

Language Fluency and Child Acquisition

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DESCRIPTION

The ability to articulate ideas clearly and fluidly, especially while speaking, is known as fluency. Speaking fluently enables a speaker to keep the communicative concepts more successfully and to make continuous speech without the listener experiencing comprehension issues, an additional key aspect of communication competency. Reading fluency, oral fluency, oral-reading fluency, and writing or compositional fluency are the four types of fluency that are frequently discussed. The capacity to read text fast and accurately is known as reading fluency. It is related to the relationship between word recognition while reading and reading comprehension. The four components of reading fluency are accuracy, speed, expression, and comprehension. Although each component is crucial, none of them is sufficient on its own.

As a fluent speaker must be able to comprehend and respond to other people in conversation, oral fluency is a test of both speech production and reception. Due to "task stress," spoken language is frequently distinguished by characteristics that seem inefficient (such as fragmentation, pauses, false starts, hesitancy, and repetition). Fluency in reading aloud can sometimes be distinguished from fluency in speaking. The term "oral reading fluency" describes the capacity to read words accurately and swiftly while utilizing appropriate vocal phrasing and vocal expression. Fluency in writing or composition can be assessed in a number of ways. The length of the composition has been assessed by researchers, as well as words produced per minute, sentence length, and words per phrase (particularly while being under timed settings).

Child acquisition

Language acquisition is the process that the young people pick up their mother tongue. They do this by internalizing the

structural information they extract from the language they hear around them and using it later. Language acquisition progresses *via* five predictable stages: preproduction, early production, speech emergent, intermediate fluency, and advanced fluency.

A student's cognitive function, including but not limited to their problem-solving abilities, verbal and spatial skills, and memory function, has been found to improve as a result of language learning. Children engage in conversation with other children, their parents, and other adults as they learn new words and phrases. Language theory, behaviourist theory, cognitive theory, and interactionist theory are the four primary theories of language learning. One of the main objectives of linguistics is to understand linguistic phenomena. This might involve outlining distinct languages.

The central tenet of behaviourism is that every behavior is acquired through interaction with the environment. This learning theory contends that environmental factors, as opposed to intrinsic or inherited features, have a significantly higher influence on behavior. Cognitive theories concentrate on the premise that the way and of such people think causes the arousal of emotions, and that some thoughts and beliefs lead to healthy emotions and adaptive behavior while others lead to disturbed emotions and behaviours.

The micro-sociological perspective known as interactionism contends that human interactions should be there meaning is created. Face-to-face actions, reactions, and mutual adaptation between two or more people constitute social interaction that has the aim of facilitating communication. The interactionist hypothesis is crucial because it influences and is influenced by other sociological concepts. Interactionism, for instance, has an influence on constructivism. Another reason for interactionism is significant is that it looks at the people change as a result of their interactions and manner of social norms are established.

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