

## **METALINGUISTIC AWARENESS AND WRITTEN PRODUCTION IN PRIMARY SCHOOL: A DIFFERENTIATED TEACHING APPROACH**

**Alexandra Prentza**  
University of Ioannina  
**GREECE**  
aprentza@uoi.gr

### **ABSTRACT**

This paper examines whether a context-based differentiated teaching approach would improve guided writing, as well student metalinguistic awareness with respect to specific language phenomena in primary school children. The targeted phenomena were dialectal forms as a literary text convention and the distinction between past participles and adjectives in Greek, a morphologically rich language. A three-level model of differentiated teaching was used (see Fikaris, 2014; Tomlinson, 2005) with a class of 20 Greek-speaking primary school children 10 years of age. The model employs the intersections between learner profile and Curriculum objectives. The study is innovative since research in differentiated teaching with an emphasis on language is scarce for Greek educational environments (see for example Kokkinos & Gakis, 2020; Kokkinos et al., 2020) The acquaintance of children with dialectal forms is identified as one of the goals of language education in primary school, since students are expected to realize that standard language is only one form of linguistic expression, while metalinguistic awareness is considered as a key element in language development. This knowledge helps children improve written production skills. The results of a qualitative analysis of observation data as well as of quantified data from activities and written production showed that students improved across all targeted domains, both at the level of guided writing and at the level of metalinguistic awareness. Additionally, student participation and cooperation were supported enhancing positive attitudes towards the learning process.

**Keywords:** primary school, metalinguistic awareness, differentiated teaching, written production.