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Methods of teaching students with phonological dyslexia.

The purpose of this work is to study methods of teaching foreign languages students with phonological dyslexia. Learning a foreign language, as a rule English, is a necessity in the XXI century. The career, promotion and some benefits depend on the fact how well a person masters English.

Phonological dyslexia is difficulty reading due to trauma of the brain, blow or chronic disease. A person can read but it it is hard for him \ her to distinguish syllables, to find appropriate sounds for words. Therefore people suffering from phonological dyslexia often confuse such words as prescribe and describe, aside \ inside, however \ forever, pillow \ willow, brown \ crown, specific \ pacific, calculate \ culminate etc.

A large number of scientists (M. Bruck, I. Liberman and D. Shankweiler, F. R. Vellutino and D. M. Scanlon, U. Wolff and I. Lundberg) have studied the problem of dyslexia and outlined types of this phenomenon and proposed forms and methods to overcome difficulty reading for people with dyslexia.

In spite of these publications one can find a few scientific works devoted to *adult* people with dyslexia who study foreign languages. It is explained by the fact that, as a rule, the problem of dyslexia is solved in childhood by caring and attentive parents who brought their children to a specialist for correcting speech.

However, sometimes it happens that adult people suffer from phonological dyslexia while studying at university. The task for a teacher is to define a problem and help a student without asking questions which can be harmful for a student (for example, “Do you have dyslexia?” or “Why did not you cure dyslexia in your childhood?”). In addition, it requires from a teacher professionalism because he \ she is not a doctor to diagnose a disease clearly and precisely.

There are several ways for correction work with dyslexia as regards to learning foreign languages. One of them is multiple writing words especially syllables which a person confuses. Another one is Quizlet platform, work with interactive cards and games. Quizlet platform is a good web-based application contributed improvement of learning words. Taking into account the fact that people with dyslexia have specific problems, a teacher can create cards in which trouble sounds and syllables are matched by different colours. For instance, verbs “to prescibe” and “to describe”. In the “to prescribe” card one can underline the prefix “pre” by green or blue colour. For the “to describe” card the prefix “de” would have red or crimson colour.

It is possible to use exercises which require changing letter or syllables in words: to change the prefix “a” into the prefix “in” (aside \ inside), the syllable “spe” into the syllable “pa” (specific \ pacific), the letter “b” into the letter “c” (brown \ crown). After that it is recommended to ask a student to comment whether the meaning of a word changes with different letters.

In Quizlet one can find team tasks with interactive cards. It is hard to use these tasks when it comes to only a teacher and a student. However these tasks can be used when a teacher and a student repeat the same sounds together, the key role in solving assignments is given to a student.

In several weeks a teacher changes colourful pictures into black and white. The aim of a teacher is to check whether a student is able to recognize different syllables and pronounce them without colourful items. As a rule, students manage this task successfully.

In conclusion it is worth reminding about obligatory demand of doing the same exercises to correct speech problems for the positive result.

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