

GREEK HERITAGE LANGUAGE EDUCATION: A REVIEW OF RESEARCH AND PRACTICE

Anastasia Paspali
Aristotle University of
Thessaloniki, Faculty of
Philosophy, School of Philology
Department of Linguistics
Greece
paspalia@lit.auth.gr

ABSTRACT

The present literature review focuses on Greek heritage language education. Over the last decade, this field of research has made significant advancements, resulting in numerous studies and publications on various educational aspects of heritage language education, including interdisciplinary work and collaboration among education stakeholders and researchers. The present review outlines the most recent advancements in the field, and summarizes the studies published over the last decade. It is highlighted that studies in heritage language education have revealed significant results with both theoretical and practical implications, including implications for heritage language teaching practice and various education stakeholders. Finally, new directions for future research in the field are discussed, highlighting the need to advance our knowledge, develop more effective and inclusive heritage language pedagogies, and provide evidence of good practice and evidence-based teaching methods and techniques.

Keywords: Heritage language education, language learning, teaching practices, plurilingual pedagogies, Greek heritage language teaching.