



2nd GLOBAL CONFERENCE on LINGUISTICS and FOREIGN LANGUAGE TEACHING,
LINELT-2014, Dubai – United Arab Emirates, December 11 – 13, 2014

Language Ability and Word Functioning

Solonchak T.^a, Pesina S.^{b*}

^a*Aprelsky St., 27, Magnitogorsk, Chelyabinskaya region, Russia, 455021.*

^b*Metallurgov Pr., ap.11 flat 54, Magnitogorsk, Chelyabinskaya region, 455000 Russia*

Abstract

It is proved that every native speaker has an inborn more or less detailed and exact system of formal procedures of perception, generation and interpretation of language units. This system is aimed at new words and statements producing and understanding, all this implying ordinary and natural use of language. In this regard the explanation of how people use language means to explain, how they define correlation between language and the world.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license

(<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of Academic World Research and Education Center.

Keywords: biosemantics; language ability; polysemantic word; self-organization synergetic; word.

1. Introduction

There is undeniable and ample evidence that children are born with inherent abilities to perceive the surrounding world and are capable of social interactions. However, it looks as if other higher animals especially those who have a certain social structure are allocated with such abilities. Therefore the question is: due to what we went ahead in comparison with them. The thing is that in the process of evolution the abilities to acquire information by analogy, to know symbolical systems, such, as language and mathematics are of paramount importance. Besides, irrespective of our will and consciousness people continuously carry out processes of the analysis and synthesis, comparison, classification and categorization.

Among the researchers of language the idea of innateness of language ability is rather popular. They believe that a human brain deals with sets of various rules, the most universal part of which (applicable to all languages) is, probably, inborn. Other researchers are of another opinion. They, on the contrary, presume that it is doubtful that the

* Pesina S.Tel.:+79048100806; fax:+7(3519)381669.

E-mail address: spesina@bk.ru

specific language knowledge in a certain organization is inherited. Our so called «central processor» of thoughts, capable to construct representation of a surrounding world in our consciousness, is able to construct grammar without innate language knowledge. By means of this mental processor we can build mathematical and scientific theories, draw the conclusions about personal characteristics of other people and so on. And, really, experience acquired by a child is so stable and universal that can look like congenital. Some authors think that it is difficult to call any mechanism congenital or acquired. There is an impression that congenital mechanisms form knowledge, and the knowledge corrects congenital mechanisms.

The results, achieved by several generations of psycholinguists and experts in the field of artificial intelligence, testify that normally functioning human mind does not belong to any individual as congenital property, it arises and is supported where there is a steady system of personal communication.

1.1. Development of language ability

Learning and mastering of language is undoubtedly connected with the intellect development, and so it is possible to accept the idea of predisposition to language ability and thus the congenital character of the latter. I think that a child is likely to be born with a brain which has the built-in mental properties and mechanisms providing the development of possibilities of intellectual processing. These processes undoubtedly lead to language acquisition. In this regard it is possible to postulate that a child has an innate basic strategy of learning. We constantly form concepts in our minds in accordance with our requirements and a so called picture of the world.

In due time Plato, Descartes, Leibniz and others believed that the congenital initial knowledge is revealed through discourses in a combination with significant experience. And experience appears to be the means of knowledge activation; it helps not to form new knowledge but to extract already existing knowledge.

According to N. Chomsky, when mastering language there is no need to learn long lists of rules because children are born with the knowledge of super rules (I mean his Universal grammar). Thus instead of learning hundreds of rules children can simply switch some mental knife-switches over. The point is that the brain probably contains the program which allows to get unlimited number of sentences out of limited number of words. Hence the existence of a specialized module is postulated by Chomsky. This module provides an ability to translate language of a thought into chains of words and statements of a natural language.

As a result of these studies, the generativists came to a conclusion that the fact that parents teach their children language is illusive because the main merit of language learning is children's own. It can be demonstrated in practice that children really know what they could not be taught. One of such basic abilities is, for instance the following: native speakers, including children, can understand and produce expressions which they never met in their language experience. But in order to start speaking, children can't simply be engaged in memorizing; they should so to say «jump in a jungle of language and start to generalize, so that subsequently they can produce unlimited number of sentences».

But in N. Chomsky's theory there are certain principles which are impossible to agree with. Thus, he claims that languages are extra human essences with a remarkable ability to evolve and adapt in relation to people. Now his quotation is coming: «additional support for language assimilation is concluded not in a brain of a child and not in brains of parents or teachers, but out of brains, in the language». But languages can't exist outside of the biological world. I believe that languages exist only in consciousness of individuals. Languages disappear when native speakers die out or are unwilling to speak. Undoubtedly, languages evolve but it is impossible to agree that languages can «spontaneously be developed elsewhere except for a human brain» (Chomsky, 1968).

I believe that as soon as the peculiarities of the language are assimilated by a child, further teaching (except for vocabulary assimilation and enlarging) becomes superfluous. A normal mastering of a language is guaranteed to children less than six-year old age and then this ability is little by little disappearing.

It is very important to stress that a complicated organization of cognition (including forming of conceptions spheres) is not a consequence of a teaching process; on the contrary – a possibility of a teaching process is a consequence of complicated organization of cognition. On the other hand, ability to speak about complexity of language using a language, understandable for others, inevitably leads to a conclusion that though the consciousness is an extremely complicated phenomenon, language is simple for consciousness to which it belongs. Bearing all this in mind, we can conclude that knowledge of language means knowledge of how we transfer coded thoughts into

Download English Version:

<https://daneshyari.com/en/article/1109280>

Download Persian Version:

<https://daneshyari.com/article/1109280>

[Daneshyari.com](https://daneshyari.com)