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Problems of Teaching English Language to School Children with Speech Disorders

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Abstract

The issues with teaching English to students with speech disorders in the main general education school are the focus of this study. Speech is one of the non-linear open functional systems that closely combines biological and mental components, which makes it relevant. A child who stammers could be enrolled in a modern general education school today, where they would be given a solid foundation in general education along with a thorough study of the English language. The main causes of this severe speech disorder, as well as the manifestations of stuttering and their times of occurrence, are discussed in this article. The following list includes the primary symptoms that appear in the various types of stuttering. Approachable strategies to overcome stuttering are discussed. The study's novelty lay in the descriptive method of observation that was employed to pinpoint the challenges faced by a ninth-grade student from a single secondary school who had speech disorders. English language instructors and primary school teachers will find this article to be useful in practice. The authors reach the following conclusions: for school-age children with speech disorders, it is necessary to create a comfortable learning environment at school and organize individual classes in speech correction using digital technologies. Early detection of stuttering and preventive psychological and pedagogical assistance of teachers and doctors can stop the further progression of stuttering.

Keywords: English Language; Speech Disorders; Student.

1. Introduction

Teaching English to students who have speech impairments is a complicated and multidimensional issue. The study is an extension of the pedagogy and English language teaching methodologies research conducted by scientists at Kazan Federal University's Institute of Philology and Intercultural Communication. According to Kruglikova (2015), stuttering is a psychological issue. Research on the origins and mechanisms of stuttering in the form of logoneurosis indicates that many speech communication situations are incomplete, which can contribute to established logophobic difficulties. The foundation for the classification of speech disorders was established by Levina (1968).

The structure of the speech system (sound, word, sentence, text), as well as aspects of its operation, such as the proportion of oral versus written speech, are taken into consideration when creating this classification. In addition, there are infractions pertaining to the use of speech communication tools as well as the communication medium itself (phonetic-phonemic disorders, or FFN, and general underdevelopment of speech, or ONR). According to Rogers (1961), it is important to listen to students' speech in order to determine the characteristics of their speech defect. Then, individual lessons should be planned taking into account the structure of the speech defect and the study of instructional materials in English language lessons. According to Rogers (1961), nothing is more significant than a person's concern for his or her own development in the face of a contemporary society that, in his view, denigrates and rejects them. Additionally, we think that students with speech disorders should receive more attention in a modern school. As a prerequisite to learning particular language content, children with severe speech disorders undergo correction and development of their speech in a special school, adhering to the regulations of special language training. As noted by Arkhipova (2016), methods and techniques of early speech formation and correction are extremely valuable for the special technique.There

isn't one of these possibilities in a general education school, though. However, children with speech disorders are found in general education schools. When working with such students, the speech therapy approach by itself is unable to address the issues raised regarding the education of children with speech disorders. A general education school teacher won't be able to fully address this issue in English language classes.

2. Literature Review

Research indicates that in order to diagnose a language disorder in LEP children, it is necessary to establish evidence of the disorder in both languages. To do this, test both L1 and L2. A child's fundamental incapacity to acquire and comprehend any language is known as a language disorder.

Since the child's language learning skills are insufficient for learning any language, this disability will be evident in both languages. It is likely that the child is still learning English as a second language and does not have an underlying language disorder if the problems are only observed in English and not in L1. When a youngster with poor English proficiency attempts to learn two languages with an underlying language-learning system that is insufficient for even one, it is considered a language disorder. Compared to peers from similar cultural and linguistic backgrounds, LEP children with language disorders exhibit different patterns of language comprehension and expression (Ballem and Plunkett, 2005). According to Adams et al. (2000), there is evidence from a number of studies that focus on children with speech and/or language disorders that PA can develop before the age of five, sometimes even reaching the level of phonemic awareness. Once more, these studies demonstrate that only a small percentage of participants or at a very limited level develop advanced phoneme awareness skills. In a small-scale study, Laing and Espeland (2005) demonstrated that after receiving group instruction, 4-year-old children with language and/or speech issues showed improvements in their initial phoneme matching ability. Reports of intra-group variability were absent. The most recent intervention, developed by Gillon (2005), focused on letter knowledge, phoneme awareness, and speech intelligibility for preschoolers with speech disorders between the ages of three and five. Rather than focusing on improving speech at the moment, the PA work in this intervention was considered essential for future literacy. Children did surpass their typically developing peers in phoneme matching, and a significantly higher percentage of them performed well on the Preschool and Primary Inventory of Phonological Awareness (PIPA) (Dodd et al., 2000) than in the control group. This suggests that the children had not mastered the most difficult phoneme manipulation task because the intervention focused more on early phoneme awareness, such as isolating a word's initial sound, than on more complex skills (Hulme et al., 2005).

3. Methodology

Theoretical: synthesis of scientific concepts; design and modeling; system analysis of physiological, psychological, educational, linguistic, and methodological literature; empirical: a survey, written assignments from a ninth-grade student, educational observation, psychological and educational analysis, and examination of the results of the student's motor and speech activities; training experiment; Comparative methods are organizational; statistical methods are used to process the results (descriptive statistics).

4. Results

Written speech violations fall into one of two categories based on whether the writer's ability to read or write is compromised. When the productive form is violated, writing disorders are identified; when the receptive written activity is violated, reading disorders are identified. A partial specific violation of the reading process is dyslexia, also known as alexia. It shows up as problems with letter identification and recognition, as well as problems combining letters to form syllables and syllables to form words, which results in inaccurate word sound reproduction. A partial specific violation of the writing process is dysgraphia (also known as agraphia).

It shows up as irregularities in the optical-spatial representation of letters, combinations or deletions of letters, and alterations in the acoustic composition of words and sentence structures. According to Rogers (1961), it's important to differentiate between a child's violation of writing and reading skills and abilities and their loss of those skills. According to Alenkuts (2012), verbal methods should be combined with visual and practical ones because students with speech disorders have trouble understanding and processing verbal information. They also struggle with speech development and verbal and logical thinking (visual types of thinking predominate). The instructor must plan spelling observations, impart examination strategies, and motivate students to generalize and consolidate what they have learned

in the word. Large, vibrant pictures, tables, and drawings are ideal. In lessons or individual classes, the use of illustrations, photos, tables, diagrams, and object maps is more abstract than the subject matter. Leontiev (2014) claims that speech activity is a distinct kind of activity that is unrelated to other activities like work or play. Speech activity takes the form of individual speech actions and is integrated into other activities such as cognitive, gaming, and labor. Furthermore, "the process of using language for communication during any other human activity" is the definition of speech activity. Speech-related activities include writing, reading, speaking, and listening.

Stuttering, also known as logoneurosis in medical terminology, is a speech impairment brought on by abnormalities in the central nervous system's function, emotional and information overload, transferred diseases and their complications, mimicking a loved one's stuttering, congenital weakness of the articulatory organs, heredity, birth trauma, severe infectious diseases, and organic brain disorders. The fact that there is less oxygen present in the tissues of this zone due to a reduction in regional blood flow is one of the causes of stuttering Rogers (1961). This area of the brain becomes more excitable in hypoxia, which interferes with its function and causes the muscles to become more prepared for convulsions. As a result, stress causes spasms to manifest, which impede speech. The English language teacher will be able to better organize speech correction work by utilizing digital technologies in classes with children who have speech disorders. Demarle-Meusel et al. (2017) discuss the necessity of setting up a digital laboratory in a school so that instructors and students can study whenever they choose. In their study, Cattik & Odluyurt (2017) highlight the significance of using smartphones as a teaching tool for students with disabilities. Quarles & associates (2017). think that contemporary learning techniques ought to be included in today's digital classroom. According to Rogers (1961), learning styles vary among generations, so it's critical for the present generation to become proficient in the newest digital technologies.

5. Discussion

We were able to make the following conclusions after listening to a 9th grade student at the city general education school speak: when completing written assignments, students don't always complete their sentences. Not every sentence in the essay or exposition contains a fully formed idea. He writes phrases in halves at a time. The pupil found it difficult to speak. Speech therapy is the study of speech disorders' causes, symptoms, and structural makeup. Next, scientifically grounded strategies for overcoming different types of speech deficiency are developed based on the data collected. The boy attended a class where the English language was studied in-depth. He was embarrassed, anxious, and attempted to keep quiet more as he stammered and struggled to pronounce the words. His hearing and attention are normal, but his mental activity is compromised due to speech disorders. There was no improvement with the child in subsequent classes. He required speech therapy sessions as well as the application of a unique English language approach. The teacher in the elementary school did not give this student's speech development much thought. Here, the conventional method—which was meant for a child in good health—was ineffective. In order to address the issues of teaching literacy, spelling, and grammar, it was necessary to step up efforts to address speech underdevelopment and implement a unique methodology. Additionally, all multifaceted educational work—commonly referred to as "language training"—should be constructed in accordance with a specific program.

6. Conclusion

Both during individual lesson hours and in dedicated pronunciation classes, the formation of pronunciation is accomplished. Such work is not always appropriate in a regular lesson. These kids receive one-on-one instruction every day after school, with the primary goal being sound production. Before a sound is used in a pronunciation lesson, each sound is staged. The length of time needed for preparation varies depending on the defect's features and the intricacy of the sound's articulation. Individual lessons can be used for exercises in the development of auditory perception and the formation of syllabic structure, in addition to staging sounds. Each student receives a 15–20-minute individual lesson, which is conducted at least three times a week. Subgroups of two to three persons can produce a single sound. As a result, stuttering appears phenomenologically at every level of the entire personality, including thoughts, feelings, and behaviors. School-age children's speech development disorders can be a sign of many different illnesses. Since a child's reserve capabilities are at their peak during their first few years of life, it should be noted that the earlier problems with speech development are identified, the better the outcome. Given that there are students with speech disorders in every classroom, it is essential to build specialized classrooms, individual programs, and an educational environment just for them.

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