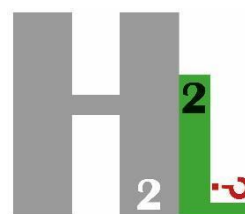
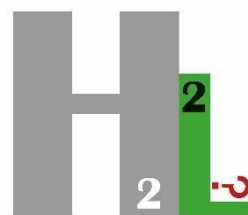


1. Data collection pilots H2L2: *Data collected by researchers*



Date	28 April 2023
Observer	Piyi Karavia
Number of learners	6
Who else is in class	Eleni Papadopoulou, teacher
Strategy cluster	Art work
Classroom activities in this class	First discussions. Search for common experience and cultural similarities in music genres. We got to know each other through our favorite songs and rhythms. First contact with the Greek art history.
Skills trained in this class	Awareness of the pilot's content and objectives. Acknowledgement on how we can learn an L2 through art.
Organization	<input type="radio"/> plenary <input type="radio"/> small groups <input type="radio"/> pairs <input type="radio"/> individual practice
L1 (or other L2) in class	<input type="radio"/> teacher speaks learners' L1 (or other L2) <input type="radio"/> learners support each other using L1 (or other L2) <input type="radio"/> bi-lingual assistant(s) in class <input type="radio"/> T2-teacher addresses learners' L1 (or other L2)
Bilingual assistants' role	N/A
Strategy co-construction or training observed	Art work <input type="radio"/> new, suggested by learners <input type="radio"/> new, introduced and modeled by teacher <input type="radio"/> evaluation of strategy that was tried out <input type="radio"/> learners are reminded of strategy by peer <input type="radio"/> learners are reminded of strategy by teacher <input checked="" type="radio"/> first discussions and group bonding discussions
Strategy use observed	Language is everywhere <input type="radio"/> suggested by learners <input checked="" type="radio"/> learners are reminded of strategy by teacher <input checked="" type="radio"/> used spontaneously <input type="radio"/> other,

Co-construction	<p>Who is active in strategy development in this class?</p> <p><input type="radio"/> teacher more than learners</p> <p><input type="radio"/> learners more than teacher</p> <p><input checked="" type="radio"/> both equally</p>
What is all participants' (including learners, peers, bilingual assistants, teacher) role in co-construction?	Learners have a central role as they describe and share (through mobile phones) their favorite music and relevant experience.
Do you feel learners get better at language learning (H2L2) after this class?	It is early to tell.
Did you give feedback to the teacher after this class?	Yes, we discussed options taking into consideration the discussion and interests of the learners.
What (else) did you find remarkable in this class?	Learners love music and have it in their lives. They have little or no idea about Greek literature and art history. They are skeptical about how art could work in a L2 class, all except for one, who is participating in a local intercultural choir ("Cantalaloun") and acknowledges It's value in the L2 acquisition.



Date	5 May 2023
Observer	Piyi Karavia
Number of learners	7
Who else is in class	Eleni Papadopoulou, teacher
Strategy cluster	Art work
Classroom activities in this class	They focused on Greek poetry and chose one of the most famous poets, Odysseas Elytis, to work with and his poem “To trelovaporo” [The crazy ship] . Then they listened to that poem set to music and sung by another famous Greek singer. Learners tried to guess the meaning. There was a lyrics-and-music video projection. There was a discussion on the poet and the meaning of the poem.
Skills trained in this class	Reading and production of oral speech. New vocabulary comprehension.
Organization	<input checked="" type="radio"/> plenary <input type="radio"/> small groups <input type="radio"/> pairs <input type="radio"/> individual practice
L1 (or other L2) in class	<input checked="" type="radio"/> teacher speaks learners’ L1 (or other L2) <input checked="" type="radio"/> learners support each other using L1 (or other L2) <input type="radio"/> bi-lingual assistant(s) in class <input type="radio"/> T2-teacher addresses learners’ L1 (or other L2)
Bilingual assistants’ role	N/A
Strategy co-construction or training observed	Art work <input checked="" type="radio"/> new, suggested by learners <input checked="" type="radio"/> new, introduced and modeled by teacher <input checked="" type="radio"/> evaluation of strategy that was tried out <input type="radio"/> learners are reminded of strategy by peer <input type="radio"/> learners are reminded of strategy by teacher <input type="radio"/> first discussions and group bonding discussions
Strategy use observed	Language is everywhere <input checked="" type="radio"/> suggested by learners <input checked="" type="radio"/> learners are reminded of strategy by teacher

	<input type="radio"/> used spontaneously <input type="radio"/> other,
Co-construction	Who is active in strategy development in this class? <input type="radio"/> teacher more than learners <input type="radio"/> learners more than teacher <input checked="" type="radio"/> both equally
What is all participants' (including learners, peers, bilingual assistants, teacher) role in co-construction?	A poem set to music was intentionally chosen as learners suggested work on music in the previous meeting. All of the participants sang together. Teachers herself tried to give extra information about the poet and Greek literature.
Do you feel learners get better at language learning (H2L2) after this class?	Yes! They repeated the song (which is a slow and easy song). They got cheerful and showed a big interest in the activity.
Did you give feedback to the teacher after this class?	Only positive comments for the selection of the poem which has been set to music in the past.
What (else) did you find remarkable in this class?	What I found really remarkable was the difficulty in understanding metaphors.

Date	12 May 2023
Observer	Piyi Karavia
Number of learners	7
Who else is in class	Eleni Papadopoulou, teacher
Strategy cluster	Art work
Classroom activities in this class	We listened together to the song "Epta tragoudia tha sou po" [Seven songs I will sing to you] without having the lyrics. Learners tried to guess the meaning. We tried to write the lyrics down. There was a discussion on the song and it's meaning. We danced on the song which has a very rousing rhythm and repeated phrases.
Skills trained in this class	Use rhythm, music and dance to memorize words.
Organization	<input checked="" type="radio"/> plenary <input type="radio"/> small groups <input type="radio"/> pairs <input type="radio"/> individual practice

L1 (or other L2) in class	<input checked="" type="radio"/> teacher speaks learners' L1 (or other L2) <input type="radio"/> learners support each other using L1 (or other L2) <input type="radio"/> bi-lingual assistant(s) in class <input type="radio"/> T2-teacher addresses learners' L1 (or other L2)
Bilingual assistants' role	N/A
Strategy co-construction or training observed	<p>Art work</p> <input type="radio"/> new, suggested by learners <input type="radio"/> new, introduced and modeled by teacher <input type="radio"/> evaluation of strategy that was tried out <input type="radio"/> learners are reminded of strategy by peer <input type="radio"/> learners are reminded of strategy by teacher <input type="radio"/> first discussions and group bonding discussions
Strategy use observed	<p>Language is everywhere</p> <input type="radio"/> suggested by learners <input type="radio"/> learners are reminded of strategy by teacher <input type="radio"/> used spontaneously <input type="radio"/> other,
Co-construction	<p>Who is active in strategy development in this class?</p> <input type="radio"/> teacher more than learners <input type="radio"/> learners more than teacher <input checked="" type="radio"/> both equally
What is all participants' (including learners, peers, bilingual assistants, teacher) role in co-construction?	The teacher suggested this song and trying to guess the lyrics instead of reading them in the beginning. Participants who love music and rhythm started moving on the rhythm of the song, which motivated all to start dancing and try to sing at the same time.
Do you feel learners get better at language learning (H2L2) after this class?	Yes. This attractive song with simple lyrics, the rhythm and dance created a joyful atmosphere that worked successfully for memorization. There was a focus on certain grammatical phenomena such as verbal tenses as well as new vocabulary.
Did you give feedback to the teacher after this class?	Yes. I told her how interesting dancing and music is for L2 learning and how successful the selection of this song was.
What (else) did you find remarkable in this class?	Motivation through music and dance. Most of the learners enjoyed dancing a lot. Instructions of the teachers for the steps and simultaneous singing was pretty effective.

Date	18 and 25 May 2023
Observer	Piyi Karavia
Number of learners	4 & 5
Who else is in class	Eleni Papadopoulou, teacher and Annique, a volunteer artist
Strategy cluster	Art work
Classroom activities in this class	We painted together with a focus on portraits. We listened to Annique's advice and guidance, we gave ours and we posed to each-other. We worked as groups and pairs painting half portraits of each other and bringing halves together. We learned how to describe in Greek and vocabulary for colors, shapes and face.
Skills trained in this class	Learn L2 through painting.
Organization	<input type="radio"/> plenary <input type="radio"/> small groups <input checked="" type="radio"/> pairs <input checked="" type="radio"/> individual practice
L1 (or other L2) in class	<input checked="" type="radio"/> teacher speaks learners' L1 (or other L2) <input type="radio"/> learners support each other using L1 (or other L2) <input type="radio"/> bi-lingual assistant(s) in class <input type="radio"/> T2-teacher addresses learners' L1 (or other L2)
Bilingual assistants' role	N/A
Strategy co-construction or training observed	Art work <input type="radio"/> new, suggested by learners <input checked="" type="radio"/> new, introduced and modeled by teacher <input checked="" type="radio"/> evaluation of strategy that was tried out <input type="radio"/> learners are reminded of strategy by peer <input checked="" type="radio"/> learners are reminded of strategy by teacher
Strategy use observed	Art work <input checked="" type="radio"/> suggested by learners <input checked="" type="radio"/> learners are reminded of strategy by teacher <input checked="" type="radio"/> used spontaneously <input type="radio"/> other,
Co-construction	Who is active in strategy development in this class? <input checked="" type="radio"/> teacher more than learners <input type="radio"/> learners more than teacher <input type="radio"/> both equally

What is all participants' (including learners, peers, bilingual assistants, teacher) role in co-construction?	Artist suggested painting activities. Teacher supported the linguistic part. Learners were free to create, evaluate and discuss outcomes.
Do you feel learners get better at language learning (H2L2) after this class?	As far as linguistic goals (see above), yes, I feel that. They also had the chance to remember and practice previously obtained knowledge (especially vocabulary for colors and parts of the body).
Did you give feedback to the teacher after this class?	Yes, at the end of the second class, we both evaluated the experience. We specially referred to the teamwork and cooperation.
What (else) did you find remarkable in this class?	Learners remembered vocabulary we learned during the previous pilot (selection of learning goals)

Date	2 June 2023
Observer	Piyi Karavia
Number of learners	3 (very bad weather)
Who else is in class	Eleni Papadopoulou, teacher
Strategy cluster	Art work, choosing learning goals, narration
Classroom activities in this class	Draw life maps, exercises on vocabulary and expressions on travel and mobility. Talk about climate.
Skills trained in this class	Learn L2 through painting.
Organization	<input type="radio"/> plenary <input type="radio"/> small groups <input checked="" type="radio"/> pairs <input type="radio"/> individual practice
L1 (or other L2) in class	<input type="radio"/> teacher speaks learners' L1 (or other L2) <input type="radio"/> learners support each other using L1 (or other L2) <input checked="" type="radio"/> bi-lingual assistant(s) in class (Piyi Karavia for french) <input type="radio"/> T2-teacher addresses learners' L1 (or other L2)
Bilingual assistants' role	N/A
Strategy co-construction or training observed	Art work <input type="radio"/> new, suggested by learners <input checked="" type="radio"/> new, introduced and modeled by teacher <input checked="" type="radio"/> evaluation of strategy that was tried out <input type="radio"/> learners are reminded of strategy by peer

	<input type="radio"/> learners are reminded of strategy by teacher
Strategy use observed	Art work <input type="radio"/> suggested by learners <input checked="" type="radio"/> learners are reminded of strategy by teacher <input checked="" type="radio"/> used spontaneously <input type="radio"/> other,
Strategy use observed	Narration <input type="radio"/> suggested by learners <input type="radio"/> learners are reminded of strategy by teacher <input checked="" type="radio"/> used spontaneously <input type="radio"/> other,
Strategy use observed	Choosing learning goals <input type="radio"/> suggested by learners <input type="radio"/> learners are reminded of strategy by teacher <input checked="" type="radio"/> used spontaneously <input type="radio"/> other,
Co-construction	Who is active in strategy development in this class? <input checked="" type="radio"/> teacher more than learners <input type="radio"/> learners more than teacher <input checked="" type="radio"/> both equally
What is all participants' (including learners, peers, bilingual assistants, teacher) role in co-construction?	Due to the weather, learners suggested talking about the climate themselves. Maps was a teacher's suggestion that combined art with narration (and vocabulary for climate). Moreover previous knowledge (from previous pilot block) was reminded: Mobility, travel etc
Do you feel learners get better at language learning (H2L2) after this class?	I can't tell for sure, probably yes. What was evaluated was their previous knowledge reminded (see above).
Did you give feedback to the teacher after this class?	The map-project was a very nice idea as it combined art work with narration L2 practice.
What (else) did you find remarkable in this class?	Learners remembered vocabulary we learned during the previous pilot (selection of learning goals). Few people due to the weather. It could be better if we had more people.

Date	9 & 16 June 2023
Observer	Piyi Karavia
Number of learners	4
Who else is in class	Eleni Papadopoulou, teacher & Maria Papida, musician
Strategy cluster	Art work, choosing learning goals
Classroom activities in this class	6-hour Choir project with 2 greek songs and one from Congo! Learners also played tambourine and maraca.
Skills trained in this class	Learn L2 through singing
Organization	<input type="radio"/> plenary <input type="radio"/> small groups <input type="radio"/> pairs <input type="radio"/> individual practice
L1 (or other L2) in class	<input type="radio"/> teacher speaks learners' L1 (or other L2) <input type="radio"/> learners support each other using L1 (or other L2) <input type="radio"/> bi-lingual assistant(s) in class (Piyi Karavia for french) <input type="radio"/> T2-teacher addresses learners' L1 (or other L2)
Bilingual assistants' role	N/A
Strategy co-construction or training observed	Art work <input type="radio"/> new, suggested by learners <input type="radio"/> new, introduced and modeled by teacher <input type="radio"/> evaluation of strategy that was tried out <input type="radio"/> learners are reminded of strategy by peer <input type="radio"/> learners are reminded of strategy by teacher
Strategy use observed	Art work <input type="radio"/> suggested by learners <input type="radio"/> learners are reminded of strategy by teacher <input type="radio"/> used spontaneously <input type="radio"/> activities suggested by musician
Strategy use observed	Choosing learning goals <input type="radio"/> suggested by learners <input type="radio"/> learners are reminded of strategy by teacher <input type="radio"/> used spontaneously <input type="radio"/> other,
Co-construction	Who is active in strategy development in this class? <input type="radio"/> teacher more than learners <input type="radio"/> learners more than teacher

	O both equally
What is all participants' (including learners, peers, bilingual assistants, teacher) role in co-construction?	Teachers (Piyi & Eleni) organized activities that learners proved they liked and wanted them repeated (see previous blocks activities and previous meetings with music). The musician played 2 songs on the keyboard. Learners wanted to bring a song from their homeland. They translated-explained lyrics in English, French and Greek! They all participated in singing and playing instruments.
Do you feel learners get better at language learning (H2L2) after this class?	Song from DR Congo highly motivated, emotionally touched and raised self-confidence for the involved learners. We teachers moved in the shoes of the learners and we got closer to the ones not from DR Congo
Did you give feedback to the teacher after this class?	We just evaluated the selection of the certain songs. The lyrics were ok but music and rhythm could be better!
What (else) did you find remarkable in this class?	Singing a song from Congo was a very interesting activity for all. We teachers enjoyed it. Learners were very happy for our interest and willing to present to us african rhythms and music.

Amawole
Folk song from the Democratic Republic of the Congo

Lyrics
(Folk song from the Democratic Republic of the Congo)

Amawole...
Amawole eh eh eh eh...
Kintela a ngai nalela soso kintela a nga
Nalela kakooioko kintela a ngai
natelela soso kintela a nga nalela kakooioko

English Translation

Amawole
I am Amawole
I like to see the hen
I like to see the cockerel
([source](#))

Date	22 & 30 June 2023
Observer	Piyi Karavia
Number of learners	6-5
Who else is in class	Only Piyi Karavia in these 2 classes
Strategy cluster	Art work
Classroom activities in this class	
Skills trained in this class	
Organization	<input type="radio"/> plenary <input type="radio"/> small groups <input type="radio"/> pairs <input type="radio"/> individual practice
L1 (or other L2) in class	<input type="radio"/> teacher speaks learners' L1 (or other L2) <input type="radio"/> learners support each other using L1 (or other L2) <input type="radio"/> bi-lingual assistant(s) in class (Piyi Karavia for french) <input type="radio"/> T2-teacher addresses learners' L1 (or other L2)
Bilingual assistants' role	N/A
Strategy co-construction or training observed	Art work <input type="radio"/> new, suggested by learners <input type="radio"/> new, introduced and modeled by teacher <input type="radio"/> evaluation of strategy that was tried out <input type="radio"/> learners are reminded of strategy by peer <input type="radio"/> learners are reminded of strategy by teacher
Strategy use observed	Art work <input type="radio"/> suggested by learners <input type="radio"/> learners are reminded of strategy by teacher <input type="radio"/> used spontaneously <input type="radio"/> activities suggested by teacher
Co-construction	Who is active in strategy development in this class? <input type="radio"/> teacher more than learners <input type="radio"/> learners more than teacher <input type="radio"/> both equally
What is all participants' (including learners, peers, bilingual assistants, teacher) role in co-construction?	Learning by somehow playing or participating in an exercise in groups or trying to guess the greek text/lyrics/title in a multimodal environment is something that learners seem to like a lot so the teacher (Piyi) suggested this activity. Learners indeed liked it a lot.

Do you feel learners get better at language learning (H2L2) after this class?	I think yes. They also tested their knowledge in a pleasant way and felt more confident.
Did you give feedback to the teacher after this class?	Teacher and researcher were the same person during these classes.
What (else) did you find remarkable in this class?	Once more activities concerning playing, peer cooperation, exercise with physical/manual activity (cutting and sticking pieces of paper with the title) motivated learners.