

**LINKING CULTURES THROUGH PLAY: CHILDREN EXCHANGE CULTURAL
ELEMENTS THROUGH PLAY ACTIVITIES IN KINDERGARTEN.**

Kafenia Botsoglou, Assistant Professor, Special Education Department, University of Thessaly, Greece
kmpotso@uth.gr

Domna-Mika Kakana, Professor, Early Childhood Education Department, University of Thessaly,
Greece

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**LINKING CULTURES THROUGH PLAY: CHILDREN EXCHANGE
CULTURAL ELEMENTS THROUGH PLAY ACTIVITIES IN
KINDERGARTEN.
LIEZ DES CULTURES PAR DES JEUX: QUAND LES ENFANTS ECHNGENT
DES ELEMENTS CURTURELS A TREAVERS DES ACTIVITES DES JEUX A
L' ECOLE MATERNELLE.
UNIR CULTURAS A TRAVES DE LOS JUEGOS: LOS NINOS
INTERCAMBIAN ELEMENTOS CULTURALES A DE LOS JUEGOS EN LAS
GUARDERIAS**

Kafenia Botsoglou, Assistant Professor, Special Education Department, University of Thessaly, Greece
Domna-Mika Kakana, Professor, Early Childhood Education Department, University of Thessaly,
Greece

Abstract

The recent years in our country we are facing an increasingly great number of immigrant students, mainly from East European countries and the Balkans, particularly in many Greek elementary schools and kindergartens.

Aim of the presented study is to sketch the problems that came out from the co-existence of students with different cultural elements. In addition to this, aims to record the views and beliefs of early childhood education teachers who work with students coming from different cultures.

In the current presentation we will demonstrate the pilot project of the research. The sample of our pilot project was five kindergartens with different social and cultural features from the area of Thessaly. We observed 83 children (16 of them are emigrants) in five kindergartens for 3 different school days. Two observation matrixes were used, which were constructed for the purposes of the study, based on the literature and the previous experience of the researchers. Moreover, we recorded the views and beliefs of the five Early Childhood Education (ECE) teachers using the method of semi-structured interviews. Finally, we recorded the views of 20 children from Greece, with the same way, concerning their beliefs about their new emigrant friends.

The first findings of our research show us that independently of teachers' belief, children get over their cultural differences mainly during spontaneous play activities.

PLAY: THE MIRROR OF CULTURES

Spontaneous play is found among children in all parts of the world, as well as in ancient civilizations (Bruce, 1993).

Everyone agrees that play activity is very important for every day's children life. Although play appears to be the dominant activity of children in all cultures, the perception of play in each culture is closely associated with its social beliefs and values (Unesco 1979, Curtis, 1993). Play is not only affected by cultural influences but is also an expression of culture (Whiting & Whiting, 1975). Huiginga (1949) considers that play activity is very strongly linked with the social values and Caillois (1992) points out that play activity have an interactive relation with society and culture factors. Although, every society gives different content in the meaning of play, it was proved that play might be a very effective mean from children, which can help them to adopt the social values and to be assimilated to them (Germanos, 1993).

From psychological and social point of view, play may acts in two ways (Germanos, 1993);

- Brings the child in contact with behavior models, social and cultural values and rules. Those elements are reproduced, through the kind, the content and the rules of the play activity.
- At the same time when a child plays, has the opportunity to "change" many things according to his/her imagination. Has the chance to assimilate the elements of his/her/ culture heritage and moreover to enrich them with new ones.

When two children play together, establish a relationship using concepts, abilities, and values that they have acquired throughout their life (Medina, Lozano, Goudena, 2001). According to Corsano's definition about *peer cultures* "children's common and continuous attempts to grasp and control the social order, which is first presented to them by the adults, but later becomes their own reproduction" (1988, p.1) so, children create their own scenes of interaction, with their own norms and conditions. In peer interactions the children are the ones who have the responsibility of deciding how they are together, how to maintain the relationship and what may be the motives for which the relationship can be disrupted (Medina, Lozano, Goudena, 2001).

Bruner (1986) describes culture as a forum, which is possible to create and recreate meaning. Play-areas in school provide children with a physical setting for this forum. The activities, play, games, provide a mean by which the culture can find expression and by which individual children can seek to meet functional needs (Brown, 1993).

IMMIGRANT STUDENTS IN GREECE: PROBLEMS AND BEHAVIORS

The last 20 years Greece has accepted a large number of emigrants. This fact brought many important changes not only to the society and economy, but also to education. According to Ministry of education report (2000) the immigrant students in Greek schools are the 1.7% of student population (65.546 immigrant students). A most recently report (2002) the number of the immigrant students is 130.000. According to the same report in Early childhood education attends 11.083 immigrant students (Institute of Multicultural Education, 2003). The large majority is coming from Albania and from the countries of the Eastern Europe. This fact created a range of problems in School community not only to immigrant and native students, but to teachers as well and generally to the educational procedure.

The great majority of immigrant students who attend to Greek school face various problems concerning their educational and social inclusion. Suddenly, they have to face a completely new reality in their new home, their new neighbourhood, and their new school. Differences in language, cultural elements, customs and religion construct a completely new environment for them.

One of the major problems that they face is the language. In order to communicate and to be acceptable from the school community, they usually learn the new language very quickly. This has as a result to neglect their mother language (Damanakis 1987). Moreover, the immigrant children often appear to be isolated, to have low level self-confidence, and to feel insecure. In addition to this, many children appear to be aggressive to group games and over obeying to teacher's orders (Damanakis 1997)

Another problem for immigrant students in Greece is that they can't participate equally in educational procedure competing with the native ones, as they don't have the same level of language's knowledge, and they don't have enough time to adapt the Greek cultural values. This fact results to low achievements especially in language lessons (Markou, 1996)

Usually, Greek students don't prefer to make friendships with their immigrant classmates (Damanakis, 1997). This fact has as result that immigrant children feel very frequently the peer rejection and moreover excluded, displaced, and separated from the other children's world (Kirova, 2001).

Another important problem is that in Greek Early Childhood education curriculum there is no space for immigrant children to experience, maintain and develop the

characteristics of their culture (customs, religion, habits) and to find a balance between two cultures, which consist their reality (Godovos, 2001).

As we pointed to the previous chapter the problems that immigrant students are facing are too many and too important. It is a fact that young people education in our country is ethnocentric and monocultural (Godovos, 2002). The curriculum is not formed appropriately to satisfy the needs of a multicultural society (Damanakis, 1997). They don't respect the needs of immigrant children since they haven't taken in under consideration the diversities that exist in national, religious, and lingual level and they try to integrate the immigrants (Godovos, 2002). Comparing the new and the previous curriculum for ECE we can't notice important changes that indicate that the new curriculum respects the cultural differences of immigrant children.

Another very important reason, which results, to inappropriate academic performance of immigrant children, is the no existence of bilingual educational programs in kindergarten (Damanakis, 1997).

GREEK TEACHERS AND PUPILS PERCEPTIONS ABOUT IMMIGRANT CHILDREN

The perceptions of teachers about the immigrant students depend on their personal point of view about persons with cultural and national diversities (Athanasiou & Godovos, 2002). Researches support that a large majority of Greek teachers appear to have xenophobic and ethnocentric beliefs (Modgil, Verma, 1997).

Teachers with racist perceptions usually they don't offer equal chances to immigrant children and they have increased expectations from them (Godovos, 2002). They don't cooperate with the immigrant's parents, and this attitude creates the impression to immigrant families that school doesn't care about their children development.

The large majority of Early Childhood Education (ECE) teachers have never been educated about teaching in multicultural classes (Damanakis, 1997). In case that some of them had some kind of education about multicultural education, they are eager to try in their classes to manage equally all the students (Govaris, 2001).

Early childhood education children appear to have adapted specific behavior models to the persons from the same originality and people from different origins (D' Angelo & Dixey, 2001). Although, there are no researches in Greece investigating the ECE children views about their immigrant classmates, we can refer a research that looked into the views of primary school children. According to this research (Argiraki at all, 1994) Greek children mostly reject the immigrant children from Albania and less the immigrant from Arabia, Asia, and Africa and from West countries. Children reject or even feel fear with the peers having different origin, color or religion.

IMMIGRANT PARENTS: THEIR PERCEPTIONS AND THEIR EXPECTATIONS ABOUT THE DEVELOPMENT OF THEIR CHILDREN

Support for the effect of culture on parent's perceptions concerning the development of their children in early childhood education, is found in a variety of publications (Cryer at all, 2002). The cultural inclusion of immigrant families depends on the knowledge of the language and the diversity in the religion (Damanakis, 1997). According to Tsiakalos, immigrant parents worry about the maintenance of their cultural heritage. They believe that is very important not to be cut off from their culture in order not to feel again immigrants in case that they will decide to go back to their country (1999).

They don't have the best impressions for the Greek school (Damanakis, 1997) and they believe that their children don't have the equal opportunities as the natives have. They feel bad that the school doesn't respect the cultural heritage of their children (Tsiakalos, 2002).

Immigrant parents have great expectations from school performance of their children, believing that knowledge may help them to have a better future.

THE PURPOSE OF STUDY

The main aim of our study was to investigate the special characteristics of a multicultural kindergarten class. Moreover, we intent to study the emigrant's student's behavior in everyday school program, to sketch the problems that they may face and the way that the Greek students react towards them. In addition to this, we aim to outline the early childhood teachers' attitudes about their experience working in mixed- cultural groups of pupils. Finally, considering the play-activity as a "bridge" we aim to investigate how spontaneous play can be a field of communication for all the children independently from their originality and culture.

RESEARCH HYPOTHESES

Recent researches support that a large majority of Greek teachers adopt xenophobic and ethnocentric attitudes. Moreover, the curriculum «encourages" the immigrant students to take on the new culture (Modgil, Verna, 1997). Based on the elements below the first hypothesis of the research is:

- The great average of the early childhood teachers do not help- maybe because they are not educated about this matter, or maybe because of their attitude- the emigrant students to integrate in a normal way in the school environment and they don't respect their different culture.

Researches show us that immigrant students face a lot of problems in their social relations. Immigrants students appear to be "dare less to their relationships with the other children", "over- obeying to teachers orders", "aggressive in group games", with the tendency to prefer as a company children with same experiences (Markou, 1996).

According to the above mentioned facts our third hypothesis is:

- The immigrant students who attend in Greek kindergartens appear to have problems in their relations with the other children, are shy, they have low level self-confidence, they are aggressive in group games and generally they prefer to have friends of the same nationality with them.

Although, researches showed us the early childhood children are not able to understand the existence of different countries and cultures (Piaget, 1951), they adopt specific models of behavior for the persons who belong to the same nation. Moreover, they adapt negative models and prejudices very early from their associations with others (D' Angelo & Dixey, 2001).

So the third hypothesis of our study is:

- The majority of Greek students avoid coping with immigrants peers, probably because of the different language that they speak, or due to their external characteristics, or finally this attitude is a result of the negative models and stereotypes that they have adapted from their family and social environment.

In pre-school education, play activity is considered as a very important factor in pedagogical procedure and also as one of the most important factors in child's physical and emotional development (IPA, 1977). Many theorists and practitioners believe that

play experience is the optimal way of enhancing creativity and imagination (Smith, 1994). It's a way to contact and communicate with the physical and social environment, a "vehicle" to learn about living (Pugmire-Stoy, 1992 a "tool" with which children discover the world (Botsoglou, 2001). Ethnographic observations of children's activities in the kindergarten have shown that children create their own culture as they meet daily in a specific space with the same group of children and adults, following a more or less given routine. Specifically, they develop the peer culture (Corsaro 1985, Avgitidou 1994). Peer culture is a set of common activities, interests, values, routines and behaviors that children construct themselves and share as important in their daily interactions (Corsaro & Eder 1990). Moreover, some toys seem to be "international". Kakana, Zafiropoulou & Bonoti (2002) reported that some specific toys like Pokemons are very favorite to children regardless the country they are coming from. In addition to this, that cross-cultural study (Greece, Cyprus, England, Denmark, Japan and Israel) supported that children from all over the world are excited with Pokemons and generally they love powerful characters.

Based on the characteristics of play activity that we described above we formed the forth and final hypothesis of our study:

- Play can function as a "bridge" which can bring closer children from different cultures. Especially spontaneous play activities can give the chance to children (immigrants and natives) to express themselves, to share common experiences and to come closer, avoiding with this way the stereotypes and the differences that they may keep them away.

THE SAMPLE OF THE RESEARCH

The sample of our pilot project was five kindergartens with different social and cultural features from the area of Thessaly (area of the central Greece). We observed 83 children (16 from them are immigrants) in five kindergartens during a school day. Two observation matrixes were used, which were constructed for the purposes of the study, based on the literature and the previous experience of the researchers. Moreover, we recorded the views and beliefs of the five ECE teachers using the method of semi-structured interviews. Finally, we recorded the views of 20 Greek children from the five classes, with the same way, concerning their beliefs about their new emigrant classmates.

METHOD

The research was carried out in the following stages:

a) In order to realize our research we construct an observation matrix which recorded in systematical way the behaviors which have been developed by immigrant and native students and by early childhood teacher in nursery classes (See appendix 3a). The observation matrix was constructed with the main goal to sketch the immigrant students' behavior focusing on the following points:

- Their behavior during spontaneous play activities
- Their participation in organized activities
- The use of their mother language in the kindergarten
- Their relations with the other children
- Their spontaneous speech

At the same time with that observation matrix we recorded the spontaneous behaviors of the Greek Children to the immigrant ones. The researcher recorded students and teacher behaviors three times in three different school days.

B) In order to record the teachers' beliefs and views we used the method of semi-structured interviews (See appendix 1a). The interviews allowed us to be informed about:

- The way that they handle the problems that they may face working in a multicultural group of children
- Their view about the way that Greek children react with the immigrant children

A second observation matrix was used in order to record teacher's behavior during the spontaneous play activities of children. (See appendix 1b)

Moreover we asked from the early childhood education teachers to give us elements concerning the immigrants students such as: level of speaking the Greek language, their religion, etc. (See appendix 2)

c) Finally, on our effort to record the views and beliefs of native children we used the method of semi-structured interview. With these short-lasting interviews we tried to encourage children to express their beliefs about their immigrant classmates (See appendix 3b)

In order to analyze the data collected we used the frequency analysis method.

FINDINGS

Teacher's interviews and observations

In the first question of the interview "Have you added in your program some activities in order to encourage the development of self-confidence of immigrant children?" the 4 from the 5 teachers replied negative. Only one ECE teacher replied that she had organized an activity about Albania but she didn't realize it with children yet (March 2003).

The majority of them spontaneously declared "they hadn't organized in a different way their program because they like to behave to children in the same way". Finally, one of them said: "*The Ministry of education has to organize special schools for immigrant children, because the coexistence of immigrant and Greek children creates problems to Greek ones*".

The majority of ECE teachers (4 references) said that they don't face any special problems educating children with different originalities. Only one replied to the 2nd question of the interview (see appendix 1a) as follows; "*Do you know how hard is to work with young boys from Albania? This is the worst combination!*"

The 4 of the 5 ECE teachers of the sample, replying to the 3rd question of the interview declared that they often record racist behavior from the Greek children to the immigrant ones; "*You can't play with us! You are coming from Albania!*" "*I don't want to have friends from Albania!*"

The 3 ECE teachers believe that immigrant children behave in the same way with the Greek ones, and only the 2 of them said that they had noticed differences in the behavior and the achievement of immigrant children. "*They have low level of Knowledge*" (4th question of the interview, see Appendix 1a)

Concerning their cooperation with the parents of immigrant children the ECE teachers answered that the 50/% of the parents are very interested in their children progress and the others that they don't have any contact with them. (5th question of the interview, see Appendix 1a)

Finally, in the last question of the interview (see Appendix 1a) all the ECE teachers have never discussed with the children about different religions. Moreover, no of them showed interest to know in which religion their immigrant students believe. So, immigrant children have to participate to Christian orthodox religion celebrations, pray etc.

The majority of the teachers (3 of 5) of our sample do not seem to take any effort to help immigrant children in kindergarten. The rest two tried in a way, but according to their opinion may not be the proper one.

Only one of the five ECE teachers encouraged immigrant children to speak from time to time in their mother language.

Immigrant children behavior

As we can see in the Table 1, immigrant children have the opportunity to play and react with other children during spontaneous play activities (10 from 16 children plays both with peers from the same nationality and Greek ones, see also figure 1). Comparing with the data collected and concerning their participation during teacher's organized activities (table 2) we can notice that immigrant children rarely can participate to them, in satisfactory level (7 from 16 children participate the least and 6 from 16 at all to organized activities/ 1 from 16 participates all the time, see, figure 2).

Through the figure 3, we can notice that the 50/% (8 from 16 children) speak the Greek language during spontaneous play activities, 25% (4 from 16 children) speak both their mother language and the Greek one, 3 children 18% do not speak at all and 1 of them speaks only his mother language.

Moreover, other elements that we collected were:

- All the immigrant children participate to pray
- The majority of immigrant children (13 from 16) seem to follow the rules of the school and the 10 of them are obeying to the teacher's orders. Only one of them appeared to have aggressive behavior to his classmates, and finally the 6 of 16 children appeared to have hesitant behavior with the other children.

Greek children perceptions about their immigrant classmates

From the 48 answers that Greek children gave to us, almost the 50% were negative. It is very interesting to see what children replied in the question: «Why you don't consider him/her as a friend?»

"She doe's know anything! She can't speak!"

"Because her eyes are red"

"I don't want to have friends from Albania"

"He hits the other children"

"I don't want her as a friend, because my friends don't like her at all"

"When the others aren't here, I play with her"

As we can see, the children's answers are very short and in many times they aren't based on any argument. In case that the Greek children expressed themselves in positive way about their immigrant classmates, we can notice that happened in cases that immigrant children speak the Greek language in satisfactory level.

Generally, we can say that preschoolers don't seem to have a clear perception about their immigrants classmates, and that in many times they influenced by social stereotypes.

"He is very ugly! He is coming from Albania!"

CONCLUSION

Although, the conclusions drawn cannot be fully generalized as the data collected that came from the pilot approach of our study, allowed us to look into the new school reality that we face in Greece, from many aspects.

- None of the ECE teachers of our sample had added to her daily program in kindergarten activities in order to demonstrate the cultural differences of immigrant children none of them was informed about the religion that immigrant children believe. Usually, they don't face specific problems from the coexistence of immigrant and Greek children.
- The majority of ECE teachers do not seem to be eager to help immigrant children to integrate in their new environment and they are not interested to know more things about their family environment. Our observations let us know that ECE teachers don't encourage immigrant children to speak in the kindergarten in their mother language, helping in that way all the children (immigrant and Greek ones) to exchange cultural elements. The finding above, confirms the first hypothesis of our study, in which we supported that the great average of the ECE teachers do not help- maybe because they are not educated about this matter, or maybe because of their attitude- the emigrant students to integrate easily in the school environment and they don't respect their different culture.
- We supported to the second hypothesis of our study that the immigrant students who attend Greek kindergartens appear to have problems in their relations with the other children, are shy, they have low level self-confidence, they are aggressive in group games and generally they prefer to have friends of the same nationality with them. Our research didn't confirm that hypothesis in all points. The immigrant children didn't appear behaviors like that. We only can say that immigrant children preferred to play with children of the same nationality when they had the chance to do it.
- Although, our research didn't prove us clearly that Greek children avoid making friendships with their immigrant classmates we recorded in many cases racist comments and behaviors. This fact confirms the second part of the third hypothesis of our study, which explains this attitude as a result of negative models and stereotypes that children have adapted from their family and social environment.
- We supported in the fourth and last hypothesis of our study that play activities may function as a "bridge" which can bring closer children from different cultures. Especially spontaneous play activities can give the chance to children (immigrants and natives) to express themselves, to share common experiences and to come closer, avoiding with this way the stereotypes and the differences that they may keep them away. The results of our research pointed out clearly that immigrant children have the opportunity to react with the other children mainly during spontaneous play activities. On the contrary, during teacher directed activities they rarely participate, because they can't speak fluently the Greek language. Our observations during spontaneous play activities gave us the opportunity to sketch how children can communicate using different ways than language. Moreover, our findings pointed out that immigrant children during play activities have the opportunity to play with their native classmates and to express themselves using non-verbal communication.

PROPOSITIONS - PRESPECTIVES

It's obvious that teachers and parents who denounce racial prejudice to young children can help prevent the transfer of racially based attitudes into adulthood (D' Angelo & Dixey, 2001).

We believe that the key-role for improving the immigrant children's everyday life in kindergarten belongs to ECE teachers. They can, using appropriate strategies make children become accustomed to the idea that there may be many life styles, languages, and points of view (Ramsey 1982). This attitude will help all children (immigrant and native ones) to be assimilated easier in new reality.

The cooperation between ECE teachers and immigrant families will be useful to both parts. ECE teachers will have more information about their immigrant children background, cultural values and beliefs and the families may feel trust to the ECE teachers (Bruns & Corso, 2001).

A new curriculum based on culturally appropriate practices may help ECE teacher's job. According to the positions statement of NAEYC "Because culture and language are critical factors of children's development, practices cannot be developmentally appropriate unless they are responsive to cultural and linguistic diversity" (Benekamp & Copple, 1997, p. 4). Papadopoulou (2000) supports that a parallel curriculum with specific linguistic aims will help the immigrant students to integrate more easily in their new environment. The more frequent the immigrant children have the opportunity to be involved in meaningful social interactions the more they have to use their new language to communicate with their peers (Kirova, 2001). Moreover creative expression through fine arts, offers excellent opportunities to help children who have difficulties in oral expression to feel good about themselves (Warner, 1999). So, kindergarten's environment has to provide experience in art, music, small and gross motor activities, along with language arts in order to accept each child's individual development (Nissani, 1993).

Our research showed us clearly, that spontaneous play activities could be a very effective "tool" in teacher's effort to help immigrant children to integrate to their new environment. We believe that a play-based curriculum, could provide opportunities to immigrant children mainly through dramatic and they will be able to have very useful experiences of the culture of their new country. Additionally, spontaneous play activities could be a very effective way for children (immigrant and natives ones) to come closer. Peers as constructors of their own culture can create a new reality, free from negative models and prejudices.

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Appendix 1

a) ECE teacher's interview

- Have you added in your program some activities in order to encourage the development of self-confidence of immigrant children?
- Do you face any problems between the children because of the presence of the immigrant children? Please give us some examples
- How Greek children react with their immigrant new friends? Did you notice any bad behaviors (racist comments...?)
- Do the immigrant children behave in different way comparing with the Greek ones?
- Are parents of immigrant children cooperating with you?
- In case that you have in your class children with different religions, have you ever discussed this matter with the other children?

b) Observation matrix for ECE teacher

- How appear to be the teacher's expectations for that child?
Low high
- Does he/she appear to be eager to help immigrant children to recover the problems that they may have?
Yes No
- How can describe the relation between parents and teacher? Is there between them any kind of cooperation? Does the teacher appear to be informed about the family environment of the child and the problems that may face?
Yes No
- Does he/she encourage the immigrant children to speak in their native language?
Yes No
- Does he/she give the chance to the children to pray in their own way?
Yes No
- How the teacher reacts in case that an immigrant child accepts racist comments?

- Other comments

Appendix 2

Elements about immigrant children which was taken from the Early Childhood teachers

- Name of the immigrant children:
- Place and date of birth:
- Years of presence in Greece:
- Religion:
- Level of knowledge of Greek language:
At all the least average very good fluently
- Level of knowledge in Greek language of their parents:
At all the least average very good fluently
- Language that the immigrant families use
- Number of immigrant pupils in the class:
- Number of Greek pupils in the class:

Appendix 3

a) Observation matrix for immigrant child

- What the child is doing during spontaneous play activities?
Plays watch to the other children stays alone
- If he/she plays, does she/he play with the children of the same nationality with her/him? combined alone
- Does he/she follows the rules of the play Yes No
- Does he/she create any tensions? Yes No
- If yes, which is the reason?
- During the play activity speaks: His/her language the Greek language
both doesn't speaks at all
- Does he/she accept any bud comments about his/her originality? Yes No
- If yes, how he/she reacts?
- Does he/she follow the rules of the school? Yes No
- If he/she doesn't have the same religion what does he/she do during the pray time?
Participates watches other
- During the time of organized activities he/she participates:
The least at all enough all the time
- Does he/she appear to have problems of expression?
The least too much all the time
- During the time of organized activities he/she speaks his/her native language?
Yes No
- If yes, how the other children react?
- Is he/she obeying to the teacher's orders? Yes No
- Is he/she timid in his/her relations with the rest of the children?
- Does he/she appear to have aggressive behavior? Yes No
- Other comments

b) Interviews from Greek children

- Do you consider* as a friend of yours?
- Do you play with him/her?
- If not, why?

*Name of the immigrant child

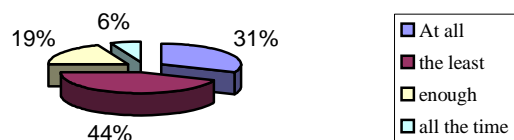
Classrooms	Children	Sit alone	Play alone	Observing the children	Plays with children from the same nationality	Plays with Greek and immigrant children
1 st kindergarten	Eleftheria	*		**		
2 nd kindergarten	Sofia					***
	Veselina		**			*
3 rd kindergarten	Ledio	***				
	Sara					***
4 th kindergarten	Aida		***			
	Anzela				**	*
	Rezina		***			
	Manolis				**	*
5 th kindergarten	Denis	***				
	Christi					***
	Joni					***
	Mario				***	***
	Mateo					***
	Greta				***	
	Valentino				***	***

Table 1 Immigrant's children behavior during spontaneous play activities in the classroom

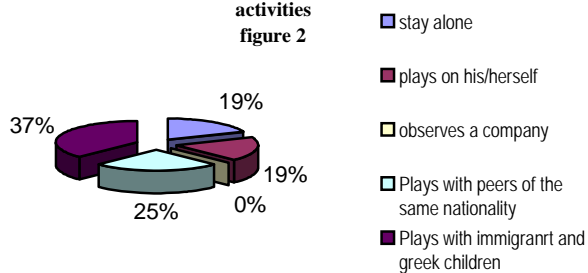
Classrooms	Children	at all	The least	enough	all the time
1 st kindergarten	Eleftheria	***			
2 nd kindergarten	Sofia		**	*	
	Veselina		***		
3 rd kindergarten	Ledio	***	***		
	Sara		***		
4 th kindergarten	Aida			***	
	Anzela		***		**
	Rezina		***		
	Manolis		***		**
5 th kindergarten	Denis	***			
	Christi			***	
	Joni	***			
	Mario			***	
	Mateo	***			
	Greta	***			
	Valentino				***

Table 2 Immigrant's children participation in teacher directed activities

Immigrants children participation in teacher directed activities
figure 1



Immigrant children behavior during spotnaneus play activities
figure 2



Language that immigrant children speak during spontaneus play activities
figure 3

