

Πρόγραμμα Μεταπτυχιακών Σπουδών Εξειδίκευσης του Τμήματος Ελληνικής Φιλολογίας του Δημοκριτείου Πανεπιστημίου  
Θράκης  
σε συνεργασία με το  
ΕΚΕΦΕ Δημόκριτος – Ινστιτούτο Πληροφορικής και Επικοινωνιών με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή –  
Ψυχοπαιδαγωγική της ένταξης»

## **ΚΑΤΑΣΚΕΥΗ ΕΡΓΑΛΕΙΩΝ ΑΝΙΧΝΕΥΣΗΣ ΜΑΘΗΣΙΑΚΩΝ ΔΙΑΦΟΡΩΝ ΔΙΓΛΩΣΣΩΝ ΜΑΘΗΤΩΝ**

## **DEVELOPMENT OF LEARNING DIFFERENCES' SCREENING INSTRUMENTS FOR BILINGUALS**

της  
Αφεντάκη Μαρίας του Δημητρίου

Μεταπτυχιακή διατριβή που υποβάλλεται  
στην τριμελή επιτροπή για την απόκτηση του μεταπτυχιακού τίτλου του Προγράμματος  
Μεταπτυχιακών Σπουδών Εξειδίκευσης  
του Τ.Ε.Φ-Δ.Π.Θ. σε συνεργασία με το Ε.Κ.Ε.Φ.Ε. Δημόκριτος – Ινστιτούτο Πληροφορικής και  
Επικοινωνιών  
με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της ένταξης»

### **Η τριμελής επιτροπή:**

1. ΓΑΛΑΝΤΟΜΟΣ ΙΩΑΝΝΗΣ  
ΕΠΙΚΟΥΡΟΣ ΚΑΘΗΓΗΤΗΣ  
ΤΜΗΜΑ ΜΕΣΟΓΕΙΑΚΩΝ ΣΠΟΥΔΩΝ  
ΠΑΝΕΠΙΣΤΗΜΙΟΥ ΑΙΓΑΙΟΥ
2. ΓΡΑΒΡΙΗΛΙΔΟΥ ΖΩΗ  
ΚΑΘΗΓΗΤΡΙΑ Τ.Ε.Φ. Δ.Π.Θ.
3. ΦΛΙΑΤΟΥΡΑΣ ΑΣΗΜΑΚΗΣ  
ΛΕΚΤΟΡΑΣ Τ.Ε.Φ. Δ.Π.Θ.

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## Περίληψη

Στόχος της παρούσας εργασίας, η οποία αποτελείται από οκτώ κεφάλαια κατανεμημένα σε τρία μέρη, είναι η δημιουργία εργαλείων ανίχνευσης μαθησιακών διαφορών δίγλωσσων μαθητών για εκπαιδευτικούς σχολικούς τάξεων και αξιολογητές σε Κέντρα Διαφοροδιάγνωσης Διάγνωσης και Υποστήριξης (ΚΕΔΔΥ). Η παρουσία δίγλωσσων μαθητών αποτελεί μια πραγματικότητα στο ελληνικό εκπαιδευτικό σύστημα. Από το άλλο μέρος, η υπαρκτή απουσία διαδικασιών αξιολόγησης των δυναμικών μαθησιακών διαφορών των μαθητών με μεταναστευτικό υπόβαθρο δημιουργεί την ανάγκη σχεδιασμού εργαλείων ανίχνευσης, τα οποία αναμένεται να χρησιμοποιηθούν από συγκεκριμένες κατηγορίες επαγγελματιών της Ειδικής Αγωγής και Εκπαίδευσης. Στο θεωρητικό μέρος της εργασίας αποσαφηνίζονται διάφοροι όροι, διευκρινίζεται ο λόγος που προτιμάται η χρήση του όρου *μαθησιακές διαφορές* και παρουσιάζονται τα αίτιά τους. Παράλληλα, παρουσιάζεται η έννοια της διγλωσσίας, η επίδραση των μαθησιακών δυσκολιών στην απόκτηση μιας δεύτερης γλώσσας, καθώς και τα υπάρχοντα εργαλεία για την αξιολόγηση δίγλωσσων μαθητών με μαθησιακές δυσκολίες. Στο δεύτερο μέρος, παρουσιάζεται αναλυτικά η μεθοδολογία της έρευνάς μας, ενώ στο τελευταίο μέρος, τα αποτελέσματα, τα διαμορφωθέντα εργαλεία καθώς και προτάσεις για μελλοντική αξιοποίηση, οι οποίες πιστεύεται ότι θα οδηγήσουν στην επίλυση των προβλημάτων που εμφανίζουν δίγλωσσοι μαθητές με μαθησιακές διαφορές, στην αποφυγή λανθασμένων αξιολογήσεων και στην ισότιμη πρόσβασή και φοίτηση στο ελληνικό εκπαιδευτικό σύστημα.

**Abstract**

The aim of this paper is the development of learning differences' screening instruments for bilinguals. The instruments are to be used by teachers in school classrooms and assessors in Centers for Differential Diagnosis, Diagnosis and Support. It consists of eight chapters divided into three parts. The presence of bilingual students is a reality in the Greek educational system. On the other hand the absence of suitable procedures to assess the possible learning differences of students with migrant background has created the need for designing screening instruments that are expected to be used by specific categories of special education professionals. In the theoretical part, functional definitions for the survey, the reason why the term of *learning differences* is preferred when referring to bilingual students and their causes have been clarified. At the same time, the concept of bilingualism, the impact of learning difficulties on the acquisition of a second language, as well as the existing tools for the assessment of bilingual students with learning difficulties have been introduced. In the second part, the methodology of our research has been analyzed in detail, while in the last part, the results, the formed tools as well as proposals for future research have been presented. All the above will help solve problems posed by bilinguals with learning differences and avoid misleading assessments. Finally, they will provide equal access to and attendance in the Greek educational system.

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