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CASE MARKERS IN CHILDREN WITH INTELLECTUAL DISABILITY AND HEARING IMPAIRMENT

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INTRODUCTION

Language is a complex and dynamic system which is used in various modes of thoughts and communication. Language is a rule governed behavior, described by at least 5 parameters-phonology, morphology, semantics, syntax and pragmatics. Phonology is the system of rules about sounds and sound combinations for a language. Morphology refers to the rules combining morphemes. Syntax is the grammatical rules used in determining acceptable, sequencing, combining and functional use of words in a sentence. It also governs how morphemes and words are correctly combined.

The part of morphology that covers the link between syntax and morphology is called morpho-syntax, and it concerns itself with inflection and paradigms, but not with word formation or compounding. It encompasses linguistic strategies and operations to symbolize syntactic features via morphological marking as opposed to merely combinatorial or syntactic strategies. The morpho-syntactical aspects contain plural markers, case markers, PNG markers, tense markers etc.

Case markers as a system of marking dependent nouns for the type of relationship they bear to their heads. Case is a grammatical category whose value reflects the grammatical function performed by a noun or pronoun. In general, the major types of case markers are nominative, accusative, instrumental, and locative, genitive, dative and sociative. Blake(1981) defined case markers as a system which depends on nouns for the type of relationship they bear to their heads.

Malayalam is a language of Dravidian family mainly spoken in the southern Indian state of Kerala which is rich in morphology and identifying the morphological suffixes of Malayalam verbs and nouns are quiet tough task. Hence morpho-syntactical studies in the Indian are less in Malayalam. Majority of the language disorders are among the children with intellectual disability and hearing impairment. Thus there is a need for establishing intervention and management in morpho- syntactical aspects in children with intellectual disability and hearing impaired.

Subbarao(1995) described the language of typically developing Kannada speaking children and concluded the generally the generally genitive case, dative case, and locative case usage were ore compared to instrumental, accusative and sociative. Mohan, Vishnu, Sreelakshmi, Kumaraswamy(2015) found out that as age increases the ability to use correct case markers in was also improved. Owens(2010)found out that children with down syndrome may also be present with less mature syntax in association with the use of jargon, preservation and difficulties with pre-suppositions. Laws and Bishop(2003) reported frequent omission of grammatical morphemes in down syndrome, but the precise nature and extent of these omissions has thus far not been clearly delineated.

AIM

The present study aimed in reporting the usage of case markers by children with intellectual disability and hearing impairment and also to establish a knowledge on this to the establishing intervention and management.

PROCEDURE

A total of 30 participated in the study. A group of 15 each in categories of hearing loss (aged 4-7 years) and intellectual disability (mental age of 4-7 years). Materials used was lexical items and action verbs. Data was collected primarily in the form of spoken language which includes observations and interviews with participants. Common case markers in Malayalam was selected. Entire session was audio and video recorded. The samples were analyzed primarily focusing on case markers.

RESULT

The results revealed that the performance of case markers was found to be poor in both cases but children with intellectual disability was having better performances than hearing impaired children.

Group	N	Mean	S.D	Median
ID	15	3.73	1.79	3.00
HL	15	0.40	0.50	0.00

CASE MARKERS

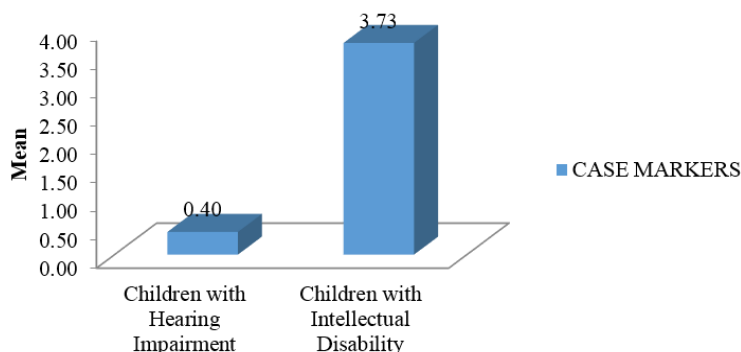


Fig: graphical representation of the mean value of case markers.

While comparing in graph the difference is evident, a highly significant result was obtained within intellectually disabled children when compared with hearing impaired ones.

CONCLUSION

Here we conclude that morpho- syntactical studies in Indian context would aid in assessment and help in establishing the base line to set goals for morphological intervention in children with intellectual disability and hearing impairment, hence there is a need of studying those for establishing intervention and management.

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