



**Hellenic Open University**

*Teaching English as a Foreign / International Language*

Postgraduate Dissertation

*Investigating Writing Strategies of EFL Students in the Greek Middle  
School*

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## **Abstract**

L2 writing constitutes a rather complex and demanding cognitive activity which involves a number of processes but also strategies L2 writers must purposefully use in order to achieve their goals. Even though there is a large body of literature on language learning strategy use, few empirical studies have explored the writing strategies employed by EFL learners within the Greek secondary educational context. Using a self-report strategy questionnaire this work aimed to fill this gap and investigate the interactions among gender, language level, the existence of a learning disability and writing strategy use of Greek EFL middle school students. The questionnaire focused on three broad categories based on the pre, during and post-stages of the writing process. Results suggest that boys and girls as well as students with or without learning disabilities exhibit similar patterns of writing strategy use. Regarding the language level, results indicate that B1 and C1 level students demonstrate similar patterns of writing strategy during the after-process of writing whereas B2 level students seem to exhibit a different writing behaviour. Current results have implications in the teaching of English as a second language, focusing on the strategies the learners use while writing.

## **Keywords**

EFL writing strategies, students, middle school, Greece

Διερευνώντας τις στρατηγικές γραφής μαθητών αγγλικής γλώσσας στο ελληνικό  
γυμνάσιο

Ιωάννα Βασιλοπούλου

## **Περίληψη**

Η γραφή στη Γ2 αποτελεί μια περίπλοκη και απαιτητική γνωστική δραστηριότητα που περιλαμβάνει μια σειρά από διαδικασίες αλλά και στρατηγικές που πρέπει να χρησιμοποιήσουν σκόπιμα οι συγγραφείς Γ2 προκειμένου να επιτύχουν τους στόχους τους. Παρόλο που υπάρχει μεγάλος όγκος βιβλιογραφίας σχετικά με τη χρήση της στρατηγικής εκμάθησης γλωσσών, λίγες μελέτες έχουν διερευνήσει τις στρατηγικές γραφής που χρησιμοποιούν οι μαθητές της Αγγλικής γλώσσας στο πλαίσιο της Ελληνικής δευτεροβάθμιας εκπαίδευσης. Χρησιμοποιώντας ένα ερωτηματολόγιο αυτοαναφοράς, αυτή η εργασία στοχεύει να καλύψει αυτό το κενό και να διερευνήσει τις αλληλεπιδράσεις μεταξύ του φύλου, του γλωσσικού επιπέδου, της ύπαρξης μαθησιακής δυσκολίας και της χρήσης στρατηγικών παραγωγής γραπτού λόγου των μαθητών γυμνασίου σε ένα ιδιωτικό σχολείο στην Αθήνα. Το ερωτηματολόγιο επικεντρώθηκε σε τρεις κατηγορίες με βάση τα στάδια της διαδικασίας συγγραφής πριν, κατά τη διάρκεια και μετά την ολοκλήρωση ενός γραπτού. Τα αποτελέσματα υποδηλώνουν ότι τα αγόρια και τα κορίτσια καθώς και οι μαθητές με ή χωρίς μαθησιακές δυσκολίες παρουσιάζουν παρόμοια μοτίβα χρήσης στρατηγικών παραγωγής γραπτού λόγου. Όσον αφορά το γλωσσικό επίπεδο, τα αποτελέσματα δείχνουν ότι οι μαθητές επιπέδου B1 και Γ1 επιδεικνύουν παρόμοια μοτίβα στρατηγικής γραφής κατά τη μεταγενέστερη διαδικασία της γραφής, ενώ οι μαθητές επιπέδου B2 φαίνεται να παρουσιάζουν διαφορετική συμπεριφορά γραφής. Τα αποτελέσματα μπορούν να προσφέρουν χρήσιμες πληροφορίες στο πεδίο της διδασκαλίας παραγωγής γραπτού λόγου στην Αγγλική γλώσσα στα Ελληνικά γυμνάσια.

## **Λέξεις – Κλειδιά**

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