

Teaching of the Greek Language as a Second Language: Differentiated Teaching and Learning

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Abstract

The research aimed at investigating whether the teaching of Greek as a Second/Foreign Language in Cyprus could become more effective through the implementation of Differentiated Teaching and Learning. There is an extensive presentation of the Bibliography on two axes: a) The Greek Language as Second / Foreign and b) Differentiated Teaching / Learning. Following this is the research into non-native speakers of the Greek language in public high school secondary education. Different teaching and learning were applied to the group of pupils after the teacher's training was preceded. Data was collected after course observations and co-teaching to implement differentiated teaching and learning and evaluate its effectiveness. At the same time, various factors that affect learning were assessed, such as readiness for learning, interest in learning, the connection of old and new knowledge, active participation in the learning process. At the same time, through observations, conclusions are drawn about the social inclusion of students. In conclusion, differentiated teaching and learning can be more effective if the curriculum of the Non-Native Speakers is based on the actual needs of the students. A new curriculum must be designed, all the teachers must apply differentiation, and the Cypriot Education System needs a review of the whole program.

Keywords: Curriculum; Cyprus; Effectiveness; Inclusion; Non-native.