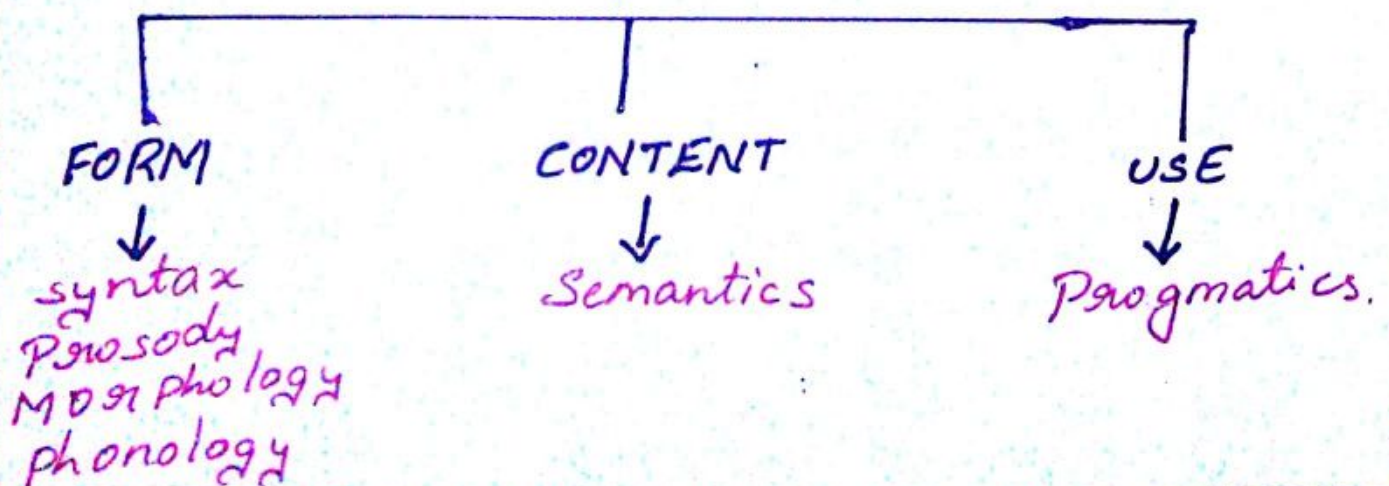


Speech : Speech is the most efficient and frequently used mode of language expression. Speech is a set of verbal codes, the commonest codes. The commonest codes are combined spoken words. Words are combined in a specific way to convey meaning. speech is produced with the help of speech mechanism structures like tongue, jaw, lips, etc... in a complex co-ordination with the nerves.

LANGUAGE : Language is the main vehicle of communication it is a set of arbitrary symbols used by a group of people for the purpose of communication.

Components of Language :



Syntax: It refers to the grammatical aspects of language. It deals with word order, inflections and relationship between words.

PROSODY: It studies the impact of speech mechanics. Eg: Tone, Rhythm.

MORPHOLOGY: Morphology deals with the rules for combining speech sounds to form words.

phonology: phonology studies the range and rules for using speech sounds in a language.

Semantics:

It is the study of language meaning and how it is acquired. The semantics components of the language, includes meaning as well as rules for linking meaning with words and word sequences.

Pragmatics:

Pragmatics deals with language from the point of view of users. It deals with rules of using language in a social context with a purpose.

STRUCTURE	APPEARANCE	FUNCTION
Lips	Symmetrical	protrusion Retraction
Tongue	Symmetrical	protrusion Retraction. Lateralization Elevation
Teeth	Normal Bite	Help in production of specific speech sounds
Hard palate	Normal arch	Help in production of specific speech sounds.
soft palate	Normal	Help in proceeding appropriate nasalance.
Jaw	Symmetrical	Elevation to close the mouth dropping to open.

COMMUNICATION

Definition: Communication is a process of exchanging information and ideas. An active process which involves encoding, transmitting decoding intended messages.

FUNCTIONS OF COMMUNICATION & LANGUAGE

S.NO	Communication functions	meaning	Examples
1.	Instrumental	To satisfy ones needs	I want water
2.	Regulatory	To control others behaviour, Coaxial, criticize demand	Do not lie.
3.	Interaction	To greet express, various, social groutine & to mix with other fellows	Good morning thank you.

S.No	Communication function	Meaning	Examples
4.	Personal	To be aware of ones self and regulate one's own behaviour	I shouldn't do that
5.	Heuristic	To seek information concept formation relating to development of ideas and knowledge	who is our new PM
6.	Imaginative	To involve in imagination fantasy to comment or to think about language	you smile like flower.

MODES OF COMMUNICATION

These are different modes of communication the following matrix with examples help in understanding the modes of communication

	VERBAL	NON-VERBAL
VOCAL	Human speech	cries moans
NON VOCAL	writing sign language	Gestures Pictures.

Vocal communication: communication involving vocal apparatus (speech mechanism) for examples human speech cries etc...

Non-vocal communication: communication that does not involve vocal apparatus.

Eg: writing, gestures etc...

Verbal communication:

communication that has
linguistic structure

Eg: Human speech, sign language etc...

Non-verbal communication:

communication that does not have
big linguistic structure.

Eg: Moans, gestures etc...

NORMAL DEVELOPMENT OF SPEECH AND LANGUAGE

Language development is one of most fascinating aspects of human life. Language development varies from child to child. The development of language is orderly and hierarchical. There are some important stages in acquisition of speech and language.

- ① Pre-speech vocalisations.
- ② First words.
- ③ Two word phrases.
- ④ simple sentences.
- ⑤ Complex sentences.

1. Pre-speech vocalisations (0-18 months):

Pre speech vocalisation refers to utterances by the child before the first word stage. The pre-speech vocalisation consists of

- (a) Reflexive utterances.
- (b) Babbling
- (c) Jargon.

A) Reflexive Utterances (Birth to 3 months)

crying and comfort sounds are the two main type of reflexive utterances produced by a young baby. Initially we may not differentiate between the cry caused by hunger and cry caused by pain. But one can observe the nasalized sounds like a /ie /ai/ in cry. sounds like k/ɛ/ also be noticed. All these sounds are reflexive, while crying expiration phase occupies more time than inspiration. The child produces sounds like burping, swallowing, gurgling etc. during feeding situations and such sounds have some characteristics of consonants. When the baby is about 2 months old, parents can discriminate several different types of cries caused by hunger, pain, distress etc....

Comfort sounds can also be called as cooing sounds they mainly appear during or just after feeding or diaper changing, or some other form of relief from distress.

B. Babbling (3-8 months):

Babbling refers to child's production of chains and series of syllables in a single breath. The vocalisation may sound like (ka, ka, ka.....) and (da, da, da.....)

Initially a single consonant may be repeated in the babbling series and practiced for several weeks. Gradually in the babbling series, the consonants may change and new combinations emerge.

C. Jargon (8-10 months):

Adding intonation to the babbling is called jargon. Around 8 to 10 months, the babbling series which has rich variety of sounds can be heard as expressions of questions, commands and surprise. This is because of the sing-song tonal characteristics imposed on the babbling. These utterances have no meaning although sound delightful. The parents feel that their child is using a foreign language.

In between one and one and half year (1 and 1½ year) child uses first words. In the next three months there would be vocabulary spurt with 250 words.

3. Two-word phrases (2 years):

children string two or more words together around 18 months of age. Object & people and action and their interaction ships pre-occupy the child at this stage which actually are the experiences that the child has gone through so far. These utterances are telegraphic in nature.

Eg: Mummy biscuit....., Daddy come.

4. Simple sentences (2½ years to 3 years):

children seem to use same strategies in making two word phrases into sentences. As the development of the capacity for expressing simple sentences has taken place, the child is ready to make more modifications, i.e., statements are modified to make constructions like question forms and negotiations.

3-4 years speech and language skills

- * understands object functions
- * Understands differences in meanings
(stop - go, in - on, big - little)
- * follows 2 and 3 part commands
- * Asks and answers simple questions
(who, what, where, why)
- * frequently asks questions and often demands detail in responses
- * use language to express emotion
- * Identifies object by name
- * manipulates adults and peers
- * use upto 6 words in a sentence
- * uses noun and verbs most frequently
- * It is conscious of past and future.
- * Has a 1,200 - 2,000 or more word receptive vocabulary.

* Has a 800-1500 or more word expressive vocabulary.

* Increases speech rate

* whisper.

* masters 50% of consonants and blends

* speech is 80% intelligible

* Appropriately use I, we, and am in sentences

* Tells two events in chronological order.

* Engages in long conversations.

4-5 years

Speech and language skills

* Imitatively counts to 5.

* understands concept of numbers upto 3.

* Continues understanding of spatial concepts

* Recognizes 1 to 3 colours

* Counts to 10 by rote

* Listen to short, simple stories.

- * Names opposites
- * sequentially names day of the week
- * Reverse sounds occasionally
- * uses sentences with details
- * Accurately relays a story
- * sings entices songs and recites nursery rhymes
- * Uses appropriate grammar in most cases.

- * Answers questions about functions.
- * Uses grammatically correct sentences
- * Uses sentences of 4 to 8 words
- * Answers complex 2-part questions
- * Asks for word definitions.
- * Reduces total numbers of repetitions
- * enjoys rhymes, rhythm and nonsense syllables.
- * frequently omits medial consonants
- * speech is usually intelligible to strangers.
- * Pays attention to a story and answers simple questions about it.

5-6 Years

speech and language skills:

- * Names 6 basic colors and 3 basic shapes
- * follows instruction given to a group
- * follows 3 part commands
- * Asks how questions
- * Uses conjunctions.

PRE-REQUISITES FOR LANGUAGE AND COMMUNICATION DEVELOPMENT:

In order to communicate i.e. learn and use language, the individual ideally needs to have the following skills and capacities - These Pre-requisites are important for the both normal and mentally or intellectually disabled children.

1. sensory ability : Adequate hearing and vision are essential for every learning of spoken and written communication. persons with hearing impairment have the disadvantage of missing out others speech. They are not only miss but fail to hear themselves. This will hinder speech & language acquisition.

Similarly for learning of written languages as well as gestural language one needs to have adequate vision. Apart from vision & hearing, sensation of touch, movement & direction also play important roles in acquiring language.

2. Motor abilities : Motor abilities range from the ability to produce speech sound to

produce speech sounds to form manual hand signs as a mean of communication speech is one of the most complex motor acts through which brain expresses ideas and feelings other language expressions like writing, singing, miming, gesturing etc... are also motor acts. If the motor abilities are not adequate, expression through both speech and non-speech modes may be affected. The motor abilities like walking allow the child to physically explore the environment which provides the child the necessary experience about the surroundings which forms the basics for language learning.

3. speech production mechanism:

Adequately functioning speech production mechanism is necessary to produce speech. If the structures of the mechanism like lips, tongue, throat are affected the movements of these structures also get affected & result in appropriate sound production & finally result in delayed speech & language acquisition. In addition, problems like feeling difficulties, nasality & drooling

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may also result. Despite difficulties, many times we manage to produce speech clearly due to the compensatory movements of the speech mechanism.

4. Processing skills: A person may be able to hear or see and also make speech sounds but may be unable to communicate. Communication using language is a higher mental function carried out by our brain require an ability to receive sensory input and use it for expression. In order to infer meaning from sensory input (what is heard) and to express meaning individual should have a variety of processing skills and abilities. In order to receive sensory input the person should be able to

- ① attend to stimuli (what is heard or seen or felt)
- ② (attend) attach meaning to what is heard [association of meaning with words]
- ③ store in memory & recall what is heard or seen.
- ④ Recognize various symbols or sounds of his language.

⑤ Use reasoning and logic to arrive at conclusions and solution.

⑥ Generalize ideas & concepts to various situations similarly to express a (perhaps) person. should be able to

(a) plan and formulate speech sound in the brain.

(b) select a set of sounds for production in brain.

(c) produce words and

(d) sequence these words to form sentences

Many of these processing skills are deficient in mentally handicapped children.

⑤ stimulating Environment: Language is acquired in a social, environmental context and does not take place in a vacuum. At least three environmental aspects are crucial in prompting language acquisition as given below.

(i) First important aspect is an emotionally caring relationship with a care giver / Parent who provides rewards for the child's attempts to communicate. A child while enjoying interaction continues to listen & use language. The individual must know that by saying or doing something

doing something, she can affect the behaviour of another person in specific ways. The individual must have some appreciation of cause and effect. At a more sophisticated level, the individual needs to learn to converse with other people, starting from the care given. A child must learn to take turns in conversation to understand what other persons know, etc. which are the rules for a good conversation. Appropriate usage of language is encouraged by the care givers and as a result, child acquires language.

(ii) Second important aspect of stimulating environment is at least one speech model (person) who uses simple but well formed language patterns. A child cries to speak. Like (imitate) an adult while producing sounds words intonations etc, while speaking to a child, adults are known to simplify their language, like speaking in simple language sentences and pick up language.

(iii) third important aspect of a language stimulating environment is providing opportunities to communicate or help the to communicate in an environment, the child should find

Preferences or felt needs. They will be to comment on objects, events, people & their relationships i.e., knowledge and understanding of various aspects of the world. Having the ideas will allow the child to interact. Here the child needs to have a reason for communication. If child is not given an opportunity to communicate he is certainly not going to use language - similarly we should stimulate a child so that he gets interested in the happening in the environment and find a need to communicate. During such an interaction language is acquired.

6. Means of Communication: A child must have a way to communicate his desires, needs, feelings, etc... It may be speech, manual communication or sign language with any of these child needs to have processing skills mentioned above.

As can be seen from the discussion on pre-requisites, the process of language.