



ENGLISH FOR FUTURE SPEECH THERAPISTS

Навчальний посібник для майбутніх логопедів.

Укладачі: Куліш І.М., Трубенко І.А.



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ЧЕРКАСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ БОГДАНА ХМЕЛЬНИЦЬКОГО

ENGLISH

FOR FUTURE SPEECH THERAPISTS

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Навчальний посібник сформований у відповідності до програми з іноземної мови за професійним спрямуванням для студентів спеціальності «Спеціальна освіта (Логопедія)».

Навчальний матеріал розташовано за тематичним принципом (за розділами) та має комплексний характер. Посібник включає чотири розділи, присвячених темам визначення логопедії, особливостям розладу мови та мовлення, особливостям логопедії для дітей та для дорослих, проблемам заїкання.

Робота за темою в межах одного розділу організовується на базі тексту професійного спрямування, лексичних вправ та завдань комунікативного характеру професійного спрямування, системи лексичних вправ репродуктивного та творчого характеру. Посібник вміщує завдання для самостійної роботи студентів та вправи для контролю умінь та навичок студентів.

***Затверджено до друку на засіданні вченої ради
Черкаського Національного університету
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ПЕРЕДМОВА

Навчальний посібник призначається для студентів спеціальності «Логопедія». Мета посібника – формувати у студентів навички читання та розуміння літератури фахової тематики на основі активізації знань професійної лексики та основ граматики. Поряд з цим у посібнику реалізується мета комплексного оволодіння студентами всіма видами мовленнєвої діяльності на основі комунікативного підходу до вивчення іноземної мови. Посібник базується на різноманітному автентичному матеріалі, який підібрано з урахуванням комунікативного підходу у вивченні англійської мови та спрямовано на розвиток позитивної мотивації до вивчення іноземної мови.

Навчальний матеріал професійного спрямування посібника розподілено на два тематичних розділи “Introduction to Speech Theory”, “Stuttering”, текстовий матеріал яких згруповано за такими темами професійного інтересу студентів, як визначення порушень мовлення, види порушень мовлення, порушення мовлення у дітей та дорослих, заїкання, види заїкання, види, симптоми, причини та лікування заїкання, тощо. Кожний розділ, в свою чергу, вміщує декілька текстів професійного спрямування, які з різних сторін висвітлюють тему, та текстів, які несуть додаткову інформацію за певною тематикою.

Комунікативні вправи мають різноплановий вплив на навчальний процес та стимулюють пізнавальний інтерес особистості студента.

Unit I

Introduction to Speech Therapy

(From *What is Speech Therapy?* Retrieved from: <https://www.healthline.com/health/speech-therapy>)

Lesson 1

Speech Therapy Definition



Speech therapy is the assessment and treatment of communication problems and speech disorders. It is performed by speech-language pathologists (SLPs), which are often referred to as speech therapists.

Speech therapy techniques are used to improve communication. These include articulation therapy, language intervention activities, and others depending on the type of speech or language disorder.

Speech therapy may be needed for speech disorders that develop in childhood or speech impairments in adults caused by an injury or illness, such as stroke or brain injury.

1. Find the English equivalents in the text:



Логопедія, оцінка, лікування, логопед, логопедичні прийоми (техніки), заходи з мовного втручання, розлади мовлення, порушення мовлення, інсульт, черепно-мозкова травма.

2. Translate the following terms and terminological expressions:

Communication problem, speech disorder, speech-language pathologists (SLPs), to improve communication, articulation therapy, language disorder, speech impairments, injury, illness.

3. Look at the slide to determine the difference between language and speech:



4. Find the definitions of the notions:

Language disorder	educated in the study of human communication, its development, and its disorders
Speech disorder	treatment that improves ability to talk and use other language skills
Speech therapy	a condition in which a person has problems creating or forming the speech sounds needed to communicate with others
Speech therapist	difficulty expressing meaning to other people

5. Complete the following sentences, using the following words:



Communication, depend on, disorders, to improve, treatment, speech therapists, assessment

- 1) Speech therapy is the _____ and _____ of communication problems and speech disorders.
- 2) Speech-language pathologists (SLPs) is often called _____.

- 3) Speech-language pathologists are educated in the study of human _____, its development, and its _____.
- 4) Speech therapy techniques are used _____ communication.
- 5) Speech therapy techniques _____ the type of speech or language disorder.

6. Agree or disagree with the statement:



- 1) Speech therapy is the treatment of speech disorders.
- 2) Speech therapy techniques include articulation therapy.
- 3) Speech therapy techniques depend on the type of speech or language disorder.
- 4) Speech therapy is needed only for speech disorders that develop in

childhood.

7. Read the paragraph and answer the question:

How successful is speech therapy?



The success rate of speech therapy varies between the disorder being treated and age groups. When you start speech therapy can also have an impact on the outcome.

Speech therapy for young children is considered to be most successful when started early and practiced at home with the involvement of a parent or caregiver.

8. Look at the slides and say what is the responsibility of a speech pathologist:

NOWWHAT?
SUPPORT SERVICES

In-Person Speech Therapy

*"The job of a **speech pathologist** is to support people to **communicate** effectively in all situations.*



Each kid is different!"

- Asia Laviolette, SLP
NowWhat Support Services

A **speech-language pathologist's** goal is improve a patient's ability to communicate and/or swallow.

.....

9. Answer the questions for summary:



- 1) What is speech therapy?
- 2) Whom is speech therapy performed by?
- 3) What is the aim of using speech therapy techniques?
- 4) What do speech therapy techniques include?
- 5) What may speech therapy be needed for?
- 6) What is the difference between speech and language?
- 7) When is speech therapy considered to be more successful?
- 8) What is the job of a speech pathologist?
- 9) What is the speech-language pathologist' goal?

Lesson 2

Speech and Language Disorders



There are several speech and language disorders that can be treated with speech therapy.

Articulation disorders. An articulation disorder is the inability to properly form certain word sounds. A child with this speech disorder may drop, swap, distort, or add word sounds. An example of distorting a word would be

saying “thith” instead of “this”.

Fluency disorders. A fluency disorder affects the flow, speed, and rhythm of speech. Stuttering (stammering) and cluttering (tachyphemia) are fluency disorders. A person with stuttering has trouble getting out a sound and may have speech that is blocked or interrupted, or may repeat part of all of a word. A person with cluttering often speaks very fast and merges words together.

Resonance disorders. A resonance disorder occurs when a blockage or obstruction of regular airflow in the nasal or oral cavities alters the vibrations responsible for voice quality. It can also happen if the velopharyngeal valve does not close properly. Resonance disorders are often associated with cleft palate, neurological disorders, and swollen tonsils.

1. Find the English equivalents in the text:



Розлад мови, порушення артикуляції, нездатність, утворювати звуки, пропускати звуки, міняти звуки місцями, спотворювати звуки, додавати звуки, порушення плинності, потік мови, швидкість мови, ритм мови, заїкання, безлад (тахіфемія), резонансні порушення, блокування потоку повітря, перешкода потоку повітря, носова порожнина, ротова

порожнина, велофарингеальний клапан, ущелина піднебіння, неврологічний розлад, набряк мигдалин.



2. Translate the following terms and terminological expressions:

An articulation disorder, distorting a word, a fluency disorder, flow of speech, stuttering (stammering), cluttering (tachyphemia), a resonance disorder, regular airflow, oral cavities, voice quality, velopharyngeal valve, cleft palate, neurological disorders, swollen tonsils.

3. Divide examples of speech disorders into three types:

Articulation disorders	Fluency disorders	Resonance disorders

- 1) Excessive use of interjections (for example: “um”, “uh”)
- 2) Hard to normally pronounce the letter “m” (sounds like talking with a stuffy nose)
- 3) Excessive use of revisions (for example, “do you know - have you seen where my book is?”)
- 4) Substituting sounds in words, such as saying “wadio” instead of “radio”
- 5) Cluster Reduction, e.g., “poon” for 'spoon'

4. Complete the following sentences using the following words:

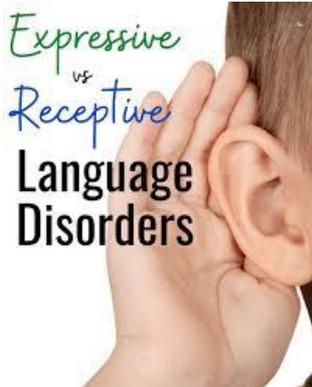


distort
flow
oral cavities
merges words
to properly form

- 1) An articulation disorder is the inability _____ certain word sounds.
- 2) A child with this speech disorder may drop, swap, _____, or add word sounds.
- 3) A fluency disorder affects the _____, speed, and rhythm of speech.

- 4) A person with cluttering often speaks very fast and _____ together.
- 5) A resonance disorder occurs when a blockage or obstruction of regular airflow in the nasal or _____ alters the vibrations responsible for voice quality.

5. Read the paragraphs and answer the following question:



- 1) *What trouble has a person with receptive language disorder?*
- 2) *What other language disorders can lead to a receptive language disorder?*
- 3) *What is expressive language disorder?*
- 4) *What trouble has a person with expressive disorder?*

Receptive disorders. A person with receptive language disorder has trouble understanding and processing what others say. This can cause you to seem uninterested when someone is speaking, have trouble following directions, or have a limited vocabulary. Other language disorders, autism, hearing loss, and a head injury can lead to a receptive language disorder.

Expressive disorders. Expressive language disorder is difficulty conveying or expressing information. If a person has an expressive disorder, he may have trouble forming accurate sentences, such as using incorrect verb tense. It is associated with developmental impairments, such as Down syndrome and hearing loss. It can also result from head trauma or a medical condition.

6. Agree or disagree with the statements:

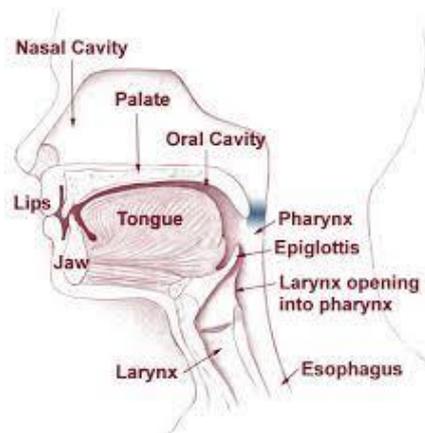


- 1) An articulation disorder affects the flow, speed, and rhythm of speech.
- 2) A fluency disorder is the inability to properly form certain word sounds.
- 3) A resonance disorder occurs when a blockage or obstruction of regular airflow in the nasal or oral cavities alters the vibrations responsible for voice quality.
- 4) Receptive disorder is difficulty conveying or expressing information.
- 5) Expressive disorder is difficulty understanding and processing what others say.

7. Look at the picture and find English equivalents to the following terms:

- *Носова порожнина* - _____
- *Ротова порожнина* - _____

- Губи - _____
- Піднебіння - _____
- Язик - _____
- Глотка - _____
- Щелепа - _____
- Гортань - _____
- Стравохід - _____
- Надгортанник - _____



8. Answer the following questions for summary:

- 1) What disorders can be treated with speech therapy?
- 2) What is an articulation disorder?
- 3) What does a fluency disorder affect?
- 4) How does a person with cluttering often speak?
- 5) What are resonance disorders often associated with?
- 6) What trouble has a person with receptive language disorder?
- 7) What is expressive language disorder?
- 8) What disorder leads to difficulty in forming accurate sentences, such as using incorrect verb tense?

Lesson 3

Cognitive-Communication Disorders



Cognitive-communication disorders. Difficulty communicating because of an injury to the part of the brain that controls your ability to think is referred to as cognitive-communication disorder. It can result in memory issues, problem solving, and difficulty speaking, or listening. It can be caused by biological problems, such as abnormal brain

development, certain neurological conditions, a brain injury, or stroke.

Aphasia. This is an acquired communication disorder that affects a person's ability to speak and understand others. It also often affects a person's ability to read and write. Stroke is the most common cause of aphasia, though other brain disorders can also cause it.

Dysarthria. This condition is characterized by slow or slurred speech due to a weakness or inability to control the muscles used for speech. It is most commonly caused by nervous system disorders and conditions that cause facial paralysis or throat and tongue weakness, such as multiple sclerosis (MS), amyotrophic lateral sclerosis (ALS), and stroke.

1. Find the English equivalents in the text:



Пошкодження частини мозку, здатність мислити, призвести до, проблеми з пам'яттю, бути викликаним, неврологічні захворювання, травма головного мозку, інсульт, афазія, набутий розлад спілкування, впливати на здатність, дизартрія, невиразна мова, розсіяний склероз (РС), бічний аміотрофічний склероз (БАС).

2. Translate the following terms and expressions:

Cognitive-communication disorder, problem solving, difficulty speaking, abnormal brain development, neurological conditions, a brain injury, stroke, aphasia, dysarthria, muscle, nervous system disorder.

3. Find the definitions to the following terms and expressions:

neurological condition	a sudden change in the blood supply to a part of the brain, sometimes causing a loss of the ability to move particular parts of the body
stroke	a language disorder caused by damage in a specific area of the brain that controls language expression and comprehension
aphasia	a condition that can affect the brain and spinal cord, causing a wide range of potential symptoms, including problems with vision, arm or leg movement, sensation or balance
dysarthria	any condition that affects the brain, spinal cord and/or nerves
multiple sclerosis	difficulty speaking because of the weak muscles for speech

4. Look at the scheme and name the areas to be focused to improve speech, language, and communication:



5. Complete sentences using the words from exercise 4:



- 1) His _____ at the party was childish.
- 2) The process of finding solutions to difficult or complex issues is _____.

- 3) When a person is _____, he/she is feeling lots of feelings, or emotions: happy, sad, afraid, lonely, mad.

- 4) _____ means relating to society or to the way society is organized.
- 5) _____ refers to gaining skills or knowledge, often by studying or being taught by someone.
- 6) _____ is the process of considering or reasoning about something.

6. Agree or disagree with the statements:



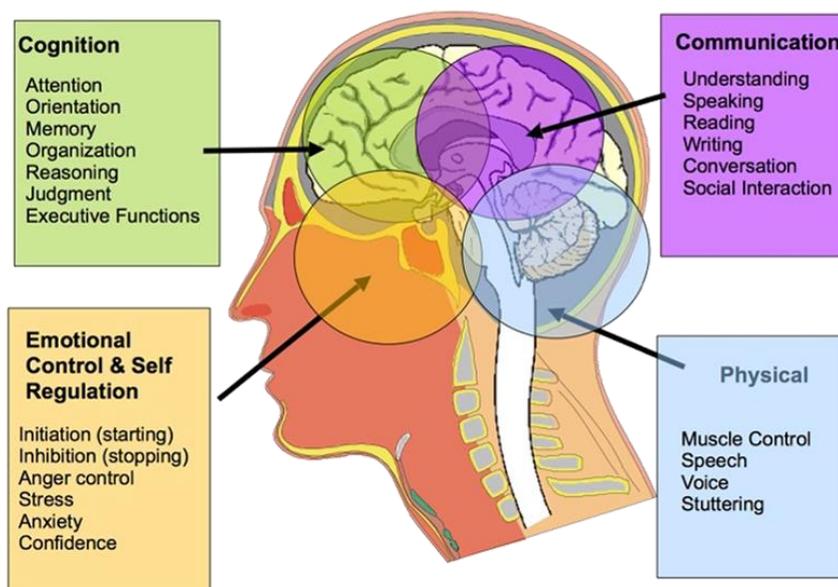
- 1) Cognitive-communication disorder can result in memory issues, problem solving, and difficulty speaking, or listening.
- 2) Cognitive-communication disorder is an acquired communication disorder that affects a person's ability to speak and understand others.
- 3) Stroke is the most common cause of

aphasia.

- 4) Aphasia is characterized by slow or slurred speech due to a weakness or inability to control the muscles used for speech.
- 5) Dysarthria is most commonly caused by nervous system disorders.

7. Look at the scheme and decide what the following spheres involve:

- 1) Cognition
- 2) Communication
- 3) Emotional control
- 4) Physical sphere



8. Answer the following questions for summary:



- 1) What is referred to cognitive-communication disorder?
- 2) What can cognitive-communication disorder result in?
- 3) What can cognitive-communication disorder be caused by?
- 4) What ability does aphasia affect?
- 5) What is characterized by?
- 6) What is dysarthria caused by?
- 7) What functions does cognition include?
- 8) What abilities does communication involve?
- 9) What does self-regulation include?
- 10) What does physical sphere of speaking involve?

Lesson 4



Speech Therapy for Children

Speech therapy usually begins with an assessment by a speech-language pathologist (SLP) who will identify the type of communication disorder and the best way to treat it.

For your child, speech therapy may take place in a classroom or small group, or one-on-one, depending on the speech disorder. Speech therapy exercises and activities vary depending on a child's disorder, age, and needs. During speech therapy for children, the SLP may:

- interact through talking and playing, and using books, pictures, and other objects as part of language intervention to help stimulate language development
- model correct sounds and syllables for a child during age-appropriate play to teach the child how to make certain sounds
- provide strategies and homework for the child and parent or caregiver on how to do speech therapy at home



1. Find the English equivalents in the text:

Логопедична терапія, розлад спілкування, лікувати, індивідуальна логопедія, логопедичні вправи, взаємодіяти, мовне втручання, стимулювати розвиток мовлення, моделювати правильні склади, вимовляти певні звуки, надати стратегію,

опікун, займатися логопедією вдома.

2. Translate the following terms and expressions:

Speech therapy, assessment, SLP, the type of communication disorder, one-on-one speech therapy, speech therapy exercises and activities, language intervention, correct sounds and syllables, age-appropriate play, to provide strategies and homework.

3. Match the word-combinations and their meaning:

To identify communication disorder	<i>to get exercises together in the form of a play</i>
To treat the disorder	<i>to encourage communication through speech</i>
To interact through playing	<i>to provide a 'model' or example of a sound to a child</i>
To stimulate language development	<i>to establish or indicate language or speech difficulty</i>
To model correct sounds	<i>to practice improving pronunciation, strengthening the muscles used in speech, and learning to speak correctly</i>
To do speech therapy	<i>to cure health problem</i>

4. Complete the sentences using the following words or word-combinations:



*one-on-one
age and needs
to do speech therapy
language intervention
age-appropriate
communication disorder*

- 1) The assessment by an SLP involves identifying the type of _____ and the best way to treat it.
- 2) Speech therapy may take place in a classroom or small group, or _____, depending on the speech disorder.

- 3) Speech therapy exercises and activities vary depending on your child's disorder, _____.
- 4) A SLP uses books, pictures other objects as part of _____ to help stimulate language development
- 5) A SLP models correct sounds for a child during _____ play.
- 6) A SLP provides strategies and homework for the child and parent or caregiver on how _____ at home.



5. Agree or disagree with the statements:

- 1) Speech therapy usually begins with identifying the type of communication disorder and the best way to treat it.
- 2) Speech therapy takes place in a classroom or small group.
- 3) Speech therapy exercises and activities do not depend on a child's disorder, age, or needs.
- 4) Language intervention includes using books, pictures, and other objects to stimulate language development.
- 5) Modelling correct sounds and syllables involves teaching the child how to make certain sounds.
- 6) SLP does not provide strategies for the child and parent or caregiver on how to do speech therapy at home.

6. Look at the slide and say when parents should consult a SLP:

7 REASONS WHY A CHILD SHOULD SEE A SPEECH THERAPIST



7. Read the paragraphs and answer the following questions:



- 1) *Do SLPs work only with children?*
- 2) *What problems do SLPs treat?*
- 3) *What does the work with a SLP help?*

Speech-language pathologists

Speech-language pathologists are experts in communication. SLPs work with people of all ages, from babies to adults. SLPs treat many types of communication and swallowing problems.

These include problems with speech sounds—how we say sounds and put sounds together into words.

The work with a speech-language pathologist helps people express their thoughts and understand what other people are saying to them. It can also improve skills like memory and ability to solve problems. The work with a speech-language pathologist helps to find exercises and treatments that address specific needs.

8. Answer the following questions for summary:



- 1) What does a speech therapy begin with?
- 2) Where does speech therapy take place?
- 3) What does the place of speech therapy depend on?
- 4) What do speech therapy exercises and activities depend on?
- 5) What is used for language intervention?
- 6) What is the way to model correct sounds and syllables for a child?
- 7) Does a SLP provide strategies and homework for parents?
- 8) When should parents consult a SLP?
- 9) What age categories do SLPs work with?
- 10) What problems do SLPs treat?
- 11) What does the work with a SLP help?

Lesson 5

Speech Therapy for Adults



Speech therapy for adults also begins with assessment to determine your needs and the best treatment. Speech therapy exercises for adults can help you with speech, language, and cognitive communication.

Therapy may also include retraining of swallowing function if an injury or medical condition, such as Parkinson's disease or oral cancer has caused swallowing difficulties.

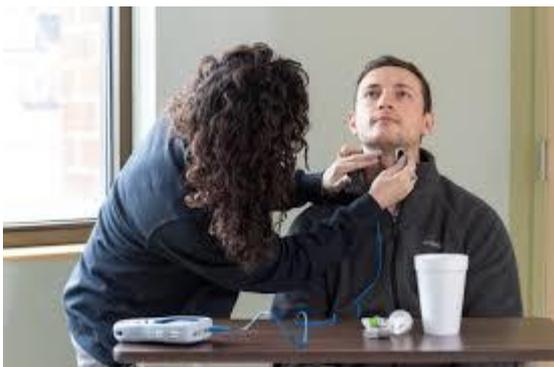
Exercises may involve:

- problem solving, memory, and organization, and other activities geared at improving cognitive communication
- conversational tactics to improve social communication
- breathing exercises for resonance
- exercises to strengthen oral muscles

There are many resources available if you are looking to try speech therapy exercises at home, including:

- speech therapy apps
- language development games and toys, such as flip cards and flash cards
- workbooks

1. Find the English equivalents in the text:



карти, флеш-карти, робочі зошити.

Визначити потреби, найкраще лікування, логопедичні вправи, когнітивне спілкування, перенавчання функції ковтання, травма, рак ротової порожнини, викликати, труднощі з ковтанням, бути спрямованим на покращення, дихальні вправи на резонанс, зміцнювати м'язи ротової порожнини, доступні ресурси, фліп-

2. Translate the following words terms and terminological expressions:

Speech therapy for adults, assessment, speech therapy exercises, cognitive communication, swallowing function, injury, medical condition, Parkinson's



disease, oral cancer, swallowing difficulties, problem solving, memory, conversational tactics, social communication, breathing exercises, oral muscles, speech therapy apps, language development games, flip cards, flash cards, workbook.

similar meaning:

3. Find the word-combinations with

To determine needs	to make trouble
To retrain function	to promote communication
To cause difficulties	to decide demands
To improve communication	to harden muscles
To strengthen muscles	to train the function again

4. Complete the following sentences:

treatment swallowing resources cognitive assessment



1) Speech therapy for adults also begins with (a) _____ to determine your needs and the best (b) _____.

2) Speech therapy exercises for adults can help you with speech, language, and

(c) _____ communication.

3) Therapy may also include retraining of (d) _____ function.

4) There are many (e) _____ available if you are looking to try speech therapy exercises at home,

5. Agree or disagree with the statements:



1) The first step of the speech therapy for adults is the assessment of the medical condition.

2) Speech therapy does not include swallowing difficulties.

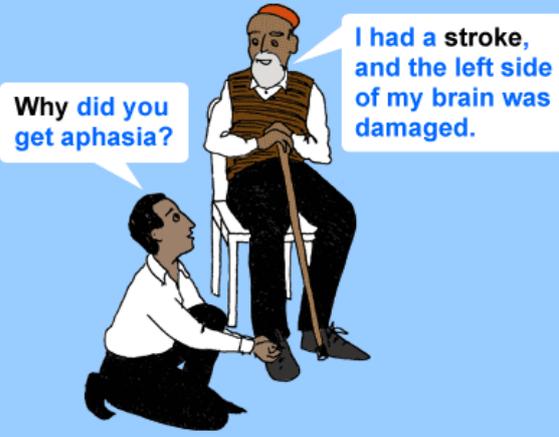
3) Speech therapy exercises exclude breathing exercises.

4) Speech therapy exercises aims at

strengthening oral muscles.

5) Speech therapy exercises do not improve social communication.

i What causes aphasia?



Why did you get aphasia?

I had a stroke, and the left side of my brain was damaged.

Aphasia can be **caused** by:

- stroke
- injury to the brain
- infections and inflammations of the brain
- tumours in the brain

6. Look at the slide and say what may cause aphasia?

WHAT IS A SPEECH-LANGUAGE PATHOLOGIST (SLP)?

@GRACEFULEXPRESSION.SLP

<u>WHAT MOST PEOPLE THINK WE DO</u>	<u>WHAT WE ACTUALLY DO:</u>
 <p>ONLY:</p> <ul style="list-style-type: none">"play"work on soundsteach wordswork with people who stutter	 <ul style="list-style-type: none">language disorders (expressive, receptive, phonology, morphology, syntax, semantics)fluency (stuttering, cluttering)feeding & swallowing disorders (dysphagia)social communicationarticulationvoicecognitive communication (attention, memory, executive functions, problem solving, reasoning)motor speech disordersaccent modificationliteracyaugmentative & alternative communication (AAC)

7. Look at the slide and name the responsibilities of a speech-language pathologist:

8. Look at the slide and name the steps to speech articulation:



7 Steps to Speech Articulation

1. Can listen & hear the difference between accurate/inaccurate articulation
2. Can say the sound in isolation.
3. Can say the sound with a vowel.
4. Can say the sound in single words.
5. Can say the sound in two-word phrases.
6. Can say the sound in full sentences.
7. Can say the sound in everyday conversations.

focusflorida.com/

The slide features an illustration of a woman with brown hair, wearing an orange shirt and blue pants, sitting on the floor and pointing upwards. She is holding a large white sign with a red letter 'O' on it. Next to her is a young child with curly brown hair, wearing a green and white striped shirt and blue pants, sitting on the floor. The background is a light beige color with abstract shapes in shades of brown and green.

9. Answer the questions for summary:

- 1) What does speech therapy for adults begin with?
- 2) What can speech therapy exercises for adults help with?
- 3) May speech therapy include retraining of swallowing function?
- 4) What exercises may speech therapy involve?
- 5) Are there any resources to try speech therapy exercises at home?
- 6) What can aphasia be caused by?
- 7) What can the work of SLP include?
- 8) What are the steps to speech articulation?

Glossary



- *abnormal brain development* аномальний розвиток мозку
- *adult* дорослий
- *age-appropriate play* гра відповідно до віку
- *aphasia* афазія
- *articulation disorder* порушення артикуляції
- *articulation therapy* артикуляційна терапія
- *assessment* оцінювання
- *brain injury* черепно-мозкова травма
- *breathing exercises* дихальні вправи
- *cleft palate* палатосхізіс
- *cluttering (tachyphemia)* тахіфемія
- *cognitive-communication disorder* когнітивно-комунікативний розлад
- *communication disorder* комунікативний розлад
- *communication problem* проблема спілкування
- *conversational tactics* розмовна тактика
- *dysarthria* дизартрія
- *difficulty speaking* розмовні труднощі
- *distorting a word* спотворення слова
- *flash card* флеш-картка
- *flip card* фліп-картка
- *flow of speech* потік мовлення
- *fluency disorder* розлад плинності
- *illness* захворювання
- *improve communication* покращити спілкування
- *injury* травма
- *language development games* ігри на розвиток мови
- *language disorder* порушення мови
- *language intervention* мовне втручання

• <i>medical condition</i>	<i>стан здоров'я (захворювання)</i>
• <i>memory</i>	<i>пам'ять</i>
• <i>muscle</i>	<i>м'яз</i>
• <i>nervous system disorder</i>	<i>розлад нервової системи</i>
• <i>neurological conditions</i>	<i>неврологічні стани</i>
• <i>neurological disorders</i>	<i>неврологічні розлади</i>
• <i>one-on-one speech therapy</i>	<i>індивідуальна логопедична робота</i>
• <i>oral cancer</i>	<i>рак порожнини рота</i>
• <i>oral cavities</i>	<i>порожнини рота</i>
• <i>oral muscles</i>	<i>ротові м'язи</i>
• <i>Parkinson's disease</i>	<i>хвороба Паркінсона</i>
• <i>problem solving</i>	<i>вирішення проблем</i>
• <i>regular airflow</i>	<i>регулярний потік повітря</i>
• <i>resonance disorder</i>	<i>резонансний розлад</i>
• <i>social communication</i>	<i>соціальне спілкування</i>
• <i>sound</i>	<i>звук</i>
• <i>speech disorder</i>	<i>порушення мови</i>
• <i>speech-language pathologist (SLP)</i>	<i>логопед</i>
• <i>speech impairments</i>	<i>порушення мови</i>
• <i>speech therapy</i>	<i>логопедія</i>
• <i>speech therapy apps</i>	<i>логопедичні програми</i>
• <i>speech therapy exercises</i>	<i>логопедичні вправи</i>
• <i>stroke</i>	<i>інсульт</i>
• <i>stuttering (stammering)</i>	<i>заїкання</i>
• <i>swallowing difficulties</i>	<i>труднощі з ковтанням</i>
• <i>swallowing function</i>	<i>функція ковтання</i>
• <i>swollen tonsils</i>	<i>набряклі мигдалини</i>
• <i>syllable</i>	<i>склад</i>
• <i>velopharyngeal valve</i>	<i>велофарингеальний клапан</i>
• <i>voice quality</i>	<i>якість голосу</i>
• <i>workbook</i>	<i>робочий зошит</i>



Speech disorder, stuttering, stammering, diffluent speech, repeated sounds, halting speech production, uneven rate of speech, National Institute of Deafness and Other Communication Disorders, child's development, intervention.

definitions:

3. Match the notions and their

1	speech disorder	the part of someone's life when they are an adult	
2	uneven rate of speech	the quality of being unable to hear, either completely or partly	
3	deafness	the act of interfering with the outcome or course especially of a condition or process	
4	intervention	cluttering is a speech and communication disorder that has also been described as a fluency disorder	
5	adulthood	a condition in which a person has problems creating or forming the speech sounds needed to communicate with others	

4. Complete the sentences using the following words and phrases:



- language intervention*
- deafness*
- uneven rate of speech*
- adulthood*
- speech disorder*

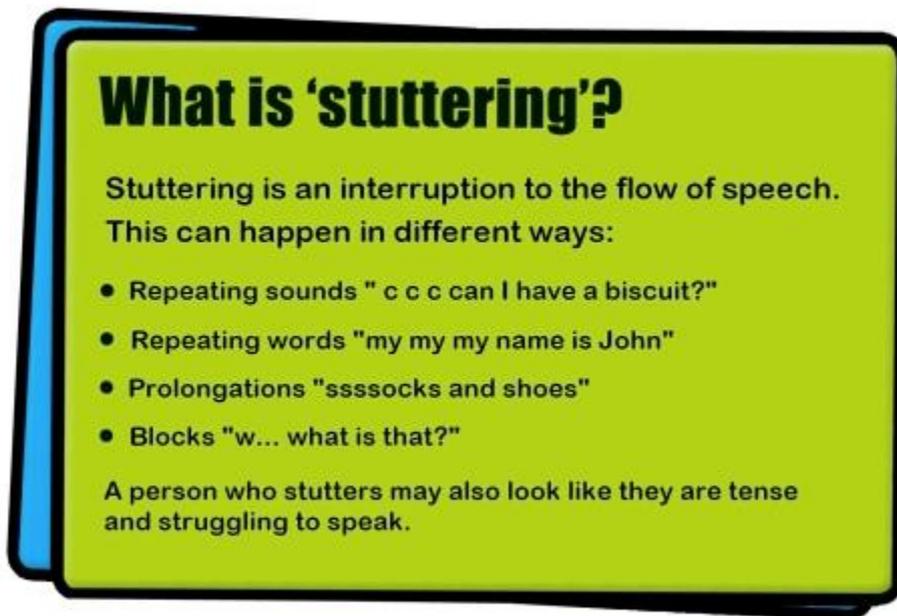
- 1) People in England legally reach _____ at 18.
- 2) The focus of _____ for elementary school children with language difficulties is to help the child acquire the language skills needed to learn and succeed in a classroom environment.
- 3) She was finally diagnosed with profound _____ in one ear.
- 4) _____ results in breakdowns in speech clarity and/or fluency.
- 5) _____ can be categorised into several types.



5. Agree or disagree with the statements:

- 1) Stuttering is a mental disorder.
- 2) Stuttering is also called stammering or diffluent speech.
- 3) Stuttering is characterized by repeated words, sounds, or syllables.
- 4) Stuttering affects 15 percent of all children.
- 5) Stuttering often occurs at school age.
- 6) Stuttering never occurs in adulthood.
- 7) Early intervention can also help prevent stuttering in adulthood.

6. Look at the slide, repeat the definition and name the ways of stuttering:



Screen shot from: upstartmag.co.nz

7. Look at the slide and say what parents should do and what shouldn't:

STUTTERING

When your kid stutters



DO's

- Help them control the fear that's associated with social speaking.
- Breathing exercises.
- Join a support group.
- Develop a sense of humour about stuttering.

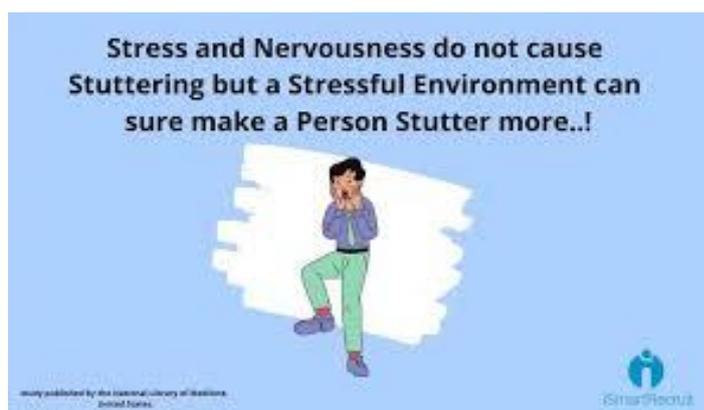
DON'Ts

- Finish sentences or fill in words.
- Shift your eye contact or fidget.
- Say "relax" or "slow down".
- Speak deliberately slowly or too fast.
- Show that you are impatient.

8. Answer the following questions for summary:

- 1) What is stuttering?
- 2) How is stuttering also called?
- 3) What features is stuttering characterized by?
- 4) What percentage of children are affected by stuttering?
- 5) What age of children is often affected by stuttering?
- 6) Will stuttering stop with child's development progresses?
- 7) What can help prevent stuttering in adulthood?
- 8) What percentage of children continue to stutter in adulthood?
- 9) What should parents do when their children stutter?

2. Translate the following terms and phrases:



Developmental stuttering, neurogenic stuttering, psychogenic stuttering, speech abilities, language abilities, treatment, shuttering cause, speech motor control, timing, sensory coordination, motor coordination, speech fluency, signal abnormality, psychological factor, thinking,

reasoning.

3. Match the notions and their definitions:

1	childhood	speaking easily, reasonably quickly and without having to stop and pause a lot	
2	adulthood	the elements of your personality that limit or enhance the ways that you think	
3	speech fluency	the orchestrated movement of multiple body parts as required to accomplish intended actions, like walking.	
4	motor coordination	the phase of human development between infancy and adulthood	
5	psychological factor	the period in the human lifespan in which full physical and intellectual maturity have been attained	

4. Complete the sentences with the following words:



motor coordination

childhood

adulthood

fluent

psychological factors

1) _____ is commonly thought of as beginning at age 20 or 21 years.

2) Becoming _____ in speech can take many years, but here are some tips to help you sound as natural as possible in speaking exams.

3) _____ is achieved by adjusting kinematic and kinetic parameters associated with each body part involved in the intended movement.

- 4) _____ that influence mental health include beliefs (worldview), attitudes, motivations, emotional attachments, and coping responses to life stressors.
- 5) _____ is the time during which human beings develop their physical bodies and their mental abilities.

5. Agree or disagree with the statements:



- 1) There are two types of stuttering: neurogenic and psychogenic.
- 2) Developmental stuttering happens in children while they are learning to speak.
- 3) Developmental stuttering does not resolve without treatment.
- 4) Neurogenic stuttering is a type of stuttering that begins in childhood.
- 5) Psychogenic stuttering often arises in the absence of any identifiable neurological or physiological causes.

6. Read the paragraph and answer the question:
What is the classification of stuttering?

Speech and Language
KiDS

HOW TO
**STOP STUTTERING IN
PRESCHOOLERS: CURRENT
RESEARCH-BASED METHODS**

SPEECHANDLANGUAGEKIDS.COM

It is a hierarchical model of five levels, the first level being normal disfluency. The next four levels – borderline stuttering, beginning stuttering, intermediate stuttering and advanced stuttering – reflect the progressive stages of the development of the disorder.

7. Look at the slide and name possible types of stutter-like disfluencies:

TYPES OF STUTTER-LIKE DISFLUENCIES

- **REPETITION:** repeating a sound or monosyllabic word
 - "I **want want want** ice cream."
- **PROLONGATION:** saying a sound for an extended period of time
 - "I **wwwant** ice cream."
- **BLOCK:** stoppage of airflow or sound production
 - "I **w...ant** ice cream."

@communicationcommunity

8. Answer the following questions:



- 1) What types of stuttering are there?
- 2) How is stuttering that happens in children while they are learning to speak called?
- 3) Can developmental stuttering resolve without treatment?
- 4) What possible causes of developmental stuttering include?
- 5) What type of stuttering begins in adulthood?
- 6) What can neurogenic stuttering significantly impact?
- 7) What can help people with neurogenic stuttering improve their speech and fluency?
- 8) What type of stuttering is caused by psychological factors?
- 9) Where does psychogenic stuttering originate?

Lesson 3 Stuttering Symptoms



Stuttering is characterized by repeated words, sounds, or syllables and disruptions in the normal rate of speech.

For example, a person may repeat the same consonant, like “K,” “G,” or “T.” They may have difficulty uttering certain sounds or starting a

sentence.

The stress caused by stuttering may show up in the following symptoms:

- physical changes like facial tics, lip tremors, excessive eye blinking, and tension in the face and upper body
- frustration when attempting to communicate
- hesitation or pausing before starting to speak
- refusal to speak
- interjections of extra sounds or words into sentences, such as “uh” or “um”
- repetition of words or phrases
- tension in the voice
- rearrangement of words in a sentence
- making long sounds with words

Social settings and high-stress environments can increase the likelihood that a person will stutter. Public speaking can be challenging for those who stutter.



1. Find the English equivalents in the text:

Повторення складів, порушення темпу мовлення, вимовляти певні звуки, тик обличчя, тремтіння губ, надмірне моргання очима, напруга в верхній частині тіла, розчарування, вагання, вставлення зайвих звуків, перестановка слів, знати (усвідомлювати), соціальне середовище, ймовірність, публічні виступи (ораторство).

2. Translate the following terms and phrases:



Repeated words, repeated sounds, repeated syllables, disruption, rate of speech, consonant, to utter a sound, symptom, facial tic, lip tremor, excessive eye blinking, tension in the face, tension in the upper body, frustration, hesitation, pausing, refusal to speak, interjection of extra sound, interjections of extra word, tension in the

voice, rearrangement of words in a sentence, high-stress environment, public speaking.

3. Match the notions and their definitions:

1	speech rate	something new and difficult which requires great effort and determination	
2	frustration	the act or skill of delivering speeches on a subject before a live audience	
3	hesitation	a pausing or faltering in speech	
4	challenge	the feeling of being upset or annoyed as a result of being unable to change or achieve something	
5	public speaking	the speed of one's articulation, including usually the pause time between sentences or between thought groups	

4. Complete the sentences with the following words:



public speaking
frustration
speech rate
hesitated
challenge

- 1) The new government's first _____ is the economy.
- 2) _____ can be classified into speaking to inform, speaking to persuade, speaking to entertain, speaking to actuate, and speaking to demonstrate.
- 3) She _____ to take the job.
- 4) _____ is a feeling of annoyance that occurs when something doesn't go as you expect.

- 5) There are several means for measuring _____; the most popular means calculates total words or syllables uttered per minute.

5. Agree or disagree with the statements:



- 1) Stuttering is characterized only by repeated words, sounds, or syllables.
- 2) Some people may have difficulty uttering certain sounds or starting a sentence.
- 3) The stress caused by stuttering may show up in physical changes like facial tics, lip tremors, excessive eye blinking, and tension in the face and upper body.
- 4) The stress caused by stuttering may show up in hesitation or pausing before starting to speak.
- 5) People are always aware that they stutter.
- 6) High-stress environments have no influence on the likelihood that a person will stutter.

6. Look at the slide and answer the questions:

- 1) *What types of stuttering symptoms are there?*
- 2) *What type of stuttering symptoms have an impact on communication?*

The symptoms of stuttering include speech problems and struggling behaviors. Both types of symptoms affect communication.



7. Look at the slide and name the symptoms of stuttering:

International Stuttering Awareness Day (22nd Oct.)

Signs of Stuttering

- ★ Difficulty starting a word or phrase
- ★ Pausing before a word or within sentence
- ★ Repetition of words or phrases
- ★ Rapid eye blinks while stammering
- ★ Tremors of the lips or jaw
- ★ Facial tics, Excess tension on face to say a word
- ★ Anxiety about talking



8. Answer the following questions for summary:



- 1) What is stuttering characterized by?
- 2) What difficulties may some people have?
- 3) What stuttering symptoms are there?
- 4) Are people always aware that they stutter?
- 5) What can be challenging for those who stutter?
- 6) What types of stuttering symptoms are there?
- 7) What type of stuttering symptoms have an impact on communication?

Lesson 4

Stuttering Causes

(From *Causes of Stuttering*. Retrieved from: <https://westutter.org/causes-of-stuttering/>)



Researchers currently believe that stuttering is caused by a combination of factors, including genetics, language development, environment, as well as brain structure and function. Working together, these factors can influence the speech of a person who stutters.

Family histories of stuttering demonstrate that stuttering runs in families and is influenced by genetic factors. Children who stutter, for example, often have relatives who stutter. Identical twins sharing the exact same genetic makeup have more similar patterns of stuttering than fraternal twins. We also know that stuttering affects males more than females and that females are less likely to continue stuttering as adults.

If children begin encountering negative reactions to their disfluencies or face an increased number of communication challenges, negative feelings surrounding their communication may develop. Negative feelings and attempts to hide or prevent stuttering may increase tension and further affect their ability to communicate. Depending on their temperament, some children may experience more anxiety when speaking and negative feelings towards communication than others. Although emotional factors, nervousness, and anxiety do not cause stuttering, they may place an additional cognitive burden on children who stutter during a critical period of language development.

1. Find the English equivalents in the text:



Бути викликаним, сукупність факторів, розвиток мови, впливати на мовлення, генетичний фактор, вражає чоловіків, негативна реакція, порушення мовлення, негативні почуття, запобігти заїканню, посилити напругу, відчувати тривожність, нервозність, когнітивне навантаження.

2. Translate the following terms and phrases:

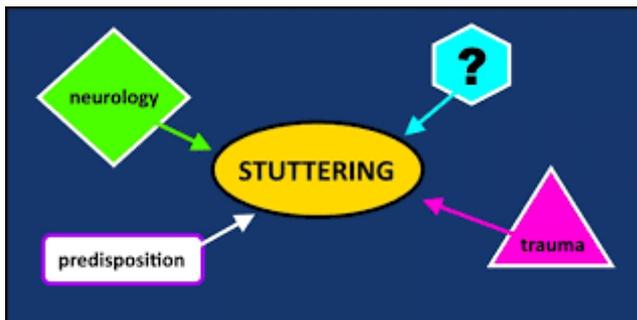
Genetics, language development, environment, brain structure, brain function, genetic factor, patterns of stuttering, identical twins, fraternal twins, speech

disfluencies, ability to communicate, emotional factor, nervousness, anxiety, cognitive burden.

3. Match the notions and their definitions:

1	genetics	dizygotic twins when two eggs are fertilised by two sperm and produce two genetically unique children	
2	identical twins	a person who is part of your family	
3	fraternal twins	a sum total of all the living and non-living elements and their effects that influence human life	
4	relative	the study of genes, genetic variation, and heredity in organisms	
5	environment	monozygotic twins who result from the fertilization of a single egg by a single sperm, with the fertilized egg then splitting into two	

4. Complete the sentences using the following terms or phrases:



identical twins
fraternal twins
genetics
relatives
environment

- 1) _____ may not have the same sex or appearance.
- 2) _____ is everything that is around us.
- 3) All my _____ gather every year for Christmas holidays.
- 4) Even _____ – who have the same DNA sequence and tend to share a very similar appearance – have slightly different fingerprints.
- 5) _____ is defined as the branch of biology that deals with the study of genetic variation, genes, and heredity.

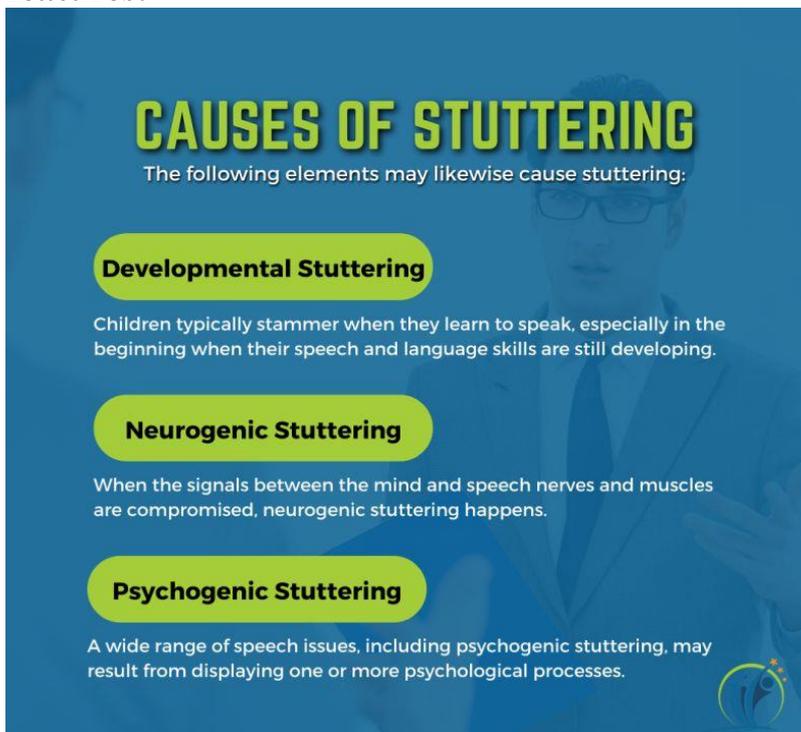
5. Agree or disagree with the statements:



- 1) Stuttering is caused by the factors of brain structure and function.
- 2) Stuttering is not influenced by genetic factors.
- 3) Stuttering affects females more than males and that males are less likely to continue stuttering as adults.

- 4) Negative feelings may increase tension and further affect the ability to communicate.
- 5) Emotional factors, nervousness, and anxiety do not cause stuttering.

6. Look at the slide, determine stuttering types and their specific features:



7. Look at the slide and read additional facts about stuttering:

What causes stammering?

It isn't totally clear what causes stammering.

We do know:

- More men than women stammer (the ratio is 3:1)
- 20% greater chance if a close relative has a stammer.
- Most experts think there is a genetic predisposition to stammer.
- Children don't learn to stammer through imitation
- A particular trauma does not cause a stammer.
- Certain situations like tiredness, upset, excitement, feeling pressured and an unfamiliar environment can make a stammer worse but do not cause it.



8. Answer the following questions for summary:

Preschool Stuttering Causes

- Genetics & Family History
- Speech & Language Acquisition
- Stress & Environment



- 1) What is stuttering caused by?
- 2) What factors can influence the speech of a person who stutters?
- 3) What do family histories of stuttering demonstrate?
- 4) What twins have more similar patterns of stuttering?
- 5) Does stuttering affect more males or females?
- 6) What may increase tension and further affect children's ability to communicate?
- 7) What may place an additional cognitive burden on children?
- 8) What are preschool causes of stuttering?

Lesson 5 Stuttering Treatment



(From *Stuttering Treatment Options*.
Retrieved from: <https://westutter.org/treatment-for-stuttering/>)

There is no single technique, device, or medication that will cure stuttering.

Ultimately, the success of any one treatment for a person who stutters depends on their individual goals, feelings, and attitudes toward their stuttering. Many treatment programs utilize a combination of methods.

Most importantly, successful treatment should help people who stutter overcome negative feelings, reduce stress surrounding speaking, participate in activities, and improve their overall quality of life. To that end, a SLP may encourage self-advocacy, incorporate counseling strategies, and promote family training in their treatment of stuttering. Choosing to participate in speech therapy is an important and highly individual decision.

While there is no universally accepted treatment for stuttering, most speech therapists would agree that early intervention can help support young children who stutter and their families. When potential stuttering is identified in a young child, they should be referred to a speech-language pathologist (SLP) for a comprehensive evaluation.

1. Find the English equivalents in the text:



Вилікувати заїкання,
залежати від індивідуальних цілей,
ставлення до заїкання,
використовувати комбінацію
методів, успішне лікування,
подолати негативні почуття,
зменшити стрес, покращити якість
життя, заохочувати самозахист,
включати стратегії

консультування, загально визнане лікування, направити до логопеда на комплексне обстеження.

2. Translate the following terms and phrases:

Stuttering treatment, technique, device, medication, successful treatment, goal, feelings, attitude, stress surrounding, quality of life, self-advocacy,

counseling strategy, family training, speech therapy, clinician, early intervention, comprehensive evaluation.

3. Match the notions and their definitions:

1	medication	a feeling or opinion about something or someone, or a way of behaving that is caused by this	
2	treatment	the ability to speak-up for yourself and the things that are important to you	
3	attitude	the act of interfering with the outcome or course especially of a condition or process (as to prevent harm or improve functioning)	
4	self-advocacy	the action or way of treating a patient or a condition medically or surgically	
5	intervention	any drug or preparation that is used to treat and cure illness	

4. Complete the sentences with the following words and phrases:



medication
self-advocacy
treatments
early intervention
attitudes

- 1) _____ can include medicine, therapy, surgery, or other approaches.
- 2) It is often very difficult to change people's _____.
- 3) _____ means you are able to ask for what you need and want and tell people about your thoughts and feelings.
- 4) _____ means identifying and providing effective early support to children and young people who are at risk of poor outcomes.
- 5) Anti-anxiety drugs are a widely prescribed type of _____ for anxiety.

5. Agree or disagree with the statements:



- 1) There are special techniques that will cure stuttering.
- 2) The success of any one treatment for a person who stutters depends on a special medication.
- 3) Choosing to participate in speech therapy is an important and highly individual decision.
- 4) A SLP may promote family

training in their treatment of stuttering.

- 5) There is a universally accepted treatment for stuttering.
- 6) Early intervention can help support young children who stutter and their families.

6. Read the text, write down new terms and phrases and translate them.

Fluency Shaping

Treatment for stuttering that emphasizes reducing disfluent speech is generally known as fluency shaping. To use fluency shaping strategies, a person who stutters would work with a speech-language pathologist (SLP) to change the way they speak. The goal of fluency shaping

is to eliminate all stuttering events and speak fluently at all times. Some therapies use assistive devices, such as delayed auditory feedback, to assist in this effort.

While delayed auditory feedback and fluency shaping programs may work for some people who stutter, not all find them helpful or easy to maintain over time. With a focus on eliminating stuttering, these methods may overlook underlying emotions and attitudes that contribute to communication difficulties.

7. Put 2 question to the text from exercise 6 for the group discussion.

8. Look at the slide and name stuttering speech therapy activities:



9. Answer the following questions for summary:



- 1) Is there is a single technique, device, or medication that will cure stuttering?
- 2) What does the success of any one treatment for a person who stutters depend on?
- 3) Do many treatment programs utilize a combination of methods?
- 4) How should successful treatment help people who stutter?
- 5) What may a SLP encourage?
- 6) What would most speech therapists agree?
- 7) What is fluency shaping?
- 8) Whom would a person who stutters work with?
- 9) What is the goal of fluency shaping?
- 10) What do some therapies use?

Glossary



- *ability to communicate* вміння спілкуватись
- *anxiety* тривога
- *attitude* ставлення, відношення
- *brain structure* будова мозку
- *brain function* функція, робота мозку
- *clinician* лікар
- *cognitive burden* когнітивне навантаження
- *consonant* приголосний
- *comprehensive evaluation* комплексна оцінювання
- *child's development* розвиток дитини
- *counseling strategy* стратегія консультування
- *developmental stuttering* розвиток заїкання
- *device* пристрій, прийом
- *disruption* порушення
- *diffluent speech* безформне мовлення
- *early intervention* раннє втручання
- *environment* оточення, середовище
- *emotional factor* емоційний фактор
- *excessive eye blinking* надмірне моргання очима
- *facial tic* лицьовий тик
- *family training* підготовка, навчання сім'ї
- *fraternal twins* двійнята
- *frustration* розлад, розчарування
- *genetic factor* генетичний фактор
- *genetics* генетика
- *goal* мета, ціль
- *halting speech* нерішуче мовлення

• <i>hesitation</i>	<i>вагання</i>
• <i>high-stress environment</i>	<i>напружене середовище</i>
• <i>interjection of extra sound</i>	<i>вставлення зайвого звуку</i>
• <i>interjections of extra word</i>	<i>вставлення зайвого слова</i>
• <i>identical twins</i>	<i>ідентичні близнюки</i>
• <i>intervention</i>	<i>втручання</i>
• <i>language abilities</i>	<i>мовні здібності</i>
• <i>language development</i>	<i>розвиток мови</i>
• <i>lip tremor</i>	<i>тремтіння губ</i>
• <i>medication</i>	<i>препарат, ліки</i>
• <i>motor coordination</i>	<i>координація рухів</i>
• <i>National Institute of Deafness and Other Communication Disorders</i>	
<i>Національний інститут Глухоти та комунікативних розладів</i>	
• <i>neurogenic stuttering</i>	<i>нейрогенне заїкання</i>
• <i>nervousness</i>	<i>нервовість</i>
• <i>patterns of stuttering</i>	<i>види, закономірності заїкання</i>
• <i>pausing</i>	<i>пауза</i>
• <i>production</i>	<i>утворення</i>
• <i>psychological factor</i>	<i>психологічний фактор</i>
• <i>psychogenic stuttering</i>	<i>психогенне заїкання</i>
• <i>public speaking</i>	<i>публічний виступ</i>
• <i>quality of life</i>	<i>якість, рівень життя</i>
• <i>rate of speech</i>	<i>темп, швидкість мовлення</i>
• <i>refusal to speak</i>	<i>небажання розмовляти</i>
• <i>repeated sounds</i>	<i>звуки, що повторюються</i>
• <i>repeated syllables</i>	<i>склади, що повторюються</i>
• <i>repeated words</i>	<i>слова, що повторюються</i>
• <i>reasoning</i>	<i>мислення, міркування</i>
• <i>rearrangement of words in a sentence</i>	<i>перестановка слів у реченні</i>
• <i>self-advocacy</i>	<i>самозахист</i>
• <i>sensory coordination</i>	<i>сенсорна координація</i>
• <i>signal abnormality</i>	<i>ознака аномалії,</i>
<i>патології</i>	
• <i>shuttering cause</i>	<i>причина заїкання</i>
• <i>speech disfluencies</i>	<i>порушення мови</i>
• <i>speech abilities</i>	<i>мовленнєві здібності</i>
• <i>speech disorder</i>	<i>мовні розлади</i>
• <i>speech fluency</i>	<i>плинність мови</i>
• <i>speech motor control</i>	<i>контроль моторики мови</i>

- *speech therapy*
- stammering
- stress surrounding
- stuttering
- successful treatment
- symptom
- technique
- tension in the face
- tension in the upper body

- tension in the voice
- thinking
- timing
- treatment
- uneven rate of speech

- to utter a sound

логопедія

заїкатися, запинатися
 навколишній стрес
 заїкання
 успішне лікування
 симптом
 метод, спосіб
 напруга в обличчі
 напруга у верхній
 частині тіла
 напруга у голосі
 мислення
 термін, момент
 лікування
 нерівномірний темп
 мовлення
 вимовляти звук

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