

Primary Education Teachers' beliefs on factors contributing to the promotion and development of Greek language knowledge of kindergarten pupils in multicultural primary schools in Thrace

The goal of the Doctoral Dissertation entitled *“Primary Education Teachers’ beliefs on factors contributing to the promotion and development of Greek language knowledge of kindergarten pupils in multicultural primary schools in Thrace”* is the study of primary school teachers’ beliefs as regards the practices they adopt so as to promote and enhance their minority pupils’ knowledge of Greek. Teachers’ beliefs and attitudes are vital because school practitioners, on a daily basis, modify, adopt and adapt their beliefs and attitudes for every aspect of their educational routine. Inevitably, teachers’ beliefs and attitudes are crucial when they are applied to multilingual and multicultural school settings, as in the case of Western Thrace, where resides the sole religious minority (i.e. the Muslim Minority of the Western Thrace) recognized by the Greek state. Under this perspective, Kindergarten becomes the setting where pupils get acquainted with the educational system and its procedures in general. In the majority of the Greek schools, students have the opportunity to get in touch with classmates from various cultural and language backgrounds. This routine calls for action on behalf of the school teachers in order to inform their decisions and processes and address the constant changes that occur within mixed-abilities’ and backgrounds’ classes.