

Abstract

The aim of this thesis is to study the identity formation of foreign students of Albanian origin, 8-12 years old who attend the 4th, 5th and 6th grade of the Greek primary school. More specifically, the research, examining the way children experience their ethno-cultural identity, is going to focus on the school-family interaction and the consumption of symbolic domestic and global media products.

The study will be carried out using qualitative methods of analysis. Concerning the field of school, the methodological tool of Participant Observation (PO) will be implemented. These findings, highlighting specific issues, will also guide the semi-structured interviews of the students, which have as their central objective the negotiation by the children of the elements of the school's culture. The research in the home area will also be carried out through Participant Observation (PO) aiming to record the choices of the study group regarding communication products. At the same time, semi-structured interviews with the students will take place, in an attempt to record in detail the daily consumption of Greek, Albanian and global communication products. The ultimate purpose of the interviews is for the children to negotiate the different and possibly contradictory elements of the school culture, the family, the environment of friends and peers and many others to mention.

Drawing heavily from the work of Stuart Hall, this thesis argues that the intertwining of the local with the global, of differentiation with stability, is the new context within which the adventure of identity takes place. An integral element of this process is the way in which the mass media influence the process of constructing identities, but also the active role of children as "decoders" of the contents of the mass media.

Keywords: students of Albanian origin, identity, Third space, school, media.