

Acquisition of Tense Markers in Typical Malayalam Speaking Children with Hearing Impairment

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Abstract: Language as a rule governed behavior, I described by at least five parameters-phonologic, morphologic, syntactic, semantic and pragmatic; language learning and use are determined by the interaction of biological, cognitive, psychological, and environment factor; effective use of language for communication requires a broad understanding of human interaction including such associated factors as nonverbal cues, motivation and socio-cultural roles.(American Speech-Language-Hearing Association,1982). Tense Maker is an important module of syntax. According to brown's stages of language development tenses development begins in stage 2 and continue well into the school age years. In fact, the period of the greatest acquisition from 4 to 7 years (Brown,1973) .Tense I a category that expresses time reference. Basic tense aspect system of Malayalam seems to be rather ill understood & descriptive grammars do not go beyond a cursory listing of various forms. The present study attempt to understand the acquisition and usage of tense maker in children with hearing impairment of mental age 4-8 years and mental age matched typical Malayalam speaking children with following objectives. Objective 1: To find the acquisition of tense marker with respect to age in children with hearing impairment and mental age matched typical children, Objective 2: To find if there is any gender difference in the respective group. Data collection was done in quite situation with one to one interaction between subject and listener. Tester initially interacted to build a rapport with each subject. Detailed instruction was provided. Ten sets of picture card which describing past, present and future tense, the subject were instructed to explain what is going to happen?, What is happening? And what has happened in the picture? Results shows that male and female children with hearing impairment performed poorly compared to male and female typical children and this study is in accordance with Mary, Byrne & Margaret (1977) where they say that children performed better for simple past and Wexler (1999) where he states that tense grows like a boy grows undergoing biologically regulated sequence of change just like difference where are expected in rate of tense that the children . The mean scores of simple past are higher compared to the occurrence of other tense markers. acquisition of tense marker so the study aim to described the type and presence of tense makers in Hearing Impairment of mental age 4-8 years Malayalam speaking children and also to compare the presence of tense markers across the genders by picture description task, twenty hearing impairment children and twenty age matched typical children were participated in the study. They were grouped according to gender basis. Children were provided with picture description task.

Keywords: Tense markers, Acquisition, Mental age, Hearing impairment, Malayalam speakers, children

1. Introduction

Language as a rule governed behavior,I described by at least five parameters-phonologic,morphologic, syntactic,semantic and pragmatic; language learning and use are determined by the interaction of biological, cognitive, psychological,and environment factor; effective use of language for communication requires a broad understanding of human interaction including such associated factors as nonverbal cues, motivation and socio-cultural roles.(American Speech-Language-Hearing Association,1982)

Morphology is the study of grammatical categories or linguistic unit that have both morphological and syntactic properties. Morph syntax comprises the set of rule that govern linguistic units whose properties are definable by both morphological and syntactic criteria.

In grammar, tense is a category that expresses time reference. Tense are usually manifested by the use of specific forms of verb, particularly in their conjugation patterns. Basic test found in many languages include the past, present, and future Tenses are in various language are present tense, past tense, present perfect, past perfect, future, future perfect etc. Individual tense forms can serve multiple purposes.

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years (Brown, 1973) .Tense I a category that expresses time reference. Basic tense aspect system of Malayalam seems to be rather ill understood & descriptive grammars do not go beyond a cursory listing of various forms.

Hearing impairment reduced hearing acuity; hearing level that is greater than 25 dB HL I case of adults and 15 dB HL in case of young children who still are learning language; includes the hard of hearing and the Deaf classified as shown under Hearing Loss; may be organic or nonorganic; nonorganic hearing loss may be malingering or psychogenic; may be peripheral or central; may be conductive(normal bone conduction and much worse air conduction), sensory (cochlear pathology), peripheral neural (involvement of the auditory branch of the VIIIth cranial nerve), or mixed(better bone conduction than air conduction); oral speech and language disorders depend on a variety of factors including the degree of loss, the kind and quality of intervention, the child's age at which intervention is initiated, family support, presence of other physical and sensory problems and so forth; even a mild loss of 15 dB HL during infancy and early childhood may cause delay in speech and language learning;

Rice & Wexler (1996) evaluated as candidate clinical makers, a set of morphemes that mark tense. In English, this include -s third person singular, - ed regular part, BE and DO in children with specific language impairment (SLI).

The speech language pathologists are providing qualitative language assessment and therapy for children with delayed language development. Establishing data base in language development aspect will help SLPs to provide a quality

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service of research on language acquisition in hearing impairment, will provide important information for assessment and intervention. Hence, the aim of present study described the acquisition pattern and usage of tense marker in children with hearing impairment of mental age 4-8 years and mental age matched typical Malayalam speaking children.

2. Need for the Study

The practices of speech language pathologist are dampened in the task of providing qualitative language assessment and therapy for children with delayed language development. Due to the lack of data on language development in hearing impairment so establishing data base in this aspect will help SLPs to provide a quality service keen and depth of research on language acquisition in hearing impairment will provide important information for assessment and intervention. Hence, the aim present study described the acquisition pattern and usage of tense maker in children with hearing impairment of mental age 4-8 years and mental age matched typical Malayalam Speaking Children.

Aim of the Study

The present study attempt to understand the acquisition and usage of tense maker in children with hearing impairment of mental age 4-8 years and mental age matched typical Malayalam speaking children with following objectives.

Objective 1: To find the acquisition of tense marker with respect to age in children with hearing impairment and mental age matched typical children,

Objective 2: To find if there is any gender difference in the respective group.

Subject Selection

Twenty children with hearing impairment whose mental age were 4-8 years and twenty age matched typical children participated in the present study.

Inclusion Criteria

- Hearing impairment children were from special school
- In normal children, no speech and language problem

Exclusion Criteria

- No neurological abnormalities
- No associated problem

Stimulus Used

Picture description task was used. Ten picture cards each for simple present, simple past, and simple future were selected appropriately and used as stimulus.

Procedure

Data collection was done in quite situation with one to one interaction between subject and listener. Tester initially interacted to build a rapport with each subject. Detailed instruction was provided. Ten sets of picture card which describing past, present and future tense, the subject were instructed to explain what is going to happen?, What is happening? And what has happened in the picture?

Analysis

Stimulus was presented to the subjects. Responses were marked on worksheet separately and each session was recorded using DELL laptop.

3. Result & Discussion

The aim of the present study was to report the acquisition and usage of tense markers in children with hearing impairment and compared to mental age matched typical Malayalam children and the obtained data was statistically analyzed and results are discussed below.

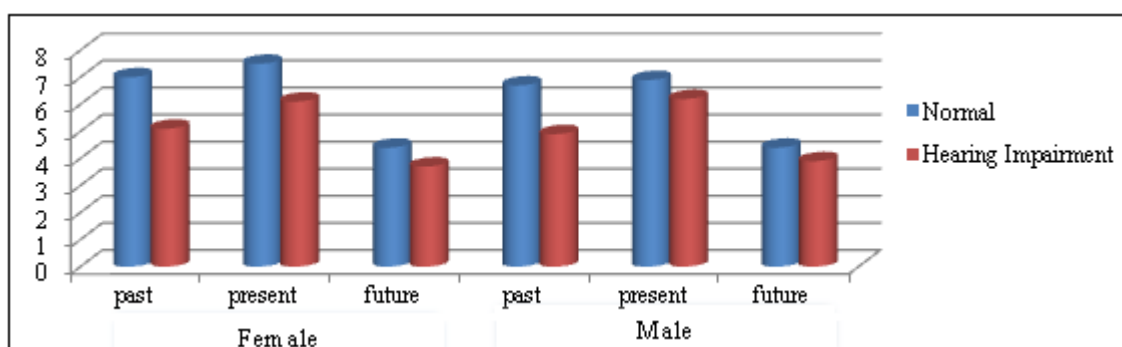


Figure: Showing the comparison of tense markers in male and female children with hearing impairment and mental age matched with typical Malayalam speaking children

From the above figure it can seen that male and female children with hearing impairment performed poorly than male and female typically children for all tense markers.

Gender	Group	N	Mean	Std. Deviation	Median(QR)	MannWhitney test		
						Z value	P value	sig
Female	Past Normal	10	7.00	1.63	7(5.75-8.25)	2.10	.035	sig
	HI	10	5.10	1.97	5.5(3.5-6.25)			
	Present Normal	10	7.50	1.08	7.5(6.75-8.25)	1.04	.298	NS
	HI	10	6.10	2.69	6.5(3.75-8.25)			

	Future	Normal	10	4.40	2.46	4.5(2-6.5)	.54	.591	NS
	HI		10	3.70	1.57	3.5(2.75-5)			
Male	Past	Normal	10	6.70	1.49	7(5.75-8)	2.71	.007	HS
	HI		10	4.90	.74	5(4-5.25)			
	Present	Normal	10	6.90	2.02	7(6-8.25)	1.12	.261	NS
	HI		10	6.20	1.62	6.5(5.5-7.25)			
Future	Normal	10	4.40	2.50	4(2-6.5)	.23	.817	NS	
	HI		10	3.90	.99	4(3-5)			

Table: Showing the comparison of tense markers in male and female children with hearing impairment and mental age matched with typical Malayalam speaking children

From above table it is clear that significant difference and for past tense maker the data was compared between children with hearing impairment and typical female children . Whereas no significant was seen for present and future tense compared with children with hearing impairment and typical children.

Highly significant difference are noted in the data was compared normal children with hearing impairment in male whereas no signification difference were as no significant was seen for present and future tense compare with hearing impairment.

4. Discussion

From the above results it is very clearly evident that male and female children with hearing impairment performed poorly compared to male and female typical children and this study is in accordance with Mary, Byrne & Margaret (1977) where they say that children performed better for simple past and Wexler(1999) where he states that tense grows like a boy grows undergoing a biologically regulated sequence of change just like difference where are expected in rate of tense that the children . The mean scores of simple past are higher compared to the occurrence of other tense markers.

5. Conclusion

Language acquisition is still a controversial research issue which is struggling between many explanations. Acquisition of morpho-syntactic structure is still the area which needs lots of research explanation.

In India especially in Malayalam there is limited data on acquisition of tense marker so the study aim to described the type and presence of tense makers in Hearing Impairment of mental age 4-8 years Malayalam speaking children and also to compare the presence of tense markers across the genders by picture description task, twenty hearing impairment children and twenty age matched typical children were participated in the study. They were grouped according to gender basis. Children were provided with picture description task. 10 picture cards for each tense were used for sample collection. Response were marked o worksheet separately and each session was recorded using DELL laptop and further detailed analysis was carried out for occurrence of tense markers across gender. The present study aimed at reporting the acquisition of tense marker in

children with hearing impairment and compared mental age matched typical Malayalam children. The result revealed significant difference was notice for pat tense marker and no significant differences were seen for present and future tense. When compared between typical female children and female children with hearing impairment is high significant difference was seen for pat tense marker and no significant difference were seen for present and future tense.

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