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“Generative AI-Assisted Phonics Instruction for EFL Students with
Reading and Writing Difficulties: An Action Research Study”

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Patras, Greece, June, 2026

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I want to dedicate this dissertation to my family's encouragement, my companion's emotional support, and my supervisors' strength of character.

Evangelos Papadimitriou, “Generative AI-Assisted Phonics Instruction for EFL Students with Reading and Writing Difficulties: An Action Research Study”

Abstract

In this Action Research study, a set of phonics instructional activities has been used to assist two small cohorts of young Greek EFL learners in improving their decoding and encoding skills. By extension, the overall progress in their reading comprehension skills and their capabilities in the production of written speech in English has been examined. These activities have been exclusively generated by utilizing A.I., particularly the “Google Gemini” tool. The eight (8) participants of the AR study are all primary school students, and they are residents of the same village in Northern Greece: Kerasies, Edessa. Besides, their CEFR level of English spans from pre-A1 up to A2+, at most.

The phonics instruction activities have all been incorporated into three intervention lesson plans, which have been conducted in a private EFL instruction environment during May 2026. Findings suggest that, rather than preferring other types of PI, a combination of analytic phonics tasks and synthetic phonics instructional activities has the potential to boost English literacy skills among these learners, as it aids them in enhancing their observational capabilities by increasing their phonemic awareness and inspiring their overall independence as foreign language learners. In Group A, although there has been progress, it has been less conspicuous compared to that of Group B, which has displayed quite significant signs of enhancement. Linea Ehri’s (2005) Four Phases of Development has been constantly referred to assess the progress of the participants both at the pre- and at the post-intervention stage.

Keywords: P.I. = Phonics Instruction, D.I. = Direct Instruction, M.S.L. = Multi-Sensory Learning, A.R. = Action Research, P.A. = Phonological Awareness, G.P.C. = Grapheme-Phoneme Correspondence

Ευάγγελος Παπαδημητρίου, ‘Η Διδασκαλία της Φωνημικής Μεθόδου (Phonics Instruction) με την Υποβοήθηση Παραγωγικής Τεχνητής Νοημοσύνης σε Μαθητές Αγγλικής ως Ξένης Γλώσσας με Δυσκολίες στην Ανάγνωση και στη Γραφή: Μία Έρευνα Δράσης’

Περίληψη

Στην παρούσα έρευνα δράσης, ένα σύνολο εκπαιδευτικών δραστηριοτήτων της φωνημικής μεθόδου (Phonics Instruction) έχει χρησιμοποιηθεί για να βοηθήσει δύο μικρές ομάδες νεαρών Ελλήνων μαθητών της αγγλικής ως ξένης γλώσσας στο να βελτιώσουν τις ικανότητές τους πάνω την αποκωδικοποίηση και την κωδικοποίηση της γλώσσας. Κατ’ επέκταση, έχει εξεταστεί τόσο η συνολική πρόοδός τους όσον αφορά την ικανότητα κατανόησης γραπτού λόγου όσο και η δυνατότητα παραγωγής γραπτού λόγου στα αγγλικά. Αυτές οι δραστηριότητες έχουν δημιουργηθεί αποκλειστικά με τη χρήση Τεχνητής Νοημοσύνης, συγκεκριμένα με το εργαλείο ‘Google Gemini’. Οι οκτώ (8) συμμετέχοντες στην έρευνα δράσης είναι όλοι μαθητές δημοτικού και είναι όλοι κάτοικοι ενός χωριού στη Βόρεια Ελλάδα: Κερασιά, Εδέσσης. Επίσης, το επίπεδο γλωσσομάθειάς τους σύμφωνα με το Κοινό Ευρωπαϊκό Πλαίσιο Αναφοράς (CEFR) κυμαίνεται από το pre-A1 έως και το A2+, κατά το μέγιστο.

Όλες οι δραστηριότητες φωνημικής μεθόδου έχουν ενσωματωθεί μέσα σε τρία σχέδια μαθημάτων παρέμβασης, τα οποία διεξήχθησαν σε έναν χώρο ιδιαίτερων μαθημάτων αγγλικής ως ξένης γλώσσας κατά τη διάρκεια του Μαΐου του 2026. Τα ευρήματα της έρευνας υποδεικνύουν ότι, αντί να αναδειχθούν άλλα είδη διδασκαλίας της φωνημικής μεθόδου, ένας συνδυασμός αναλυτικών και συνθετικών δραστηριοτήτων της μεθόδου αυτής είναι πιθανό να ενδυναμώσει τις δεξιότητες γραμματισμού των μαθητών που συμμετείχαν, καθώς συνεπικουρεί στη βελτίωση της δυνατότητάς τους να είναι πιο παρατηρητικοί μέσω της ενίσχυσης της φωνολογικής τους επίγνωσης (Phonemic Awareness) και εμπνέοντας μία γενικότερη αυτνόμησή τους ως μαθητές μίας ξένης γλώσσας. Στην Ομάδα Α, αν και υπήρξε κάποια πρόοδος, ήταν λιγότερο εμφανής συγκριτικά με την πρόοδο της Ομάδας Β, η οποία έχει αναδείξει πολύ σημαντικά δείγματα βελτίωσης. Οι τέσσερις φάσεις ανάπτυξης της Linea Ehri (2005) έχουν αναφερθεί εκτενώς ως κριτήριο αξιολόγησης της προόδου των συμμετεχόντων, τόσο στο στάδιο πριν όσο και μετά από την παρέμβαση.

Λέξεις-Κλειδιά: Διδασκαλία της Φωνημικής Μεθόδου, Άμεση Εκπαίδευση, Πολυαισθητηριακή Μάθηση, Έρευνα Δράσης, Φωνολογική Επίγνωση, Αντιστοιχία Γραφημάτων - Φωνημάτων
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