

BRAIN-DAMAGED AFFECTS LANGUAGE PRODUCTION AND ACQUISITION

by:

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The human brain is the main source of language---not the tongue, lips or vocal chords. The brain creates language, it dictates what to do or to say in order to communicate. Part of the brain serves as language controller—the left hemisphere. Language acquisition is one of the most vital and fundamental human traits, it is obviously the brain that undergoes the developmental changes. Syntax, the basis for verbal reasoning and semantics, which considers the meaning of words, are associated with brain activity, thus, they are interconnected. However, different types of brain damages can affect language production and acquisition, but this does not mean the elimination of language in the brain, which is clearly evident to some deaf, mute and paralyzed people. They can still produce language and can still communicate.

However, when the students who have sustained a traumatic brain injury (TBI) return to the school setting with a range of cognitive, psychosocial and physical deficits that can significantly affect academic functioning. (Bowen et al. 2013) When the controlled language of the brain is affected directly, language disorder can shed a great deal of light on the enigma of the human language instinct. Nevertheless, early detection of this dilemma, man serves as a solution, thus, preventing the problem. Shreds of evidence and proofs that early mastery of the phonetics of language develop multiple brain system that underlie human language. An early detection of the damage can be a great cure to learn the language.

Children with disabilities can still speak clearly and comprehend better because they are taught and given proper assistance in learning language skills. Young children

who are exposed to positive and good environments, various group interactions and lively activities will enhance their language skills dramatically, compared to a child who is exposed to minimal experiences. (Genishi, 1998) However, it is better if the problem will be diagnosed during infancy where the mind and other learning system are still young and easy to develop.

Infants, therefore, should be given a proper care in teaching language and begin life with brain system that allows them to gain any and all languages to which they are exposed and can acquire language as either an auditory, vocal or a visual.

It is our social interactions, human experiences and the group collaborations with others that shape our learning (McLeod, 2007) Thus, learning and learning to understand the concept of language relies profoundly on the specific experiences and interactions that we are exposed to.

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