

**International ELINET Symposium 2018**  
**“Literacy in the 21st Century: Participation – Inclusion – Equity”.**

July 23-24, 2018, Cologne, Germany



**Section VI: Instructional methods in early literacy teaching**

**Chairs:** Patricia Schillings, University of Liège & Renate Valtin, Humboldt University, Germany

**Tuesday, July 24, at 11.30–13.00**      **Location:** Seminar Building / Room S 23

LITERACY CHANGES LIVES.

**The effects of the self-regulated strategy development on Greek students’ writing process.**

**Presenters:**

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**Abstract:**

Learning how to write a coherent, effective text is an extremely complex and challenging mental task (Kellog, 2008). This mental process presupposes children’s ability to be cognitively active for a long time, trying to plan, drew their ideas from memory developing concepts, creating a representation of the reader, testing ideas, translating ideas into words, transcribing these words onto paper and so forth (Hayer & Flower, 1980). A crucial tactic in preventing writing difficulties for all children is to deliver effective writing instruction starting in kindergarten and 1<sup>st</sup> grade and continuing through the school years (Graham, Harris & Larsen, 2001).

Therefore the purpose of this study was to investigate the effects of a comprehensive strategy in the development of primary school children’s capacity to manage the writing process. Eighty (80) second grade Greek speaking students (42 girls and 38 boys) aged 6.9 to 7.3 ( $M= 7.1$ ) composed the two groups: the experimental ( $N= 40$ ) and the control ( $N= 40$ ). In the experimental group the first researcher enhanced children’s writing skills by giving them instructions about planning and writing well-structured and complete written narrative texts by using the Self-Regulated Strategy Development (SRSD), (Harris & Graham, 1996) as a model of instruction. These instructions aimed to increase content knowledge, writing quality, strategic behavior, self-regulation skills, self-efficacy, and motivation among students of varying ages and ability levels.

According to this strategy children were trained in 6 stages of instruction: a) Develop background knowledge, b) Discuss it, c) Model it, d) Memorize it, e) Support it and f) Independent performance (Graham & Harris, 2005). In the control group the second researcher simply read and discussed the selected narrative books without following any specific program to enhance the children’s narratives skills. The results showed that students in SRSD condition spent more time writing and produced sto-

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ries and persuasive essays that were longer, more complete, and qualitatively better than those produced by their peers in the control condition. The SRSD has been empirically validated with students with poor writing skills and behavioral problems and the research evidence supports the effectiveness of this strategy further to all children.

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