



AGATA TRĘBACZ, KARINA MAŃKOWSKA

Adam Mickiewicz University in Poznań

**Review of a book edited by Justyna Wojciechowska
and Beata Kazek “Senses in Communication.
Speech and Its’ Determinants”
 („Zmysły w komunikacji. Mowa i jej uwarunkowania”)**

The publication entitled “Senses in Communication. Speech and Its’ Determinants” („Zmysły w komunikacji. Mowa i jej uwarunkowania”) edited by Justyna Wojciechowska and Beata Kazek is a continuation of the first part entitled “Senses in Communication. All Senses Lead to the Brain” („Zmysły w komunikacji. Wszystkie zmysły prowadzą do mózgu”) and is a priceless source of theoretical knowledge with the respect to the linguistic competence correlated with sensory perception. Comprehensive papers collected in three chapters transparently lead the reader through the roles of senses in the process of communication, indicate the determinants and factors and subsequently focus on the possibilities of offering support to people with communication skill disorders. The plethora of specialist terminology and scientific nature of the language result in the fact that the publication is intended for a narrow circle of recipients, including experts who are involved in studying speech and language. The authors of the papers include well-known and experienced specialists, including Danuta Pluta-Wojciechowska, PhD, Marta Korendo, PhD and Karina Szafrńska, PhD in humanities, who are authorities for the younger generation of learning therapists. In spite of the fact that individual papers define various elements of the phenomenon of communication, yet they comprehensively present a holistic approach to the process and encourage scientific reflection in this area.

The first part of "Senses in Communication" contains two chapters devoted to the sensual aspect of people's communication, with a special emphasis on the sense of touch and metaphor which, in a cognitive approach, is classified as one of the senses. The issues of the first chapter are introduced by the paper entitled "The Sense of Touch in Communication and Language of Children and Adults" („O zmysle dotyku w komunikacji i w języku dzieci i dorosłych"), written by Professor Bernadeta Niesporek-Szamburska, who pays attention to the role of touch as the primary sense in experiencing the reality and emphasises its' impact on the man's cognitive and intellectual development. The author says: "Touch offers a possibility of tactile comprehension of the world", which means that without the ability of experiencing the world by touch, man is not capable of full participation in the social life, as in the light of Ackerman's studies (1994), tactile contact has a ten times higher impact on communication than verbal speech. In the sub-chapter "Touch in Language" („Dotyk w języku"), the author refers to a number of verbs which are used to characterise tactile perception in the system of the Polish language.

In the next chapter, "Metaphor: Man's Unique Sense" („Metafora - niezwykły zmysł człowieka"), Danuta Pluta-Wojciechowska, PhD, undertakes thorough scientific reflection on the concept of metaphor, adopting the viewpoint of representatives of cognitive linguistics and thus considering metaphor as one of the senses, used to interpret the surrounding world and, subsequently, formation of the linguistic terms. The author points out to the significance of metaphor as one of the elements for creating referents of terms, which allows for extending the knowledge in order to understand new meanings in language. Furthermore, the author describes the possibilities of using metaphor as a tool for assessing the linguistic system and allowing one to express things that cannot be expressed with the use of normative terms. The paper ends with a brief summary from a study on understanding and creation of metaphors among children suffering from cleft lip and cleft palate in a post-surgery state and children without cleft palate and lip aged 6-7 and 9-10 in both groups, which has clearly shown that decoding and building of metaphors by children with incorrect structure of facial skeleton took place on a lower level than in the case of children without such disorder.

The core of the next chapters in the second part of the publication is description of the factors of the communication process that condition its' course and efficiency. The chapter that introduces the reader to the subsequent areas of scientific discussions on the concept of communication is the

text by Joanna Soboń entitled "Review of the Theories of Origin of Stammering in the Light of Logopaedic Practice" („Przegląd teorii pochodzenia jąkania w świetle praktyki logopedycznej”), where the author discusses psychogenic, audiologic, sociological and organic concept of the disorder. In the light of scientific studies, only a compilation of all types of linguistic skills allows for being a competent participant of social interactions. Along with aggravation of speech disfluency, readiness to communicate decreases. The author delves into the functional description of a person struggling with speech disfluency, putting special emphasis on intensification of symptoms in social situations. Joanna Soboń's decade-long professional practice is a proof for the fact that it is impossible to indicate a direct cause of stammering, in spite of the dominant view that stress is the most frequent cause of this speech disorder.

The objective of the article entitled "Senses in Communication: Significance of Development, Visual and Audio Perception and Multi-Sensory Cognition for Correct Construction of Linguistic System" („Zmysły w komunikacji - znaczenie rozwoju, percepcji wzrokowej, słuchowej oraz poznania wielozmysłowego dla prawidłowego budowania systemu językowego”) written by Marta Korendo, a Krakow Method therapist, is to indicate the superiority of cognitive development in relation to the development of speech with simultaneous emphasis on the fundamental significance of modelling the conceptual system for sensory and intellectual development. Furthermore, the author refers to a description of skills which should appear in a normatively developing child at the age between 0 and 3, both with respect to visual and audio perception. Marta Korendo is in favour of conducting linguistic therapy according to the premises of the Krakow Method, where language programming is one of the elements.

In the text of Karina Szafrńska, PhD, entitled "Linguistic and Communication Competence: Determinants of the Communication Process" („Kompetencje językowe i komunikacyjne - umwarunkowania procesu komunikacji”), the readers may find a theoretical description of determinants for development of communication skills. In the first part of the article, the author defines the term communication, emphasising, together with other authors, i.e. Roman Jakobson and Harold Lasswell, that communication is an intentional process, the purpose of which is conscious impact on the recipient of communication. The continuation of scientific reflection on this issue are subsequent sub-chapters that describe linguistic competence and linguistic proficiency expressed in four sub-categories:

systemic linguistic competence, social linguistic competence, situational linguistic competence and pragmatic linguistic competence, which allow for efficient coding of statements and transfer of non-verbal signals. According to the author, stimulation of the above-listed areas of linguistic and communication development from the moment of the child's birth is a key element of efficient communication among people.

The third area of the authors' scientific interest is the possibility of offering support in the process of communication, with special attention given to the development of speech and its' internal determinants. In the first chapter entitled "Multi-Aspect Nature of Diagnosis from the Perspective of Hitherto Scientific Findings" („Wieloaspektowość diagnozy z perspektywy dotychczasowych ustaleń naukowych”), Ewa Małachowska emphasises the salience of diagnosis as a basis for efficiency and selection of the direction of changes in a therapeutic procedure. The author refers to various approaches to the term "diagnosis" describing, *inter alia*, diagnosis in medicine, psychology, pedagogy and speech therapy and briefly discussing its' purposes, features, tasks, as well as methods of diagnosing. In the next chapters, the readers become acquainted with the standards of logopaedic treatment which should encompass therapeutic activities individually adjusted to the "potential of a person undergoing therapy and the degree of intensity of undesired behaviour". Furthermore, the author of the article delves into the procedure of logopaedic diagnosis, pointing out to the areas that should be thoroughly investigated by a diagnostician with the aim of systematising the knowledge about a given disorder and a holistic outlook on the individual in the evaluation of his/her comprehensive functioning.

The chapter entitled "Correct Sensory Processes as Bases of the So-Called School Skills and Good Linguistic Capacity" („Prawidłowe procesy przetwarzania sensorycznego jako podwaliny tak zwanych umiejętności szkolnych i dobrej sprawności językowej”) written by Magdalena Szczepa-Fabian emphasises the significance of the sensory integration processes for a child's correct development. Processing the sensory stimuli is a multi-dimensional process consisting in constant recording, explaining and adapting of information that derives from sensory receptors in the central nervous system. The correct course of this process is not only of primary significance for motor skills, but it also conditions the efficiency of reading, writing and speaking. Sensory processing disorders occur when information from the senses is not fully used in the course of day-to-day harmonious functioning and, in the course of time, becomes the cause of

disruptions in the child's natural development. This chapter allows for becoming acquainted with a list of symptoms which, as noted by Violet Maas, accompany children who display difficulties in learning to read, write and communicate efficiently and are, therefore, related to the disorders of sensory integration activities. The readers' attention is drawn to the brief discussion of potential causes of such disorders, including the impact of toxic pre-natal factors or post-natal factors.

Scientific discussion on the issue of support in communication ends with the text of Joanna Marta-Olejasz entitled "Discussion of Studies on Development and Support for Communication Skills" („Omówienie badań nad rozwojem i wspomaganiem umiejętności komunikacyjnych”), where the author presents a bibliographic list on development and support for communication competence and offers practical advice on how to develop the child's ability to conduct dialogue. Description of the profile of a child developing normatively – as a competent partner in dialogue – is presented in opposition to a child suffering from a disability, who is looking for substitute modes of understanding the surrounding reality, often reaching to the resources of alternative and assisting communication, in order to improve the efficiency of own linguistic exploration.

“Senses in Communication. Speech and Its' Determinants” („Zmysły w komunikacji. Mowa i jej uwarunkowania”) is a publication that holistically presents the impact of sensual perception on the formation of the communication process. The approach to this phenomenon shown in the book allows for perceiving its' multiple aspects, as well as induces the readers to undertake a thorough reflection on the role of senses in the course of man's development. An additional advantage of the publication is the fact that every chapter ends with a comprehensive description of bibliographic items used to form a thorough outlook on the concept of communication and sensory cognition. Furthermore, every author offers a brief summary of his/ her article, referring to key terms that form the essence of the scientific discussion. It is worth noting that the final recapitulation is written both in Polish and English and thanks to this, the knowledge described in the papers is at least partially available also to non-native speakers. The scientific nature of the publication, the wealth of specialist terminology and the factors of practical application of theoretical knowledge result in the fact that it is intended, in particular, for experts involved in speech disorder therapy, as well as for all people who want to expand their knowledge in this respect.