

# **Comparison between spoken and written production of Greek as a second language learners of different language proficiency levels**

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## **Abstract**

The present thesis aims at the comparative examination of the oral and written production of students of Greek as a second language, of different language proficiency levels and linguistic background, while they perform different types of tasks. Students' performance in written and spoken tasks is to be studied in terms of Complexity, Accuracy and Fluency (CAF), having taken into account certain conditions and factors, internal and external as well.

The research questions are formed on this basis. For example, while the same task is being performed, adapted to speaking and writing respectively, how different is students' performance? How is students' production -written as compared to spoken- affected by the increase of task complexity? The ultimate aim is to identify those CAF features in spoken and written language that are related to different language proficiency levels (according to the CEFR) and to the learners' linguistic background, and the extent to which CAF is related to and could predict communicative competence.

The data to be compared will be collected from Greek as a second language learners of different language proficiency levels and linguistic background, who will be asked to perform different types of spoken and written tasks (equally distributed), each of them in a simple and a more complex version.

CAF was chosen as the basic tool as it is lately gaining research interest and yet there is no research so far that attempts such a comparison (in terms of CAF) between spoken and written Greek as a second language.