CHAPTER VI
SUMMARY AND CONCLUSION
A research work implicates an organized study and analysis of a particular problem. In the present study, the given problem was the analysis of a disordered language development in the perception of psycholinguistics. Here we assessed the different configurations of the proposed hypothesis and comes out with the real findings and conclusions. In this backdrop the present chapter is designed to frame the conclusions of our research work.

In this chapter, we aspire to summarize the discussions carried out in earlier chapters and draw conclusions from the deliberations presented in different sections of the thesis. The chapter spreads over two sections. The first section comes up with the chapter wise summary of the research work while the second section presents the conclusions drawn from the present study.

6.1-SUMMARY OF THE THESIS

The first chapter was the introductory chapter which provides an introductory note for the thesis in which language developments have been categorized into two types.

(i) Normal language developments

(ii) Abnormal language developments

This chapter spans over six sections. The first section defines the term psycholinguistics, in the second section we have given the historical perspective of psycholinguistics, starting from Wilhelm Von Humboldt and taking the discussions up to Chomsky. The third section offers a review of the
existing definitions of the term, given by different scholars. The fourth section
gives a detailed account of the branching of psycholinguistics here we have
confined our discussions to theoretical and applied psycholinguistics.
Theoretical psycholinguistics submits the discussion of two main learning
theories, and their application in the formulation of three main language
learning approaches.

(i) The nativist approach.

(ii) The learning theory approach.

(iii) The interactionist approach.

With in nativism we took up, two views as discussed by David Ingram

(a) The maturationist view

(b) The constructionist view

On the other hand the sub section of applied psycholinguistics highlights
various applied dimensions of the field, putting emphasis on the
developmental and the clinical psycholinguistics. Developmental
psycholinguistics involves the discussion of various stages of language
acquisition, which has been classified into three periods.

(i) The period of prelinguistic development.

(ii) The period of development of lexicon.

(iii) The period of development of syntax and grammar.
While discussing clinical psycholinguistics we considered the speech disorders of psychological origin and that of biological origin. Speech disorders of biological origin were further categorized into four types:

(i) Sensory
(ii) Structural
(iii) Coordination
(iv) Integrative.

This section also presents different types of aphasia as given by Obler & Gjerlow and Roman Jacobson, in this backdrop the relevant and the historical concepts of the field of Neurolinguistics have been duly explained. The fifth section discusses a brief review of the earlier works on the abnormal language. The sixth and the last section of this chapter submit the scope of the study and outline the utility of the current study to speech therapists and psycholinguists.

The second chapter has been devoted to the methodology adopted in our research study. It consists of eight brief sections where section one gives the introduction of the chapter followed by the section discussing goals and objectives of the study. The third section carries the hypothesis which was explored in the following chapters. The fourth section discusses various tools used for the elicitation of corpus. The fifth section of the chapter presents the introduction of the special school from which the major part of the data was collected. Section six of this chapter discusses how the evocation of speech in MR children was carried out and the three methods adopted for this purpose.
(i) Imitation

(ii) Naming

(iii) Spontaneous speech collection.

The seventh section offers the points on which data was analyzed followed by the last section which provided the way in which findings of the research study was presented in the following chapters.

The third chapter examines the case studies of phonological disorders among Urdu-Hindi speaking children, which starts with the introduction of phonology in the first section followed by the section defining phonological disorders, its causes and types but to establish something as disordered, a standard needs to be there, to achieve this, the third section of the chapter debates the standard phonological system of Urdu and Hindi as observed in its colloquial form, where the total number of Urdu-Hindi vowels, consonants, consonant clusters, gemmination of consonants are discussed and besides this the syllabic structure is also taken care of. The next section carries the case studies of children who were normal but their speech was disordered at the level of phonology, for this sometimes reasons can be attributed to psychology and sometimes not. The case studies were presented along with examples collected from the actual utterances of the concerned children. The following section carries the case studies of phonological disorders in children who had certain biological upsets like autism, cleft lip etc it also posses a detailed account of autism, cleft lip, cleft palate and general mental
retardation. The chapter concludes with a brief discussion of the findings of the chapter.

The fourth chapter debates how mental retardation affects the morphological features of speech. This chapter is composed of six sections where section one gives an introductory account of the term morphology. The second section commences an account of the standard morphological system of Urdu-Hindi, this section covers brief discussions on the use of gender, case and number at the colloquial level. Morphological disorders are dealt in the third section in the backdrop of which we discussed the concept of LAD as given by Chomsky. Since most of the cases discussed in this chapter were of Down’s syndrome, so introduction of this congenital deformity has been taken up in the fourth section. The fifth section carries the linguistic case studies along with case histories of various cases. ‘Conclusion’ constitutes the sixth and the last section of this chapter, it reprises the deliberations of the previous sections which clearly illustrate the fact that morphological disorders are found in one form or the other in children who have a problem in the left frontal lobe and also these disorders are found in most of the DSPs.

In chapter fifth we have made an effort to present the linguistic study of syntactic disorders among Urdu-Hindi speaking children. This study has been presented into six sections. In section one, we have taken up an introductory account of the field of syntax. Section two covers the notion of standard and standardization in syntax from the approach of psycholinguistics. Section three debates various types of psycholinguistic
disorders at the syntactic level. The fourth section carries the discussion on cerebral palsy, its definition, a brief discussion on history and different types of classifications as given by scholars, because the next part of this section carries the linguistic study of syntactic disorders in a case of cerebral palsy. The last part of this section carries the findings of the case study which happened to be agrammatism. Since the second part of the fifth section discusses the syntactic disorders in a case of fragile X syndrome, so the first part of this section is devoted to the discussion on this chromosomal abnormality. Following the previous pattern the last part of this section presents the findings of the case study, which was dynamic aphasia. In the last and the sixth section we attempted to conclude the chapter.

6.2- CONCLUSION

The current thesis meticulously investigated various linguistic contours of the diversity of speech disorders. The thoughts and discussions of the previous chapters effectively discussed several aspects of the topic in sight and came up with the substantive findings. We now conclude the thesis with the following observations.

1. Language is a delicate phenomenon which gets affected by some psychological factors and also because of certain biological reasons, biological reasons may include disorders of brain, hearing impairment, disorders of any of the speech organs, but the extant of speech disorder depends on the nature of the organic defect.
2. Mental retardations are of various types, the similar symptoms of some have been identified and put under named categories like autism, cerebral palsy, down’s syndrome, fragile X syndrome etc but people who are mentally deficit on IQ scale and have diverse symptoms are grouped under a general category of mental retardation. Any kind of mental retardation affects language in some form or the other.

3. Stammering is a language problem which is generally associated with psychological reasons but down’s syndrome children have a problem of stuttering because of their organic disorder of a speech organ, as they have a broad and furrowing tongue.

4. The language of mentally retarded children tend to be simpler, thus at phonological level, they generally omit aspirated and retroflex sounds because aspiration and retroflexion are the additional features which they find difficult to carry.

5. At morphological level mentally retarded children are unable to grasp the complexity of language and omit the additional morphological features like postpositions, tense markers, gender markers etc, as demanded by the standard colloquial Urdu-Hindi. The children having down’s syndrome show certain problems of morphology because they also have a hearing setback.

6. Problem in the left hemisphere of the brain sternly affects the language at the morphological and syntactic level and leaves the patients with a telegraphic type of language.
In a nutshell we can say children having receptive language (RL) disorders are bound to be expressive language (EL) deficits and EL disorders of any type, be it of phonological, morphological or syntactic origin has a telling impact on the intelligibility of the listeners. In order to give a smooth intelligibility, the improvement of the speech of MR children is desperately required and this cannot be fairly done with a proper knowledge of speech disorders in the domains of psycholinguistics.