



TENSE MARKERS IN CHILDREN WITH INTELLECTUAL DISABILITY AND HEARING IMPAIRED.

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INTRODUCTION

Language is a code by which ideas about the world are represented by a conservative system of signals for communication. A child must be aware of certain rules and regulations that describe how language is used for the purpose of communication. Syntax is the grammatical rules used in determining acceptable sequencing, combining and functional use of words in a sentence. Tense marking is an important module of syntax. There are morphologically distinct tenses in language and these are labeled as past, present and future.

According to Brown's stages of language development, tense development begins in stage 2 and continues well into the school age years. Most of the studies explain about the language performances among children with intellectual disability and hearing impairment. This helps to acquire knowledge about language development in children with intellectual disability and hearing impairment. Mary, Byene and Margarat (1977) indicated that children with learning disability and normal population achieved control of future, present, past tenses.

In the Indian setup, there are a limited number of studies in grammatical aspects of language and the present study focuses on tense markers in Malayalam speaking children with intellectual disability and hearing impairment.

AIM

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

PROCEDURE

The present study uses quantitative methods to gather data primarily in the form of spoken language. A total number of 30 participants was included 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).Data sources are observations and interviews with participants. Entire section was audio and video recorded. The samples were analyzed primarily focusing on tense markers.

RESULT

The present study revealed that the performance of tens markers was found to be poor in both children. when comparing to both, hearing impaired children are more affected than children with intellectual disability.

CONCLUSION

Lack of data on language development in disorders like intellectual disability and hearing impairment lead us to establish data base which will in turn help SLP's in providing a quality service, better assessment and rehabilitation for these disorders.

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