

Le Groupe d'Études Orientales, Slaves et Néo-helléniques (G.E.O. - EA 1340)
et le Département d'études néo-helléniques

vous invitent
à la conférence de

Vally LYTRA

Reader in Languages in Education in the Department of Educational Studies
Goldsmiths, University of London

jeudi 28 novembre 2019

18h-19h30

Le Patio 4202

Rethinking Greek language education abroad: New mobilities- new possibilities - old tensions

The intensification of transnational mobilities from Greece and subsequent educational policy changes are radically transforming Greek language education abroad. As a result, Greek community schools are called upon to educate an increasingly heterogeneous pupil population with diverse and complex language competences and aspirations, family backgrounds and migration trajectories. New mobilities raise questions about how the different social actors involved in Greek language education abroad might redefine the schools' mission, curricula and pedagogy. In this presentation, Vally Lytra explores how different social actors in a newly established Greek school in francophone Switzerland syncretise fixed representations of Greek language, identity and community with more fluid ones to strategically reposition the school from an insular ethnic space to one with multiple interconnections with the broader Swiss society across timescales. She draws on reflective discussions, participant observations of school celebrations and documentary data from the school's website to illustrate how social actors negotiate but also problematise the discursive repositioning of the Greek school and the implications this may have regarding how Greek language education abroad is re-imagined.

Vally Lytra is Reader in Languages in Education in the Department of Educational Studies at Goldsmiths, University of London. A common thread running through her research, practice and community engagement has been the investigation of bilingualism and biliteracy in schools, homes and communities that have experienced diverse migration flows. Her publications focus on pedagogy and teacher/learner identities, language practices and language ideologies, and the interplay of language, ethnicity and faith. She recently edited with Dinah Volk and Eve Gregory "Navigating Languages, Literacies and Identities: Religion in Young Lives" (Routledge, 2016). She is currently working on a research project documenting established and newer forms of Greek language education abroad for children and adults learners across three European countries (Switzerland, the UK and France).

Entrée libre