

ARTSEDU 2012

The language of literary texts - between artistic philosophy and cognitive-behavioral therapy

Iuliana Barna^a, Mihai Androne^{* b}

^aAssist. PhD. Iuliana Barna, University Dunarea de Jos Galati, 800003, Romania

^bLecturer PhD Mihai Androne University Dunarea de Jos Galati, 800003, Romania

Abstract

The fundamental goal of this paper is to provide several therapeutic approaches that are not exclusively imperative for the autistic preschool and school children. The prevailing impercipientence of a text, or of a sentence is a result of the deficient semantic comprehension of a child with autism spectrum disorders. Children's literature contains a wide range of possibilities to shape language and its attributes by means of an original communication system, open to various interpretations, therefore providing numerous educational messages adapted accordingly to each environment, using a language that fosters thinking, reason. At the narrative level, the autistic child exhibits severe language deficits, because the narration of an event, situation, and fiction, despite the use of a special kind of language limited to only a few words, is almost non-existent. The encouragement of the communicative intention through an active literary language in which the present progressive verb is prevailing, the avoidance of static language, especially descriptions with no reasoning for the autistic student, the avoidance of narrative time and step-by-step story building games by means of audio, visual (videos, drawings), tactile stimuli, continuously doubled by the customary language of literary texts for children, the transformation of a character towards whom the autistic child exhibits an appropriate behavior, the transposition of the fictional reward into and as part of reality, irrespective of its social, verbal or physical nature, offered in the educational space by the educator, are only some of the effective approaches to changing the behavior of the autistic child.

© 2012 Published by Elsevier Ltd. Selection and/or peer review under responsibility of Prof. Ayşe Çakır İlhan
Open access under [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/).

Keywords: children's literature, language deficits, cognitive-behavioral therapy

1. Introduction

Whether only the restricted meaning of 'language' is considered, namely the ability to speak, i.e., to produce sounds and words, the role of the language defficiencies in the context of autistic symptomatology would be less observed. It is true that more than half of the autistic children will never be able to speak. However, there are also autists, approximately 25% of them, who are able to do so, to utter words and there is a minority among them able to communicate in a functional manner, allowing them, to some extent, to assimilate the language and to understand what they receive from the sender. Nevertheless, even in their case, the identifiable defficiencies at the

^a Assistant PhD Barna Iuliana, Didactician, Teacher Training Department, "Dunarea de Jos" University of Galati, Romania, iuliabarna@yahoo.com

^{*} Corresponding Lecturer PhD Androne Mihai, Sociologist, Teacher Training Department, "Dunarea de Jos" University of Galati, Romania, mihaiandrone@yahoo.com

superior levels of communication, beyond mere production and understanding of utterances, are a significant barrier for their social integration. (Jordan, R. , 1995)

The difficulties in language and communication are specific to autistic young persons. The non-verbal forms of communication are especially affected and even though sometimes the language skills may be good, the social usage of language is limited. (Muraru-Cernomazu, O. , 2005)

Non-autistic children do not have to develop their own communicative conventions, being normally socialized in an existing system. The early communication is characterized by transparency, the purposes and beliefs being overt, nu covert. Autistic children do not seem to acknowledge these mental states and hence, early communication is rather opaque to them. Thus, they miss the socializing process by which the future communicative conventions will be clarified.

The situation in which the language acquisition is made with apparent easiness is limited to structure and form, for the naive listener to get eventually the wrong impression of what the autistic persons actually understand from what they communicate. (Muraru-Cernomazu, O. , 2005)

Philosophy of language assumes that understanding usually precedes production of utterances, but this is not necessarily valid for autistic children, for it has been proved that, even though pronunciation and the sentence and message structure may seem correct, a minute analysis would reveal that the language perception may be a lot weaker than the ability to produce it.

The issue of autism is not the absence of a wish to interact and communicate, but a lack of possibility to do so. These socializing difficulties exert a powerful influence over the comprehension of complex aspects and constant changes in social life, the autistic subjects finding shelter in non-changeable aspects of the world ; they prefer their routine. In order to control their lack of understanding capacity and their fear, they stick either to objects or rituals, or they focus their energy upon topics with fixed rules. And they become agitated, even aggressive, when distracted from their repetitive activities.

1.1. Main language disorders in autism

Although autistic children often vocalize or produce words, these do not qualify as messages sent to another person, being mainly uttered only to hear themselves.

Here is a short classification of C. Mureşan, concerning the language realization and comprehension level:

- The phonological level – most often, autists who speak to not present vocalizing defficiencies, but they develop thgeir phonological system at a slower pace than the normal one.
- The morpho-syntactical level – many researchers emphasized the occurence of some differences in syntax and morphology at the autistic children, such as an incondite usage of morphemes of verbal tenses or the articles, which seems to denote a slower development, a restriction of this development.
- The semantic level is highly affected in cases of autism. Autistic children prove serious difficulties to use words and to observe their semantics. They may sometimes reach a satisfactory vocabulary level, however, they fail not to represent the meaning of the words, but to use them correctly. Specific difficulties are especially related to the usage of characteristic terms for space, time and interpersonal relations.
- The pragmatic level – social use of language is also highly disturbed. There has been described, in cases of autism, a limited unconstraint of the language, with accidental verbal phrases, the lack of an apparent intention to communicate, deficiencies in acommodation in conversational roles, non-observance of politeness rules and of the turn to speak, a certain rigidity and non-acommodation of language with respect to context or task, and a irregularity of communicative quality and quantity, depending on the interlocutor, more or less familiar with the situation.
- The prosodic level – the existence of anomalies such as monotony in intonation, with a high percentage of high-frequency sounds, hypo- or hypernasality, voice volume deficient control, and frequent whispers for them to hear. There can be also instances of halting pronunciation and a scarcity of arses.
- The echolalic level – very frequent, often representing the only linguistic realization of the autistic child. Studies in the cognitive field focused primarily upon the functions of echolalia, generally regarded as non-communicative. Nevertheless, Prizant and Duchan (1981) acknowledge six functions of it: turn

Download English Version:

<https://daneshyari.com/en/article/1120987>

Download Persian Version:

<https://daneshyari.com/article/1120987>

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