

Speech perception and language processing

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Speech Perception and Language Processing al Affiliation Definition Working memory, (WM) refers to a mental process that allows limited information to be held temporarily in an accessible state mostly during cognitive processing of this information. The process involves concurrent processing of information and also storage of the information (Montgomery, Magimairai, & Maianisha, 2010). In this case, it very important to understand the importance and role of nature as the system includes a number of mechanisms as well as properties in order for the entire process to be completed effectively.

Working memory is important. It helps to language development and function in various ways (Montgomery, Magimairai, & Maianisha, 2010). WM has three systems with interactive mechanisms (Montgomery, Magimairai, & Maianisha, 2010). WM enables language comprehension in children of different ages. Though they are affected by the surrounding environment, WM plays an important role in processing of all incoming input on these children. Through the different systems that cooperate and coordinate with the working memory, language development is easily achieved in a normal child. However, the system has a fine attention to resources such as the mental energy that is always controlled in a flexible manner to achieve all bodily functions more easily.

Children with specific language impairment normally do not have an impaired WM (Montgomery, Magimairai, & Maianisha, 2010). On the contrary, they also exhibit nonverbal intelligence unlike children with specific language impairment. Also, there are less or no developmental disabilities such as autism. From various researches that have been conducted by various institutions, children with specific language impairment rarely have <https://assignbuster.com/speech-perception-and-language-processing/>

limitations in working memory. In most cases, these kinds of children represent a heterogeneous population that has a language deficit depending on the surrounding nature. Most of them demonstrate working memory limitations according to these reports. Additionally, children with specific language impairment have a very slow vocabulary growth. Mostly, they have trouble in practicing and learning new words. The reason behind this is that they have a problem in encoding and storing new words in their memory. Hence, we can clearly affirm that children with specific language impairment have an impaired working memory.

According to an article published by Montgomery, children with specific language impairment normally have a deficit in working memory especially in typically developing children (Montgomery, Magimairai, & Maianisha, 2010). Although it is exhibited in children of different ages, most children have difficulties at the tender age before they reach adolescents. Also, during this time, assessment tools and computerized training were found to help eliminate and solve these deficiencies that had already developed in these children. He also confirmed that children with specific language impairment slightly had a normal to range hearing as discussed above in the essay.

Knowledge regarding working memory is very crucial and useful in helping to assess and analyze all these deficits and abnormalities that occur in children at their tender ages. When it is detected at an early age, a number of assessment tools and computerized training can be used to rectify them. Also, the researchers involved should also consider the environment in which this deficiency occurs and assess them accordingly.

Reference

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Montgomery, J. W., Magimairai, B. M., & Maianisha, C. F. (2010). Working Memory and Specific Language Impairment. *American Journal of Speech-Language Pathology*, 19, 78-94.