

# Teaching and Learning Heritage Languages in Greece: The Role of Complementary Schools

**Collection Editor: Nikos Gogonas**

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## Description

Despite the large number of pupils/students with migrant/refugee background in Greek schools, heritage language education is not included in the national curriculum in Greece. Formal learning and teaching of heritage languages takes place primarily in complementary schools, which are community-led and run part-time. This collection aims to shed light on the part complementary schools play in the lives of culturally and linguistically diverse pupils/students in Greece by bringing together studies conducted in complementary schools of the Albanian, Czech, Palestinian, Polish and other communities.

## About the Editor

Nikos Gogonas (DPhil, University of Sussex) is Associate Lecturer in Intercultural Communication and Language Education at the Faculty of English Language and Literature, National and Kapodistrian University of Athens. He also teaches at the MA programme Language Education for Refugees and Migrants of the Hellenic Open University. He has published the monograph *Bilingualism and Multiculturalism in Greek Education* (Cambridge Scholars) and several articles in international peer-reviewed journals on issues of bi/multilingualism and multiculturalism.

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All chapters submitted should conform to the grammar and formatting guidelines provided by Cambridge Scholars Publishing, which can be viewed here: <https://www.cambridgescholars.com/pages/forms-guidelines>;

Unless agreed with the Editor prior to submission, referencing should be in Chicago;

Any work submitted for publication should be free of copyright restrictions and a statement should be submitted in support of this;

Contributions should be scholarly rather than anecdotal or unverifiable;

Contributions must be wholly in English, excluding footnotes, appendices and short extracts for translation;

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