one year of experience in SCSs operating in prisons. Between September and December 2023, eighteen EFL instructors were teaching English literacy at SCSs in prisons all over Greece. As aforementioned, the study involved eleven EFL instructors (three men and eight women) who responded to an invitation sent to ten out of thirteen SCSs operating in Greek prisons (Table 5). Seven of them had hourly employment contract while four of them were permanent teachers. Their teaching experience at SCSs in prisons was from two to eight years. Additionally, they were also employed at other educational institutes at the time of the qualitative study. More specifically, three of them (P1, P9 and P10) worked at Public Vocational Institutes whereas one instructor (P1) worked for a non-profit organisation as an English language instructor. Moreover, one EFL instructor (P8) worked at Lifelong Educational Centres and she was a part-time substitute teacher. The remainder seven did not work at other educational institutes. All EFL instructors whose status was hourly, applied for this position upon public announcement made by the Youth and Lifelong Learning Foundation (INEDIVIM). The permanent EFL instructors had applied for secondment to SCSs in prisons.

**Table 5: Participants' profile**

| Participants | Gender | Employment status | Teaching years in prison SCSs | Occupation in other educational institutes |
|---|---|---|---|---|
| **P1** | F | Hourly | 5 | Public Vocational Institutes, EPANODOS (NPO) |
| **P2** | F | Permanent | 3 | No |
| **P3** | F | Hourly | 2 | No |
| **P4** | F | Permanent | 2 | No |
| **P5** | F | Hourly | 6 | No |
| **P6** | F | Permanent | 4 | No |
| **P7** | M | Hourly | 8 | No |
| **P8** | F | Hourly | 3 | Lifelong Educational Centres, part-time substitute teacher |
| **P9** | M | Permanent | 6 | Public Vocational Institutes |
| **P10** | M | Hourly | 4 | Public Vocational Institutes |
| **P11** | F | Hourly | 2 | No |

### 4.7.3 Pilot study

Before finalising the interview protocol, a pilot test interview was conducted with two English teachers providing feedback on the research design. They generously guided the refinement of the question items, providing feedback on the phrasing at each step. In essence, the English teachers were interviewed by the researcher to identify any misunderstandings. Specifically, respondents had difficulty in understanding some questions regarding the Curriculum of English literacy and its practices.

### 4.7.4 Data collection

The present phase's crucial components included determining the interview's time and online platform based on the preferences of the interviewees. Having completed the questionnaire, the EFL instructors were invited by the researcher to participate in one-on-one interviews, which were conducted online via the *Zoom platform*. An introductory email was sent to all SCS headmasters providing the framework of the study and the objective of the interview. Once an agreement was reached, the instructors were later contacted for the interview via email which included the meeting link. The dates for data collection were flexible and could be accommodated for each instructor according to their preferable date and time.

### 4.7.5 Data analysis

For the analysis of the interview data, the method adopted was the thematic content analysis (Silverman, 2014), which is particularly recommended for the common practice for content study and at the same time provides the possibility for systematic analysis of the spoken language. Thematic analysis is based on the notion that 'speech is a behavior indicative and revealing of centres of interest, opinions, beliefs, fears and generally emotional states of the individual or a group' (Vamvoukas, 2000). Interviews were converted to a transcript via *Transkriptor*[24], an online application which transcribes interviews, lectures, and videos (Tsiolis, 2014). Each recording was headed with the respondent's participation number, the date, and the time of the interview. The transcript was read many times in order to look for patterns to derive codes (coding) and find similarities and differences in interviewees' answers (Tsiolis, 2014; Willig, 2015). Further, the answers were classified in categories and subcategories and correlated to the research questions. The classification was made according to the content or the similarities of the answers. More specifically, the researcher attempted a thematic analysis of the data in order to track information, organise it, and answer her research questions. The researcher tried to interpret the data by highlighting or marking interesting features that were relevant to her research. She looked for patterns among the codes and created an initial thematic map which linked codes into potential themes. Then she ensured that the codes were district and not overlapping. These categories and subcategories were classified in wider thematic units based on the interview scheme, the research questions, and their objectives (Braun & Clarke, 2012).

## 4.8 Research tool 4 – Classroom observation

This section describes the last phase of the present study which was the EFL classroom observation at three SCSs in prisons. Observations served as an invaluable methodological instrument, allowing the researcher to record interactions, teaching practices, and student engagement without disrupting the classroom. Esterberg (2002) considers observations to be crucial since they surpass a step further than 'interview-only' studies by enabling the

[24] https://transkriptor.com/

researcher to silently observe and witness actual behaviours in natural settings. Direct observation can be more reliable as the researcher may examine events 'in situ' rather than through secondary accounts (Patton, 2002). Thus, classroom observation allows the researcher to see things that might otherwise be unconsciously missed and to discover things that participants might not freely discuss in interviews (Cohen et al., 2017). Moreover, the observer was chosen to be present in the setting but did not participate or interact with insiders to any extent (Gorman & Clayton, 2005). In that role, the researcher remained completely detached from the group and her role was to listen and observe.

The observation data are critically presented and discussed in relation to the objective of the last phase of the research which investigated EFL instructors' motivational strategies, the practices implemented in SCSs suggested by the Curriculum of English literacy as well as other instructional practices adopted in EFL classes. The section starts with presenting the observation aims. Then, it moves to the description of the observation grid and the sample of participants. Finally, the pilot study, the data collection process, and the data analysis are presented in detail.

Non-participatory classroom observation in the current research study aimed at focusing on EFL instructors' motivational practices that address inmates. Moreover, it investigated whether the instructors followed practices recommended by the Curriculum of English literacy and other instructional practices adopted to create a successful foreign language learning environment. Additionally, the fact that EFL instructors would have previously answered the interview questions concerning their views and practices in the prison context could allow for significant comparisons between their views and practices and what would be actually observed during the sessions. Furthermore, emphasis was placed on the general classroom climate created by the instructor, potentially affecting the way students felt about themselves and the learning process. The classroom observation was conducted for 36 hours (each teaching hour lasts 40 minutes) in three prison SCSs (see 4.8.2).

### 4.8.1 Instrument

The observation sheet was a grid that included 12 closed questions grouped in three parts: a) motivational strategies b) the Curriculum of English literacy and c) other instructional

practices. At the beginning of the sheet, there was a space that was purposefully created in the grid for the description of the session, the lesson goals, and the organization of the lesson. In the initial part, the researcher had to take notes about the aims of the lesson, the teaching material and the type of activities/tasks that were used. During the observation, the researcher had to complete the grid with detailed note-taking and ticking the Yes/No/Somewhat choice (Appendix IV). The researcher also had to fill the grid with additional information on the practices employed by the instructors, which could be later used in the interpretation of the findings. These allowed for a more detailed description of the teaching practices and the clarification of possible incurring issues during the session. Actual facts during the lesson as well as students' emotions and general impressions about the lesson and the instructor were written down in the observation sheet. The description of the setting, instructor-student interactions, direct quotations of relevant statements, and concurrent comments of instructors' behaviours were also taken into consideration.

### 4.8.2 Sample

Sampling was purposeful, guided by the study's objective, which focused on a specific group of subjects: the EFL instructors at SCSs in Greek prisons. Four out of eleven EFL instructors were chosen to be observed in three SCSs (Table 6). The selection was made by the researcher who intentionally selected these EFL instructors based on specific characteristics: they had completed the questionnaire in the preliminary study and they had been interviewed on the second stage of the qualitative research. The EFL instructors who participated in the study were all experienced professionals. To protect participants' anonymity, pseudonyms were assigned to each participant, which were used in place of their real name throughout the study. Moreover, the SCSs where the classroom observations took place were assigned a code number for identification purposes.

**Table 6: Classrooms observed**

| | SCS 1 | SCS 2 | SCS3 |
|---|---|---|---|
| **EFL instructors** | **Ms Mary** | **a) Ms Alex**<br>**b) Mr John** | **Ms Catherine** |
| **Grade** | A and B | a) A and B<br>b) A | A |
| **EFL Classes** | A1, A2, A3, B1 | a) A1, A2, A3, A4, B1, B2<br>b) A4 | A1 |
| **Observation hours** | 12 hours | a) 18 hours<br>b) 3 hours | 3 hours |

The classes' profiles were also taken into consideration. Nine of the observed groups were first-grade students (A) and three consisted of second-grade students (B). At SCS1, Ms Mary was teaching in classes A1, A2, A3, and B1. At SCS2 the EFL instructors were Ms Alex and Mr John. Ms Alex was teaching in classes A1, A2, A3, A4, B1, and B2 whereas Mr John was teaching in A4. At SCS3 Ms Catherine, the only EFL instructor, was teaching in A1. Each EFL class was observed for three teaching hours (each hour lasts 40 minutes) and the total observation time was 36 teaching hours.

### 4.8.3 Pilot study

The observation instrument was pre-tested in two prison SCS classrooms so that possible problems with its accurate and thorough completion would be addressed. In all classroom observations of the pilot study, the participants were an EFL instructor and eight male inmates who attended SCS in grade A and B. Additions, changes or omissions in the original format of the grid were necessary to better address the issues set by the objectives of the observation. In particular, certain changes regarding the organisation of the items had to be made in the initial research instrument in order to safeguard a more reliable and accurate observation. Specifically, additional details regarding classroom dynamics and classroom seating arrangement were incorporated into the final observation grid. Further, the initial observation protocol did not include a space for the overall description of the lesson, which was added after the pilot study. Last but not least, a space for comments was added afterwards.

### 4.8.4 Data collection

Before the observation, the researcher contacted the four EFL instructors and the headmasters of the respective SCSs. An informal 'contract' is a prerequisite for the successful realisation of observation (Nunan & Lamb, 1996). Plans were made so that the researcher could visit the respective classes in two consecutive teaching sessions. Visits to the SCSs were realised in eight weeks' time, at specific days and times as agreed between the researcher and the EFL instructors. Each classroom was observed for three teaching hours. Each class period was 40-45 minute long. The total observation hours were 36.

Upon entering the classroom, the observer was introduced to the students as an EFL instructor working on a research project. Students were also ensured that there was no reason to change their ways, behaviours, and routines. No more information concerning the objectives of the specific project was given in order to avoid bias to the observation. The observer noted down all remarks on a piece of paper since she was not allowed to bring laptop or tablet with her. Arrangements were also made for the researcher to sit at the back of the classroom so that she would not be easily noticed by students and her presence would not interfere with the normal procedures of the lesson. The seating arrangement in two SCS classrooms, except for one in SCS 3, followed the horseshoe or semi-circle setup where all participants could face each other while the instructor could move around the classroom. The desks were in pair pods in only one classroom (Korydallos hospital, SCS3) due to space limit.

### 4.8.5 Data analysis

The researcher read the field notes and comments, underlining sections or issues that appeared relevant to the objectives of the study. To avoid observer's bias, clear and specific rubrics made the observation more objective ensuring that the observer evaluated specific behaviours and outcomes. Then, the researcher produced detailed descriptions of the setting, participants and activities based on the observations and field notes collected, as well as the social interactions among the participants. The next step was to classify the data, organising the material into chunks or segments of notes and grouped the data into codes (Braun & Clarke, 2012; Willig, 2015). The last step of data analysis was interpreting.

Based on the group of themes that have been classified, the researcher analysed the data descriptively to find out the answers of the research questions 3 and 4 concerning the motivational strategies adopted by the EFL instructors, the Curriculum of English literacy, and its recommended practices. Additionally, the researcher attempted to focus on the frequency the EFL instructors adopted the motivational strategies as well as the practices recommended by the Curriculum.

## 4.9 Triangulation

The present research employed triangulation since exclusive dependence on a single method may distort the researcher's perception of the specific aspect of reality being examined (Flick, 2018; Patton, 2002). The resulting aggregation of all data allows the researcher to identify intersections for cross-validation or divergences that necessitate further examination and analysis. It is essential to ensure that the obtained data are not only artefacts of a single collection procedure. Greater methodological diversity increases the researcher's confidence in the findings (Cohen & Manion 1986). Therefore, triangulation enhances the data richness, rendering it more accurate and trustworthy compared to alternative methods as: 'the single-method approach yields only limited and sometimes misleading data' (Cohen & Manion, 1986, p. 60). Lastly, data triangulation minimised the influence of bias, offering a more complete and nuanced understanding of the research topic.

More specifically, triangulation was employed in such way that the data were collected using different instruments of data collection. Three methods of data collection were used for cross-checking purposes: questionnaires, interviews, and classroom observations. Firstly, each method was fully analysed. Secondly, once the data had been analysed, key findings were extracted. They were grouped and sorted according to the objectives. Finally, when all the key findings had been sorted, the triangulation process began. Looking across each data source, key findings that were similar, were easily identified. Dissimilar findings illuminated complexities, divergences, or nuances in the data, providing useful insights that enhanced the depth of the research. Figure 2 demonstrates the triangulation of data.

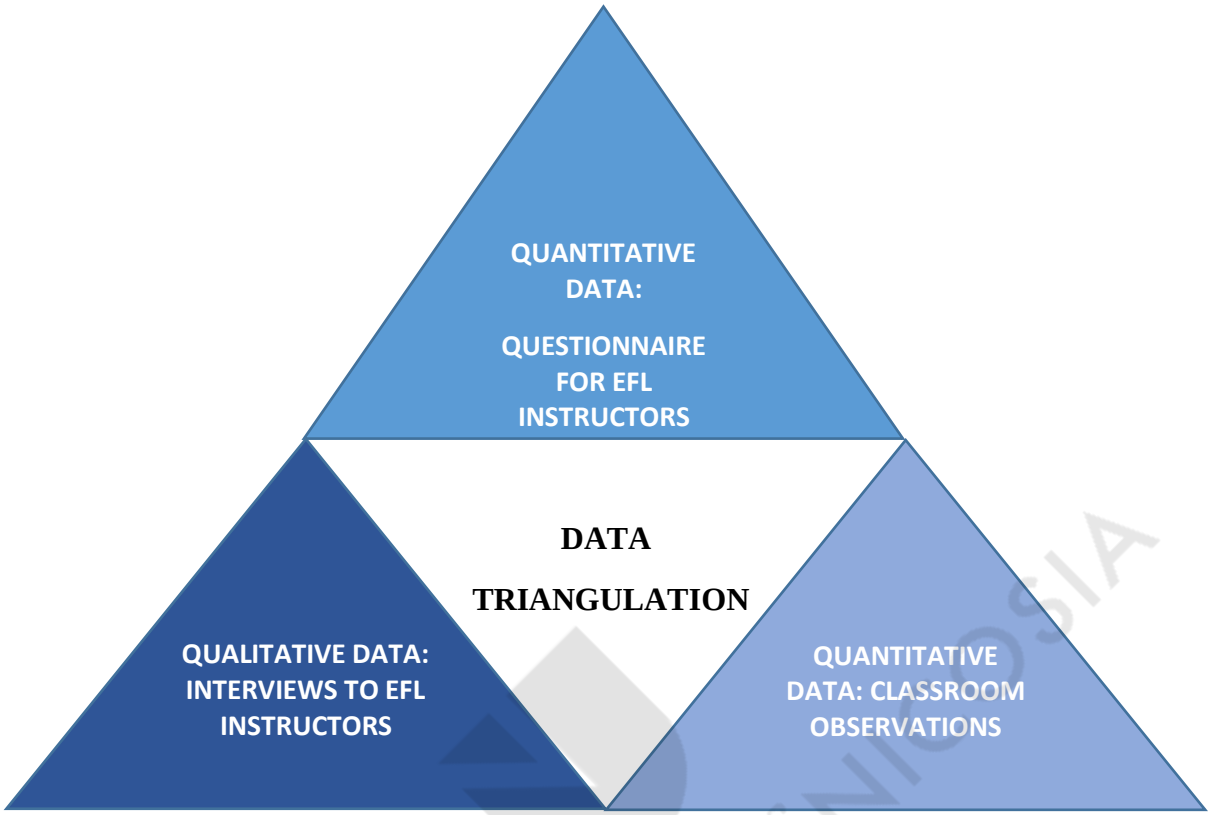


**Figure 2: Data triangulation**

Triangulation of data was driven by the multiple purposes the research addressed and the research tools adopted. The aim of data triangulation was to compare and contrast the results obtained from different angles (three data sources), enhancing the accuracy and reliability of the findings. Data already extracted from the questionnaire could be verified and supported with interviews and observation in EFL classes. The third and fourth phases of the research aimed at gathering data that would cross-check the findings already established through the questionnaire distributed to EFL instructors and focusing on certain issues that could be further explored. This was achieved by means of semi-structured interviews, addressing a number of EFL instructors (n=11) and the classroom observation scheme that included in-situ observation (Appendix IV) in twelve EFL classrooms in three prison SCSs. Alternatively, classroom observation could disprove self-reported data, offering some insights as to the reasons why instructors' strategies and practices might be portrayed differently in the classroom. Overall, triangulating all data may provide a more in-depth understanding of EFL instructors' perceptions, strategies, and practices.

## 4.10 Ethics

Upon request for approval, the study was authorised by the General Secretariat for Lifelong Learning and Youth Generation (K1/152732-25/11/2021 & K1/29079-15/03/2022). In some cases, permission to distribute the questionnaires to inmates was also obtained by the prison authorities and prison directors (e.g., Diavata) (Appendix VI). The researcher contacted the SCSs to obtain agreement and voluntary participation of individuals in the research. The researcher provided all participants with information and consent forms before data collection commenced (Appendices I, II, III). Participants were assured of voluntary involvement, anonymity, secrecy, and the freedom to withdraw at any point throughout the completion of the questionnaire. Further, the researcher asked for permission (K1/68004-16/06/2023) in order to conduct the preliminary study which involved the questionnaires to EFL instructors (Appendix II). Ethical approval (K1/112903-09/10/2023) was also received from the General Secretariat for Lifelong Learning and Youth Generation to conduct interviews to EFL instructors (Appendix VI). After receiving confirmation from respondents (EFL instructors) as to their willingness to participate in the study, the researcher contacted each participant by telephone to schedule interview times. The confidentiality of personal information was also clarified. The participants were provided with comprehensive information regarding the interview procedure, as well as specific aspects of ethical conduct and principles (Appendix VI). This approach aimed to ensure their comfort and smooth participation throughout the whole research process (Creswell, 2008). Furthermore, the last permission was granted for the EFL classroom observations (K1/46191-30/04/2024) (Appendix VI). All inmates consented to participate in the classroom observations.

## 4.11 Summary

This chapter presented a detailed description of the research methodology. To methodologically fulfill its research objectives, the project adopted a quantitative and a qualitative approach. More specifically, the present chapter presented the research questions, the research phases, the sample, the data collection instruments (questionnaires, interviews, and classroom observation), the data collection procedure, and the methods of

data analysis. The present chapter also referred to data triangulation. As argued, it was conducted to increase the validity and reliability of findings. All in all, this chapter lays a solid foundation for Chapter 5, which will present the research findings.

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# CHAPTER 5 FINDINGS

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## 5.0 Introduction

Building upon the methodological framework outlined in Chapter 4, this chapter presents the findings derived from the analysis of data collected through inmate students' and EFL instructors' questionnaires and interviews, as well as classroom observations. The findings offer valuable insights into the participants' experiences, attitudes, and perceptions, contributing to a deeper understanding of the research questions posed in this study. The chapter is divided into four sections. Firstly, Section 5.1 describes the findings of the quantitative data regarding inmates' motivation. Further, Section 5.2 presents the results from the preliminary study conducted to EFL instructors. Then, Section 5.3 reveals the findings of EFL instructors' semi-structured interviews. Lastly, Section 5.4 provides a detailed account of the classroom observation findings. Each section is followed by a summary with the main findings that emerged from the data collection.

## 5.1 Questionnaire for inmates

The aim of the specific study was to investigate significant aspects that affect inmates' motivation to participate in EFL courses within prison SCSs. Firstly, the study explored to what extent sociodemographic factors, specifically marital status, age, gender, and occupation before imprisonment affected inmates' motivation to attend EFL classes (RQ 1). Secondly, the study explored whether inmates are driven mostly by extrinsic or intrinsic factors in the motivation to attend EFL classes (RQ 2a) and which the prevailing factors of extrinsic and intrinsic motivation are behind inmates' decision to attend such classes (RQ 2b).

The present section is divided into six subsections. Firstly, subsection 5.1.1 presents the findings for the respondents' profile, 5.1.2 describes inmates' English language background, 5.1.3 discusses the sociodemographic variables affecting inmates' motivation while subsection 5.1.4 presents what kind of motivation (extrinsic or intrinsic) drove inmates to attend EFL classes. Further, subsection 5.1.5 presents the findings of the last open optional item in the questionnaire referring to inmates' experience about EFL classes. Finally, subsection 5.1.6 summarises the main findings of the quantitative study.

### 5.1.1 Respondents' profile

#### 5.1.1.1 Sociodemographic details

The study findings included a gender distribution of both 'male' (88%, n=353) and 'female' participants (11%, n=43), and a smaller group identifying as 'other' (1%, n=4). Student inmates attended grade A (59%, n=234) and grade B (41%, n=166) at SCSs operating in Greek prisons. A considerable percentage of the respondents in the sample (66%, n=264) aged between 31 and 50 years old, while 27% (n=108) fell within the age range of 19-30. Lastly, 7% (n=28) were aged 51 years or older. Concerning the respondents' marital status, nearly half of them identified as 'single' (51%, n=206) while 37% (n=147) indicated they were 'married'. Additionally, 10% (n=41) were 'divorced' and 2% (n=6) 'widower'. Due to the small percentage of 'widowers', this cohort was merged with the 'divorced', thus the final categories were three: 'married' (37%, n=147), 'single' (51%, n=206), and 'divorced/widower' (12%, n=47). Furthermore, more than half of the participants (53%, n=211) reported having children. Regarding previous employment, the majority of the respondents (57%, n=230) indicated that they were 'employed' before incarceration, while almost one quarter were 'unemployed' (30%, n=118). The remaining categories included 'other' (12%, n=48) and 'retired' (1%, n=4). The latter groups were finally collapsed into two primary categories: 'employed/other' (69%, n=278) and 'unemployed/retired' (31%, n=122). Their educational background was fairly low as 60% (n=240) of the respondents were elementary school graduates with lower education and qualifications. The remainder 40% (n=160) reported that they dropped out junior high school and registered at SCSs to complete their studies.

#### 5.1.1.2 English background

As regards the frequency with which inmates had contact with the English language, the subsequent information was collected: Concerning reading in English (books/articles whether in print or online), the majority of participants (44%, n=175) reported that they never did, 30% of the inmates (n=124) rarely did, 16% (n=62) occasionally did, 8% (n=30) usually did and just 2% (n=9) always did so. Nonetheless, most of them stated that they usually watched movies in English (40%, n=161), 12% (n=46) of the respondents reported

that they never did, 22% (n=88) rarely did, and 17% (n=70) occasionally did. Following this, the participants were asked about the frequency with which they listened to music in English and the majority of them (35%, n=140) answered that they usually did, 15% (n=60) never did, 21% (n=85) rarely did, 17% (n=69) occasionally did and 12% (n=46) always did so. Moreover, drawing on the obtained data, the majority of inmates stated that they never used English to speak with friends or relatives who live either in Greece or abroad (44%, n=174), 25% (n=100) rarely did, 13% (n=51) occasionally did, 14% (n=59) usually did and 4% (n=16) always did so. As for studying English, the highest percentage of inmates reported that they never studied (32%, n=127), 33% (n=133) rarely did, 20% (n=81) occasionally did, 12% (n=48) usually did and 3% (n=11) always did so. Similarly, most inmates (42%, n=170) never or little (36%, n=142) talked to other people in English on a daily basis, 12% (n=47) of the respondents reported that they occasionally did, 8% (n=32) usually did and 2% (n=9) always did so. Lastly, regarding the final item on writing in English, the majority of participants (35%, n=139) indicated that they did so on rare occasions, 32% (n=126) never did, 21% (n=85) occasionally did, 9% (n=37) usually did, and 3% (n=13) always did so.

### 5.1.2 Sociodemographic variables

All data were entered, processed, and statistically treated with the help of ANOVA[25] statistical test. To address the first research question, a four-way ANOVA test with *rating* was employed as the dependent variable and *gender, age, marital status* and *occupation* as the independent variables. Moreover, respondents had three options to indicate their *gender* (male, female, and other), four options for *marital status* (single, married, divorced, and widower), and four options for *occupation prior to imprisonment* (employed, unemployed, pensioner, and other).

The ANOVA test revealed a significant main effect on motivation of *marital status* [F (2, 9192) = 12,22 $p < 0.001$], *age* [F (2, 9192) = 6.67, $p < 0.001$], *gender* [F (2, 9192) = 7.37, $p < 0.001$], and *occupation* [F (2, 9192) = 39,24, $p < 0.001$] (Figure 3). More specifically,

[25] https://www.statisticssolutions.com/free-resources/directory-of-statistical-analyses/anova/

based on the statistics above, all of the factors aforementioned influenced inmates' motivation. Participants being employed prior to imprisonment were found to be more motivated than the non-employed (β=0.14, SE = 0.0241, t = 5.82, p < 0.001). For the variables with more than two levels, posthoc tests were ran using the Tukey method to examine how the various levels differed from each other. According to the test, there was a statistically significant difference between married and divorced/widower (β=0.10, SE = 0.03, t = -2.83, p = 0.01) and married and single (β=0.10, SE = 0.02, t = 4.3, p = 0.01). The participants who reported that they were married showed higher ratings in motivation than divorced/widower and single. However, there was no statistically significant difference between divorced/widower and single (β=0.10, SE = 0.03, t =0,10, p = 0.99). In terms of the age factor, there was a statistically significant difference between inmates aged 31–50 and 51+ (β=0.10, SE = 0.04, t = 2.48, p = 0.01), with the former showing higher motivation than the latter. There was no statistically significant contrast between inmates aged 18–30 and 31–50 (β=0.10, SE = 0.02, t = -1.30, p = 0.39) nor between inmates aged 18–30 and 51+ (β=0.10, SE = 0.04, t = 1.56, p = 0.25). Moreover, with regard to gender, female inmates had higher ratings in motivation than their male counterparts. The posthoc test with the Tukey method showed a statistically significant contrast between males and females (β=0.10, SE = 0.03, t = 3.54, p = 0.01), with females showing higher motivation than males.

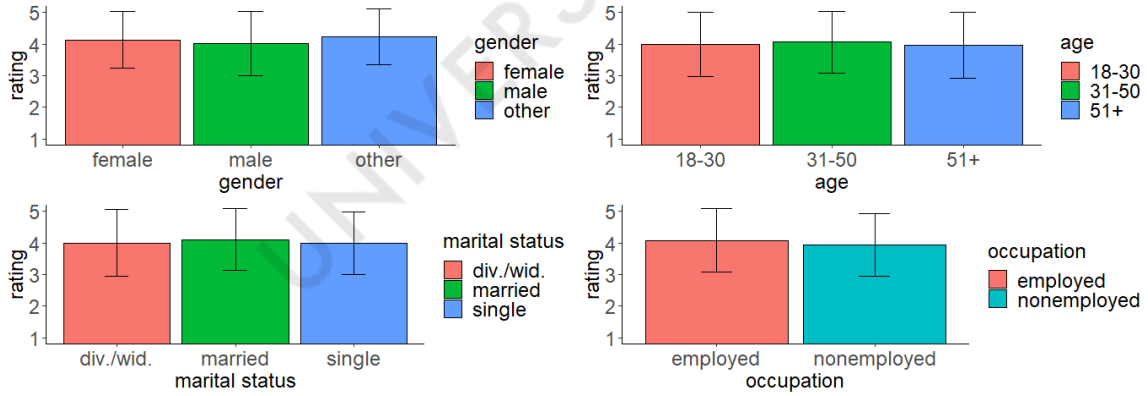


**Figure 3: Sociodemographic variables influencing motivation to attend EFL classes**

### 5.1.3 Extrinsic versus intrinsic motivation

With reference to the second research question, a two-way ANOVA test with *rating* (Likert scale 1–5) was used as the dependent variable and *motivation, factor* and their *interaction* as the independent variables. The scale was built in a 5-point Likert format asking respondents to provide a response for the factors influencing them to attend EFL classes ranging from 'Not at all' to 'Very much' (Appendix I). There was a significant main effect of motivation [F (1, 9177) = 29,6 p = 0.006], with participants showing higher extrinsic motivation compared to intrinsic motivation. Figure 4 shows the extrinsic and intrinsic motivation of inmates to attend EFL classes based on their ratings.

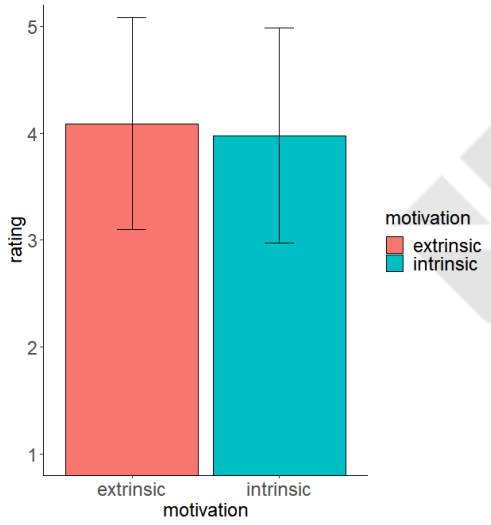


**Figure 4: Extrinsic and intrinsic motivation influencing inmates to attend EFL classes**

Among the prevailing factors that were found to primarily affect participants' decision to attend EFL classes were 'to make family proud' (extrinsic) (M = 4.32, SD = 0.92), 'to achieve goals' (intrinsic) (M = 4.33, SD = 0.79) and 'to feel better about myself' (intrinsic) (M = 4.22, SD = 0.88). Conversely, the lower ratings appeared to be in 'to work abroad' (extrinsic) (M = 3.7, SD = 1.15), 'to escape from loneliness' (intrinsic) (M = 3.68, SD = 1.19), and 'to do exercises for advanced learners' (intrinsic) (M = 3.77, SD = 1.01). Lastly, the findings indicate that sentence reduction (extrinsic) was not among the highly-rated motives (M = 4.19, SD = 1.07). Figure 3 shows the factors that influence inmates' motives.

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On a second level of analysis, the primary factors influencing the attendance at EFL classes in prisons were compared to each other for each type of motivation separately. The posthoc test showed no statistically significant differences between the factors 'to achieve goals' and 'to make family proud' (β = 0.001, SE = 0.069, t = -0.108, p = 1), nor between the factors 'to achieve goals' and 'to feel better about myself' (β = 0.001, SE = 0.069, t =-1.474, p = 1). Comparing the factors 'to feel better about myself' and 'to make family proud' (β = 0.001, SE = 0.069, t = 1.36, p = 1), the posthoc test showed no statistically significant differences either. As for the factors which influence the attendance at EFL classes with the lower ratings, the posthoc test showed no significant differences between 'to escape from loneliness' and 'to work abroad' (β = 0.001, SE = 0.069, t = 0.75, p = 1) nor between 'to work abroad' and 'to do exercises for advanced learners' (β = 0.001, SE = 0.069, t = -0.53, p = 1). Lastly, as the factors 'to escape from loneliness' and 'to do exercises for advanced learners' (β = 0.001, SE = 0.069, t = -1.29, p = 1), the posthoc test showed no statistically significant differences either.

The highest rated motive was 'to make family proud' exhibiting statistically significant differences with 'to gain prestige in my future job' (β = 0.001, SE = 0.069, t = 3.99, p = 0.01), 'to work abroad' (β = 0.001, SE = 0.069, t = 8.44, p = 0.01), 'to have a break from routine' (β = 0.001, SE = 0.069, t = 7.8, p= 0.01), 'to escape from loneliness' (β = 0.001, SE = 0.069, t = 9.2, p = 0.01), 'to do exercises for advanced learners' (β = 0.001, SE = 0.069, t = 7.90, p = 0.01), 'to forget difficulties' (β = 0.001, SE = 0.069, t = 6.7, p = 0.01), 'to help children with homework' (β = 0.001, SE = 0.069, t = - 3.8, p = 0.02), 'to learn about English culture' (β = 0.001, SE = 0.069, t = 6.75, p = 0.01), 'to read interesting topics in English' (β = 0.001, SE = 0.069, t = 5.3, p = 0.01), 'to speak English to friends or to other people who live abroad' (β = 0.001, SE = 0.069, t = 4.6, p = 0.01), 'to get a certificate in English' (β = 0.001, SE = 0.069, t = 5.9, p = 0.01) and 'to write in English' (β = 0.001, SE = 4.4, t = 9.2, p = 0.01).

Another highly rated motive was 'to achieve goals', having statistically significant differences with 'to help children with homework' (β = 0.001, SE = 0.069, t = -3.9, p = 0.01), 'to gain knowledge for further studies' (β = 0.001, SE = 0.069, t = -3.6, p = 0.04),

'to get a certificate in English' (β = 0.001, SE = 0.069, t = 6.04, p = 0.01), 'to gain prestige in my future job' (β = 0.001, SE = 0.069, t = -4.0, p = 0.01), 'to work abroad' (β = 0.001, SE = 0.069, t = -8.5, p = 0.01), 'to write in English' (β = 0.001, SE = 0.069, t = -4.6, p= 0.01), 'to escape from loneliness' (β = 0.001, SE = 0.069, t =9.3, p=0.01) , 'to forget difficulties' (β = 0.001, SE = 0.069, t = 6.8, p = 0.01), 'to have a break from the daily routine' (β = 0.001, SE = 0.069, t = -47.9, p = 0.01) , 'to learn about English culture' (β = 0.001, SE = 0.069, t = -6.8, p = 0.01), 'to speak English to friends or other people who live abroad' (β = 0.001, SE = 0.069, t = -4.8, p = 0.01) , 'to read interesting topics in English' (β = 0.001, SE = 0.069, t = -5.4, p = 0.01), and 'to do exercises for advanced learners' (β = 0.001, SE = 0.069, t = -8.0, p = 0.01) .

Regarding the top-rated motive 'to feel better about myself', there were statistically significant differences with 'to get a certificate in English' (β = 0.001, SE = 0.069, t = -4.5, p = 0.01), 'to work abroad' (β = 0.001, SE = 0.069, t =-7.0, p = 0.01), 'to have a break from routine' (β = 0.001, SE = 0.069, t = -6.4, p = 0.01), 'to forget difficulties' (β = 0.001, SE = 0.069, t = -5.3, p = 0.01) , 'to read interesting topics in English' (β = 0.001, SE = 0.069, t =-3.99, p=0.01), 'to escape from loneliness' (β = 0.001, SE = 0.069, t = -7.8, p = 0.01), 'to do exercises for advanced learners' (β = 0.001, SE = 0.069, t = 6.5, p = 0.01), and 'to learn about English culture' (β = 0.001, SE = 0.069, t = 5.3, p = 0.01).

With reference to the lowest rated motives, namely 'to escape from loneliness', it was found to have statistically significant differences with 'to get good marks' (β = 0.001, SE = 0.069, t =7.4, p = 0.01), 'to help children with homework' (β = 0.001, SE = 0.069, t =5.3, p = 0.01), 'to make my family proud' (β = 0.001, SE = 0.069, t = 9.2, p = 0.01), 'to gain knowledge for further studies' (β = 0.001, SE = 0.069, t = 5.68, p= 0.01) , 'to get a better job' (β = 0.001, SE = 0.069, t = 7.1, p = 0.01), 'to reduce sentence' (β = 0.001, SE = 0.069, t = 7.2, p = 0.01), 'to gain knowledge not obtained in the past' (β = 0.001, SE = 0.069, t = -7.3, p = 0.01), 'to speak English to other people or friends abroad' (β = 0.001, SE = 0.069, t = -5.9, p = 0.01) , 'to read interesting topics' (β = 0.001, SE = 0.069, t = -3.8, p = 0.01), 'to feel better about myself' (β = 0.001, SE = 0.069, t = -7.8, p = 0.01) , 'to achieve goals' (β = 0.001, SE = 0.069, t =-9.3, p=0.01), 'to write in English' (β = 0.001, SE = 0.069, t =

4.7, p = 0.01) , ‘to get a better salary’ (β = 0.001, SE = 0.069, t = 7.2, p = 0.01), ‘to travel and speak English abroad’ (β = 0.001, SE = 0.069, t = 5.7, p = 0.01), and ‘to gain prestige in my future job’ (β = 0.001, SE = 0.069, t = 5.2, p = 0.01).

‘To work abroad’ was one of the lowest rated motives which had statistically significant differences with ‘to gain knowledge for further studies’ (β = 0.001, SE = 0.069, t = 4.9, p = 0.01), ‘to make my family proud’ (β = 0.001, SE = 0.069, t = 8.4, p = 0.01), ‘to get good marks’ (β = 0.001, SE = 0.069, t = 6.6, p = 0.01), ‘to achieve goals’ (β = 0.001, SE = 0.069, t =8.55, p=0.01), ‘to feel better about myself’ (β = 0.001, SE = 0.069, t = 7.0, p = 0.01), ‘to help children with homework’ (β = 0.001, SE = 0.069, t = 4.6, p = 0.01), ‘to get a better job’ (β = 0.001, SE = 0.069, t = 6.3, p = 0.01), ‘to get a better salary’ (β = 0.001, SE = 0.069, t = 6.4, p = 0.01), ‘to gain prestige in my future job’ (β = 0.001, SE = 0.069, t = 4.4, p = 0.01), ‘to reduce sentence’ (β = 0.001, SE = 0.069, t =6.5, p=0.01), ‘to travel and speak English abroad’ (β = 0.001, SE = 0.069, t = -5.0, p = 0.01), ‘to write in English’ (β = 0.001, SE = 0.069, t = 3.9, p = 0.01), ‘to gain knowledge not obtained in the past’ (β = 0.001, SE = 0.069, t = -6.5, p = 0.01), and ‘to speak English to other people or friends abroad’ (β = 0.001, SE = 0.069, t = -5.0, p = 0.01).

Lastly, ‘to do exercises for advanced learners’ had statistically significant differences with ‘to gain prestige in my future job’ (β = 0.001, SE = 0.069, t = 3.9, p = 0.01), ‘to make my family proud’ (β = 0.001, SE = 0.069, t = 7.9, p = 0.01), ‘to achieve goals’ (β = 0.001, SE = 0.069, t = -8.6, p = 0.01), ‘to get a better salary’ (β = 0.001, SE = 0.069, t = 5.9, p = 0.01), ‘to feel better about myself’ (β = 0.001, SE = 0.069, t = 6.5, p = 0.01) , ‘to get good marks’ (β = 0.001, SE = 0.069, t = 6.11, p = 0.01), ‘to help children with homework’ (β = 0.001, SE = 0.069, t = 4.09, p = 0.01), ‘to gain knowledge for further studies’ (β = 0.001, SE = 0.069, t = 4.38, p = 0.01), ‘to get a better job’ (β = 0.001, SE = 0.069, t = 5.8, p = 0.01), ‘to reduce sentence’ (β = 0.001, SE = 0.069, t = 6.0, p = 0.01), ‘to travel and speak English abroad’ (β = 0.001, SE = 0.069, t = 4.4, p = 0.01), ‘to speak English to other people or friends abroad’ (β = 0.001, SE = 0.069, t = -3.9, p = 0.01), and ‘to gain knowledge not obtained in the past’ (β = 0.001, SE = 0.069, t = -6.0, p = 0.01).

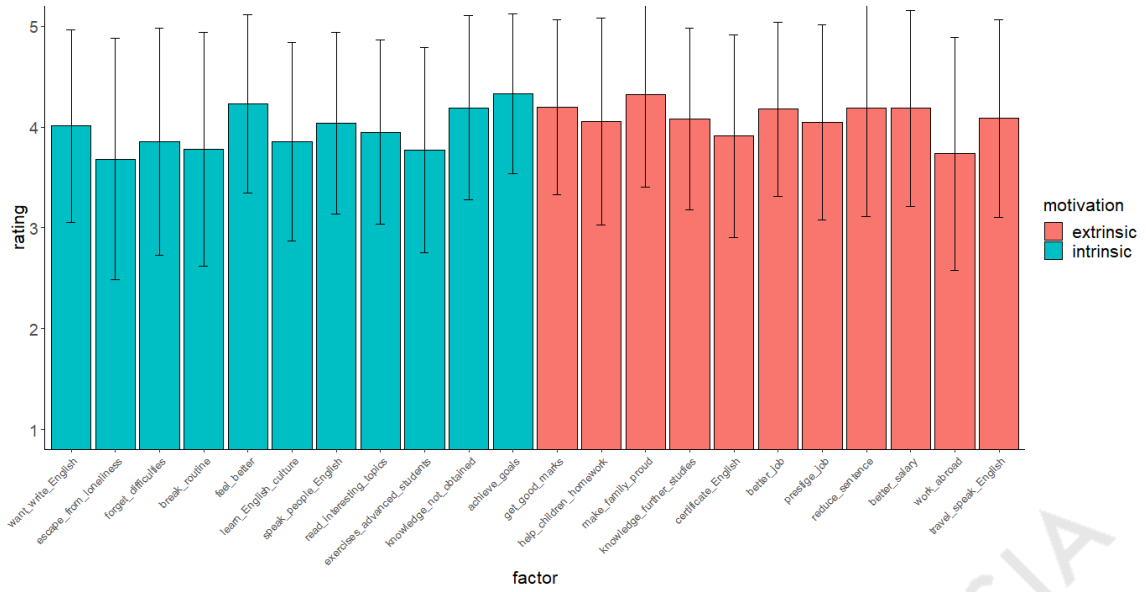


**Figure 5: Factors influencing inmates' motivation**

### 5.1.4 Inmates' experience about EFL classes

In terms of the open-ended item in the questionnaire asking respondents to write whatever they liked about EFL classes (Appendix I), 33% (n=130) of the inmates answered this item. The researcher attempted to interpret the data using four codes. The first code was about more general statements about the English language. The most frequent response was as follows: '*I like EFL classes very much because English is a very important and interesting language*' (35%, n=45). Moreover, the second code was about students' skills development. A high percentage of student inmates frequently mentioned their desire and interest in learning English and improving their skills (25%, n=32):

*'I want to write, speak and understand'*, (1)

*'I would like to become a good student at English',* (2)

*'English language is very important and I hope that I will be given the opportunity to speak fluently',* (3)

*'I would like to learn more English'* (4), and

*'I would like to speak more with my classmates in English during EFL classes'* (5).

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These responses align with the intrinsic factors in the quantitative study '*want to write in English*' and '*speak to people in English*' which were among the low-rated motives. Additionally, many respondents referred to language communicative skills and travelling (15%, n=20). Indicatively, some responses were:

'*It is good to learn English for communication', (1)*

*'It is very interesting to learn English in order to travel abroad', (2)* and

*'With speaking English, I can communicate with other people*' (3).

Conversely, in the quantitative study '*to travel and speak English*' was one of the lowest-rated extrinsic motives. A third code involved factors associated with inmates' employment, future career, and goals (18%, n=23). Indicatively, the respondents mentioned:

'*Learning a foreign language can broaden my way of thinking and help me with my future career*' (1),

'*I have always liked EFL classes because they will help me achieve my goals and fulfill my dreams*' (2) and

'*It is a universal language which can broaden your expected goals for life success*' (3).

This is congruent with the prevailing factor in the quantitative study that was found to primarily affect participants' decision to attend EFL classes '*to achieve goals*' (intrinsic). The last code was about psychological reasons that motivated inmates to attend EFL classes. A respondent specifically quoted: *'I am very pleased when attending EFL classes'.* This finding aligns with another primary factor influencing the attendance at EFL classes in prisons '*to feel better about myself*' (intrinsic). Nevertheless, some responses provided by the inmates were extraneous (7%, n=10). For example, some inmates highlighted the instructor's role that motivated them to attend EFL classes (5%, n=7). Lastly, another inmate referred to the classroom equipment succinctly (2%, n=3): '*We would like to have audiovisual material in order to understand better*'.

### 5.1.5 Summary

The above results demonstrate that marital status, age, gender, and occupation influenced inmates' motivation. Specifically, the participants who reported that they were married showed higher ratings in motivation than divorced/widower and single. Inmates aged 31–50 showed higher motivation than those who were 51+. Moreover, with regard to gender, female inmates had higher ratings in motivation than their male counterparts. Further, participants being employed prior to imprisonment were found to be more motivated than the non-employed. Moreover, inmates were more influenced to attend EFL classes by extrinsic factors rather than intrinsic. The primary extrinsic factor that affected respondents was 'to make my family proud' followed by two intrinsic factors: 'to achieve goals' and 'to feel better about myself'. On the contrary, respondents reported that they were less influenced by the extrinsic factor 'to work abroad' and the intrinsic factors 'to escape from loneliness' and 'to do exercises for advanced learners'. Interestingly, in contrast to other studies, the extrinsic factor 'to reduce sentence' was not among the highly-rated motives in the findings of the first phase of the study. Last but not least, regarding the qualitative results of the study, a high percentage of inmates expressed their desire and interest to learn English in order to develop their oral or written skills and their future job prospects.

## 5.2 Preliminary study on EFL instructors' perspectives

The aim of the preliminary study was to investigate general trends and patterns concerning EFL instructors' perspectives on motivational strategies, the Curriculum of English literacy, and training for prison education. The preliminary study elucidated the motivational strategies employed by EFL instructors to foster a successful learning environment. Furthermore, it investigated EFL instructors' perspectives and experiences with the Curriculum of English literacy and the extent to which they perceive their training for teaching English in prisons (RQs 3, 4, 5, and 6) (see 4.6). The study comprised sixteen EFL instructors throughout Greece who completed an online questionnaire (Appendix II).

The present section is divided into four subsections: Subsection 5.2.1 presents the motivational strategies adopted by EFL instructors. Further, Subsection 5.2.2 discusses the findings for English literacy at SCSs in prison based on EFL instructors' views. Subsection

5.2.3 presents the findings on the effectiveness of Curriculum of English literacy and finally subsection 5.2.4 accounts for the findings of EFL instructors' training for prison education. Subsection 5.2.5 summarises the main findings of this section.

### 5.2.1 Motivational strategies

EFL instructors were requested to identify the frequency with which they employed a set of eight motivational strategies (Table 7), utilising a Likert scale ranging from 1 to 5. Based on the participants' responses as depicted in Table 7, nine EFL instructors (56%, n=9) stated that they always 'investigate target-group needs' whilst the remainder reported that they either often (25%, n= 4) or sometimes (19%, n=3) followed this strategy. Moreover, half of the respondents (50%, n=8) reported that they always 'take previous knowledge and experience into consideration in lesson planning' whilst five (31%, n=5) reported often implementing this strategy. Three (19%, n=3) reported doing so sometimes. Additionally, seven EFL instructors (44%, n=7) answered that they always 'find the most effective ways for my students to learn' whilst the remainder (56%, n=9) often employed such strategy. Furthermore, the most popular motivational strategy twelve (75%, n=12) instructors reported, was they always 'boost inmates' self-esteem and confidence' whereas four (25%, n=4) stated that they often did so. Six participants (37%, n=6) indicated that they always 'aim for realistic learning results' whereas ten respondents (63%, n=10) often did so. It is noteworthy that all EFL instructors stated that either always (50%, n=8) or often (50%, n=8) 'have a positive attitude' towards student inmates. Another most popular motivational strategy always used by the vast majority of the respondents (75%, n=12) was 'build confidence and encouragement' in class. The remainder of the participants (25%, n=4) reported that they sometimes implemented this strategy. Lastly, seven (44%, n=7) participants stated that they always 'help students overcome barriers during learning process' whilst nine (56%, n=9) reported that they often did so.

Overall, it is evident that all EFL instructors 'always' or 'often' employed certain motivational strategies to enhance inmates' motivation and participation in EFL classes according to their reports. Nobody answered 'rarely' or 'never' as shown in Table 7.

**Table 7: EFL instructors' reported frequency of motivational strategy use**

| How often do you use the following motivational strategies? | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| 1. I investigate target-group needs | 9 | *56* | 4 | *25* | 3 | *19* | 0 | *0* | 0 | *0* |
| 2. I take previous knowledge and experience into consideration in lesson planning | 8 | *50* | 5 | *31* | 3 | *19* | 0 | *0* | 0 | *0* |
| 3. I find the most effective ways for my students to learn | 7 | *44* | 9 | *56* | 0 | *0* | 0 | *0* | 0 | *0* |
| 4. I boost their self-esteem and confidence | 12 | *75* | 4 | *25* | 0 | *0* | 0 | *0* | 0 | *0* |
| 5. I aim for realistic learning results | 6 | *37* | 10 | *63* | 0 | *0* | 0 | *0* | 0 | *0* |
| 6. I have a positive attitude | 8 | *50* | 8 | *50* | 0 | *0* | 0 | *0* | 0 | *0* |
| 7. I build confidence and encouragement | 12 | *75* | 4 | *25* | 0 | *0* | 0 | *0* | 0 | *0* |
| 8. I help students overcome barriers during learning process | 7 | *44* | 9 | *56* | 0 | *0* | 0 | *0* | 0 | *0* |

### 5.2.2 English literacy at SCSs in prison

Section A of the questionnaire for the preliminary study included one item in relation to the use of the Curriculum of English literacy (Table 8). Fourteen respondents (87%, n=14) reported that they implemented it whereas two (13%, n=2) stated that they did not. Section C of the questionnaire focused on the instructional methods employed by EFL instructors. The respondents were requested to report the frequency with which they employed several methods/techniques recommended by the Curriculum of English literacy. The prevailing trend observed was that the respondents always took the 'inmates motives into

consideration' as reported by ten participants (65%, n=10). Moreover, nine respondents (56%, n=9) reported that they always tailored 'the subject matter to align with inmates' needs'. As depicted in Table 8, seven (43%, n=7) EFL instructors reported that they always 'promoted critical thinking development'. Moreover, six EFL instructors (38%, n=6) stated that they sometimes 'prepare new teaching material', whilst the remainder (31%, n=5) either always or often did it. In addition, ten participants (63%, n=10) reported that they often 'use modern technology' whilst seven (44%, n=7) often 'try ready to use activities from the Curriculum', 'ask students to keep portfolio', and 'use drama in education'.

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**Table 8: English Literacy at SCSs in prison**

| How often do you implement the following teaching methods? | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| 1. I take inmates' motives into consideration | 10 | *63* | 6 | *37* | 0 | *0* | 0 | *0* | 0 | *0* |
| 2. I adapt the topics according to students' needs | 9 | *56* | 7 | *44* | 0 | *0* | 0 | *0* | 0 | *0* |
| 3. I prepare new teaching material | 5 | *31* | 5 | *31* | 6 | *38* | 0 | *0* | 0 | *0* |
| 4. I try ready to use activities from the Curriculum | 2 | *12* | 7 | *44* | 6 | *38* | 0 | *0* | 1 | *6* |
| 5. I use activities prepared by the inmates themselves | 3 | *19* | 3 | *19* | 3 | *19* | 6 | *38* | 1 | *5* |
| 6. I promote critical thinking development | 6 | *40* | 5 | *30* | 5 | *30* | 0 | *0* | 0 | *0* |
| 7. I use projects | 2 | *12* | 3 | *19* | 6 | *38* | 5 | *31* | 0 | *0* |
| 8. I ask students to keep portfolio | 4 | *25* | 7 | *44* | 4 | *25* | 1 | *6* | 0 | *0* |
| 9. I ask students to evaluate themselves | 2 | *12* | 4 | *25* | 7 | *44* | 3 | *19* | 0 | *0* |
| 10. I use modern technology | 2 | *12* | 10 | *63* | 3 | *19* | 1 | *6* | 0 | *0* |
| 11. I use drama in education | 3 | *19* | 7 | *44* | 2 | *12* | 4 | *25* | 0 | *0* |
| 12. I use literature works | 1 | *6* | 2 | *12* | 3 | *19* | 10 | *63* | 0 | *0* |
| 13. I use creative writing activities | 2 | *12* | 4 | *25* | 2 | *13* | 8 | *50* | 0 | *0* |
| 14. I use problem–solving method | 0 | *0* | 6 | *38* | 1 | *6* | 8 | *50* | 1 | *6* |
| 15. I use mediation | 2 | *12* | 6 | *38* | 8 | *50* | 0 | *0* | 0 | *0* |

Furthermore, ten participants (63%, n=10) indicated that they rarely 'use literature works' while half of them (n=8) stated that they rarely 'use creative writing activities' and

'problem–solving methods'. With reference to mediation, half of the respondents (n=8) stated that they sometimes used it. The last item of section C was an open-ended question on providing an alternative teaching method suggested by the EFL instructors who participated in completing the questionnaire. Only one answer was provided: the respondent reported that EFL instructors should 'make an effort to awaken previous knowledge that has not been utilised for a long time'.

### 5.2.3 Effectiveness of the Curriculum of English literacy

Section D of the questionnaire completed by EFL instructors in prison SCSs focused on the Curriculum of English Literacy. Table 9 illustrates the responses elicited from the EFL instructors regarding their level of agreement or disagreement with nine given statements related to practices suggested by the Curriculum of English literacy. According to the participants' responses presented in Table 9, amongst the participants, five (31%, n=5) indicated strong agreement and ten (63%, n=10) indicated agreement with the statement that the Curriculum is 'grounded on adult education principles'. Only one (6%, n=1) respondent reported that they 'neither agree or disagree'. Nevertheless, two respondents (12%, n=2) reported that they 'strongly agree' that the Curriculum 'meets inmates' claims and needs', one (6%, n=1) expressed agreement and one (6%, n=1) reported that they 'neither agree or disagree'. On the contrary, twelve respondents (75%, n=12) disagreed. Further, two respondents (12%, n=2) strongly agreed and six respondents (37%, n=6) agreed that the Curriculum 'is applied to current reality of SCSs to great extent'. Three (19%, n=3) instructors stated that they 'neither agree or disagree'. On the contrary, five (31%, n=5) did not agree. Moreover, two instructors (12%, n=2) strongly agreed and seven (44%, n=7) agreed that the Curriculum 'helps inmates-students to pursue further studies'. Three respondents (19%, n=3) stated that they 'neither agree or disagree'. Four respondents (25%, n=4) disagreed. Furthermore, drawing on the data, two respondents (12%, n=2) strongly agreed and three (19%, n=3) agreed that 'it helps with the certification of English language'. Three (19%, n=3) instructors reported that they 'neither agree or disagree' and eight (50%, n=8) disagreed. Moreover, one (6%, n=1) instructor reported that they 'strongly agree' and twelve (75%, n=12) stated that they 'agree' that the Curriculum

'adopts new evaluation methods'. Two (12%, n=2) respondents reported that they 'neither agree or disagree' and one (6%, n=1) stated that they 'disagree'. Two (12%, n=2) respondents strongly agreed and 12 (75%, n=12) agreed that the Curriculum 'promotes innovative experimental methods'. One respondent (6%, n=1) stated that they 'neither agree or disagree' and one (6%, n=1) stated that they disagreed. Additionally, three respondents (19%, n=3) expressed their strong agreement and ten respondents expressed their agreement (63%, n=10) that the Curriculum 'helps social exclusion alleviation'. One (6%, n=1) instructor stated that they 'neither agree or disagree' and two (12%, n=2) stated that they disagreed. Lastly, the survey demonstrated that three (19%, n=3) EFL instructors strongly agreed and two (12%, n=2) agreed on that the Curriculum 'is monitored and supported by the appropriate scientific bodies'. Nine (56%, n=9) EFL instructors neither agreed nor disagreed and two (12%, n=2) disagreed.

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**Table 9: EFL instructors' views on the effectiveness of the Curriculum**

| The Curriculum of English literacy | Strongly agree | | Agree | | Neither agree or disagree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| 1. is grounded on adult education principles | 5 | *31* | 10 | *63* | 1 | *6* | 0 | *0* | 0 | *0* |
| 2. meets inmates' claims and needs | 2 | *12* | 1 | *6* | 1 | *6* | 12 | *75* | 0 | *0* |
| 3. is applied to current reality of SCSs to great extent | 2 | *12* | 6 | *37* | 3 | *19* | 5 | *31* | 0 | *0* |
| 4. helps student inmates to pursue further studies | 2 | *12* | 7 | *44* | 3 | *19* | 4 | *25* | 0 | *0* |
| 5. helps with the English language certification | 2 | *12* | 3 | *19* | 3 | *19* | 8 | *50* | 0 | *0* |
| 6. adopts new evaluation methods | 1 | *6* | 12 | *75* | 2 | *12* | 1 | *6* | 0 | *0* |
| 7. promotes innovative experiential methods | 2 | *12* | 12 | *75* | 1 | *6* | 1 | *6* | 0 | *0* |
| 8. helps social exclusion alleviation | 3 | *19* | 10 | *63* | 1 | *6* | 2 | *12* | 0 | *0* |
| 9. is monitored and supported by appropriate scientific committees | 3 | *19* | 2 | *12* | 9 | *56* | 2 | *12* | 0 | *0* |

The last two items of Section D (items 10 and 11) were open-ended questions. More specifically, item 10 inquired as to whether the Curriculum of English literacy helps EFL

instructors' tasks. Ten out of sixteen participants offered a response highlighting the importance and assistance of the Curriculum regarding the organization of teaching material, the learning objectives and the variety of activities it provides. Some indicative answers given by the respondents were:

*'it is a lodestar and linchpin of the teaching process and helps especially new prison instructors'* (R2),

*'it is an axis of general guidelines for the lessons and it is a source of inspiration for further creative activities'* (R4),

*'it helps to organise the teaching material and it is a bank of activities'*(R5),

*'it gives the learning objectives for each lesson and it is a bank of ready-made activities which facilitates you in your tasks'* (R7), and

*'it is a useful tool which contains carefully-designed activities with specific learning and teaching goals'* (R9).

The last item of section D requested the EFL instructors to provide suggestions to enhance the Curriculum of English literacy. Ten responses were provided. The findings revealed that EFL instructors tended to agree in terms of updating the Curriculum: '*an updating in the content could help with the practical application of some units'* (R2) and *'an update would be more than welcome'* (R3). Moreover, the EFL instructors suggested reforming some activities which help inmates develop skills allowing for a smooth transition into the labour market: *'the Curriculum should be adapted to labour market needs which the learners will face upon release'* (R6) and *'the teaching material should be adapted to the target-group's demands'* (R10). Lastly, another prevailing recommendation was *'an update based on current learners' demands in the prison context'* (R7).

### 5.2.4 EFL instructors' training for prison education

In addition to the items aforementioned, the questionnaire included a Yes/No item concerning EFL instructors' training. Twelve (75%, n=12) participants reported that they had not attended any training in the field of correctional education. Conversely, a quarter

of the participants (25%, n=4) stated that they had received training for a duration of 10–30 hours, facilitated by Non-Governmental Organisations such as KETHEA[26], Freedom Gate[27], and Georgios Zouganelis Network[28].

Furthermore, there were four items which investigated EFL instructors' training for prison education (Table 10). Drawing on the data, no instructors reported that training need's identification had been accomplished. Two (12%, n=2) instructors reported that training needs' identification had been enough accomplished whereas seven respondents (44%, n=7) reported that training needs' identification had been a little accomplished by the central administrative body, namely the General Secretariat of Lifelong Learning. Further, seven (44%, n=7) instructors stated that no training needs' identification was conducted. Additionally, five respondents (31%, n=5) stated that in-school training sessions were enough facilitated by the administrative bodies and five respondents (31%, n=5) stated that in-school training sessions had been a little accomplished. Six (37%, n=6) respondents stated that no in-school training sessions were facilitated. Furthermore, in terms of training sessions embracing new teaching methods, teaching material creation, and new methods of evaluation, three (19%, n=3) respondents reported that they had been enough accomplished. Eight respondents (50%, n=8) reported that they had been a little accomplished and five (31%, n=5) reported none. Finally, two (13%, n=2) respondents reported that they felt much trained to teach in prison SCSs, six (37%, n=6) reported that they felt trained enough and eight participants (50%, n=8) reported that they felt a little trained to teach at SCSs in prisons (Table 10).

[26] KETHEA is the largest rehabilitation and social reintegration network in Greece. It has been providing its services to drug addicts and their families.
[27] Freedom Gate was founded in June of 2012 with a goal of fighting every form of social exclusion as well as promoting the psychosocial support of vulnerable groups.
[28] Georgios Zouganelis Network for Culture and Education in Prisons is a non-profit union whose goal is to support and promote culture and education in the detention centres of Greece.

**Table 10: EFL instructors' training for prison education**

| Based on your experience are the following actions accomplished regarding your training? | Very much | | Much | | Enough | | A little | | None | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| 1. Training needs identification | 0 | *0* | 0 | *0* | 2 | *12* | 7 | *44* | 7 | *44* |
| 2. In-school training sessions by the administrative bodies | 0 | *0* | 0 | *0* | 5 | *31* | 5 | *31* | 6 | *37* |
| 3. Training sessions for new teaching methods, teaching material creation and new methods of evaluation | 0 | *0* | 0 | *0* | 3 | *19* | 8 | *50* | 5 | *31* |
| 4. I am trained to teach at SCS in prisons | *0* | *0* | *2* | *13* | *6* | *37* | *8* | *50* | *0* | *0* |

### 5.2.5 Summary

This section presented the findings extracted from the preliminary study. The two most popular motivational strategies were 'boost inmates' self-esteem and confidence' and 'create confidence and encouragement' in class. The majority of instructors also investigated 'target-group needs' and took 'previous knowledge and experience into lesson planning'. Moreover, the majority of EFL instructors considered inmates' motives and tailored the subject matter to their needs. Critical thinking development was promoted and new teaching material was prepared. Results showed that EFL instructors agreed that the Curriculum is based on adult education principles, it does not meet inmates' needs (e.g. gain confidence, better job prospects, reduce reoffending, skills development) but it helped alleviate social exclusion. The survey also revealed that EFL instructors disagreed that the Curriculum is applied to current reality of SCSs to great extent and they agreed that it should be monitored by scientific bodies. Furthermore, the Curriculum of English Literacy is crucial for EFL instructors in organizing teaching material, providing learning objectives, and offering a variety of activities. It is a linchpin of the teaching process, especially for new prison instructors, and serves as a source of inspiration for creative

activities. EFL instructors expressed their agreement on the Curriculum update to improve practical application and adapt it to the needs of the labour market and target group. They also suggested the Curriculum be modified to meet inmates' needs and demands in the prison context. Lastly, the study found that a high percentage of EFL instructors had not attended any correctional education training and reported no training needs identification from the General Secretariat of Lifelong Learning.

## 5.3 Interview

The interviews aimed at exploring further EFL instructors' views concerning strategies adopted in EFL classes to motivate inmates, their experiences with the Curriculum of English literacy, and their training to teach English in prison settings (RQs 3, 4, 5, and 6). The interview was divided into two parts: part A included questions about personal information and part B focused on topics pertaining to EFL instructors' views. Eleven EFL instructors were interviewed online via Zoom platform.

The present section focuses on the findings of the interviews conducted to EFL instructors. More explicitly, subsection 5.3.1 presents the findings for the inmates' characteristics, needs, motives, attitude towards English language according to what instructors cited and challenges faced by EFL instructors when teaching in prison contexts. Subsection 5.3.2 presents the findings of ELF instructors' views on the Curriculum of English literacy and 5.3.3 brings to light EFL instructors' training at prison SCSs. Further, subsection 5.3.4 presents the findings on EFL instructors' overall experience. Lastly, 5.3.5 summarises the main results of this phase of research.

### 5.3.1 Inmates' profile

#### 5.3.1.1 Inmates' characteristics

In section 1 of part B of the interview, there was an attempt to explore the interviewees' views on the inmates' characteristics. The first question posed was about the special characteristics of the student target-group. The respondents provided several answers regarding student inmates' diversity: low educational and occupational background, characteristics regarding their different nationalities, religions, multiculturalism, lack of

basic skills, goods, and services due to incarceration and willingness to change their life upon release. More specifically, P1 stated: '*They have a low educational background, some of them are illiterate who could not complete primary education and are trying to continue their studies in the correctional institution. They are very introvert, facing internal obstacles, insecurity, and traumatic experiences and shyness'*. P2 and P3 referred to inmates' multicultural backgrounds, varying cognitive levels, and the different age groups in each classroom. In the same vein, P4 reported: *'They are people who come from different nationalities, they don't speak the same language; some of them know English well. Some of them don't know Greek and some cannot understand neither English nor Greek'*. P5 highlighted inmates' willingness, insistence, and patience to learn. The respondent also added that: *'It is a disparate group of people with different religions and educational levels. English is very important for their everyday communication and their life upon release'*. Furthermore, P6 pointed out: *'their institutionalisation since they live in the prison society for a long time with deprivation such as that of freedom, basic goods and services, sexual, autonomy and safety. They are also deprived of basic social skills and have a low occupational profile without any opportunities for education and employment'*. P7 stated that: *'there are different ages, nationalities and educational levels. Most of the inmates had dropped out of the first grade of junior high school'*. P8 indicated: *'Most inmates are of young age 25–45 years old, from several nationalities but mainly Greek, Albanians, and Bulgarians. The majority of them had attended junior high school but dropped out. They are former abusers and people with serious criminal offences'*. Additionally, P9 reported: *'Students are unemployed, immigrants, handicapped, drug abusers, people who are on the margin, Romani and repatriated'*. Further, P10 stated: *'There are many foreigners who want to learn Greek and English. Since they are in the correctional institution, they want to take advantage of their time and learn the language. Generally, it is a disparate population with different cultures, educational level and religion. There are students from different nationalities'.* In the same vein, P11 stated that it is a population with addictions and socially secluded without basic skills.

5.3.1.2 Inmates' needs

Regarding the second question, the participants were asked to provide their views regarding inmates' needs. To begin with, P1 stated: '*In the first session of each class, I explore their relationship with English. They want to communicate and speak English. I also ask about their emotional attitude towards English and a foreign language. There are bilingual, multilingual students who feel more comfortable and are positive. Those who speak just one language are more hesitant and shy. Generally speaking, we start from scratch. We learn the alphabet, simple everyday phrases, and greetings'.* P2 reported: *'I gave them a piece of paper and ask to write what they expected from me. They answered that they wanted to communicate'*. Similarly, P3 commented: '*They want to learn how to communicate on their daily life and upon release. They want to learn the language'.* P4 highlighted the fact that they had different needs due to the different educational levels. Furthermore, P5 pointed out: *'They aim to obtain certification. They want to learn how to communicate and use everyday vocabulary'*. P6 reported: *'We have a learning contract. Inmates need to learn practical things that will help them for their job'.* In the same vein, P7 stated: *'Inmates want to boost their qualifications, learn English for a better job career upon release. I adjust the syllabus every week according to the inmates' needs'.* P8 indicated: '*They (the inmates) need to gain knowledge and make changes for themselves. They need to gain knowledge of English and build self-esteem and confidence. This is what I understand every day. They also change environment and get into a good mood. On a cognitive level, they want to take advantage of the opportunity given and gain knowledge. When they get released, they will look for reintegration in the job market. There are some inmates who have got dreams and they get help for their life upon release'.* P9 highlighted: *'The learning contract is drawn up and inmates' needs are noted down. They want to learn English because they are given a good opportunity to develop their communicative skills'.* P10 mentioned: '*There is no syllabus and no specific study material. You enter the classroom and discuss what they want to learn, in what way they want to learn, and thus they participate in the organisation of the study material*'.

5.3.1.3 Inmates' motives

The third question of Part B of the interview referred to inmates' motives to attend EFL classes. P1 noted: *'As the name of the school denotes, it is a second chance for them. They want to cover their emotional gap and overcome their trauma from a past experience. They also want to pass their time in a pleasant way. The calculation of sentence time is reduced. It is a good chance to do something creative, something that will keep their mind busy and won't let them down'.* P2 highlighted the importance of sentence time reduction and the fact that school was a pleasant time and a way of escaping from the prison routine. P2 also added that '*they are interested in English and view it as a means of communication'.* P3, P4 and P5 pointed out the reasons for communication and occupation upon release, as well as the inmates' desire to travel abroad and seek a better life. P4 and P5 also added that inmates like English very much. Similarly, P6 mentioned the fact that '*inmates consider EFL classes as a bridge to the outer world and they want to leave Greece and immigrate to other countries'.* In the same vein, P7 stated that inmates want to enrich their knowledge, to obtain the junior high school degree, to find a job more easily, and to feel that they are out of prison doing something creative. He also mentioned that inmates want to complete something that they could not fulfill in the past. P8 pointed out: *'They want to give a second chance to themselves, increase their qualifications, and have a better job career upon release […] There are also some students who want to learn English for self-improvement. They want to learn English because they like the language and travel mentally'.* P9 mentioned that everyone came to the SCS for personal reasons. Some of them for the beneficial calculation of sentence time, others for escaping from the prison daily routine, others to have contact with other people and learn new things, and others for socialising. Lastly, P10 highlighted that the reasons for attending EFL classes was the sentence reduction and the school environment, which differed from that of prison: *'There are no cameras or guards around, and there is easy access to the yard, which makes them feel free'.*

#### 5.3.1.4 Sentence reduction

The fourth question posed to the EFL instructors was whether they thought inmates would stop attending EFL classes if the beneficial calculation of sentence time was no longer offered. More specifically, nine out of eleven participants reported that student inmates would not stop attending EFL classes. P1, P2, P3, P5, and P6 stated that they believed that a hypothetical cessation of the beneficial calculation of sentence time would not influence inmates' decision to attend EFL classes. Further, P9 reported that student inmates liked EFL classes very much. He also added that EFL classes were facilitated by Non-Profit Organisations and the participation was really high. Moreover, P7, P8, and P10 cited that sentence reduction was very important but inmates were especially interested in English literacy and they were willing to attend EFL classes. Conversely, two participants, P4 and P11, believed that there would be a dropout since there were inmates who attended school because they needed the beneficial calculation of sentence time. Indicatively, P4 pointed out '*There would be a dropout since some of the student inmates attend school classes in order to get the beneficial calculation of sentence*'.

#### 5.3.1.5 Inmates' attitude towards English language

The fifth question was about inmates' attitude towards English language and EFL classes, as perceived by the instructors. Generally speaking, all respondents agreed that inmates had positive attitude towards English. P1 highlighted the fact that in Greek prisons there were a lot of multilingual inmates and learning another language was easy for them. Student inmates talked about travelling to Europe which was associated with foreign languages. According to participants' (P2, P3, and P9) self-reports, inmates liked developing their oral skills and practicing everyday language. P5 reported that she used experiential teaching techniques which required active engagement of inmates. However, P4, P6 and P7 stated that there was a small percentage of inmates who seemed to be negative towards English. According to instructors' perceptions, they were reluctant, felt insecure, and lacked self-confidence in their ability to learn the language. They also seemed to have a negative attitude towards the English language, as well as its associated culture and mindset. Specifically, P6 mentioned that she tried to motivate them in several ways

using various activities. Moreover, P8 stated that '*there is a problem between beginners and advanced students in the same class who feel disappointed about being together'.* P10 and P11 reported that student inmates were willing to learn and they tried to take advantage of the opportunity given.

#### 5.3.1.6 Motivational strategies

The sixth question of the interview was about which motivational strategies the instructors adopted in prison context in order to encourage inmates to participate in EFL classes. P1 reported the following: '*I encouraged collaborative learning. I divide the students into groups when assigning tasks [...]. When I organise groups, I always engage good students in order to help their classmates*'. As illustrated by P6, role playing is common in lessons. P2 stated '*I am trying to be friendly so students can approach me. I want to be supportive and cheer them up. I also praise them if they answer right or I explain their mistakes. I support those students who are weak. I dedicate more time if needed, I give them extra material*'. In the same vein, P4 emphasised developing a friendly and comfortable environment in the classroom. The same instructor also mentioned that she presented the objective of each lesson and gave very simple instructions for the worksheets. Further, the instructor reported that she constantly encouraged the students to do their tasks and participate in the classroom.

Moreover, according to P6 and P8, humour and interaction among instructor and students were of great importance. In addition, the respondents mentioned the importance of attractive teaching material. Specifically, P3 and P7 pointed that if the subject of the lesson was not interesting, then the exercises were indifferent and the lesson would not move fluidly. The respondents also mentioned that the exercises must be well-organised in order to attract their attention. Besides that, P7 also referred to the fact that the EFL instructor needed to show interest and enthusiasm for the lesson in order to make students engaged and interested in the learning process. Similarly, P5 focused on the interesting topics and the variety of exercises. The teaching material should also be authentic, as she noted. Furthermore, P5 stated that she always reminded students the importance of English using examples: '*You are abroad and you go to a restaurant. You would like to order. What*

*would you say? Or you would like to book flight tickets…you would like to talk to people from other countries…*'. P6 encouraged students to speak English as much as possible and asked them to share their experiences and thoughts for the topic in discussion. Additionally, the necessity of audiovisual material was indicated by P7 who pointed out that students like doing listening tasks to which they paid attention.

Further, P8 focused on the usefulness of English language as for communication, job career, travelling abroad or pursue further studies. P9 tried to observe students' behaviour in order to find out what was interesting to them. He always asked for feedback after each session and used different tasks and teaching techniques. P10 emphasised students' desire to boost their oral skills while preparing the teaching material. Finally, P11 mentioned the importance of encouraging students to believe in achieving their goals by creating a confident classroom environment. The instructor also tried to convince students with negative thoughts and beliefs to change their mindset focusing on their strengths and capabilities.

#### 5.3.1.7 Major challenges for EFL instructors

The last question of Part B was an attempt to investigate the major challenges faced by EFL instructors when teaching in prison SCSs. Participants stated several challenges. P1 stated that *'There is lack of multimedia equipment. There is also a need to develop interaction with inmates in order to keep the lesson interesting'.* In the same vein, P8 also added the lack of audiovisual equipment and internet which made the work of instructors more difficult.

Further, P2 mentioned the disparate group of learners of different age and experiences. Likewise, P4 highlighted the linguistic diversity of inmates and their different skills. Moreover, she broached the inappropriate teaching material. Similarly, P8 stated *'The biggest challenge for the instructor is that the classes comprise different cognitive levels, different nationalities, and religions.'* P10 reported that disparity among inmates was an important matter. '*There were inmates who were very smart, cooperative, and active; there were other inmates who were difficult to get motivated, they were not interested. They came to school because they wanted to get the diploma and find a job upon release'*.

P5 mentioned that the biggest challenge for EFL instructors was *'to make inmates participate and engage them with the subject matter.'* P6 believed that the most important thing to do, was to calm inmates' negative feelings towards the English language and face with inmates' different levels. P7 pointed out: *'It is challenging to draw their interest and make them stop thinking of their hard daily routine. I am trying to convince them to cooperate with each other […]. My goal is to make them respond and participate in the lesson'.* Lastly, P9 made the following statement: *'I have to gain their respect and attention. I have to prepare the teaching material on my own without help and this is time-consuming. Moreover, I have no access to the internet to enrich some topics with audiovisual material.'*

### 5.3.2 Curriculum of English literacy

In this part of the interview, EFL instructors shared their views on the Curriculum of English literacy (see 2.8.3). They were asked which teaching methods and activities from the Curriculum they used, the reasons they found it useful or not, some suggestions on how it may be improved and their overall experience about it.

#### 5.3.2.1 Access to the Curriculum of English literacy

Overall, all respondents, except for P3, stated that they knew and had access to the Curriculum of English literacy. Specifically, P1, P7, P8, P9 and P11 stated that they were aware of the Curriculum, they studied and consulted it especially at the beginning of their job career at SCSs. P2 and P4 mentioned that they were inexperienced with adult education so they had to consult it before beginning to teach adults in prison SCSs. P5 stated that she was very familiar with the Curriculum and had studied it thoroughly. P6 was unaware of it until a colleague recommended it to them. Lastly, P10 reported that he knew the Curriculum and felt familiar to it. On the contrary, P3 reported that she was unaware of the Curriculum and had never been informed about it.

#### 5.3.2.2 Teaching material suggested by the Curriculum of English literacy

As most participants indicated, they incorporated some of the teaching material suggested by the Curriculum. They reported that they used certain worksheets, such as those on the

parts of the body, everyday life, and the alphabet. Specifically, P1 stated that she used a worksheet from the Curriculum with proverbs about the parts of the human body as it was very creative. P2 reported that she regularly used the worksheet with the alphabet and the acronyms. She used football terms, advertisements, and anything the inmates saw on TV or in other news media. P4 stated that she followed the topics of the teaching material suggested in the Curriculum and tried to cover skills, vocabulary, and grammar. P6 used some activities in grade B with role plays on how to book a flight and order at a restaurant. P10 used the short dialogues suggested by the Curriculum. Conversely, P7 stated that he did not use the activities as they were but he adapted them. P5 mentioned that she used some teaching material proposed since she found them out of date. P8 cited that she used some of the teaching material suggested in the Curriculum along with worksheets prepared by the EFL instructor. Lastly, P9 stated that he could not use some activities because there was lack of equipment and materials. On the contrary, two respondents did not use any activities suggested in the Curriculum and one respondent was unaware of it.

5.3.2.3 Problem–solving, creative writing, and literature

With reference to the teaching methods of problem–solving, creative writing, and literature works, eight out of the eleven participants (except for P1, P6 and P10) reported that they did not use these methods since they found them quite complicated and difficult for the target group. P1 stated that she used the problem–solving method in which students had to face a situation and they try to solve it: *'They were given a scenario. They were supposed to be at an airport and they had a conversation with the airport crew members. They had to show their passport, ID etc.'.* Moreover, they had a project in which students were given a painting 'The Goldfinch' (Carel Fabritius, 1654) and then they had a discussion on it. P1 also added: *'It was difficult to understand everything they read but they expressed their feelings. Some of them said that the bird feels proud and strong in spite of the fact that it has a chain. We also watched a video of a play featuring Hamlet. They could not understand everything because of their low level but they felt very emotional and awe'.* P6 stated that she used short stories with simple vocabulary and discussion in grade B since

methods such as problem–solving and creative writing were quite demanding and complicated for the target group level.

#### 5.3.2.4 Usefulness of the Curriculum of English literacy

All participants, except for P3, found the Curriculum very useful with interesting topics and material. They believed that it was a manual that they could follow to substantially help the teaching process. It was also mentioned that it was a linchpin with activities that could inspire EFL instructors. Indicatively, P1 reported '*It is a very useful compass with teaching material. It is exactly what I use in the classroom*'. P2 made the following statement: '*The Curriculum is notable. It is necessary for those EFL instructors who are not experienced. It is a great work. The appendices created by some colleagues are really important too'.* P3 stated that she had never seen the Curriculum so she prepared the material on their own. P7 reported that the Curriculum was helpful and he used several teaching techniques such as brainstorming activities, work in groups, role play, and snowballing. On the other hand, the participants highlighted some negative points of the Curriculum. P1 pointed out *'It doesn't take into consideration those who are illiterate'*. P4 reported that the activities are for advanced level and not for beginners. P5 stated that the activities were not up to date and she used just 5% of the teaching material suggested in the Curriculum. P8 reported that classwork in groups was difficult to be implemented and the activities were out of date. P9 pinpointed that some activities could not be done due to lack of audiovisual equipment. He also added that the activities proposed by the Curriculum were for students who studied at conventional SCSs and they did not meet inmates' needs. *'Most inmates in Greek prisons are foreigners or people who are not literate in English in order to attend EFL classes easily'.* All in all, the participants found the Curriculum useful with interesting topics and material that could inspire them. However, some activities were outdated or difficult to implement due to lack of audiovisual equipment or target group low level.

#### 5.3.2.5 Changes to improve the Curriculum

The participants were also asked about the suggestions that could be made to improve the Curriculum of English literacy. P1 believed that the Curriculum of English literacy should

be updated for grade B. '*It has been a long time since it was written. An update would be useful especially for SCSs which are in correctional institutions. It would be easier if some web links for audiovisual material were mentioned too'*. P2 did not make any suggestions since she found it very useful and suitable the way it was for their teaching methods. P3 could not answer this question because she was not familiar with the Curriculum. P4 suggested a reform of the activities and vocabulary pronunciation. She also recommended that student inmates should have a well-organised booklet: *'A booklet should be in the student's hands so that she studies on their own under these conditions in prisons. An inmate cannot study because he lives in a cell with too much noise around him. A notebook with just some notes would not help him. He needs at least a book with material, exercises, vocabulary and its pronunciation because this is an obstacle to them. Some students cannot learn English because they cannot read the words as they see them. […] They believe that English is a difficult language for this reason. So, some supplementary material with exercises, vocabulary and pronunciation would be more than useful'.*

Further, P5 proposed that activities should be accompanied with multimedia use. She also added that the Curriculum had to be changed from scratch. She highlighted that the topics are out of date. P6, P7, and P8 suggested that the teaching material should be updated and adapted to inmates' needs. Specifically, P6 stated: '*The specific target-group has got different needs from those who attend the conventional SCSs. For example, in prison SCSs oral practice is increased compared to written. There should be more activities on oral speech'.* P9 suggested that there should be worksheets that meet inmates' needs and peculiarities. P9 also added: *'If a framework for prison education was developed, I am sure that it would help the whole process of teaching'.* P10 and P11 reported that the Curriculum should be renewed and adapted to students' needs. P10 also mentioned: *'If we want to delve into this part, there should be teaching material exclusively for the beginners since there is a high percentage of students who do not even know the basic'.*

#### 5.3.2.6 Positive and negative features of Curriculum of English literacy

Overall, the participants in the study incorporated some teaching material suggested by the Curriculum of English Literacy in the learning and teaching process, such as worksheets

on body parts, everyday life, and the alphabet. They also used activities in grade B with role plays and short dialogues. However, eight out of the eleven participants did not use these methods due to their complexity and difficulty for the target group. All participants found the Curriculum useful with interesting topics and material, but some negative points were noted, such as not considering illiterate students, activities being for advanced levels, and some activities being outdated or difficult to implement due to lack of audiovisual equipment. In conclusion, the participants found some activities outdated or difficult to implement due to lack of audiovisual equipment.

### 5.3.3 EFL instructors' training at SCSs in prisons

#### 5.3.3.1 EFL instructors' training

In the interviews, the participants were requested to indicate the extent to which they felt satisfied teaching at SCSs in prisons. Most participants stated that they were dissatisfied with teaching at SCSs in prisons. Specifically, P2 who had been teaching in prisons for three years, stated that her first year of teaching was a unique experience. She did not consider students as inmates but as trainees. P3 felt that, with the guidance of the school headmaster, she could teach inmates. P4 believes that seminars on adult education were enough to teach in prison settings. P5 stated that she did not feel satisfied to teach in such settings as there is no official training and EFL instructors had to search in order to find one. Moreover, there was no interest on behalf of the ministry to train the instructors. P6 and P9 stated that they did not feel satisfied to teach in a SCS in prison. Specifically, P6 was not trained and had not attended any seminars. She also added: '*I need some training in developing some skills and crisis management in such (educational) institutions'.* P7 stated that he did not feel completely satisfied. *'The daily experience and contact with the students is what helps me develop some skills which are useful for my work'.* In the same vein, P8 reported: *'I feel that I can make it to a great extent but experience is what helps me a lot. I am constantly reforming and evolving'.* P10 mentioned that he did not feel satisfied enough neither at the beginning of his teaching experience in prison settings nor then, at the time of the interview. Lastly, P11 cited that she was not trained enough to teach in prisons. […] Over the years of teaching experience, she would be a better instructor.

#### 5.3.3.2 Identification of training needs

Another question referred to whether EFL instructors' training was recognised by the General Secretariat of lifelong learning. None of the participants stated that there was an attempt of the General Secretariat of lifelong learning to identify EFL instructors' training needs. Only volunteers or non-profit organisations held relevant training seminars, according to participants' reports. Indicatively, P8 stated that there were no official seminars organised by the Ministry of Education but the Ministry of Justice was making an attempt to hold a seminar for the correctional institutions staff. Moreover, P10 reported that in the past there were some official seminars held by the General Secretariat.

#### 5.3.3.3 Modernising teaching material and assessment

In the question of whether EFL instructors had received training on new teaching methods, material production, and trainees' evaluation, none of the participants mentioned any training at all. Additionally, most of them expressed disappointment about the lack of professional development in these areas. Indicatively, P1 reported that she took the initiative to be trained at a private institution: *'We get training to improve our work and maintain our dignity as educators'.* P2, P3, P5, P6, P10, and P11 stated that they were not trained and supported at all. Conversely, P4, P7, and P8 reported that they had attended seminars on adult education. Moreover, P9 expressed the necessity to be trained on new teaching methods.

#### 5.3.3.4 Need for further training

In the interview, the participants were requested to indicate the fields in which they believed they needed further training or support. P1 believed that there was great need for training to teach people who used to be or are drug abusers. Specifically, she stated: *'These people have got some peculiarities and educators should know about them. They get some medicine. What time do they get it? When are their doctor's appointments? What is their psychology? Drug abusers is a group of people with which we have no contact in our social life. We should learn about their psychology, what their needs are, when they have to leave school'.* Similarly, P4 and P5 expressed the urgent need for training to teach drug abusers. P2 believed that training would be more than welcome. P3 expressed the necessity to be

trained for innovative methods in such educational settings. P6 and P9 expressed the need for emotional and psychological support for instructors. Moreover, they added that there was a need to invent new teaching methods which attracted students' interest. Further, they mentioned that the school headmaster and prison directorate should accommodate to enhance instructors' skills. P7 and P8 highlighted the need for support and help to search for new material which would be more fascinating to students. Lastly, P10 reported that EFL instructors needed further support and training regarding the particular characteristics of the target group: foreigners, Romani, former drug abusers. They needed extra support for the risks they had to face and the limits they had to put and what they had to avoid.

### 5.3.4 EFL instructors' overall experience

Finally, the interview inquired into EFL instructors' overall experience at SCSs in prisons. P1 mentioned that the experience at SCSs in prison was valuable. The only thing that should be improved was the normal operation of the school. Instructors should be employed at the beginning of the school year and not in the middle of it. She also mentioned that there should be guidance by the Youth and Lifelong Learning Foundation (INEDIVIM) and the General Secretariat. P2 mentioned that the lesson was too short and not enough to complete the teaching material they prepared. There should be a studying area for those who were interested in EFL classes and wanted to spend some time studying on their own. P3 expressed her appreciation to the fact that all students were kind and willing to help and learn but the school headmaster was not well-organised and could not administrate the school. P4 observed that most instructors who worked at male correctional institutions were women. Both sides, instructors and inmates, should keep their relationships in balance. P4 also added: *'Inmates are people who lack companionship and contact with women. We must be very careful'.* P5 did not express any complaint as for the whole experience except for the need to reform the teaching material and receive training for these specific target groups. P6 emphasised the feeling of being in danger. They did not feel safe and had to work in a high-stress environment which poses threats to their physical and emotional well-being. She also expressed dissatisfaction with students' reluctance to cooperate and work in groups. P7 stated that SCSs in prisons were not supported as much

as they should. There were gaps in the legislation and the teaching process. P8 stated: *'Their satisfaction in their eyes after obtaining new knowledge. Their happiness is pervasive. Moreover, I am happy when I see them communicate with each other. I don't like the lack of basic equipment. I don't like the psychological difficulties I face. I don't like the fact that as an adult educator, I haven't received the necessary training for the specific target group and my skills are not enough'.* P9 and P11 found the experience positive. They mentioned that there was a meaningful outcome from the teaching process. *'Every day we leave school we have the feeling that these five hours spent were worth it. […] Every moment is different there'.* P10 highlighted the importance of prison education and suggested that more schools should be established and qualified instructors should be employed.

### 5.3.5 Summary

The findings of the interviews revealed the characteristics of inmates, according to EFL instructors' views, focusing on students' low educational and occupational backgrounds, diverse nationalities and religions, multiculturalism, lack of basic skills, goods, and services due to incarceration. The participants additionally mentioned student inmates' willingness to change their life upon release. Interviewees also discussed inmates' desire to communicate and speak English with bilingual and multilingual students, feeling more comfortable. According to the findings, EFL instructors believe that inmates enjoy English as a way of communication and a bridge to the outside world. Some inmates consider EFL classes as a bridge to immigrate to other countries, enrich their knowledge, and find jobs more easily. They also wanted to complete something they could not fulfill in the past. The reasons for attending EFL classes included sentence reduction, escape from prison, socializing, and school environment. Nevertheless, some students had a negative attitude towards EFL classes and they were not willing to cooperate with the instructor or the other students. They also highlighted the importance for student inmates to gain knowledge and self-esteem. The instructors reported that they encouraged collaboration, role-playing, and being friendly to stimulate participation. They also focused on creating a comfortable environment, presenting lesson objectives, and promoting humour and interaction. The

instructors also highlighted the importance of attractive teaching material, well-organised exercises, and a positive attitude towards their students.

On the other hand, the study also revealed the major challenges faced by EFL instructors in prison context. These include lack of multimedia equipment, fostering interaction with inmates, dealing with diverse learners of different ages and experiences, addressing linguistic diversity, and dealing with inappropriate teaching materials. The biggest challenge was engaging student inmates in the teaching and learning process, calming their negative feelings towards English, and ensuring their satisfaction. A female instructor also mentioned her fear for being among male inmates in a prison setting. Additionally, all interviewees found that the Curriculum includes useful topics and material but not for student inmates. It needs updating in order to fulfill inmates' needs. Some worksheets are quite difficult for student inmates to complete. Lastly, the participants did not mention any training on new teaching methods, material production, or trainees' assessment. They expressed disappointment in the lack of training and support for these areas. They also highlighted the necessity to be trained for the specific target-group.

## 5.4 Classroom Observation

Non-participatory classroom observation in the current study was conducted to focus on EFL instructors' motivational practices that address inmates. The aim of the classroom observation was to investigate whether the instructors followed practices recommended by the Curriculum of English literacy and other instructional practices adopted to create an effective foreign language learning environment (RQs 3, 5). Furthermore, emphasis was placed on the general classroom climate. Four out of eleven EFL instructors who had been working in prison SCSs in the school year 2023–2024 were chosen to be observed. The classroom observation was conducted for 36 hours (each teaching hour lasted 40–45 minutes) in three prison SCSs (see 4.8).

The results from the classroom observation are presented in this section and are divided into four subsections, 5.4.1 through 5.4.4. Each subsection presents an overview of EFL instructors' classroom observation followed by six subsections on motivational strategies,

the Curriculum of English literacy, student behaviour, assessment methods, other instructional practices, and an overall evaluation. Firstly, motivational strategies adopted by EFL instructors are critically presented. Then, the Curriculum of English literacy practices implemented during the observed classes are also discussed. Subsequently, the findings of students' behaviour while attending EFL classes are presented. Furthermore, the results of assessment methods are presented. Other instructional practices adopted in EFL classes are illustrated in the last part of each subsection. At the end of the section, there is a summary of the main findings elicited from classroom observation.

### 5.4.1 EFL instructor: Mary

The classroom observation started with Mary who taught English in all four classes in SCS1 (A1-A3 for the first grade and B1 for the second grade) (see 4.8.2). The rooms were neat and organised. The desks were arranged in horseshoe. There was enough space for the instructor to easily move throughout the classroom. Furthermore, the audiovisual equipment was physically accessible and usable by all students if necessary.

A3 consisted of 13 male students and it was the first class to be observed. The observation took place on 30 May for two teaching hours and on 31 May 2024 for one hour. Mary had prepared a focus lesson on health problems and possible solutions to them. The worksheet named *Going to the doctor* was distributed to all students who attended the lesson that day. There was a warm-up activity with short sentences in two columns. The task guidelines were given in Greek. The first column titled '*What's wrong?*' referred to common health problems and opposite each problem there was a possible solution (e.g., *I have a headache: You should take an aspirin*). The EFL instructor also did a brainstorming activity on the whiteboard noting down compound words with ache (e.g., *backache, headache* etc.). A student asked questions about the pronunciation of the words and Mary repeated it several times. She also explained the difference between '*ache*' and '*pain*'. Students noted down the unknown vocabulary and each of them read out one sentence of the lead-in exercise. At the end, the instructor discussed her plans for their next lesson. She asked students to keep the worksheet in their portfolio.

On the next session, students continued with an exercise with shuffled letters which they had to put in the correct order and write the meaning in Greek. They raised their hands to answer Mary's questions. When they finished the worksheet, they watched a video (*Doctor's appointment-English conversation*[29]) on the topic vocabulary. The activity engaged students with the topic vocabulary and made them more familiar with it. Then, they had a role play in English in pairs. They were given the role of doctor and patients: e.g. '*How are you feeling today*?' '*I have a sore throat*' or '*I have a headache*'. A group of students were doctors who made questions to the rest of students who played the role of patients. Patients answered their questions. They cooperated very well. Towards the end of the lesson, Mary reviewed the topic vocabulary and finished the lesson with a preview of the coming class and what would be covered in it.

Next observation was conducted with A1 (12 students) on the 29 and 30 May 2024 for two hours and one hour respectively. There were seven students who were given a copy with a *CV* from the Educational Material (Sakelliou & Mitsikopoulou, 2013b, p. 30). The goal of the lesson was to draw up a personal curriculum vitae. They were asked to complete the information of the CV with the prompts given. Mary moved around and gave clarifications in Greek for the activity. She also wrote the new vocabulary on the whiteboard. The students wrote the vocabulary on their notebooks. Then, the EFL instructor encouraged students to work in pairs and complete the task. On the next day, students were asked to prepare their own CV according to the template. Two of them had difficulty in completing the task and felt embarrassed. They did not know how to build up their own CV. They asked Mary for clarifications and for some words they did not know in English. Mary gave them extra useful vocabulary and guidance in Greek on how to complete their own CV. Students completed the task before the end of the lesson. Then Mary asked them to store it in their folders and reminded them that '*portfolio serves as a body of evidence to demonstrate your growth in knowledge and skills*'.

The last observation with Grade A was with A2 (ten students) on 29 (1 hour) and 31 May (2 hours) 2024. Mary consulted the Educational Material (Sakelliou & Mitsikopoulou,

[29] https://www.youtube.com/watch?v=5jP6qM3Kakc

2013b, p. 20) and used a worksheet titled *Jobs and Professions in the 21st century*. The goal of the lesson was to teach students job-related vocabulary, express their preferences for different jobs, discuss hypothetical work hours, and learn about the workplaces (e.g., *nurse-hospital*). Following the guidelines, Mary had downloaded a video titled '*Jobs, careers, professions and occupations conversation*'[30]. The students watched the video and were given a worksheet with a short lead-in activity, where they matched workplaces with suitable jobs. The instructor wrote the vocabulary on the whiteboard and explained it in Greek. At the end of the session, Mary reminded students to keep the handouts in their portfolio. In the next session, the students watched the video again and completed a multiple choice comprehension exercise. Everyone participated with great interest and completed the task. Before the end of the lesson, inmates had oral practice. They chose one classmate and exchanged information orally about themselves in English in pairs.

Observation with Grade B (ten students) was conducted on 30 and 31 May 2024 for three teaching hours in total. Mary prepared a focus lesson on the *European countries* and their capital cities. She used the worksheet for *European countries* from the Educational Material (Sakelliou & Mitsikopoulou, 2013b, pp. 75–76). The students were given a copy with the map of Europe, which was also displayed on the projector. They were asked to say in English as many European countries as possible. Most students responded positively and gave many examples. The EFL instructor wrote the names on the whiteboard. Afterwards, they copied the names of the European countries and tried to find their capital cities in English. On the next day, the students wrote the names of the European countries below the map of Europe on the worksheet. They also did the wordsearch that followed. The wordsearch was made up of ten European countries which the students were asked to find. Then, Mary asked them to say which their favourite country was and which they would like to visit or had visited. The following questions are indicative: '*What is your favourite country?*', '*What is the capital city of …?*', '*Where would you like to go next?*', '*Why would you like to go there?*'. The students worked in pairs and exchanged in English their experiences from their trips abroad. Mary paid attention to the conversations and asked

[30] https://www.youtube.com/watch?v=vslGMV71200

students for further clarification: '*What do you mean by that?*', '*Can you explain?*'. Towards the end of the lesson, Mary asked students to keep their worksheets in their portfolio.

#### 5.4.1.1 Motivational strategies

Mary implemented several strategies in order to motivate her students, respected their personality and encouraged them to participate throughout the learning process. She seemed to be a conscientious EFL instructor since she aimed to cover relevant vocabulary topics essential for inmates both during incarceration and after their release (*Going to the doctor, Jobs and Professions in the 21st century, Preparing my CV, and Travelling to European countries*). By investigating their needs on a weekly basis, Mary took into consideration the prison population's needs regarding their daily routine and life upon release and created a pathway to support the inmates' learning in order to develop their language skills. These practical sessions motivated inmates to participate. Additionally, Mary was very productive and efficient in use of time and in terms of focus. She allocated the lesson time efficiently and engaged students in appropriate and collaborative activities in order to deepen their knowledge, skills, and understanding.

Furthermore, Mary tried to encourage all students to read out the lead-in exercises. They were engaged in activities, which were facilitated by the instructor. She coordinated the lesson encouraging the students to feel free and ask questions from start to finish. Thus, Mary had established a friendly classroom atmosphere, as evidenced by the fact that the students addressed her by her first name rather than using the formal address in Greek. The atmosphere was relaxing, allowing for freedom of expression without fear of saying the wrong answer. Her attention was specifically on each student as an individual. Feedback was frequent throughout the lessons. She gave verbal and written feedback to students about the correctness or incorrectness of their responses. Moreover, she tried to check students' understanding by keeping eye contact with them. It was noticeable that she was not interested only in finding out who knew the answers. Questioning techniques engaged all students to make meaning of the learning and probe for fuller understanding. Mary posed questions not in a parrot-like way but also posed follow-up questions that involved

them in discussion. In addition, the students were encouraged to ask their own questions, which were listed on the board. The instructor communicated enthusiasm and respect for students who asked questions and sought further clarification. Such opportunities to explore a particular question in depth help to make the discussion more enjoyable to students.

#### 5.4.1.2 Curriculum of English literacy

In line with the Curriculum of English literacy, Mary adopted some techniques such as brainstorming activities, role play, work in pairs as well as some of the worksheets recommended in the Educational Material. In all observed classrooms, students were assigned to do tasks in pairs and then read out their answers. Observing students during pair tasks, suggested that they had frequent practice and experience in cooperative work. When planning tasks and activities for her classes, the observation indicated that Mary adapted the material suggested by the Educational Material taking inmates' level, interests, and needs into consideration. More specifically, she made use of the worksheets regarding the *Jobs and Professions in the 21st century*, *Preparing my CV* for Grade A and *Travelling to European countries* for Grade B. As for the worksheet on jobs and professions (Sakelliou & Mitsikopoulou, 2013b, pp. 20–29), it includes a video with short dialogues, a matching exercise, a multiple choice activity based on the video, a video activity in pairs, and an exercise with Present Simple. The instructor did not choose to play the game with the cards[31] because she had mentioned that students found it childish. She omitted the exercises on Present Simple[32] and she gave emphasis mostly on the tasks aimed to develop oral skills (listening and speaking tasks), which motivated the students. In view of the worksheet about CV, the instructor assisted students by providing them with more guidance and extra useful vocabulary when they were asked to prepare their own CV. Finally, regarding the worksheet about 'Travelling to European countries', the EFL instructor picked the first two exercises of the worksheet and omitted the three ones that were

[31] According to the task, students get a card and form a sentence from the hints given to describe the job without giving away the key word. Students who guess correctly are awarded points.
[32] Students are asked to put the verbs in brackets into the correct Simple present form.

followed, which seemed to be more difficult for the specific group. Everyone in the classroom were concentrated on the lesson and enjoyed it.

#### 5.4.1.3 Student behaviour

Mary's students seemed to have a growing interest in participating and accomplishing the tasks assigned. They were always willing to answer the instructor's questions or tasks by raising their hands. They were smiling when Mary was looking at them and leaning forward when she was trying to explain a query to them. Moreover, their eye contact was directed at her. They were taking notes on in-class material and were using hand gestures when talking about the material on board or the screen.

#### 5.4.1.4 Assessment methods

As mentioned in Section 2.8.6.7, formative assessment is applied at SCSs as a daily practice. As a means of assessment, Mary took into consideration students' portfolio and their participation during the sessions. Mary always reminded her students to keep the handouts in their portfolio pointing out its importance as it is a record of students' ongoing work reflecting their learning journey.

#### 5.4.1.5 Other instructional practices

With reference to other instructional practices, Mary prepared a worksheet herself for grade A named *Going to the doctor*. Mary once again planned a focus lesson. She chose a topic inspired from students' needs and contributed to creating a fertile learning environment. She set the goals of the lesson and she prepared a well-organised worksheet. She attempted to link the new vocabulary with the previous one. She also linked the new knowledge with the students' experience and elements of their daily life. Lastly, as already mentioned, Mary downloaded a video and she used the projector to display teaching material. She highlighted key ideas using slides and YouTube videos.

#### 5.4.1.6 Overall evaluation

Mary established a warm and positive classroom environment. She greeted students with a smile, displaying empathy and expressed genuine interest in their wellbeing. Using students' names contributed to a positive atmosphere that encouraged a sense of

community. While working in pairs or groups, there was a constant hum of questioning and interaction with the instructor. As an EFL instructor, Mary could be described as supportive, dynamic, and effective. During the sessions, she was at great ease and clearly knowledgeable regarding the content matter and related students' experiences into the teaching material. She also efficiently allocated the teaching time according to the tasks assigned to the students. Her goals were well-established on each session. Throughout the sessions, she incorporated small discussion groups. She gave clear directions and several opportunities for student discussion. Moreover, her voice was very clear and used great variety in moving her pitch and volume. She provided good eye contact moving around the classroom and she was not stuck behind the teacher's desk. The atmosphere was very comfortable and the pace was appropriate, which was evident in the seamless flow of the lesson. Overall, Mary's choices regarding the option of the topics, the organization of each lesson and the practices she implemented, created the necessary requirements for the accomplishment of the goals and the teaching efficiency. The appropriate preparation, the organisation of her teaching methods in combination with her high sense of self-confidence and enthusiasm activated students' interest and motivation.

### 5.4.2 EFL instructor: Alex

At SCS 2 there were two EFL instructors, Alex and John (see 4.8.2). Alex was teaching English to classes A1, A2, A3, B1, and B2. John was teaching English to A4. The classroom was specifically-designed for EFL classes. The seating arrangement was in a horseshoe setup. The classroom was tidy and well-organised. There was a big door sign named 'EFL class'. There was a bookcase with some coursebooks, copies, and literature works. Students had the opportunity to have access to resources if needed. There was a big monitor connected to a computer. The walls were adorned with educational posters including the English alphabet and a map of the United Kingdom creating a vibrant and engaging learning environment.

The first classroom observation took place on 14 and 15 May. The classroom observed was A2 for two teaching hours with eight students. Alex entered the class and asked students to remind him of what they had done during the previous session. The students answered

that they had talked about the topic vocabulary of '*furniture*'. Then the instructor asked students to show her a student-created dictionary that was in progress. Inspired by the Study Guide (Sakelliou & Mitsikopoulou, 2013a, p. 59), Alex had assigned students to prepare their own dictionary (as part of a project) using a notebook with the vocabulary taught in class[33]. Not all students had brought the dictionary but they promised to bring it the following day. The instructor started the session by reviewing the furniture vocabulary quickly. Then she switched off the lights and used the projector displaying the new teaching material about the prepositions of place. The instructor read out the prepositions of place showing them with a stick. The majority of students noted down the prepositions and raised their hands to ask about their meaning. The instructor used many examples of words and phrases. Some indicative examples were: '*The book is on the table*', '*The shoes are under the bed*', '*The wardrobe is behind the desk*'. One student asked the instructor to repeat the meanings of the prepositions and she did so. Another student expressed his opinion that English is a poor language with limited vocabulary compared to Greek language. Alex encouraged him to explore it and explained in Greek how the language can be useful for students in the world. Then, the instructor gave students a worksheet with three exercises to complete. The first one was with a picture of a living room followed by eight sentences which included prepositions of place. The students were asked to choose True or False according to what they saw in the pictures. The second exercise was a multiple choice with four options to choose the best one. The last one was an exercise in which students had to complete five sentences with the correct preposition. The instructor asked students to cooperate with each other and work in pairs. The students did not have much time to complete all the exercises in one teaching hour. They completed two out of three exercises. On the next and last teaching hour observed, the EFL instructor started by revising the prepositions of place. Then she asked the students to show their dictionary with the vocabulary taught so far. Most students had prepared it. Some of them said that they forgot to bring it with them. They talked about the vocabulary and the dictionary. Most students

[33] Students can create their own dictionary collecting words from the vocabulary they are taught in EFL classes. They can list the vocabulary in subject areas (sports, hobbies, clothes etc.). They can also note down which part of speech it is as well as its pronunciation. Another efficient way to learn the vocabulary more easily is to put photos next to each word.

worked on it at the end of the lesson. Then, the instructor revised the prepositions of place and asked the students to complete the last exercise that they had not done during the previous session.

Next observation was conducted with A1 (ten students) on 23 May for two teaching hours and on 27 May for one hour. The goal of the lesson was to teach students to construct interrogative sentences and understand the use of *Wh-question words*. The lesson started by posing questions to the students. The instructor asked the students to translate the questions in Greek. Indicatively, she made the following questions: '*Where is George?*', '*How are you today?*', '*What languages do you speak?*', '*Why do you learn English?*'. Having translated the examples in Greek, the instructor asked the students to repeat the task. Many examples were followed and were written on the whiteboard. Alex praised the students who responded by saying '*Well done*'. When the instructor completed writing down the examples, she asked the students to tell her which the correct answer is when asking '*Why is the door open?*'. One student answered '*Why it is hot*'. The instructor corrected him saying that it is '*Because it is hot*' and not '*Why it is hot*'. Then, the instructor gave an example using the words: '*Why is the air condition on*?' and the students answered: '*Because it is hot*'. Alex continued the lesson by giving examples with the word '*Who*'. '*Who is your best friend?*', '*Who is your teacher?*'. The bell rang and the students got out of the classroom. On the next session, the EFL instructor revised the *Wh*-questions and asked the students to probe questions with '*When*'. One student said '*When is your lesson?*' and another student answered '*In a few minutes*'. The students also knew the two different meanings of the word '*when*' as an adverb and as a conjunction. The lesson finished and everybody left the classroom thanking Alex.

The last observation with grade A was that in class A3 with nine students on 15 and 16 May. The EFL instructor entered the classroom without delay. Inspired by the month of May, the last month of spring, Alex brought some poems in English about spring and May. She had downloaded them from the internet[34]. She read out her favourite poem and started translating it with the students. She asked students to choose some phrases and create a

[34] https://discoverpoetry.com/poems/may-poems/

greeting card. Some of the students were not in the mood to perform this task. She responded in a polite way in Greek explaining that it was an engaging and enjoyable task that would offer them a break from their regular lessons and provide a different learning experience. Then, a student read out a short poem by Annette Wynne and the instructor asked him to translate it in Greek. Another student read out a different poem and also translated it in Greek. Then in pairs, students were given colourful cards and were asked to write the rhymes of their preferred poems. Most students responded positively and worked on the task. Some of them felt bored and tired. The instructor approached them and asked to read a short poem on their own. One student complained in Greek that he was absent for a long time and he did not remember the pronunciation of some words. The instructor reminded him the importance of the dictionary which they were asked to create and update it every time they were taught new vocabulary. After the lesson ended, the EFL instructor remained in the classroom to help two students with the task.

The next two classroom observations with Alex were with classes B1 and B2 which took place at the beginning of June 2024. Classroom observation in B2 with 13 students was on 3 and 5 June. Alex entered the classroom and greeted the students. There were two students of advanced level who used to do different worksheets or help their classmates when facing difficulties. The instructor had prepared a handout about the environment, which is celebrated annually on 5 June (World Environment Day). She borrowed some ideas from the worksheet on the environment, designed for weaker students, as recommended by the Educational Material (Sakelliou & Mitsikopoulou, 2013b, p. 46). She handed out the copies to the students and introduced the topic. She talked about the World Environment Day and she started explaining the expressions given. She wrote them on the board with their meanings in Greek and the students noted them down. Then, she encouraged the students to work in pairs and complete the task. Two students were given the onus to help their classmates who had difficulty in doing the task. She tried to relate the information to their own interests and experiences or knowledge that they already possessed. More specifically, she asked them questions about how they helped the environment, whether they had been volunteers in an environmental project, and which means of transportation they used to get around. At the end of the lesson, she discussed the plans for their next session. On their

next lesson, Alex downloaded the video with the song '*What a wonderful world*' by Louis Armstrong[35]. The instructor used the task sheet 4 from the Educational Material (Sakelliou & Mitsikopoulou, 2013b, p. 60). When they watched the video, she asked a student to read out the lyrics and they tried to translate it. Then, the students were asked to answer the three questions that followed. The students were put in small groups of three. The instructor supervised them while working on the task. All students participated in the discussion. Towards the end of the lesson, Alex thanked the students and gave some extra material from the Educational Material to those ones who were of advanced level (Sakelliou & Mitsikopoulou, 2013b, pp. 47–48[36]).

The last classroom observation with Alex was that in class B1 with 9 students on 4 and 6 June for one and two teaching hours respectively. Alex prepared a focus lesson on food. She wrote on the board '*You are what you eat*' and told the students that it is a proverb. She tried to elicit from students what it means. Some students concluded that if you eat nutritious food, you will be healthy. The lesson continued with a warm-up brainstorming task on national dishes. The class consisted of two Romani, four Albanians, one Syrian, and two Iraqis. The students were asked to think of national or typical dishes of their home countries and the instructor wrote them on the board. The students gave examples either in Greek or their mother tongue and the instructor asked for a description of each dish in Greek. When the students struggled with new ideas, the instructor asked them to think of a fruit. Then, they had a discussion in English. Indicatively, Alex asked questions such as: '*Do you like this food?*', '*Which food do you dislike?*', '*What is your favourite food?*', *'Which food from another country would you like to try?*'. On the next session, the students, in pairs, worked on the next task which was about the adjectives that describe tastes and textures of food (e.g., sour, bitter, spicy, crispy). The instructor asked the students to review the task and she clarified any unfamiliar vocabulary. Afterwards, she asked the students to think of a food to match each adjective. Then, the students were given a quiz on British food and, in pairs, they tried to guess the right answer for each question. The students were

[35] https://www.youtube.com/watch?v=rBrd_3VMC3c
[36] Students are asked to use 'could', 'Why don't we', 'Let's' or 'We should' and write how they could help the environment using the prompts given.

given ten minutes. The instructor made it clear that they were not expected to know all the answers and she wrote the new vocabulary on the board. Towards the end of the lesson, the instructor had a discussion in both English and Greek with the students to find out their perceptions of British food.

#### 5.4.2.1 Motivational strategies

Alex seemed to be very considerate and caring towards her students in the classroom. Nevertheless, three students with low competence were observed to be indifferent and unmotivated to participate in the tasks or pay attention to the instructor. It is noteworthy to mention that in two classes, some students did not even bring their notebooks with them, and they were talking to their classmates or making noise during the lesson. One student in grade B had his notebook closed for most of the time. There were many cases in which the instructor tried to actively involve unmotivated students in the tasks/activities or call upon them to participate. She monitored them closely and assisted them individually. She even spent some of the break time, assisting students who were struggling. However, that was not a very effective practice since the instructor had to repeat instructions plenty of times and precious teaching time was wasted in trying to help students with low competence.

Furthermore, Alex chose topics inspired from current affairs (the month of May and the World Environment Day) and attempted to stimulate student's thinking. She did a fair job of giving feedback to students about their responses and providing them with information about the adequacy of their answers. She also tried to involve all students to work in pairs and have a discussion when asked. She asked thought-provoking questions contributing to interaction and participatory learning which created a pleasant classroom atmosphere in which the majority of the students responded to the learning process. Moreover, at the beginning of the sessions, in most cases, the instructor dedicated some time to review prior learning and link it with what she was going to teach. Additionally, the instructor chose to teach the Wh-question words adopting the Grammar Translation Method (Richards & Rodgers, 2014), which facilitated the teaching goals and provided thorough knowledge. Alex used Greek language to help students understand the material given in grammar.

Several examples were provided to clarify grammatical structures and there was extensive use of the board. The EFL instructor attempted to be understandable, adapting her teaching to the low linguistic level of the classroom.

#### 5.4.2.2 Curriculum of English literacy

In terms of the Curriculum of English literacy, at the beginning of the school year, Alex assigned students to prepare a dictionary as suggested by the Study Guide. It was not a picture dictionary as recommended by the Study Guide since students could not have easy access to magazines and newspapers. Moreover, they were not allowed to use sharp items such as scissors. Therefore, they were assigned to create a dictionary and note down words in English next to each letter. Upon completion of each session, students were asked to enrich the dictionary with new words. Another practice adopted from the Curriculum by the EFL instructor was to use literature works. Inspired by the last month of spring, May, Alex made use of some short poems and asked students to use their favourite lyrics in handmade cards. Thus, Alex adopted an intersectional approach in which students read poetry, picked their favourite rhymes or lyrics and created wish cards. Furthermore, the instructor made use of the worksheets on the environment, which she adapted to students' level. Using the specific worksheet along with the recommended song, students would realise the importance of current environmental issues and the possible solutions that they would suggest. Thus, the instructor adopted the problem–solving method and a popular song to make students understand people's impact and responsibility towards environment and develop their critical thinking. The observation also indicated that brainstorming as a method facilitated the learning process since most students were encouraged to generate a number of ideas and possible solutions. Specifically, they exchanged information about the national dishes and gave potential solutions to environmental problems.

#### 5.4.2.3 Student behaviour

The majority of Alex's students were willing to participate paying attention to her during the sessions. They were asking for clarifications and they were taking down notes. They had a positive attitude and openness toward acquiring knowledge. They were respectful to the instructor, following her instructions and listening to her attentively. They

demonstrated enthusiasm for learning. On the contrary, there were few students who showed a negative behaviour and unwillingness to participate. One student made a comment about the poorness of the English language. When assigning to write a greeting card, two students were not in the mood to write it because they felt bored and tired. Alex tried to foster positive behaviour and encourage them to engage in the task.

#### 5.4.2.4 Assessment methods

Alex monitored students' progress observing their engagement and cooperation within groups or in pairs. She was always trying to provide ongoing feedback. By assigning a student-made dictionary, she involved students in creativity and application of knowledge. Her purpose was to evaluate students' performance at the end of the school year.

#### 5.4.2.5 Other instructional practices

Alex attempted to be creative and seemed to have 'out of the box' thinking. She gave students a non-time-consuming quiz on British food, which would help them retain information better than doing a common task. The quiz seemed to be a useful tool to enhance students' motivation. In the follow-up discussion, students were encouraged to develop their perspectives on the specific topic, that is, food in Britain. Additionally, giving extra material to advanced students seemed to be a very good practice and indicated that the EFL instructor took advanced learners' needs into consideration.

#### 5.4.2.6 Overall evaluation

Based on the findings, Alex, in all observed classrooms, was very considerate towards all students, albeit there were certain cases when unmotivated learners looked indifferent to participate in the tasks. Although Alex used a lot of gestures and tried to mimic things and situations in order to describe unknown vocabulary and structures, there was no additional practice that addressed unmotivated learners individually. There was no provision made, whatsoever, to facilitate unmotivated students' work by placing them close to the instructor, organising them in supportive work groups or planning peer tutoring. Therefore, unmotivated students' participation was very limited. In assigning tasks, the instructor assigned the same tasks to everyone with no exceptions. Three students were isolated, did

not make eye contact with the instructor while two others did not have even have their notebook. Alex seemed to plan her material and tasks according to the language needs of the mainstream class. She assigned tasks that the majority of the students could do. As for group assignment, group formation was made by the students themselves and was mainly based on the criterion of closeness, that is, students worked with their classmates seated next to them. As mentioned above, unmotivated students in their groups did not appear to engage much in the work.

### 5.4.3 EFL instructor: John

The observation to A4, which comprised nine students, was conducted on 12 and 13 June 2024 for one hour and two hours respectively. The students' seats were in semi-circle. The lesson reviewed vocabulary relating to *everyday shopping* and introduced different shop names. John had prepared a PowerPoint presentation with ten slides. Firstly, he informed students about the objectives of the lesson. Then, he started the lesson by asking students to promptly identify several buildings with which they were previously familiar. Afterwards, students were asked to match the names of buildings/shops that they saw with the names at the bottom of the slide. A student asked about the difference between 'chemist' and 'pharmacy'. John explained that 'chemist' and 'pharmacy' were both acceptable since they had the same meaning. Then, the instructor explained that the class would engage in a role play making requests for things in shops. Half of the students would be the shop assistants and the other half would be the customers. The instructor pointed towards each item on the next slide and students were asked to identify them. The things were: *medicine, newspaper, chocolate, sandwich, (cup of) tea, bread, and cake*. John demonstrated how the role play would work. He gave an example: '*Can I have a cup of tea, please?*' or '*Excuse me, have you got any tea?*'. He modeled it for the students with a volunteer student. The volunteer student answered: '*Yes, of course*' or '*Sorry, we don't have it*'. Most students performed the role play and then they swapped roles. Two of the students did not want to participate. The rest of them worked in a productive way. Before the end of the lesson, John reviewed how to ask things in shops and wrote the following sentences on the board: '*Can I have … please?*', '*Excuse me, have you got a/any …?*'. In the next session, John showed

the slides again. He asked students to write a shopping list with four of the items that they saw. He nominated one student to run the bakery, one to run the café, one to run the newsagent, and one to run the chemist. They were seated at separate desks. He demonstrated that every student should visit various shops and ask for the products on their list. The shopkeeper may or may not have the item. Most students were motivated to do the task. Students were praised for their effort and responses. Towards the end of the lesson, John played hangman with the students on the board. He used the board and wrote a dash for each letter. Students tried to guess the missing word one letter at a time and enjoyed the game.

#### 5.4.3.1 Motivational strategies

The EFL instructor built a positive relationship and maintained an excellent engagement with his students. He greeted students, explained the learning objectives and provided visual media to enhance the learning process. He visualised the vocabulary and created an interesting presentation. He played an important role as motivator and facilitator for students' learning. He used role models among peers to generate initial motivation. He also explained all tasks in detail. Meanwhile, he gave many examples and helped students to practice the tasks providing feedback on the correct and incorrect answers. He prepared interesting activities, which fostered interaction between instructor and students. Students were attentive and actively engaged in the tasks. They showed motivated behavior and were eager to volunteer for various tasks.

#### 5.4.3.2 Curriculum of English literacy

Considering the practices suggested by the Curriculum, John did not use any resources from it. He only employed techniques such as brainstorming and role play. Brainstorming was a useful method to enhance participation and everyone was encouraged to contribute. It helped the participants stimulate quick thinking. It was a quick way to collect participants' ideas and encouraged them to freely share what comes to their mind when thinking of buildings or shops. John also expanded on the meanings of 'chemist' and 'pharmacy' mentioned by two students. In the role play, participants were asked to act out a specific real-life situation. They were assigned certain roles and were given information.

The role play helped to trigger discussions and allowed for a change of perspectives among the students. It was an effective tool for practicing speaking skills. During this activity, John moved from group to group and praised the students for what they were doing. The students were properly briefed in advance and they were given feedback after the role play.

5.4.3.3 Student behaviour

Overall, students were willing to participate in the learning process except for two students who were reluctant to join. They did not seem to be interested in the subject matter and preferred to remain disengaged from the lesson. Although John provided positive reinforcement, created collaborative assignments and praised students' responses, he did not make any effort to motivate these two students to participate.

5.4.3.4 Assessment methods

At the end of the lesson John reviewed the key concepts trying to evaluate the depth of understanding among the students. The purpose of the review was to gauge how well his students could recall and apply what they had learned. Providing direct feedback and discussing with his students, John was able to assess their understanding. Through review, students reflected on their learning and assessed their progress.

5.4.3.5 Other instructional practices

As it is drawn from the data, John gave a very effective and thorough lesson, which he had prepared carefully. He linked examples with students' previous lessons and repeated students' questions so that everybody could hear them. He used demonstration techniques to reinforce the important concepts of the lesson. He had created ten slides with images, which seemed to be an effective tool to present the teaching material. Moreover, he challenged the students to play hangman using key vocabulary, a game which reinforced both vocabulary and spelling.

5.4.3.6 Overall evaluation

Creating an effective EFL environment can enhance language learning and motivate students making them feel comfortable when practicing their language skills. The seating arrangement helped the easy interaction and communication among students. The



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multimedia presentation enhanced engagement making the lesson more fascinating. The observation revealed that John was a dedicated and effective instructor with strengths and areas of improvement. Firstly, he employed a number of motivational strategies that could arouse students' interest. He was highly prepared and organised. Setting a clear goal of each task and providing clear-cut instructions seemed to attract most students in participating in the learning process. Most of the class time was spent on activities in pairs with the students taking the main role. Students were given opportunities to work in groups and cooperated efficiently. As a result, students responded well and most of them were at ease in giving answers and their views. He put considerable effort into planning the class to ensure that all students could engage with the assigned tasks and achieve the learning outcomes. Additionally, the participants should be given the opportunity to talk about how they felt and what they learned. However, the instructor should provide individual support but praised students' efforts. He should provide constructive feedback and tailor tasks to meet individual learning styles and levels.

### 5.4.4 EFL instructor: Catherine

The fourth observation took place on 13 June for one hour and 14 June for two hours in SCS 3 (4.8.2). Catherine's classroom was set up with students' desks in pair pods. The classroom seating arrangement was such because of the limited space. The group of A1 comprised only seven students. In the lesson observed, students were taught the vocabulary related to *public transport* as well as practical expressions to use at a train station, in a taxi, and at an airport check-in desk. The EFL instructor, Catherine, entered the classroom on time. The lesson was divided into three parts. For the first ten minutes, Catherine made a brief overview of the previous lesson. She handed out a worksheet to students and introduced the topic. The lesson plan included a listening activity[37] in which the students had to write the types of transport according to what they heard. Catherine instructed the students to get into the same groups in which they were in the previous class session. The students worked in pairs and the instructor went through the answers with the class and drilled the pronunciation of the vocabulary. She moved at a quick pace from one group to

[37] https://www.linguahouse.com/esl-lesson-plans/general-english/transport/audioplayer/transport_bemp3

another. One student was inactive. She requested his participation, but he declined. She then asked him to move his chair to engage more with the group. He complied but he did not cooperate with the group. In the second part of the lesson, the students watched three videos with dialogues and matched them with the correct place (at the train station[38], at the airport[39], in a taxi[40]). The instructor played each video clip once. She asked the students to work in pairs to complete the activity. On the next day students were given the transcript of the video, which they read out. The dialogue included some useful expressions in bold ('*Can I help you?*', '*What time is the next train to…?*', '*Single or return?*' etc.). They practiced the dialogue with a partner using the expressions. They were asked to turn inward to face each other and act out the dialogue. Catherine walked around ensuring that each group was on task. She nodded a lot and gave verbal encouragement. She was smiling and observing the students. Before the end of the lesson, she sat on a chair behind her desk and thanked all students.

#### 5.4.4.1 Motivational strategies

Catherine appeared to be well-prepared and maintained a clear focus of the class on the major topic. She created a student-centred lesson plan and made the students feel productive and confident. She treated students with respect and encouraged them to participate in discussion. She provided simple, clear and precise examples and illustrations to teach the new vocabulary about transport. Additionally, she mentioned the usefulness of the activities outside the classroom in terms of everyday communication. Asking students to do a simulation and complete a realistic exercise reinforced their understanding of the material, improved confidence, and increased retention.

[38] https://www.linguahouse.com/esl-lesson-plans/general-english/transport/videoplayer/transport_1_bemp4

[39] https://www.linguahouse.com/esl-lesson-plans/general-english/transport/videoplayer/transport_2_bemp4

[40] https://www.linguahouse.com/esl-lesson-plans/general-english/transport/videoplayer/transport_3_bemp4

#### 5.4.4.2 Curriculum of English literacy

With regard to the Curriculum, she adopted role play, assigned students a model dialogue, and asked them to play roles. Role playing involved students as active participants. She chose to teach specific listening, speaking, and interaction skills. She assigned a task that mirrored a real-life situation. Furthermore, promoting active participation and engaging students in oral communication drills stimulated them and fostered their communicative skills.

#### 5.4.4.3 Student behaviour

Catherine's students were paying attention throughout the lesson except for one who did not participate. Based on the observation, they were attracted by the pictures and videos demonstrated to them. They seemed to be enthusiastic and warm when answering their instructor's questions. They had active participation and showed respect to each other. They also complied with Catherine's rules.

#### 5.4.4.4 Assessment methods

According to classroom observation, the findings showed that Catherine tried to assess her students based on their participation and their ability to act in pairs and understand the audio and videos demonstrated to them. Catherine assessed the students' involvement during the process of learning, their competence in accomplishing the tasks and simulating the dialogues.

#### 5.4.4.5 Other instructional practices

Throughout the class observed, there was a great use of technological resources. She incorporated an audio and three video clips to enhance the learning process. She utilized multimedia to introduce and highlight the key vocabulary. Thus, Catherine optimized the presentation of the content to be taught. Active viewing increased students' enjoyment and satisfaction and focused their attention. Moreover, this enabled students to apply their listening skills to practical scenarios, preparing them for real-world communication. Thus, learning became more interactive and engaging for all students.

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5.4.4.6 Overall evaluation

The findings indicate that Catherine's classroom could be described as student-centred. Most of the class time was spent on group activities. She tried to create a positive environment to reach teaching-learning process effectively. Catherine tried to establish an atmosphere of kindness and mutual respect. When she realised that one of her students did not participate, she asked him to move closer to the other students and be part of the team. She managed to cultivate a positive and collaborative learning atmosphere, encouraging communication, and creating opportunities for students to work together. She engaged students with effective instructional strategies such as the use of multimedia. She showed good command and knowledge of the subject matter. She spoke audibly and clearly. She had the proper enunciation. She divided the lesson in three parts and she used time wisely. On the other hand, she did not give any constructive feedback to the students. She observed them and corrected their mistakes. It would be necessary to have a neutral feedback session in which the students would be informed about their errors and progress. Moreover, pair pods made difficult for students viewing each other and having an easy cooperation. She also needed to slow down a bit when assigning tasks to students. She should have shifted the members of the groups in order to shuffle the students and engaged them in different groups who varied cognitive skills and abilities.

### 5.4.5 Summary

The results of the classroom observation have provided support for the claim that each EFL instructor had formed a set of strategies, techniques and approaches which were trying to motivate and engage all students in tasks. All EFL instructors seem to be characterised by a preference for more active methodologies and little instructor involvement. Specifically, Mary effectively motivated her students by covering topics relevant to their needs during and after their incarceration. She focused on developing their language skills through practical sessions and practical exercises. Mary was efficient in time management and focused on engaging students in collaborative activities. She created a friendly classroom atmosphere, encouraging students to ask questions and explore questions in depth. Further, Alex chose topics inspired by current affairs and tried to stimulate student

thinking. She used native language to help students understand grammar and provided examples to clarify grammatical structures. As part of the Curriculum of English literacy, Alex assigned students to create a dictionary and note down words in English next to each letter. She also adopted an intersectional approach, using literature works and worksheets on the environment to make students understand people's impact and responsibility towards the environment and develop their critical thinking. John, built a positive relationship with his students, fostering engagement and motivation. He used visual media, role models, and interactive activities to enhance the learning process. John used brainstorming and role play techniques to stimulate quick thinking and encourage participation. Lastly, Catherine was a well-prepared and student-centred teacher who focused on the major topic of transport. She created a lesson plan that made students feel confident and engaged in discussion. She used role play to teach English literacy skills and engaged students in real-life situations. Technological resources were utilized to enhance the learning process, including audio and video clips. Active viewing increased students' enjoyment and satisfaction, preparing them for real-world communication.

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# CHAPTER 6 DISCUSSION

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## 6.0 Introduction

The present chapter analyses and interprets the findings in relation to the initially posed research questions in Chapter 1. Therefore, it is organised according to the order of the six research questions. In response to the first research question, the discussion focuses on the effects of the four sociodemographic variables, namely marital status, age, gender, and occupation prior to imprisonment, on inmates' motivation to attend EFL classes. Additionally, in response to the second research question, the discussion extends to whether inmates are mostly driven by extrinsic or intrinsic factors in their motivation and what the prevailing factors of extrinsic and intrinsic motivation are behind the inmates' decision to attend EFL classes. The results of the questionnaire managed to bring to light the effects of the four variables to inmates' motivation. Comparisons with relevant studies are made, followed by an identification and discussion of context-specific divergences and peculiarities. Further to the above, regarding the third research question, the discussion is developed around the motivational strategies that EFL instructors use to motivate learners. With reference to the fourth research question, the discussion extends to EFL instructors' opinions and experiences with the Curriculum of English literacy. Furthermore, as for the fifth research question, it analyses the practices that EFL instructors adopt from the Curriculum in prison education and regarding the sixth research question, to what extent they perceive their training to teach English in prisons satisfactory. The findings from multiple data sources are synthesized to provide a comprehensive interpretation of the results. Lastly, the chapter identifies key educational and pedagogical implications that could enhance EFL instruction in correctional settings.

## 6.1 Inmates' motivation to attend EFL classes

### 6.1.1 Sociodemographic factors affecting inmates' motivation

The findings of the first phase of the study clarified the determinants affecting inmates' attendance in EFL classes within the framework of prison education in Greece. The quantitative study attempted to examine the relationship between inmates' motivation and key sociodemographic characteristics, addressing the first research question. The analysis revealed that the four characteristics examined, namely marital status, age, gender, and

previous occupation, were all strongly associated with inmates' motivation to attend EFL classes in prison SCSs.

More specifically, quantitative analyses indicated that married inmates had greater motivation to attend EFL classes than their single and divorced or widowed counterparts. This finding contradicts Zhao and Mei's study (2016), which indicated that divorced students exhibit greater intrinsic motivation than their married counterparts. Their interpretation suggests that divorced people may experience heightened emotional feelings, anxieties, and passions, allowing them to focus more on education than on familial or other social matters. However, this does not seem to be the case for inmate students. Notably, our finding correlates with the aspect of 'making my family proud', which emerged as the most highly regarded extrinsic driver for inmates. The data suggest that married inmates may engage in academic pursuits more frequently, potentially due to emotional support and stability that their marital relationships provide, which can foster their educational experience.

In addition, according to the findings, individuals aged 31–50 demonstrated significantly higher motivation levels compared to older respondents, while showing no significant difference from younger participants. Inmates within this age group are most likely largely driven by future-oriented goals with a particular emphasis on improving their employment prospects upon release. EFL classes can serve as a valuable platform for developing skills that enhance employability and facilitate reintegration into society. Individuals in this age group, which is often considered highly productive, seem to prioritise future planning, possibly due to their potential desire to be actively involved in work and to contribute meaningfully to society. This stage of life may encourage a focus on career growth and societal impact. Inmates aged 51 and older may perceive EFL classes as unworthy of their effort. This finding corroborates the results of Ruiz-Daza et al. (2023), which similarly identified that younger learners demonstrate slightly higher intentions to persist in their studies. In prison contexts, this finding aligns with Manger et al.'s (2010) survey, which indicated that younger inmates have elevated scores in aspects associated with post-release life preparation, social motivations, and prison-specific reasons. Nevertheless, the study

did not specify the age of participants. Conversely, in Panitsides and Moussiou's study (2019), participants' age was determined to have no impact on participation in prison SCS general classes. The discrepancies in results may be ascribed to variations in sample sizes and methodological approaches.

Concerning gender, it was noted that female inmates exhibited greater motivation than their male counterparts. This outcome substantiates the findings of Zhao and Mei's (2016) study which, although not conducted in prison settings, indicated that female students display more favourable attitudes and motivation, a stronger desire, and enhanced performance in English relative to male students. Furthermore, the results corroborate earlier research by Yamashita et al. (2022), which indicated that women tend to exhibit higher motivation for learning activities, often linked to personal growth and career advancement goals. Similarly, Ruiz-Daza et al. (2023) observed gender-based differences, with female learners showing greater increases in course satisfaction and self-efficacy compared to their male counterparts. In prison contexts, Vergidis et al. (2007) revealed that female inmates are found to have a strong desire to gain knowledge and improve themselves whereas male inmates had a strong desire to improve their job prospects upon release. Conversely, Manger et al. (2010) reported that gender has no significant effect on inmates' motivation. The researcher posits that female students perceive the acquisition of greater knowledge and the enhancement of their English language skills as vital pathways to achieving important personal and professional objectives. Specifically, they view improved proficiency not only as a means to better communication but also as a strategic tool that can increase their competitiveness in the labour market, opening doors to more prestigious employment opportunities. This motivation is also interwined with aspirations for self-improvement, empowerment, and overcoming barriers related to gender and socioeconomic background.

Lastly, inmate students who formerly held employment appeared to possess a greater extrinsic motivation to attend EFL classes. This is because they likely believe that EFL programmes would better equip them for the future labour market. The researcher's interpretation suggests that they seek preparation for employment, stable occupations, and

increased salaries. Similar trends have been observed in correctional education research, where previous work experience has been linked to a heightened focus on vocational and skill-based learning outcomes (Costelloe, 2014). These results are also consistent with Zhao and Mei's (2016) and Ruiz-Daza et al.'s (2023) studies which found that occupational status is one of the most significant predictors of intention to persist in education. Learners who were employed showed higher levels of motivation, greater course satisfaction, and stronger intentions to continue their studies compared to unemployed learners. The present study contends that, due to the country's elevated unemployment rates, securing job has become an unrealistic goal for inmates, particularly for those lacking hard skills such as basic education.

### 6.1.2 Intrinsic or extrinsic motivation

The second research question examined intrinsic and extrinsic motivation of inmates who attend EFL classes at prison SCSs. It is clear that the motivation to participate in EFL programmes during incarceration is affected by a range of environmental and individual characteristics that may markedly differ from those of general population. The results clearly indicated that a primary motivation for inmates to attend EFL classes was to make their families proud. This extrinsic driver was found to have an effect on attending EFL classes in prisons. Inmates appeared to prioritise their families' favourable perceptions of them over other possible motivations, such as alleviating loneliness or seeking employment abroad. This finding aligns with William and Burden's (1997) theory of external factors related to family networks and Deci and Ryan's (2000) Self-Determination Theory. The findings indicated inmates' aspiration to fulfil the demand for relatedness. Interaction with family appears to provide inmates with a sense of belonging and connection to significant individuals in their lives. Our findings indicate that inmates are significantly influenced by family, suggesting that family ties are crucial in their motivation to attend EFL classes. The respondents desire acknowledgement and validation from their relatives and maybe their children, (over half of the respondents reported they have at least one child).

Additionally, among the intrinsic factors, 'to achieve goals' and 'to enhance self-esteem' (introjected regulation, Deci & Ryan, 2000) obtained the highest ratings. Although

opportunities to demonstrate competence are constrained within prison context, involvement in EFL classes can enhance inmates' sense of competence. According to our findings, inmates are motivated to attend EFL classes to enhance their self-esteem and achieve their personal goals (Ergin, 2012; Gardner, 2001; Ushioda, 1996; Williams & Burden, 1997). Moreover, these findings are consistent with pertinent studies (Iliopoulou, 2019; Papadionisiou et al., 2019; Papaioannou et al., 2018; Vergidis et al., 2007), which highlighted that factors such as self-esteem, self-improvement, and empowerment constitute primary motivators.

The aforementioned results indicate that attendance in EFL classes is favourably associated with inmates' aspirations and socialisation objectives, notably with important people, rather than just for the purpose of sentence reduction or other extrinsic motivational factors. Notably, the reduction of prison sentence, a factor identified as significantly impacting the educational motivation of incarcerated students (Iliopoulou, 2019; Papadionisiou et al., 2019; Papaioannou et al., 2018; Petsas, 2010; Vergidis et al., 2007), was less prominent in the present study. The advantageous assessment of time allocated at SCSs did not emerge as the most prominent motivator affecting inmates' attendance in EFL classes.

### 6.1.3 Inmates' experience about EFL classes

With reference to the qualitative part of the questionnaire which examined inmates' experience about EFL classes, the findings indicated that most inmates had a positive experience. This finding is in agreement with Manger et al.'s (2010) and Costelloe's (2003) studies which indicate that inmates have personal interest or enjoyment of learning. Moreover, inmates expressed a desire to free themselves from the monotonous prison life. This outcome aligns with Panitsides and Mousiou's (2019) findings which revealed that the primary motivations for inmates to attend education are to escape the prison environment and to engage in productive activities. This could be justified by the fact that inmates consider EFL classes as a meaningful activity that fills their idle time. Learning a new language is a mental escape from the daily routine and prison harsh conditions.

Moreover, inmates reported better job prospects and future career (instrumental motivation). These findings indicate that inmates seek employability upon release. Learning English could open up job opportunities reintegrating them successfully into society and diminishing the possibility to reoffend. Similarly, in Greek EFL context, Almpanti (2007) and Kazantzi and Zafiri (2019) identified the desire for improved employment opportunities and enhanced communication skills. Further, these findings are congruent with Manger et al.'s (2010), Manger, Eikeland, and Asbjørnsen's (2013), and Vergidis et al.'s (2007) studies., which found that inmates participating in educational programmes seek to improve their competences to improve their employment prospects and get prepared for a new life upon release.

Furthermore, inmates reported that they like developing their oral skills and practicing everyday language. According to their responses, inmates are willing to learn and they try to take advantage of the opportunity given (Ushioda, 1996). This response corroborates the findings of two earlier studies by Roth and Manger (2014) and Dimitrellou (2019) who identified competence building as one main motive which drives inmates to attend prison programmes (Ryan & Deci, 2000). A potential explanation for this is that English is a worldwide spoken language, which inmates consider as a way to connect with a broader range of people.

Inmates also mentioned their desire to travel abroad. For them, the primary incentive is the aspiration to evade the confining and often severe prison conditions. The prospect of travelling abroad symbolises a degree of independence and autonomy absent from their daily life (Ryan & Deci, 2000a). It serves as a means to intellectually and emotionally transcend the constraints of imprisonment, albeit solely in their imagination. This finding is congruent with Kazantzi and Zafiri's (2019) study which revealed that learners are primarily driven by instrumental motivations, such as improving communication skills for travel. Further, inmates referred to the instructor's crucial role that motivated them to attend EFL classes. This finding corroborates earlier studies findings by Vergidis, Asimaki and Tzitzidis (2007), as well as Papaioannou, Anagnou and Vergidis, (2016), who pinpointed the positive impact that instructors have on their students. Instructor's role in the learning

process is determining in promoting a positive stimulating learning environment where all students feel respected, safe, and included. Students supported and guided by an effective instructor may become enthusiastic and passionate for learning.

Lastly, few inmates reported that they do not like English and they find the lesson boring. A small percentage of inmates are negative towards EFL classes. They feel insecure, reluctant, and do not have self-confidence. Dörnyei (2001) identifies several key factors that negatively influence EFL students' motivation, including teacher's unfavourable personality and inadequate teaching methods, strategies of educational institutions that are disqualified due to students' lack of self-confidence, negative attitudes towards the target language, and the use of inadequate instructional resources. The results are in line with Manger et al.'s study (2010), which showed that prisoners who have no education or a low level of education are the most amotivated.

## 6.2 Insights from EFL instructors in prison SCSs

### 6.2.1 Motivational strategies

With regard to research question 3 based on the results from the questionnaires, interviews, and classroom observation, it can be asserted that EFL instructors tried to adopt several strategies in order to motivate their students. Firstly, one prevailing answer provided by EFL instructors in the questionnaires and interviews, was to 'investigate target-group needs'. Improving learning motivation in L2 classrooms requires a survey on requirements completed through questionnaires or interviews (needs analysis-Seedhouse, 1995). This method enables students to contemplate their requirements, desires, preferences, challenges, and learning strategies. The instructor must comprehend their students' genuine requirements, desires, preferences, and learning styles to choose the most suitable teaching strategies, methods, and activities that will effectively engage the class group.

According to the questionnaire findings, to 'boost inmates' self-esteem and confidence' and to 'create confidence and encouragement' were the most frequently reported strategies. These findings are in line with the prevailing factors found in the first phase of the present study, i.e., 'to achieve goals' and 'to enhance self-esteem,' influencing inmates to attend

EFL classes. This is congruent with Bandura's theory (1986) on the correlation between an individual's sense of efficacy and their success in achieving goals. More specifically, he asserted that the more pronounced this sense is, the greater the likelihood of accomplishing various objectives, irrespective of their perceived difficulties. This finding is also in line with Dörnyei's (1994) framework at the learner level, which pertains to personal traits such as need for achievement and self-confidence. Achievement contributes to learners' intrinsic desire to succeed and overcome challenges. Learners set personal goals that they want to accomplish. Moreover, as outlined in SDT (Deci & Ryan, 2011), the fulfilment of the basic psychological need for competence fosters self-confidence and, in turn, enhances intrinsic motivation. Boosting the learner level helps educators to understand that motivation is not the same for all. They have to acknowledge and support individual learner factors. In the same vein, in Ergin's (2012) study, among the supporting factors identified in inmates' success are the programmes' contributions to increased self-esteem.

Further to the above, explaining the learning objectives is another strategy adopted by EFL instructors. This pedagogical practice is necessary in enabling inmate learners to understand both the specific aims of the lesson and the broader significance of their learning, thereby fostering purposeful engagement and sustained motivation. According to Knowles' (1984) principles of *Andragogy*, adult learners are more likely to participate actively and persist in educational activities when they clearly perceive the relevance and applicability of what they are learning to their personal goals, professional aspirations, and life circumstances. In the prison context, where learners may face constraints on autonomy and future opportunities, explicit articulation of objectives can help bridge the gap between immediate instructional content and longer-term rehabilitative or reintegration goals.

Furthermore, in both questionnaires and interviews, EFL instructors declared that they try to be friendly and supportive cheering the students up and creating a comfortable classroom environment. They also reported that they 'have a positive stance' towards their students. This finding aligns with inmates' experience about EFL classes who reported that their instructors play a very important role in the learning process. Some inmates highlighted

instructors' role that motivates them to attend EFL classes. This is congruent with Dörnyei's (1994) framework which posits that teacher's behaviour, personality, and teaching style constitute teacher-specific motivational components. Inmates seemed to need a supportive and respectful educator. This result corroborates the findings of Tzampazis (2024) highlighting the pivotal role of the teacher as a facilitator of motivational dynamics. Moreover, this finding is also related to Keller's theory (1987) on students' motivation being directed by the teaching material, the instructor's behaviour, and the lesson plan. Further, Manoli and Bekiari's (2015) study revealed that a supportive, respectful, and encouraging instructor's communication style fosters a positive emotional climate, thereby enhancing learner motivation and engagement. These results are also in line with Panagiotopoulou (2020) who revealed that the most influential factors for the effective use of energetic techiniques are educators' communicative skills. Tzatzis et al. (2019) also pointed out that prison educators should have empathy and problem-solving skills. According to Dörnyei (2007), a pleasant classroom climate is crucial in order to initiate and maintain motivation. These studies indicate that instructors seemed to advocate a supportive and trustful environment, also characterised by joy and humour.

Classroom observations further illustrated these reported practices. More specifically, in classroom observations, EFL instructors attempted to establish a friendly atmosphere allowing for freedom of expression without making inmates fear giving wrong answer. They communicated enthusiasm and respect for students who asked questions and sought further clarification. They gave verbal and written feedback to students and kept eye contact with them. In the same vein, Almpanti (2007) and Lekaditi (2012) highlighted learner-centred pedagogical approaches that promote self-directed learning, personalisation, and emotional support. Furthermore, the EFL instructors observed tried to allocate the lesson time efficiently and engaged students in appropriate and collaborative activities. Their objectives were clearly defined in each session. They integrated small discussion groups and provided explicit instructions. Role models among peers generated initial motivation. EFL instructors reported that they adopt collaborative learning by using pair or group work. These results are consistent with Lekaditi's (2012) study findings which revealed that the educational approaches involved the implementation of

experiential learning methods, self-directed learning, and personalised teaching approaches. Similarly, Konstantinidou's (2012) study indicated that adult learners in SCSs tend to favour collaborative and experiential forms of learning. According to Dörnyei's (1994) framework, group cohesion exemplifies group-specific motivational components. Inmates' sense of belonging, solidarity, and mutual support make them feel connected to their peers and share common goals. Additionally, group cohesion enhances a positive learning atmosphere and encourages collaboration. As a result, inmates' language anxiety is reduced. Further to the above, Nunan (1992) pointed out that collaborative/group activities (pair/group work) along with small research projects can significantly increase student motivation for further participation. Moreover, EFL instructors explained all tasks in detail and gave students in classes plenty of opportunities to participate during the lesson. In most cases, their voice was exceptionally clean and exhibited a remarkable range in pitch and loudness modulation. The classroom atmosphere was highly conducive.

The EFL instructors also tried to actively involve unmotivated students in the tasks/activities or call upon them to participate. Findings from the classroom observations indicate that all students were praised for their effort to participate. Praise and emotional boosting, especially for weaker inmates, seemed to be of major concern for the EFL instructors. They monitored them closely and assisted them individually. They were supportive towards them. An EFL instructor even spent some of the break time, to assist students who had difficulty. They gave them extra material, showing interest to engage them in the learning process. This indicates EFL instructors' sensitivity for the less competent ones who acquire higher self-esteem and acceptance by their peers.

Providing visual media to enhance the learning process was another dominant response by EFL instructors. In the questionnaires and interviews, the EFL instructors reported that they tried to use technological tools in class. In the classroom observation, the instructors integrated video clips, and slides to enhance inmates' learning experience. Integrating digital tools into the learning environment is an exceptionally effective strategy for augmenting the learning process, especially in EFL classes, where technology can support comprehension and memory retention. This finding is congruent with Figueroa and Jung's

(2025) study which underscored the pedagogical potential of immersive technologies in adult EFL instruction. Moreover, it is in line with Kaziani and Heliades (2025) who indicated that the incorporation of ICTs[41] not only facilitated peer-to-peer interaction but also promoted metacognitive awareness, ultimately supporting the development of both linguistic and digital competences. Nevertheless, for security reasons, the availability of internet-connected devices is limited in prison SCSs and EFL instructors have to implement offline alternatives such as pre-loaded educational content or distribute printed visual materials to the student inmates.

Moreover, EFL instructors stated that giving simple instructions and organising a teaching material with well-structured exercises and interesting topics may attract students' attention. Classroom observation findings show that motivation is closely connected with the kind of tasks given to inmates. Some of the tasks were adapted to inmates' needs (i.e., Going to the doctor, Travelling abroad) (see 5.4.1). These results corroborate Dörnyei's (1994) framework on course-specific motivational components, which include the syllabus, resources, and pedagogical approaches. These components are particularly important because of the varied educational backgrounds and motivational obstacles faced by student inmates. A meticulously organised teaching material that explicitly delineates attainable objectives and pertains to inmates' needs (e.g., reintegration, job, or communication skills) might provide a sense of direction and purpose.

Further to the above, the findings of the present study are congruent with Csaba's (2018) and Antoniadou's (2014) studies which stressed the relavance of designing practical, job-relevant lessons and incorporating meaningful subject matter. Similarly, Schiller and Dorner (2021) and Tzampazis (2024) underscored the value of goal-oriented instruction aligned with learners' personal aspirations, such as travel, communication with family abroad, or cognitive stimulation. In addition, the use of engaging and contextually suitable resources, such as printed materials, mitigates the limitations posed by restricted access to technology. The implementation of learner-centred pedagogical methods, such as project

[41] Information and Communication Technologies.

work, can improve inmates' autonomy and intrinsic motivation, especially when courses are connected to their personal experiences.

### 6.2.2 EFL instructors' opinions and experience with the Curriculum of English literacy

Research question 4 examined EFL instructors' views and experiences with the Curriculum of English literacy (Mitsikopoulou & Sakelliou, 2006). Data from the questionnaires distributed to EFL instructors clearly show that they have both positive and negative views concerning the Curriculum of English literacy. More specifically, the majority of EFL instructors agreed that the Curriculum is grounded on adult education principles, adopts new evaluation methods, and promotes innovative experiential methods. As mentioned in Chapter 2 (Section 2.8.3), the Curriculum of English literacy in SCSs adopts the *ideological model of literacy*, whereby literacy is contextualised within learners' lived experiences, needs, and goals. EFL instruction is thus grounded in learner-centred methods such as co-constructing themes, collaborative group projects, and portfolio-based assessment. The ideological model of literacy is closely aligned with *multiliteracies pedagogy*, a framework particularly relevant to adult education and SCSs. Similarly, Mitsikopoulou (2010) underscored how multiliteracies and critical pedagogy principles have influenced English instruction in SCSs. In her study, curriculum goals are collaboratively established with adult learners, fostering agency, engagement, and relevance. In the same vein, Valavani (2010) argued that flexible, learner-centred curricula, rooted on adult education theory, promote more democratic and successful environments. Additionally, Panagiotopoulou (2020) stressed the importance of developing a curriculum that addresses learners' needs, underpinned by proper preparation, clearly defined lesson objectives, and strong alignment between teaching techniques and goals. Conversely, these findings are not congruent with Gelana and Hindeya's (2014) study, which showed that the teaching practices adopted in prison education in Ethiopia are not supported by the main principles of adult education being deviated from them.

Furthermore, EFL instructors also expressed another positive view regarding the Curriculum. They find the Curriculum beneficial, featuring interesting topics and material.

All interview participants declared that the Curriculum significantly enhances the teaching and learning process while it is especially essential for novice EFL instructors. According to participants' reports, it is an excellent piece of work that helps with the organisation of teaching material, the learning objectives, and the diverse activities it provides. The appendices and teaching material produced by certain EFL instructors are also noteworthy. The positive views of EFL instructors are congruent with Bitsakos's (2021) findings which indicated that instructors in SCSs expressed overall contentment with the Curriculum.

### 6.2.3 Educational material suggested by the Curriculum of English literacy

During in situ classroom observation, two EFL instructors used material and activities from the Curriculum of English literacy exclusively throughout the observed lessons. Further to the above, in the present research, evidence coming from EFL instructors' questionnaires and interviews indicated that EFL instructors believe that the educational material of the Curriculum of English literacy could be better organised to address inmates' needs. In the questionnaires, EFL instructors agreed that the educational material is not 'applied to the contemporary reality of SCS in prisons'. In their interviews, three EFL instructors expressed their dissatisfaction concerning the educational material and its difficulty for weaker or beginner-level students. Moreover, the interview respondents declared the frequent use of additional teaching material prepared by themselves. They reported that they spent time on creating additional material for their students since they are beginners. This is also in line with Lukáčová et al.'s, (2018) study in Slovakian prisons, which also showed that the educators adjusted the syllabus, the pace, and demands due to the particular prison regime conditions.

This finding also corroborates Lekaditi's (2012) study conducted across seven Greek correctional institutions which highlighted a critical gap in prison education. In particular, the study shed light on the lack of appropriate educational material tailored to the needs of this specific student population. The findings highlighted that numerous prison education programmes depend on obsolete, restricted, or non-contextualised resources, which substantially obstruct the learning experience and alienate students from the educational process. This deficiency is particularly concerning due to the distinctive traits of this

learner demographic, frequently characterised by disrupted education, limited literacy skills, and significant educational requirements. Lekaditi's study emphasises the importance of offering pertinent, engaging, and accessible resources, especially in language acquisition and vocational education, where practical application and student motivation are essential. These findings correspond to Dörnyei's (1994) focus on course-specific motivational elements, indicating that insufficient resources may hinder even well-designed curricula from promoting significant learner engagement.

Considering the above, it should be noted that the context of incarceration necessitates the adaptation of conventional methods and educational material employed in general EFL settings to address the unique needs and limitations of a prison environment. Inmates' characteristics are deemed to play a considerable role in designing the teaching material for prison EFL classes. An educational material for inmates should be interesting, practical, and focused on the objectives that facilitate the development of skills beneficial both during incarceration and post release.

### 6.2.4 Practices recommended by the Curriculum and implemented by EFL instructors

Research Question 5 examined the practices suggested by the Curriculum which EFL instructors employ in prison education. Quantitative and qualitative findings emanating from EFL instructors' answers in the questionnaires and interviews as well as classroom observations have indicated the kind of practices employed in the classroom. In the questionnaires, instructors reported that critical thinking development is an essential component of any inmate educational programme. Moreover, the most frequent practices the EFL instructors reported are to use digital tools (where possible), ask students to keep a portfolio, and use role-play activities. Additionally, questionnaire findings have shown that instructors rarely use drama, literature works, creative writing activities, and problem–solving methods. Furthermore, in the classroom observations, an EFL instructor employed the project as a practice suggested by the Curriculum (see 5.4.2).

The EFL instructors in classroom observation tried to integrate critical thinking by using open-ended questions, organising structured debates/discussions, and creating real-life

scenarios. Critical thinking development in EFL classes improves inmates' communication skills and enhances students' language proficiency (Mitsikopoulou & Sakelliou, 2006). This result aligns with Vergidis, Efstratoglou and Nikolopoulou's (2007) study focusing on prison SCSs, which highlighed how student inmates develop introspective and analytical skills that correspond to the overarching aim of fostering critical thinking.

Moreover, the use of technological tools, as reported by the EFL instructors and as observed in classroom, may facilitate more interactive and engaging learning experiences. Authentic audiovisual material enhances speaking, listening, and comprehension skills. Integrating audiovisual equipment brings the opportunity to practice language in dynamic, real-world contexts. This finding is congruent with inmates' views on EFL classes in the quantitative study on motivation, which has showcased that audiovisual material is necessary in the learning process for better understanding. Thus, student inmates encounter more diverse learning material that fosters their language skills more effectively. For instance, Delikonstantinidou (2020) integrated Digital Theatre in Education with English literacy, providing learners with innovative, multimodal opportunities to interact with language in meaningful contexts. Similarly, Kaziani and Heliades (2025) incorporated ICT tools into English literacy instruction, enhancing peer-to-peer interaction, fostering metacognitive awareness, and advancing both linguistic and digital competences. Nevertheless, according to some EFL instructors' reports, the use of audiovisual equipment is often limited in prison settings. Internet access is generally restricted, complicating the ability to view or download content on demand. Moreover, devices like laptops are often prohibited. In classroom observations, the EFL instructors had downloaded short clips or videos in advance and saved them in CDs or DVDs.

Further, asking students to keep a portfolio constitutes an effective strategy for monitoring progress and enhancing language skills (Mitsikopoulou & Sakelliou, 2006; Sofianou, 2004). The primary purpose of keeping a portfolio is to document students' growth and achievements throughout EFL classes. Classroom observations revealed that one EFL instructor regularly reminded her students to keep their handouts in their portfolio. Such practice not only enables students to monitor their development and contemplate their

accomplishments but also helps maintain their motivation throughout the learning journey. Similarly, Kamperi (2020) employed a portfolio-type questionnaire as both a self-assessment tool for students and a means to evaluate the educator's instructional choices. It is therefore recommended that EFL instructors consistently evaluate portfolios with their students in order to provide constructive feedback, monitor progress, and enhance learner engagement.

As for other practices suggested by the Curriculum of English literacy such as drama in education, EFL instructors stated that they did not implement it. One possible explanation is that instructors may prioritise literacy skills directly linked to inmates' rehabilitation or reintegration into society. Conversely, Delikonstantinidou (2020) proposed a methodology that integrates drama with digital technologies and media. She integrated Digital Theatre in Education with transformative learning theory and multiliteracies pedagogy, providing an educational programme design as a framework for validating and potentially implementing the methodology. However, in prison context, due to the limitations—restricted instructional time, inadequate resources, and significant student turnover—educators may prioritise aims deemed measurable and pragmatic, such as employment readiness or legal literacy. Nonetheless, neglecting activities such as drama may unintentionally disregard their capacity to cultivate critical thinking, emotional expression, and social interaction—skills that are equally essential for personal growth and post-release adaptation.

Nevertheless, in the interviews, EFL instructors reported that they adopt role-plays. Similarly, in the classroom observation, they implemented role-play. Role-plays enabled student inmates to replicate common scenarios they may face either in prison or upon release, such as *Going to the doctor*, *shop assistant and customer*, and *public transport* conversations. Role-play enables inmates to utilize language genuinely and dynamically, emphasising communication with purpose (Mitsikopoulou & Sakelliou, 2006).

With reference to literature works, creative writing activities, and problem–solving methods (Mitsikopoulou & Sakelliou, 2006; Sakelliou & Mitsikopoulou, 2013a), in the questionnaires, the instructors reported that these practices are rarely incorporated in their

EFL classes. Conversely, in classroom observations, an EFL instructor, Alex, used poetry to enhance students' language skills and emotional intelligence. Incorporating literature works into EFL classes enables instructors to facilitate opportunities for students to reflect on personal experiences, analyse intricate concepts, and participate in substantive discussions. This aligns with Devečková's (2023) study, which emphasised that literature serves as a powerful tool in EFL classes. Providing cognitive and emotional advantages that enhance a whole language learning experience.

As for creative writing activities, due to the fact that the majority of inmates are low-level learners and their needs are mainly focused on practical issues such as developing their communicative skills, instructors do not support the inclusion of creative writing in EFL classes. Another potential cause is the belief that creative writing, such as poetry, short stories, or reflective narratives, is excessively complex. Excluding creative writing techniques may restrict learners' opportunities for self-expression and emotional connection with the language (Hanauer, 2012).

The problem–solving method is a systematic strategy to addressing obstacles, making decisions, and resolving conflicts or concerns (Tzatsis, Anangou, Valkanos, & Fragkoulis, 2019a; Vergidis, Efstratoglou, & Nikolopoulou, 2007). For inmates, problem–solving abilities are crucial for navigating real-life scenarios with confidence and clarity (Mitsikopoulou & Sakelliou, 2006). A successful problem–solving approach can cultivate independence, critical thinking, and creativity, resulting in enhanced decision-making and personal growth. In the interviews, one EFL instructor mentioned that they use problem-solving method in simple dialogues such as being at the airport and having a conversation with the ground crew. The other instructors stated that they find the method quite demanding for the target group. In classroom observation, Mary prepared a worksheet wuth health problems and possible solutions. Alex prepared a handout for the Environment Day. These approaches promoted critical thinking, creativity, collaboration, and the practical application of students' knowledge (Mitsikopoulou & Sakelliou, 2006). They were especially beneficial for inmates who frequently contribute substantial life experiences and practical concerns to the educational setting. These approaches enabled students to

confront authentic problems and challenges, facilitating meaningful engagement with the content and the application of acquired knowledge to their personal life.

Further to the interviews, EFL instructors indicated that they implement brainstorming activities and classwork in groups (Mitsikopoulou & Sakelliou, 2006; Sakelliou & Mitsikopoulou, 2013a). Similarly, in classroom observations, EFL instructors employed practices such as brainstorming activities, pair work, and projects. Brainstorming activities effectively produced ideas, solved problems and fostered creativity. They encouraged spontaneous, free-flowing ideas that might not have been considered individually. In the classrooms observed, the EFL instructors implemented brainstorming activities that supported collaborative engagement in the learning process. Additionally, in the interviews, one EFL instructors mentioned that they implement experiential learning, which is an active approach that emphasised learning via experience and subsequent reflection (Jarvis, 1995; Rogers, 2002). It underscores the importance of facilitating student engagement in an activity and reflecting on that experience to gain new insights and knowledge.

In terms of classwork in groups, in classroom observations, student inmates operated in small groups to complete tasks, solve problems, or participate in conversations. This practice fostered collaboration, communication, and critical thinking, while assisting inmates in enhancing their language skills within a friendly social environment. This finding is congruent with Knowles' theory of Andragogy (1984). Collaborative learning is an ideal method for prison contexts where autonomy, relevance, and social interaction are vital. In the same vein, Kaziani and Heliades (2025) engaged adult learners in collaborative activities promoting peer-to-peer interaction. Collaborative projects also enhance relatedness (SDT by Deci & Ryan, 1985) and foster a sense of shared purpose among learners. Further, Konstantinidou's (2012) results revealed that adult learners in SCS contexts generally prefer collaborative and experiential forms of learning. Furthermore, collaborative learning is directly connected to group-specific motivational components (Dörnyei, 1994), especially in the context of EFL education and student inmates. In this

context, group cohesion and positive interdependence can motivate and engage inmates in the learning process.

Finally, projects can be significantly influential and adaptable, focusing on enhancing literacy, skills, and personal growth (Chatzitheocharous, Giovani, & Nikolopoulou, 2010; Mitsikopoulou & Sakelliou, 2006; Noyé & Piveteau, 1999; Tsafos & Chodolidou, 2003). A project can be influential for student inmates since it can build skills such as responsibility and persistence. Working on a project also gives inmates a sense of contribution and fulfilment. In the interviews, an EFL instructor mentioned a project on a painting named 'The Goldfinch' for which student inmates were encouraged to talk about core themes such as moral ambiguity and personal responsibility. Themes like resilience and choices were mostly emphasised. Moreover, in the classroom observation, Alex assigned student inmates to prepare their own dictionary, collecting words from the vocabulary they are taught in EFL classes. This practice is a learner-centred project, which encourages practicing pronunciation and spelling. It also boosts students' confidence. Similarly, Kaziani and Heliades (2025) employed project-based learning and the findings indicated that learners demonstrated a willingness to assume new roles within peer groups. Moreover, Kamperi (2020) adopted group-learning and project-based learning fostering initiative, self-directed action, discovery-based learning, and personalised learning. Projects align with Dörnyei's (1994) group-specific motivational components and SDT's relatedness (Deci & Ryan, 1985) since they involve student inmates collaborating, hence fostering team cohesion and peer support.

### 6.2.5 EFL instructors' training for SCSs in Greek prisons

Regarding EFL instructors' training, the responses obtained from the questionnaires and interviews revealed significant concerns or shortcomings. Quite interestingly, in the questionnaires, EFL instructors stated that they have little training in the field of prison education mainly through non-profit organisations. In terms of training sessions embracing new teaching methods, teaching material creation, and new methods of evaluation, respondents reported that they had not attended any. In the same vein, in their interviews, none of the EFL instructors stated that any attempts were made by the administrative bodies

to hold a seminar or provide training. In the EFL instruction context, Almpanti (2012) and Panagiotopoulou (2020) highlighted that instructors frequently encounter insufficient training and limited pedagogical support, which adversely affects their ability to employ learner-centred approaches. This is also in line with Papathanasiou's (2010), Lekaditi's (2012), and Antoniadou's (2014) studies which emphasised the lack of specific adequate training and the consequences on prison instructors. In addition, Vernardos (2018) and Chroni (2018) emphasised the necessity of implementing educational seminars and initiatives to foster educators' knowledge and competences. This aligns with Gelana and Hindeya's (2014) and Lukáčová et al.'s (2018) findings which indicated that educators lack the appropriate training and necessary pedagogical skills. Further, the University and College Union's review (2019) results revealed that prison educators were undervalued, inadequately supported, and insufficiently resourced. The majority of the researchers aforementioned advocate for prioritising the training and support of prison educators (both pre-service and in-service) to improve the efficacy of correctional education.

Moreover, EFL instructors, in their interviews, expressed their need for psychological support. Providing psychological assistance can assist these educators in preserving their well-being and efficacy in their positions. EFL instructors recognise that the absence of freedom and the desire for it rule the motivation and engagement of inmates, necessitating the formulation of pragmatic responses to the diverse demands of inmates (Manger et al., 2010). The instructors, without specialised training for this cohort of learners (Wright, 2005), must develop instructional methods for teaching inmates (Eggleston, 1991; Reis-Jorge, 2009). Marantou (2018) and Tzatzis et al. (2019) highlighted educators' need for specialised training and psychological support since they have insufficient experience. Offering psychological support to EFL instructors is essential, as educating in a prison environment can be exceedingly demanding. Instructors may experience emotional and psychological stress owing to the atmosphere, the varied and often challenging backgrounds of inmates, and the security issues associated with working in a prison setting.

Furthermore, there was an urgent need for training to teach drug abusers and further support and training for the particular target group which consists of foreigners and Romani. In the

current study, EFL instructors highlighted the need for training or additional support when encountering difficult behaviours such as those of former drug abusers. This finding is congruent with Lekaditi's (2012) study, who identified that one of the primary challenges encountered by prison educators is the high number of drug abusers. Similarly, the University and College Union's review (2019) on prison educators revealed that they were often confronted with disruptive and challenging conduct, substance abuse, and mental health issues within their classroom. Teaching this particular group necessitates tolerance, sensitivity, and comprehension of the distinct challenges they may encounter. Teaching English to former drug abusers is particularly significant since it can facilitate access to new opportunities, be it for employment, education, or personal growth. A significant number of these individuals may have experienced interrupted educational or work trajectories, hence establishing a supportive, non-judgmental atmosphere is crucial. Former drug abusers have encountered considerable trauma and may continue to grapple with repercussions of addiction. Fostering trust, building rapport, and ensuring them feel at ease in posing enquiries and voicing their concerns is conducive to create a safe and supportive classroom environment (Bandura, 1997; Wilson, 2000).

## 6.3 Pedagogical implications for prison EFL classroom

The findings of the present study bear significant implications for researchers, policy makers, and stakeholders in the field of prison education. The current body of literature has not progressed sufficiently to establish evidence-based optimal methodologies tailored for educational initiatives targeting inmate populations. The pedagogical implications that can be derived from the findings of this study concern the intra-classroom policies applied by the instructors in EFL classes in prison SCSs. The implications include educational material, motivational strategies, and EFL classroom setup. EFL instructor's development into more effective language professionals and their training are also among the major implications of the present section. The suggestions herein can be taken into consideration by prison curriculum designers, task-motivation researchers and prison instructors' trainers. They may also be applied by EFL instructors in their daily teaching practices in the prison context.

### 6.3.1 Curriculum design

According to the findings, the teaching material suggested by the Curriculum of English literacy are not fully attuned to the specific educational needs and contextual realities of EFL classes in prison SCSs (see 5.3.2.5). Educational needs, detection of specific characteristics and problems of the target group along with designing and implementing curriculum should be a cooperative procedure between prison administrators, EFL instructors, and inmates themselves. The Curriculum of English literacy seems to embrace the core principles derived from adult education, placing emphasis on learner-centred practices.

Students' participation throughout the design process as well as in hierarchy and negotiation of educational needs should be necessary (learner-centred, Tudor, 1996). The Curriculum of English literacy should include teaching material that would meet inmates' needs and peculiarities so that its adaptation and enrichment would be tangible by EFL instructors. Moreover, there should be a cooperation and interconnection with the organisation executives such as prison administrators, correctional staff, EFL teachers, psychologists, counsellors, and the target group of students. Examining the purpose of prison education necessitates an exploration of the potential components of the Curriculum of English literacy. According to the findings from the questionnaire, the interviews, and the classroom observation, the Curriculum of English literacy with specified objectives is necessary for effective learning in prison context.

Overall, the Curriculum of English literacy should be designed to address the diverse needs of the inmate population, acknowledging variations in abilities, motivation, prior educational experiences, and achievements. In addition, it can be tailored to respond to the particular needs of specific groups, such as minority populations, women, prisoners serving long or short-term sentences, remand inmates, and those who may not engage in conventional educational approaches.

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#### 6.3.1.1 Teaching material

EFL instructors reported that they had to enrich the educational material suggested by the Curriculum with interesting supplementary material, topics and tasks. They should also try to negotiate the main and supplementary material with the students, thus giving them a sense of control over learning/teaching process. The teaching material suggested by the Curriculum of English literacy should follow inmates' needs and help them develop life skills. Additionally, inmates' characteristics are important data to help instructors organise and grade their material. Low competence inmates may not be able to complete identical tasks with other more competent classmates. In this case, a corpus of teaching material (teaching material bank) including alternative texts, tasks and activities should be in every EFL instructor's folder to be administered to students with lower performance (differentiated learning, Costelloe & Warner, 2014).

Moreover, most EFL classes in prison SCSs comprise culturally-diverse populations (e.g., Romani, foreigners etc.). The teaching material to be used in a multinational classroom should rely on the general aims and particular objectives set by the EFL instructor at the beginning of the school year. If the general aim extends further than language learning, to reach an overall cultural enrichment and multicultural awareness for all students, then this should be portrayed in the teaching material design and contents. Therefore, the incorporation of culturally-diverse material as an integral part of the material should be seriously promoted. An attempt to adopt a more flexible teaching material would give inmates a more open-minded view of people and would develop their critical abilities to think and interpret the world that surrounds them. The teaching material could be better organised and used as supplementary around the following suggested modules and content:

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**Table 11: Suggested modules for English literacy in prison SCSs**

| |
|---|
| **Module 1: People, identity & nationality** |
| 1.1 Introduction (other people in prison and me) |
| 1.2 Introducing yourself |
| 1.3 Talking about home country and native or foreign languages |
| 1.4 Filling out basic forms |
| 1.5 Understanding basic phrases |
| **Module 2: Daily & social life (in prison or in general)** |
| 2.1 Questions & answers |
| 2.2 Polite greetings |
| 2.3 Talking about relatives and friends |
| 2.4 Free time activities |
| 2.5 Travelling abroad |
| **Module 3: Health & wellbeing** |
| 3.1 The human body |
| 3.2 Describing illnesses and ailments and being able to declare emergencies |
| 3.3 Going to the doctor (making requests) |
| 3.4 Understanding basic medical phrases |
| 3.5 At the pharmacy |
| **Module 4: Work & future goals (upon release or in general)** |
| 4.1 Jobs and job description |
| 4.2 Drawing up a CV |
| 4.3 Filling out official forms (e.g., bank) |
| 4.4 Job advertisement |
| 4.5 Mock job interview |
| **Module 5: Cultural diversity & awareness** |
| 5.1 Customs and traditions |
| 5.2 Food |
| 5.3 Music |
| 5.4 Intercultural communication |
| 5.5 Literature & movies |

#### 6.3.1.2 Assessment procedures

In light of the findings of the present study and according to the types of assessment proposed by the Curriculum of English literacy, not all EFL instructors used assessment as a tool to motivate student inmates. Assessment should be more informative and provide feedback including portfolios, self-assessment tests or peer assessment (Costelloe, 2003). Therefore, this type of assessment helps students to be informed about various aspects of their effort to learn and see clearly their difficulties and work on them. Submitting a portfolio at the end of a course can effectively demonstrate the development learners have achieved (Mitsikopoulou & Sakelliou, 2006; Sofianou, 2004). In addition to a compilation

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of students' work throughout the semester, effective portfolios should also encompass reflections on students' learning experience. Requesting students to articulate in Greek the concepts or strategies employed with each piece, the themes explored, and the challenges encountered also imparts a sense of fulfilment to the learning process.

Another suggestion for assessment of student inmates is self-assessment, where individuals evaluate their own performance. Through practice, people acquire the ability to objectively reflect upon and critically assess their own growth and skill development (Boud, 1995). More specifically, students may recognise deficiencies in their comprehension and skills, determine methods to enhance their performance, and engage in independent learning and critical thinking. The primary objectives of self-assessment are to enhance student accountability and independence, pursue a more profound comprehension of the subject matter, skills, and processes, elevate the student's role from passive participant to active learner and evaluator, engage students in critical reflection, and cultivate a deeper awareness of their own subjectivity and judgement. Employing self-assessment to cultivate the learning skills is essential for professional competence and to enhance students' awareness and accountability regarding their own learning processes (Rogers, 1999). Self-assessment is a prerequisite for precise self-representation and, subsequently, the enhancement of metacognitive abilities, including awareness of what, when, and how to study.

#### 6.3.1.3 Certification

EFL classes should be pertinent to reentry into society, equipping individuals with life skills, competencies, and certifications that will assist inmates in securing well-compensated, permanent employment, preferably within a high-growth sector where job opportunities are abundant. The lack of access to certification in English among the incarcerated population is a barrier to post-release reintegration. Providing inmates with opportunities to sit for exams and receive a certificate in English language would be a great step for personal growth, self-improvement and a better pursuit of job career.

The students' level of EFL proficiency could be specified as elementary, intermediate and advanced. Such a distinction should cater to different levels of proficiency. SCSs could

give inmates the opportunity to attend EFL courses targeting exam preparation for levels B1-B2 (as defined by CEFR). The course could be carefully designed to develop the four language skills of speaking, listening, reading, and writing. It would provide clear learning objectives, guidance, and model answers. Moreover, study resources would support independent learning, providing good study skills, and language-learning strategies. A certificate is a first-step qualification which would build up inmates' confidence and become equipped to move their life forward.

Further to the above, certification significantly enhances extrinsic motivation among student inmates. In contexts where individuals may lack intrinsic motivation to acquire a new language, the prospect of attaining a recognised qualification acts as a concrete incentive. This type of extrinsic motivation can augment student engagement by providing explicit, goal-directed consequences, such as improved career opportunities post-release, potential reduction in sentence duration, or elevated status within the prison community. Ryan and Deci (2000) contend that well-structured and relevant extrinsic motivators can facilitate sustained engagement and ultimately foster more self-determined kinds of motivation. Within the prison setting, certification serves as both a credential and a motivational instrument that ties educational endeavours with future personal and professional aspirations.

### 6.3.2 Motivation practices

Student motivation is a critical concern in any educational institution, especially in environments such as prison settings, where several students have experienced discouragement in the past. Designing a framework that would train EFL instructors and organising the EFL courses in a way that may enhance intrinsic motivation might reverse the prevailing extrinsic motivation, which this study has revealed. Intrinsically motivated students are expected to sustain their efforts for learning and commit themselves in the learning process. As discussed in Chapter 3, intrinsic motivation often equated with interest (Deci, 1992), develops when students have a sense of control over their learning, on the one hand, and a sense of competence and efficiency in carrying out their learning tasks, on the other.

Some instructors' activities and behaviours would be likely to enhance the learning process and, thus, inmates' motivation. First, the classroom atmosphere needs to be relaxing. EFL instructors should be warm and approachable. They should choose cooperative instructional groupings and implementation of cooperative learning to reduce competitiveness (e.g., group projects, peer feedback session). Instructors should also be attuned to students' needs and flexible in adjusting the course material to maintain high levels of inmates' engagement. They should involve students by integrating subjects or concepts that resonate with their interests or relate to their personal experiences. Moreover, they should also endeavour to instill a sense of accomplishment in their students to improve the inmates' self-efficacy.

Additionally, instructors should recognise the significance of the learning process. Their focus should be on how to render the content comprehensible and noticeable, therefore, accessible to the inmates' learning mechanism. EFL instructors should familiarise students with the topic by engaging their prior knowledge through warm-up activities to facilitate processing. Regarding lesson planning, EFL instructors should recognise that organisation of teaching material, meticulous lesson planning, and clarity of aims and objectives are vital elements for fostering intrinsic motivation. Short-term objectives are also essential affecting inmates' intrinsic motivation. In addition to explicit objectives, EFL classes should incorporate a variety of techniques and approaches to ensure diversity and accommodate different learning styles. EFL instructors should be informed about contemporary approaches in EFL instruction and adopt a variety of techniques based on these approaches. A final suggestion that would significantly contribute to inmates' intrinsic motivation is the integration of strategy instruction into teaching practices, including teaching inmates on how to use learning strategies appropriately. This would augment inmates' sense of competence, which is a prerequisite of intrinsic motivation.

### 6.3.3 EFL classroom setup

An effective EFL classroom setup is crucial for creating an engaging, comfortable, and effective learning environment. A classroom especially designed for the English language at SCSs would facilitate students' immersion in the foreign language. Organising an

effective classroom is key in fostering a positive and motivating learning setting. Firstly, arranging seating to encourage interaction in small groups or in pairs contributes to collaboration and enhancement of communicative skills. Concentric semi-circles would allow free movement of the EFL instructor so that they could easily reach every student in need of additional help.

Moreover, a bookcase with dictionaries and additional reading materials such as textbooks, workbooks, and novels should be accessible to students. Motivational signs such as 'Keep trying' would create an encouraging learning environment. Further to the above, the cultural backgrounds of the inmates should be taken into consideration in order to create an inclusive EFL classroom which could not be offensive or irrelevant to their cultures. Additionally, incorporating some posters, labels, or instructions in several languages could effectively foster a sense of welcome, respect, and motivation among students to participate. Moreover, visual aids such as posters, charts and diagrams would reinforce vocabulary.

In recent years, innovative computer and communication technologies have been gradually included into prison education. Multimedia information and interactive learning opportunities can now be disseminated through Internet, locked, or limited computer networks, CDs or DVDs, or video conferencing. Technology has significant potential for overcoming the obstacles associated with delivering education in correctional settings, including security limitations and insufficient funds and resources. Incorporating multimedia and audio-visual aids (e.g., projector and videos) would make EFL lessons more engaging and help the instructor expose students to native speaker pronunciation and accents as well as elements of the target culture.

Further to the above, the integration of Artificial Intelligence (AI) in EFL classes within prison settings would offer a unique opportunity to enhance learning experience for student inmates (Ma & Chen, 2024). More specifically, AI-driven platforms (e.g., Duolingo) would customise lessons based on inmates' pace and proficiency level, enabling them to work independently while receiving tailored instruction. This approach promotes autonomy while addressing various educational backgrounds commonly seen among student inmates.

Nonetheless, internet access is frequently limited or completely forbidden in Greek correctional facilities, presenting a considerable obstacle to the direct utilisation of online AI platforms. To mitigate this constraint, offline versions of AI-driven language learning systems or independent AI-powered applications installed on protected devices may be employed (e.g, Duolingo, AutoTutor, Moodle for prisons). Such improvements would enable offenders to get personalised, AI-assisted training while maintaining institutional security protocols.

### 6.3.4 Effective EFL instructor

Correctional institutions provide distinct obstacles to the delivery of educational services due to structural limitations, institutional restrictions, and prison environment factors. Creating a well-organised framework for EFL instructors by aligning teaching practices with adult learning principles would support both inmates and educators. The latter are responsible for teaching adults with diverse cognitive capabilities and backgrounds, particularly for those who have persistently failed inside the wider public educational system. They must instruct these individuals in the constraints of inadequate financing, restricted space, and little resources, disruptions to programme continuity due to inmates' transfers and institutional security, issues that severely restrict programming. The major difficulty is that correctional institutions are, above all, institutions of regulation and safety, rather than educational institutions or school organisations.

Notwithstanding these challenges, education can thrive within the confines of jail when supported by dedicated correctional educators and a willingness to teach both within and in response to the constraints of the correctional environment. Education may enhance the correctional mission of secure facilities and safe communities by improving inmate behaviour, and by facilitating, and promoting their successful reintegration post-release. An effective EFL instructor should foster students' progress towards greater self-direction and accountability in learning, while concurrently enhancing their intrinsic motivation to learn English (Deci & Ryan, 1985).

EFL instructors should also address all enquiries with care and meticulousness. They should assist students in integrating their existing knowledge and life experiences with their new learning experience. They should construct enquiries that stimulate contemplation, analysis, and additional research. Moving around the classroom to monitor students and maintaining constant eye with them could also help EFL instructors in checking the degree of their understanding at all times. Additionally, they should encourage active involvement by permitting students to experiment instead of merely observing. They should facilitate numerous opportunities for practical engagement in assessment, interviewing, and intervention processes, ensuring substantial repetition to enhance skills, confidence, and competence development. Lastly, an effective instructor should promote the articulation of ideas, rationale, and feedback at every given opportunity (Hattie and Timperley, 2007).

### 6.3.5 Suggested ways for prison EFL instructors' training

Apart from the necessary qualifications and qualities, EFL instructors should undergo special training and attend targeted seminars in order to meet the demands of this role and face the challenges in prison contexts. In effect, the success of EFL classes rests on having well-trained instructors who are equipped with the tools to educate their students. In the context of incarceration, the ability to address the educational needs and conditions of the incarcerated necessitates not only teaching skills, but also other skills related to social, psychological, legal, leadership, and group initiative. These aspects ensure that the educational work is relevant. The work of EFL instructors and the skills required for educational work in correctional institutions are significantly distinct from those in open contexts.

As previously mentioned, inmates have diverse skill levels and educational backgrounds, with numerous individuals having encountered negative experiences with education in the past. Several non-profit organisations (e.g., KETHEA, Network for Civilisation and Education in prisons 'Georgios Zouganelis', Freedom Gate etc.) offer seminars that deliver specialised training for instructing incarcerated populations in general, but not specifically tailored to EFL instructors' needs. EFL instructors may also need preparation for engaging with inmates who have learning difficulties or other special needs, due to the significant

incidence of these issues within the prison population. Educational systems may employ EFL teachers with specialised training in special education, or alternatively, provide training for general educators on how to adapt and adjust instruction to meet the needs of incarcerated learners. Prison EFL instructors require sufficient resources, equipment, instructional tools, and space for effective education.

Furthermore, according to the questionnaire and interview findings, EFL instructors stated that they need extra support for former drug abusers since they believe it is a very challenging task. Not only do they have to impart knowledge and develop new life skills, but also they have to assist them in fostering hope, resilience, and overcoming past behaviours that may have led to substance abuse. Instructors need to collaborate with psychologists and therapists in order to have a more holistic approach to their rehabilitation.

Moreover, the present study indicates that there is a clear need for designing EFL innovative and long duration training seminars, taking into account the instructors' reports in questionnaires and interviews. A great number of EFL instructors supported that their training was not enough to enable them for effective prison education. In view of the above, additional training of permanent nature is necessary in the form of seminars from the Ministry of Education. It should encompass an alternative pathway via a programme that assesses knowledge, skills, and competencies in the context of training and retraining them. First, the training programme should include the philosophy of prison SCSs including the theories and principles of prison education. Moreover, it should include the EFL methodology that should be adopted while teaching in prison contexts. It should also include the detection of inmates' educational needs, EFL instructor's role, and the group process among inmates. The learning and teaching process is of major importance which is integral to skills development. Intercultural psychology and education should also be taken into consideration since the specific group of students consists of different nationalities and cultures. Moreover, EFL instructors' training should include designing and producing teaching materials.

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Further to the above, EFL instructors should be trained to reflect upon their teaching experience (Williams & Burden, 1997). Istructors' reflection upon their teaching practices in the classroom would assist them in identifying their beliefs, misunderstandings or misconceptions regarding inmates' learning, as well as elucidating the methodological approaches they employ in the classroom, which may not align with inmates' interests. This approach could make them feel professional and would provide them with a sense of control. In-service training, observation or micro-teaching could enhance EFL instructors' awareness of issues and enable them to address them. Therefore, EFL instructors could reflect on what they usually do and juxtapose their practices with what they should do according to the context constraints. Thus, they would be instructed in enhancing themselves for the advantage of their students and their own feelings of professional adequacy. In addition to enhancing daily teaching practices, reflection training would probably enable instructors to disclose their beliefs about inmates' learning, as well as their attitudes in the classroom, which might affect inmates' motivational orientation (Dörnyei, 2001; Knowles, 1984; Wright, 2005).

### 6.3.6 The expanded Curriculum

Educational possibilities should extend beyond prison walls, with programmes offered within correctional facilities viewed as the initial stage of an individual's broader educational journey. Prison education should establish a foundation that, augmented by reentry planning and case management, can facilitate inmates' tangible achievement in continuing education and employment. Frameworks and support are essential for facilitating individuals' successful transition and reintegration upon release. Post-release education within the community, together with partnerships and collaborations across essential agencies, can facilitate the establishment of these connections (Wright, 2017).

Correctional education programmes should be designed with reintegration considerations, establishing a foundation for students to secure employment and/or pursue further education upon release. Correctional education should deliver pertinent skills and competencies comparable to similar programmes in the community, with accomplishments publicly acknowledged by widely recognised credentials. Individuals require assistance

and strategic planning during the reentry process to facilitate the application of their in-prison education to achieve success in the real world. Programme designers must guarantee that course credits, certificates, and other qualifications acquired during incarceration are acknowledged by the wider educational world and potential employers (Davis & Rose, 2020).

Lastly, EFL instructors' training should incorporate creative methodologies, life skills integration, personalized instruction, and opportunities for personal expression and reflection to guarantee effective learning. These aspects extend beyond the Curriculum and substantially enhance inmates' involvement, self-confidence, and rehabilitation results.

## 6.4 Summary

The chapter discusses the results presented in Chapter 5. The study explores the motivation of inmates in Greece to attend EFL classes. Firstly, the study suggests that marital relationships may enhance the educational experience for inmates, as they provide emotional support and stability. Moreover, inmates aged 31–50 prioritised employability and career growth, possibly due to their desire to contribute meaningfully to society. In addition, female students possess a greater desire to communicate in English because enhancing their English proficiency may reach a more esteemed position in society and labour market. Inmates with previous employment motivation are more likely to attend EFL classes, believing they will better prepare them for the future labour market. Furthermore, interaction with family appears to provide inmates with a sense of belonging and connection to significant individuals in their lives.

With regard to EFL instructors' strategies, they should adopt the necessary motivational strategies in order to engage students in the learning process. The instructor must comprehend their students' genuine requirements, desires, preferences, and learning styles to choose the most suitable teaching strategies, methods, and activities that will effectively engage the class group. In terms of the specific Curriculum of English literacy, there is a great demand for appropriate educational material tailored to the needs of the specific student population. Further to the above, providing psychological support to EFL

instructors is crucial, as teaching in a prison setting can be exceptionally challenging. Instructors may encounter emotional and psychological stress due to the environment, the diverse and frequently difficult backgrounds of offenders, and the security concerns inherent in a prison context. The chapter concludes with some suggestions concerning the design of educational material, motivational strategies, EFL classroom setup, and EFL instructors' training.

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# CHAPTER 7 CONCLUSIONS

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## 7.0 Introduction

The aim of this chapter is to present the overall conclusions of the research conducted on EFL classes in prison SCSs in Greece. The present study successfully answered a number of research questions. In effect, it investigated inmates' motivation to attend EFL classes in prison SCSs (Research Questions 1 and 2). It also examined EFL instructors' views on motivational strategies (Research Question 3), the Curriculum of English literacy (Research Questions 4 and 5) and their training (Research Question 6) using multiple research methods. The study attempted to investigate the types of practices employed in the prison SCS classroom as reported by EFL instructors through questionnaires and interviews, and as observed during classroom visits. Classroom observation, in particular, was used to examine the actual practices implemented.

## 7.1 Main conclusions

With regard to the findings of the study, the following conclusions can be drawn:

a) First, the four sociodemographic characteristics about marital status, age, gender, and previous occupation are strongly associated with inmates' motivation. The participants who reported that they were married showed higher ratings in motivation than divorced/widower and single. Inmates aged 31–50 showed higher motivation than those who were 51+. Moreover, with regard to gender, female inmates had higher ratings in motivation than their male counterparts. Participants being employed prior to imprisonment were found to be more motivated than the non-employed. Secondly, inmates were found to be mostly extrinsically motivated rather than intrinsically motivated. The desire to 'make their families proud' appeared as the primary extrinsic motivational factor. Among the intrinsic factors, the drive 'to achieve goals' and 'to enhance self-esteem' emerged as primary motivators. Unlike most studies, the findings of the present study indicate that sentence reduction (extrinsic), while still important, was not the highest-rated motive. Finally, the majority of inmates stated that they have a positive experience about EFL classes.
b) With reference to the motivational strategies employed in the EFL classes, the instructors reported in the questionnaire that they adopted several strategies in order to

motivate their students. To 'boost inmates' self-esteem and confidence' and to 'create confidence and encouragement' were the prevailing strategies employed by EFL instructors. In their interviews, the instructors stated that they encouraged collaboration, role-playing, and being friendly to stimulate student participation. They also focused on creating a comfortable environment, presenting lesson objectives, and promoting humour and interaction. The EFL instructors also highlighted the importance of attractive teaching material, well-organised exercises, and a positive attitude towards their student inmates. The results of the classroom observations showed that EFL instructors try to cover topics relevant to inmates' needs, they are efficient in time management, and focus on engaging students in collaborative activities. The classroom atmosphere was friendly and supportive to stimulate students' thinking. They also gave feedback fostering engagement and motivation.

c) As for EFL instructors' views on the Curriculum of English literacy, they considered it useful, with engaging topics and materials, and viewed it as a manual that could inspire their teaching. However, the educational material is very demanding and difficult for the target group and it does not meet inmates' needs.
d) The study revealed that a significant percentage of EFL instructors had not received any form of correctional education training. Furthermore, the study indicated a lack of training needs assessment and a gap in institutional support and professional development planning.

The primary focus of this study has been the identification of suitable and effective instructional materials for EFL classes in prisons. The study underscores the essential significance of utilising resources that fulfil the language requirements of inmates while also reflecting their living experiences and educational environments. Considering the distinct obstacles encountered by inmates, materials should be pragmatic, pertinent, and stimulating, encompassing topics such as personal growth, social reintegration, and vocational competencies. Moreover, the resources should address diverse levels of English competence and suit various learning styles to guarantee inclusion. By fulfilling these requirements, such materials may elevate inmates' motivation, strengthen their linguistic abilities, and facilitate their effective reintegration into society upon release.

## 7.2 Implications

In light of the results of the study, clear implications for motivational strategies, the Curriculum of English literacy and EFL instructors' practices and training have been discussed and some useful suggestions for the improvement of the situation in the present context of investigation have been made. More specifically, the Curriculum should provide EFL instructors with adequate guidance, resources, instructional materials, and worksheets for differentiated learning, considering the significant variability in inmates' abilities, prior educational experiences, and the unique needs of specific subgroups. A repository of instructional resources, encompassing alternate texts, assignments, and exercises, should be included in every EFL instructor's portfolio for use with students with lower performance. Further, assessment ought to be more comprehensive and provide feedback through portfolios, self-assessment evaluations, or peer assessments. Moreover, SCSs could provide offenders with the option to participate in EFL courses aimed at exam preparation for levels B1-B2, as delineated by CEFR. Additionally, developing a framework to train EFL instructors and structuring EFL courses to increase intrinsic motivation could mitigate the dominance of extrinsic motivation. Lastly, EFL instructors should receive specialised training and participate in focused seminars to fulfil the requirements of this position and address the obstacles present in prison environments.

## 7.3 Limitations

Every research has inherent limitations and deficiencies that should be acknowledged, as these not only enhance the researcher's credibility but also mitigate the risk of overgeneralising the findings or misinterpreting the results (Simon, 2011). A limitation of the inmates' study regarding their motivation is the absence of data regarding the types of crimes committed by inmates and their prison sentence duration which may affect their educational choices and motivation (Davis et al., 2013). Specifically, inmates serving lengthy sentences may experience less urgency or relevance regarding preparation for reintegration into society, resulting in reduced motivation to participate in educational or rehabilitative programmes.

Moreover, the absence of inmate interviews limits the depth of personal insights captured. This limitation restricts the ability to obtain more personal, nuanced information directly from the student inmates, potentially omitting significant aspects of their individual experiences. Further, longitudinal studies would be particularly insightful when tracking inmates post-release. The aim of a longitudinal study could assess their social interactions and define their motivation for further education or employment (Visher, Debus, & Yahner, 2008). Furthermore, examining peer relations and community contacts would be beneficial, as these interactions serve as contextual elements that may enhance or diminish motivation for education (Schaefer, 2016).

Particular care was taken to adapt the questionnaire items into simple and accessible language to ensure comprehension by all participants, regardless of whether Greek was their L1. Although the questionnaire was the most suitable tool in our case, it has some drawbacks such as unanswered items, answers that are socially desirable, and misinterpretation of what the items ask for. This is due to the fact that some inmates may not fully understand the questions because they are not in their native language or the language level is advanced (Winter, 2019).

In sensitive educational settings such as prisons, gaining access to participants and conducting interviews can be difficult. Respondents may withhold information and provide socially desirable responses to evade judgement or conform to perceived expectations (Wadams & Park, 2018). Moreover, the findings are linked to a specific context (e.g., prison SCSs) and they may not be applicable to other settings (Creswell & Creswell, 2022). Furthermore, the researcher actively engages in data interpretation, introducing personal bias (McLeod, 2024). However, the study combined the inmates' questionnaires with input from EFL instructors' questionnaires and interviews, and classroom observations. Thus, this variety of data sources could help cross-check findings.

Additionally, observing classrooms in prison settings has its own set of limitations. In a prison setting, instructors and student inmates may act differently in the presence of an observer, thereby affecting the natural dynamics of the classroom (Silverman, 2016). They may not have completed the specific pedagogical tasks or strategies without observation.

This indicates that the researcher's presence may have compelled instructors to alter their usual teaching practices, either deliberately or unconsciously, to conform to perceived expectations or best practices. Consequently, the observed lessons may not fully capture EFL instructors' typical teaching practices.

Lastly, since prisons prohibit recording devices, classroom observation data should be handwritten in real-time, sometimes resulting in omissions or incomplete notes (Cohen et al., 2017). Moreover, protecting inmate identities and ensuring voluntary participation may restrict the interpretation of data. In the absence of comprehensive background information (e.g., offence type, duration of the sentence), researchers may find it challenging to contextualise replies within the broader framework of each inmate's actual experience.

## 7.4 Suggestions for further research

Further research would certainly enlighten several aspects of EFL prison education that lay beyond the scope of the present study, such as comparative studies across different institutions or countries. Firstly, longitudinal research is suggested so that more insights can be acquired on the issue studied. Tracking former inmates over an extended period may yield insights into the effects of EFL classes and the influence of motivation on their reintegration into society.

Moreover, some new questions could be also posed, interesting to investigate. It is remarkable that the majority of the respondents consider English really important in the professional life of a person but they have not learnt it before school or will not study it when they finish SCSs. Additionally, more empirical studies are needed to examine how peer relationships impact inmates' motivation. What role do peer relationships play in the learning outcomes and inmates' motivation in EFL classes? Understanding the dynamics of inmate interactions could lead to better classroom strategies and curriculum design.

Investigating whether training in prison settings improves EFL instructors' effectiveness could offer valuable insights into pedagogical methodologies and specific requirements of correctional education. This training may encompass strategies for addressing difficult classroom dynamics, modifying teaching methods for the prison environment, and

enhancing motivation among incarcerated learners. Assessing its effects may entail evaluating instructors' confidence, instructional flexibility, and linguistic advancement of convict learners, therefore aiding in the creation of more focused and effective training programmes. How does specialised training for EFL instructors affect their teaching practices and effective learning/teaching process? Further, it would be interesting to focus on the alternative methodologies (e.g., communicative language teaching, task-based learning, or culturally responsive teaching) applied for the teaching of English in multicultural environments like these in prison SCSs. The quantitative research conducted would have delved into the issue studied if some of the respondents were interviewed, thus using a mixed method of research. This combination would have facilitated a deeper contextual comprehension of the data, offering a more thorough perspective by triangulating numerical data and personal insights.

A major concern of the present study has been the issue of appropriate and effective teaching material for prison EFL classes. The study has stressed the importance of teaching material that fulfill inmates' needs. Further research is needed with regards to the collection and compilation of a corpus of teaching material that will be appropriate for inmates. Such research would examine content relevance, language proficiency, and cultural and psychological appropriateness of educational material utilised with inmate populations. A corpus-informed methodology may facilitate the development of more effective and engaging EFL programmes for prison settings.

## 7.5 Concluding remarks

This study examined a classroom environment that significantly contrasts with traditional educational settings by exploring EFL classes within correctional institutions. In this context, inmates participating in EFL classes at SCSs face significant obstacles that adversely affect their motivation. Consequently, EFL instructors' methodologies should encompass both educational and social requirements of inmates to facilitate a successful reintegration upon release. The study emphasised the essential importance of EFL instructors, their motivational strategies, and the structure of the Curriculum of English literacy. This research specifically provided new insights into: a) inmates' motivation to

attend EFL classes; b) EFL instructors' views regarding the Curriculum of English literacy and its educational material; c) the motivational strategies employed by EFL instructors; and d) EFL instructors' training for teaching in correctional settings. Examining inmates' motivation and EFL instructors' methodologies is crucial, as the pedagogical insights derived from the study may guide the development and execution of new and effective educational policies and teaching strategies.

The findings have revealed the complex role of EFL instruction in prison education. They indicate that EFL classes provide benefits beyond linguistic development. In this context, language learning serves as a gateway to communication, connection, identity reconstruction, and re-entry readiness. Moreover, this study highlights the necessity of approaching EFL instruction in prisons with sensitivity to learners' experiences, educational backgrounds, and emotional requirements. Standard curricula are inadequate unless modified to address the conditions of confinement.

Furthermore, this study reveals the significant influence of EFL instructors on the educational and rehabilitative experiences of incarcerated learners. Instructing English within a prison context transcends neutrality and academic formality; it demands a profound human approach characterised by sensitivity, adaptability, and a strong dedication to learner-centred pedagogy. The findings indicate that successful EFL instructors in correctional environments are those who acknowledge the classroom as a unique space of autonomy and respect for learners who frequently experience silencing or devaluation. Successful instructors transcend the role of language teachers; they serve as facilitators of hope, identity reconstruction, and social connectivity. They thoughtfully adapt materials, validate learners' efforts, and foster trust in an environment frequently characterised by suspicion and control.

In conclusion, this research has transformed my understanding of the responsibilities and potential inherent in EFL teaching. The significance of trauma-informed practices, culturally responsive pedagogy, and the necessity for instructors to function as both educators and advocates has been underscored. For EFL instructors in prisons, professional

competence is inherently linked to empathy, patience, and a commitment to ongoing learning from students. This experience has strengthened my conviction that EFL instruction in prisons presents both challenges and privileges. It necessitates a redefinition of teaching success—not measured by test scores or linguistic accuracy, but by instances when a learner discovers their voice, builds confidence, or imagines a future beyond confinement.

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# APPENDIX I

## QUESTIONNAIRE TO INMATES (Greek version)

### Ερωτηματολόγιο εκπαιδευομένων ΣΔΕΦ για τα κίνητρα εκμάθησης της Αγγλικής γλώσσας

Αγαπητέ εκπαιδευόμενε,

Με αυτό το ερωτηματολόγιο θα ήθελα να μάθω περισσότερα για τους λόγους για τους οποίους παρακολουθείς μαθήματα αγγλικών. Είναι ανώνυμο και οι απαντήσεις σου θα χρησιμοποιηθούν μόνο για τους σκοπούς της έρευνάς μου. Παρακαλώ πολύ να απαντήσεις με **προσοχή και ειλικρίνεια**. Θα σου πάρει περίπου 10-15 λεπτά.

Ευχαριστώ πολύ για τον χρόνο και την συμμετοχή σου

**Α. Δημογραφικά στοιχεία**

1. **Φύλο** α) Άνδρας β) Γυναίκα γ) Άλλο
2. **Ηλικία** ……
3. **Κύκλος φοίτησης:** Α' Β'
4. **Οικογενειακή κατάσταση** α) Άγαμος β) Έγγαμος γ) Διαζευγμένος δ) Χήρος
5. **Έχετε παιδιά;** ΝΑΙ ΟΧΙ

   **Αριθμός παιδιών: ……. Ηλικία παιδιών: ……**
6. **Προηγούμενη επαγγελματική κατάσταση**

α) Εργαζόμενος β) Άνεργος γ) Συνταξιούχος δ) Άλλο

7. **Εθνικότητα ……..**
8. **Επίπεδο εκπαίδευσης:** Δημοτικό Γυμνάσιο
9. **Επίπεδο εκπαίδευσης πατέρα:** Δημοτικό Γυμνάσιο Λύκειο Πανεπιστήμιο
10. **Επίπεδο εκπαίδευσης μητέρας:** Δημοτικό Γυμνάσιο Λύκειο Πανεπιστήμιο
11. **Επίπεδο ελληνικής γλώσσας:** Καλό Πολύ Καλό Άριστο
12. **Έχεις ζήσει σε χώρα όπου χρησιμοποιούνται τα αγγλικά;** ΝΑΙ ΟΧΙ

Αν ναι, για πόσο καιρό;
……

13. **Γνωρίζεις άλλες ξένες γλώσσες εκτός από αγγλικά;** ΝΑΙ ΟΧΙ

Αν ναι, ποια/ποιες;
……
……
……

**Β. Πόσο συχνά έρχεσαι σε επαφή με τα αγγλικά; Σημειώστε με Χ**

| | **Καθόλου** | **Λίγο** | **Μέτρια** | **Πολύ** | **Εξαιρετικά** |
|---|---|---|---|---|---|
| 1. Διαβάζω αγγλικά βιβλία, άρθρα σε εφημερίδες ή στο διαδίκτυο. | | | | | |
| 2. Βλέπω ταινίες στα αγγλικά. | | | | | |
| 3. Ακούω τραγούδια στα αγγλικά. | | | | | |
| 4. Έχω επαφές με συγγενείς/φίλους στο εξωτερικό στα αγγλικά. | | | | | |
| 5. Μελετώ συχνά την αγγλική γλώσσα. | | | | | |
| 6. Μιλάω αγγλικά με άλλους ανθρώπους στην καθημερινότητα μου. | | | | | |
| 7. Γράφω στα αγγλικά. | | | | | |

**Γ. Σε ποιο βαθμό οι παρακάτω λόγοι με επηρεάζουν να παρακολουθήσω μαθήματα αγγλικών; Σημειώστε με Χ**

| | **Πάρα πολύ** | **Πολύ** | **Αρκετά** | **Λίγο** | **Καθόλου** |
|---|---|---|---|---|---|
| 1. Θέλω να γράφω στα αγγλικά. | | | | | |
| 2. Θέλω να αποκτήσω τις γνώσεις που δεν μπόρεσα να έχω στο παρελθόν. | | | | | |
| 3. Θέλω να αποκτήσω πτυχίο/πιστοποιητικό στην Αγγλική γλώσσα. | | | | | |
| 4. Βρίσκω το μάθημα των αγγλικών βαρετό. | | | | | |
| 5. Θέλω να ξεφύγω από την μοναξιά. | | | | | |
| 6. Θέλω να ξεχαστώ από τις δυσκολίες της καθημερινότητας. | | | | | |
| 7. Θέλω να έχω ένα διάλειμμα από την ρουτίνα. | | | | | |

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| | | | | | |
|---|---|---|---|---|---|
| 8. Θέλω να νιώθω καλύτερα με τον εαυτό μου. | | | | | |
| 9. Θέλω να αποκτήσω γνώσεις που θα με βοηθήσουν στις σπουδές μου στο μέλλον (Λύκειο, ΙΕΚ, Πανεπιστήμιο). | | | | | |
| 10. Θέλω να προετοιμαστώ για ένα καλύτερο επάγγελμα. | | | | | |
| 11. Θέλω να αποκτήσω μεγαλύτερο κύρος στη δουλειά μου. | | | | | |
| 12. Βρίσκω το μάθημα των αγγλικών χαμένο χρόνο. | | | | | |
| 13. Θέλω να μάθω περισσότερα για την αγγλόφωνη κουλτούρα. | | | | | |
| 14. Θέλω να μιλάω με άλλους ανθρώπους στα αγγλικά. | | | | | |
| 15. Θέλω να διαβάζω θέματα που με ενδιαφέρουν στα αγγλικά. | | | | | |
| 16. Θέλω να κάνω ασκήσεις στα αγγλικά που είναι για προχωρημένους. | | | | | |
| 17. Θέλω να μειώσω την ποινή μου. | | | | | |
| 18. Θέλω να πάρω καλούς βαθμούς. | | | | | |
| 19. Θέλω να έχω καλύτερο μισθό στο μέλλον. | | | | | |
| 20. Θέλω να σταματήσω τα αγγλικά. | | | | | |
| 21. Θέλω να δουλέψω στο εξωτερικό. | | | | | |
| 22. Θέλω να ταξιδεύω σε ξένες χώρες και να μιλάω αγγλικά. | | | | | |

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| | | | | | |
|---|---|---|---|---|---|
| 23. Θέλω να μιλάω αγγλικά με φίλους που ζουν στο εξωτερικό. | | | | | |
| 24. Θέλω να βοηθάω τα παιδιά μου στις εργασίες των αγγλικών. | | | | | |
| 25. Μου αρέσει η αγγλική γλώσσα. | | | | | |
| 26. Στο μάθημα των αγγλικών σκέφτομαι άλλα πράγματα. | | | | | |
| 27. Δε συμμετέχω στο μάθημα των αγγλικών. | | | | | |
| 28. Θέλω να πετύχω τους στόχους μου. | | | | | |
| 29. Θέλω να κάνω περήφανη την οικογένεια μου. | | | | | |

30. **Ποια από τα παραπάνω** θεωρείς ότι είναι τα πιο σημαντικά που σε κάνουν να παρακολουθείς τα μαθήματα των αγγλικών; Γράψε **τρία** νούμερα.

**……** **……** **……**

Γράψε ό,τι άλλο θες για τα αγγλικά ή τα μαθήματα των αγγλικών

……
……
……
……
……
……

**Ευχαριστώ πολύ!**

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## QUESTIONNAIRE TO INMATES (English version)

**Student inmates' questionnaire investigating motivation to attend EFL classes in prison SCSs**

Dear student,

With this questionnaire, I would like to know more about the reasons you attend EFL classes. It is anonymous and the answers will be used only for the purpose of my research. Please answer the questions with attention and honesty. It takes approximately 10-15 minutes.

Thank you for your time and participation

**A. Demographics**

1. **Gender** α) Male β) Female γ) Other
2. **Age** ……
3. **Grade:** A' B'
4. **Marital status** α) Single b) Married c) Divorced d) Widower
5. **Have you got children?** YES NO
   **No of children: ……. Children's age: ……**
6. **Previous work experience**
   a) Employed b) Unemployed c) Retired d) Other

7. **Nationality ……..**

8. **Educational level:** Primary Junior High school

9. **Father's educational level:** Primary Junior High school High school University

10. **Mother's educational level:** Primary Junior High school High school University

11. **Greek language level:** Good Very good Excellent

12. **Have you ever lived in a country where English language is spoken?** YES NO

If so, for how long?
……

13. **Do you speak other foreign languages?** YES NO

If so, which ones?
……
……
……

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**B. How often do you use English? Check with X**

| | Never | Rarely | Occasionally | Usually | Always |
|---|---|---|---|---|---|
| **1.** I read books, articles in newspapers or on the internet in English. | | | | | |
| **2.** I watch movies in English. | | | | | |
| **3**. I listen to songs in English. | | | | | |
| 4. I contact my relatives/friends abroad in English. | | | | | |
| 5. I often study English. | | | | | |
| 6. I speak English with other people on my daily routine. | | | | | |
| 7. I write in English. | | | | | |

**C. To what extent do the following reasons influence my attendance at EFL classes? Check with X**

| | Very much | Much | Enough | Little | Not at all |
|---|---|---|---|---|---|
| 1. I want to be able to write in English. | | | | | |
| 2. I want to acquire knowledge not obtained in the past. | | | | | |
| 3. I want to obtain a diploma/certificate in English. | | | | | |
| 4. I find English lesson boring. | | | | | |
| 5. I want to escape from loneliness. | | | | | |
| 6. I want to forget the difficulties of daily routine. | | | | | |
| 7. I want to have a break from my daily routine. | | | | | |
| 8. I want to feel better about myself. | | | | | |

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| | | | | | |
|---|---|---|---|---|---|
| 9. I want to gain knowledge for further studies in the future (High school, Vocational school, University. | | | | | |
| 10. I want to get prepared for a better job. | | | | | |
| 11 I want to gain prestige in my future job. | | | | | |
| 12. I find English lesson a waste of time. | | | | | |
| 13. I want to learn more about the English culture. | | | | | |
| 14. I want to speak English to other people. | | | | | |
| 15. I want to read interesting topics in English. | | | | | |
| 16. I want to do exercises in English for advanced learners. | | | | | |
| 17. I want to reduce my prison sentence. | | | | | |
| 18. I want to get good marks. | | | | | |
| 19. I want to have a better salary in the future. | | | | | |
| 20. I want to stop English. | | | | | |
| 21. I want to work abroad. | | | | | |
| 22. I want to travel abroad and speak English. | | | | | |
| 23. I want to speak English with friends who live abroad. | | | | | |
| 24. I want to help my children with English homework. | | | | | |
| 25. I like English. | | | | | |
| 26. I think of other things during EFL classes. | | | | | |

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| | | | | | |
|---|---|---|---|---|---|
| 27. I don't participate in EFL classes. | | | | | |
| 28. I want to achieve my goals. | | | | | |
| 29. I want to make my family proud. | | | | | |

30. **Which of the above** are important to make you attend EFL classes? Write **three** numbers

**……** **……** **……**

Write whatever you want about English or EFL classes

……
……
……
……
……
……..

**Thank you very much!**

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# APPENDIX II

## QUESTIONNAIRE TO EFL INSTRUCTORS (Greek version)

**Αγαπητές Συναδέλφισσες/Αγαπητοί Συνάδελφοι,**

Το ερωτηματόλογιο που έχετε στα χέρια σας και το οποίο θα σας παρακαλούσα θερμά να συμπληρώσετε αποτελεί μέρος της έρευνας που πραγματοποιώ στο πλαίσιο της διδακτορικής μου διατριβής στο Πανεπιστήμιο Λευκωσίας και αφορά την διερεύνηση των απόψεων των εκπαιδευτών του Αγγλικού γραμματισμού στα **ΣΔΕΦ**. Το ερωτηματόλογιο είναι ανώνυμο και προορίζεται αποκλειστικά για ερευνητική χρήση.

Σας ευχαριστώ για τον πολύτιμο χρόνο σας.

**Α. Προσωπικά Στοιχεία**

1. **Φύλο** Άνδρας Γυναίκα Άλλο
2. **Θέση υπηρεσίας** Διορισμένος/-η Ωρομίσθιος/-α Άλλο
3. **Χρόνια συνολικής προϋπηρεσίας στην εκπαίδευση ενηλίκων:**
   1-5 6-10 11-15 >15
4. **Χρόνια συνολικής υπηρεσίας σε ΣΔΕΦ:**
   1-5 6-10 11-15 >15
5. **Τίτλοι Μεταπτυχιακών Σπουδών:** Ναι Όχι
   Αν **<u>Ναι</u>**: Μεταπτυχιακό Διδακτορικό

6. Είστε κάτοχος πιστοποίησης **ΕΟΠΠΕΠ** στην εκπαίδευση ενηλίκων;

   Ναι Όχι
7. Έχετε παρακολούθησει κάποια επιμόρφωση που να αφορά τα ΣΔΕ που λειτουργούν εντός των σωφρονιστικών καταστημάτων; Ναι Όχι

**Αν Ναι**, ποιος οργανισμός/φορέας το διοργάνωσε και πόση διάρκεια είχε (μήνες/ώρες);
……
……**……**
**……**
**……**
**……**
**……**

8. Χρησιμοποιείτε το Πρόγραμμα Σπουδών του αγγλικού γραμματισμού; Είστε εξοικειωμένος/-η με αυτόν; Ναι Όχι

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**Β. Οι εκπαιδευόμενοι των ΣΔΕΦ**

**Από την εμπειρία σας πόσο συχνά κάνετε τα παρακάτω;**

| **Για τους εκπαιδευόμενους των ΣΔΕΦ φροντίζω να:** | **ΠΑΝΤΑ** | **ΣΥΧΝΑ** | **ΜΕΡΙΚΕΣ ΦΟΡΕΣ** | **ΣΠΑΝΙΑ** | **ΠΟΤΕ** |
|---|---|---|---|---|---|
| 1. Κάνω διερεύνηση αναγκών της ομάδας-στόχου | | | | | |
| 2. Λαμβάνω υπόψη τις προηγούμενες γνώσεις και εμπειρίες των εκπαιδευομένων στον σχεδιασμό μαθημάτων | | | | | |
| 3. Εντοπίζω τους τρόπους που μαθαίνουν καλύτερα | | | | | |
| 4. Ενισχύω την αυτοεκτίμηση και την αυτοπεποίθηση τους | | | | | |
| 5. Επιδιώκω ρεαλιστικά μαθησιακά αποτελέσματα | | | | | |
| 6. Τους αντιμετωπίζω με θετική διάθεση | | | | | |
| 7. Δημιουργώ κλίμα εμπιστοσύνης και ενθάρρυνσης | | | | | |
| 8. Μεριμνώ ώστε οι εκπαιδευόμενοι να ξεπερνούν τα εμπόδια που συναντούν κατά | | | | | |

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| | | | | | |
|---|---|---|---|---|---|
| τη διάρκεια της μάθησης | | | | | |

**Γ. Ο Αγγλικός Γραμματισμός στα ΣΔΕΦ**

**Με ποια συχνότητα πραγματοποιείτε την διδασκαλία του αγγλικού γραμματισμού με βάση τα παρακάτω:**

| **Στο μάθημα των Αγγλικών:** | **ΠΑΝΤΑ** | **ΣΥΧΝΑ** | **ΜΕΡΙΚΕΣ ΦΟΡΕΣ** | **ΣΠΑΝΙΑ** | **ΠΟΤΕ** |
|---|---|---|---|---|---|
| 1. Λαμβάνω υπόψη τα κίνητρα των εκπαιδευομένων | | | | | |
| 2. Προσαρμόζω τη θεματολογία σύμφωνα με τις ανάγκες των εκπαιδευομένων | | | | | |
| 3. Προετοιμάζω νέο εκπαιδευτικό υλικό | | | | | |
| 4. Χρησιμοποιώ έτοιμες δραστηριότητες που υπάρχουν στο Πρόγραμμα σπουδών | | | | | |
| 5. Αξιοποιώ εργασίες που δημιουργούν οι ίδιοι οι εκπαιδευόμενοι | | | | | |
| 6. Προωθώ την ανάπτυξη κριτικής σκέψης | | | | | |
| 7. Χρησιμοποιώ σχέδια δράσης (projects) | | | | | |
| 8. Ζητώ από τους εκπαιδευόμενους να τηρήσουν και να συμπληρώνουν φάκελο υλικού (portfolio) | | | | | |
| 9. Ζητώ από τους εκπαιδευόμενους | | | | | |

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| | | | | | |
|---|---|---|---|---|---|
| να αξιολογήσουν οι ίδιοι την επίδοση τους | | | | | |
| 10. Αξιοποιώ τις νέες τεχνολογίες | | | | | |
| 11. Χρησιμοποιώ θεατρικό παιχνίδι (π.χ. ρόλοι στον επαγγελματικό χώρο) | | | | | |
| 12. Αξιοποιώ λογοτεχνικά έργα | | | | | |
| 13. Χρησιμοποιώ ασκήσεις δημιουργικής γραφής | | | | | |
| 14. Χρησιμοποιώ την μέθοδο problem–solving | | | | | |
| 15. Εκπαιδεύω τους μαθητές μου στη διαμεσολαβητική χρήση της γλώσσας | | | | | |

16. Άλλο:……
……
……
……

**Δ. Το Πρόγραμμα Σπουδών του Αγγλικού Γραμματισμού**

**Σε ποιο βαθμό συμφωνείτε ή διαφωνείτε με τα παρακάτω;**

| **Το Πρόγραμμα Σπουδών του Αγγλικού Γραμματισμού:** | **Συμφωνώ απόλυτα** | **Συμφωνώ αρκετά** | **Δεν γνωρίζω** | **Διαφωνώ αρκετά** | **Διαφωνώ απόλυτα** |
|---|---|---|---|---|---|
| 1. Εδράζεται σε βασικές αρχές της εκπαίδευσης ενηλικών | | | | | |
| 2. Ανταποκρίνεται στις σύγχρονες απαιτήσεις και | | | | | |

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| | | | | | |
|---|---|---|---|---|---|
| ανάγκες των εκπαιδευομένων | | | | | |
| 3. Εφαρμόζεται σε μεγάλο βαθμό στη σύγχρονη πραγματικότητα των ΣΔΕΦ | | | | | |
| 4. Βοηθάει τους εκπαιδευόμενους να συνεχίσουν σε περαιτέρω σπουδές | | | | | |
| 5. Βοηθάει στην πιστοποίηση γνώσεων της αγγλικής γλώσσας | | | | | |
| 6. Υιοθετεί νέες μεθόδους αξιολόγησης εκπαιδευομένων | | | | | |
| 7. Προωθεί καινοτόμες βιωματικές μεθόδους | | | | | |
| 8. Βοηθάει στην καταπολέμηση του κοινωνικού αποκλεισμού | | | | | |
| 9. Εποπτεύεται και υποστηρίζεται από κατάλληλες επιστημονικές επιτροπές | | | | | |

10. Θεωρείτε ότι το Πρόγραμμα Σπουδών βοηθάει στο έργο σας; Αν ναι, με ποιον τρόπο; Αν όχι, γιατί;
    ……
    ……
    ……
    ……
    ……
    ……
    ……
11. Τι είδους διορθωτικές παρεμβάσεις θα μπορούσατε να κάνετε στο Πρόγραμμα Σπουδών για τον Αγγλικό γραμματισμό στα ΣΔΕΦ;
    ……

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……
……

**Ε. Επιμόρφωση Εκπαιδευτών ΣΔΕΦ**

**Από την προσωπική σας εμπειρία, πραγματοποιούνται οι παρακάτω δράσεις σχετικά με την επιμόρφωση σας;**

| | **Καθόλου** | **Λίγο** | **Αρκετά** | **Πολύ** | **Πάρα πολύ** |
|---|---|---|---|---|---|
| **1.** Πραγματοποιείται διάγνωση επιμορφωτικών αναγκών για ΣΔΕΦ από τον φορέα; | | | | | |
| **2.** Πραγματοποιούνται ενδοσχολικές επιμορφώσεις από εκπαιδευτικούς του ΣΔΕΦ ή άλλων ΣΔΕΦ; | | | | | |
| **3.** Πραγματοποιούνται επιμορφώσεις στις νέες διδακτικές μεθόδους, στην παραγωγή διδακτικού υλικού και τις νέες μεθόδους αξιολόγησης εκπαιδευομένων; | | | | | |

**4. Σε ποιο βαθμό νιώθετε επαρκώς εκπαιδευμένοι για διδασκαλία σε ΣΔΕΦ;**

Πολύ Αρκετά Μέτρια Ελάχιστα Καθόλου

**Αν σημειώσατε 'ελάχιστα' ή 'καθόλου' παρακαλώ εξηγήστε:**

……
……
…….

**Σας ευχαριστώ πολύ!**

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## QUESTIONNAIRE TO EFL INSTRUCTORS (English version)

**Dear Colleagues,**

I would like to complete the questionnaire you have got in your hands, which is part of my research conducted for my thesis at the University of Nicosia, Cyprus. It investigates EFL instructors' views about the Curriculum of English literacy at **prison SCSs**. The questionnaire is anonymous and it is exclusively for the purpose of the research.

Thank you very much for your time.

**A. Personal details**

1. **Gender** Male Female Other
2. **Job position** Permanent Hourly-paid Other
3. **Teaching experience in adult education:**
   1-5 6-10 11-15 >15
4. **Teaching experience at prison SCSs:**
   1-5 6-10 11-15 >15
5. **Postgraduate studies:** Yes No
   If yes: Master PhD

**6**. Are you a certified adult educator? Yes No

**7**. Have you attended any training seminars for prison SCSs? Yes No

**If so**, which was the administrative body that organised the seminar and how long did it take (months/hours)?

……
……
……
……
……
……

**8** Do you use the Curriculum of English literacy? Yes No

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**B. Student inmates at prison SCSs**

**From your experience, how often do you do the following?**

| For student inmates | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. I investigate target-group needs | | | | | | | | | | |
| 2. I take previous knowledge and experience into consideration in lesson planning | | | | | | | | | | |
| 3. I find the most effective ways for my students to learn | | | | | | | | | | |
| 4. I boost their self-esteem and confidence | | | | | | | | | | |
| 5. I aim for realistic learning results | | | | | | | | | | |
| 6. I have a positive attitude | | | | | | | | | | |
| 7. I build confidence and encouragement | | | | | | | | | | |
| 8. I help students overcome barriers during learning process | | | | | | | | | | |

**C. English literacy at prison SCSs**

**How often do you teach English literacy according to the following?**

| How often do you implement the following teaching methods? | Always | | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. I take inmates' motives into consideration | | | | | | | | | | |
| 2. I adapt the topics according to students' needs | | | | | | | | | | |

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| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 3. I prepare new teaching material | | | | | | | | | | |
| 4. I try ready to use activities from the Curriculum | | | | | | | | | | |
| 5. I use activities prepared by the inmates themselves | | | | | | | | | | |
| 6. I promote critical thinking development | | | | | | | | | | |
| 7. I use projects | | | | | | | | | | |
| 8. I ask students to keep portfolio | | | | | | | | | | |
| 9. I ask students to evaluate themselves | | | | | | | | | | |
| 10. I use modern technology | | | | | | | | | | |
| 11. I use drama in education | | | | | | | | | | |
| 12. I use literature works | | | | | | | | | | |
| 13. I use creative writing activities | | | | | | | | | | |
| 14. I use problem-solving method | | | | | | | | | | |
| 15. I use mediation | | | | | | | | | | |

**16.** Other:**……**
**……**
**……**
**……**

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**D. Curriculum of English literacy**

**To what extent do you agree or disagree with the following?**

| **The Curriculum of English literacy** | **Strongly agree** | | **Agree** | | **Neither agree or disagree** | | **Disagree** | | **Strongly disagree** | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. is grounded on adult education principles | | | | | | | | | | |
| 2. meets inmates' claims and needs | | | | | | | | | | |
| 3. is applied to current reality of SCSs to great extent | | | | | | | | | | |
| 4. helps student inmates to pursue further studies | | | | | | | | | | |
| 5. helps with the English language certification | | | | | | | | | | |
| 6. adopts new evaluation methods | | | | | | | | | | |
| 7. promotes innovative experiential methods | | | | | | | | | | |
| 8. helps social exclusion alleviation | | | | | | | | | | |
| 9. is monitored and supported by appropriate scientific committees | | | | | | | | | | |

10. Do you believe that the Curriculum of English literacy helps your work? If so, in what ways? If not, why?

……

……

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……
……
……
……

11. What kind of corrective suggestions would you make to the Curriculum of English literacy at prison SCSs?

……
……
……

**E. EFL instructors' training at prison SCSs**

**Based on your experience are the following actions accomplished regarding your training?**

| | **Very much** | | **Much** | | **Enough** | | **A little** | | **None** | |
|---|---|---|---|---|---|---|---|---|---|---|
| **1.** Training needs identification | | | | | | | | | | |
| **2.** In-school training sessions by the administrative bodies | | | | | | | | | | |
| **3.** Training sessions for new teaching methods, teaching material creation and new methods of evaluation | | | | | | | | | | |

**4.** To what extent do you feel trained enough to teach at prison SCSs?

Much Enough so and so little none

**If you check 'little' or 'none' please explain:**

……
……
…….

**Thank you very much!**

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# APPENDIX III

## INTERVIEWS TO EFL INSTRUCTORS (Greek version)

**Συνέντευξη**

**Συνοδευτικό σημείωμα**

Ευχαριστώ θερμά που δεχτήκατε να λάβετε μέρος στην έρευνα που εκπονώ ως υποψήφια διδάκτωρ στο Πανεπιστήμιο της Λευκωσίας με θέμα τις απόψεις των εκπαιδευτών του μαθήματος της Αγγλικής γλώσσας στο ΣΔΕΦ.

Θεωρώ πολύτιμη και καθοριστική τη βοήθεια και συνδρομή σας στη διεξαγωγή της ερευνητικής αυτής προσπάθειας και θα επιθυμούσα να εκφράσετε τις απόψεις σας ελεύθερα. Όλη η διαδικασία κινείται στα πλαίσια πλήρους εχεμύθειας και ανωνυμίας. Οι συνεντεύξεις είναι ανώνυμες και εμπιστευτικές και τα αποτελέσματα της έρευνας θα χρησιμοποιηθούν αποκλειστικά για τη διδακτορική μου διατριβή.

Σας ευχαριστώ εκ των προτέρων.

**Α. Προσωπικά Στοιχεία**

1. Φύλο:
2. Ηλικία:
3. Θέση υπηρεσίας:
4. Πότε ξεκίνησε η εμπλοκή σας στα ΣΔΕΦ και πώς προέκυψε;
5. Πόσα χρόνια παραμένετε στον θεσμό;
6. Εργάζεστε και σε άλλες εκπαιδευτικές δομές;
7. Πιστοποίηση ΕΟΠΠΕΠ: ΝΑΙ ΟΧΙ

**Β. Χαρακτηριστικά εκπαιδευομένων**

1. Ποια είναι τα ιδιαίτερα χαρακτηριστικά της συγκεκριμένης ομάδας-στόχου;

2. Κάνετε διερεύνηση αναγκών, αν ναι πως την κάνετε και ποιες ανάγκες συνήθως προκύπτουν από την έρευνα σας; Ποιες είναι οι ανάγκες τους; (πχ. εκπαιδευτικές)

3. Κατά τη γνώμη σας, ποιοι είναι οι βασικοί λόγοι που οδηγούν τους εκπαιδευόμενους των ΣΔΕΦ να παρακολουθήσουν τα μαθήματα αγγλικής γλώσσας; Ποια είναι τα κίνητρα τους;

4. Αν ο ευεργετικός υπολογισμός ημερών ποινής σταματούσε να ισχύει, θεωρείτε ότι οι εκπαίδευομενοι θα συνέχιζαν να παρακολουθούν τα μαθήματα της αγγλικής γλώσσας;
5. Ποια είναι η στάση τους απέναντι στην αγγλική γλώσσα και απέναντι στο μάθημα των αγγλικών; Τι τους αρέσει και τι δεν τους αρέσει;

6. Με ποιους τρόπους ενθαρρύνετε τους εκπαιδευόμενους να συμμετέχουν στο μάθημα του Αγγλικού γραμματισμού;
7. Για έναν εκπαιδευτικό Αγγλικής, ποιες είναι οι μεγαλύτερες προκλήσεις στη διδασκαλία της ομάδας στόχου;

**Γ. Πρόγραμμα Σπουδών Αγγλικού γραμματισμού**

1. Γνωρίζετε το Πρόγραμμα Σπουδών του αγγλικού γραμματισμού; Έχετε πρόσβαση σε αυτό; Το έχετε διαβάσει; Αν όχι, γιατί;
2. Ποιες προτεινόμενες προσεγγίσεις διδασκαλίας χρησιμοποιείτε από το Πρόγραμμα Σπουδών στην τάξη;

3. Γνωρίζετε την μέθοδο επίλυσης προβλήματος; Την εφαρμόζετε; Χρησιμοποιείτε ασκήσεις δημιουργικής γραφής; Με ποιον τρόπο; Αξιοποιείτε λογοτεχνικά έργα; Αν όχι, γιατί;

4. Θεωρείτε ότι το Πρόγραμμα Σπουδών βοηθάει στο έργο σας; Αν ναι, με ποιον τρόπο; Αν όχι, γιατί;

5. Ποια είναι κατά τη γνώμη σας τα θετικά στοιχεία του Προγράμματος Σπουδών; Ποια στοιχεία θεωρείτε καινοτόμα;

6. Ακολουθείτε πιστά τις υποδείξεις του Προγράμματος Σπουδών ή τις προσαρμόζετε; Δώστε κάποια παραδείγματα.

7. Τι αλλαγές θα προτείνατε για την βελτίωση του Προγράμματος Σπουδών;

**Δ. Επιμόρφωση Εκπαιδευτών αγγλικού γραμματισμού στα ΣΔΕΦ**

1. Σε ποιο βαθμό νιώθετε επαρκώς εκπαιδευμένοι για διδασκαλία σε ΣΔΕΦ;
2. Πραγματοποιείται διάγνωση επιμορφωτικών αναγκών για ΣΔΕΦ από την ΓΓΔΒΜ;
3. Έχετε επιμορφωθεί για τις νέες διδακτικές μεθόδους, την παραγωγή διδακτικού υλικού και τις νέες μεθόδους αξιολόγησης εκπαιδευομένων στα ΣΔΕΦ;
4. Σε ποιους τομείς χρειάζεστε περαιτέρω επιμόρφωση ή στήριξη;

**Ε. Αποτίμηση της εμπειρίας στα ΣΔΕΦ**

Τι σας αρέσει περισσότερο από την εμπειρία σας στα ΣΔΕΦ; Και τι δεν σας αρέσει;

Σας ευχαριστώ πολύ!

## INTERVIEWS TO EFL INSTRUCTORS (English version)

Letter

I would like to thank you very much for your participation in the research conducted at the University of Nicosia investigating EFL instructors' views about EFL classes at prison SCSs.

Your help is valuable and determining for this effort and I would like to express your views freely. The whole process is anonymous and trustworthy. The interviews are anonymous and confidential. The findings will be used exclusively for my PhD thesis.

I would like to thank you very much in advance.

**A. Personal details**

1. Gender
2. Age
3. Job position
4. When did you start working at prison SCSs and how did it occur?
5. How many years have you been teaching at prison SCSs?
6. Do you work at other educational institutions?
7. Certified adult educator: YES NO

**B. Inmates' characteristics**

1. What are the special characteristics of this particular target-group?
2. Do you investigate inmates' needs? If so, how do you do it? What are their needs according to your investigation? (i.e. educational)
3. In your point of view, what are the main reasons why inmates attend EFL classes at prison SCSs? What are their motives?
4. If the beneficial calculation stopped to count, do you believe that inmates would continue attending EFL classes?
5. What is their attitude towards English and EFL classes? What do they like and what don't they like?
6. With what ways do you encourage your students to participate in English literacy?
7. For an EFL instructor, what are the major challenges of teaching the particular target-group?

**C. The Curriculum of English literacy**

1. Do you know the Curriculum of English literacy? Do you have access to it? Have you studied it or not? Why?
2. Which teaching methods suggested do you use from the Curriculum in the classroom?
3. Do you know the problem–solving method? Do you implement it? Do you use creative writing? How? Do you use literary works? If not, why?

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4. Do you believe that the Curriculum helps you with your work? If so, how? If not, why?
5. According to your opinion, what are the positive features of the Curriculum? What are the innovative ones?
6. Do you follow the suggestions of the Curriculum or do you adapt them? Give some examples.
7. What changes do you suggest for the improvement of the Curriculum?

**D. EFL instructors' training for prison SCSs**

1. To what extent do you feel trained enough to teach at prison SCSs?
2. Does the General Secretariat for lifelong learning identify training needs at prison SCSs?
3. Have you been trained for the new teaching methods, teaching material production and new methods of assessment at prison SCSs?
4. In which fields do you need further training or support?

**E. Evaluating experience at prison SCSs**

What do you like most from your experience at prison SCSs? What don't you like?

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# APPENDIX IV

## OBSERVATION SHEET

**OBSERVATION SHEET FOR THE ENGLISH LITERACY AT SECOND CHANCE SCHOOLS IN PRISONS**

**(May-June 2024)**

**SCS:** **Grade:**
**Number of trainees:**

**Observation No:** **Date:**
**EFL instructor:**

| **DESCRIPTION OF SESSION (LESSON GOALS, LESSON ORGANISATION)** | **COMMENTS-REMARKS** |
|---|---|
| | |

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| **A. Motivational strategies The EFL instructor:** | **Rating Scale** | | | **Comments** |
|---|---|---|---|---|
| | **Yes** | **No** | **Somewhat** | |
| **1.** Uses short and interesting lead-in activities. | | | | |
| **2.** Creates a pleasant atmosphere in the classroom where students are free from embarrassment. | | | | |
| **3.** Creates opportunities so that students can work together (collaborative learning) | | | | |
| **4.** Encourages students to share personal experiences and thoughts as part of the learning tasks. | | | | |
| **5.** Provides students with constructive feedback. | | | | |

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| | | | | |
|---|---|---|---|---|
| **B. Curriculum of English literacy**<br>**The EFL instructor** | | | | |
| **1.** Uses techniques suggested by the Curriculum such as brainstorming, snowballing, role play etc. (Give examples and mention them briefly). | | | | |
| **2.** Uses activities that motivate students the most. (Specify) | | | | |
| **3.** Uses certain type of activities. (Specify) | | | | |
| **4.** Planned a focus lesson on (rate and specify) | | | | |
| **C. Other instructional practices**<br>**The EFL instructor** | | | | |
| **1.** Uses authentic materials, such as an article from an English newspaper/magazine. | | | | |
| **2.** Adapts the teaching and learning material according to trainees' needs. | | | | |

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| | | | | |
|---|---|---|---|---|
| **3.** Integrates digital tools in the lesson. | | | | |

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# APPENDIX V

## INTERVIEW TRANSCRIPTION

### E1

**-Λοιπόν καλησπέρα.**

*-Καλησπέρα.*

**-Ευχαριστώ που δέχτηκες να μου παραχωρήσεις τη συνέντευξη αυτή.**

*-Να είστε καλά κα Χριστοφόρου. Μεγάλη μου τιμή να είστε καλά.*

**-Κι εσύ να σαι καλά. Πρώτα από όλα, ποια ειναι η θέση υπηρεσίας σου;**

*-Ωρομίσθια εκπαιδευτικός στα ΣΔΕΦ.*

**-Ωραία. Πότε ξεκίνησε η εμπλοκή στα Σχολεία Δεύτερης Ευκαιρίας φυλακών και πώς προέκυψε;**

*-Η πρώτη χρονιά ήταν το 2018. Προέκυψε μέσω αιτήσεων ΙΝΕΔΙΒΙΜ που μας κάλεσαν το Νοέμβριο τότε για να αναλάβουμε υπηρεσία.*

**-Ωραία. Οπότε πόσα χρόνια παραμένεις στο θεσμό;**

*-Είμαι 5 χρόνια τώρα.*

**-Ναι, ωραία αν επιτρέπεται εργάζεσαι και σε άλλες εκπαιδευτικές δομές;**

*-Φυσικά.*

**-Θα ήθελες να κατονομάσεις κάποιες;**

*-Ναι, από το 18 μέχρι τώρα σε Δημόσια ΙΕΚ, στο διδασκαλείο του Πανεπιστημίου Αθηνών…*

**-Ωραία.**

*-Ως διδακτικό προσωπικό τριτοβάθμιας εκπαίδευσης.*

**-Ωραία.**

*-Εργάζομαι ως εκπαιδευτικός ακαδημαϊκή υπότροφος στο Πανεπιστήμιο Δυτικής Αττικής. Να πω για την Επάνοδο;*

**-Ό,τι θες εσύ… πάντα με γνωστικό αντικείμενο την αγγλική γλώσσα, σωστά;**

*-Επειδή ναι, ναι, είναι φυλακή και πέρα από τη συνεργασία μου με το ΣΔΕ στη φυλακή με έχουν προσκαλέσει να σχεδιάσουμε και να υλοποιήσουμε προγράμματα, να σχεδιάσω και να υλοποιήσω προγράμματα εκμάθησης αγγλικής γλώσσας μέσω του… της Επάνοδου, η οποία είναι νομικό πρόσωπο ιδιωτικού δικαίου που υπάγεται στο Υπουργείο Προστασίας του Πολίτη.*

**-Η οποία Επάνοδος τι ακριβώς κάνει;**

*-Τα προγράμματα της έχουν υλοποιηθεί 2 φορές πέρσι, το καλοκαίρι του 22 και το καλοκαίρι του 2023.*

**-Πολύ ωραία.**

*-Απευθύνεται σε πληθυσμό, σε τροφίμους του ιδρύματος, ε… ανεξαρτήτως επιπέδου, εντάξει αρχάριοι οι περισσότεροι ούτως ή άλλως.*

**-Οκ.**

*-Και η επιλογή γίνεται από το προσωπικό της φυλακής και από τους κοινωνικούς λειτουργούς.*

**-Μάλιστα. Πολύ ωραία.**

*-Λοιπόν το επίπεδο είναι ποικιλόμορφο και αυτά...*

**-Οκ λοιπόν πάμε λίγο στον δεύτερο άξονα της συνέντευξης που αφορά τα χαρακτηριστικά των εκπαιδευόμενων. Ξεκινώντας, από την εμπειρία σου ποια είναι τα ιδιαίτερα χαρακτηριστικά της συγκεκριμένης ομάδας στόχου;**

*-Κοιτάξτε, κατ' αρχάς ως εκπαιδευτικοί εντοπίζουμε εξ' αρχής ένα χαμηλό μορφωτικό επίπεδο της τυπικής εκπαίδευσης τουλάχιστον. Θα έλεγα και αρκετά άτομα που είναι λειτουργικά αναλφάβητοι. Αυτό είναι και η μεγαλύτερη πρόκληση σε Σχολείο Δεύτερης*

*Ευκαιρίας εντός των φυλακών. Γιατί υπάρχουν άτομα τα οποία μπορεί να μην έχουν κρατήσει μολύβι 20 χρόνια ή στυλό. Επίσης η επαφή τους με την εκπαίδευση να έγινε κάποια στιγμή στο παρελθόν και να μην έχουν ολοκληρώσει το δημοτικό ή να το έχουν ολοκληρώσει οριακά ή να το έχουν ολοκληρώσει εντός της φυλακής μέσω άλλων προγραμμάτων.*

**-Μάλιστα.**

*-Άρα χαμηλό, λειτουρ…, μορφωτικό επίπεδο, λειτουργικά αναλφάβητοι. Εσωστρεφείς. Εξαιρετικά εσωστρεφείς κάποιοι.*

**-Ναι…**

*-Και με πολλά εσωτερικά εμπόδια. Εσωτερικά εμπόδια εννοώντας ανασφάλεια, τραυματικές εμπειρίες. Και κάποια ντροπή αρχικά στα πρώτα στάδια.*

**-Δηλαδή; Τι εννοείς με αυτό;**

*-Ντροπή απέναντι στην εκπαιδευτική διαδικασία, μια συστολή απέναντι σε αυτό, σε όλους τους εκπαιδευτικούς. Αυτά μπορώ να σκεφτώ αυτή τη στιγμή.*

**-Ωραία, εσύ κάνεις διερεύνηση αναγκών κι αν ναι, πώς;**

*-Ναι φυσικά. Η πρώτη συνάντηση σε κάθε τμήμα σε κάθε πλαίσιο είναι συνάντηση διερεύνησης, ειδικά σε μια ξένη γλώσσα….επιβάλλεται. Αρχικά συζητάμε με τα παιδιά ποια είναι η σχέση τους με τα αγγλικά. Που αν… πόσα περίπου αν ξέρουνε από το καθόλου και παίζουμε από καθόλου μέχρι το μιλάω, μιλάω συνεννοούμαι μέχρι εκεί μέσω της εμπειρίας τους κυμαίνονται οι απαντήσεις, πέρα από το ερωτήσεις απαντήσεις, συνεχίζουμε με το ποια είναι η συναισθηματική τους στάση απέναντι στα αγγλικά, απέναντι σε μια ξένη γλώσσα..Εκεί εντοπίζεις πως οι δίγλωσσοι, τρίγλωσσοι έχουνε περισσότερη άνεση, είναι πιο δεκτικοί σε αυτό, πιο θετικοί, όσοι μιλούν μόνο μια γλώσσα είναι πιο επιφυλακτικοί. Και ντρέπονται περισσότερο, ντρέπονται και να το πούνε. Ξεκινώντας έπειτα κάποια γνωριμία με την αλφάβητο, την αγγλική, λέμε κάποια παραδείγματα από λέξεις που ξεκινάνε με κάποια γράμματα. Επομένως, μέσα από αυτά βλέπεις και το τι γνωρίζει ο καθένας. Και το πόσο μπορεί να παίξει με λέξεις και με φράσεις.*

**-Από αυτή τη διερεύνηση που κάνεις λοιπόν, ποιες ανάγκες προκύπτουν; Σε γενικές γραμμές.**

*-Ναι. Συνήθως κατά κανόνα στις φυλακές ξεκινάμε από το μηδέν.*

**-Α μάλιστα.**

*-Δηλαδή ξεκινάμε με την αλφάβητο σχηματισμό λέξεων. Που; Ειδικά στον Α κύκλο και στη συνέχεια, σχηματίζοντας σιγά σιγά φράσεις, τις απλές καθημερινές της καθομιλουμένης, χαιρετισμούς. Και σταδιακά ανάλογα την εξέλιξη του τμήματος και στα υπόλοιπα.*

**-Οκ τώρα, κατά τη γνώμη σου, ποιοι είναι οι βασικοί λόγοι που οδηγούν τους εκπαιδευόμενους να παρακολουθήσουν τα μαθήματα αγγλικών; Ποια πιστεύεις ότι είναι τα κίνητρά τους;**

*-Βασικά, βασικός λόγος είναι αυτό που λέει και το όνομα, το όνομα του θεσμού είναι η δεύτερη ευκαιρία. Τα τραύματα που αναφέραμε πριν. Είναι αυτά που τους εμπόδισαν και οι τραυματικές εμπειρίες τους εμπόδισαν από το να συνεχίσουν το σχολείο ή τους ανάγκασαν να το διακόψουν. Επομένως τώρα είναι μια δεύτερη ευκαιρία να γίνει αυτό και κάποιοι μπορεί να κατέχονται από συστολή, αλλά κατέχονται και από ενθουσιασμό. Στην αρχή της διαδικασίας ξεκινάνε δηλαδή με όρεξη, με απλά λόγια. Συγγνώμη λίγο την ερώτηση να θυμηθώ…*

**- Ποια πιστεύεις ότι είναι τα κίνητρά τους;**

*-Ναι, επίσης, οι βασικοί λόγοι…θέλουν ουσιαστικά να καλύψουν αυτό το συναισθηματικό κενό και να ξεπεράσουν το τραύμα.*

**-Πιο συγκεκριμένα;**

*-Θα λέγαμε έξω, θα το λέγαμε αυτό και για λόγους προσωπικής ανάπτυξης, εντός της φυλακής, είναι ήδη λίγο δύσκολο να χρησιμοποιήσουμε αυτό τον όρο και να το ονομάσουμε έτσι. Θα έλεγα για να τα πούμε και ωμά τα πράγματα, πως είναι για να περάσει η ώρα.*

**-Ναι..**

*-Και είναι μια ευκαιρία να κάνουν κάτι δημιουργικό, κάτι που θα κρατήσει το μυαλό τους σε εγρήγορση και δεν θα τους πάρει εντελώς από κάτω γιατί δυστυχώς τα πράγματα στις ελληνικές φυλακές είναι πάρα πολύ δύσκολα. Δεν υπάρχει καμία μέριμνα για την ποιότητα ζωής των τροφίμων. Επομένως, αυτή η απραξία είναι και το μεγαλύτερο εμπόδιο που αντιμετωπίζουν όλοι οι εκπαιδευτικοί εκεί μέσα, γιατί τους φέρνει σε μια αδράνεια και καλείσαι πάντα να τους αφυπνίσεις και να τους ξυπνάς ουσιαστικά. Επίσης, φυσικά υπάρχουν και τα μεροκάματα που μετράνε στην ποινή. Για κάποιους μπορεί να είναι μόνο αυτός ο λόγος, εικάζω, αλλά είναι δικαίωμά τους κατοχυρωμένο εξάλλου.*

**-Εάν πάνω σε αυτό τώρα που λες, εάν σταματούσε ο ευεργετικός υπολογισμός ημερών ποινής, σταματούσε να ισχύει, πιστεύεις ότι οι εκπαιδευόμενοι θα συνέχιζαν να παρακολουθούν τα μαθήματα των αγγλικών;**

*-Κοιτάξτε αν σταματήσουν τα μαθήματα των αγγλικών, θα σταματήσουν και όλο το σχολείο. Ναι, γιατί είναι μέρος του προγράμματος, θα κοπούν από απουσίες είτε είσαι στο πλαίσιο είτε δεν είσαι, δεν υπάρχει επιλογή. Πρώτον, δεύτερον, όπως είπαμε, είναι κατοχυρωμένο τους δικαίωμα. Επομένως δεν μας αφορούν, δεν μας αφορά. Θεωρώ το αν το κάνω αποκλειστικά για αυτούς τους λόγους ή όχι. Προσωπικά…*

**-Ναι.**

*-Και μέσω αυτών που έχω δει από τους συλλόγους, τους οποίους έχουν προκύψει με συναδέλφους, δεν νομίζω να σταματούσε κανένας από τους μαθητές που είχαμε αν σταματούσαν αυτό που λένε μεροκάματα εντός της φυλακής, ούτε θα μειωνόταν η συχνότητα παρακολούθησης. Είναι περισσότερο οι προσωπικοί λόγοι που το κάνουν αυτό που είναι δυνατότεροι από τα μεροκάματα.*

**-Οκ ωραία, όσον αφορά την αγγλική γλώσσα απέναντι στο μάθημα, είναι θετική η στάση τους; Αρνητική; Τους αρέσει;**

*-Στα αγγλικά είναι όλοι θετικοί. Καταρχάς στις ελληνικές φυλακές έχουμε και πολλούς πολύγλωσσους. Επομένως αυτό το πλαίσιο και αυτή η πραγματικότητα προωθεί και ευνοεί την εκμάθηση και άλλης γλώσσας και δημιουργούνται και πάρα πολλές ενδιαφέρουσες δυναμικές για έναν καθηγητή ξένων γλωσσών.*

**-Είναι κάτι που δεν τους αρέσει στα αγγλικά;**

*-Τους αρέσει πάρα πολύ και η διαδραστικότητα και το ότι είναι κάτι διαφορετικό και το ότι μετά βλέπουνε, βλέποντας τηλεόραση για παράδειγμα ή κάποια ταινία, αναγνωρίζουν λέξεις και φράσεις κι αυτό τους ενθουσιάζει. Επίσης πολύ σημαντικό είναι και μια ευκαιρία να ξεφύγει το μυαλό τους από την πραγματικότητα, την εδώ που τους έφερε γιατί στο πλαίσιο του μαθήματος συζητάμε και για την άλλη κουλτούρα. Συζητάμε για την Ευρώπη. Για ταξίδια τα οποία συνδέονται με τις ξένες γλώσσες, ειδικά τα αγγλικά και φυσικά κάποιοι βγαίνοντας θέλουν και να φύγουνε. Άρα υπάρχουν και πρακτικοί λόγοι, κάποιοι και σοβαροί πρακτικοί λόγοι που κάποιοι παρακολουθούν και ενδιαφέρονται και ασχολούνται εντατικά με τα αγγλικά.*

**-Οπότε έχουν και προοπτική, δηλαδή να φύγουν για το εξωτερικό.**

*-Ναι, βλέπω αυτούς.*

**-Με ποιους τρόπους ενθαρρύνεις τους εκπαιδευόμενους να συμμετέχουν στο μάθημα του Αγγλικού γραμματισμού;**

*-Πρώτα απ' όλα ενθαρρύνω την ομαδοσυνεργατική μάθηση. Προσπαθώ να χωρίζω τους εκπαιδευόμενους σε ομάδες ώστε να συνεργάζονται όταν τους αναθέτω να κάνουν τα φύλλα εργασίας. Πάντα στις ομάδες που οργανώνω εμπλέκω και πολύ ικανούς μαθητές ώστε να βοηθούν τους συμμαθητές τους. Το αποτέλεσμα είναι πολύ θετικό!*

**-Εξαιρετικά! Τώρα από την εμπειρία σου, ποιες είναι οι μεγαλύτερες προκλήσεις που πιστεύεις ότι αντιμετωπίζει ένας εκπαιδευτικός αγγλικής;**

*-Είναι πάρα πολύ δύσκολο γιατί καταρχάς η έλλειψη ίντερνετ, στις μέρες μας βασιζόμαστε πάρα πολύ στο Ίντερνετ και στα τεχνολογικά μέσα…Για την εκμάθηση των αγγλικών και εκεί μέσα δεν υπάρχει τίποτα από όλα αυτά, ούτε τεχνολογικά μέσα, ούτε ίντερνετ, επίσης μια ξένη γλώσσα την μαθαίνεις με την εξάσκηση. Είτε με αλλοδαπούς, είτε με ντόπιους, άλλους Αμερικανούς, το οποίο επίσης δεν υπάρχει εντός των φυλακών. Η μόνη πηγή που έχουν είναι ο καθηγητής. Και ο καθηγητής καλείται να μεταφέρει όλο αυτό μέσα όσο μπορεί περισσότερο. Άρα η έλλειψη τεχνολογικών μέσων…*

**-Ναι.**

*-Έλλειψη είναι το μόνο δείγμα του πολιτισμού και τις γλώσσες που μαθαίνουμε και ο μόνος ομιλητής. Η μόνη πηγή, δεν υπάρχουν ούτε multimedia… Μάλιστα και πάλι πολλές φορές υπάρχει και λογοκρισία από τη φυλακή, ώστε να μη φέρνουμε λάπτοπ.*

**-Οπότε απαγορεύεται το λάπτοπ ναι.**

*-Ναι. Κάποιες φορές είχε δημιουργηθεί πρόβλημα ακόμη και για σκληρό δίσκο και για USB ή φλασάκι. Οπότε η διδασκαλία είναι πιο …γίνεται….*

**-Πιο παραδοσιακά.**

*-Ναι, πιο παραδοσιακά. Έτσι καλείται ο εκπαιδευτικός να καλύψει μέσω της δράσης του και μια έντονη διάδραση με τους μαθητές να καλύψει αυτό το κενό. Και να γίνει, να κρατήσει το μάθημα ενδιαφέρον.*

**-Μάλιστα. Πολύ ωραία. Λοιπόν περνάμε στον επόμενο άξονα που αφορά το Πρόγραμμα Σπουδών του αγγλικού γραμματισμού. Πρώτα απ όλα, γνωρίζεις το Πρόγραμμα Σπουδών του αγγλικού γραμματισμού;**

*-Ε ναι, φυσικά το είχαμε κατεβάσει, το είχαμε μελετήσει, όταν είχαμε ξεκινήσει.*

**-Όποτε το έχεις διαβάσει έτσι;**

*-Ναι, ναι.*

**-Ωραία σχετικά με τις προτεινόμενες προσεγγίσεις διδασκαλίας, χρησιμοποιείς καθόλου το Πρόγραμμα Σπουδών στην τάξη;**

*-Ναι χρησιμοποίησα κάποια κομμάτια και αυτούσια κιόλας όπως τα είχε μέσα. Θυμάμαι τώρα χαρακτηριστικά ένα κομμάτι με παροιμίες που ανέφερε μέλη του σώματος. Η παράδειγμα 'she's got the world at her feet'. Όταν κάναμε τα μέρη του σώματος με τα παιδιά, χρησιμοποίησα αυτό το κομμάτι με τις παροιμίες, τους άρεσε γιατί ήτανε δημιουργικό. Και αυτό.*

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**-Ωραία σχετικά πάλι με τις προτεινόμενες προσεγγίσεις διδασκαλίας, γνωρίζεις τη μέθοδο επίλυσης προβλήματος;**

*-Ναι, τώρα στο επίπεδο αρχαρίων που έχουμε στα ΣΔΕ σε συνδυασμό με… η επίλυση προβλήματος θα είναι περίπου… το κάνουμε κάπως σε μια φάση διαλόγου. Βάζουμε τους μαθητές να βρίσκονται ενώπιον μιας κατάστασης. Και τι θα απαντούσαν και πώς θα την χειρίζονταν; Για παράδειγμα, τους ζητάνε τα χαρτιά τους στο αεροδρόμιο, δεν καταλαβαίνει και πρέπει να συνεννοηθεί με τον υπάλληλο για να δείξει ID, passport αυτά. Για το επίπεδο αυτό δεν μπορούμε να κάνουμε κάτι πιο περίπλοκο.*

**-Μάλιστα.**

*-Όποτε όταν είσαι για ψώνια και δεν ομιλείς τη γλώσσα της ντόπιας χώρας πρέπει να χρησιμοποιήσεις αγγλικά, πώς θα χρησιμοποιήσεις τις γνώσεις που έχεις ώστε να αντιμετωπίσεις το πρόβλημα που αντιμετωπίζεις εκείνη τη στιγμή και να ψωνίσεις;*

**-Οπότε λόγω χαμηλού επιπέδου να υποθέσω ότι δεν εφαρμόζετε ασκήσεις δημιουργικής γραφής, είναι δύσκολο.**

*-Δημιουργική γραφή. Περιορισμένη θα λέγαμε… να είχαμε κάνει τώρα που θυμάμαι, τώρα που το σκέφτομαι, ένα πρότζεκτ όπου ζητήσαμε τα σχόλια των παιδιών γύρω από ένα πίνακα ζωγραφικής 'The Goldfinch', η Καρδερίνα.*

**-Ναι.**

*-Και γράψανε. Περιοριστήκαμε σε μικρές φράσεις. Κάποιοι ταυτίστηκαν, είπαν πως (η καρδερίνα) είναι φυλακισμένη και θλιμμένη όπως αυτοί. Νιώθουν τον πόνο της. Άλλοι είπαν πως είναι περήφανη και δυνατή παρ' όλο που έχει αλυσίδα στο πόδι, κοιτάζει με καμάρι.*

**-Στον Β κύκλο όλο αυτό;**

*-Ναι στον Β.*

**-Μάλιστα και στο τέλος για τα λογοτεχνικά έργα;**

*-Ναι με τη βοήθειά του…με τη βοήθεια του εκπαιδευτή, του εκπαιδευτικού, λογοτεχνικά έργα σε βίντεο.*

**-Ναι, ναι.**

*-Λογοτεχνικά έργα έχουμε δει σε βίντεο. Δεν θα μπορούσαμε να διαβάσουμε προφανώς, ο εκπαιδευτής τους εξήγησε την ιστορία και είδαμε κάποια αποσπάσματα που είχα κατεβάσει από το YouTube που με άφησαν να φέρω φλασάκι από τον Άμλετ.*

**-Μάλιστα.**

*-Από μία θεατρική παράσταση του Άμλετ που υπάρχει στο YouTube.*

**-Και πως το αξιοποιήσατε αυτό; Είδατε το βίντεο και;**

*-Και μετά ακολούθησε… ακολούθησε συζήτηση. Εντάξει, δεν μπορούσαν να καταλάβουν τι βλέπουν ή ακούν στο βίντεο λόγω του χαμηλού επιπέδου, αλλά αν η συγκίνηση, μεταφέρεται η συγκινησιακή ατμόσφαιρα από το έργο. Εάν ένιωσαν αυτό το δέος βλέποντας την παράσταση, έχοντας ήδη εν γνώση τους τι γίνεται στο έργο.*

**-Πολύ ωραία τώρα, οπότε κλείνουμε στο ότι το Πρόγραμμα Σπουδών βοηθάει στο έργο σου ή δε σε βοηθάει;**

*-Ναι φυσικά, φυσικά είναι ένας μπούσουλας, μια πυξίδα πολύ χρήσιμη και με αρκετό υλικό να χρησιμοποιήσει κάποιος εκπαιδευτικός. Ιδιαιτέρως αν λάβετε υπόψη πως δεν έχουμε εγχειρίδια, δεν υπάρχουν βιβλία. Άρα το Πρόγραμμα Σπουδών είναι αξιόλογο και πολύτιμο εργαλείο.*

**-Ωραία.**

*-Βέβαια, θα ήθελα να πω πως για τα ΣΔΕ φυλακών συγκεκριμένα ξεκινάει από επίπεδο αρκετά προχωρημένο. Δηλαδή δεν λαμβάνει υπόψη τους αναλφάβητους, αυτές τις κατηγορίες της μαθησιακής και της πληθυσμιακής κατηγορίας. Άρα το Πρόγραμμα Σπουδών θα αξιολογηθεί πιστεύω καλύτερα στη Β τάξη.*

**-Μάλιστα…**

*-Ή κάποια στιγμή μέσα στην Α. Κατά τη διάρκεια της Α μετά από κάποιους μήνες, για τα πρώτα στάδια δεν περιέχει υλικό που να ξεκινάει από το μηδέν.*

**-Οκ κατανοητό. Οπότε τι αλλαγές θα μπορούσες να προτείνεις για να βελτιωθεί το Πρόγραμμα;**

*-Εντάξει ναι γενικά έχει… έχουν περάσει κάποια χρόνια που έχει συνταχθεί άρα ένα update θα ήτανε χρήσιμο, για ΣΔΕ εκτός φυλακών, ναι θα είναι πιο εύκολο κάποια πράγματα όσον αφορά την τεχνολογία και κάποια links να μπούνε μέσα.*

**-Ωραία.**

*-Στα ΣΔΕ φυλάκων αυτό και να γίνει δεν θα επηρεάσει κάτι γιατί links δεν μπορούμε να χρησιμοποιήσουμε λόγω έλλειψης ίντερνετ. Συγκεκριμένα για τα ΣΔΕ φυλακών, ναι, θα ήταν χρήσιμο για έναν εκπαιδευτικό που ίσως δεν έχει και πολλή πείρα και τύχει να είναι εκεί μέσα να υπάρχουν κάποιες υποδείξεις για το πώς ξεκινάμε από τελείως αρχάριους και που έχουν διακόψει την εκπαιδευτική διαδικασία από πολύ μικρή ηλικία.*

**-Μάλιστα. Ωραία κλείνουμε σιγά σιγά. Περνάμε στον προτελευταίο άξονα που αφορά την επιμόρφωση των εκπαιδευτών του αγγλικού γραμματισμού στα σχολεία δεύτερης ευκαιρίας φυλακών. Εσύ σε ποιο βαθμό νιώθεις επαρκώς εκπαιδευμένη για να διδάξεις σε ΣΔΕΦ;**

*-Η εκπαίδευση που έλαβα ήταν από τους συναδέλφους μου, την πρώτη διευθύντρια που είχα και από αυτά που ήταν μέσα στη φυλακή. Επίσημα από τη Γενική Γραμματεία και από το ΙΝΕΔΙΒΙΜ δεν μας επιμόρφωσαν ποτέ.*

**-Μάλιστα. Πραγματοποιείται διάγνωση επιμορφωτικών αναγκών για ΣΔΕΦ από την ΓΓΔΒΜ;**

*-Όχι, δεν πραγματοποιείται. Μόνο με πρωτοβουλία της τότε διευθύντριας είχαμε κάνει ένα σεμινάριο με το ΚΕΘΕΑ μόλις 30 ωρών. Άρα τι να σας πω;*

**-Και έκτοτε τίποτα άλλο;**

*-Τα μάθαμε στην πράξη, τα μάθαμε στην πράξη ο ένας από τον άλλον. Και κρίνοντας ως σοβαροί άνθρωποι του πώς κινούμαστε εδώ πέρα. Το χειρότερο θα ήθελα να αναφέρω αυτό. Εμείς σαν εκπαιδευτικοί και σαν άνθρωποι που είμαστε για να επιλέγουμε να είμαστε εκεί, δεν κάνουμε διαχωρισμό του αν το μάθημα είναι εκτός φυλακής ή εντός δεν σκεφτόμαστε το*

*background του άλλου, αλλά σε κάποιες περιπτώσεις, θα έπρεπε να υπάρχει επιμόρφωση γιατί θα πρέπει να ξέρουμε κάποια πράγματα όσον αφορά κυρίως τους χρήστες που βρίσκονται εντός φυλακής και εντός σχολείου. Γιατί αυτά τα άτομα έχουν κάποιες ιδιαιτερότητες και οι εκπαιδευτικοί θα έπρεπε να τις γνωρίζουν. Επειδή παίρνουν και λαμβάνουν κάποια θεραπεία. Ποιες είναι οι ώρες; Πότε έχουν τα ραντεβού; Ποια είναι η ψυχολογία τους; Οι χρήστες είναι μια κατηγορία πληθυσμού με την οποία οι περισσότεροι δεν έχουμε επαφή στην κοινωνική μας ζωή, επομένως, πρέπει να γνωρίζουμε ποια είναι η ψυχολογία τους, ποιες είναι οι ανάγκες τους, πότε χρειάζεται να φύγουν από το χώρο του σχολείου. Γιατί; Ποια είναι και η παθολογική τους κατάσταση, ώστε να το λαμβάνουμε υπόψη γιατί είμαστε υπεύθυνοι για αυτούς όσο βρίσκονται στο σχολείο.*

**-Σίγουρα.**

*-Και γι' αυτό δεν υπάρχει απολύτως καμία ενημέρωση και γι' αυτό ευθύνεται και η φυλακή.*

**-Μάλιστα.**

*-Που δεν συνεργάζεται με το σχολείο.*

**-Οπότε επιμόρφωση όσον αφορά νέες διδακτικές μεθόδους, διδακτικό υλικό ίσως, μεθόδους αξιολόγησης εκπαιδευομένων δεν έχεις λάβει;**

*-Ό,τι έχω κάνει είναι από ιδιωτική προσωπική μου πρωτοβουλία μέσω σεμιναρίων, τα οποία έχουμε κάνει επί πληρωμή. Για δικιά μας προσωπική ανάπτυξη και να διευκολύνουμε το έργο μας και να διαφυλάσσουμε το έργο μας επίσης και την αξιοπρέπειά μας σαν εκπαιδευτικοί. Επίσημα δεν μας προσφέρθηκε ποτέ τίποτα από το Υπουργείο Παιδείας.*

**-Πολύ καλά και κλείνοντας από την εμπειρία σας στα ΣΔΕΦ, τι σου αρέσει περισσότερο και τι δεν σου αρέσει;**

*-Ε…Η εμπειρία φυσικά είναι ανεκτίμητη. Δεν μπορώ να την περιγράψω. Μου άρεσε.*

**-Ωραία.**

*-Δεν υπάρχει κάτι που δεν μου άρεσε στην όλη εμπειρία, γι' αυτό και συνεχίζω και πηγαίνω και πιστεύω πως όποιος περάσει από κει το κάνει μετά commitment το να βρίσκεται και να*

*προσφέρει έργο. Το μόνο που θα ήθελα να διορθωθεί είναι σε πρακτικό επίπεδο, η ομαλή λειτουργία του σχολείου να υπάρχουν εκπαιδευτικοί από την αρχή της χρονιάς και όχι τον Δεκέμβριο. Να υπάρχει μια καθοδήγηση από το ΙΝΕΔΙΒΙΜ, από τη Γενική Γραμματεία. Δεν ξέρω σε αυτά τα θέματα που προαναφέραμε. Ιδανικά και μια καλύτερη συνεργασία με το προσωπικό της φυλακής αναφερόμενη στην κοινωνική υπηρεσία.*

**-Μάλιστα.**

*-Στους εισαγγελείς που δίνουν άδειες που επιτρέπουν ή δεν επιτρέπουν στους μαθητές να λάβουν μέρος, γιατί κάποιες φορές αυτό γίνεται τυφλά και δεν μαθαίνουμε τους λόγους απόρριψης καθόλου.*

**-Ωραία.**

*-Δηλαδή σε συντονιστικό επίπεδο, θα ήτανε οι ενέργειες βελτίωσης σε εκπαιδευτικό πιστεύω πως όλα λειτουργούν πολύ καλά γιατί επιλέγουν να πάνε και άτομα που ενδιαφέρονται. Το κακό είναι να ξεκινήσουμε να πηγαίνουν εκεί κάποιοι για ιδίο όφελος. Και όχι για να προσφέρουν στο κοινωνικό σύνολο το οποίο είναι εντός της κοινωνίας. Για το δικό τους εργασιακό προφίλ. Θέλω να τονίσω και ότι είμαστε υπεύθυνοι για αυτούς.*

**-Πολύ σωστά. Ευχαριστώ πάρα πολύ.**

*-Να είστε καλά και εγώ σας ευχαριστώ πολύ. Είναι πολύ συγκινητικό να μιλάω με αξιόλογους συναδέλφους.*

**-Σε ευχαριστώ πάρα πολύ για τον χρόνο που αφιέρωσες.**

*-Καλή συνέχεια.*

**Ε2**

**-Καλημέρα.**

*-Καλή σου μέρα.*

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**-Ευχαριστώ πολύ που δέχτηκες να μου παραχωρήσεις αυτή τη συνέντευξη, ξεκινώντας από κάποια προσωπικά στοιχεία. Πότε ξεκίνησε η εμπλοκή σου στο Σχολείο Δεύτερης Ευκαιρίας και πώς προέκυψε;**

*-Φέτος το Σεπτέμβριο προέκυψε όμως από μια συζήτηση που είχα κάνει πέρυσι με τον διευθυντή του ΣΔΕΦ και βρισκόμενοι και σε ένα μπαζαάρ που είχε γίνει από την Διέξοδο, τον σύλλογο, πέρσι τα Χριστούγεννα. Και είχα πει ότι αν χρειάζεστε βοήθεια αν χρειάζεστε κάτι, είμαι διαθέσιμη.*

**-Πολύ ωραία. Αν επιτρέπετε, εργάζεστε και σε άλλες δομές;**

*-Όχι.*

**-Ωραία. Λοιπόν, προχωράμε στον πρώτο άξονα της συνέντευξης που αφορά τα χαρακτηριστικά των εκπαιδευομένων. Από την εμπειρία σου που έχεις μέχρι στιγμής ποια είναι τα ιδιαίτερα χαρακτηριστικά της συγκεκριμένης ομάδας;**

*-Αχ, η πολυπολιτισμικότητα και το διαφορετικό γνωστικό επίπεδο. Αυτό.*

**-Ναι, ναι.**

*-Και όχι… και η διαφορά ηλικίας σε κάθε τμήμα.*

**-Σχετικά με την διερεύνηση αναγκών, κάνεις διερεύνηση αναγκών στη συγκεκριμένη ομάδα και ποιες ανάγκες προκύπτουν;**

*-Ναι, έκανα, τους έδωσα ένα κομμάτι χαρτί που μου γράψανε τι περιμένουν από μένα. Και οι απαντήσεις τους ήταν ως εξής: Νιώθουν την ανάγκη ότι αν θα μάθουν αγγλικά, μαθαίνοντας αγγλικά, είναι για να συνεννοούνται προφορικά δηλαδή. Δεν φάνηκε ότι θέλουν να μάθουν να διαβάζουν, βασικά θέλουν την επικοινωνία. Και στη συνέχεια, αυτά ήταν που μου γράψανε από μένα θέλανε δηλαδή να μάθουν 5-10 φράσεις. Όχι τόσο πολύ να διαβάσουν, όχι να μάθουν τη γλώσσα. Και με κάποιες συζητήσεις που έκανα με τους συναδέλφους εκεί. Και καλά έκανα, ότι δεν έχουν το χρόνο και την ευκαιρία στο θάλαμο να μελετήσουν, άρα δηλαδή όλη η δουλειά είναι στο 35 λεπτο 40 λεπτο που γίνεται. Και τους είχανε δώσει ένα φάκελο γιατί δεν υπάρχουν βιβλία, να βάλουνε μέσα τις φωτοτυπίες και όταν κάποια στιγμή είπα μα δεν θα τα πάρετε; Να τα μελετήσετε να κάνουν αυτό το study και*

*γελάγανε… Ξέρεις… σαν να μου λέει τι μας λες τώρα εσύ δασκάλα… δεν υπάρχει ο χώρος, ο κατάλληλος ο χώρος στο θάλαμο μέσα με 5-6 άτομα για να έχουν την ηρεμία, την ησυχία και το αφήνανε στην τάξη.*

**-Δεν υπάρχει χρόνος για περαιτέρω μελέτη.**

*-Μπορεί χρόνο να έχουν άφθονο, μπορεί να μην έχουν συνθήκες, δεν έχουν συνθήκες.*

**-Μάλιστα. Λοιπόν, η επόμενη μου ερώτηση αφορά τους βασικούς λόγους που οδηγούν τους εκπαιδευόμενους να παρακολουθήσουν τα μαθήματα της αγγλικής γλώσσας. Ποιοι είναι οι βασικοί λόγοι; Ποια είναι τα κίνητρα των εκπαιδευόμενων;**

*-Είναι μέσα στο πρόγραμμα η αγγλική γλώσσα, είναι γυμνάσιο, άρα είναι μέσα στο πρόγραμμα. Δείξανε ενδιαφέρον ότι α τι ωραία θα έρθει κάποιος που θα μας μάθει αγγλικά. Αλλά είναι μια αλλαγή για αυτούς ο χώρος του σχολείου, για κάποιους ίσως τους θυμίζει, ίσως την εφηβεία τους, κάτι είναι ένας ευχάριστος χώρος, ο χώρος του σχολείου. Στο πίσω μέρος του μυαλού τους βέβαια είναι και τα μεροκάματα. Γενικά τώρα όσον αφορά για τα αγγλικά, δείχνανε ότι κατανόησαν, έχουν κατανοήσει ας πούμε πόσο χρήσιμα, σε εισαγωγικά χρήσιμα, ότι οτιδήποτε να κάνουνε είναι στην αγγλική γλώσσα ή ότι η διαφήμιση τουλάχιστον που παρακολουθούν στην τηλεόραση είναι στα αγγλικά.*

**-Θεωρείς ότι εάν σταματήσει ο ευεργετικός υπολογισμός ημερών ποινής, εάν σταματήσει να ισχύει, πιστεύεις ότι οι εκπαιδευόμενοι θα συνεχίσουν να παρακολουθούν τα μαθήματα της αγγλικής γλώσσας;**

*-Ναι. Γιατί τους δίνει μια άλλη διέξοδο, η γλώσσα αυτή, διότι και στην Ελλάδα να μείνουν και έξω να βγούνε, η γλώσσα συνεννόησης είναι η αγγλική. Οπότε ναι.*

**-Ωραία, απέναντι στην αγγλική γλώσσα και απέναντι στο μάθημα των αγγλικών, ποια είναι η στάση τους; Τους αρέσει; Τι τους αρέσει μάλλον στα αγγλικά;**

*-Τώρα, γενικά τους αρέσει, αλλά είμαστε στην αρχή ακόμα. Δηλαδή δεν έχουν φτάσει να δούνε πόσο εύκολα, δηλαδή, ακόμα έχω διαπιστώσει ότι ένα 30% δεν έχουν μάθει ακόμα τα γράμματα, άρα για αυτούς είναι δύσκολο να προχωρήσω και να πω τι τους αρέσει. Βέβαια, την περασμένη βδομάδα που τους πήγα ένα φυλλάδιο με λέξεις που έπρεπε να το βρουν σε*

*ένα grid με το Halloween, κάνανε σαν παιδιά, να ψάξουν, να βρουν τις λέξεις. Οτιδήποτε είναι σε παιγνιώδη μορφή, δηλαδή τους κεντρίζει.*

**-Τους κεντρίζει το ενδιαφέρον…**

*-Όμως, για να φτάσω εγώ να κάνω παιγνιώδη αυτό το πράγμα …Κάθισα μετά και έκανα το alphabet, ίσως με έναν άλλο τρόπο για να το διδάξω. Κίνησα αυτόν τον δεύτερο τρόπο πλέον.*

**-Ωραία, αυτό θα το δούμε λίγο παρακάτω που αναφέρεις σχετικά με τον τρόπο.**

*-Ναι ναι, ωραία.*

**-Με ποιους τρόπους ενθαρρύνεις τους εκπαιδευόμενους να συμμετέχουν στο μάθημα του Αγγλικού γραμματισμού;**

*-Προσπαθώ να είμαι φιλική και προσεγγίσιμη στους μαθητές μου. Θέλω να είμαι υποστηρικτική και όσο μπορώ να τους φτιάχνω την διάθεση. Επίσης τους επαινώ όποτε απαντούν σωστά ή σε αντίθετη περίπτωση τους εξηγώ τα λάθη τους. Τους αδύναμους τους στηρίζω περισσότερο. Αφιερώνω περισσότερο χρόνο κοντά τους κι αν χρειαστεί, δίνω επιπλέον υποστηρικτικό υλικό.*

**-Οπότε από τη μέχρι τώρα σου εμπειρία, ποιες είναι οι μεγαλύτερες προκλήσεις στη διδασκαλία της ομάδας στόχου;**

*-Προκλήσεις για μένα τον εκπαιδευτικό;*

**-Για σένα. Για τον εκπαιδευτικό.**

*-Ναι για τον εκπαιδευτή αυτό ότι έχω μία ανομοιογενή ομάδα τουλάχιστον ηλικιακά με άλλες προσλαμβάνουσες, διαφορετικές του καθενός. Κι έχουν να συγκλίνουν, να προχωρήσουν μαζί. Δηλαδή αυτό το πράγμα, η ανομοιογένεια.*

**-Ωραία προχωράμε στον επόμενο άξονα που αφορά το Πρόγραμμα Σπουδών της αγγλικής γλώσσας. Πρώτα από όλα γνωρίζεις το Πρόγραμμα της αγγλικής γλώσσας.**

*-Ναι, το κατέβασα κιόλας και το διαβάσα, ναι.*

**-Ωραία ωραία. Ποια είναι η γνώμη σου για το Πρόγραμμα;**

*-Θεωρώ πως για αυτούς που δεν έχουνε την πείρα, είναι αξιόλογο, εγώ που είμαι 39 χρόνια στο επάγγελμα ήταν ένας μπούσουλας για μένα γιατί δεν ήξερα και πώς να πλησιάσω ούτε το ΣΔΕ, ούτε ενήλικες. Όχι, είναι μια αξιόλογη δουλειά, δηλαδή την χαρακτηρίζω αξιόλογη δουλειά και διαβάζοντάς το διαπίστωσα ότι υπάρχουν πράγματα που τα έχω κάνει ήδη χωρίς να έχω προγραμματισμό αυτών.*

**-Πολύ ωραία, οπότε ποιες προτεινόμενες προσεγγίσεις χρησιμοποιείς από το Πρόγραμμα Σπουδών στην τάξη;**

*-Το Everyday life, έχει πέσει στην αντίληψή μου και ξεκινάω από εκεί και σου λέω πάλι ότι δεν εχω φτάσει σε τέτοιο επίπεδο, είμαι μόνο στο alphabet και παίρνω λέξεις από αντικείμενα, ας πούμε προχθές που έκανα πάλι για το C, πώς διαβάζεται και λοιπά, με το που έγραψα τη λέξη Lacta, Αααααα (επιφώνηση) η Σοκολάτα η Lacta. Κι εκεί πατάω πλέον από όρους του ποδοσφαίρου, από διαφημίσεις κυρίως, ό,τι βλέπουν στην τηλεόραση, δεν έχουν άλλο μέσο επικοινωνίας με τον έξω κόσμο.*

**-Ναι.**

*-Εκεί, και πατάω εκεί σε ένα γνωστικό αντικείμενο που το έχουνε ακούσει και το βλέπουνε μετά πλέον πως αποτυπώνεται με γράμματα.*

**-Ωραία σχετικά πάλι με τις προτεινόμενες προσεγγίσεις διδασκαλίας, γνωρίζεις τη μέθοδο επίλυσης προβλήματος; Δημιουργικής γραφής; Χρησιμοποιείς λογοτεχνικά έργα;**

-Γνωρίζω τις προσεγγίσεις που αναφέρεις αλλά δεν τις εφαρμόζω γιατί θεωρώ ότι είναι αρκετά απαιτητικές και δύσκολες για την ομάδα στόχο. Χρησιμοποιώ κάποια φυλλα εργασίας…

**-Οπότε από τον…από το Πρόγραμμα έχεις αντλήσει έτσι κάποιο φύλλο εργασίας; Ας πούμε που αφορά την αλφάβητο; Για παράδειγμα, υπάρχει ένα φύλλο εργασίας που έχει τα ακρωνύμια.**

*-Ναι. Ναι, είχα κάνει, είχα και ένα δικό μου φύλλο πριν από πάρα πολλά χρόνια. Ναι και έχω… το έχω χρησιμοποιήσει ναι. Γιατί αυτό το έχω δώσει στην αρχή, αντί να δώσω*

*alphabet, το έδωσα με το alphabet, A B C, D και τους είπα ότι δεν θα χρειαστεί ποτέ να το πείτε, να το τραγουδήσετε, όπως τα παιδάκια, δεν θα σας μάθω να λέτε το τραγουδάκι που λένε. Δεν χρειάζεται κάτι τέτοιο όμως από τα ακρωνύμια και όλα αυτά ναι.*

**-Ωραία.**

*-Τους φάνηκε ενδιαφέρον αυτό. Τους φάνηκε πάρα πολύ ενδιαφέρον.*

**-Από τη μελέτη που έκανες στο Πρόγραμμα Σπουδών, την μέχρι τώρα, έχεις να κάνεις κάποιες βελτιωτικές προτάσεις, να προτείνεις κάτι;**

*-Όχι.*

**-Όχι, συνολικά τα σχόλια σου είναι θετικά;**

*-Ναι ναι. Είναι.. είναι πολύ αξιοποιήσιμο. Ναι και λέω βέβαια και έχει να κάνει και πως ο εκπαιδευτής, πως βλέπει την γλώσσα δηλαδή πάντοτε ήμουνα μια δασκάλα που πρακτικά σκεφτόμουν πώς μπορώ να χρησιμοποιήσω κάποια πράγματα που ήδη ξέρω και πως θα τα βάλω… Ήταν ακριβώς στο στυλ της διδασκαλίας μου, οπότε πράγματι, γι' αυτό είπα πριν ότι για κάποιον που δεν έχει την πείρα πώς αντιμετωπίζει την γλώσσα είναι ιδανικό. Είναι πολύ καλή δουλειά, πάρα πολύ καλή δουλειά και τα παραρτήματα των συναδέλφων που βρίσκονται στο τέλος, είναι ωραία, όχι θετικά απλά, είναι plus.*

**-Να ρωτήσω και κάτι ακόμα. Σε ποιο βαθμό νιώθεις ότι είσαι έτοιμη να διδάξεις σε ένα Σχολείο Δεύτερης Ευκαιρίας που λειτουργεί μέσα σε σωφρονιστικό κατάστημα;**

*-Εγώ θεωρώ ότι πλέον…ο πρώτος χρόνος ήταν της αναγνώρισης και ήταν κάτι πολύ καινούργιο για μένα. Βέβαια από την αρχή πήγα με την λογική ότι έχω μαθητές μπροστά μου, οπότε ένιωσα ότι είμαι η δασκάλα κι έχω μαθητές. Το πώς νιώθω; Επαρκής; Ναι είμαι.*

**-Πραγματοποιείται διάγνωση επιμορφωτικών αναγκών για ΣΔΕΦ από την ΓΓΔΒΜ;**
*-Όχι, όχι.*
**-Έχετε επιμορφωθεί για τις νέες διδακτικές μεθόδους, την παραγωγή διδακτικού υλικού και τις νέες μεθόδους αξιολόγησης εκπαιδευομένων στα ΣΔΕΦ;**
*-Όχι.*

**-Οκ, θεωρείς ότι χρειάζεσαι περαιτέρω επιμόρφωση, στήριξη την εκπαίδευση σε αυτές τις ομάδες;**

*-Πάντα μια επιμόρφωση είναι ευπρόσδεκτη.*

**-Μάλιστα. Ωραία, τελευταίο ερώτημα.**

*-Τι; Με ακούς;*

**-Τελευταίο, αντιλαμβάνομαι ότι γενικότερα η εμπειρία σου είναι θετική.**

*-Ναι.*

**-Είναι κάτι που δεν σου αρέσει στο σχολείο;**

*-Το ότι…Δεν μου αρέσει το γεγονός ότι αφήνονται. Τη μελέτη αυτό που λέμε, την αφήνουν εκεί δηλαδή ό,τι γίνεται, γίνεται στα 30, στα 40 λεπτά. Αυτό είναι που με ενοχλεί. Θα προτιμούσα, θα ήθελα πάρα πολύ να υπάρχει ένας χώρος μελέτης. Όχι μία βιβλιοθήκη, ένα έπιπλο με βιβλία.*

**-Ναι ναι.**

*-Χώρος μελέτης. Γιατί μέσα στο θάλαμο είναι πολλά άτομα, δεν έχουν καν τραπέζι, ο καθένας, υπάρχει ένα τραπέζι, οι συνθήκες δεν επιτρέπουν να μελετήσουν, και αυτός που παίρνει το χαρτί μαζί του, ξέρεις ότι θα δυσκολευτεί πολύ γιατί θα καθίσει στο κρεβάτι και θα τα έχει πάνω στα γόνατά του... η μελέτη θέλει καρέκλα τραπέζι. Αυτό δεν υπάρχει. Και για μια ξένη γλώσσα τώρα, όταν δεν την ακούς και περιμένεις να' ρθει ο δάσκαλος 2-3 φορές την εβδομάδα… μέσα σε τόσο complicated class. Πολύ λίγοι θα ξεφύγουν και θα πουν ότι μάθανε αγγλικά, ότι ακούσανε ναι, ότι μάθανε όχι. Αυτό μου λέει η εμπειρία μου των 2 ετών τώρα έτσι.*

**-Μάλιστα. Πολύ καλά, ευχαριστώ πάρα πάρα πολύ για το χρόνο σου και για τη διάθεσή σου να μου παραχωρήσεις αυτή τη συνέντευξη. Λοιπόν να είσαι καλά.**

*-Σε ευχαριστώ, να είσαι καλά κι εσύ.*

**Ε3**

*-Καλησπέρα Δήμητρα είχα σκοπό σήμερα να σε καλέσω για να κάνουμε την συνέντευξη. Τώρα γύρισα σπίτι.*

**-Κανένα πρόβλημα. Ευχαριστώ θερμά που δέχτηκες να λάβεις μέρος στην έρευνα που εκπονώ. Περνάω άμεσα στην πρώτη ερώτηση. Πότε ξεκίνησε η εμπλοκή σου στο ΣΔΕΦ; Και πόσα χρόνια είσαι στον θεσμό αυτό;**

*-Τι εννοείς; Θα έλεγα κάτι του τύπου… δήλωσα και τα υπόλοιπα ΣΔΕ και βασικά να σου πω δήλωσα της φυλακής γιατί θέλω πρωινό ωράριο και δουλεύω σε φροντιστήρια και δεν μπορούσα να δουλέψω απόγευμα. Επίσης στο ΣΔΕΦ εργάζομαι μόνο το διάστημα Δεκέμβρη με Ιούνη.*

**-Μια χαρά. Εργάζεσαι και σε άλλες εκπαιδευτικές δομές;**

*-Ναι σε εκπαιδευτικές δομές, έχω δουλέψει σε φροντιστήριο και στο δημόσιο σχολείο ως αναπληρώτρια.*

**-Ωραία, πάμε στον πρώτο άξονα της συνέντευξης που αφορά τα χαρακτηριστικά των εκπαιδευομένων. Ποια είναι τα ιδιαίτερα χαρακτηριστικά της συγκεκριμένης ομάδας-στόχου; Ποια ήταν η πρόκληση που είχες ως εκπαιδευτής να αντιμετωπίσεις;**

*-Ε είναι άντρες κρατούμενοι στο παράρτημα του νοσοκομείου που είμαι εγώ, ηλικίας οι περισσότεροι 40 κάτι με 60. Άντε να έχω δει κι εγώ μια φορά κι έναν μαθητή τύπου 30 κάτι… Οι προκλήσεις είναι να τους… να τους κάνω να ενδιαφερθούν και να συμμετέχουν στο μάθημα και να τους ενδιαφέρει αυτό που κάνουμε.*

**-Πολύ ωραία. Κάνεις διερεύνηση αναγκών, αν ναι πως την κάνεις και ποιες ανάγκες προέκυψαν; Ποιες είναι οι ανάγκες τους;**

*-Έκανα διερεύνηση αναγκών στην αρχή. Ουσιαστικά είδα τι γνωρίζουν από αγγλικά. Τι θα μπορούσαμε να δουλέψουμε. Οι περισσότεροι ξέρουν αγγλικά πέρα από ένα άτομο. Δυσκολεύεται αλλά το είχα δει μια φορά όμως. Οι υπόλοιποι ξέρουν, οπότε και έχουμε ένα καλό επίπεδο και συζητάμε, διαβάζουμε και γραμματική, αλλά στην αρχή ναι ξεκίνησα*

*προφορικά αρχικά να δω συστήνοντας τον εαυτό τους, τι ξέρουν και μετά έφτιαξα ένα πρόγραμμα για το τι μπορούμε να βγάλουμε σαν ύλη.*

**-Μάλιστα. Πολύ καλά. Τώρα κατά τη γνώμη σου, ποιοι είναι οι βασικοί λόγοι που οδηγούν τους εκπαιδευόμενους των ΣΔΕΦ να παρακολουθήσουν τα μαθήματα αγγλικής γλώσσας; Ποια είναι τα κίνητρα τους;**

*-Θεωρώ ότι οι περισσότεροι θεωρούν τα αγγλικά εύκολο μάθημα και μπορεί να γίνει και ευχάριστο και τα κίνητρα είναι… τους βοηθάει γενικά στην καθημερινότητά τους και σε περίπτωση κι όταν βγούνε στην κοινωνία σε κάποια δουλειά ίσως. Όταν βγουν από τη φυλακή.*

**-Ωραία άρα για πρακτικούς λόγους και επαγγελματικούς αργότερα…**

*-Ναι ναι φυσικά.*

**-Αν ο ευεργετικός υπολογισμός ημερών ποινής σταματούσε να ισχύει, θεωρείς ότι οι εκπαιδευόμενοι θα συνέχιζαν να παρακολουθούν τα μαθήματα της αγγλικής γλώσσας;**

*-Αυτό το ευεργέτημα δεν ισχύει στην περίπτωση του παραρτήματος όπου εκεί λαμβάνουν τα μεροκάματα έτσι κι αλλιώς. Πιστεύω όμως ότι η συγκεκριμένη ομάδα εκτιμάει πολύ την ξένη γλώσσα, έχει θέσει στόχους και επιθυμεί να κατακτήσει την γλώσσα.*

**-Με ποιους τρόπους ενθαρρύνεις τους εκπαιδευόμενους να συμμετέχουν στο μάθημα του Αγγλικού γραμματισμού;**

*-Νομίζω ότι έχει να κάνει με το υλικό που χρησιμοποιώ και κατά πόσο ενδιαφέρον το βρίσκουν. Αν πρόκειται για ένα θέμα που είναι βαρετό, τότε και οι ασκήσεις είναι αδιάφορες και το μάθημα δεν κυλάει εύκολα. Πρέπει οι θεματικές να είναι ενδιαφέρουσες και οι ασκήσεις καλά οργανωμένες ώστε να τους κινούν το ενδιαφέρον.*

**-Τέλεια! Ποια είναι η στάση τους απέναντι στην αγγλική γλώσσα και απέναντι στο μάθημα των αγγλικών; Τι τους αρέσει και τι δεν τους αρέσει;**

*-Γενικά τους αρέσει η συζήτηση και συμμετέχουν αν έχουμε κάποιο topic προφορικά, όλοι δυσκολεύονται λίγο όταν κάνουμε ασκήσεις που υπάρχει γραμματική, γραμματικά*

*φαινόμενα, ακόμα κι αυτοί που ξέρουν, δηλαδή που ήξεραν αγγλικά. Ειδικά ένας κύριος που μιλάει πολύ καλά μπερδεύεται στην γραμματική. Αυτό τους αρέσει δηλαδή το speaking αλλά δυσκολεύονται στις ασκήσεις γραμματικής.*

**-Πολύ ωραία, προχωράμε στον επόμενο άξονα που αφορά το Πρόγραμμα Σπουδών του αγγλικού γραμματισμού. Γνωρίζεις το Πρόγραμμα Σπουδών του αγγλικού γραμματισμού; Έχεις πρόσβαση σε αυτόν; Τον έχεις διαβάσει; Αν όχι, γιατί;**

*-Δεν είδα ποτέ το Πρόγραμμα, δεν το διάβασα, είδα ότι πρέπει να φτιάξουμε εμείς τον προγραμματισμό της ύλης που θα κάνουμε οπότε σχεδιάζω ασκήσεις μόνη μου. Δεν έχω χρησιμοποιήσει το Πρόγραμμα, όχι… και νομίζω ότι δε με έχουν βοηθήσει από πού να το βρω.*

**-Κατάλαβα.**

*-Δεν μπορώ να σου απαντήσω σε αυτά που με ρωτάς.*

**-Κατανοητό. Να προχωρήσω τότε στον επόμενο άξονα που αφορά την επιμόρφωση σου και κατά πόσο νιώθεις επαρκώς εκπαιδευμένη για να διδάξεις σε ΣΔΕΦ;**

*-Δεν θεωρώ ότι έχω εκπαιδευτεί για να διδάσκω συγκεκριμένα σε δομές μέσα στη φυλακή. Εεε…Ωστόσο, από τη στιγμή που έχω εμπειρία στη διδασκαλία, μπορώ να προσαρμόσω το μάθημα μου και τα λοιπά… και είχα μερικές οδηγίες από τη διευθύντρια του σχολείου αυτά.*

**-Κατάλαβα…Οπότε να ρωτήσω αν έχεις επιμορφωθεί για τις νέες διδακτικές μεθόδους, την παραγωγή διδακτικού υλικού και τις νέες μεθόδους αξιολόγησης εκπαιδευομένων στα ΣΔΕΦ;**

*-Προφανώς και δεν έχω επιμορφωθεί για τις νέες διδακτικές μεθόδους ούτε για τα υπόλοιπα…Περαιτέρω επιμόρφωση ή στήριξη στον τρόπο που θα μπορούσα να εφαρμόσω καινοτόμες μεθόδους σε τέτοιες δομές, όχι δεν έχω καμία ενημέρωση ή στήριξη γενικά.*

**-Πολύ καλά. Κλείνοντας, κάνε μια αποτίμηση της εμπειρίας στο ΣΔΕΦ. Τι σου αρέσει περισσότερο; Και τι δεν σου αρέσει;**

*-Τι μου αρέσει περισσότερο; Μου αρέσει που είναι… sorry μου αρέσει που είναι όλοι έτσι πολύ ευγενικοί και πρόθυμοι να συμμετέχουν στο μάθημα και να με βοηθήσουν. Και είναι όλοι πάρα πολύ καλοί μαζί μου, οι μαθητές και θέλουν να βοηθήσουν και στις φωτοτυπίες και στο τι θέλω να τους κάνω. Είναι πάρα πολύ καλοί, δηλαδή τώρα τι δεν μου αρέσει ότι δεν έχω αυτό… κάποια οδηγία για το τι πρέπει να κάνω, δηλαδή τα κάνω λίγο μόνη μου, όπως νομίζω. Και δεν υπάρχει οργάνωση γενικά. Αυτά, όχι από μένα. Εγώ είχα οργανώνω το μάθημά μου, δεν υπάρχει οργάνωση γενικά στη δομή, στο σχολείο, στο παράρτημα που είμαι εγώ. Αυτά.*

**-Σε ευχαριστώ πάρα πολύ. Είναι πολύ ενδιαφέροντα όσα ανέφερες. Σε ευχαριστώ πολύ για τον χρόνο σου.**

*-Καλή επιτυχία στην έρευνα και καλή συνέχεια.*

**Ε4**

**-Καλησπέρα.**

*-Καλησπέρα.*

**-Σ' ευχαριστώ πάρα πολύ που διέθεσες τον πολύτιμο χρόνο σου, τον πολύτιμο ελεύθερο χρόνο σου προκειμένου να μου παραχωρήσεις αυτή τη συνέντευξη. Θα ήθελες να μου πεις ποια είναι η θέση υπηρεσίας σου;**

*-Εγώ εργάζομαι στο δεύτερο ΣΔΕΚ το οποίο φιλοξενείται μέσα στο κατάστημα κράτησης των φυλακών και είμαι η καθηγήτρια αγγλικών του Γυμνασίου.*

**-Πότε ξεκίνησε η εμπλοκή σου στο συγκεκριμένο σχολείο και πώς προέκυψε;**

*-Φέτος είναι η δεύτερη φορά που εργάζομαι σε Σχολείο Δεύτερης Ευκαιρίας. Δεν είχα άλλοτε την ευκαιρία να εργαστώ σε ΣΔΕ και προέκυψε μετά από αίτηση που έκανα. Καθαρά… ήταν μια καθαρά τυχαία επιλογή. Αποφάσισα κάποια στιγμή να κάνω αίτηση και έγινε.. έγινε η αίτηση μου δεκτή.*

**-Εργάζεσαι και σε άλλες εκπαιδευτικές δομές;**

*-Φέτος εργάζομαι μόνο στο συγκεκριμένο σχολείο. Δεν κάνω παράλληλα κάτι άλλο, δεν απασχολούμαι παράλληλα σε άλλες δομές.*

**-Ωραία ωραία λοιπόν, προχωράμε στον… ήθελες να προσθέσεις κάτι;**

*-Όχι. Πάντως, η εμπειρία μου, η εκπαιδευτική, όλα αυτά τα χρόνια έχει να κάνει με όλες τις ηλικίες των μαθητών. Από τις πρώτες τάξεις του δημοτικού μέχρι και σε σχολές του ΟΑΕΔ, σε σχολή του ΟΑΕΔ έχω εργαστεί και σε δημόσιο ΙΕΚ. Δηλαδή έχω καλύψει όλες τις ηλικίες μαθητών όλα αυτά τα χρόνια.*

**-Ωραία ωραία. Λοιπόν πάμε στον άξονα της συνέντευξης που αφορά τα χαρακτηριστικά των εκπαιδευομένων, ποια είναι τα ιδιαίτερα χαρακτηριστικά της συγκεκριμένης ομάδας-στόχου στα Σχολεία Δεύτερης Ευκαιρίας στα καταστήματα κράτησης;**

*-Τα ιδιαίτερα χαρακτηριστικά είναι βασικά μαθητές που μιλάμε για ενήλικες βέβαια, οι οποίοι όμως είναι από διαφορετικές εθνικότητες, δεν μιλούν όλοι τις ίδιες γλώσσες, κάποιοι ξέρουν καλά αγγλικά. Κάποιοι δεν ξέρουν καθόλου ελληνικά και κάποιοι δεν καταλαβαίνουν καμία από τις δύο αυτές γλώσσες, ούτε την ελληνική ούτε την αγγλική. Και έχουν άλλο κώδικα επικοινωνίας, προσπαθούν να επικοινωνήσουν μαθαίνοντας σιγά σιγά την ελληνική κατ' ανάγκη. Και με τη βοήθεια άλλων συναδέλφων τους ή συμμαθητών τους, που στη δική τους γλώσσα τους εξηγούν πράγματα. Αυτά είναι, αυτά θεωρώ ότι είναι τα βασικά χαρακτηριστικά των μαθητών μας, αλλόγλωσσοι, διαφορετικές εθνικότητες και με διαφορετικές ανάγκες ο καθένας.*

**-Ωραία..**

*-Μαθησιακές.*

**-Κάνεις διερεύνηση αναγκών και αν ναι, με ποιον τρόπο; Και ποιες ανάγκες κυρίως προκύπτουν;**

*-Διερεύνηση αναγκών δεν έχω κάνει. Αλλά από τα πρώτα μαθήματα καταλαβαίνω τι συμβαίνει σε κάθε τμήμα, σε κάθε τάξη και που βρίσκω πού κυμαίνονται οι δυνατότητες του*

*κάθε τμήματος και των ατόμων που συμμετέχουν σε αυτό. Αυτό που διαπιστώνω είναι ότι οι μαθητές δεν βρίσκονται στο ίδιο επίπεδο μάθησης, μαθησιακά υπάρχουν μεγάλες διαφορές ανάμεσα στους μαθητές μας και έτσι υπάρχουν πολλά επίπεδα. Άλλοι είναι advanced, προχωρημένοι, άλλοι είναι αρχάριοι εντελώς, άλλοι έχουν έτσι ένα μέτριο επίπεδο και μπορούν κάπως και επικοινωνούν. Το πρόβλημα λοιπόν είναι ότι δεν μπορούμε να έχουμε επίπεδα σε αυτά τα σχολεία και έχουμε μαθητές οι οποίοι είναι σε διαφορετικό επίπεδο μαθησιακής… μαθησιακό επίπεδο και σε διαφορετική ετοιμότητα για να κάνουν μάθημα στην ξένη γλώσσα.*

**-Ωραία. Ωραία κατά τη γνώμη σου ποιοι είναι οι βασικοί λόγοι που οδηγούν τους εκπαιδευόμενους των ΣΔΕΦ να παρακολουθήσουν τα μαθήματα των αγγλικών; Ποια είναι τα κίνητρά τους;**

*-Υπάρχει μεγάλο ενδιαφέρον για την εκμάθηση των αγγλικών από μέρους τους, γιατί οι περισσότεροι είναι αλλοδαποί και αλλόγλωσσοι και τους ενδιαφέρει να μάθουν την αγγλική γιατί στοχεύουν μετά την αποφυλάκισή τους να μεταβούν σε άλλες χώρες της Ευρώπης, να μην παραμείνουν στην Ελλάδα και χρειάζονται τη γλώσσα για να μπορέσουν να εγκατασταθούν σε κάποια άλλη χώρα εκτός της Ελλάδας.*

**-Ως επικοινωνία, δηλαδή πιο πολύ αυτό, το θέλουν για επικοινωνιακούς λόγους;**

*-Ξέρεις, είναι ένα εργαλείο για αυτούς για να μπορέσουν να επιβιώσουν εκτός φυλακών σε μια άλλη χώρα.*

**-Μάλιστα.**

*-Το έχουνε πει κιόλας. Για κάποιους επίσης είναι θέμα γούστου. Τους αρέσει να μάθουν αγγλικά. Είναι και αυτοί που θέλουν να μάθουν αγγλικά γιατί τους αρέσουν τα αγγλικά το θεωρούν έτσι χρήσιμα γενικώς.*

**-Ωραία. Γνωρίζεις για τον ευεργετικό υπολογισμό ημερών ποινής;**

*-Ναι, τον γνωρίζω…*

**-Αν αυτός σταματούσε να ισχύει, πιστεύεις ότι οι εκπαιδευόμενοι θα συνέχιζαν να παρακολουθούν τα μαθήματα της γλώσσας, της αγγλικής γλώσσας;**

*-Μια διαρροή θα είχαμε σίγουρα γιατί είναι κάποιοι οι οποίοι έρχονται στο σχολείο γενικά στο σχολείο για αυτό το λόγο. Για να πάρουν τα ευεργετικά μεροκάματα.*

**-Μεροκάματα..ωραία…**

*-Όμως έχω διαπιστώσει αυτό που είπα πριν, ότι πολλοί από τους μαθητές αγαπούν τα αγγλικά και το σχολείο, καταλαβαίνουν ότι τους ωφελεί και σε άλλους τομείς. Και θεωρώ ότι θα είχαμε συμμετοχή, παρά τη έλλειψη αυτού του ευεργετήματος, θα είχαμε συμμετοχή στο σχολείο γιατί μου λένε μου μιλάνε σε προσωπικό επίπεδο και μου λένε ότι ερχόμενοι στο σχολείο νιώθουν πάρα πολύ καλά, γιατί βλέπουν ένα άλλο περιβάλλον μέσα στη φυλακή, το οποίο είναι φιλόξενο και στο οποίο νιώθουν καλά και η επαφή με το προσωπικό, με εμάς, τους βοηθάει έτσι και ξεπερνούν τα προβλήματα που έχουν στην φυλακή αργότερα, όταν φεύγουν από το σχολείο.*

**-Ωραία οπότε εγώ καταλαβαίνω ότι γενικά η στάση τους απέναντι στο μάθημα των αγγλικών είναι θετική, είναι κάτι που δεν τους αρέσει; Έχεις εντοπίσει κάτι ας πούμε…**

*-Υπάρχουν και κάποιοι…*

**-Από την μέχρι τώρα εμπειρία σου…**

*-Ναι, υπάρχουν κάποιοι οι οποίοι έχουν εκφράσει τον αρνητισμό τους για την ξένη γλώσσα. Είναι μικρό το ποσοστό αυτό. Θεωρώ ότι είναι στην κατηγορία των μαθητών που δυσκολεύονται να μάθουν μια ξένη γλώσσα και λένε δεν μου αρέσει.*

**-Με ποιους τρόπους ενθαρρύνεις τους εκπαιδευόμενους να συμμετέχουν στο μάθημα του Αγγλικού γραμματισμού;**

*-Αυτή η ερώτηση μου αρέσει πολύ! Λοιπόν, αρχικά προσπαθώ να δημιουργήσω ένα φιλικό και άνετο κλίμα στην τάξη. Θέλω να δημιουργώ και να έχω καλές σχέσεις με τους μαθητές μου…ελπίζω ότι τα καταφέρνω! Επίσης παρουσιάζω τον σκοπό του εκάστοτε μαθήματος και δίνω πολύ απλές οδηγίες για τα φύλλα εργασίας που δίνω. Δεν αναθέτω πολύ δύσκολες ασκήσεις. Συνεχώς ενθαρρύνω τους εκπαιδευόμενους να κάνουν τις εργασίες και να συμμετέχουν στο μάθημα.*

**-Μάλιστα. Ωραία τώρα για σένα ως εκπαιδευτικός της αγγλικής γλώσσας. Ποιες είναι οι μεγαλύτερες προκλήσεις στη διδασκαλία της συγκεκριμένης ομάδας στόχου;**

*-Είναι να μπορώ να ανταπεξέλθω στις ανάγκες των μαθητών μιας τάξης που έχει… μαθητές με διαφορετικές ικανότητες, γλωσσικές. Η διαφοροποίηση που έχει η τάξη στο επίπεδο της γλώσσας…τις γνώσεις των αγγλικών των μαθητών μας. Αυτό. Επίσης δεν υπάρχει, δεν υπάρχει και υλικό κατάλληλο να μπορούμε να πατήσουμε πάνω σε αυτό και να το εφαρμόσουμε. Με επιτυχία και με ευκρίνεια και με ακρίβεια ώστε να καλύψουμε τις ανάγκες μιας τέτοιας τάξης με διαφορετικές ικανότητες και ανάγκες μαθητών. Αυτό είναι το πρόβλημα.*

**-Τώρα πάνω σε αυτό που λες μου δίνεις μια πολύ καλή πάσα για να πάω στον επόμενο άξονα που αφορά το Πρόγραμμα Σπουδών του αγγλικού γραμματισμού.**

*-Ωραία…*

**-Ωραία λοιπόν, σχετικά με το Πρόγραμμα Σπουδών του αγγλικού γραμματισμού, πρώτα από όλα τον γνωρίζεις;**

*-Εεε..πρόσφατα το απέκτησα. Και συγκεκριμένα μου στάλθηκε από την σύμβουλο αγγλικής γλώσσας, την οποία γνωρίζω… του νομού Δωδεκανήσου, την οποία γνωρίζω προσωπικά γιατί είχαμε.. συνεργαστήκαμε πέρσι σε διάφορα θέματα που αφορά στο αντικείμενό μου και απευθύνθηκα σε εκείνη όταν χρειάστηκε να… να ενημερωθώ σχετικά με τα Σχολεία Δεύτερης Ευκαιρίας και το γραμματισμό της αγγλικής γλώσσας. Απευθύνθηκα σε εκείνη για να με ενημερώσει και για να με συμβουλεύσει και μου απέστειλε το υλικό που είχε στην κατοχή της του 2006 και του 2013.*

**-Μάλιστα.**

*-Εγώ έριξα μια ματιά σε αυτό το υλικό στην αρχή ήμουνα λίγο ενθουσιασμένη, το είδα έτσι κάπως χρήσιμο εγχειρίδιο ότι θα βοηθηθώ και θα κάνω τη δουλειά μου εύκολα και λοιπά όμως στην πορεία διαπίστωσα ότι δεν είναι εφαρμόσιμο. Γιατί κάποια πράγματα που… κάποιες δραστηριότητες που προτείνει δεν μπορούν να εφαρμοστούν στο σχολείο που είναι μέσα σε κατάστημα κράτησης. Γιατί δεν μπορούν ας πούμε να χρησιμοποιήσουν υλικά όπως*

*ψαλίδια και χαρτόνια, για να κάνουν κάποιες εργασίες ούτε να να έχουν πρόσβαση στο ίντερνετ αυτοί οι άνθρωποι για να κάνουν κάποια πρότζεκτ.*

**-Κατάλαβα…-Ωραία σχετικά με τις προτεινόμενες προσεγγίσεις διδασκαλίας, γνωρίζεις τη μέθοδο επίλυσης προβλήματος; Δημιουργικής γραφής; Χρησιμοποιείς λογοτεχνικά έργα;**

*-Επίσης, είναι λίγο απαιτητικά. Το επίπεδο των μαθημάτων είναι προχωρημένο και απαιτητικό για τις ανάγκες των μαθητών αυτών που όπως είπαμε είναι mixed ability classes, δηλαδή έχουμε μαθητές με διαφορετικές ικανότητες και γνώσεις. Άλλοι είναι κάποιοι, πολύ λίγοι, κάποιοι είναι πολύ προχωρημένοι, οι περισσότεροι είναι του μετρίου και αρκετοί δεν ξέρουν καθόλου αγγλικά και τους έχεις όλους αυτούς μέσα σε ένα τμήμα. Δεν μπορείς να εφαρμόσεις αυτό το έτοιμο υλικό όπως είναι σε αυτά τα τμήματα. Είναι δύσκολο.*

**-Οπότε; Τι κάνεις εσύ;**

*-Τι κάνω εγώ; Ναι απλά εγώ, εγώ απλά προσπαθώ να ακολουθήσω τα θέματα, την θεματολογία του υλικού αυτού. Πάνω σε αυτό προσπαθώ να καλύψω skills, λεξιλόγιο και γραμματική.*

**-Θα μπορούσες να προτείνεις έτσι κάποιες αλλαγές για τη βελτίωσή του; Ας πούμε τα worksheets να αφορούν beginners για παράδειγμα;**

*-Καταρχήν δεν είναι. Δεν έχουν ευκρίνεια. Ορισμένα δεν έχουν ευκρίνεια. Μπορώ να βγάλω φωτοτυπία κάποια για να τα χρησιμοποιήσω και δεν διαβαζόντουσαν καθόλου.*

**-Μάλιστα…**

*-Γιατί το αρχικό, δεν ήταν η αρχική μορφή, δηλαδή του υλικού δεν ήταν καλά φωτοτυπημένη ώστε να μπορέσουμε να την αναπαράγουμε και να βγει καθαρή για τους μαθητές και για εμάς να την διαβάσουμε. Επίσης να υπάρχει λεξιλόγιο, δηλαδή να είναι ένα βιβλίο το οποίο να είναι ολοκληρωμένο, να το έχει στα χέρια του ο μαθητής του ΣΔΕΦ ώστε να μπορεί να δουλεύει και εκτός σχολείου στις συνθήκες τις οποίες έχει εκεί μέσα στις φυλακές. Δεν είναι μέσα στο σπίτι του, δεν έχει την…δεν μελετάει από την άνεση του σπιτιού του. Δεν μελετάει καθόλου, θα μπορούσα να πω δεν δεν έχει τη δυνατότητα να μελετήσει ένας τέτοιος μαθητής*

*όταν ζει μέσα σε ένα κελί με…με πολλά άτομα και με πολλή φασαρία γύρω του. Και ένα τετράδιο με δύο σημειώσεις δεν θα τον βοηθήσουν να μελετήσει. Θέλει τουλάχιστον να έχει ένα βιβλίο το οποίο θα του παρέχει οργανωμένο το υλικό με τις ασκησούλες, το λεξιλόγιο που χρειάζεται να το έχει με την προφορά του λεξιλογίου, γιατί είναι ένα πράγμα που τους απασχολεί πάρα πολύ, ένα… ένα μεγάλο εμπόδιο που θεωρούν για… το θεωρούν… θεωρείται ότι έχουν αυτοί οι μαθητές είναι ότι δεν μπορούν να μάθουν τα αγγλικά επειδή δεν μπορούν να μελετήσουν να διαβάσουν τις λέξεις έτσι ακριβώς όπως τις βλέπουν, έχουν μάθει από τις δικές τους γλώσσες και από άλλες γλώσσες, αυτό που βλέπει…βλέπουν και από τα ελληνικά, αυτό που βλέπουμε να το διαβάζουμε. Αυτό όμως δεν συμβαίνει με τα αγγλικά και το θεωρούν, πολλοί θεωρούν δύσκολη γλώσσα για αυτό ακριβώς το λόγο. Άρα χρειάζονται και ένα εγχειρίδιο το οποίο να τους δίνει τη δυνατότητα να μελετούν την προφορά, να είναι όλα έτσι μέσα οργανωμένα.*

**-Συμπληρωματικό εγχειρίδιο ε;**

*-Ένα ναι, ένα supplementary material, να έχει λεξιλόγιο, να… το λεξιλόγιο να εξηγείται και να έχει και το pronunciation, να τους βοηθάει.*

**-Ωραία, ωραία. Πολύ καλά. Και πάμε στο τελευταίο άξονα. Λοιπόν, σε ποιο βαθμό νιώθεις επαρκώς εκπαιδευμένη για διδασκαλία στα Σχολεία Δεύτερης Ευκαιρίας των φυλακών;**

*-Εγώ θεωρώ ότι δεν υστερώ σε κάτι γιατί έχω κάνει και σεμινάρια στην εκπαίδευση ενηλίκων, απλά αυτά που κάνουμε στην εκπαίδευση ενηλίκων και αυτά που μας ζητούν γενικώς να κάνουμε, πρέπει να εφαρμόζονται σε ομοιογενή τμήματα. Δεν μπορείς να τα εφαρμόσεις σε ανομοιογενή τμήματα. Αυτό ξέρω.*

**-Μέχρι στιγμής έχει γίνει διάγνωση επιμορφωτικών αναγκών στα Σχολεία Δεύτερης Ευκαιρίας από τη Γενική Γραμματεία διά βίου μάθησης;**

*-Όχι, δεν έχω δει κάτι τέτοιο να έχει συμβεί.*

**-Έχετε επιμορφωθεί για τις νέες διδακτικές μεθόδους, την παραγωγή διδακτικού υλικού και τις νέες μεθόδους αξιολόγησης εκπαιδευομένων στα ΣΔΕΦ;**

*-Δυστυχώς όχι.*

**-Μάλιστα.**

*-Προς το παρόν.*

**-Θα ήθελες να πεις σε ποιους τομείς χρειάζεσαι περαιτέρω επιμόρφωση ή στήριξη; Για τη συγκεκριμένη ομάδα στόχου, για τη συγκεκριμένη εκπαιδευτική δομή.**

*-Ναι…*

**-Υπάρχουν κάποιες ανάγκες;**

*-Ναι, αυτό είναι κάτι το οποίο τώρα θέλει λίγο σκέψη για να το απαντήσω.*

**-Ίσως κάποια… ίσως κάποια ενημέρωση για τα άτομα, τα οποία είναι πρώην χρήστες σε αυτές τις δομές…**

*-Σε αυτό ναι. Σωστά έχουμε, έχουμε μαθητές οι οποίοι κρατούνται σε αυτό… σε αυτούς τους χώρους για διαφορετικούς λόγους. Δηλαδή έχουν διαφορετικού είδους αδικήματα. Και σαφώς είναι αρκετοί από αυτοί… από αυτούς που βρίσκονται σε αυτή τη θέση λόγω ναρκωτικών. Θεωρώ ότι είναι ίσως εμπορεία, χρήση. Κάποιοι επισκέπτονται το… το ΚΕΘΕΑ κάποιες ώρες την ημέρα ή κάποιες φορές την εβδομάδα, που σημαίνει ότι έχουν ανάγκη στήριξης ως πρώην χρήστες. Φαντάζομαι. Βέβαια, στην καθημερινή επαφή μαζί με αυτούς τους ανθρώπους, εγώ δεν έχω διαπιστώσει κάποια ιδιαίτερη, προς το παρόν, κάποια ή κάποιο ιδιαίτερο πρόβλημα ώστε να μην μπορώ εγώ να συμπεριφερθώ απέναντι τους και να τους χειριστώ και να τους αντιμετωπίσω στην τάξη με έναν τρόπο που να με δυσκολεύει εμένα. Και μέχρι στιγμής, η σχέση μου με αυτά τα άτομα, με αυτούς τους μαθητές είναι αρκετά καλή. Και δεν έχει, δεν έχει παρατηρηθεί κάτι ακραίο στις συμπεριφορές τους, ώστε να μας φέρουν και εμάς και εμένα σε δύσκολη θέση. Ίσα ίσα που η στάση μου και η στάση των συναδέλφων μου είναι τέτοια που τους κάνει και νιώθουν μεγάλη χαρά και νιώθουν πάρα πολύ καλά, τους βοηθάει στην ψυχολογία τους η μεταξύ μας αλληλεπίδραση την ώρα του μαθήματος στο χώρο του σχολείου, είτε είναι μέσα στο μάθημα, την ώρα μέσα στην τάξη, είτε στην ώρα του διαλείμματος. Στις εναλλαγές των ωρών και των μαθημάτων, δηλαδή η μεταξύ μας συμπεριφορά, η σχέση είναι πάρα πολύ καλή. Και δεν πιστεύω ότι αυτή τη στιγμή*

*χρειαζόμαστε κάτι. Ότι χρειαζόμαστε κάποια βοήθεια άμεσα για να χειριστούμε αυτούς τους ανθρώπους. Θεωρώ ότι είμαστε σε πολύ καλό σημείο αυτή τη στιγμή. Ίσως γιατί αυτοί βοηθιούνται από μας και δεν δείχνουν κάτι το οποίο είναι να βγαίνει έξω από τα συνηθισμένα σαν συμπεριφορά. Η συμπεριφορά τους φαίνεται πολλή λογική και πολλή ομαλή… και υγιής…*

**-Τέλεια..**

*-Φαίνεται υγιής η συμπεριφορά… Φαίνεται υγιής η συμπεριφορά τους, ναι.*

**-Τέλεια ωραία, οπότε...**

*-Θα πρέπει να γίνει κάτι πολύ ακραίο για να ζητήσουμε βοήθεια. Αυτή τη στιγμή εγώ δεν έχω παρατηρήσει ακραίες συμπεριφορές. Βλέπω τώρα κάποια φορά, κάποιες στιγμές, κάποιοι από αυτούς που δεν είναι και ναρκομανείς. Έχουν μια έτσι ψυχολογική μετάπτωση, μια πτώση ψυχολογική και αυτό είναι φυσιολογικό γιατί βρίσκονται σε ένα περιβάλλον που δεν είναι φιλικό.*

**-Πολύ καλά, κάτι τελευταίο. Εγώ καταλαβαίνω, αντιλαμβάνομαι ότι γενικά η μέχρι τώρα εμπειρία σου είναι πολύ θετική. Είναι κάτι που δεν σου αρέσει; Μέχρι στιγμής είναι κάτι που δεν σου αρέσει και θα ήθελες να το μοιραστείς;**

*-Δεν έχω εντοπίσει κάτι. Βασικά αυτό που μπορώ να κάνω σαν παρατήρηση είναι ότι βρισκόμαστε σε ένα ανδροκρατούμενο σχολείο. Κι εμείς που καλούμαστε να δουλέψουμε εκεί, είμαστε στο μεγαλύτερο ποσοστό γυναίκες. Και ένα θέμα το οποίο θα μπορούσε να επηρεάσει κάπως εκεί την όλη κατάσταση είναι αυτή ήταν η διαφορά φύλου, δηλαδή οι μαθητές μας που είναι άντρες στερημένοι από τη μια και εμείς που είμαστε οι εκπαιδευτικοί τους, οι καθηγητές τους, οι καθηγήτριες τους, γυναίκες από την άλλη, οι οποίες πρέπει να κρατούμε μια ισορροπία στις σχέσεις μας με αυτούς τους μαθητές.*

**-Σωστά…**

*-Αυτό είναι που έχω να κάνω σαν παρατήρηση. Πρέπει να έχουμε μία ισορροπημένη σχέση λόγω διαφοράς φύλου. Επειδή είναι άνθρωποι που είναι στερημένοι. Και σε κράτηση, σε συνθήκες κράτησης και όσο να' ναι τους λείπει η συντροφικότητα και η επαφή με γυναίκα, με γυναίκες και με γυναίκες δηλαδή που είναι το άλλο φύλο και εμείς ως γυναίκες που είμαστε*

*το άλλο φύλο, θα πρέπει να είμαστε προσεκτικές καθηγήτριες. Εμείς που εργαζόμαστε εκεί. Να μην έχουμε έτσι κρούσματα περίεργα. Από τη μεριά τους.*

**-Πολύ σωστά.**

*-Αυτό έχω να παρατηρήσω.*

**-Ευχαριστώ πολύ, πολύ, ευχαριστώ πάρα πολύ!**

*-Κι εγώ! Κι εγώ ευχαριστώ!*

**Ε5**

**-Λοιπόν, σε χαιρετώ. Καλησπέρα.**

*-Καλησπέρα σας. Καλησπέρα.*

**-Λοιπόν, πρώτα από όλα να σε ευχαριστήσω για την διάθεση σου να μου παραχωρήσεις αυτή τη συνέντευξη. Θεωρώ ότι η βοήθειά σου και η συνδρομή σου στη διεξαγωγή αυτής της έρευνας είναι σημαντική και περιμένω τις σίγουρα χρήσιμες απαντήσεις σου. Η συνέντευξη είναι ανώνυμη και εμπιστευτική.**

*-Ευχαριστώ πολύ για την πρόσκληση.*

**-Εγώ σε ευχαριστώ πολύ να 'σαι καλά. Ξεκινώντας ποια είναι η θέση υπηρεσίας σου;**

*-Είμαι στις φυλακές Κ., είμαι ωρομίσθια και φέτος, δουλεύω πολλά χρόνια τα 6 τελευταία χρόνια στις φυλακές και τα προηγούμενα ήμουν στα κανονικά, τα συμβατικά τα ΣΔΕ.*

**-Ωραία πώς προέκυψε η εμπλοκή σου στα Σχολεία Δεύτερης Ευκαιρίας εντός των σωφρονιστικών καταστημάτων;**

*-Ήτανε μια εμπειρία που ήθελα να τη ζήσω. Είχα ακούσει πολλά από διάφορους συναδέλφους και γενικά μου αρέσουν οι προκλήσεις και πιστεύω ότι παράγεται ένα πολύ καλό έργο εκεί πέρα και θέλω να συνεχίσει να παράγεται.*

**-Πολύ ωραία. Στο θεσμό είπες ότι παραμένεις 6-7 χρόνια;**

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*-Ναι ναι, στις φυλακές, ήμουνα στα συμβατικά και γενικά η εντρύφηση μου πάνω στο επαγγελματικό κομμάτι είναι κυρίως στην εκπαίδευση ενηλίκων…*

**-Πολύ ωραία…**

*-Και με έχει κατακτήσει αυτό το κομμάτι τα τελευταία χρόνια.*

**-Πολύ ωραία! Εργάζεσαι και σε άλλες εκπαιδευτικές δομές;**

*-Ε αυτό το διάστημα για προσωπικούς λόγους, όχι, αλλά τα τελευταία χρόνια, ναι, ήμουνα στα δημόσια ΙΕΚ… κυρίως εκεί είναι κυρίως η εμπειρία μου και τώρα τα τελευταία χρόνια είμαι στα… στων φυλακών το πρωί στον Κ.*

**-Ωραία λοιπόν, προχωράμε στον επόμενο άξονα της συνέντευξης που αφορά τα χαρακτηριστικά των εκπαιδευόμενων. Ποια είναι τα ιδιαίτερα χαρακτηριστικά της συγκεκριμένης ομάδας στόχου;**

*-Το βασικότερο που μου αρέσει εμένα είναι ότι έχουν μεγάλη θέληση, έχουν επιμονή, υπομονή και γενικά θέλουν να μάθουνε. Ίσως αποτελεί κάποιο κατάλοιπο του παρελθόντος που λόγω παραβατικότητας δεν προλάβανε να υλοποιήσουν κάποια όνειρα τους. Επίσης, όπως καλά ξέρουμε τα γι'αυτό και διδάσκω αυτό το κομμάτι και επέλεξα και εγώ ως επάγγελμα είναι ένα μάθημα το οποίο το αγαπούν σχεδόν όλοι οι άνθρωποι γιατί είναι πολύ χρήσιμο για την καθημερινή τους επικοινωνία. Και πιστεύω θα είναι και για τη μετέπειτα ζωή τους. Εφόσον αποφυλακιστούν από κει… και γενικά πιστεύω ότι είναι χρήσιμη η διαδικασία με τον αγγλικό γραμματισμό, αλλά πιο πολύ ότι είναι ένα… ο τρόπος που γίνεται η διδασκαλία και τους βοηθάει.*

**-Πρόκειται για μια ομάδα η οποία είναι ομοιογενής ή ανομοιογενής, δηλαδή από ποιους απαρτίζονται οι τάξεις;**

*-Αναφορικά με το επίπεδο των μαθητών;*

**-Και το επίπεδο εθνικότητα, θρησκεία.**

*-Ναι ε… κοιτάξτε, υπάρχει ανομοιογένεια, συνήθως αποτελείται κυρίως από μαθητές εκπαιδευόμενους αλβανικής καταγωγής, ρωσικής καταγωγής, άλλοτε από Συρία, Αφγανιστάν. Άρα καταλαβαίνουμε ότι υπάρχει μια ανομοιογένεια έτσι φυλετική για αρχή και*

*μετά μαθησιακή, γιατί υπάρχουν κάποια άτομα που προτού μπούνε στην παραβατικό κόσμο, είχανε ένα προηγμένο έτσι επίπεδο στα αγγλικά και άλλοι που δεν ξέρουν καθόλου γιατί μπλέξανε από πάρα πολύ μέσα σε πολύ μικρή ηλικία και άρα ήταν το τελευταίο πράγμα που είχαν ενδιαφερθεί να ασχοληθούν.*

**-Ωραία. Κάνετε… κάνεις διερεύνηση αναγκών κι αν ναι, πως την κάνεις και ποιες ανάγκες προκύπτουν;**

*-Φυσικά από το πρώτο μάθημα κιόλας κάνω μια διερεύνηση αναγκών να δω πώς μπορώ καλύτερα να ανταποκριθώ στις ανάγκες τους. Πώς μπορώ να προσαρμόσω έτσι αναλόγως το μάθημα και πώς μπορεί να δέσει η ομάδα και τι γενικά τι στόχους έχουν και εκείνοι, με αποτέλεσμα να συγκεραστούν οι ανάγκες τους και με τα δικά μου Θέλω και να έχουμε μία αποτελεσματικότητα. Είναι αναγκαίο το Μαθησιακό Συμβόλαιο, ειδικά στην αρχή και γενικά να διερευνήσω τις ανάγκες τους, έτσι ώστε να ανταποκριθώ αργότερα στον ρόλο μου.*

**-Τι ζητούν από σένα δηλαδή, ποιες είναι οι ανάγκες τους όσον αφορά την αγγλική γλώσσα;**

*-Κοιτάξτε η αγγλική γλώσσα τώρα δεν… αποβλέπουν και σε κάποιο πιστοποιητικό μελλοντικά, εφόσον αποφυλακιστούν, αλλά το κυριότερο θέλουν πρακτικές ομιλίες, δηλαδή κάποιες να μάθουν τα βασικά πράγματα και να αρθρώνουν προτάσεις, κυρίως γραμματική και λεξιλόγιο, ώστε να μπορούν να συνεννοούνται σε καθημερινές συνδιαλέξεις, είτε θέλουν να πάρουν ένα εισιτήριο, ότι θέλουν να ταξιδέψουν γενικά, πρακτικά πράγματα καθημερινής χρήσης.*

**-Ποιοι είναι οι βασικοί λόγοι που οδηγούν τους εκπαιδευόμενους των ΣΔΕΦ να παρακολουθήσουν τα μαθήματα της αγγλικής γλώσσας. Ποια πιστεύεις ότι είναι τα κίνητρα τους;**

*-Τα κίνητρα τους, όπως προείπα και προανέφερα, είναι ότι η αγγλική γλώσσα έχει μπει στη ζωή μας για τα καλά εδώ και χρόνια και γενικά είναι βασικό προτέρημα να ξέρεις και αγγλική γλώσσα, όχι μόνο σαν προσόν ακαδημαϊκό, ώστε να μπορείς να έχεις δουλειά αλλά και γενικά να συνεννοηθείς είτε θες να παραγγείλεις κάτι από το ίντερνετ, είτε να επιστρέψεις ένα προϊόν. Γενικά πιστεύω ότι είναι πάρα πολύ χρήσιμα και πιστεύω ότι είναι αυτό το*

*κίνητρό τους, δηλαδή πολλές φορές μου λένε…Α είδα μια ταινία και την κατάλαβα ξέρω εγώ δηλαδή από κάποιες γνώσεις που έχουν χωρίς να έχουν υπότιτλους φερ' ειπείν έτσι είναι βασικό κομμάτι.*

**-Τώρα αν ο ευεργετικός υπολογισμός ημερών ποινής σταματούσε να ισχύει, θεωρείς ότι οι εκπαιδευόμενοι θα συνέχιζαν να παρακολουθούν τα μαθήματα των αγγλικών;**

*-Σε ένα πολύ μεγάλο ποσοστό, πιστεύω, όλοι θα το επέλεγαν, γιατί πολλές φορές κι εγώ και κάποιοι άλλοι συνάδελφοι, έτσι των αγγλικών που έρχονται κατά καιρούς στο ωρομίσθιο κομμάτι, αλλά και το μόνιμο προσωπικό που βλέπω και από άλλες φυλακές που ενημερώνομαι, είναι ότι είναι πολύ βασικό κομμάτι, πες είναι ένα κατάλοιπο, θέλουν να το συνεχίσουν. Εγώ πιστεύω ναι, θα συνέχιζαν γιατί πρώτον παρέχεται και δωρεάν. Δεύτερον, πιστεύω ότι είναι πολύ χρήσιμο για τη μετέπειτα ζωή τους.*

**-Τώρα γενικότερα η στάση τους είναι θετική, είναι κάτι που έχεις εντοπίσει που δεν τους αρέσει στα αγγλικά;**

*-Πιστεύω εντάξει στο προσωπικό μάθημα που κάνω εγώ, αλλά και παλιούς συναδέλφους, γιατί πλέον ξέρουνε πολύ καλά τη δουλειά τους και που ανταποκρίνονται και ανταποκρίνονται σε ενήλικες με ανάγκες και συγκεκριμένες έτσι σε βιωματικό επίπεδο και τα λοιπά που πιστεύω ότι εεε… δεν υπάρχει κανένα παράπονο, διότι γίνεται πλήρως βιωματικά, δηλαδή και εγώ και πολλοί συνάδελφοι προσπαθούμε δια μέσω καθημερινών συνδιαλέξεων, έτσι να καταλάβουν τη χρήση της γλώσσας, αλλά είναι κάτι που τους αρέσει κι αν γινόταν κάπως πιο θεωρητικά, πιστεύω ίσως να μην τους άρεσε και τόσο, αλλά όλοι όσοι εργαζόμαστε στα ΣΔΕ γνωρίζουμε την πρακτικότητα του θέματος και νομίζω αυτό είναι καταλυτικός παράγοντας.*

**-Με ποιους τρόπους ενθαρρύνεις τους εκπαιδευόμενους να συμμετέχουν στο μάθημα του Αγγλικού γραμματισμού;**

*-Τους ενθαρρύνω συνέχεια. Επιλέγω ενδιαφέροντα θέματα και διαφορετικές ασκήσεις. Δηλαδή ασκήσεις αντιστοίχησης, συμπλήρωσης με λέξεις, καταιγισμός ιδεών, σταυρόλεξα, μικρά κείμενα, ασκήσεις ακουστικής κατανόησης κ.ά. Είναι πολύ σημαντικό να υπάρχει ποικιλία στις ασκήσεις και όχι κάτι μονότονο. Επίσης προσπαθώ να χρησιμοποιώ*

*πρωτότυπο και αυθεντικό υλικό. Πάντα τους υπενθυμίζω με διάφορα παραδείγματα πόσο χρήσιμη είναι η αγγλική γλώσσα. Ας πούμε, ταξιδεύετε στο εξωτερικό, πηγαίνετε σε ένα εστιατόριο και θέλετε να παραγγείλετε. Τι θα πείτε; Θέλετε να κλείσετε αεροπορικά εισιτήρια..Να συναναστραφείτε με άλλους ανθρώπους από άλλες χώρες…*

**-Πολύ καλά. Τώρα για έναν εκπαιδευτικό αγγλικής όπως εσύ, ποιες είναι οι μεγαλύτερες προκλήσεις στη διδασκαλία της ομάδας στόχου;**

*-Κοιτάξτε επειδή εμένα προσωπικά μου αρέσουν οι προσκλήσεις, δεν πιστεύω ότι η μεγαλύτερη πρόκληση είναι να κάνω κάποιον που ήταν τελείως αρνητικός, γιατί μη γελιόμαστε τα αγγλικά είναι ένα ξένο σώμα, μια ξένη γλώσσα, άρα προκειμένου να την αγαπήσει κάποιος πρέπει να είναι όλα είναι δούναι και λαβείν δηλαδή προσπαθώ να δώσω ό,τι καλύτερο προκειμένου να έχω ανταπόκριση. Γι' αυτό πιστεύω αυτό είναι η μεγαλύτερη πρόκληση. Να κερδίσεις αυτό το στοίχημα, πως θα κάνεις τους εκπαιδευόμενους σου να συμμετάσχουν ενεργά και να έχουν θελκτικότητα πάνω στην παραγωγή και απόδοση της αγγλικής γλώσσας. Αυτό.*

**-Πολύ ωραία! Πάμε στον επόμενο άξονα που αφορά το Πρόγραμμα Σπουδών του αγγλικού γραμματισμού. Πρώτα από όλα γνωρίζεις το Πρόγραμμα Σπουδών;**

*-Ναι, φυσικά και το γνωρίζω, πάω πάντα σύμφωνα με τις οδηγίες γενικά των συγγραμμάτων του υπουργείου και γενικά πως λειτουργούνε οι οδηγίες για να είμαι σωστή, να πατάω σε έναν άξονα, αλλά ναι, το έχω μελετήσει πάρα πολύ καλά. Ναι, το γνωρίζω.*

**-Ωραία ποιες προτεινόμενες προσεγγίσεις διδασκαλίας χρησιμοποιείς από το Πρόγραμμα Σπουδών στην τάξη;**

*-Ναι, σχεδόν καμία, αν θα έλεγα καμία, γιατί πιστεύω ότι είναι πολύ απαρχαιωμένες. Δεν μπορεί εν έτει 2023 να έχει κάποια απαρχαιωμένα πράγματα. Ε που οι εικόνες, πες το θεματολογία, πιστεύω εντάξει, όσον αφορά τη θεματολογία είναι ωραία, αλλά πιστεύω ότι έχουμε μπει σε μεγάλη έξαρση της τεχνολογίας και γενικά δηλαδή μπορούν να γίνουν πιο σύνθετα πράγματα. Βέβαια θα μου πείτε στις φυλακές είναι λίγο δύσκολο. Αλλά μπορούμε να κάνουμε κάτι στον τομέα της πληροφορικής, συνδυασμός με τα αγγλικά και να έχουμε ένα αποτέλεσμα καλό. Το θεωρώ πάντως πολύ απαρχαιωμένο. Θέλει αλλαγές δηλαδή. Αυτό.*

**-Στο… στην τάξη χρησιμοποιείς, αξιοποιείς λογοτεχνικά έργα για να κάνεις μάθημα ή ας πούμε κάνεις ασκήσεις δημιουργικής γραφής. Αυτά είναι κάποιες προτεινόμενες προσεγγίσεις διδασκαλίας που προτείνει το Πρόγραμμα Σπουδών. Ή την μέθοδο επίλυσης προβλήματος…**

*-Ναι, προκειμένου μερικές φορές, σίγουρα τα απαιτεί κιόλας, ή βλέπουμε κάποιες ταινίες έτσι ώστε να βγάζουμε κάποια αποφθέγματα και κάποια κοινωνικά μηνύματα. Γενικά ναι, χρησιμοποιώ ώστε να μη γίνεται βαρετό το μάθημά μου και να γίνεται όσο πιο πολύ βιωματικό. Αυτό.*

**-Οπότε το Πρόγραμμα Σπουδών δεν βοηθάει ιδιαίτερα το έργο σου;**

*-Όχι, δεν το βοηθάει γιατί ναι… κοιτάξτε να δείτε, δεν βοηθάει γιατί είναι απαρχαιωμένο. Οι ανάγκες, έτσι είναι επιτακτικές τώρα της αγγλικής γλώσσας, θέλουν και πολλή βιωματικότητα και γενικά πιστεύω είναι απαρχαιωμένη η θεματολογία. Γενικά θέλει μεγάλες αλλαγές, πιστεύω εξ ολοκλήρου δηλαδή από την αρχή.*

**-Για τη συγκεκριμένη ομάδα στόχου;**

*-Για την συγκεκριμένη ομάδα στόχου. Εννοείται πως και στη δική μου φυσικά δεν κάνει και δεν το χρησιμοποιώ. Δηλαδή χρησιμοποιώ ένα 5%, θα έλεγα το πολύ.*

**-Μάλιστα.**

*-Και το προσομοιώνω βασικά στις ανάγκες των εκπαιδευόμενων και με τον τρόπο τον δικό μου και από αυτό τους αρέσει να ανταποκρίνονται σωστά.*

**-Οπότε μια επικαιροποίηση όσον αφορά έτσι τη θεματολογία και γενικότερα τα φύλλα εργασίας επιβάλλεται. Θα ήταν πολύ καλή ιδέα…**

*-Θα έχρηζε πάρα πολύ 100 τις 100.*

**-Ωραία λοιπόν πάμε και στον τελευταίο άξονα που αφορά την επιμόρφωση των εκπαιδευτών, σε ποιο βαθμό νιώθεις επαρκώς εκπαιδευμένη για διδασκαλία στα σχολεία δεύτερης ευκαιρίας φυλακών;**

*-Θα έλεγα από μέτρια έως καθόλου, μόνο είναι λίγες οι περιπτώσεις. Βασικά δεν υπάρχει κάπου επίσημα δομημένο όπως υπάρχει για τα συμβατικά ΣΔΕ ή για την εκπαίδευση ενηλίκων και γίνονται είτε από εθελοντές είτε από ΜΚΟ. Γενικά από εκεί μπορεί να υπάρχει μια εκπαίδευση, αν το κυνηγήσεις, το μάθεις, είναι διαθέσιμοι αυτοί οι άνθρωποι, γενικά δεν είναι είτε από ιδιωτική δομή είτε από δημόσια, δεν υπάρχει μεγάλο ενδιαφέρον, είναι από μέτριο ως μηδενικό. Οπότε, δηλαδή όσα χρόνια είμαι και διδάσκω, σε εμάς έχουν γίνει ελάχιστες φορές και ελάχιστες προσπάθειες, δηλαδή ολίγων ωρών να γίνει κάποια επιμόρφωση εσωτερική. Αυτό.*

**-Πραγματοποιείται διάγνωση επιμορφωτικών αναγκών για ΣΔΕΦ από την ΓΓΔΒΜ;**
*-Όχι.*
**-Έχετε επιμορφωθεί για τις νέες διδακτικές μεθόδους, την παραγωγή διδακτικού υλικού και τις νέες μεθόδους αξιολόγησης εκπαιδευομένων στα ΣΔΕΦ;**
*-Δυστυχώς όχι.*

**-Οκ. Σε ποιους τομείς θεωρείς ότι χρειάζεσαι περαιτέρω επιμόρφωση στήριξη; Θα μπορούσαμε να πούμε**…

*-Πείτε μου, πείτε μου.*

**-Ναι, θα μπορούσαμε να πούμε ότι θα χρειαστεί…είναι ανάγκη να επιμορφωθείτε περισσότερο. Ας πούμε σε θέματα εκπαιδευόμενων που αφορούν ας πούμε χρήστες, ίσως πρώην χρήστες;**

*-Ναι φυσικά γιατί τώρα κοιτάξτε εμένα ναι, έχετε απόλυτο δίκιο και σε αυτό συμφωνώ απόλυτα και είναι ένα κομμάτι καταλαβαίνετε, δεν είναι συμβατικά σχολεία δεύτερης ευκαιρίας, δηλαδή έχουν να κάνουν με ανθρώπους οι οποίοι μπορεί να είναι χρήστες, οι οποίοι, τέλος πάντων, ανήκουν στον κόσμο της παραβατικότητας, άρα πιστεύω ένα σεμινάριο ως προς την προσέγγιση τέτοιων ατόμων ή να γνωρίζουμε κάποια πράγματα ή να μην αναφέρουμε κάποιες συγκεκριμένες… συγκεκριμένα γλωσσικά έτσι σχήματα εν ώρα διδασκαλίας πιστεύω θα ήταν πολύτιμο. Αυτό σε τέτοιους τομείς, δηλαδή πιο πολύ ενημέρωση προς την ομάδα στόχο σαν ιδιοσυγκρασία εκεί πέρα. Γιατί εντάξει τώρα προς το μάθημα και στην προσέγγιση, επειδή είπαμε τα κίνητρά τους είναι σίγουρα θετικά, γιατί*

*ξεφεύγουν από την… τον εγκλεισμό τους, απελευθερώνονται και άρα οδηγούνται στη μάθηση για κάτι που δεν είναι, έχουν εδώ και καιρό αυτό.*

**-Ωραία τώρα, ως προς την αποτίμηση της εμπειρίας σου γενικότερα, στην αρχή αναφέρθηκες ότι σου αρέσει πάρα πολύ αυτό το έργο. Τέλος πάντων, η εμπειρία σου είναι πολύ θετική. Είναι κάτι που δεν σου αρέσει;**

*-Όχι, δεν έχω κανένα παράπονο, μόνο θέλω αν αυτό δύναται, κάτι που έτσι σκέφτομαι και θέλω να γίνει, είναι να γίνει μια αναθεώρηση των φακέλων ΣΔΕ, δηλαδή του υλικού που διατίθεται για την διδασκαλία των ΣΔΕ, τον οδηγό και από την άλλη να είχαμε κάποια πιο τακτική επιμορφωτική ημερίδα για αυτές τις ομάδες στόχους, γιατί είναι συγκεκριμένες γι' αυτό, αυτά τα… αυτά τα δύο. Πιστεύω τα άλλα, πιστεύω λόγω εμπειρίας, λόγω θέλησης και λόγω αγάπης για αυτό που κάνω εγώ προσωπικά, δεν θα ήθελα κάποια άλλη αρωγή.*

**-Ευχαριστώ πάρα πολύ.**

*-Κι εγώ να είστε καλά.*

**Ε6**

*-Καλησπέρα.*

**-Καλησπέρα, θέλετε να ξεκινήσουμε;**

*-Ναι, φυσικά, όλα έτοιμα.*

**-Εντάξει! Πείτε μου ποια είναι η θέση υπηρεσίας σας στα ΣΔΕΦ; Μόνιμη ή ωρομίσθια;**

*-Λοιπόν, είμαι μόνιμη εκπαιδευτικός στο ΣΔΕΦ τα τελευταία 2 χρόνια.*

**-Ωραία, θα ήθελα να μου πείτε πότε ξεκίνησε η εμπλοκή σας στα ΣΔΕΦ και πώς προέκυψε;**

*-Ξεκίνησε στις αρχές Φθινοπώρου του 2019. Άκουσα για τα ΣΔΕΦ από μια καλή μου συνάδελφο, η οποία είχε αναλάβει τη θέση της διευθύντριας στο ΣΔΕ των Α. Μου άρεσε*

*πάντα η εκπαίδευση ενηλίκων και ήθελα να εμπλακώ και να ασχοληθώ. Στην αρχή δίσταζα γιατί δεν είχα εργαστεί ποτέ στις φυλακές.*

**-Ωραία, άρα στον θεσμό είστε 4 χρόνια, σωστά;**

*-Συνολικά ναι.*

**-Παράλληλα εργάζεστε και σε άλλες δομές;**

*-Στην παρούσα φάση όχι.*

**-Ποια είναι τα ιδιαίτερα χαρακτηριστικά της συγκεκριμένης ομάδας-στόχου;**

*-Τα χαρακτηριστικά της ομάδας στα καταστήματα κράτησης είναι η ιδρυματοποίηση γιατί ζουν για σημαντικό χρονικό διάστημα στην «κοινωνία» της φυλακής και στερούνται διάφορα πράγματα όπως την ελευθερία, βασικά αγαθά και υπηρεσίες. Νιώθουν ανασφαλείς. Επίσης στερούνται βασικές κοινωνικές δεξιότητες και έχουν χαμηλό επαγγελματικό προφίλ. Και φυσικά να μην ξεχάσω να αναφέρω ότι δεν υπάρχουν ευκαιρίες εκπαίδευσης και απασχόλησης.*

**-Πολύ ωραία. Κάνετε διερεύνηση αναγκών, αν ναι, πως την κάνετε και ποιες ανάγκες συνήθως προκύπτουν από την έρευνα σας; Ποιες είναι οι ανάγκες των εκπαιδευομένων;**

*-Φυσικά και κάνω διερεύνηση αναγκών κατά την εναρκτήρια συνάντηση. Καταγράφω στον πίνακα τι περιμένουν «να πάρουν» από τον αγγλικό γραμματισμό, τις προσδοκίες έχουν… Γενικά θεωρούν ότι έχουν ανάγκη από πρακτικά πράγματα που θα τους βοηθήσουν για μια εξωτερική εργασία.*

**-Μάλιστα, κατά τη γνώμη σας, ποιοι είναι οι βασικοί λόγοι που οδηγούν τους εκπαιδευόμενους των ΣΔΕΦ να παρακολουθήσουν τα μαθήματα αγγλικής γλώσσας; Ποια είναι τα κίνητρα τους;**

*-Η πλειοψηφία παρακολουθεί για τα μεροκάματα και μάλλον λίγοι από ενδιαφέρον για κοινωνική επανένταξη. Κατά μειοψηφία έχουν διάθεση για μάθηση. Βέβαια το σχολείο αρέσει σε όλους, είναι μία βοήθεια για αυτούς, για να αλλάζουν παραστάσεις, να ξεχνάνε τα*

*προβλήματα τους, να ανταλάσουν απόψεις. Για την αγγλική γλώσσα έχουν καλή διάθεση και βλέπουν το μάθημα σαν γέφυρα με τον έξω κόσμο και το εξωτερικό, αφού πολλοί επιθυμούν να φύγουν εκτός Ελλάδας μετά την αποφυλάκιση και να μεταναστεύσουν.*

**-Πολύ ενδιαφέροντα όσα αναφέρετε. Αν ο ευεργετικός υπολογισμός ημερών ποινής σταματούσε να ισχύει, θεωρείτε ότι οι εκπαίδευομενοι θα συνέχιζαν να παρακολουθούν τα μαθήματα της αγγλικής γλώσσας;**

*-Φυσικά και θα συνέχιζαν να παρακολουθούν. Ναι μεν η μείωση της ποινής αποτελεί ευεργέτημα αλλά υπάρχει θετική στάση και διάθεση απέναντι στον αγγλικό γραμματισμό που σχεδόν όλοι τον αγαπούν και περνούν ευχάριστα τον χρόνο τους. Οι περισσότεροι φοβούνται την περιθωριοποίηση κι επειδή θέλουν να επανενταχθούν στην κοινωνία, θεωρούν ότι τα αγγλικά είναι ένα προσόν που θα τους βοηθήσει.*

**-Είναι κάτι που δεν τους αρέσει στο μάθημα των Αγγλικών;**

*-Η πλειοψηφία είναι ικανοποιημένοι. Είναι κάποιοι εκπαιδευόμενοι που λόγω ανασφάλειας ίσως και έλλειψης αυτοπεποίθησης έχουν μία άρνηση απέναντι στην γλώσσα, την κουλτούρα, την νοοτροπία…προσπαθώ να τους υποκινήσω το ενδιαφέρον με διάφορους τρόπους και εξεύρεση δραστηριοτήτων.*

**-Δηλαδή;**

*-Προσπαθώ να μάθω τα ενδιαφέροντα τους και να αναζητήσω, να ετοιμάσω υλικό που να τους κεντρίζει το ενδιαφέρον.*

**-Με ποιους τρόπους ενθαρρύνετε τους εκπαιδευόμενους να συμμετέχουν στο μάθημα του Αγγλικού γραμματισμού;**

*-Θέλω να είμαι ο εαυτός μου. Να κάνω το μάθημα όσο πιο ευχάριστο γίνεται με μια δόση χιούμορ…Προσπαθώ να κάνω το μάθημα όσο πιο διαδραστικό γίνεται. Δίνω ιδιαίτερη έμφαση στις εργασίες ανά ομάδες. Παίζουμε πολλά παιχνίδια ρόλων και τονίζω πάντα τη σημασία της ανάπτυξης των δεξιοτήτων στην επικοινωνία. Ενθαρρύνω τους εκπαιδευόμενους να μιλάνε στα αγγλικά όσο περισσότερο μπορούν. Επίσης τους ζητάω να μοιραστούν στην τάξη την εμπειρία τους και τις σκέψεις τους σχετικά με το θέμα προς*

*συζήτηση. Νομίζω ότι έτσι παροτρύνω ακόμα και τους πιο εσωστρεφείς και διστακτικούς να συμμετέχουν λέγοντας μια φράση, μια κουβέντα.*

**-Για έναν εκπαιδευτικό Αγγλικής, ποιες είναι οι μεγαλύτερες προκλήσεις στη διδασκαλία της ομάδας στόχου;**

*-Αυτό που ανέφερα και παραπάνω. Ο εκπαιδευτής της αγγλικής προσπαθεί να κατευνάσει τα αρνητικά αισθήματα που μπορεί να έχει ένας εκπαιδευόμενος απέναντι στην αγγλική γλώσσα. Πρέπει να συνεχίζει χωρίς εντάσεις και να προσπαθεί να διατηρήσει την ισορροπία στις σχέσεις. Πέραν αυτού, πρέπει να αντιμετωπίσει διαφορετικά επίπεδα εκπαιδευομένων, άλλοι κρατούμενοι είναι πολύ αρχάριοι, άλλοι προχωρημένοι κι όλοι αυτοί μαζί βρίσκονται στο ίδιο τμήμα…*

**-Πολύ καλά. Ας προχωρήσουμε στον επόμενο άξονα της συνέντευξης που αφορά το Πρόγραμμα Σπουδών του αγγλικού γραμματισμού. Τον γνωρίζετε; Τον έχετε διαβάσει;**

*-Δεν με ενημέρωσε κάποιος συγκεκριμένα, το αναζήτησα κατόπιν παρότρυνσης μιας συναδέλφου, το βρήκα και το έχω διαβάσει.*

**-Ποιες προτεινόμενες προσεγγίσεις διδασκαλίας χρησιμοποιείτε από το Πρόγραμμα Σπουδών στην τάξη;**

*-Αναλόγως με τις ανάγκες τους. Έχω χρησιμοποιήσει κάποιες δραστηριότητες που αφορούν την αγγλική αλφάβητο για τους πολύ αρχάριους, συμπληρωματικά βέβαια στο υλικό που ετοίμασα εγώ. Κάποιες δραστηριότητες με παιχνίδι ρόλων για το πως κλείνουμε ένα εισιτήριο αεροπορικώς, πως να παραγγείλουμε σε ένα εστιατόριο…κυρίως στον Β κύκλο τα δύο τελευταία.*

**-Γνωρίζετε την μέθοδο επίλυσης προβλήματος; Την εφαρμόζετε; Χρησιμοποιείτε ασκήσεις δημιουργικής γραφής; Με ποιον τρόπο; Αξιοποιείτε λογοτεχνικά έργα; Αν όχι, γιατί;**

*-Γνωρίζω τις μεθόδους που ανέφερες αλλά το μόνο που χρησιμοποιώ ιδίως στον Β κύκλο είναι η διήγηση μικρών ιστοριών με απλό λεξιλόγιο και συζήτηση πάνω σε αυτές. Οι*

*υπόλοιπες μέθοδοι είναι αρκετά σύνθετες και απαιτητικές για το επίπεδο της συγκεκριμένης ομάδας στόχου.*

**-Θεωρείτε ότι το Πρόγραμμα Σπουδών βοηθάει στο έργο σας; Αν ναι, με ποιον τρόπο; Αν όχι, γιατί;**

*-Είναι ένα Πρόγραμμα με καλές δραστηριότητες οι οποίες όμως μπορούν να χρησιμοποιηθούν εφεδρικά στην τάξη. Εννοώ συμπληρωματικά.*

**-Δηλαδή σας βοηθάει κατά ένα μέρος..**

*-Ναι ναι σίγουρα. Κοιτάξτε μπορεί να με καθοδηγεί ως προς την ύλη αλλά και πάλι επειδή στα σχολεία αυτά, έχουμε ελεύθερη επιλογή ύλης με βάση τις ανάγκες των εκπαιδευομένων, μπορεί να χρησιμοποιήσω κάποια φύλλα εργασίας και να τα μοιράσω, αλλά και πάλι σκέφτομαι ότι θα μπορούσε να υπάρχει μια ανανέωση ως προς αυτά. Κάποια δεν συνάδουν και με την σύγχρονη πραγματικότητα.*

**-Οπότε χρειάζεται να τις προσαρμόσεις;**

*-Ναι σίγουρα. Να τις προσαρμόσω, να τις διαμορφώσω.*

**-Τι αλλαγές θα προτείνατε για την βελτίωση του Προγράμματος Σπουδών;**

*-Το Πρόγραμμα Σπουδών χρειάζεται μια επικαιροποίηση ως προς τις προτεινόμενες δραστηριότητες. Επίσης χρειάζεται επικαιροποίηση και ως προς τις θεματικές, διότι η συγκεκριμένη ομάδα-στόχος έχει άλλες, διαφορετικές ανάγκες από τους εκπαιδευόμενους των άλλων ΣΔΕ που βρίσκονται εκτός. Ας πούμε επειδή η προφορική συμμετοχή είναι αυξημένη έναντι της γραπτής, θα μπορούσαν να υπάρχουν περισσότερες ασκήσεις προφορικού λόγου.*

**-Πολύ ωραία…πολύ κατατοπιστικά τα σχόλια σας. Κλείνουμε σιγά σιγά με την επιμόρφωση των εκπαιδευτών του αγγλικού γραμματισμού. Σε ποιο βαθμό νιώθετε επαρκώς εκπαιδευμένοι για διδασκαλία σε ΣΔΕΦ;**

-Δεν πιστεύω ότι είμαι εκπαιδευμένη να δουλέψω σε ΣΔΕΦ. Δεν έχω λάβει καμία επιμόρφωση ούτε έχω παρακολουθήσει κάποιο σεμινάριο. Χρειάζομαι σίγουρα κάποιο

σεμινάριο που να αφορά την ανάπτυξη κάποιων δεξιοτήτων και την διαχείριση καταστάσεων σε τέτοιες δομές.

**-Πραγματοποιείται διάγνωση επιμορφωτικών αναγκών για ΣΔΕΦ από την ΓΓΔΒΜ;**

*-Όχι, δεν πραγματοποιείται.*

**-Έχετε επιμορφωθεί για τις νέες διδακτικές μεθόδους, την παραγωγή διδακτικού υλικού και τις νέες μεθόδους αξιολόγησης εκπαιδευομένων στα ΣΔΕΦ;**

*-Όχι δεν έχω επιμορφωθεί σε αυτούς τους τομείς.*

**-Σε ποιους τομείς χρειάζεστε περισσότερη ενίσχυση;**

*-Πρώτα απ' όλα έχω ανάγκη από συναισθηματική και ψυχική θωράκιση. Γενικά έχω ανάγκη από ψυχολογική ενίσχυση. Επίσης πρέπει να εφευρίσκω νέες μεθόδους διδασκαλίας που να προσελκύουν το ενδιαφέρον του εκπαιδευόμενου. Θεωρώ ότι εκτός από την διεύθυνση του σχολείου που πρέπει να μεριμνεί για την ενίσχυση των ικανοτήτων μας, πρέπει να συνδράμει και η διεύθυνση των φυλακών στην βελτίωση των ικανοτήτων μας.*

**-Πολύ ωραία. Είναι κάτι που δεν σας αρέσει από την εμπειρία σας στα ΣΔΕΦ;**

*-Γενικά υπάρχει η αίσθηση κινδύνου. Χρειάζεται ιδιαίτερη προσοχή. Εργάζομαι σε ένα περιβάλλον που μπορεί να απειλείσει την σωματική και ψυχική μου κατάσταση. Επίσης πολλοί κρατούμενοι δεν επιθυμούν τις ομαδικές εργασίες και είναι πολύ διστακτικοί στο να συνεργαστούν με άλλους εκπαιδευόμενους. Αυτό είναι κάτι που δεν μου αρέσει και προσπαθώ να το δουλέψω ώστε να ξεπεράσω αυτό το εμπόδιο.*

**-Σας ευχαριστώ πάρα πολύ για τον χρόνο και για τα πολύτιμα σχόλια.**

*-Καλή συνέχεια. Κι εγώ ευχαριστώ.*

**Ε7**

**-Καλημέρα, καλημέρα.**

*-Καλημέρα, καλή σου μέρα.*

**-Να ξεκινήσουμε λέγοντας ότι θέλω να σε ευχαριστήσω πάρα πολύ για την διάθεση σου να μου παραχωρήσεις αυτή την συνέντευξη.**

*-Χαρά μου να μοιράζομαι εμπειρίες με αξιόλογους συναδέλφους.*

**-Να είσαι καλά. Λοιπόν, πότε ξεκίνησε η εμπλοκή σου στα ΣΔΕΦ και πώς προέκυψε;**

*-Ειλικρινά εκεί υπήρχε κενή θέση για ωρομίσθιο προσωπικό. Βέβαια μου προσέφερε μαθήματα ζωής.*

**-Πόσα χρόνια παραμένεις στον θεσμό;**

*-Ήμουν καθηγήτρια στο ΣΔΕΦ. στα Χ. το προηγούμενο σχολικό έτος. Είμαι καθηγήτρια στα ΣΔΕ 8 χρόνια. Ήμουν στο ΣΔΕ Ξ.. Υπηρέτησα και ως αναπληρώτρια στην τυπική εκπαίδευση 4 χρόνια.*

**-Εργάζεστε και σε άλλες εκπαιδευτικές δομές;**

*-Φέτος όχι. Απασχολούμαι μόνο στο ΣΔΕΦ.*

**-Περνάμε στον επόμενο άξονα της συνέντευξης που αφορά τους εκπαιδευόμενους. Ποια είναι τα ιδιαίτερα χαρακτηριστικά της συγκεκριμένης ομάδας-στόχου;**

*-Έχει διάφορες ηλικίες. Κυρίως νέοι. Ο μέσος όρος είναι τα 26-35. Τα τμήματα αποτελούνται μόνο από άντρες. Έχουμε διάφορες εθνικότητες, Έλληνες, Αλβανούς, Βούλγαρους. Οι περισσότεροι είχαν πάει στο γυμνάσιο αλλά σταμάτησαν στην Α γυμνασίου γιατί κόπηκαν.*

**-Ωραία. Κάνεις διερεύνηση αναγκών, αν ναι πως την κάνεις και ποιες ανάγκες συνήθως προκύπτουν από την έρευνα σου; Ποιες είναι οι ανάγκες τους;**

*-Αυτό συμβαίνει συνεχώς.*

**-Η διερεύνηση αναγκών;**

*-Ναι φυσικά. Εβδομαδιαίως, αναπροσαρμόζω την ύλη και τον προγραμματισμό ανάλογα με τις ανάγκες των εκπαιδευομένων.*

**-Ποιες είναι οι ανάγκες τους;**

*-Θέλουν να αυξήσουν τα προσόντα τους, να μάθουν την αγγλική γλώσσα για μια καλύτερη επαγγελματική εξέλιξη βγαίνοντας από την φυλακή.*

**-Κατά τη γνώμη σου, ποιοι είναι οι βασικοί λόγοι που οδηγούν τους εκπαιδευόμενους των ΣΔΕΦ να παρακολουθήσουν τα μαθήματα αγγλικής γλώσσας; Ποια είναι τα κίνητρα τους;**

*-Κοιτάξτε...Θεωρώ ότι είναι διάφοροι οι λόγοι. Πρώτον, γιατί θέλουν να βελτιώσουν τις γνώσεις τους, να πάρουν το απολυτήριο για να αποκατασταθούν ευκολότερα επαγγελματικά. Επίσης για να περάσουν δημιουργικά τον χρόνο τους. Για να ξεφύγουν από τον εγκλεισμό της φυλακής…και για να ολοκληρώσουν κάτι που το άφησαν στη μέση και το μετάνιωσαν.*

**-Αν ο ευεργετικός υπολογισμός ημερών ποινής σταματούσε να ισχύει, θεωρείς ότι οι εκπαίδευομενοι θα συνέχιζαν να παρακολουθούν τα μαθήματα της αγγλικής γλώσσας;**

*-Φυσικά. Μια μέρα στο ΣΔΕ ισοδυναμεί με δύο της ποινής τους. Για τον αγγλικό γραμματισμό συγκεκριμένα όμως θα πω ότι υπάρχει ενδιαφέρον και όλοι είναι πρόθυμοι να παρακολούθησουν. Οπότε ναι, θα συνέχιζαν.*

**-Άρα η στάση τους απέναντι στην γλώσσα είναι θετική;**

*-Βεβαίως και είναι θετική. Εκτός από ελάχιστες περιπτώσεις που μπορώ να θυμηθώ από τα χρόνια που είμαι στο ΣΔΕΦ οι οποίοι είχαν δισταγμό απέναντι στην ξένη γλώσσα και άσχημη εμπειρία από το παρελθόν.*

**-Με ποιους τρόπους ενθαρρύνεις τους εκπαιδευόμενους να συμμετέχουν στο μάθημα του Αγγλικού γραμματισμού;**

*-Πιστεύω ότι με ένα καλά οργανωμένο υλικό μπορώ να τους κεντρίσω το ενδιαφέρον και να θέλουν να συμμετέχουν στο μάθημα. Επίσης πιστεύω ότι και ο εκπαιδευτής πρέπει να δείχνει συνεχώς ενδιαφέρον και ενθουσιασμό στο μάθημα ώστε να εμπλέκει και τους εκπαιδευόμενους σε αυτό. Αν είχα την ευκαιρία, θα χρησιμοποιούσα περισσότερο οπτικοακουστικό υλικό όπως βίντεο ή ασκήσεις ακουστικής κατανόησης γιατί ξέρω ότι τους αρέσει πολύ και επικεντρώνουν την προσοχή τους.*

**-Για έναν εκπαιδευτικό Αγγλικής ποιες είναι οι μεγαλύτερες προκλήσεις στη διδασκαλία της ομάδας στόχου;**

*-Η πρόκληση είναι να τους κεντρίσεις το ενδιαφέρον, να σταματήσουν να σκέφτονται την σκληρή καθημερινότητα της φυλακής, να τους πείσω να συνεργάζονται μεταξύ τους. Πρόκληση για μένα είναι οι εκπαιδευόμενοι να ανταποκριθούν και να συμμετέχουν στο μάθημα. Πράγμα που είναι πολύ δύσκολο λόγω των συνθηκών. Προσπαθώ να κερδίσω την εμπιστοσύνη τους, για να χαλαρώσουν και να συμμετάσχουν στο μάθημα.*

**-Πολύ ωραία. Επόμενος άξονας είναι το Πρόγραμμα Σπουδών του Αγγλικού γραμματισμού. Το γνωρίζεις; Είναι χρήσιμο;**

*-Είναι βοηθητικό. Χρησιμοποιώ τον καταιγισμό ιδεών, εργασία σε ομάδες, χιονοστιβάδα και παιχνίδι ρόλων. Δεν χρησιμοποιώ αυτούσιες τις δραστηριότητες που προτείνει το Πρόγραμμα αλλά τις προσαρμόζω.*

**-Για ποιο λόγο;**

*-Θεωρώ ότι θέλει μία καλή αναπροσαρμογή στο σήμερα και στις ανάγκες των εγκλείστων.*

**-Ωραία για τις προτεινόμενες προσεγγίσεις διδασκαλίας, γνωρίζεις τη μέθοδο επίλυσης προβλήματος και δημιουργικής γραφής; Χρησιμοποιείς λογοτεχνικά έργα;**

*-Όχι καθόλου αυτές τις προσεγγίσεις. Είναι αρκετά δύσκολες.*

**-Πολύ ωραία. Σχετικά με την επιμόρφωση σου, σε ποιο βαθμό νιώθεις επαρκώς εκπαιδευμένος για να διδάσκεις σε ΣΔΕΦ;**

*-Δε νιώθω απόλυτα ικανοποιημένος. Η καθημερινή εμπειρία και η επαφή με τους εκπαιδευόμενους είναι αυτή που με βοηθάει να αναπτύσω κάποιες δεξιότητες που με βοηθούν στο έργο μου.*

**-Οπότε έχετε παρακολουθήσει κάποια επιμόρφωση στο παρελθόν ή όχι;**

*-Ναι, ένα πρόγραμμα 100 ωρών που αφορούσε την Εκπαίδευση Εκπαιδευτών Ενηλίκων. Επίσης, ένα 25ωρο πρόγραμμα που αφορούσε τις κοινωνικά ευάλωτες ομάδες και άλλα επιμορφωτικά προγράμματα κυρίως 200 ή 300 ωρών που αφορούν τους εκπαιδευτές ΣΔΕ.*

**-Για την εκπαίδευση των έγκλειστων συγκεκριμένα;**

*-Μόνο στο 25ωρο πρόγραμμα που σας είπα που αφορούσε γενικά τις κοινωνικά ευάλωτες ομάδες, γινόταν απλή αναφορά στους έγκλειστους αλλά γενικά όχι συγκεκριμένα.*

**-Έχει πραγματοποιηθεί διάγνωση επιμορφωτικών αναγκών για ΣΔΕΦ από την ΓΓΔΒΜ;**

*-Όχι.*

**-Έχετε επιμορφωθεί για τις νέες διδακτικές μεθόδους, την παραγωγή διδακτικού υλικού και τις νέες μεθόδους αξιολόγησης εκπαιδευομένων στα ΣΔΕΦ;**

*-Δυστυχώς όχι.*

**-Κατάλαβα. Σε ποιους τομείς χρειάζεστε περαιτέρω επιμόρφωση ή στήριξη;**

*-Στήριξη και βοήθεια στην αναζήτηση καινούργιου υλικού το οποίο θα είναι πιο ενδιαφέρον και αναζητώ συνέχεια τρόπους με τους οποίους θα προσελκύσω εντονότερα τη συμμετοχή των εκπαιδευομένων. Επίσης επιμόρφωση για την συγκεκριμένη ομάδα στόχο και ψυχολογική στήριξη.*

**-Είναι κάποιο αρνητικό στοιχείο/εμπειρία που θα θέλατε να μοιραστείτε;**

*-Ο θεσμός των ΣΔΕΦ δεν στηρίζεται όσο θα έπρεπε. Υπάρχουν κενά στη νομοθεσία, στον τρόπο διεξαγωγής της διδασκαλίας.*

**-Σ' ευχαριστώ πάρα πολύ!**

*-Κι εγώ!*

**Ε8**

**-Καλημέρα.**

*-Χαίρεται, καλή σου μέρα.*

**-Πρώτα απ' όλα, θέλω να σε ευχαριστήσω πάρα πολύ για τον χρόνο και την διάθεση σου να μου παραχωρήσεις αυτή την συνέντευξη.**

*-Χαίρομαι που θα μοιραστώ κάποιες σκέψεις με κάποια συνάδελφο που είναι πολλά χρόνια στα ΣΔΕΦ.*

**-Ξεκινώντας, ποια είναι η θέση υπηρεσίας σου;**

*-Είμαι ωρομίσθια στα ΣΔΕΦ και αναπληρώτρια εκπαιδευτικός μειωμένου ωραρίου.*

**-Πόσα χρόνια δουλεύεις στα ΣΔΕΦ;**

*-Είμαι πλέον τρία χρόνια. Την πρώτη χρονιά ήμουν στο κατάστημα Τ. και τα τελευταία δύο χρόνια σε αυτό της Λ.*

**-Εργάζεσαι και σε άλλες δομές;**

*-Είχα αναλάβει κάποιες ώρες στα ΚΔΒΜ, το πρόγραμμα ολοκληρώθηκε και περιμένω νέα ανάθεση.*

**-Πολύ καλά. Λοιπόν, περνάμε στον επόμενο άξονα της συνέντευξης που αφορά τους εκπαιδευόμενους. Ποια είναι τα ιδιαίτερα χαρακτηριστικά της συγκεκριμένης ομάδας-στόχου;**

*-Τα τμήματα αποτελούνται μόνο από άντρες. Κυρίως νεαρής ηλικίας. Ο μέσος όρος είναι 25-45 ετών. Είναι διαφόρων εθνικοτήτων κυρίως όμως Βούλγαροι, Έλληνες, Αλβανοί. Οι περισσότεροι έχουν πάει γυμνάσιο αλλά είχαν σταματήσει σε κάποια τάξη οπότε και αιτήθηκαν να φοιτήσουν στο ΣΔΕΦ. Έχουμε πρώην χρήστες, άτομα με σοβαρά αδικήματα που έρχονται στο σχολείο γιατί ελπίζουν ότι θα αυξήσουν τα προσόντα τους…*

**-Αυτό θα ήθελα να σε ρωτήσω τώρα. Ποιοι είναι οι λόγοι που τους ωθούν να έρθουν στο ΣΔΕΦ και να παρακολουθήσουν τον αγγλικό γραμματισμό;**

*-Κοίταξε...θεωρώ ότι πηγαίνουν σχολείο για μια δεύτερη ευκαιρία. Θέλουν να αυξήσουν τα προσόντα τους για μια καλύτερη επαγγελματική εξέλιξη μετά την φυλακή. Βέβαια έχουμε κι αυτούς που όντως ζητούν την αυτοβελτίωση. Θέλουν να μάθουν αγγλικά γιατί τους αρέσει η γλώσσα, γιατί ταξιδεύουν νοερά με αυτήν…*

**-Κάνεις διερεύνηση αναγκών: Ποιες είναι οι ανάγκες τους:**

*-Φυσικά και κάνω. Αξιοποιώ τις γνώσεις και τα ενδιαφέροντα τους αλλά η διερεύνηση είναι το Α και το Ω στην εκπαίδευση ενηλίκων και εδώ μιλάμε για εκπαίδευση ευάλωτων ομάδων και μάλιστα φυλακισμένων που αυτοί έχουν πολύ συγκεκριμένες ανάγκες να καλύψουν.*

**-Ποιες είναι οι ανάγκες τους λοιπόν;**

*-Έχουν ανάγκη να πάρουν γνώσεις και να αλλάξουν κάποια πράγματα που αφορούν τους ίδιους. Να πάρουν γνώσεις για τα αγγλικά και να αποκτήσουν αυτοεκτίμηση και αυτοπεποίθηση. Εγώ αυτό εισπράττω καθημερινά. Επίσης, αλλάζουν περιβάλλον, έρχονται στο σχολείο και φτιάχνεται η διάθεση τους. Σε επίπεδο γνώσεων, θέλουν να εκμεταλλευτούν την ευκαιρία που τους δίνεται και μαθαίνουν ώστε όταν αποφυλακιστούν να αναζητήσουν την επανένταξη στην αγορά εργασίας. Είναι κάποιοι που έχουν όνειρα και παραδέχονται ότι από όσα μαθαίνουν, τα περισσότερα θα τους βοηθήσουν στη ζωή τους μετά.*

**-Υπέροχα! Για τον ευεργετικό υπολογισμό ημερών ποινής γνωρίζεις, σωστά;**

*-Βεβαίως ναι!*

**-Αν σταματούσε να ισχύει, οι εκπαιδευόμενοι θα συνέχιζαν τα μαθήματα της Αγγλικής γλώσσας;**

*-Πιστεύω πάρα πολύ πως ναι. Είναι πολύ θετικοί απέναντι στην ξένη γλώσσα. Κάποιοι λίγο διστακτικοί μέχρι να νιώσουν άνετα και οικεία και μετά λειτουργούν μια χαρά.*

**-Υπάρχει κάτι που δεν τους αρέσει στην αγγλική γλώσσα;**

*-Σε γενικές γραμμές, υπάρχουν κάποιοι εκπαιδευόμενοι που όπως είπα και πριν έρχονται για να μάθουν και μαζί με αυτούς είναι άλλοι που ήδη γνωρίζουν τα βασικά και θέλουν να προχωρήσουν. Οπότε υπάρχει μια ανομοιογένεια στα τμήματα με προχωρημένους και αρχάριους. Εκεί ίσως δυσανασχετούν και οι δύο πλευρές. Οι αρχάριοι με τους προχωρημένους και οι προχωρημένοι με τους αρχάριους.*

**-Με ποιους τρόπους ενθαρρύνεις τους εκπαιδευόμενους να συμμετέχουν στο μάθημα του Αγγλικού γραμματισμού;**

*-Προσπαθώ να τονώνω ψυχολογικά τους ίδιους λέγοντας τους αστεία και δημιουργώντας ένα θετικό κλίμα στην ομάδα. Επίσης δίνω έμφαση στη σημασία της αγγλικής γλώσσας για την επικοινωνία με άλλους ανθρώπους, στην εύρεση εργασίας, στο να ταξιδέψουν στο εξωτερικό ή ακόμα και να συνεχίσουν τις σπουδές τους. Ακόμη ένας τρόπος είναι να συζητάω μαζί τους το θέμα του επόμενου μαθήματος και τι θα περιλαμβάνει. Και κάτι τελευταίο και το θεωρώ σημαντικό, είναι η χρήση της αγγλικής γλώσσας όσο περισσότερο γίνεται κατά τη διάρκεια του μαθήματος.*

**-Δηλαδή; Τι εννοείς με αυτό; Μπορείς να το εξηγήσεις;**

*-Ναι, ναι…Εννοώ την συχνή χρήση της αγγλικής γλώσσας στην τάξη. Το θεωρώ πολύ σημαντικό. Οι διευκρυνίσεις των δραστηριοτήτων δίνονται στα ελληνικά ή ας πούμε η επεξήγηση των γραμματικών φαινομένων αλλά θεωρώ πως πρέπει να υπάρχει εναλλαγή των γλωσσών στην τάξη ώστε οι εκπαιδευόμενοι να έχουν την ευκαιρία να έχουν μεγαλύτερη επαφή με την γλώσσα-στόχο και έτσι τους παροτρύνουμε να παρακολουθούν και να συμμετέχουν.*

**-Αυτό είναι μια πρόκληση για τον εκπαιδευτή; Ποιες άλλες προκλήσεις αντιμετωπίζεις;**

*-Ναι πράγματι, πολλές φορές δουλεύω σε δύο ταχύτητες για να είναι όλοι ικανοποιημένοι. Όμως μεγαλύτερη πρόκληση είναι το γεγονός ότι τα τμήματα έχουν εκτός από διαφορετικά γνωστικά επίπεδα, διάφορες εθνικότητες, θρησκείες. Κι όλα αυτά μαζί με την έλλειψη οπτικοακουστικού εξοπλισμού και διαδικτύου κάνουν το έργο μου και γενικά το έργο των εκπαιδευτών δύσκολο. Πως θα αναπτύξουν οι εκπαιδευόμενοι όλες τις δεξιότητες που απαιτούνται για την κατάκτηση της ξένης γλώσσας;*

**-Κατανοητό. Να περάσουμε στον επόμενο άξονα της συνέντευξης που αφορά το Πρόγραμμα Σπουδών του αγγλικού γραμματισμού. Εσύ γνωρίζεις το Πρόγραμμα Σπουδών; Το χρησιμοποιείς;**

*-Γνωρίζω το Πρόγραμμα Σπουδών ναι ναι. Χρησιμοποιώ κάποιες δραστηριότητες μαζί με όσα φύλλα εργασίας δίνω στην τάξη.*

**-Σε βοηθάει στο έργο σου και με ποιον τρόπο;**

*-Με βοηθάει υπό την έννοια ότι με καθοδηγεί στο τι μπορώ να κάνω. Αλλά μέχρι εκεί. Για την συγκεκριμένη ομάδα εκπαιδευομένων είναι εξαιρετικά δύσκολο να εφαρμόσεις κάποιες προσεγγίσεις που προτείνει, για παράδειγμα οι ομαδοσυνεργατικές εργασίες είναι δύσκολο να εφαρμοστούν. Επίσης οι ασκήσεις και τα περιεχόμενα τους είναι παλαιού τύπου.*

**-Ωραία σχετικά πάλι με τις προτεινόμενες προσεγγίσεις διδασκαλίας, γνωρίζεις τη μέθοδο επίλυσης προβλήματος; Δημιουργικής γραφής; Χρησιμοποιείς λογοτεχνικά έργα;**

*-Ναι τις ξέρω αλλά δεν τις εφαρμόζω.*

**-Οπότε θα προτείνατε κάποιες αλλαγές;**

*-Θα πρότεινα να συνταχθεί ένας Οδηγός αποκλειστικά για την συγκεκριμένη ομάδα εκπαιδευομένων με νέο υλικό, ασκήσεις για τις δικές τους ανάγκες που να ανταποκρίνονται στο σήμερα.*

**-Πολύ καλά. Προχωράμε στον επόμενο άξονα που αφορά την επιμόρφωση των εκπαιδευτών του αγγλικού γραμματισμού. Εσύ θεωρείς τον εαυτό σου επαρκώς εκπαιδευμένο για αυτή την ομάδα-στόχο;**

*-Νομίζω ότι τα καταφέρνω σε αρκετά καλό βαθμό αλλά με βοηθάει η εμπειρία πολύ. Συνεχώς αναθεωρώ και εξελίσσομαι. Πολύ παλιά είχα παρακολουθήσει ένα 25ωρο πρόγραμμα που αφορούσε τις κοινωνικά ευάλωτες ομάδες αλλά τίποτα περισσότερο. Δεν γνωρίζω κάτι να είναι θεσμοθετημένο από το Υπουργείο. Ξέρω πως γίνεται μια προσπάθεια από το Υπουργείο Δικαιοσύνης, για επιμόρφωση στο προσωπικό των καταστημάτων κράτησης.*

**-Μάλιστα. Πραγματοποιείται διάγνωση επιμορφωτικών αναγκών για ΣΔΕΦ από την ΓΓΔΒΜ;**

*-Όχι, δεν πραγματοποιείται.*

**-Έχετε επιμορφωθεί για τις νέες διδακτικές μεθόδους, την παραγωγή διδακτικού υλικού και τις νέες μεθόδους αξιολόγησης εκπαιδευομένων στα ΣΔΕΦ;**

*-Όχι, όχι.*

**-Σε ποιους τομείς χρειάζεσαι περαιτέρω επιμόρφωση ή στήριξη;**

*-Στήριξη κυρίως ψυχολογική. Να ξεπερνάω τυχόν φόβους που προκύπτουν σε ένα τέτοιο περιβάλλον. Επίσης εναλλακτικές μεθόδους διδασκαλίας που να κερδίζουν το ενδιαφέρον της ομάδας-στόχου.*

**-Τι σε χαροποιεί περισσότερο και τι δεν σου αρέσει στο ΣΔΕΦ;**

*-Η ικανοποίηση στα μάτια τους έπειτα από την κατανόηση της καινούργιας γνώσης. Βλέπεις την χαρά τους διάχυτη. Επίσης, με χαροποιεί να τους βλέπω να επικοινωνούν μεταξύ τους. Δεν μου αρέσει η έλλειψη βασικού εξοπλισμού. Δεν μου αρέσουν οι ψυχολογικές δυσκολίες που αντιμετωπίζω. Δεν μου αρέσει που ως εκπαιδευτής ενηλίκων δεν έχω λάβει την απαραίτητη επιμόρφωση για την συγκεκριμένη ομάδα γιατί δεν αρκούν οι δεξιότητες που έχω.*

**-Σε ευχαριστώ πάρα πολύ!**

*-Κι εγώ σ' ευχαριστώ!*

**Ε9**

**-Καλησπέρα.**

*-Χαίρεται.*

**-Κατ' αρχήν να σε ευχαριστήσω πάρα πολύ για τον χρόνο και την διάθεση σου να μου παραχωρήσεις αυτή την συνέντευξη.**

*-Χαίρομαι κι εγώ ιδιαίτερα.*

**-Ξεκινώντας, ποια είναι η θέση υπηρεσίας σου;**

*-Είμαι μόνιμος στα ΣΔΕΦ και ωρομίσθιος σε ΔΙΕΚ.*

**-Πόσα χρόνια δουλεύεις στα ΣΔΕΦ;**

*-Έξι χρόνια.*

**-Πως προέκυψε η εμπλοκή σου στο ΣΔΕΦ;**

*-Ήταν αναπέντεχο. Είχα κάνει αίτηση απόσπασης να δουλέψω στα ΣΔΕΦ και με κάλεσαν χωρίς να το περιμένω. Δεν είχα προηγούμενη σχετική εμπειρία, ούτε επιμόρφωση.*

**-Πολύ καλά. Λοιπόν, περνάμε στον πρώτο άξονα της συνέντευξης που αφορά τους εκπαιδευόμενους. Ποια είναι τα ιδιαίτερα χαρακτηριστικά της συγκεκριμένης ομάδας-στόχου;**

*-Πρόκειται για ανθρώπους σε κατάσταση εγκλεισμού, είναι άνεργοι, είναι μετανάστες, είναι ανάπηροι, τοξικοεξαρτημένοι, που ανήκουν στο περιθώριο... είναι Ρομά, παλιννοστούντες... ή μερικοί μπορούν να ανήκουν σε πολλές από αυτές τις κατηγορίες.*

**-Ποιοι είναι οι λόγοι που τους ωθούν να έρθουν στο ΣΔΕΦ και να παρακολουθήσουν τον αγγλικό γραμματισμό;**

*-Κοίταξε... θα έλεγα πρώτα για το μεροκάματο, έρχονται για να ξεφύγουν από το περιβάλλον της φυλακής, να επικοινωνήσουν με άλλους ανθρώπους, για να πάρουν γνώσεις, άλλοι για να κοινωνικοποιηθούν. Πολλοί από αυτούς έχουν σκοπό να πάρουν το απολυτήριο και να προχωρήσουνε σε περαιτέρω σπουδές...Επίσης άλλος ένας λόγος είναι η απόδραση από το κελί τους.*

**-Κάνεις διερεύνηση αναγκών: Ποιες είναι οι ανάγκες τους:**

*-Φυσικά και κάνω. Το μαθησιακό συμβόλαιο γίνεται στην αρχή του σχολικού έτους και καταγράφονται οι ανάγκες των εκπαιδευόμενων. Είναι πολύ σημαντικό γιατί οι ανάγκες των κρατουμένων είναι διαφορετικές από τους εκπαιδευόμενους σε ΣΔΕ εκτός φυλακής.*

**-Ποιες είναι οι ανάγκες τους λοιπόν;**

*-Σε επίπεδο γνώσεων, θέλουν να μάθουν την αγγλική γλώσσα γιατί τους δίνεται μια καλή ευκαιρία να αναπτύξουν τις επικοινωνιακές τους δεξιότητες που τους ενδιαφέρουν περισσότερο από τον γραπτό λόγο.*

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**-Πολύ ωραία! Για τον ευεργετικό υπολογισμό ημερών ποινής γνωρίζεις. Αν σταματούσε να ισχύει, οι εκπαιδευόμενοι θα συνέχιζαν τα μαθήματα της Αγγλικής γλώσσας;**

*-Όχι δεν θα σταματούσαν. Είναι κάτι που τους αρέσει πολύ. Μαθήματα αγγλικών οργανώνονται και εκτός ΣΔΕΦ, από ΜΚΟ. Υπάρχει μεγάλη συμμετοχή κι εκεί. Υπάρχει ενδιαφέρον για εμπλουτισμό γνώσεων και επιζητούν την πιστοποίηση.*

**-Υπάρχει κάτι που δεν τους αρέσει στην αγγλική γλώσσα;**

*-Έχουν πολύ θετική διάθεση και θεωρούν το μάθημα ευχάριστο.*

**-Με ποιους τρόπους ενθαρρύνεις τους εκπαιδευόμενους να συμμετέχουν στο μάθημα του Αγγλικού γραμματισμού;**

*-Προσπαθώ να ακούω τους μαθητές μου και παρατηρώ την συμπεριφορά τους ώστε να ενημερώνομαι για το τι βρίσκουν ενδιαφέρον. Έτσι ετοιμάζω το σχέδιο μαθήματος και το διδακτικό υλικό. Επίσης χρησιμοποιώ διαφορετικές ασκήσεις και τεχνικές διδασκαλίας για να τραβήξω το ενδιαφέρον τους. Επίσης ρωτάω πάντα την γνώμη τους μετά από κάθε φύλλο εργασίας για να πάρω κι εγώ feedback.*

**-Ποιες προκλήσεις αντιμετωπίζεις ως εκπαιδευτής της αγγλικής γλώσσας;**

*-Σαφώς οι κρατούμενοι είναι μια ειδική ομάδα, είναι ευάλωτοι κι έχουν ιδιαίτερα χαρακτηριστικά. Πρέπει να κερδίσω τον σεβασμό τους και την προσοχή τους. Επίσης, πρέπει να ετοιμάζω όλο το υλικό εγώ ο ίδιος χωρίς βοήθεια κι αυτό θέλει χρόνο. Επίσης δεν έχω πρόσβαση στο διαδίκτυο για να ενισχύσω και να εμπλουτίσω κάποιες θεματικές ενότητες με οπτικοακουστικό υλικό.*

**-Κατανοητό. Να περάσουμε στον επόμενο άξονα της συνέντευξης που αφορά το Πρόγραμμα Σπουδών του αγγλικού γραμματισμού. Εσύ γνωρίζεις το Πρόγραμμα Σπουδών; Το χρησιμοποιείς;**

*-Γνωρίζω το Πρόγραμμα Σπουδών, ναι ναι.*

**-Σε βοηθάει στο έργο σου και με ποιον τρόπο;**

*-Με βοηθάει αλλά κάποιες δραστηριότητες που προτείνει δεν μπορώ να τις εφαρμόσω λόγω έλλειψης εξοπλισμού και υλικών.*

**-Ωραία σχετικά με τις προτεινόμενες προσεγγίσεις διδασκαλίας, γνωρίζεις τη μέθοδο επίλυσης προβλήματος; Δημιουργικής γραφής; Χρησιμοποιείς λογοτεχνικά έργα;**

*-Φυσικά και τις γνωρίζω αλλά είναι πολύ δύσκολες να τις εφαρμόσω στους έγκλειστους που είναι σε αρχάριο επίπεδο.*

**-Θα προτείνατε κάποιες αλλάγες;**

*-Θα πρότεινα ασκήσεις και φύλλα εργασίας πιο κοντά στις ανάγκες και τις ιδιαιτερότητες του έγκλειστου. Οι δραστηριότητες που προτείνει και περιγράφει αυτό το Πρόγραμμα απευθύνονται γενικότερα στις ανάγκες των ΣΔΕ όλης της χώρας. Όμως, οι περισσότεροι κρατούμενοι είναι...αλλοδαποί ή άνθρωποι που δεν έχουν γνώσεις σε τέτοιο βαθμό που να μπορούν να παρακολουθούν άνετα τον αγγλικό γραμματισμό. Ένα πλαίσιο ειδικά για τον Αγγλικό γραμματισμό στα καταστήματα κράτησης θα ήταν πολύ χρήσιμο.*

**-Πολύ καλά. Προχωράμε στον επόμενο άξονα που αφορά την επιμόρφωση των εκπαιδευτών του αγγλικού γραμματισμού. Εσύ θεωρείς τον εαυτό σου επαρκώς εκπαιδευμένο για αυτή την ομάδα-στόχο;**

*-Δεν θα έλεγα επαρκώς εκπαιδευμένο. Η επιμόρφωση των εκπαιδευτικών γίνεται από δική τους πρωτοβουλία λόγω έλλειψης κρατικών δομών για επιμόρφωση. Ο κάθε εκπαιδευτής, εφόσον το επιθυμεί, επιμορφώνεται από μόνος του.*

**-Οπότε, πραγματοποιείται διάγνωση επιμορφωτικών αναγκών για ΣΔΕΦ από την ΓΓΔΒΜ ή όχι;**

*-Όχι, δεν πραγματοποιείται.*

**-Έχετε επιμορφωθεί για τις νέες διδακτικές μεθόδους, την παραγωγή διδακτικού υλικού και τις νέες μεθόδους αξιολόγησης εκπαιδευομένων στα ΣΔΕΦ;**

*-Δυστυχώς όχι, δεν έχω επιμορφωθεί.*

**-Σε ποιους τομείς χρειάζεσαι περαιτέρω επιμόρφωση ή στήριξη;**

*-Επιμόρφωση χρειαζόμαστε όλοι σε αυτό το πλαίσιο. Για εμάς του αγγλικού γραμματισμού, εκτός από ψυχολογική στήριξη και διαχείρηση ίσως ακραίων καταστάσεων, χρειαζόμαστε βελτίωση στο επίπεδο εκπαίδευσης που παρέχουμε, νέες τεχνικές διδασκαλίας.*

**-Τι σε χαροποιεί περισσότερο και τι δεν σου αρέσει στο ΣΔΕΦ;**

*-Μόνο θετικά μπορώ να βρω προς το παρόν. Νιώθω ότι προσφέρω πάρα πολλά και υπάρχει αντίκρυσμα στο μάθημα.*

**-Μάλιστα. Σε ευχαριστώ πολύ, ήσουν πολύ κατατοπιστικός και καλή συνέχεια.**

*-Καλή συνέχεια. Κι εγώ σε ευχαριστώ.*

**Ε10**

**-Καλησπέρα σας.**

*-Καλησπέρα.*

**-Καταρχάς ποια είναι η θέση υπηρεσίας σας;**

*-Είμαι ωρομίσθια στα ΣΔΕΦ.*

**-Πότε ξεκίνησε η εμπλοκή σας στα ΣΔΕΦ και πώς προέκυψε;**

*-Είμαι στο τέταρτο έτος της θητείας μου σε ΣΔΕΦ κι έχουν προηγηθεί άλλα τρία σε ΣΔΕ έξω. Για μένα ήταν μια πρόκληση. Ήθελα να βιώσω κι αυτό το κομμάτι της εκπαίδευσης.*

**-Μάλιστα. Εργάζεστε και σε άλλες εκπαιδευτικές δομές;**

*-Στην εκπαίδευση ενηλίκων είμαι σε ΔΙΕΚ.*

**-Πολύ ωραία. Στα ΣΔΕΦ ποια είναι τα ιδιαίτερα χαρακτηριστικά της συγκεκριμένης ομάδας-στόχου;**

*-Υπάρχουν αλλοδαποί οι οποίοι δείχνουν ενδιαφέρον να μάθουν και την ελληνική και την αγγλική γλώσσα. Θέλουν να αξιοποιήσουν το χρόνο τους και να μάθουν. Είναι ένας πληθυσμός γενικά που χαρακτηρίζεται από ανομοιογένεια. Υπάρχουν διαφορετικές κουλτούρες, διαφορετικά μαθησιακά επίπεδα και διαφορετικές θρησκείες. Υπάρχουν όμως…*

*υπάρχουν μαθητές που είναι πολύ καλά καταρτισμένοι και έχουν βρεθεί εκεί για διάφορους λόγους.*

**-Πολύ ωραία. Περνάμε στην επόμενη ερώτηση. Κάνετε διερεύνηση αναγκών, αν ναι πως την κάνετε και ποιες ανάγκες συνήθως προκύπτουν από την έρευνα σας; Ποιες είναι οι ανάγκες τους; (πχ. εκπαιδευτικές)**

*- Δεν υπάρχει συγκεκριμένη ύλη ούτε αναλυτικό πρόγραμμα. Συζητάς με την ομάδα τι θέλουν να μάθουν, με ποιον τρόπο οπότε συμμετέχουν πάρα πολύ σε όλη την οργάνωση.*

**-Κατά τη γνώμη σας, ποιοι είναι οι βασικοί λόγοι που οδηγούν τους εκπαιδευόμενους των ΣΔΕΦ να παρακολουθήσουν τα μαθήματα αγγλικής γλώσσας; Ποια είναι τα κίνητρα τους;**

*-Αρχικά, θέλουν να μειώσουν την ποινή τους. Όμως ερχόμενοι στο σχολείο και βιώνοντας όλη αυτή την εμπειρία, όπου δεν υπάρχουνε οι κάμερες ούτε φύλακες γύρω γύρω, υπάρχει ελεύθερη πρόσβαση στο προαύλιο έξω, με όλα αυτά νιώθουν ότι δεν είναι μέσα στη φυλακή αλλά κάπου εκτός. Ειδικά τώρα για το μάθημα που κάνω εγώ, ακούω θετικά σχόλια και μάλιστα κάποιοι λίγοι που λένε ότι κάποτε δε τους άρεσαν τα αγγλικά αλλά τώρα τους αρέσουν πολύ και θέλουν να μάθουν.*

**-Για τον ευεργετικό υπολογισμό ημερών ποινής γνωρίζεις, αν σταματούσε να ισχύει, οι εκπαιδευόμενοι θα συνέχιζαν τα μαθήματα της Αγγλικής γλώσσας;**

**-***Όχι σίγουρα δεν θα σταματούσαν.*

**-Ποια είναι η στάση τους απέναντι στην αγγλική γλώσσα και απέναντι στο μάθημα των αγγλικών; Τι τους αρέσει και τι δεν τους αρέσει;**

*-Γενικά υπάρχει διάθεση για μάθηση, προσπαθούν να εκμεταλλευτούν την ευκαιρία που τους δίνεται. Δεν έχω εισπράξει κάτι αρνητικό.*

**-Με ποιους τρόπους ενθαρρύνετε τους εκπαιδευόμενους να συμμετέχουν στο μάθημα του Αγγλικού γραμματισμού;**

*-Προσπαθώ να τους προτρέπω να μειώνουν το άγχος τους όταν δυσκολεύονται να χρησιμοποιούν την αγγλική κι επίσης τους καλώ να συνεργαστούν με τους συμμαθητές τους*

*στις δραστηριότητες που αναθέτω. Επίσης, επειδή τους ενδιαφέρει περισσότερο ο προφορικός λόγος, εστιάζω εκεί και τους δίνω ευκαιρίες να μιλήσουν.*

**-Για έναν εκπαιδευτικό Αγγλικής ποιες είναι οι μεγαλύτερες προκλήσεις στη διδασκαλία της ομάδας στόχου;**

*-Πρέπει να τους παρακινήσεις το ενδιαφέρον. Η ανομοιογένεια είναι ένα ακόμη σημαντικό θέμα. Όλα τα τμήματα είναι ανομοιογενή. Υπάρχουν κρατούμενοι που είναι πολύ ενεργοί στο μάθημα. Είναι άλλοι οι οποίοι είναι δύσκολοι στην κινητοποίησή τους, δεν έχουν ιδιαίτερο ενδιαφέρον. Θέλουν να πάρουν ένα χαρτί για να το χρησιμοποιήσουν στο δικαστήριο.*

**-Γνωρίζετε το Πρόγραμμα Σπουδών του αγγλικού γραμματισμού; Έχετε πρόσβαση σε αυτό; Το έχετε διαβάσει; Αν όχι, γιατί;**

*-Ναι βεβαίως. Νιώθω αρκετά εξοικειωμένος.*

**-Ποιες προτεινόμενες προσεγγίσεις διδασκαλίας χρησιμοποιείτε από το Πρόγραμμα Σπουδών στην τάξη;**

*-Υπάρχουν κάποιες δραστηριότητες που έχουν σύντομους διαλόγους για την καθημερινότητα.*

**-Πολύ ωραία. Γνωρίζετε την μέθοδο επίλυσης προβλήματος; Την εφαρμόζετε; Χρησιμοποιείτε ασκήσεις δημιουργικής γραφής; Με ποιον τρόπο; Αξιοποιείτε λογοτεχνικά έργα; Αν όχι, γιατί;**

*-Χρησιμοποιώ λογοτεχνικά έργα με απλουστευμένη γλώσσα κυρίως στον Β κύκλο.*

**-Θεωρείτε ότι το Πρόγραμμα Σπουδών βοηθάει στο έργο σας; Αν ναι, με ποιον τρόπο; Αν όχι, γιατί;**

*-Μπορεί να είναι βοηθητικό κυρίως για τους νέους εκπαιδευτές ώστε να οργανώσουν την διδακτική ύλη και να πάρουν ιδέες. Στην πράξη όμως κάποιες προτεινόμενες προσεγγίσεις δεν μπορούν να εφαρμοστούν εύκολα. Επίσης καλό θα ήταν να ανανεωθεί η ύλη ή πιο σωστά να προσαρμοστεί στις ανάγκες των συγκεκριμένων εκπαιδευόμενων, να επαναπροσδιοριστεί. Αν θέλουμε να εμβαθύνουμε λίγο σε αυτό το κομμάτι, θα μπορούσε να υπάρχει υλικό*

*αποκλειστικά για αρχάριους γιατί υπάρχει ένα μεγάλο ποσοστό εκπαιδευομένων που δεν γνωρίζουν ούτε τα βασικά. Και τώρα που το σκέφτομαι, θεματικές που να καλύπτουν τις ανάγκες της συγκεκριμένης ομάδας.*

**-Μάλιστα. Προχωράμε στον τελευταίο άξονα της συνέντευξης. Σε ποιο βαθμό νιώθετε επαρκώς εκπαιδευμένος για διδασκαλία σε ΣΔΕΦ;**

*-Δύσκολη ερώτηση και ακόμα πιο δύσκολη απάντηση.*

**-Δηλαδή;**

*-Δηλαδή ούτε όταν πρωτοξεκίνησα ένιωσα επαρκώς εκπαιδευμένος ούτε τώρα που έχουν περάσει κάποια χρόνια κι έχω αποκτήσει εμπειρία.*

**-Πραγματοποιείται διάγνωση επιμορφωτικών αναγκών για ΣΔΕΦ από την ΓΓΔΒΜ;**

*-Όχι, δεν πραγματοποιείται. Έχω ακούσει συναδέλφους που παλιά, έχουν περάσει αρκετά χρόνια, παρακολούθησαν ολιγόωρες επιμορφωτικές συναντήσεις από την Γενική Γραμματεία.*

**-Έχετε επιμορφωθεί για τις νέες διδακτικές μεθόδους, την παραγωγή διδακτικού υλικού και τις νέες μεθόδους αξιολόγησης εκπαιδευομένων στα ΣΔΕΦ;**

*-Δυστυχώς όχι.*

**-Σε ποιους τομείς χρειάζεστε περαιτέρω επιμόρφωση ή στήριξη;**

*-Επιμόρφωση σχετικά με τα χαρακτηριστικά των φυλακισμένων, ποιες είναι οι σχέσεις που μπορείς να αναπτύξεις με τους εκπαιδευόμενους. Ποιοι παρακολουθούν, τι μπορεί να αντιμετωπίσουν οι εκπαιδευτές. Τους κινδύνους και τα όρια που πρέπει να βάλουνε και τι ακριβώς θα πρέπει να αποφύγουνε....*

**-Πολύ ωραία. Τι σας αρέσει περισσότερο από την εμπειρία σας στα ΣΔΕΦ; Και τι δεν σας αρέσει;**

*-Θεωρώ ότι οι ερωτήσεις σας ήταν στοχευμένες και με βοήθησαν να εκφράσω αυτά που ήθελα σε σχέση με αυτά που βιώνουν οι εκπαιδευτές των Σ.Δ.Ε. στις φυλακές και απλά αυτό που θα ήθελα να επισημάνω είναι ότι χρειάζεται να δημιουργηθούν περισσότερες δομές μέσα στη φυλακή και να προσλαμβάνονται εκείνοι οι εκπαιδευτές που έχουν τα ανάλογα προσόντα.*

**-Σας ευχαριστώ πολύ για το χρόνο σας**

*-Να είστε καλά.*

**Ε11**

**-Καλησπέρα, πρώτα απ' όλα ευχαριστώ πάρα πολύ που μου διέθεσες τον πολύτιμο χρόνο σου για να μου παραχωρήσεις αυτή τη συνέντευξη.**

**-***Παρακαλώ, είμαι στη διάθεση σου.*

**-Ποια είναι η θέση υπηρεσίας σου; Είσαι ωρομίσθια ή μόνιμη;**

**-**Είμαι ωρομίσθια και είναι η δεύτερη χρονιά που εργάζομαι στο συγκεκριμένο ΣΔΕΦ.

**-Εργάζεσαι και σε άλλες εκπαιδευτικές δομές; Και αλλού στην Εκπαίδευση Ενηλίκων;**

*-Όχι, φέτος μόνο στο ΣΔΕΦ.*

**-Πολύ ωραία. Θα ήθελα να ξεκινήσουμε, πρώτα από όλα, από τα χαρακτηριστικά των εκπαιδευομένων. Γενικότερα την ομάδας στόχου με την οποία δουλεύεις, ποια είναι τα ιδιαίτερα χαρακτηριστικά τους;**

*-Τα ιδιαίτερα χαρακτηριστικά θα έλεγα ότι είναι το χαμηλό μορφωτικό επίπεδο, ότι δεν έχουν ολοκληρώσει τη βασική εκπαίδευση, ότι μπορεί να θεωρούνται και να είναι κοινωνικά περιθωριοποιημένοι. Πολλές φορές έχουν ψυχολογικές επιβαρύνσεις λόγω του εγκλεισμού, λόγω των διαφόρων [παύση] ...addictions..., εθισμών που μπορεί να έχουν. Τους έχει λείψει, νομίζω η πρόσβαση μπορεί να μην είχαν ποτέ πρόσβαση σε εκπαιδευτικούς πόρους πριν από τη φυλακή, μετά την είσοδό τους στη φυλακή. Κατά βάση αυτό, έχουν λίγο ιδιαίτερες ανάγκες και για μένα το βασικό είναι αυτό, το χαμηλό μορφωτικό επίπεδο.*

**-Εσύ κάνεις διερεύνηση αναγκών κι αν ναι, με ποιον τρόπο κάνεις την διερεύνηση των αναγκών τους; Ποιες είναι οι ανάγκες τους, κυρίως εκπαιδευτικές, ας πούμε;**

*-Οι ανάγκες που εγώ τουλάχιστον διακρίνω...η διερεύνηση αναγκών, έγινε στην αρχή πριν ξεκινήσω κι εγώ τον προγραμματισμό της ύλης, με μια σύντομη... με ένα ερωτηματολόγιο ας το πούμε έτσι... σύντομο και φυσικά με κουβέντα μέσα στην τάξη και αυτό γίνεται καθόλη τη διάρκεια της σχολικής χρονιάς. Όταν τους λέω τι ωραία τώρα που ξεκινήσαμε κάνουμε συγκεκριμένα πράγματα όταν εσείς νιώθετε την ανάγκη ότι θέλω να μάθω αυτό ή την ώρα*

*που συζητάμε κάτι, γεννιέται αυτή η ανάγκη. Αντίστοιχα, το προσαρμόζουμε ή θα γίνει το επόμενο μάθημα με βάση μια δική τους ανάγκη. Και ποια ήταν η άλλη ερώτηση;*

**-Ποιες ανάγκες έχουν; Ναι… ποιες είναι οι ανάγκες τους;**

*-Ναι. Οι ανάγκες είναι για τους περισσότερους, επειδή οι γνώσεις τουλάχιστον στον αγγλικό γραμματισμό είναι αρκετά χαμηλές, θέλουνε βασικά πράγματα, βασικές γνώσεις επικοινωνίας. Αυτοί οι οποίοι δεν έχουν καμία γνώση πιο πριν, θέλουν έστω να μπορούν να κάνουν ένα απλό πράγμα, το να μπορούν, ας πούμε, να διαβάσουν μια πινακίδα ή κάτι τέτοιο. Μια ανάγκη η οποία εμένα με εξέπληξε, ήταν η ανάγκη να επικοινωνούν με τα παιδιά τους, τα οποία παιδιά τους μπορεί να είναι, να έχουν δώσει πιστοποιήσεις γλωσσομάθειας και βλέπουν πως προοδεύουν και να λένε θέλω να πω κάτι στα παιδιά μου για να χαρούν και εκείνα και να χαρώ εγώ… γενικά να είναι λίγο πιο βασικά η ανάγκη της κοινωνικοποίησης, να αναπτύξουν ίσως τις δεξιότητες τους τις επικοινωνιακές. Κάποιοι από αυτούς θέλουνε και τον γραπτό λόγο με την έννοια του τι έχουν μάθει αγγλικά κυρίως προφορικά και σου λέει όχι, θέλω να τα βάλω σε μια σειρά. Θέλω να μου λες ποια είναι η σωστή σειρά. Θέλω να μου λες τη σωστή προφορά, οπότε αυτοί οι οποίοι έχουν μια γνώση προηγούμενη, θέλουνε και την σωστή δομή της πρότασης, την αποζητάνε σε σχέση με τους ανθρώπους οι οποίοι δεν έχουν μάθει αγγλικά σε μικρότερη ίσως ηλικία.*

**-Πολύ ωραία. Στα σχολεία δεύτερης ευκαιρίας υπάρχει ο ευεργετικός υπολογισμός ημερών ποινής, όπως γνωρίζουμε. Αν αυτός σταματούσε να ισχύει, θεωρείς ότι οι εκπαιδευόμενοι θα συνέχιζαν να παρακολουθούν την αγγλική γλώσσα; Τον αγγλικό γραμματισμό.**

*-Θεωρώ ότι είναι ένα σημαντικό κίνητρο. Όχι, δεν είμαι σίγουρη ότι νομίζω…. θέλω να πιστεύω ότι ένα 50% μπορεί να συνέχιζε. Οι περισσότεροι αντιλαμβάνονται ότι έχουν οφέλη από αυτό, ότι η γνώση της αγγλικής είναι απαραίτητη κυρίως σε συνδυασμό με τη χρήση των υπολογιστών, αλλά οι άνθρωποι ο οποίοι δυσκολεύονται και δεν έχουν μάθει πότε αγγλικά στη ζωή τους για εκείνους. Θεωρώ ότι το κίνητρο είναι κατά βάση ο υπολογισμός των ημερών ποινής. Δεν είναι τόσο πολύ η γνώση. Όσοι έχουν ήδη γνώση αγγλικών, θέλουν και έχουν όρεξη. Γιατί σου λένε θέλω να θυμηθώ αυτά που έμαθα μικρότερος, άνετα ξέρω, τα*

*έχω μάθει τώρα, θέλω λίγο να τα βάλω πάλι σε μια σειρά, αυτό που σου είπα πριν, οπότε εξαρτάται νομίζω σε ένα μεγάλο βαθμό από την προηγούμενη γνώση της γλώσσας.*

**-Ωραία. Ποια αισθάνεσαι, ποια είναι η στάση τους απέναντι στον αγγλικό γραμματισμό απέναντι στο μάθημα των Αγγλικών; Είναι θετική ή αρνητική; Πώς το εκλαμβάνεις;**

*-Είναι… είναι αρκετά θετική γιατί μία μόνο βασική δυσκολία που έχουνε και διαφωνούμε συνήθως είναι σε σχέση μα αυτό που βλέπω, αλλιώς το βλέπω κι αλλιώς το διαβάζεις εσύ, αλλά θεωρώ ότι εντάξει ποικίλει όπως έχει να κάνει με τις περισσότερες τάξεις. Η στάση των εκπαιδευομένων τέλος πάντων ποικίλει. Άλλοι θέλουν λίγο πιο πρακτικά πράγματα και χαίρονται με αυτά, άλλοι σου λένε ένα 'δεν ξέρω' καθόλου. Μη με βοηθάς, δεν πρόκειται ποτέ να μάθω. Οτιδήποτε είναι πιο επικοινωνιακό. Τους αφορά περισσότερο, οπότε αν είναι λίγο η μέθοδος διδασκαλίας, πιο διαδραστική και χωρίς μεγάλες απαιτήσεις, είναι πιο εύκολο να τους προσεγγίσεις, ενώ όταν έχουμε λίγο πιο θεωρητική προσέγγιση, τότε μπορεί να δυσκολεύονται περισσότερο και πάντα έχει να κάνει με το… εμένα αυτό που μου έκανε περισσότερη εντύπωση είναι ότι θέλουνε να έρθουνε, χαίρονται που έρχονται στο μάθημα των αγγλικών, θέλουνε να έχουνε κατά βάση κάτι να δουλεύουν, θέλουν ένα χαρτί, ένα φύλλο δραστηριότητας για να νιώθουν ότι ωραία εγώ τελείωσα την… ολοκλήρωσα, το μάθημα, έχω μπροστά μου το χαρτί, κοίτα πόσα έγραψα, οπότε και είναι αυτό που τους κρατάει βέβαια και πιο συγκεντρωμένους. Άρα νιώθουν μεγαλύτερη καλύτερη. Θεωρώ ότι είναι πιο… αυτή η αυτοβελτίωση, το διακρίνουν και εντοπίζουν οι ίδιοι περισσότερο και πιο εύκολα όταν έχουν στο τέλος ένα χαρτί να δείξουν…κοίτα πόσα έγραψα πόσα έμαθα.*

**-Το αποτέλεσμα έτσι όλης της διαδικασίας.**

*-Ακριβώς γιατί ξεχνάνε και διαπιστώνουν ότι αν δεν τον ξαναδώ, θα το ξεχάσω, γι' αυτό και η ίδιοι μου ζητάνε πολύ συχνά επανάληψη και μετά μου λένε ότι θέλω να το βλέπω γιατί μπορεί να το πάρω μέσα, να το διαβάσω ξανά και να το δω και μπορεί έτσι να το θυμηθώ.*

**-Με ποιους τρόπους ενθαρρύνεις τους εκπαιδευόμενους να συμμετέχουν στο μάθημα του Αγγλικού γραμματισμού;**

*-Πρώτα απ' όλα, θεωρώ ότι θα πρέπει να πιάσεις την προσοχή του εκπαιδευόμενου. Να εστιάσεις στα ενδιαφέροντα του. Πρέπει να τους ενθαρρύνεις να πιστέψουν ότι θα πετύχουν τους στόχους τους δημιουργώντας ένα κλίμα εμπιστοσύνης στην τάξη. Επίσης προσπαθώ να πείσω όσους έχουν αρνητική στάση να αναθεωρήσουν τις δυσμενείς πεποιθήσεις τους. Προσπαθώ να εστιάσω στις δυνάμεις και τις δυνατότητες τους. Οι θετικές σκέψεις και συναισθήματα συμβάλουν στην συμμετοχή τους και στο να προχωρήσει περαιτέρω η μαθησιακή διαδικασία.*

**-Πολύ ωραία. Για έναν αγγλικό, για έναν εκπαιδευτή αγγλικής, ποιες είναι οι μεγαλύτερες προκλήσεις στη διδασκαλία της ομάδας στόχου;**

*-Νομίζω ότι είναι περισσότερο η προσαρμογή του υλικού στις ανάγκες και κυρίως στο επίπεδο των εκπαιδευομένων. Το να μπορείς να διατηρήσεις το ενδιαφέρον τους αμείωτο, ιδιαίτερα όταν έχουν διάφορα προσωπικά προβλήματα, είτε αυτά θα είναι ψυχολογικά, είτε θα είναι κοινωνικά, είτε θα έχουν δικαστικές διαμάχες ή θα περιμένουν ακόμα και το πιο απλό, ένα τηλέφωνο από την δικηγόρο τους εκείνη την ημέρα. Τις πόσες διαφορετικές ανάγκες μπορεί να έχει ο καθένας, την διαφορετικότητα και τα… τις διαφορετικές γλώσσες μέσα σε μια τάξη. Είναι πολλές νομίζω οι προκλήσεις, αλλά για μένα αυτές είναι οι πιο σημαντικές.*

**-Ωραία λοιπόν, πάμε στην επόμενη ενότητα της συνέντευξης που αφορά το Πρόγραμμα Σπουδών του αγγλικού γραμματισμού. Γνωρίζεις το Πρόγραμμα του αγγλικού γραμματισμού;**

*-Ναι, ναι, το γνωρίζω.*

**-Έχεις πρόσβαση σε αυτό; Το έχεις διαβάσει;**

*-Ναι το έχω διαβάσει.*

**-Ωραία ποιες προτεινόμενες προσεγγίσεις διδασκαλίας χρησιμοποιείς από το Πρόγραμμα Σπουδών στην τάξη, αν χρησιμοποιείς;**

*-Χρησιμοποιώ λίγα πράγματα γιατί το Πρόγραμμα Σπουδών θεωρώ ότι είναι αρκετά απαιτητικός σε κάποια κομμάτια ή ακόμα και τα υλικά τα οποία προτείνει, είναι δύσκολο να*

*βρεθούν σε ένα Σχολείο Δεύτερης Ευκαιρίας, τουλάχιστον το οποίο βρίσκεται μέσα στις φυλακές. Χρησιμοποιώ συνήθως τις ασκήσεις που αφορούν στην διαδραστική μάθηση και στη συνεργασία μέσω ομάδων. Στη μάθηση μέσω παιχνιδιού που συνίσταται ορισμένες φορές, δύο φορές τουλάχιστον προσπάθησα να το χρησιμοποιήσω. Δεν είδα την ανταπόκριση που περίμενα γιατί εντάξει ή κυρίως λόγω του στερεότυπου και του ανδρικού χαρακτήρα, πολλές φορές μπορεί να αντιδράσει κάποιος και να σου πει αυτά είναι για παιδιά. Δεν λέει για εμάς που όντως έγινε. Οπότε κατά βάση οτιδήποτε έχει να κάνει με διάδραση και με διδασκαλία σε ομάδες… αυτές τις προσεγγίσεις.*

**-Ωραία, οπότε συνολικά ποια είναι; Ποια θεωρείς ότι είναι κάποια στοιχεία θετικά του Προγράμματος Σπουδών; Ποια στοιχεία του Προγράμματος θεωρείς θετικά;**

*-Τις θεματικές ενότητες που βοηθάνε στο να σε κατευθύνουν σε σχέση με το ποιες ενότητες θα ήτανε καλές, δηλαδή ένα πολύ αρχικό πλάνο για να πεις ότι να εγώ θα φύγω θα ασχοληθώ για παράδειγμα, με το λεξιλόγιο του σούπερ μάρκετ ή με μια επαφή στο να πάει κάποιος σε ένα κατάστημα ρούχων, στο να πάει να αγοράσει ένα εισιτήριο. Που όλα αυτά τα κάναμε, αλλά σε ένα γενικότερο πλαίσιο περισσότερο σαν ιδέες παρά σε πρακτική εφαρμογή.*

**-Ωραία όσον αφορά τη μέθοδο επίλυσης προβλήματος, την γνωρίζεις, την εφαρμόζεις;**

*-Την γνωρίζω, αλλά δεν την εφαρμόζω γιατί θα ήθελα να μπορώ να χρησιμοποιώ ασκήσεις, να κάνουμε λίγο δημιουργική γραφή, να μπορούν λίγο να εκφραστούν, αλλά το επίπεδο των εκπαιδευομένων δεν μου το επιτρέπει… Λογοτεχνικά έργα σίγουρα δεν θα μπορούσα να κάνω. Το μόνο που έχω χρησιμοποιήσει είναι… αλλά δεν ήτανε στα πλαίσια της μεθόδου επίλυσης προβλημάτων, ήταν από… τι ήταν… τώρα ένα λεπτάκι να θυμηθώ μαρτυρίες μεταναστών στα αγγλικά σε απλά κειμενάκια που έλεγαν την ιστορία τους, πώς βρέθηκαν είτε στην Ελλάδα, είτε πως πέρασαν από χώρες διάφορες για να πάνε στην Ευρώπη κι επειδή οι ιστορίες όλες αυτές είχαν απλά αγγλικά και είχαν συγκεκριμένα το παρελθόν, χρησιμοποίησα δύο τέτοιες ιστορίες για να εισάγω να δούμε λίγο το πόσο όταν περιγράφω, προσωπικές εμπειρίες και θέλω να τις περιγράψω σε χρόνο αόριστο, κάπως έτσι για να κάνουμε και μια κουβέντα, να αναπτύξουμε λίγο την κριτική σκέψη, αλλά αυτό μόνο σε ένα τμήμα στο οποίο είχε… θα μπορούσε να έχω ανταπόκριση. Στα υπόλοιπα όχι.*

**-Πολύ δύσκολο… οκ. θα μπορούσες να προτείνεις κάποιες βελτιώσεις στο Πρόγραμμα; Κάποιες βελτιωτικές αλλαγές;**

*-Νομίζω ότι θα ήθελα κάτι πιο πρακτικό. Δηλαδή οι δραστηριότητες να είναι σίγουρα πιο πρακτικές, με περισσότερα παραδείγματα, ένα υλικό που να ανταποκρίνεται στο επίπεδο των εκπαιδευομένων και τις ανάγκες τους γιατί πολλές φορές, εμείς τις ανάγκες τους τις θεωρούμε ίσως δεδομένες. Δεν λαμβάνουμε υπόψη μας πλήρως το περιβάλλον στο οποίο βρίσκονται, γιατί και οι ίδιοι πολλές φορές μου έχουν ζητήσει πράγματα τα οποία είναι κάτι που θα αποφεύγαμε ίσως να συζητήσουμε μέσα στην τάξη, αλλά νομίζω ότι το καλύτερο θα ήταν να είναι πιο απλουστευμένος, δηλαδή… γιατί έχω τουλάχιστον αυτό που διέκρινα είναι ένα χαμηλό επίπεδο και μια δυσκολία, φυσικά στο να αποστηθίσουμε, όχι να αποστηθίσουμε, στο να θυμόμαστε πράγματα και αυτά να γίνουν κτήμα μας, οπότε κάτι πιο απλό, πιο κοντά στους ίδιους και με αρκετά πρακτικά παραδείγματα.*

**-Ωραία, λοιπόν και ο τελευταίος άξονας της συνέντευξης αφορά την επιμόρφωση των εκπαιδευτών του αγγλικού χρωματισμού. Εσύ σε ποιο βαθμό νιώθεις επαρκώς εκπαιδευμένη για να διδάξεις σε Σχολείο Δεύτερης Ευκαιρίας φυλακών;**
*-Δεν θεωρώ ότι είμαι αρκετά εκπαιδευμένη. Ναι προσπαθώ αρκετά και σε σχέση με τον πρώτο μήνα, τον οποίο ξεκίνησα να δουλεύω με το τώρα, έχω αλλάξει αρκετά αλλά δεν υπήρχε, εννοείται, κάποια εκπαίδευση και νομίζω ότι είμαι εκπαιδευμένη…Δεν ξέρω ποια είναι η κλίμακα στην οποία θα έπρεπε να απαντήσω, αλλά όχι, δεν θα… δεν νιώθω αρκετά εκπαιδευμένη για να πω ότι…νιώθω ότι χρειάζομαι περισσότερη επιμόρφωση και σίγουρα έχω βελτιωθεί από την αρχή και θεωρώ ότι αν επέλθει επόμενη χρονιά, την επόμενη χρονιά σίγουρα θα είμαι καλύτερη με βάση την εμπειρία μου. Αν υπήρχε και μια επιμόρφωση εξ αρχής θεωρώ ότι θα ήταν όλα πιο εύκολα. Θα είχε εξοικονομηθεί χρόνος.*

**-Πραγματοποιείται διάγνωση επιμορφωτικών αναγκών για ΣΔΕΦ από την ΓΓΔΒΜ;**
*-Όχι, δεν πραγματοποιείται.*
**-Έχετε επιμορφωθεί για τις νέες διδακτικές μεθόδους, την παραγωγή διδακτικού υλικού και τις νέες μεθόδους αξιολόγησης εκπαιδευομένων στα ΣΔΕΦ;**
*-Δυστυχώς όχι.*

**-Ωραία, οπότε σε ποιος τομείς χρειάζεσαι; Νιώθεις ότι χρειάζεσαι περαιτέρω επιμόρφωση ή στήριξη;**

*-Θεωρώ ότι στο πώς προσαρμόζεται ένα διδακτικό υλικό έτσι ώστε να ανταποκρίνεται στις ανάγκες των εκπαιδευόμενων. Σίγουρα στο πώς να διαχειριστεί κανείς την ψυχολογία των... τις ψυχολογικές νέες προκλήσεις που υπάρχουν μέσα στην τάξη, γιατί τουλάχιστον εγώ αυτό που ένιωσα ήταν ότι θα έπρεπε να υπάρχει μια στήριξη, όχι ψυχολογική σε μένα, αλλά πως εγώ μπορώ να διαχειριστώ αυτές τις ψυχολογικές προκλήσεις που προκύπτουν… Και ίσως νομίζω ότι ένα πράγμα που κάτι που θα βοηθούσε ήτανε θα ήταν ίσως τις μεθόδους αξιολόγησης, δηλαδή είναι πολύ παραδοσιακές μέθοδοι, μια εναλλακτική μέθοδος αξιολόγησης ή λίγο μια πιο καινοτόμα θα ήτανε κάτι που θα βοηθούσε αρκετά. Στην τεχνολογία νομίζω ότι δεν θα χρειαζόμουνα κάτι, εγώ τουλάχιστον και νομίζω ότι κάτι που επίσης θα βοηθούσε αρκετά θα ήταν έστω να υπάρχει μια επιμόρφωση στήριξης σε σχέση με το πώς θα μπορούσανε να ενωθούν δύο μαθήματα, δηλαδή να μάθουμε αγγλικά σε συνδυασμό με τους υπολογιστές…να να υπάρχει να δούμε δηλαδή πώς μπορώ εγώ να συνεργαστώ με τον άνθρωπο που κάνει τον γραμματισμό εκείνο έτσι ώστε να είναι και πιο ενδιαφέρον και για το μάθημα των υπολογιστών, αλλά και μέσω των υπολογιστών να δείξουμε το πόσο χρήσιμη είναι η γλώσσα των αγγλικών… από τη χρήση ενός απλού λογισμικού μιας εφαρμογής κυρίως για να υπάρχει και ένα περαιτέρω κίνητρο στους εκπαιδευόμενους. Γιατί βλέποντας κάτι το οποίο είναι απαραίτητο, είναι γραμμένο στα αγγλικά και δουλεύει καλά στα αγγλικά υπάρχει και το κίνητρο να μάθω και να ασχοληθώ και περισσότερο με την ίδια τη γλώσσα.*

**-Οπότε μιλάς για τις διαθεματικές, για διαθεματικά μαθήματα… πολύ καλά.**
*-Τα μαθήματα θα ήταν κάτι που θα βοηθούσε πάρα πολύ, πάρα πολύ πλέον ένα απλό παράδειγμα αυτό θα μπορούσε να γίνει και με τον κοινωνικό γραμματισμό, απλά με τον… για τους υπολογιστές το δοκιμάσαμε και ήταν ένα ενδιαφέρον μάθημα και θεωρώ ότι θα είναι κάτι που και τους ίδιους θα τους αρέσει πάρα πολύ.*

**-Πολύ ωραία. Τελευταία μου ερώτηση, τι σου αρέσει περισσότερο από την εμπειρία σου στο σχολείο και τι δεν σου αρέσει, αν υπάρχει κάτι που δεν σου αρέσει;**
*-Όχι, δεν υπάρχει κάτι που δεν μου αρέσει. Το μόνο που δε μου αρέσει σε εισαγωγικά, δεν*

*μου αρέσει, είναι αυτό ότι θεωρώ ότι θα ήταν καλύτερο να υπάρχει αυτό το Πρόγραμμα Σπουδών που αναφέραμε να είναι σίγουρα πιο πρακτικό και πιο κοντά στις ανάγκες του συγκεκριμένου ΣΔΕ των φυλακών. Αυτό που μου αρέσει είναι το… το πολυπολιτισμικό περιβάλλον και το ότι βρίσκομαι σε μια αίθουσα στην οποία οι μαθητές χαίρονται, οι εκπαιδευόμενοι θέλουν να έρθουν γιατί είναι κάτι το οποίο κάνει την ημερά τους να περνάει πολύ πιο εύκολα και χαίρομαι να βρίσκομαι σε ένα χώρο που ξέρω ότι ο εκπαιδευόμενος θέλει να είμαι εκεί και θέλει να είναι και εκείνος. Γιατί περνάει η μέρα του πιο ευχάριστα, μαθαίνει κάτι καινούργιο και είναι όλο ένα θετικό εκπαιδευτικό περιβάλλον που αν είναι και σωστά δομημένο, μπορεί να βοηθήσει πάρα πολύ και ψυχολογικά και κοινωνικά και σίγουρα εκπαιδευτικά.*

**-Τέλεια, ευχαριστώ πάρα πολύ να είσαι καλά.**

*-Παρακαλώ χαρά μου.*

UNIVERSITY of NICOSIA

# APPENDIX VI

UNIVERSITY of NICOSIA

Μαρούσι, 25/11/2021
Αρ. Πρωτ.: Κ1/152732

**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**
**ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ**
**ΓΕΝΙΚΗ ΓΡΑΜΜΑΤΕΙΑ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ, ΚΑΤΑΡΤΙΣΗΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΝΕΟΛΑΙΑΣ**
**ΔΙΕΥΘΥΝΣΗ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ**
**ΤΜΗΜΑ Γ΄ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΥΠΟΣΤΗΡΙΞΗΣ ΕΙΔΙΚΩΝ ΠΛΗΘΥΣΜΙΑΚΩΝ ΟΜΑΔΩΝ**

Ταχ. Δ/νση: Ανδρέα Παπανδρέου 37
Τ.Κ. - Πόλη: 151 22, Μαρούσι
Πληροφορίες: Ευαγγελία Τίγκα
Τηλέφωνο: 210 344 2015
Email: etiga@minedu.gov.gr
Email (Τμήματος): teipo@minedu.gov.gr

**ΠΡΟΣ:**

κα Δήμητρα Χριστοφόρου
dimitra.x@hotmail.com

**ΚΟΙΝ.:**
**2ο Σ.Δ.Ε. Λάρισας**

Υπόψη: Δ/ντή Εκπ/κών Δομών
Κ.Κ., κ. Γεωργίου Τράντα
mail@sde-df-laris.lar.sch.gr
**1ο Σ.Δ.Ε. Ελεώνα Θηβών**
Υπόψη: Δ/ντή Εκπ/κών Δομών
Κ.Κ., κ. Νικολάου Αρμένη
sde_fltr@otenet.gr
**2ο Σ.Δ.Ε. Κορυδαλλού**
Υπόψη: Δ/ντριας Εκπ/κών Δομών
Κ.Κ., κας Καλλιόπης Ορφανάκη
mail@sde-fyl-koryd.att.sch.gr

**Θέμα:** «Έγκριση διεξαγωγής ποσοτικής έρευνας στο 2ο Σ.Δ.Ε. Λάρισας, στο 1ο Σ.Δ.Ε. Ελεώνα Θηβών και στο 2ο Σ.Δ.Ε. Κορυδαλλού.»

Σχετ.: 1) Η με αρ. πρωτ. 121225/Κ1/27-09-2021 αίτησή σας με τα συνημμένα δικαιολογητικά.
2) Το με αρ. πρωτ. 151862/Κ1/23-11-2021 συμπληρωματικό ερωτηματολόγιο.

Σε απάντηση των ανωτέρω σχετικών εγγράφων, σας ενημερώνουμε ότι **εγκρίνεται** το αίτημα που υποβλήθηκε από την κυρία **Δήμητρα Χριστοφόρου**, υποψήφια διδάκτορα του Πανεπιστημίου Λευκωσίας, για τη διεξαγωγή ποσοτικής έρευνας στο 2ο Σ.Δ.Ε. Λάρισας, στο 1ο Σ.Δ.Ε. Ελεώνα Θηβών και στο 2ο Σ.Δ.Ε. Κορυδαλλού με χορήγηση ερωτηματολογίου προς τους εκπαιδευόμενους.

Επισημαίνεται ότι η διεξαγωγή ποσοτικών ερευνών σε Σ.Δ.Ε. Καταστημάτων Κράτησης θα πρέπει να γίνεται σε συνεργασία με τους Διευθυντές των Σ.Δ.Ε., προκειμένου να μην διαταράσσεται η εύρυθμη λειτουργία των σχολείων, ιδιαιτέρως κατά την τρέχουσα περίοδο, λόγω της ιδιαιτερότητας των συνθηκών. Σε κάθε περίπτωση, η κα Χριστοφόρου θα πρέπει να μεριμνήσει για την αναπαραγωγή των ερωτηματολογίων που θα διανεμηθούν στους εκπαιδευόμενους, κατόπιν επικοινωνίας της με τους Διευθυντές των σχολείων.

Τέλος, παρακαλούμε για την κοινοποίηση των αποτελεσμάτων της έρευνας στο Τμήμα μας, καθώς ενδέχεται να χρησιμεύσουν για τη βελτίωση της λειτουργίας των Σ.Δ.Ε. που λειτουργούν εντός Καταστημάτων Κράτησης.

Η Προϊσταμένη του Τμήματος

Piera Leftheriotou
Thu Nov 25 10:54:03 EET 2021

Πιέρα Λευθεριώτου

Εσωτερική διανομή:
1. Διεύθυνση Διά Βίου Μάθησης 2. Τμήμα Γ΄ Εκπ/κής Υποστήριξης Ειδικών Πληθυσμιακών Ομάδων

**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ**
**ΓΕΝΙΚΗ ΓΡΑΜΜΑΤΕΙΑ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ, ΚΑΤΑΡΤΙΣΗΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΝΕΟΛΑΙΑΣ**
**ΔΙΕΥΘΥΝΣΗ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ**
**ΤΜΗΜΑ Γ΄ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΥΠΟΣΤΗΡΙΞΗΣ ΕΙΔΙΚΩΝ ΠΛΗΘΥΣΜΙΑΚΩΝ ΟΜΑΔΩΝ**

Ταχ. Δ/νση: Ανδρέα Παπανδρέου 37 Τ.Κ. - Πόλη: 151 22, Μαρούσι Πληροφορίες: Πιέρα Λευθεριώτου Τηλέφωνο: 210 344 2094
Email: pleftheriotou@minedu.gov.gr Email (Τμήματος): teipo@minedu.gov.gr

Piera Leftheriotou
Tue Mar 15 13:25:13 EET 2022

Μαρούσι, 15/03/2022
Αρ. Πρωτ.: Κ1/29079

**ΠΡΟΣ:**

κα Δήμητρα Χριστοφόρου
dimitra.x@hotmail.com

**ΚΟΙΝ.: ΠΙΝΑΚΑΣ ΑΠΟΔΕΚΤΩΝ**

**Θέμα:** «Συμπληρωματική έγκριση διεξαγωγής ποσοτικής έρευνας στα Σ.Δ.Ε. Καταστημάτων Κράτησης»

Σχετ.: 1) Το με αρ. πρωτ. Κ1/152732/25-11-2021 έγγραφό μας
2) Η με αρ. πρωτ. Κ1/27414/11-03-2022 συμπληρωματική σας αίτηση

Σε συνέχεια των ανωτέρω σχετικών εγγράφων, σας ενημερώνουμε ότι **εγκρίνεται** το συμπληρωματικό αίτημα που υποβλήθηκε από την κυρία **Δήμητρα Χριστοφόρου**, υποψήφια διδάκτορα του Πανεπιστημίου Λευκωσίας, για τη διεξαγωγή ποσοτικής έρευνας στα Σ.Δ.Ε. Καταστημάτων Κράτησης (όπως αναφέρονται στον Πίνακα Αποδεκτών), με χορήγηση ερωτηματολογίου προς τους εκπαιδευόμενους.
Επισημαίνεται ότι η διεξαγωγή ποσοτικών ερευνών σε Σ.Δ.Ε. Καταστημάτων Κράτησης θα πρέπει να γίνεται σε συνεργασία με τους Διευθυντές των Σ.Δ.Ε., προκειμένου να μην διαταράσσεται η εύρυθμη λειτουργία των σχολείων, ιδιαιτέρως κατά την τρέχουσα περίοδο, λόγω της ιδιαιτερότητας των συνθηκών. Σημειώνεται επίσης ότι η κα Χριστοφόρου θα μεριμνήσει για την αναπαραγωγή και αποστολή των ερωτηματολογίων που θα διανεμηθούν στους εκπαιδευόμενους, κατόπιν επικοινωνίας της με τους/τις Διευθυντές/ντριες των σχολείων.
Τέλος, παρακαλούμε για την κοινοποίηση των αποτελεσμάτων της έρευνας στο Τμήμα μας, καθώς ενδέχεται να χρησιμεύσουν για τη βελτίωση της λειτουργίας των Σ.Δ.Ε. που λειτουργούν εντός Καταστημάτων Κράτησης.

Η Προϊσταμένη του Τμήματος
Πιέρα Λευθεριώτου

Εσωτερική διανομή:
1. Διεύθυνση Διά Βίου Μάθησης
2. Τμήμα Γ΄ Εκπ/κής Υποστήριξης Ειδικών Πληθυσμιακών Ομάδων

UNIVERSITY of NICOSIA

**ΠΙΝΑΚΑΣ ΑΠΟΔΕΚΤΩΝ**

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2. 2ο Σ.Δ.Ε. Τρικάλων, sde_fltr@otenet.gr
3. 1ο Σ.Δ.Ε. Γρεβενών, mail@sde-greven.gre.sch.gr
4. Σ.Δ.Ε. Νιγρίτας, sdenigrita@sch.gr και mail@sde-nigrit.ser.sch.gr
5. 1ο Σ.Δ.Ε. Δομοκού, mail@sde-gkk-domok.fth.sch.gr
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UNIVERSITY of NICOSIA

**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ**

**ΓΕΝΙΚΗ ΓΡΑΜΜΑΤΕΙΑ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ, ΚΑΤΑΡΤΙΣΗΣ, ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΝΕΟΛΑΙΑΣ ΔΙΕΥΘΥΝΣΗ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ**

**ΤΜΗΜΑ Γ΄ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΥΠΟΣΤΗΡΙΞΗΣ ΕΙΔΙΚΩΝ ΠΛΗΘΥΣΜΙΑΚΩΝ ΟΜΑΔΩΝ**

Ταχ. Δ/νση: Ανδρέα Παπανδρέου 37 Τ.Κ. - Πόλη: 151 22, Μαρούσι Πληροφορίες: Πιέρα Λευθεριώτου Τηλέφωνο: 210 344 2094
Email (Τμήματος): teipo@minedu.gov.gr

Μαρούσι, 16/06/2023
Αρ. Πρωτ.: Κ1/68004

**ΠΡΟΣ:**

κα Δήμητρα Χριστοφόρου
dimitra.x@hotmail.com

**ΚΟΙΝ.:** ΠΙΝΑΚΑΣ ΑΠΟΔΕΚΤΩΝ

**Θέμα:** «Έγκριση διεξαγωγής ποσοτικής έρευνας στα Σ.Δ.Ε. Καταστημάτων Κράτησης»

Σχετ.: Κ1/64542/09.06.2023

Σε συνέχεια του ανωτέρω σχετικού εγγράφου, σας ενημερώνουμε ότι εγκρίνεται το συμπληρωματικό αίτημα που υποβλήθηκε από την κυρία Δήμητρα Χριστοφόρου, υποψήφια διδάκτορα του Πανεπιστημίου Λευκωσίας, για τη διεξαγωγή έρευνας στα Σ.Δ.Ε. Καταστημάτων Κράτησης (όπως αναφέρονται στον Πίνακα Αποδεκτών), με χορήγηση ερωτηματολογίου (με τη μορφή google forms) προς τους/τις εκπαιδευτές/τριες Αγγλικού Γραμματισμού.
Επισημαίνεται ότι η διεξαγωγή εμπειρικών ερευνών σε Σ.Δ.Ε. Καταστημάτων Κράτησης θα πρέπει να γίνεται αφενός σε συνεργασία με τους Διευθυντές των Σ.Δ.Ε., προκειμένου να μην διαταράσσεται η εύρυθμη λειτουργία των σχολείων, και αφετέρου με τη συναίνεση όλων των συμμετεχόντων.
Τέλος, παρακαλούμε για την κοινοποίηση των αποτελεσμάτων των εμπειρικών ερευνών στο Τμήμα μας, καθώς ενδέχεται να χρησιμεύσουν για τη βελτίωση της λειτουργίας των Σ.Δ.Ε. που λειτουργούν εντός Καταστημάτων Κράτησης.

Η Προϊσταμένη του Τμήματος

Piera Leftheriotou
16.06.2023 13:41:22

Πιέρα Λευθεριώτου

Εσωτερική διανομή:
1. Διεύθυνση Διά Βίου Μάθησης
2. Τμήμα Γ΄ Εκπ/κής Υποστήριξης Ειδικών Πληθυσμιακών Ομάδων

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**ΓΕΝΙΚΗ ΓΡΑΜΜΑΤΕΙΑ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ, ΚΑΤΑΡΤΙΣΗΣ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ**
**ΔΙΕΥΘΥΝΣΗ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΤΜΗΜΑ Γ΄**
**ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΥΠΟΣΤΗΡΙΞΗΣ ΕΙΔΙΚΩΝ ΠΛΗΘΥΣΜΙΑΚΩΝ ΟΜΑΔΩΝ**

Ταχ. Δ/νση: Ανδρέα Παπανδρέου 37 Τ.Κ. - Πόλη: 151 22, Μαρούσι Πληροφορίες: Πιέρα Λευθεριώτου Τηλέφωνο: 210 344 2094
Email (Τμήματος): teipo@minedu.gov.gr

Μαρούσι, 09/10/2023
Αρ. Πρωτ.: Κ1/112903

**ΠΡΟΣ:**

κα Δήμητρα Χριστοφόρου
dimitra.x@hotmail.com

**ΚΟΙΝ.: ΠΙΝΑΚΑΣ ΑΠΟΔΕΚΤΩΝ**

**Θέμα:** «Συμπληρωματική έγκριση διεξαγωγής ποιοτικής έρευνας σε Σ.Δ.Ε. Σωφρονιστικών Καταστημάτων

Σχετ.: Κ1/112454/09.10.2023

Σε συνέχεια του ανωτέρω σχετικού εγγράφου, σας ενημερώνουμε ότι εγκρίνεται συμπληρωματικό αίτημα που υποβλήθηκε από την κυρία Δήμητρα Χριστοφόρου, υποψήφια διδάκτορα του Πανεπιστημίου Λευκωσίας, για τη διεξαγωγή ποιοτικής έρευνας σε Σ.Δ.Ε. που λειτουργούν εντός Σωφρονιστικών Καταστημάτων (όπως αναφέρονται στον Πίνακα Αποδεκτών), μέσω συνεντεύξεων με εκπαιδευτές/τριες Αγγλικού Γραμματισμού, οι οποίες θα πραγματοποιηθούν διαδικτυακά και εκτός ωραρίου λειτουργίας των Σ.Δ.Ε.
Επισημαίνεται ότι η διεξαγωγή εμπειρικών ερευνών σε Σ.Δ.Ε. Σωφρονιστικών Καταστημάτων θα πρέπει να γίνεται αφενός σε συνεργασία με τους Διευθυντές των Σ.Δ.Ε., προκειμένου να μην διαταράσσεται η εύρυθμη λειτουργία των σχολείων, και αφετέρου με τη συναίνεση όλων των συμμετεχόντων.
Τέλος, παρακαλούμε για την κοινοποίηση των αποτελεσμάτων των εμπειρικών ερευνών στο Τμήμα μας, καθώς ενδέχεται να χρησιμεύσουν για τη βελτίωση της λειτουργίας των Σ.Δ.Ε. που λειτουργούν εντός Καταστημάτων Κράτησης.

Η Προϊσταμένη του Τμήματος

Piera Leftheriotou
09.10.2023 15:15:07

Πιέρα Λευθεριώτου

Εσωτερική διανομή:
1. Διεύθυνση Διά Βίου Μάθησης
2. Τμήμα Γ΄ Εκπ/κής Υποστήριξης Ειδικών Πληθυσμιακών Ομάδων

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**ΓΕΝΙΚΗ ΓΡΑΜΜΑΤΕΙΑ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ, ΚΑΤΑΡΤΙΣΗΣ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ**
**ΔΙΕΥΘΥΝΣΗ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΤΜΗΜΑ Γ΄ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΥΠΟΣΤΗΡΙΞΗΣ ΕΙΔΙΚΩΝ ΠΛΗΘΥΣΜΙΑΚΩΝ ΟΜΑΔΩΝ**

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Μαρούσι, 30/04/2024
Αρ. πρωτ.: Κ1/46191

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**ΚΟΙΝ.: ΠΙΝΑΚΑΣ ΑΠΟΔΕΚΤΩΝ**

**Θέμα:** «Συμπληρωματική έγκριση διεξαγωγής έρευνας σε Σ.Δ.Ε. Σωφρονιστικών Καταστημάτων»
Σχετ.: Κ1/44949/29.04.2024 και Κ1/45120/29.04.2024

Σε συνέχεια των ανωτέρω σχετικών εγγράφων, σας ενημερώνουμε ότι εγκρίνεται συμπληρωματικό αίτημα που υποβλήθηκε από την κυρία Δήμητρα Χριστοφόρου, υποψήφια διδάκτορα του Πανεπιστημίου Λευκωσίας, για τη διεξαγωγή ποιοτικής έρευνας σε Σ.Δ.Ε. που λειτουργούν εντός Σωφρονιστικών Καταστημάτων (όπως αναφέρονται στον Πίνακα Αποδεκτών), μέσω παρατήρησης της διδασκαλίας του Αγγλικού Γραμματισμού.
Επισημαίνεται ότι η διεξαγωγή εμπειρικών ερευνών σε Σ.Δ.Ε. Σωφρονιστικών Καταστημάτων θα πρέπει να γίνεται αφενός σε συνεργασία με τους Διευθυντές των Σ.Δ.Ε., προκειμένου να μην διαταράσσεται η εύρυθμη λειτουργία των σχολείων, και αφετέρου με τη συναίνεση όλων των συμμετεχόντων.
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Η Προϊσταμένη του Τμήματος

PIERA LEFTHERIOTOU
30.04.2024 14:17:42

Πιέρα Λευθεριώτου

Εσωτερική διανομή:
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3. Τμήμα εκτός έδρας 2ου Σ.Δ.Ε. Κορυδαλλού στο Ειδικό Κέντρο Υγείας Κρατουμένων Κορυδαλλού (email Δ/ντριας δομών εκπαίδευσης και κατάρτισης στο Σ.Κ. Ε.Κ.Υ.Κ.Κ: parkonta@yahoo.gr)

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