

**Πρόγραμμα Μεταπτυχιακών Σπουδών Εξειδίκευσης
Του Τμήματος Ελληνικής Φιλολογίας του Δημοκριτείου Πανεπιστημίου Θράκης
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»**

**ΓΡΑΠΤΟΣ ΑΦΗΓΗΜΑΤΙΚΟΣ ΛΟΓΟΣ ΚΑΙ ΟΡΘΟΓΡΑΦΙΚΑ ΛΑΘΗ
ΜΟΝΟΓΛΩΣΣΩΝ ΚΑΙ ΔΙΓΛΩΣΣΩΝ ΠΑΙΔΙΩΝ ΜΕ ΔΥΣΛΕΞΙΑ**

**WRITTEN NARRATIVE SPEECH AND SPELLING ERRORS FOR
MONOLINGUAL AND BILINGUAL CHILDREN WITH DYSLEXIA**

της
Μανιάτη 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
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Τριμελής Επιτροπή

1. ΖΩΗ ΓΑΒΡΙΗΛΙΔΟΥ, ΚΑΘΗΓΗΤΡΙΑ Τ.Ε.Φ.- Δ.Π.Θ.
2. ΣΠΥΡΙΔΩΝ ΚΙΟΣΣΕΣ, ΜΕΛΟΣ Ε.ΔΙ.Π.
3. ΙΦΙΓΕΝΕΙΑ ΔΟΣΗ, ΜΕΤΑΔΙΔΑΚΤΟΡΙΚΗ ΕΡΕΥΝΗΤΡΙΑ Τ.Ε.Φ.- Δ.Π.Θ.

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ΠΕΡΙΛΗΨΗ

Σκοπός της παρούσας μελέτης είναι ο εντοπισμός και η σύγκριση ορθογραφικών και αφηγηματικών ικανοτήτων μονόγλωσσων και δίγλωσσων παιδιών με δυσλεξία εξετάζοντας τις γραπτές τους παραγωγές.

Προηγούμενες έρευνες έχουν δείξει ότι τα παιδιά αυτά κάνουν ορθογραφικά λάθη μέσα από αντικαταστάσεις, παραλείψεις και αντιστροφές γραφημάτων (Goodwin & Thomson, 2006· Ijalba, 2017), παραλείψεις σημείων στίξης και κεφαλαίων- πεζών γραμμάτων, και εξαιτίας αδυναμιών συλλαβισμού λέξεων και γραμματικής μορφολογίας (Chiew Hong, 2013· Hebert et al., 2018· Διακογιώργη κ.α., 2021). Ωστόσο, η έρευνα σχετικά με τις αφηγηματικές ικανότητες σε επίπεδο μακροδομής και στις πτυχές της μικροδομής σε δυσλεκτικούς μαθητές είναι εξαιρετικά περιορισμένη. Σε επίπεδο μακροδομής, οι μονόγλωσσοι μαθητές δυσκολεύονται στη δόμηση ενός επεισοδίου (Kornev & Balčiūnienė, 2015) και στη σύνδεση πληροφοριών παραλείποντας σημαντικά στοιχεία (De Souza Batista Kida, de Ávila & Capellini, 2015), ενώ οι δίγλωσσοι μαθητές με άλλες γλωσσικές διαταραχές εμφανίζονται αποδοτικότεροι σε σύγκριση με τους μονόγλωσσους συνομηλίκους τους (Tsimpli et al., 2016). Επίσης, και οι δύο ομάδες εμφανίζονται ελλειμματικές στον προσδιορισμό του χρόνου, του τόπου, της αρχής και του τέλους της ιστορίας με τους μονόγλωσσους να είναι ελαφρώς ικανότεροι (Διακογιώργη κ.α., 2021). Στις πτυχές της μικροδομής οι μονόγλωσσοι μαθητές δυσκολεύονται κυρίως στις λέξεις περιεχομένου, στη δημιουργία μεγάλου μήκους αφηγήσεων, στη χρήση αντωνυμιών, συνδέσμων, κατάλληλου λεξιλογίου, στη ποικιλία χρόνων, εγκλίσεων και ρημάτων και εμφανίζουν ασυμφωνία μεταξύ ρηματικής και ονοματικής φράσης (De Souza Batista Kida, de Ávila & Capellini, 2015· Ijalba, 2017). Μάλιστα, κάποιοι ερευνητές θεωρούν ότι οι δίγλωσσοι κατανοούν καλύτερα τις συμβολικές αναπαραστάσεις (Bental & Tirosh, 2007· Friesen & Bialystok, 2012), ενώ άλλοι ότι δυσκολεύονται στην εύρεση λέξεων και την κατανόηση υψηλού λεξιλογίου (Riva et al., 2021). Μάλιστα, οι δίγλωσσοι με άλλες γλωσσικές διαταραχές εμφανίζουν δυσκολίες στις κλιτικές αντωνυμίες, στην κατονομασία και στη λεξική ποικιλομορφία (Tsimpli et al., 2013, 2016· Marini et al., 2019).

Αξιοποιώντας αυτό το βιβλιογραφικό κενό, η παρούσα έρευνα εξετάζει εννέα παιδιά με δυσλεξία 7-9 ετών, εκ των οποίων τα πέντε ήταν μονόγλωσσα και τα 4 δίγλωσσα. Ως εργαλείο αξιοποιήθηκε μία ιστορία του Edmonton Narrative Norms Instrument (Scheider et al., 2005) τροποποιημένη από την Andreou (2015) την οποία κλήθηκαν να αναδιηγηθούν σε γραπτό λόγο έχοντας ως βοηθητικό υλικό 13 εικόνες που απεικόνιζαν τη δράση της ιστορίας.

Τα αποτελέσματα δεν κατέδειξαν ποσοτικές διαφορές μεταξύ των μονόγλωσσων και δίγλωσσων ομιλητών. Ποιοτικές αναλύσεις έδειξαν ότι οι δίγλωσσοι μαθητές σημείωσαν περισσότερα ορθογραφικά λάθη σε σχέση με τους μονόγλωσσους όμως υπήρξαν ελαφρώς αποδοτικότεροι σε επίπεδο μακροδομής, ιδίως στην καταγραφή των πρωταγωνιστών, αλλά και στο μήκος των αφηγήσεων. Στις πτυχές της μικροδομής οι μονόγλωσσοι μαθητές φάνηκαν παραγωγικότεροι στην ποικιλία ρημάτων και ουσιαστικών, στις λειτουργικές λέξεις και τις κύριες προτάσεις. Αντιθέτως, τα παιδιά με διγλωσσία χρησιμοποίησαν περισσότερες λέξεις περιεχομένου και δευτερεύουσες προτάσεις. Τα ευρήματα κρίνονται σημαντικά, καθώς ενισχύουν την άποψη ότι η διγλωσσία δεν επιβαρύνει επιπλέον τα ελλείμματα της διαταραχής (Crescentini et al., 2012) και δείχνουν μια κατεύθυνση για τη μελλοντική έρευνα.

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