Πρόγραμμα Μεταπτυχιακών Σπουδών Εξειδίκευσης

του Τμήματος Ελληνικής Φιλολογίας του Δημοκριτείου Πανεπιστημίου Θράκης

σε συνεργασία με το

ΕΚΕΦΕ Δημόκριτος – Ινστιτούτο Πληροφορικής και Τηλεπικοινωνιών

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

Η ΙΚΑΝΟΤΗΤΑ ΟΡΙΣΜΟΥ ΛΕΞΕΩΝ ΣΕ ΠΑΙΔΙΑ ΜΕ ΔΥΣΛΕΞΙΑ: ΜΙΑ ΠΕΙΡΑΜΑΤΙΚΗ & ΔΙΔΑΚΤΙΚΗ ΠΡΟΣΕΓΓΙΣΗ

WORD DEFINITIONAL ABILITY OF CHILDREN WITH DYSLEXIA: AN EXPERIMENTAL AND EDUCATIVE APPROACH

της

Δημητρακοπούλου Νεκταρίας

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 Τηλεπικοινωνιών

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ΠΕΡΙΛΗΨΗ

Σκοπός της παρούσας έρευνας είναι η εξέταση της ικανότητας ορισμού λέξεων από παιδιά με αναπτυξιακή δυσλεξία και η εισήγηση μιας διδακτικής πρότασης για την εκμάθηση ορισμών λέξεων σε παιδιά με δυσλεξία. Συγκρίνεται η επίδοσή τους με εκείνη παιδιών τυπικής ανάπτυξης και αντίστοιχης χρονολογικής ηλικίας. Για τον σκοπό της έρευνας εξετάστηκαν μονόγλωσσα ελληνόφωνα παιδιά με αναπτυξιακή δυσλεξία (N=4) και τυπικής ανάπτυξης (N=6), ηλικίας 9-12 ετών. Χορηγήθηκε (α) μια δοκιμασία εξέτασης μη λεκτικής ρέουσας νοημοσύνης (Raven, 2004), (β) η Δοκιμασία Εκφραστικού Λεξιλογίου (Βογινδρούκας, Πρωτόπαπας, & Σιδερίδης, 2009), (γ) μια δοκιμασία που εξετάζει την πληροφοριακή και γραμματική επάρκεια (*Εικόνες Δράσης*, Βογινδρούκας, Πρωτόπαπας & Σταυρακάκη, 2011), (δ) μια δοκιμασία εξέτασης ορισμών λέξεων (Δούρου, 2019) και (ε) μια δοκιμασία εξέτασης της λεκτικής εργαζόμενης μνήμης (Alloway, 2007). Τα εργαλεία αξιολογούν τις γλωσσικές και γνωστικές ικανότητες των παιδιών όπως και την ικανότητα ορισμού λέξεων. Τα ευρήματα της παρούσας μελέτης, τα οποία συζητούνται λαμβάνοντας υπόψη την υπάρχουσα βιβλιογραφία, υποδεικνύουν ότι τα παιδιά με δυσλεξία χρησιμοποιούν περισσότερους μη τυπικούς ορισμούς λέξεων και σημειώνουν χαμηλότερες επιδόσεις στους ορισμούς σε σύγκριση με την τυπική ανάπτυξη. Τα παιδιά με δυσλεξία σημειώνουν χαμηλότερα ποσοστά επιτυχίας στη μορφή και το περιεχόμενο των ορισμών λέξεων, σε σχέση με τους τυπικά αναπτυσσόμενους συνομηλίκους τους. Τόσο τα παιδιά με δυσλεξία όσο και τα τυπικά αναπτυσσόμενα παιδιά σημειώνουν καλύτερη επίδοση στους ορισμούς ουσιαστικών, ακολουθούν οι ορισμοί ρημάτων και τέλος, οι ορισμοί επιθέτων. Αναδείχθηκαν περισσότερες συσχετίσεις μεταξύ των γλωσσικών, γνωστικών ικανοτήτων και της ικανότητας ορισμού λέξεων στην περίπτωση των τυπικά αναπτυσσόμενων παιδιών. Τέλος, προτείνεται μια διδακτική παρέμβαση που εστιάζει στους ορισμούς λέξεων βάσει των δυσκολιών που εντοπίστηκαν.

Λέξεις – κλειδιά: αναπτυξιακή δυσλεξία, τυπική ανάπτυξη, ορισμός λέξεων, λεξιλόγιο, μορφολογία, σύνταξη, εργαζόμενη μνήμη.

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