Lozenko V.V.

Writing as a method of teaching people with phonological dyslexia.

Phonological dyslexia is known to be difficulty to distinguish syllables due to trauma of the brain or abnormal condition connected with disorder of mental process. Researchers (M. Bruck, F. R. Vellutino and D. M. Scanlon) have outlined the problem of dyslexia. M. Bruck focuses that dyslexics show “slow word-recognition skills” in spite of the availability of reading comprehension [1]. It is connected with poor knowledge of similar and specific features of syllables.

There is a large number of means for correcting phonological dyslexia. One of them is writing. People through writing retain memory, try to distinguish similar and different syllables in words. It is worth focusing on the fact that it is hard for such people to make the difference between words as regards to rearrangement of syllables. For instance, people with phonological dyslexia can confuse such words as “to prescribe” \ “to describe”, “specific” \ “pacific”, “willow” \ “pillow”, “brown” \ “crown”, “aside” \ “inside”, “rose” \ “nose”, “liver” \ “river”, “however” \ “forever”, “cry” \ “dry” \ “sky” etc. The main task for a teacher, provided by cooperative work with a specialist doctor, is to explain to a student the importance of writing and pronunciation of syllables in words.

At first it would be very useful to write trouble sounds by different colours. For example, the task requires writing words “cry” \ “dry” \ “sky” \ “shy” with giving the meaning for each of them. The first letter in the word “cry” can be marked with blue colour and in the word “dry” with yellow or green colour. The brain trains to distinguish colours, colours are associated with letters and, after that, with the meaning. It is recommended to mark different syllables in the copybook by different colours before writing words. Then it would be useful to memorize correlation the colour and the syllable, to recognize colourful syllables in words. The brain must be trained to recognize different syllables. After a while it is proposed to give a text for reading but without the mark of a syllable by a colour. If a dyslexic still has difficulties in word-recognition, it is recommended to revise again colourful syllables, their similar and particular features.

It takes too much time to do such work with people with phonological dyslexia. However, gradually, a person suffering from phonological dyslexia gets good knowledge of syllabic correspondences.

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