

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»

## **ΕΝΙΣΧΥΣΗ ΔΕΞΙΟΤΗΤΩΝ ΠΑΡΑΓΩΓΗΣ ΓΡΑΠΤΟΥ ΛΟΓΟΥ ΣΕ ΜΑΘΗΤΕΣ ΜΕ ΜΑΘΗΣΙΑΚΕΣ ΔΥΣΚΟΛΙΕΣ**

### **ENHANCEMENT IN WRITING SKILLS IN STUDENTS WITH LEARNING DIFFICULTIES**

της  
Διονυσοπούλου Βασιλικής

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. ΜΑΡΙΑ ΜΗΤΣΙΑΚΗ  
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3. ΖΑΧΑΡΟΥΛΑ ΤΑΒΟΥΛΑΡΗ  
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## Περίληψη

Σκοπός της παρούσας έρευνας είναι να διερευνήσει τα βασικά προγράμματα παρέμβασης για την ενίσχυση των δεξιοτήτων παραγωγής γραπτού λόγου σε μαθητές με μαθησιακές δυσκολίες. Οι μαθητές με μαθησιακές δυσκολίες αντιμετωπίζουν σοβαρά προβλήματα στην αντίληψη, τη γλώσσα, τη μνήμη, την προσοχή και τη συγκέντρωση, τις γνωστικές - μεταγνωστικές και κοινωνικές δεξιότητες. Οι δυσκολίες αυτές δικαιολογούν και τα προβλήματα που αντιμετωπίζουν σχετικά με την παραγωγή γραπτού λόγου και συγκεκριμένα στον σχεδιασμό, την παραγωγή περιεχομένου, τη βελτίωση και την αξιολόγηση του αποτελέσματος, τις μεταγνωστικές δεξιότητες και τα κίνητρα. Κάποια από τα προγράμματα παρέμβασης που εφαρμόστηκαν σε μαθητές με μαθησιακές δυσκολίες για την ενίσχυση των δεξιοτήτων παραγωγής γραπτού λόγου και βασίστηκαν σε έρευνες βελτίωσαν και τη μορφή και το περιεχόμενο των γραπτών τους, κάποια άλλα βελτίωσαν μόνο τη μορφή, ενώ αποτελεσματικά ήταν εκείνα που ενίσχυσαν και τις μεταγνωστικές δεξιότητες των μαθητών. Η συγκριτική μελέτη των προγραμμάτων καταλήγει στην άποψη πως η διδακτική προσέγγιση της Αυτορρυθμιζόμενης Ανάπτυξης Στρατηγικών (SRSD) είναι ιδιαίτερα αποτελεσματική καθώς βελτίωσε όχι μόνο την ποιότητα και την ποσότητα των γραπτών κειμένων των μαθητών αλλά ενίσχυσε σημαντικά τις μεταγνωστικές τους δεξιότητες.

**Λέξεις-Κλειδιά:** μαθητές με μαθησιακές δυσκολίες, παραγωγή γραπτού λόγου, δυσλεξία, στρατηγικές διδασκαλίας, μεταγνωστικές δεξιότητες.

## **Abstract**

The aim of the present study is to examine the main intervention programs to enhance writing skills in students with learning difficulties. Students with learning difficulties face serious problems in perception, language, memory, attention and concentration, cognitive - metacognitive and social skills. These difficulties also justify the problems they face with writing, particularly in design, content production, improvement and evaluation of the outcome, metacognitive skills and motivation. Some of the intervention programs that were mainly applied to students with learning difficulties to enhance writing skills and based on surveys have improved both form and content, others have only improved the form, while effective they were those who enhanced the metacognitive skills of students as well. The comparative study of the programs concludes that the educational approach of Self Regulated Strategy Development (SRSD) is a particularly effective method because it improved not only the quality and the quantity of the students written texts but also significantly strengthened their metacognitive skills.

**Keywords:** students with learning difficulties, writing, dyslexia, teaching strategies, metacognitive skills.

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