

## **Abstract**

### **Éva Tar – Ildikó Désfalvi: Treatments approaches for children with speech sound disorders: a case study**

The paper focuses on the initial stages of the assessment and therapy of a child with speech sound disorders who had poor speech intelligibility. After analyzing speech data and measures of related skills, we explain the way the intervention strategies were chosen and provide details of designing individualized therapy. By applying the core vocabulary and minimal pair approaches, the intelligibility of speech improved notably (that could also be seen for the environment of the child), and became slightly more accurate.

*Keywords:* speech sound disorders, phonological analysis, intelligibility, core vocabulary approach, minimal pair therapy

### **Alexandra Markó – Tamás Gábor Csapó – Andrea Deme – Márton Bartók – Tekla Etelka Grácsi: Characterization of speech in light of the experiences of articulatory studies**

The paper defines what speech sounds are: it revises the view that speech can be interpreted as a series of speech sounds, and treats speech sounds as ideal-typical abstractions which are the schematizations of repetitive patterns of articulatory-acoustic-perceptual events that occur in infinite variety in real speech. With regard to the so-called speech sounds, the paper enumerates some statements and theorems that make the significance and justification of articulatory studies established. The paper presents some of the results of the latest articulatory and coarticulatory research with respect to the Hungarian language, as well as outlines possible connections that point to the applicability of articulatory testing tools and methods in speech therapy.

*Keywords:* speech, speech sound, articulatory analysis, speech therapy

### **Zsuzsa Halmos-Kovács: Study of metaphoric meaning in dyslexic high-school students**

Present study shows a test on figurative sense of phrasemes, carried out with a group of high-school students with dyslexia or dysgraphia. The students had to recognize the focus of phrasemes, the meaning of which was given on the test sheet. In that age the figurative thinking is evolved and it plays an important role in receiving and interpreting knowledge. The result of the study suggests that the test group has a certain handicap in the ability to find the focus of phrasemes, which means they have a malfunction in the meaning extension of the appropriate word in an expression. The analysis helped to map the general problems of interpretation of students with the language impairment in question, too.

*Keywords:* dyslex, metaphoric expression, focus, frame, meaning extension, conventionality



