

# Language and Communication Challenges for Hearing Impairment at Early Childhood

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**Abstract:** *Early Childhood makes a positive contribution to children's long term development and learning by facilitating an enabling and stimulating environment in these foundation stages of lifelong learning. Parents as caregivers are critical in providing a stimulating learning environment to the child and the first two and a half to three years need not be in a formal learning environment. The National Curriculum Framework acknowledges the significance of involvement of parents, family and community. India has a tradition of valuing the early years of a child's life, and a rich heritage of cultural practices for stimulating development and inculcating "sanskaras" or basic values and social skills in children. In the past this was delivered primarily within joint families, through traditional child caring practices which were commonly shared and passed on from one generation to another. However, there have been changes in the family as well as social context in the last few decades. Families and communities represent vast geographic, social, cultural, linguistic, and economic diversity within the country. Children also differ in their physical, emotional, social, and cognitive capacities. Urban and rural communities offer different types of opportunities and face distinct challenges in providing good quality early care and learning experiences to children. Socio-economic status as well as social and cultural diversity characterize the nature of family life and the context for growing up in India. Language & Communication development is always in line with the growth of the child. Parents should always pay attention to these development, because at this time, largely determines the learning process. This can be done by giving a good example, to motivate children to learn. Parents are largely responsible for the success of children's learning and should always strive to improve the potential of children in order to develop optimally. This study seeks to describe the language and communication challenges are at the early childhood. Language and communication challenges are divided into different types. Start early period this early lingual child starts to say the word & communicated - first word which is the most amazing moment for parents. The challenges that affect languages & communication in Hearing impairment which is family relationship, peer relationships and personality.*

**Keywords:** Language, Communication, Challenges & Hearing Impairment

## I. INTRODUCTION

Hearing loss is also categorized by overall level of hearing. Children who have a mild hearing loss may spontaneously develop some spoken language, although it may be delayed. Use of hearing aids or other means of amplifying sound should be considered for children with even mild sensor neural hearing loss, and early intervention should begin as soon as possible. Hearing loss in one ear, such as Gloria has, affects a child's ability to function in the language and communication, including the ability to follow conversations in a noisy environment. Children with moderate and severe hearing loss often respond well to amplification. Most require an early hearing aid fitting in one or both ears and early childhood for speech and language as well as communication.

Language and communication are critical areas of development for children. They play a vital role throughout our lives, helping us to understand what is going on around us, communicate our basic needs and feelings, hold conversations, think and learn, develop relationships, solve problems, and more. They also support many other aspects of development, including cognitive, social, and literacy development.

Language is the ability to communicate with others. There are significant differences between the understanding of language and speech. Language includes all forms of communication, whether expressed orally, written, used signs, gestures, or facial expressions. While the speech is a spoken language that is the most effective form of communication and considered most important and widely used. Language development increases through the growth of the children. Parents should always pay attention to these developments, since it will determine the learning process. This can be done by giving a good example to motivate children to learn and so forth. Parents are greatly responsible for the success of children's learning and should always strive to improve children's potential in order to develop optimally.

Language is any form of communication in which a person's thoughts and feelings symbolized in order to convey meaning to others. Furthermore, language development starts from the first cry until a child is able to speak a word.

Both parents and early year's workers could play a significant role in helping to improve children's language development and outcomes. To aid you in doing this, in this article we will cover the stages of normal language development, why it is so important, how to recognize potential speech problems, and what you can do to support young children's language and communication.

### 1.1 Language & Communication Challenges at Early Childhood

- **Phonetics and phonology:** learning to pronounce speech sounds, as well as understanding the rules about which sound sequences occur in the language.
- **Semantics:** learning vocabulary and understanding how concepts map onto words – for example, does 'dad' mean any man? Or any man with a beard? Or just one particular man?
- **Syntax and morphology:** the rules for how to arrange words in sentences (for example, a verb normally comes second, rather than last), and how to change things like tense, voice, or number – for example, is the plural of 'sheep' 'sheeps'?
- **Pragmatics:** learning social rules for using language, including adapting your language for who you're talking to, taking it in turns to speak, and staying on topic.

This also includes language and non-verbal communication – including facial expressions, gestures, and tone of voice – and how this interacts with the words we're saying

## II. LANGUAGE CHALLENGES AT EARLY CHILDHOOD

Language challenges differentiate monthly and yearly on the ages. This follow is given below-

### 3-12 Months

- Cooing, smiling, and laughing
- Playing with sounds – babbling (e.g. da, da, da) Communicating with gestures like waving and pointing
- Sounding like they're talking
- but not using recognisable words

### 12-18 Months

- Saying their first words with meaning – for example, saying 'mama' to call for their mum
- Understanding many more words than they can say, including instructions like 'sit down'
- Mostly using nouns in their speech, such as 'car' or 'duck'
- By 18 months, using between 50 to 150 words.

### 18 Months to 2 Years

- Combining words in telegraphic speech (e.g. 'me go', 'dada throw ball'),
- Using simple pronouns ('me', 'I', and 'you'), but often confusing 'me' and 'I'
- Naming objects that they see regularly
- Responding to simple commands like 'pick up your coat'

**2-3 Years**

- Beginning to say longer sentences of three or four words
- Using some plurals and past tenses
- Talking about what they're doing as they do it Conversation skills improves – they respond to you more often.

**3-4 Years**

- Speaking more clearly – strangers can mostly understand them
- Asking 'who', 'what', and 'why' questions

**4-5 Years**

- Using more complex sentences with words like 'because', 'if', 'and', or 'when'
- Telling stories and simple jokes
- Being able to answer questions about stories
- Being able to follow requests

**5-8 years**

- Develop vocabulary and use language for a variety of purposes.
- Display emergent literacy skills and love for reading (preparing children to read and write): such as identify and differentiate sounds,
- Phonological awareness
- Print awareness and concepts
- Recognition of letters
- Letter- sound correspondence
- Segmentation
- Building words and sentences and early writing.
- Demonstrate interest and ability in writing

**Communication Challenges at Early Childhood**

- Does not babble (4–7 months)
- Makes only a few sounds or gestures, like pointing (7–12 months)
- Does not understand what others say (7 months–2 years)
- Says only a few words (12–18 months)
- Says p, b, m, h, and w incorrectly in words (1–2 years)
- Words are not easily understood (18 months–2 years)
- Does not put words together to make sentences (1.5–3 years)
- Says k, g, f, t, d, and n incorrectly in words (2–3 years)
- Produces speech that is unclear, even to familiar people (2–3 years)
- Repeating the first sounds of words, like “b-b-b-ball” for “ball” (any age)
- Stretching sounds out, like “fffffarm” for “farm” (any age)
- For school-age children, Challenging signs may include the following:
  - Has trouble following directions
  - Has problems reading and writing
  - Does not always understand what others say
  - Is not understood by others
  - Has trouble talking about thoughts or feelings

**Suggestion for Family, Teacher and Community**

- Talk, read, and play with your child
- Listen and respond to what your child says
- Talk with your child in the language that you are most comfortable using
- Teach your child to speak another language, if you speak one
- Talk about what you do and what your child does during the day
- Use a lot of different words with your child
- Use longer sentences as your child gets older
- Have your child play with other children

**III. CONCLUSION**

As the above mention to say about the hearing impairment language and communication challenges at the early childhood stage and challenges more the hearing and family does not support to development language & communication. The composition of early learning environments has been changing as more children are being identified early in their lives as having special needs. A growing number of these are children with a significant hearing loss. This is an area in which many early childhood educators have limited background and training. A child's family and related service professionals, such as the speech and language pathologist and the audiologist, can provide the teacher with pertinent information regarding the child's level of hearing and appropriate strategies for communication or intervention. Early childhood educators have the critical role of gathering this information and implementing inclusive strategies to maximize development not just for children with hearing loss, but for all children in early learning programs.

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