



# Μαθησιακές δυσκολίες και ξένη γλώσσα: Ο ρόλος της μνήμης εργασίας<sup>1</sup>

Αγάπη Δενδάκη

Καθηγήτρια Αγγλικής Γλώσσας  
Εκπαιδευτικός Ειδικής Αγωγής και εκπαίδευσης

## Βιβλιογραφία

- Abu-Rabia, S. (2003). The Influence of working memory on reading and creative writing processes in a second language. *Educational Psychology*, 23, 209–222.
- Alloway, T. P. (2006). How does working memory work in the classroom? *Educational Research and Reviews*, 1(4), 134–139.
- Alloway, T. P. (2009). Working Memory, but Not IQ, Predicts Subsequent Learning in Children with Learning Difficulties. *European Journal of Psychological Assessment*, 25(2), 92–98.
- Alloway, T. P., Gathercole, S. E., Adams, A. M., Willis, C. Eaglen, R. & Lamont, E. (2005). Working memory and phonological awareness as predictors of progress towards early learning goals at school entry. *British Journal of Developmental Psychology* 23, 417–426.
- Ari, M., & Wimmer, H. (2003). Learning to read: English in comparison to six more regular orthographies. *Applied Psycholinguistics* 24, 621–635.
- Baddeley, A. D. (1996). Exploring the central executive. *Quarterly Journal of Experimental Psychology*, 49A, 5–28.
- Baddeley, A. D. (1986). *Working memory*. Oxford: Oxford University Press.
- Baddeley, A. D., & Hitch, G. (1974). Working memory. In G.A. Bower (Ed.), *The psychology of learning and motivation*, Vol. 8. New York: Academic Press.
- Baddeley, A., Gathercole, S. E., & Papagno, C. (1998). The phonological loop as a language learning device. *Psychological Review*, 105, 158–173.
- Baddeley, A.D. (2000). The episodic buffer: a new component of working memory? *Trends in Cognitive Sciences*, 11, 4, 417–423.
- Bergsleithner, J. M. (2010). Working memory capacity and L2 writing performance. *Ciências & Cognição*, 15 (2), 2-2. Ανακτήθηκε 16 Νοεμβρίου 2012 από <http://www.cienciasecognicao.org>
- Cain, K., Oakhill, J., & Bryant, P. (2000). Phonological skills and comprehension failure: A test of the phonological processing deficit hypothesis. *Reading and Writing*, 13(1–2), 35–56.
- Carroll, J. B. (1990). Cognitive abilities in foreign language aptitude: Then and now. In T. Parry & C. W. Stansfield (eds.), *Language Aptitude Reconsidered*. Englewood Cliffs, NJ: Prentice Hall.
- Conway, A. R. A., Jarrold, C., Kane, M. J., Miyake, A., & Towse, J. N. (Eds.) (2007). *Variation in working memory*. New York: Oxford University Press.
- Dendaki, A., Konisti, P., Paraskeva, F., & Koumbias, E. (2004). Teaching in the Computer Lab: A new challenge for primary school teachers. *WSEAS Transactions on Information Science and Applications*, 5, (1), 1468 – 1472.
- Dörnyei Z. & P. Skehan, (2003). Individual differences in second language learning. In Doughty and M. Long (eds.), *The handbook of second language acquisition*. Oxford: Blackwell.
- Ellis, R. (2004). Individual differences in second language learning. In Davies, A and C. Elder. (Eds.). *The handbook of applied linguistics*. Oxford: Blackwell.
- Engle, R.W.; Kane, M.J. and Tuholski, S.W. (1999). Individual differences in working memory capacity and what they tell us about controlled attention, general fluid intelligence and functions of the prefrontal cortex. In: Miyake, A. and Shah, P. (Eds.) *Models of working memory: mechanisms*

- of active maintenance and executive control. (pp.102-134). New York: Cambridge University Press.
- Finardi, K. & Borges Mota, M. (2012). The acquisition of a syntactic structure in L2 speech: the role of working memory capacity. *Revista de Linguística Teórica y Aplicada*, 50 (1), 119-138. Ανακτήθηκε 16 Νοεμβρίου 2012 από [http://www.scielo.cl/pdf/rla/v50n1/art\\_06.pdf](http://www.scielo.cl/pdf/rla/v50n1/art_06.pdf)
- Fortkamp, M.B.M. and Bergsleithner, J.M. (2007). The relationship among individual differences in working memory capacity, noticing, and L2 speech production. *Rev. Signo*, 32 (52), 40-53.
- Gathercole, S. and Baddeley, A. (1993). *Working Memory and Language*. Hove, UK: Lawrence Erlbaum Associates.
- Gathercole, S. E., Lamont, E. & Alloway, T. Π.(2006). Working memory in the classroom. In S. J. Pickering (Ed.), *Working memory and education* (pp. 219-241). Burlington, MA: Academic Press.
- Genesee, F. (2000). *Brain Research: Implications for Second Language Learning*. Occasional Reports, Center for Research on Education, Diversity and Excellence, UC. Ανακτήθηκε 20 Νοεμβρίου 2012 από <http://escholarship.org/uc/item/58n560k4>
- Goswami, U. (1997). Learning to read in different orthographies: Phonological awareness, orthographic representation and dyslexia. In C. Hulme & Snowling (eds.), *Dyslexia: Biology, Cognition and Intervention* (pp. 131-152). London: Whurr.
- Goulondris, N. (2003). *Dyslexia in different languages: Cross-linguistic comparison*, London: Whurr Publishers.
- Grammenou, A. (2011). Dyslexics' profile on the Working Memory Test Battery for children, phoneme awareness and literacy measurements. Paper presented at the 2011 International Conference on Social Science and Humanity. *IPEDR*, 5, 227-232.
- Grigorenko, E.L., Sternberg, R.J. & Ehrman, M. (2000). A theory-based approach to the measurement of foreign language aptitude: the CANAL-F theory and test. *Modern Language Journal* 84, 390-405.
- Kellogg, R. (1996). A model of working memory in writing. In Levy C. & S. Ransdell (Eds.), *The science of writing*. Mahwah, New Jersey: Erlbaum.
- Kellogg, R. (2004). Working memory components in written sentence generation. *American Journal of Psychology*, 117, 341-361.
- Koda, K. (2005). *Insights into second language reading: A cross-linguistic approach*. Cambridge: Cambridge University Press.
- Leeser, M. J. (2007). Learner-based factors in L2 reading comprehension and processing grammatical forms: Topic familiarity and working memory. *Language Learning*, 57/2, 229-270.
- McCutchen D. (2000). Knowledge, processing, and working memory: Implications for a theory of writing. *Educational Psychologist*, 35, 13-23.
- Meschyan, G., & Hernandez, A. (2002). Is Native-Language Decoding Skill Related to Second-Language Learning? *Journal of Educational Psychology*, 94(1), 14 -22.
- Milwidsky, C. (2008). Working memory and phonological awareness. Research Report. University of Witwaterstand. Johannesburg.
- Miyake, A. & Friedman, N. P. (1998). Individual differences in second language proficiency: Working memory as language aptitude. In A. F. Healy & L. E. Bourne (Eds.), *Foreign Language Learning: Psycholinguistic studies on training and retention* (339-364). Mahwah, NJ: Lawrence Erlbaum.
- O'Brien, I., Segalowitz, N., Collentine, J & B. Freed. (2006). Phonological memory and lexical, narrative, and grammatical skills in second language oral production by adult learners. *Applied Psycholinguistics*, 27, 377-402.
- Oakhill, J., & Kyle, F. (2000). The relation between working memory and phonological awareness. *Journal of Experimental Child Psychology*. 75, 152-164.
- Parry, T. S., & Child, J. R. (1990). Preliminary investigation of the relationship between VORD, MLAT, and language proficiency. In T. Parry & C. W. Stansfield (Eds.), *Language aptitude reconsidered* (pp. 30-66). Englewood Cliffs, NJ: Prentice Hall.
- Scheepers, M. (2009). Working Memory: A comparison between dyslexic and non dyslexic children. A search project for MA degree. Johannesburg: University of the Witwatersrand.
- Seymour, P. H. K., Aro, M., & Erskine, J. M. (2003). Foundation literacy acquisition in European orthographies. *British Journal of Psychology*, 94(2), 143-174.
- Sparks, R. (2006). Is there a "disability" for learning a foreign language? *Journal of Learning Disabilities*, 39(6), 544-557.
- Sparks, R., & Ganschow, L. (2011). Searching for the cognitive locus of foreign language learning difficulties: Linking first and second language learning. *The Modern Language Journal*, 77(3), 289-302.
- Spencer, K. (2000). Is English a dyslexic language? *Dyslexia*, 6, 152-162.
- Swanson, H.L., & Sachse-Lee, C. (2001). Mathematical problem solving and working memory in children with learning disabilities: Both executive and phonological processes are important. *Journal of Experimental Child Psychology*, 79, 294-321.
- Walter, C. (2004). Transfer of reading comprehension skills to L2 is linked to mental representations of text and to L2 working memory. *Applied Linguistics*, 25, 315-339.
- Weissheimer, J. & Borges Mota, M. (2011). Working Memory Capacity and the Development of L2 Speech Production: A Study of Individual Differences. In Γ. Granena, et al. (Eds.), *Selected Proceedings of the 2010 Second Language Research Forum* (169-181). Somerville, MA: Cascadilla Proceedings Project. Ανακτήθηκε 16 Νοεμβρίου 2012 από <http://www.lingref.com/cpp/slr/2010/paper2624.pdf>
- Wen, Z. & Skehan, P. (2011). A new perspective on foreign language aptitude research: building and supporting a case for" working memory as language aptitude. *A Journal of English Language*, 60, 15-43. Ανακτήθηκε 16 Νοεμβρίου 2012 από <http://www.ilhadodesterro.ufsc.br/pdf/60/Wen60.pdf>
- Williams, J. N. & Lovatt, P. (2003). Phonological memory and rule learning. *Language Learning* 55: 177-233.
- Γκουντή, Π. (2010). Η διδασκαλία της αγγλικής ως ξένης γλώσσας

σε δυσλεξικούς μαθητές: Ένα πρόγραμμα παρέμβασης.  
Research Papers in Language Teaching and Learning, 1(1),  
135-148.

Δενδάκη, Α. (2009). Δυσκολεύομαι στη μητρική μου γλώσσα, να μάθω  
και ξένη; Horizons Francophones, 5, 45-47.

Κολιάδης, Ε. (2002). Γνωστική Ψυχολογία, Γνωστική Νευροεπιστήμη  
και εκπαιδευτική πράξη (τ. Δ'). Αθήνα: Αυτοέκδοση.

Παντελιάδου, Σ. (2001). Φωνολογική επίγνωση: Περιεχόμενο  
και σχέση με την ανάγνωση και γραφή στην ελληνική  
γλώσσα. Στο Π. Παπούλια-Τζελέπη (Επιμ.), Ανάδυση του  
γραμματισμού: Έρευνα και πρακτική (σ. 151-189). Αθήνα:  
Καστανιώτης.

#### (Endnotes)

1 Το παρόν άρθρο δημοσιεύτηκε για πρώτη φορά το 2013  
σε εκτενέστερη μορφή στο περιοδικό Ελληνική Επιθεώρηση Ειδικής  
Αγωγής, τεύχος 4.