



**ΔΗΜΟΚΡΙΤΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΡΑΚΗΣ**  
**ΣΧΟΛΗ ΚΛΑΣΙΚΩΝ ΚΑΙ ΑΝΘΡΩΠΙΣΤΙΚΩΝ ΣΠΟΥΔΩΝ**  
**ΤΜΗΜΑ ΕΛΛΗΝΙΚΗΣ ΦΙΛΟΛΟΓΙΑΣ**  
σε συνεργασία με το  
**ΕΘΝΙΚΟ ΚΕΝΤΡΟ ΕΡΕΥΝΑΣ ΦΥΣΙΚΩΝ ΕΠΙΣΤΗΜΩΝ**  
**«ΔΗΜΟΚΡΙΤΟΣ»**  
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**ΜΕΤΑΠΤΥΧΙΑΚΗ ΔΙΑΤΡΙΒΗ**

**ΣΧΕΣΗ ΔΙΓΛΩΣΣΙΑΣ ΚΑΙ ΜΑΘΗΣΙΑΚΩΝ ΔΥΣΚΟΛΙΩΝ ΜΕΣΩ ΤΗΣ ΕΞΕΤΑΣΗΣ ΤΟΥ**  
**ΕΥΡΟΥΣ ΚΑΙ ΤΟΥ ΒΑΘΟΥΣ ΤΗΣ ΛΕΞΙΛΟΓΙΚΗΣ ΓΝΩΣΗΣ ΣΕ ΠΑΙΔΙΑ ΜΕ ΦΤΩΧΟ**  
**ΛΕΞΙΛΟΓΙΟ**

Κλισίλντα Λουμπόνια, 481

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

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## ΠΕΡΙΛΗΨΗ

Η παρούσα μεταπτυχιακή διατριβή έχει σκοπό την διερεύνηση της λεξιλογικής γνώσης ελληνοτουρκόφωνων και ελληνόφωνων παιδιών, καθώς και παιδιών με ή χωρίς υποψίες μαθησιακών δυσκολιών, και κατόπιν την σύγκριση αυτών των ομάδων μεταξύ τους. Το κίνητρο είναι οι συχνές αμφιβολίες των εκπαιδευτικών σχετικά με το αν οι δυσκολίες των μαθητών τους οφείλονται στην περιορισμένη έκθεση στη γλώσσα εξαιτίας της διγλωσσίας ή σε μαθησιακές ή λοιπές γλωσσικές δυσκολίες. Στην έρευνα συμμετείχαν συνολικά 33 παιδιά, ηλικίας 9-12 ετών, που φοιτούν στο Διαπολιτισμικό σχολείο Ιάσμου. Σε πρώτη φάση τους χορηγήθηκε μια δοκιμασία ρέουσας (μη λεκτικής) νοημοσύνης και μια δοκιμασία εκφραστικού λεξιλογίου, με βάση τις οποίες εξετάστηκε η νοητική ηλικία των παιδιών και το εύρος του λεξιλογίου τους. Από τις συγκεκριμένες δοκιμασίες προέκυψε και ο αριθμός των παιδιών που τέθηκαν σε υποψία για μαθησιακές δυσκολίες και χαρακτηρίστηκαν παιδιά με φτωχό λεξιλόγιο. Συνεπώς, το δείγμα αποτελούνταν από 9 μονόγλωσσους μαθητές χωρίς φτωχό λεξιλόγιο, 3 μονόγλωσσους με φτωχό λεξιλόγιο, 16 δίγλωσσους χωρίς φτωχό λεξιλόγιο και 5 δίγλωσσους με φτωχό λεξιλόγιο. Έπειτα, το βάθος της λεξιλογικής γνώσης μετρήθηκε μέσω μιας δοκιμασίας λεξικής συσχέτισης. Οι απαντήσεις των παιδιών κατηγοριοποιήθηκαν σε παραδειγματικές απαντήσεις, συνταγματικές, κλαγγής και μη σχετικές. Τα αποτελέσματα έδειξαν πως το εύρος και το βάθος της λεξιλογικής γνώσης δεν διαφέρει μεταξύ μονόγλωσσων και δίγλωσσων με φτωχό λεξιλόγιο, γεγονός που αποδεικνύει ότι η διγλωσσία δεν επηρεάζει αρνητικά τις μαθησιακές δυσκολίες. Επιπλέον, το εύρος και το βάθος του λεξιλογίου φάνηκε να σχετίζεται με την ομάδα των δίγλωσσων με και χωρίς φτωχό λεξιλόγιο, καθώς και των μονόγλωσσων χωρίς φτωχό λεξιλόγιο. Συνεπώς, διαπιστώνεται δίγλωσσο πλεονέκτημα, έναντι των μονόγλωσσων, στους μαθητές με φτωχό λεξιλόγιο. Επιπρόσθετα, βρέθηκε συσχέτιση ηλικίας και βάθους λεξιλογικής γνώσης για τα δίγλωσσα παιδιά χωρίς φτωχό λεξιλόγιο (τυπικής ανάπτυξης). Τέλος, ο πρώιμος γραμματισμός και στις δύο γλώσσες φαίνεται ότι ασκεί σημαντική επίδραση στο εύρος και το βάθος της λεξιλογικής γνώσης στους δίγλωσσους μαθητές.

**Λέξεις-κλειδιά:** λεξιλογική γνώση, εύρος, βάθος, διγλωσσία, φτωχό λεξιλόγιο

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