

**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»**

**ΣΤΡΑΤΗΓΙΚΕΣ ΕΚΜΑΘΗΣΗΣ ΜΑΘΗΤΩΝ ΜΕ ΔΥΣΛΕΞΙΑ ΠΟΥ
ΜΑΘΑΙΝΟΥΝ ΤΗΝ ΑΓΓΛΙΚΗ ΩΣ ΞΕΝΗ ΓΛΩΣΣΑ
LANGUAGE LEARNING STRATEGIES USED BY STUDENTS WITH
DYSLEXIA WHEN LEARNING ENGLISH AS A FOREIGN LANGUAGE**

της
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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
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με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της
ένταξης»

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ΠΕΡΙΛΗΨΗ

Αν και πολλοί ερευνητές έχουν υπογραμμίσει τα πιθανά οφέλη από τη χρήση των στρατηγικών εκμάθησης για τους μαθητές με δυσλεξία, παρατηρείται έλλειψη σχετικών ερευνών που να αναφέρονται στο στρατηγικό προφίλ αυτής της κατηγορίας μαθητών, αλλά και σε μεταβλητές που το επηρεάζουν. Η παρούσα εργασία εξετάζει το είδος και τη συχνότητα των στρατηγικών εκμάθησης που χρησιμοποιούν οι μαθητές με δυσλεξία, στην προσπάθειά τους να κατακτήσουν την Αγγλική ως ξένη γλώσσα. Επίσης διερευνά αν το στρατηγικό προφίλ των μαθητών που συμμετέχουν σε αυτήν την έρευνα επηρεάζεται από παράγοντες όπως το φύλο, η ηλικία, το σχολικό επίπεδο, ο γενικός βαθμός του σχολείου, το κίνητρο και η αντίληψη των μαθητών για την επίδοσή τους στην ξένη γλώσσα. Στη μελέτη συμμετείχαν 61 μαθητές με επίσημη διάγνωση δυσλεξίας, από την ευρύτερη περιοχή της Αττικής, ηλικίας 9 – 15 ετών που διδάσκονται την Αγγλική ως ξένη γλώσσα.

Οι απαντήσεις των παιδιών καταγράφηκαν με τη χρήση μιας προσαρμοσμένης στην ελληνική γλώσσα και πιο σύντομης έκδοσης του SILL 7.0 της Oxford, το οποίο αποτελείται από 29 στοιχεία. Ακόμη, απάντησαν και σε ένα συμπληρωματικό ερωτηματολόγιο που ζητούσε πληροφορίες για το φύλο, την ηλικία, το κίνητρο, την αντίληψη που οι ίδιοι οι μαθητές έχουν για το επίπεδό τους στην ξένη γλώσσα και άλλες πληροφορίες

Στη συγκεκριμένη έρευνα οι μαθητές ανέφεραν μέτρια χρήση των Στρατηγικών Γλωσσικής Εκμάθησης. Το φύλο, η ηλικία, το σχολικό επίπεδο και ο γενικός βαθμός του σχολείου δε φάνηκε να επηρεάζουν τη χρήση των Στρατηγικών Εκμάθησης. Ωστόσο τα αποτελέσματα έδειξαν ότι υπάρχει επίδραση, σε έναν βαθμό, από το κίνητρο και την αντίληψη που οι μαθητές έχουν σχηματίσει για το επίπεδό τους στη γλώσσα.

Λέξεις – κλειδιά: δυσλεξία, γλωσσικές στρατηγικές εκμάθησης, ελληνική εκπαίδευση, εκμάθηση Αγγλικών

ABSTRACT

Although a lot of researchers have underlined the possible benefits of the use of the language learning strategies by students with dyslexia, there is an absence of relevant research concerning the strategic profile of this type of student and the variables that affect them. This study examines the frequency and type of the learning strategies used by students with dyslexia learning English as a second language, as well as the effect that gender, school type, school grades, motivation, age and students perceived competence in the foreign language have on them. 61 students diagnosed with dyslexia, living in the area of Attica, aged from 9 – 15 years old who learn English as a foreign language participated in this study.

Students reports were recorded using an adapted and reduced Greek version of the Strategy Inventory for Language Learning 7.0 (Oxford, 1990), which includes 29 items. The students also answered a background questionnaire aimed at collecting information about the students' age, motivation for learning English, their perceived competence in the foreign language and other family and personal parameters.

In this study students report medium Language Learning Strategies (LLS) use. There was no significant effect of gender, age, level of education and school grades on LLS use. On the other hand, motivation and perceived competence seem to affect the LLS use to a degree.

Keywords: dyslexia, language learning strategies (LLS), Greek education, English language learning

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