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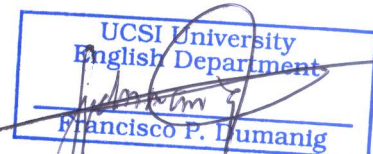
**CRITICAL ANALYSIS ON THE RELATIONSHIP BETWEEN LANGUAGE AND
SELF**

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ABSTRACT

This research seeks to examine the issues behind the existence of a specific language faculty via drawing a relation to the self and its development. This research is a result of more than a decade of study by pair of researchers on children with developmental problem and is the first compiled explanations of the underlying theories to their methods. Subjects were drawn from past successes of the researchers and are used as models to further explain the presented model. Philosophical methods as well as thought experiments were employed to ease the exposition of the model. These methods are further augmented from observations noted by the author of this paper. The analysis later explains why language is acquired and explains the nature of the language faculty derived from the model and that it has initially little to do with the logic faculty as was first thought by linguists. It also tangentially explains the reasons leading to the failure of special children to acquire language.