

ABSTRACTS

JUHÁSZ, VALÉRIA: Implementing the results of new research to develop dyslexic people. Based on M. J. Snowling: Dyslexia – A very short introduction

Integration entails the need for teachers of different subjects to have a much wider range of methodological knowledge than before, as only this will enable them to teach in a well-established and differentiated way. Nowadays, there are students with special needs in most classes. However, methodology training suitable for their needs did not follow automatically. Margaret Snowling's book on dyslexia lists those practices that should be used not only by special educational needs teachers and developmental teachers, but by all teachers involved in integrated teaching. In her book, Snowling describes the latest research findings on dyslexia, presents its genetic and environmental components, the structural and functional differences of the brain of dyslexics, which all help us in understanding the right methodological steps and practices that support the development of reading skills. It is essential that dyslexia or its risk be identified as soon as possible, already in the kindergarten, and intervention, a key element of which is phonological development, should start as early as possible. The Hungarian National Core Programme of Kindergarten Education does

not include this element, while it is an integrated part of the English system. Beside phonological development, complex language development is another very important factor. Snowling lists several effective developmental programmes, such as the Sound Linkage Programme, which is a programme developing reading. It starts and ends with reading books and in between there are exercises which aim at developing phonological, morphological, syntactical and pragmatic awareness. The key element of the programme is using graded readers. These kinds of levelled books are already available on the Hungarian market, however, they are either not properly adapted to the Hungarian methodology of teaching reading skills, or they are inadequately levelled with respect to depth and time interval. The text book market should have levelled text books available to every teacher and special educational needs teacher so that a personalised and scheduled teaching of reading can take place. This kind of book series would be useful not only for dyslexic students, but for all students learning to read.

Keywords: *learning to read, dyslexia, developmental language disorder, phonological awareness, levelled readers*
