



Education of Children with Dyslexia in Croatia: The Role of Easy Language

Mirjana Lenček^{1*}, Jelena Kuvač Kraljević¹ and Marija Jozipović¹

¹*Department of Speech and Language Pathology, Faculty of Education and Rehabilitation Sciences, University of Zagreb*

Abstract

Dyslexia is language-based disorder (Snowling, 2013). In Croatia, in most cases students diagnosed with dyslexia are schooling according to the regular program with an individualized approach (Croatian Institute for Public Health, 2019). Although in theory individualized approach is prescribed, in practice it is difficult for teachers to implement. It is especially challenging to adapt language level of teaching materials. That is why the concept of Easy language in Europe is becoming increasingly involved in this story. Easy Language is a linguistic adaptation of a text that makes both reading and comprehension easier (IFLA, 2010). Easy language in Croatia has its history, but it is not fully developed. Therefore, the aim of this paper was to analyze whether the level of language complexity of exams prepared for e-testing in the natural science subjects is acceptable for students with dyslexia in primary school. The purpose of this paper is to show how Easy language can be used to enable children with specific learning disabilities (especially dyslexia) to reach their full potential. Results clearly indicate that a great number of adaptations and adjustments is needed for children with dyslexia to actively participate in everyday education. (Morpho)syntactical adaptation criterion was the most common (51%) one used in adaptations. 36% of all the language adaptations were made at the content-level and least of all adaptations were lexical ones (13%). All mentioned explains why the importance of school speech and language pathologists as experts in the field of language pathology is emphasized.

Keywords: dyslexia; easy language; graphic adjustments; linguistics adaptations; nature sciences