Phonological Development among Rural and Urban Children

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Abstract- The present study attempted to study the phonological development in children as a function of psychosocial factors. This research was a confirmatory study. However, such type of study has been not done in India, which researcher felt during the review of past studies or literature. During review of literature it was found that prior to this study all studies focused to see the impact of habitat, gender, age & SES upon phonological development of children, none have tried to see the impact of : phonological development among children. Since safely researcher may conclude although, it is comparative research but it is one type of an exploratory study in Indian perspective, particularly in Bihar. The findings suggest that there is a significant difference on phonological development among rural and urban children.

Keywords: Phonological development, communication, rural and urban children

INTRODUCTION

The systematic and traditional use of phonological development is the basis of linguistics. We use language as a medium of communication for the purpose of expressing our personal expression. Crystal (1995) has defined language as a complex systematic and dynamic system of symbols of words, using which a person ensures communication and communication by providing the basis of his facts and ideas. (American Speech and Hearing Association 1996) It is a symbolic basis that guides the system of communication and organizes it into a systematic communication. → It uses a unit, word or lexical unit as the medium of language. Ever since the unit or units join as a group, the developed form of the language is formed. This large linguistic group itself is combined to obtain Hawk and Naugal. In children, the first phonological development in the form of language, which are visible in children by the age of 4-6 months, usually by the age of 4-6 months, the children's voices start cracking and they start murmuring. Babies of 4-14 months usually start speaking one word. The process of some nonsense phonological development in infancy and by the process of meaningless murmuring, they start uttering the sounds of a literal word. These nonsense words, which are spoken the most by 12-14, month old children, are bound with phonological development as well as the words are referred. Often such words are associated with a specific task and are typically context-based. Children in early infancy verbal and cognitive and the phonological development in children is unable to differentiate between facts and words in which nouns and adverbs mix together. (Gartner Borough Dilsky 2001) phonological development is a medium. It is a medium that has a profound impact on human life. The early years of life in which infancy is considered a critical period of attention and division development. From the early months, infants only communicate diplomatically. But as their growth increases in the months of their rise, their phonetic development begins to transform into your own development and while reaching the final development of language. The language development pattern in the children starts showing. Gradually, the long breaks in language are become in children, whose phonology, comes out, but due to lack of language development, they do not give spatial speech.

Often language is considered a medium of expression. Presently, children from 2 to 2½ years old are sent to nursery or play groups where they express phonetic expressions using their half sound. In this way, it can be said that the problem of linguistic expression is also found in them. Some children are such that they find it very difficult to establish a phonetic configuration, that is, they experience difficulty in interrupting the sound of a word, whereas in similar-age consonants, it is difficult to organize a group of sounds. In infancy, children have difficulty in storing sound and

assimilating language, which is why in the early years of infancy, the communication made by infants is more common. Because the development of their language takes place in the phonological development. Therefore, in them there are more conclusive and sound disorders. 'Because due to lack of language development in them, the nature of sound is not matured, as a result of which language distortions are clearly visible in them.

One of the most effective factors for rhetoric in infancy in children is that when children are unable to pronounce difficult words.

If you find you incapable, then they change those difficult words from the point of view of their need and convenience, as a result, the word is clearly visible in it and the actual form of the words changes. Along with this, another linguistic defect is usually seen in children, such as if a word is too big, then they are not able to pronounce it and they are not able to pronounce that word, then in such a situation they can use the words according to their convenience. make it smaller. As a result, words with multiple syllables become one syllable and their structure also changes. The structure of a sentence depends on how its pronunciation and sound structure are being adjusted. Because sound is the fundamental basis of words and sentence structure, words are formed by joining sounds and many words together form sentences. Therefore, sound is the fundamental subject matter of linguistics. 0 phonetic development -

The unitary stage begins from infancy. This development develops in infants with almost the same condition as in natural ones. Which starts from Ragah and develops till the year, but it starts disappearing from 3rd year onwards and the children. The complete residential development is clearly visible to the unstressed syllable

This means that now children utter a word, they do not feel tension in the airway of the throat or tongue, in other words, we can say that when the words are pronounced without any pressure or tension, then they do not feel the tension, like when the child touches the baby ear. Start saying con con or pronounce pon.

In this situation, when the child uses words, he leaves out the last words of the words. - Like the pronunciation of mum for pani, the pronunciation of bu for bua, the pronunciation of mumma for a mother, etc.

The pronunciation of 3 consonant words -

The use of words in the use of words makes them complete. That is, it affects the importance of the consonant in word formation. For example, some use Bicky for a biscuit, a hat for a bruise and Ikee for an ice cream.

Repetition Stage

At this time the children speak the first word twice like pa for water, pa for mummy, ma for mummy, dudu for ma idh, kha for eating, khaa etc

Velar Fronting -

7-15 years of the age (/k/ and /o/ which are formed in the posterior part of the phonology of the throat are established for the front voice such as toti for bread, val for rice, rang for vegetables

Cluster Rejection

In cluster reduction, the order of the word 'Lagna' has been removed, as if for whom, for kissing, in place of happy, for heavy.

Avanthesis –

In the course of lexical development of the language, children either add a new word to it, then they add any word or sound from the words. e.g. Balack instead of Black, Wite instead of White etc. chi and sma) angles are determined based on gliding. Like the one who sowed the Ron to the forest

Vocalization

In the process of vocalization, the words leaves are replaced by the sound of Kohar. Like Coco in place of cow, doggi instead of Dog.

Stop or get stuck:

Often such sounds which are being used continuously, or their frequency is repeatedly being taken by the child, those sounds are replaced by stops. Like mum for water, came for mom etc. this stage in children

Similarly, water goes up to the age of 5 years, but when there is trouble in establishing word development or phonetic coordination even after the period of 7 years, then children need speech therapy. Hodson and Paddon (1989) have clarified from their research study that physical and linguistic configuration is very important for the development of walks. Aircraft

(Avda, on the basis of the findings from its research study, said that the science of acoustics the use of sounds within is inclusively a complete. Markman, Vaso and Hansen (2003) explained that phonetics is a concise system of language development within which sound is expressed through the use of language as words communication is done using language by expanding the configuration. The phonetic and linguistic development found in children also shows the level of their intellectual development. Because their tendency to acquire language provides the basis for their overall development.

Normal Speech Sound Acquisition: There are many views on when sounds should be acquired and mastered. Here is a general guideline:

36 months (3 years): /n/, /m/, /p/, /h/, /t/

months (3.4-3.8 years): /f/, /w/, /ng/, /b/, /g/

48 months (3.6 years): /s/, /j/, /d/

48+ months (up to 6 years): /r/, /l/, /sh/, /ch/, /z/, /v/, /j/, /th/

When children are in growing stage, it is very common to replace a more difficult Sound with an easier one. Beside this, these Children also shorten words that have multi syllables, and Change structure of word. Phonology is the study of speech sound structures in language, which is quite different from the study of sentence structures (syntax), word structures (morphology), or how languages change over time (historical linguistics). But this is insufficient. An important feature of the structure of a sentence is how it is pronounced--its sound structure. The pronunciation of a given word is also a fundamental part of the structure of a word and certainly the principles of pronunciation in a language are subject to change over time. So, phonology has a relation to numerous domains of linguistics.

OBJECTIVE OF THE STUDY

The purpose of the present research work was to examine the significance of difference with regard to Rural & urban children would differ significantly in terms of phonological development.

Hypothesis of The Study

Rural & urban children would differ significantly in terms of phonological development.

RESEARCH METHODOLOGY

Sample:

For the present study, initially 100 normal hindi speaking children were selected whom age range was 2yrs to 6 yrs. through incidentals –purposive sampling technique along with their parents from the Aganwari centres of Buxar and bhojpur district and finally 100 children along with their parents retained in the sample. The respondents (100 children) were further sub-divided into four groups of 12-month age interval namely, (a) 2to 3 yrs. (b) 3to 4yrs (c) 4to 5 yrs. and (d) 5 to 6 yrs. Total numbers of respondents were 100(children) and their parent's number was 200 (100 fathers & 100 mothers) (2) The respondents were divided in 4 groups on the basis of their age interval: -2-3yrs,3-4yrs, 4-5yrs, and 5-6yrs.

RESEARCH TOOLS

Phonological assessment tool (PAT) in Devanagari script developed for the study. Phonological assessment tool (PAT) has been developed in Hindi for Hindi speaking children for assessing the phonological development of children. This tool consists of 307 familiar Hindi words along with corresponding pictures (items) which were selected from school text or picture books considering the 63 vocabulary levels of each group. These are regular used Hindi words and a few English loan words which are most commonly occur in the utterances of young children. The target word list has consonants in all possible context that is word position (initial, middle & final), CV combination and consonant cluster which were reported by Ocala (1991) to be having higher incidence of occurrence in Hindi Language. PAT consists of 307 items in colourful pictures as assessment tool along with name of those pictures in Hindi on the flash card in size 29.5‖ cm x 21‖cm. The reliability was calculated by odd-even method. The self-reliability ranged from 0.81 to 0.85.

Procedure:

To assess the phonological development in children's data were gathered from the Anganwadi centres situated in rural and urban areas of district of Bhojpur and Buxar. The sample can be characterized more or less as a random accidental sample. There was no reason or basis to suspect researcher bias creeping into the sample, since, the researcher had no fore-knowledge of who would be available in the

Anganwadi centres. The data gathering process extended continuously over a period of 11 months except on holidays, when the Aganwadi centres remain closed. The field work was terminated when the investigator felt that an adequate number of respondents both male and female, rural and urban gathered or covered in the study.

The significance of difference between urban and rural children ‘s phonological development.

Age Groups	Phonological Development of children	M(Rural) N=25	SD Rural	M (urban) N=25	SD Urban	t-Value	Sig.Level
2-3 yrs.	Syllable structure	70.47	7.86	60.54	10.34	3.67*	<0.5
	Substitution	65.78	7.16	66.17	12.04	2.67*	<0.5
	Assimilation	75.19	7.79	70.02	11.84	3.58**	<0.01
3-4 yrs.	Syllable structure	88.67	8.04	96.45	9.64	2.83**	<0.01
	Assimilation	100.76	8.67	85.89	7.98	2.99**	<0.01
	Substitution	98.66	7.56	102.33	10.78	2.67*	<0.05
4-5yrs.	Syllable structure	146.55	9.85	140.89	16.34	3.67**	<0.01
	Assimilation	142.34	8.79	155.87	12.56	3.55**	<0.01
	Substitution	165.76	13.54	167.87	12.78	4.67**	<0.01
5-6 yrs.	Syllable structure	239.97	13.38	236.67	14.88	4.82**	
	Assimilation	230.54	13.78	238.84	14.38	3.81**	<0.01
	Substitution	244.61	15.43	236.86	17.81	4.80**	<0.01

* Significant at or beyond 0.05 level of confidence.

** Significant at or beyond 0.01 level of confidence. Table :1 suggested that phonological development of urban children in comparison to rural children was better in all four age groups. The above result pointed out that in age group of 2 years to 3 years the urban and rural respondents differ significantly with each other in all three phonological development processes and the computed ―t‖ was significant at 0.05 level. The result displayed in table 5.3 also revealed that in the age group of 3 years to 4 years, 4 years to 5 years and 5 years to 6 years the urban children scored higher than their counterpart rural children in all three phonological development process. The differences in mean score were significant at 0.01 level. On the basis of result recorded in table 5.3 it can be concluded that urban and rural children differed significantly with each other in terms of all the three Phonological development process. The phonological development of the urban children was better than rural one. Thus, the second hypothesis of this study sustained. The researcher had hypothesized that _Rural and Urban children would differ significantly in terms of Phonological development. ‘The finding to this study has been corroborated by the previous finding of Satish Kumar swamy and et al (2015) whose study was on Malayalam speaking children, revealed higher phonological development in urban children when compared to those in rural children. Perhaps the limited educational facilities in rural area and lack of parental attention given to child ‘s utterances might be attributable to the greater number of errors seen in rural children phonological development. In Russia also this type of difference has been authenticated. Sergey et al 2016 studied upon 100 Russian speaking children and found that urban children ‘s Phonological development was faster than the rural children. 79 It was noticed during the present study that there is vast difference in people living in urban and rural area. In urban area having much better living and health condition in comparisons to those in rural areas. Rural areas are generally economically poor and parent gives lesser amount of attention and limited care to their children than those of urban area. Thus, perhaps the rural children make more errors of sound without any means of learning the correct sound production. In rural area the quality of education is also poor than of urban area. This might lead to less develop metalinguistic and cognitive skills. That might also contribute to linguistic difference in rural and urban children.

CONCLUSION

In the light of results obtained in the present study the following conclusions have been drawn. The rural and urban children (respondents)were differed with each other in terms of phonological development. Urban children phonological development was better than rural children. In age group of 2-3 yrs.—(a) in syllable

structure the mean score of rural children 70.47 and their SD is 7.87, the mean and SD of the Urban children is found 60.54 and SD 10.34. The obtained t-ratio 3.67 is found for rural and urban children for syllable structure which is found significant at0.01 level of confidence. The obtained result suggested that age affect the phonological development of children. It has been found that territories affect the phonological development of children. Urban children's phonological development was better than rural and the difference was statistically significant. Thus, the findings of the present endeavour are highly significant and suggestive for social scientists, special educators, speech language pathologist and concerned parents. The rural and urban children (respondents) differed with each other in terms of phonological development. Urban children phonological development was better than rural children.

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