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Language and language disorders

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Abstract

Language is an individual phenomenon of a physiological and psychological nature, conditioned, of course, by the social existence of the individual. Both the lexical, semantic, and grammatical sides are accomplished through all the activities and factors adjacent to the instructive-educational process. Both language and speech have a social character, especially as in the process of communication, speech takes on an individual form. Language requires speech and vice versa. The process of speech has a social basis, because it primarily targets the inter-human understanding. The problem of functions is of the utmost importance in defining the essence of the language. The main and specific function of the language, its destination in society is to serve as a means of communication. Language disorders include various forms of manifestation, such as language disorders affecting pronunciation, speech rhythm and fluency, speech retardation disorders, polymorphic disorders (with neurological substrate), written-to-read language abnormalities. Proper pronunciation of sounds can be obtained when children are offered irreproachable speech patterns, accompanied by verbal explanations of how speech organs are used, how each sound is emitted. Through slow and precise articulation movements, children will succeed on the basis of imitation and explanation to gain a correct pronunciation.

Keywords: language, pronunciation, language disorders, communication;

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1. Language in psychological acceptance

Language is the work of communication between people, made with the help of the language. Language is exchanged on the basis of cognitive generalizing elements. The distinction between language and language, established by the Swiss scholar Ferdinand de Saussure in his "General Linguistics Course" (1916), which has decisively influenced the evolution of modern linguistics, emphasizes the auditory, psychosocial character of inter-human communication with language. Communication is the main function of language. According to Rakin's estimates, in the type of European culture, an adult's spoken word covers over 70% of his waking period, of which 30% of active speech, 45% of reading, 16% of reading, and 9% of writing. Along with communication, language in humans has multiple functions, structured in a multi-level system. Although in 1933, Bruhler distinguished only three functions of language (expressively emotional, contiguous, referential), today, the system of language functions is greatly improved. In this sense, the Ombredan psychologist identifies five functions: affective, playful, practical, representative and dialectical. Also, linguist Jakobson represents six functions of language, namely: expressive, conational, cognitive, poetic, faculty, metallurgical. Regardless of the number of functions of human language, it should be noted that only a human being constitutes a complex system of functions, which manifests itself concretely, determined socially-cultural.

Language is an individual phenomenon of a physiological and psychological nature, conditioned, of course, by the social existence of the individual. Knowing and crunching the psychology of language contributes to a better understanding between people. Psychology and sociology contribute effectively not only to the explanation of the verbal communication models, but also to the understanding of gestural language. Gestures, in human communication, acquire specific meanings due to the existence of the articulated language of the words and lay down the verbal language. Gestures as mimics within communication have different meanings from one socio-cultural system to another. In Japanese, the smile accompanies the punishment. The more severe the admonishment, the more the one who is punished must smile more. By doing so, he shows he accepts the punishment. In some peoples, the top tilt of the head signifies the agreement, while, in other peoples, the same gesture expresses disagreement. It has been calculated that in the act of human communication, only 8% of the information of a message is spoken by words, 12% of the way they are pronounced, and by gestures 80% of the total information of a communication is transmitted.

The central location of the functions of the language is made at the level of the two areas: the auditory - the reception of the speech - and the motor- the driving of the motor system, which is on both sides of Sylvius's scion, in the left hemisphere of the brain. Between these areas a close communication is established, based on temporary connections, forming together the region of the language in the cerebral cortex. Language can not only be achieved through the work of limited, specialized areas; it requires the cooperation of the whole brain bark. The specialized area of language has, in particular, the role of connecting the kinaesthetic and auditory excitations with cortical processes, by which we perceive and represent the objects and phenomena designated by these words. Due to the fact that the object assigned to a word is interested in more analyzers (e.g., the ball is seen, heard, pushed, etc.), we will have for each word a large number of temporary links between the specialized areas of language and the other analysts. Because of these temporary ties, the word acquires a meaning, so it is a notion. S.A. Miller said in *Lange et communication*: "It is important to note that verbal behaviour is the most commonly used means to move from private to collective behaviour. No other human activity reveals it to the extent that it does its verbal behaviour"(S.A. Miller -"Langage et communication", P.U.F., Paris, 1956, p.8). The word included in the language system establishes infinite relationships with objects and consciences not only of the type of information, but increasingly of formation, of the structure of the intellect. Constantin Păunescu says that in addressing language as a communication system, four planes are inter-relationship:

1) The energy plan - in which the energy forms necessary for the circulation of information in the system are structured

2) The information plan - which is defined by the static, quantitative laws, which generate the frequency of the energy elements in one form or another of the statement

3) A semantic plan - which includes the structure of meanings of the language

4) The pragmatic plan - which links the deliberate content of the emitter and the changes made in the field of the receiver (Păunescu - "Language and intellect", p. 21).

In the information circuit, the message is transmitted based on a code. In the human communication system, the key code in the communication is the verbal code. "Speaking is the means by which, in any communication, a transfer of information from the source to the receiver is obtained" (Ed. Nicolau & C. Balcescu, "Proceedings International Cybernetics Congress", London, 1969, p. 442) The communication tool, the tongue, is a collection of elements, such as sounds, graphic signs, etc., which are the units of that language. It forms the language repertoire. Units in the language repertoire combine, generating texts or statements. Păunescu appreciated that for the full function of the language it is necessary to participate all the receptors, especially in the first stages of its development. (C. Păunescu - "Language and intellect", p. 23)

Without language, understood as a complex system with multiple functions, consciousness is not possible in its position of cognitive, affective and pragmatic relationship. In this regard, S.L. Rubinstein said: "There is no conscience without language. Language is the social form of human consciousness as a social individual. "(S.L. Rubenstein - "Existence and Consciousness", p. 324) Human language is an operational process of producing and combining various categories of signifiers. Communication by word is representative and defining for man, but it is not total. Total communication belongs to the language in its entirety. Language needs to satisfy the structural and genetic need of the contemporary society, which is spiritual, evolved and multivalent.

2. The functions of language

In addition to the fact that language is the work of communication between people, made through the language, it is also a means of persuasion, of exhortation to action. By communicating his ideas and opinions to one, the man at the same time asks for an opinion, advises him, urges him in a certain direction, urges him to do one action or another. Regarding the functions of language, Karl Bühler distinguished three aspects: the representation, referring to the representation of an object, of a situation; that of expression of the subject's state; and a call to those who listen to us.

These functions are, to a greater or lesser extent involved in any verbal communication. Analytically, we can speak of five functions: meaningful, dialectical, practical, affective and playful. These functions can also be added to the cathartic function.

2.1. The language communication function. The speech is characterized by Fr. Bresson as a system of oral communication, with the role of influencing the auditor. In relation to the meanings to be transmitted, the speech receives a complex organization. Talking is a voluntary behaviour in which we adhere to a set of rules, even if sometimes we also use automated expressions through frequent use. We can distinguish two functions of communication: a descriptive one, with reference to objects and phenomena, and another "argumentative", on substantiation, to the argumentation of judgments. In the communication process, first of all, the limitation of the channel is noted, ie no messages per second can be transmitted. If the fast reading can read up to 300-400 words per minute, in speech, the rhythm is diminished more or less, depending on the nature of the text. It is remarkable the speed of expression, which can be quite large in the case of simple events, but the pace must be diminished if new ideas or arguments are exposed, the auditor having to associate them with many other known notions, compare them with familiar events in order to understand them.

2.2. *The dialectical function* represents contradictory communication with the aim of discovering the truth. The main way in which a thesis can be fully elucidated in a collective debate is the pros and cons of this thesis. In this respect, scientists organize symposia, conferences and congresses. The overused notions must have a clear clarification so that a debate can progress. In order for the talks to be out of the question, the participants have to use the terms used similar meanings, speech must make sense, not to become a word game.

2.3. *Practical function* is a triggering action, also called by some authors as a "speech-control function". With the help of language, we act on those around us. In practice, this action refers to our words, which can immediately trigger facts. The triggering of actions or reactions is done with the imperatives: "go!", "Come!", "Stay!" All practical work reveals the importance of language that helps coordinate the work of many people.

2.3. *The affective function* or the expressive function is the oldest function, also found in the upper animals, and is characterized by communicating the affective states, especially emotions, with different expressions. Nonverbal language is done through the mimic of a person who communicates joy or annoyance.

2.4. *The play function* refers to speech as an opportunity to play, namely the use of the terms in play by adults: crossword puzzle solving, word games, rhyming, etc.

2.5. *The cathartic function* refers to releasing or diminishing a state of tension through speech.

3. Forms of language

The two major forms of language are: the outer language and the inner language. The external language assumes the language we communicate with our fellow men, and the inner language is an inseparable companion of abstract thinking, almost unfolding as we awaken. The external language can be spoken or written. Oral language is divided into the language spoken and monologue. The dialogue language is actually a conversation between two or more people; they change opinions, ideas, alternately taking the word. Monologue language is done when a person addresses a silent auditor, for example in lessons, conferences, and speeches. In the case of dialogue, two types of language can be distinguished: situational language, usually encountered in children under the age of 6-7, and can only be understood if you are in the position to which the locator refers; contextual language is fully developed language, accessible to everyone, without the use of perceived data, as sentences and names are sufficient for the correct imagination of the situations and events contemplated. In the case of a monologue, the speaker cannot control at any time whether the auditor has accurately understood what has been communicated to him. This is done only by observing the mimic reactions and the attention of those who are addressed to them.

Inner language is the mechanism of verbal thinking and verbal logic. This language becomes active in a very small fraction of time, facilitating the formation of the intellectual and emotional content of a judgment, which is then expressed in a verbal form. The inner language is a continuous commentary on the situations that arise, the intentions and the means which can be used to achieve the intended purpose."The inner language develops at the same time as the external language; it has more complex psychological functions and is closely related to the activity of man, moments of inner motivation. The inner language is faster than the exterior, the phases for himself being shorter, the words are used in abbreviated form, the sentences are sometimes compressed, replaced or simply titles, verbal symbols. Inner language evolves slowly, maturing only with the age of adolescence. We come to emphasize that the kindergarten is more than just the game, "but without the balance of play it is inefficient, if it does not borrow from the game the momentum and rhythms to give it a high purpose, it will not fulfil never her unique task of helping the child to conquer humanity "(Cheateau, 1970, p. 179).

4. Psychological Aspects of Language Disorders

Pronunciation, meaning the motor action of verbally speaking the sounds of the tongue, can be considered correct when the speaker respects the basis of articulation of the language in which he expresses himself. Any deviation from pre-established rules of the articulation base lies in the field of pronunciation disorders.

4.1. Dyslalia

Etymologically, the term dyslalia comes from dys- deficiency and lalia - speech, voice, voice. Dyslalia is the most common of the pronunciation disorders, accounting for 90% of the total language disorder, and is present in both normal and disability (intellect, sensory) children. We can be talk of dysplasia when there is an articulation, pronunciation, manifested by omitting, distorting, replacing, replacing and reversing sounds, when the inability to emit certain phonemes, which takes place permanently, in all circumstances, in both spontaneous and repeated speech, in words, syllables or in an attempt to issue the phoneme in isolation and when there is total or partial incompleteness of articulation or pronunciation, which affects the decoding of verbal messages, makes reception more difficult, and thus the decoding of the information.

Through the outer, phonetic aspects, the articulation disorders of speech sounds are of great diversity and are grouped into specific forms:

- distortion of the sound of sound to such an extent that it no longer corresponds to the articulation structure of its normal sound;
- syllable elliptic pronouncing, especially of consonant groups, by omissions of sounds or syllables called *aphonia*
- reversing the place of sounds in syllables and words;
- replacing a sound from the word with another sound articulated correctly, similar to it in acoustic or articulator aspect- a disorder called paralysis or paraphonia;
- hypernasal speech or hyperrhinolalia; medically known as rhinolalia.

4.2. Psychosocial causes of dyslalia

Pronunciation disorders are not only related to organ or functional abnormalities of speech organs. Examination of children with language disorders has revealed the psychosocial factors which, independently or in correlation with organs functional factors, have contributed to the production of joint disorders.

Dyslalia through poor education is caused by the existence of an inadequate educational family climate during language formation (the type of voice that adults are addressing to the child, the overlapping and perfectionism, the bitter speech used by some adults in their relationship with the child, the rush to offer to the child everything he could not ask verbally, etc.).

Dyslalia through bilingualism usually installs when parents speak two different languages in the family or when the child is forced to learn a second language before acquiring the mother tongue. Bilingualism at an early age (less than 4 years) is a true punishment for the child, and he has to acquire different articulation systems, which makes his speech difficult. Knowing the forms of dissolution helps to apply a methodology appropriate to the process of correcting children's speech.

5. Methodological aspects in cultivating the spoken language in pre-school

With the onset of the sound study, some misinterpretations of pre-school children will also have to be identified, determining their possible causes. If some mistakes are caused by causes of congenital nature, others may originate even in the child's social environment, as we have pointed out earlier. In general, articulatory skills formed in the first childhood, as well as the linguistic environment in which children live, have a strong influence on correct pronunciation and implicitly on the actual determination of the phonetic structure of words. It is a difficult and long-lasting operation to bring individual pronunciation to the literary level.

Many of the mistakes of pronunciation have originated the "local language" used by children, from the utterance of the first words in their mother tongue. It is a known thing that a new term becomes an authentic acquisition as it is taught along with pronunciation and later with its correct writing.

Because of the very slow pace in which preschoolers associate the sound of the corresponding letter, or in which they perceive the syllable, and realize the passage from syllable to word, even when exercises of phonetic analysis and synthesis are performed, the most frequent mistakes consist in omissions, inversions or letter substitutions. Such mistakes can be prevented by accompanying the reading of the images, composing the words with the help of the mobile letters, articulated expression, i.e. clear, clear syllables and sounds, in the order in which they are in words. These operations constitute a means of simultaneous exercise of the visual analyzer with the verbal-motor and auditory, thus becoming an efficient self-control instrument.

There is a close correlation between correct pronunciation of words and their auditory perception, on the one hand, and the visual image of some symbols and signs (letters, graphics), on the other. Ensuring correct pronunciation leads to a perfect correlation between the two aspects of sounds and words.

Careful cultivation of all the spoken language is all the more important, as it directly influences the written language. The quality of the spoken language is ultimately one of the most effective tools for preventing writing mistakes, self-control. A child who correctly pronounces a word and therefore perceives it correctly and audibly, distinguishing the sounds in question and their exact order in words, possesses the ability to prevent frequent mistakes in reading and, in particular, writing at the onset of schooling: omissions, inversions, substitutions or even additions of letters.

Due to the particularities of the psychological profile of the age, the pre-school child is less interested in the sound composition of the words, being satisfied with the understanding of their meaning. That's why form issues are neglected, which naturally results in some mistakes in pronouncing sounds or even groups of sounds. Such mistakes occur very often in the case of vocals, especially of the semivowels, which, unspotted in speech, will not appear later in the writing. Preschoolers also have difficulty in saying the Diphthongs. Many children change the rhythm of breathing, which becomes uneven during speech. The irregularities of the respiratory rate increase during speech, usually accelerated, therefore some children force the act of breathing, favouring contractions of the neck muscles, which prevents normal vocal emission and favours the premature occurrence of fatigue. In other children, breathing movements are superficial, with an accelerated frequency, they inspire after each word from a sentence, sometimes even in the middle of the word. There are children who, in a hurry, try to emit sounds, even to articulate words in the course of inspiration, not expiration, as is normal.

The clear and precise articulation of the words, the correct pronunciation of sounds are largely ensured by the way in which breathing is performed during speech, the way in which articulatory movements are made, and the quality of phonematic hearing. Therefore, speech exercises should also aim to accomplish these tasks.

These irregularities in the breathing of children, far from being physiological defects, lead to the appearance of speech disorders.

The prevention of such disorders is ensured by exercises that familiarize children with a normal breathing rate, with the correct use of pauses during speech. Such breathing exercises may be of the type of gymnastics, with children being inspired to take deep breaths, followed by strong and prolonged breaths, aiming to fortify the abdominal muscles, the chest and the throat.

Movement games are also a good means of properly practicing the respiratory act. The swelling of the balloons, blown on the surface of a mirror until it is steamed, strong swelling of the cheeks and their gradual despair, games of onomatopoeias accompanied by movements (imitating the leaf rush, the bee's hum, the whistle of the wind, etc.) are good opportunities to get used children with a correct breath, which ultimately favours a correct pronunciation.

Special exercises of rhythmic movements, with the role of gymnastics for vocal organs, are also necessary for those children who speak with their heads bent forward, with their mouth open, with their lips or palatine veins too low, and the tongue placed in a higher position in front than necessary. Exceptional effectiveness is exercised by facial gymnastics, such as: closing and alternative opening of the mouth, simultaneous swelling and sucking of both cheeks, imitation of smile in order to obtain the transversal opening of the mouth, strong vibration of the lips imitating snoring of the horses as well and language exercises in order to appropriately assimilate non-verbal articulation movements that can gradually be associated with more difficult sounding exercises.

Quite often, some children make mistakes in speech and the rush to answer the questions. Sometimes this rush can be the cause of a false stomach, even in children without speech defects. Ask to answer quickly, not finding words, children say incorrectly, stutter.

Such tendencies can be annihilated by directing children to speak at a normal pace, allowing them to utter their words completely and clearly in order to be understood.

Proper pronunciation of sounds can be obtained when children are offered irreproachable speech patterns, accompanied by verbal explanations of how speech organs are used, how each sound is emitted. Through slow and precise articulation movements, children will succeed on the basis of imitation and explanation to gain a correct pronunciation.

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