



A THEORIETICAL STUDY ON LANGUAGE LEARNING DISABILITIES AND ITS TYPES

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ABSTRACT

Students depends on language to learn any subject. Disability in learning the language, understanding the language and comprehending the language makes the student to suffer really in school as well as in the whole life. This paper gives the understanding of author on language disabilities. The study on the characteristics of the language disabilities will help the teachers of languages to help the students on time. Not blaming the child as stubborn and understanding the difficulties will help the student to achieve in studies and eradicates the school dropouts.

Key Words : *Language Disabilities, Language learning*

INTRODUCTION

In 1981, the National Joint Committee on Learning Disabilities prescribed the following definition for the disability in learning and it is acknowledged at international level.

“Learning disability is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual and presumed to be due to the central nervous system dysfunction. Even though learning disability may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (e.g., cultural differences, insufficient/inappropriate

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instruction, psychogenic factors) it is not the direct result of these conditions or influences.”

The student can be smart and above the average in intelligent level but the student can be struggle in learning the language. And it is a common to witness that the student who are struggling in learning the language will be smart and intelligent. Hence, the paper is dedicated to analyse the features of language disability and features to help the student in right time and preventing his academic failure.

LANGUAGE DISABILITIES

- Anomic aphasia - A total or partial loss of the ability to recall the names of persons or things.
- Broca's aphasia - a total or partial loss of the ability to express oneself, either through speech or writing. But hearing ability is not affected.
- Conduction aphasia - the inability to repeat words, sentences, or phrases.
- Global aphasia - total or partial loss of the ability to communicate verbally or using written words.
- Subcortical aphasia - a total or partial loss of the ability to communicate verbally or using written words.
- Transcortical aphasia - a total or partial loss of the ability to communicate verbally or using written words that does not affect the ability to repeat words, phrases and sentences.
- Wernicke's aphasia - a total or partial loss of the ability to understand what is being said or read, does not affect the ability to speak, but speech may contain unnecessary or made-up words.
- Alexia - total or partial loss of ability to read.
- Semantic Pragmatic
- Language Disorder - deficits in the semantic and pragmatic aspects of language.



CHARACTERISTICS OF LANGUAGE DISORDERS

Language Disorder (LD) can affect the child in any one of the particular skill or multiple skills. So, it is tough to point out the characteristics of all LD students. Here some characteristics most frequently found in LD students.

1. Difference in Activity: The child can show hyperactivity or hypo activity.
2. Difference of Abilities: Ability level of performance can vary to average, above average and High.
3. Problems in Gross and fine motor skills: Gross and fine motor problems affect the sitting posture, writing, drawing skills and lead to poor tactile discrimination.
4. Attention Problems: LD students are known for poor attention and their attention is fixed on repeated activities because they have short attention span.
5. Auditory perceptual problems: Auditory discrimination is poor. Recollection ability of auditory stimuli or sequences are poor.
6. Visual perceptual problems: Visual stimuli confuses the LD child as their visual discrimination and recollection ability are poor in visual memory.
7. Emotional problems: They exhibit compulsive behaviour. And the standard of social competence is below their age group.
8. Problems in Academics: They have problem in reading and writing, written exams reveal poor score and some students struggle in oral exams also. Their academic performance shows low level instead of their high IQ because of their difficulties in expressive and receptive language skills
9. Working style: They have problem in routine work. They exhibit poor skill in organizing and performing routine work.

RESULTS OF THE STUDY

Learners are categorised on the basis of their learning styles. The teacher has to be aware of these learning styles to help the dyslexic students. Without knowing these learning styles, the teacher cannot use the remedial teaching techniques. So, this is very important to design the child's Individual Educational Plan. Four major learning styles are: Visual learning, Auditory learning, Tactile learning and Kinaesthetic learning. Most of the time, the students with language disorder are mixed kind of learners. The mainstream Classroom follows visual and auditory teaching and learning styles, the LD child struggle to learn and fails in the learning task as the learning style of the LD students differ from the other normal students. Most of the LD students are Tactile, Kinesthetic and tactile and kinesthetic learners.



CONCLUSION

The students with language disorder are most of the time misunderstood by the teachers as lazy or dump child. No sustained focus because of poor attention span and it affects learning and routine class room activities. Unable to organize his/her things and the desk is messy. Always losing his things in classroom and complaining about that. Difficulty in following time schedule, late to school and struggle in timely tasks. Struggle to understand and plan the work and miss the deadlines. Unable to understand multiple instructions. Difficulty in understanding the homework and assignments or forgets the homework and assignment. Low frustration tolerance and explodes or gives up easily. Freezes when asked to perform on demand. In voluntary actions, the student performs well. Day dreaming or Hyper active make the student struggle academically. Inconsistent, erratic and unpredictable nature of the student tires the teacher. Rigidity of thought and understanding the concepts too narrowly or too broadly like, A word can have only one meaning. (E.g. all four legged animals are dogs, only black and white cats are cats (like his own cat)). The LD student mostly do not understand the cause and effect association so they use the words “hence”, “therefore” “because” very hardly. Understanding all the above said features of the language learning disabilities, the teacher can help the student in classroom to achieve greater heights.

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