Semantic Intention and Semantic Relation in Typical Malayalam Speaking Children

Dona Shaji John, **BASLP, MASLP**
Dr. M.V. Shetty College of Speech and Hearing
Maladi Court, Kavoor
Mangalore
Karnataka
donaaslp@gmail.com

GUIDE:
Satish Kumaraswamy, Principal, Associate Professor

==

Abstract

Language is a system that consists of the development, acquisition, maintenance and use of complex systems of communication, particularly the human ability to do so; and a language is any specific example of such a system. Semantics is the study of meaning expressed by elements of a language, characterizable as a symbolic system. Semantic intention is defined as the meanings intended by children by using words or gestures. Semantic relation is nothing but meanings, intended by the child's verbal expression during two or third word combination stage. Understanding semantic intention and relation development in children is important for screening, diagnosis and intervention of language disordered children. Description of semantic intention and relation has been attempted in Indian languages such as Kannada (Bailoor and Rao, 2013; Kumaraswamy and Rao in intellectual disabled children, 2016), in Tamil (Krupa, 2009), in Konkani (D'souza and Kumaraswamy, 2014) and also in Malayalam (Athira, 2016 in intellectually disabled children; Mahesh in 2011(8 to 13 years)). The scientific studies related to normal development of semantic intention and relation of children within age group of 3 to 7 years in the context of general conversation and picture description has not been carried out. The present study is to understand the usage of semantic intention and relation in 3 to 7 years old Malayalam speaking children and to find the usage of semantic intention and relation in context of general conversation and picture discrimination. The study group consisted of 30 Malayalam speaking children with no history of speech language disorder and hearing disorder was selected. The speech sample was obtained from conversation and picture description tasks. Results indicate that children until age 7, continue to use semantic intentions and relations, although the syntactic knowledge has emerged and is inadequately used in different situations such as

==
Language in India www.languageinindia.com**ISSN 1930-2940 19:8 August 2019**
Dona Shaji John, BASLP, MASLP
Semantic Intention and Semantic Relation in Typical Malayalam Speaking Children   498

(general conversation and picture description). In Picture description task most of the semantic intentions and relations are present. When the scores were compared between conversation and picture description semantic intention and relation was not significantly different across the age group. Thus, the present study concludes that all parameters of semantic intention and semantic relation are already acquired in 3 to 7 years old Malayalam speaking children though slight subject variation exist which is considered.

INTRODUCTION

Language is the comprehension and/or use of a spoken (i.e., listening and speaking), written (i.e., reading and writing) and/or other communication symbol system (e.g., American Sign Language). Language can be classified as receptive (i.e., listening and reading) and expressive (i.e., speaking and writing). (American Speech and Hearing Association, 1993). Descriptions of the five language domains are as follow:

- Phonology—study of the speech sound (i.e., phoneme) system of a language, including the rules for combining and using phonemes.
- Morphology—study of the rules that govern how morphemes, the minimal meaningful units of language, are used in a language
- Syntax—the rules that pertain to the ways in which words can be combined to form sentences in a language.
- Semantics—the meaning of words and combinations of words in a language.
- Pragmatics—the rules associated with the use of language in conversation and broader social situations.

https://www.asha.org/practice-portal/clinical-topics/spoken-language-disorders/language-in--brief/

Spoken language and written language and their associated components (i.e., receptive and expressive) are each a synergistic system comprised of individual language domains (i.e., phonology, morphology, syntax, semantics, pragmatics) that form a dynamic integrative whole (Gleason, 2005).

Semantics embraces the meaningful functions of phonological features, such as intonation, and of grammatical structures and the meanings of individual words. It is this last domain, the lexicon that forms much of the subject matter of semantics.

https://www.britannica.com/topic/language

Semantic development: gradual acquisition of words and the meanings they carry. First words are generally produced at around first year of birth. It is slow but gradual process in which a child learns a couple of words within a week. Word learning speeds up significantly after

==
Language in India www.languageinindia.com**ISSN 1930-2940 19:8 August 2019**
Dona Shaji John, BASLP, MASLP
Semantic Intention and Semantic Relation in Typical Malayalam Speaking Children   499

several months when first words are delivered. This normally develops when vocabulary is about 50-100 words. This is classified as "vocabulary burst".

<div align="right">https://www.slideshare.net/hassyb/semantic-development</div>

Researchers have opined that at the first word level, usage of words are conceptualized as semantic intentions (For example, on seeing mother he may say mamma). When children combine these semantic intentions at phrase level, they are referred to as semantic relations (E.g: Mommy come). These utterances emphasize the continuances of meaning as basis for syntactic expansion.

Sabbagh and Baldwin (2003) analysed Learning Words from Knowledgeable versus Ignorant Speakers: Links between Pre-schoolers' Theory of Mind and Semantic Development and results propose that theory-of-mind developments impact word learning.

Freedman and Carpenter (2005) studied on semantic relations used by normal and language impaired children at stage I and found that at stage I level of linguistic development, the language impaired children demonstrated a linguistic system no different than the system of normal stage I children.

Bailoor and Rao (2013) analyzed semantic intention and relation in children with intellectual disability of 4 to 7 years of mental age and results suggest that no significant difference in performance with normal children in the frequency of use.

Haritha and Kumaraswamy (2013) studied on semantic relations in 4-5 years old Malayalam speaking children and results suggested that semantic relations were significantly present in conversation, monologue ad story narration in relatively decreasing order respectively. The study concludes that all parameters of semantic relation are already acquired in 4-5 years old Malayalam speaking children.

Understanding semantic intention and relation usage in children is important for screening, diagnosis and intervention of language disordered children. Description of semantic intention and relation has been endeavoured in Indian languages such as Kannada (Bailoor and Rao, 2013, in intellectually disabled children of chronological age 11-18 years and mental age of 4-6 years), in Tamil(Krupa, 2009; contrasting chronological age and mental age of typical children to children with mental retardation from 2-4 years), in Konkani (D'souza and Kumaraswamy, 2014; in typical Konkani speaking children from 3.1 to 5 years) and also in Malayalam (Athira, 2016 in intellectually disabled children with mental age of 4-8 years; Mohan,2011,investigated in typically developing Malayalam speaking children of 8 to 13 years)). The scientific studies related to normal development of semantic intention and relation

==
Language in India www.languageinindia.com**ISSN 1930-2940** **19:8 August 2019**
Dona Shaji John, BASLP, MASLP
Semantic Intention and Semantic Relation in Typical Malayalam Speaking Children   500

of children within age group of 3 to 7 years in the context of general conversation and picture description has not been carried out. The present study is to understand the usage of semantic intention and relation in 3 to 7 years old Malayalam speaking children and to find the usage of semantic intention and relation in context of general conversation and picture discrimination.

REVIEW OF LITERATURE

Language**,** a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release (Crystal and Robins).

Language exists to be meaningful; the study of meaning, both in general theoretical terms and in reference to a specific language is known as semantics. Semantics embraces the meaningful functions of phonological features, such as intonation, and of grammatical structures and the meanings of individual words. It is this last domain, the lexicon that forms much of the subject matter of semantics.

https://www.britannica.com/topic/language

Semantics: Semantics is the study of meaning expressed by elements of a language, characterizable as a symbolic system.

Filip: Introduction to Natural Language Semantics

Semantic intention is defined as the meanings intended by children by using words or gestures. The common intentions expressed by children are given below:

Existence: The child recognizes the existence of an object or an event and expresses through a look, gesture, vocalization or a sign, or a word. For example, on seeing mother he may say mamma; on seeing milk he may say paalu, etc.

Disappearance: The child comments on the disappearance of a person or object by a look gesture or a word. For example, the child says all gone when milk is over;poy (gone), when father goes for work.

Recurrence: Child expresses that an object disappeared and reappeared. The child may request for repetition of an action. For example, the child says i want it again; (inim,inim).

Non-existence: The child indicates that object does not exist where he/she expects it to be present verbally or non-verbally. For example, child opens chocolate box and finds no chocolates in it, remarks mittayilla (no chakie).

==
Language in India www.languageinindia.com**ISSN 1930-2940 19:8 August 2019**
Dona Shaji John, BASLP, MASLP
Semantic Intention and Semantic Relation in Typical Malayalam Speaking Children   501

Location: The child comments on the position of an object, person or an event or spatial relationship between two objects or requests that an object be placed in a certain location. For example, when after a search finds his toy car may say athu (that) and simultaneously pointing and looking at adult vigorously.

Possession: A child comments on a relationship between an object person and themselves. For example, when he and another child are playing, he may suddenly pick the toy and may say mine (ente).

Rejection: The child comments that he does not want an object or that he wants an object to cease an activity by look, gesture, vocalisation, sign or word such as no, stop, bye-bye (venda:mathy).

Denial: Child denies a proposition verbally or nonverbally. For example, the child takes chocolate when adults are not watching, later when the adult blames, the child nods his head with full mouth in disagreement to say no (illa).

Agent: The child tries to communicate about the person or object doing the action. This may be by a look, gesture, or word or even by vocalisations. For example, when she wants to show her mother that her brother spills the milk, she will scream amma and point at the milk on the floor and says brother.

Object: The child comments on the object or person that may be affected by an action. For example, when showing toothbrush, the child points to teeth saying teeth (palll).

Attribution: The child comments on the property of an object verbally or non-verbally. For example, when a child sees a dirty dog may say chi...chi... to communicate that it is dirty and needs a wash.

Cessation: The child indicates stoppage of an activity. For example, the child will say "that's all" (athre ollu).

Semantic Relations

Semantic relation mainly explains the relationship between object and persons and express through language, one approach to the early utterance of children was proposed by Brown (1973), tried to account semantic relation expressed by children, semantic relation in two word level and three word level. Semantic relations are meaning intended by child's verbal expression during two or three word combination stages.

==
Language in India www.languageinindia.com**ISSN 1930-2940 19:8 August 2019**
Dona Shaji John, BASLP, MASLP
Semantic Intention and Semantic Relation in Typical Malayalam Speaking Children   502

Semantic Relation in two word level:

Agent + Action	E.g: Mommy come (Amma vaa)
Action + Object	E.g: Drink milk (pallukuddik)
Agent + Object	E.g: Mummy chappathi (Amma chappathi)
Action + Location	E.g: sit chair (kaserayilirrikke)
Possessor + Possession	E.g: My doll (Entepaava)
Demonstrative + Entity	E.g: That book (Aa book)

Semantic Relation in three word level

Agent + Action + Object	E.g: Baby eat cookie (Vavva biscuit kazhichu)
Action + Object + Location	E.g: Throw ball here (Ball erzhiyeevide)
Phrase with preposition	E.g: Chocolate is on the shelf (Chakieathintemellil)

WESTERN STUDIES

Henderson, Clarke and Snowling (2011) investigated individuals with autism spectrum disorders (ASD) on their ability to access and select word meanings. The study tested for four hypotheses regarding the nature of their comprehension difficulties: semantic deficit, weak central coherence, reduced top-down control and inhibition deficit. The results suggest that children with ASD showed intact access to semantic information early in the time course of processing, but they showed impairments in the selection of semantic representations later in processing.

Smith E and Jarrold C (2014) examined Grouping, semantic relation and imagery effects in individuals with down syndrome and this study provides encouraging evidence that, despite their difficulties in some areas, individuals with down syndrome can benefit from the use of grouping and LTM knowledge to assist their verbal STM performance under certain circumstances.

Auclair and Jambaque (2015) analyzed Lexical-semantic body knowledge in 5 to 11 year old children: How spatial body representation influences body semantics and findings suggest that the development of a spatial body representation shapes the elaboration of semantic body representation processing.

Haebig and Kaushanskaya (2015) studied lexical processing in school- age children with Autism Spectrum Disorder and children with Specific Language Impairment: The role of semantics and results suggest that children responded more accurately to words from high than from low semantic networks and also the follow-up analysis identified weaker semantic network effects in the SLI group. Additionally, updating and shifting abilities predicted lexical

==
Language in India www.languageinindia.com**ISSN 1930-2940 19:8 August 2019**
Dona Shaji John, BASLP, MASLP
Semantic Intention and Semantic Relation in Typical Malayalam Speaking Children   503

processing, demonstrating similarity in the mechanism which underlie semantic processing in children with ASD, SLI and typical development.

Borovsky, Ellis, Evans and Elman (2016) researched Semantic structure in vocabulary knowledge interacts with lexical and sentence processing in infancy and the findings indicate that language processing skills develop heterogeneously and are influenced by the semantic network surrounding a known word.

Cantiani, Choudhury, Yu, Shafer, Schwartz and Benasich (2016) examined from sensory perception to lexical-semantic processing: an ERP study in non-verbal children with autism and results suggest that although basic perception is relatively preserved in non-verbal/minimally-verbal children with ASD, higher levels of processing including lexical-semantic functions are impaired.

Srinivasan and Barner (2016) investigated Learning language from within: Children use semantic generalizations to infer word meaning and their studies implicate that at least by the age of four, children spontaneously generalize instrument-activity flexibility to new words. These findings also point to a powerful way in which children may build their vocabulary by leveraging the fact that words are linked to multiple meanings in systematic ways.

Unger and Fisher (2018) studied rapid, experience-related changes in organization of children's semantic knowledge in 4 to 9 years old children, whether their knowledge about animals was organized according to taxonomic relations and results suggested that these changes were primarily driven by improvements in the degree to which children differentiated between taxonomic categories. These findings provide novel evidence that naturalistic experiences can drive rapid changes in knowledge organization.

Angulo-Chavira and Arias-Trejo (2018) examined the development of bidirectional phono-semantic activation in toddlers and results provide strong evidence of differences in the development of forward and backward interactions between semantic and phonological processing levels.

Rijthoven, Kleemans, Segers and Verhoeven (2018) analyzed whether Semantics contributes indirectly to decoding efficiency in children with dyslexia: Beyond the phonological deficit and Based on these results, it seems possible that dyslectic children compensate their weak ability to form phonological and orthographic representations by use of their semantic abilities as reasoned in the lexical quality hypothesis and lexical restructuring hypothesis. Even though the effect of semantics was small and indirect, these findings show the relevance of a broad and deep semantic knowledge in the reading development of children with dyslexia.

==
Language in India www.languageinindia.com**ISSN 1930-2940 19:8 August 2019**
Dona Shaji John, BASLP, MASLP
Semantic Intention and Semantic Relation in Typical Malayalam Speaking Children   504

INDIAN STUDIES

Pradyuman (2006) studied the semantic and phonologic priming in children with learning disability and results obtained suggest no prime condition for normal children which indicated a significant difference between semantic no prime condition and phonological no prime condition and they also indicate that learning disability showed no significant difference between phonological and semantic priming tasks.

Mahesh, Merlin and Rao (2008) studied semantic intention of severely mentally retarded children in play contexts, study consisted of 12 children which were divided into groups, one group consisted of 8 subjects of chronological age of 4 to 9 years and another group of chronological age 10 to 17 years. 13 semantic intentions were selected and subject response for each intention were assessed and rated as present, absent and not accurate in play context. Results revealed that semantic of both groups were affected when compared to normals.

Krupa (2009) studied on 'compared the semantic intention across the age group in normally developing children's chronological age matched and mental age matched children with mental retardation and reports the semantic intentions up to age 2 years: children with mental retardation(MA and CA matched) continued to have similar performance by 3 to 4 years age, MA matched children showed the performance then CA matched children due to their super cognitive skill, by 4 years of age MA matched children with mental retardation showed similar response normally developing children which was in contrast to the CA matched children with mental retardation , thus cognitive developing influences language development to the greater extent. However, cognitive development and language development do not have linear relationship.

Mohan (2011) investigated semantic intention in 8 to 13 years Malayalam speaking children, samples were collected which includes tasks like conversation, monologue and topic-description and picture-story description. The results of this study suggest that 8 to 13 years old typical Malayalam speaking children displayed a variety of semantic intention, children may see to direct and others intention for different reasons to express interest in a object or simply to provide information. Frequency of usage was found more on conversation and less intention noted during elicited speech.

Haritha and Kumaraswamy (2013) aimed to understand the usage of semantic relations in 4 to 5 years old typical Malayalam speaking children and found significantly in conversation, monologue and story narration in relatively decreasing order respectively. This study concludes that all the parameters of semantic relations are already acquired in 4-5 year old Malayalam speaking children.

===
Language in India www.languageinindia.com**ISSN 1930-2940** **19:8 August 2019**
Dona Shaji John, BASLP, MASLP
Semantic Intention and Semantic Relation in Typical Malayalam Speaking Children   505

Prathamesh, Kuruvilla and Rao (2013) obtained extensive language data in Kannada speaking children with intellectual disability and compared it with mental age of normal children and results showed no significant difference in performance with normal children in their frequency of use.

D'souza and Kumaraswamy (2014) studied on semantic relation in 3.1 to 5 years old typically developing Konkani speaking children and results suggest significant difference of semantic relation in 3.1 to 5 years and 4.1 to 5 years group of normally typically developing Konkani children. This study concluded that understanding development of semantics relation in Konkani is important for screening, diagnosis and intervention of language disorder children across Konkani population in west coastal area.

Shetty, Hariharan and Rao (2014) reported performance of verbal autistic children relating to semantic intentions and relations; this study supports the view that meaning intentions both at word and phrase level are present in th conversation samples of 4-5 year mental aged autistic children. The challenge for SLP's is to provide aspects of morphology and syntax, to use the semantic aspects and also expand the nature of social communication of pragmatic skills.

METHODOLOGY

The study aimed to understand the usage of semantic intention and relation in 3 to 7 years old Malayalam speaking children and to find the usage of the semantic intention and relation in context to general conversation and picture discrimination.

Subject

The study group consisted of 30 Malayalam speaking 3 to 7 years old children with no history of speech language disorders and hearing problem were selected for the study.

Selection criteria

- No history of speech, language and hearing impairment.
- No neurological impairment.
- Subject didn't have ontological, psychological or ophthalmic problem.

Instruments

Audio samples were recorded by using computer voice recorder.

Test Procedure

The children were seated comfortably in a room and general conversation and picture description task was recorded. The sample of 10-20 minutes was used for further analysis.

===
Language in India www.languageinindia.com**ISSN 1930-2940 19:8 August 2019**
Dona Shaji John, BASLP, MASLP
Semantic Intention and Semantic Relation in Typical Malayalam Speaking Children   506

Analysis

Language data was transcribed using IPA (2005). If semantic intention and relation are present it was scored as "1" and if absent "0".

Later the samples were analysed to check the usage of semantic intention and relation further statistically analysed for significance.

List of Pictures: Day at the park
                         Rainy Day
                         Onam celebration

RESULTS AND DISCUSSION

The aim of the present study was to analyze acquisition pattern of semantic intention and semantic relation in typical Malayalam speaking children in the age range of 3 to 7 years old in the context of general conversation and picture description.

The obtained results are discussed below:

Semantic intention

	SEMANTIC INTENTION			
	CONVERSATION		PICTURE DESCRIPTION	
	N=30	%	N=30	%
EXISTENCE	20	100%	20	100%
DISAPPEARANCE	6	20%	4	13.3%
RECURRENCE	4	3.3%	2	6.6%
NON-EXISTENCE	1	13.3%	2	6.6%
LOCATION	19	63.3%	24	80%
POSSESSION	19	13.3%	5	16.6%
REJECTION	4	0%	0	0%
DENIAL	0	60%	0	0%
AGENT	18	93.3%	26	86.6%
OBJECT	28	100%	30	100%
ACTION	30	100%	30	100%
ATTRIBUTION	0	0%	1	3.3%
CESSATION	0	0%	1	3.3%

===
Language in India www.languageinindia.com**ISSN 1930-2940** **19:8 August 2019**
Dona Shaji John, BASLP, MASLP
Semantic Intention and Semantic Relation in Typical Malayalam Speaking Children   507

TABLE 4.1: Showing percentage score of semantic intention in normal children for conversation and picture description task.
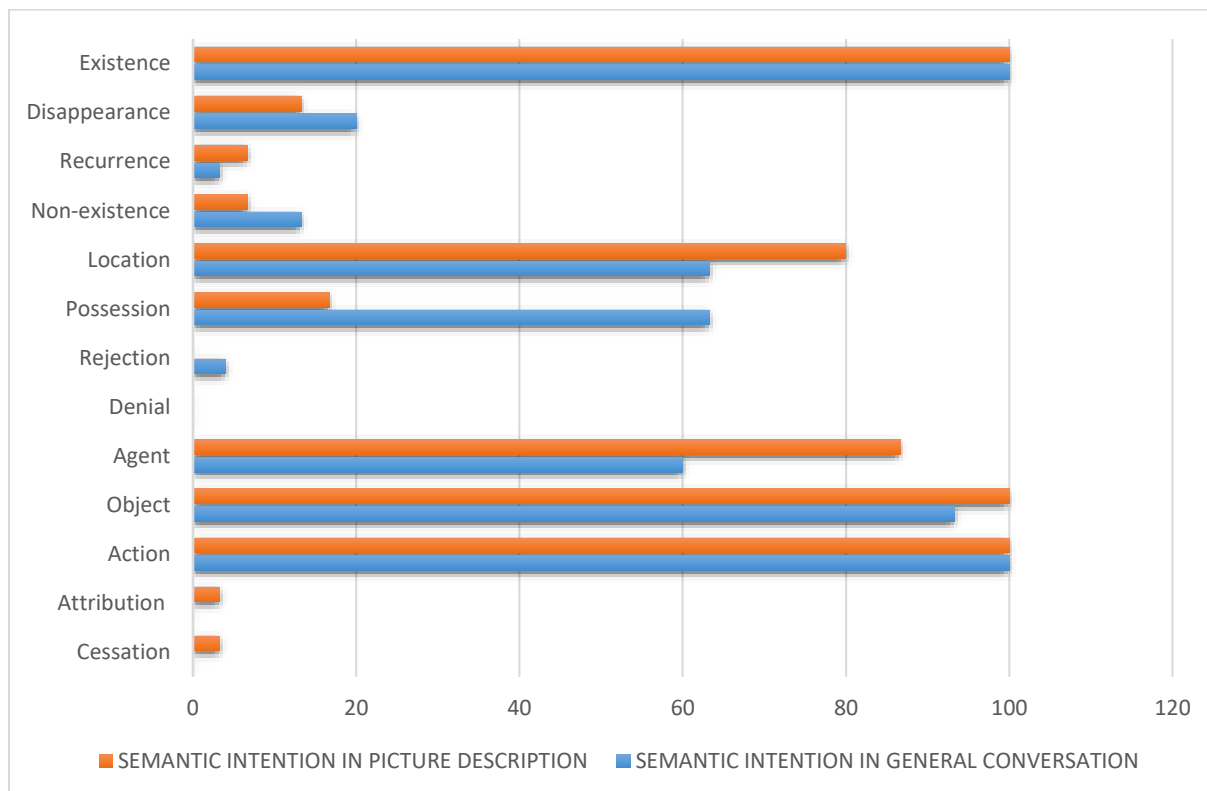

Fig 4.1: Showing the rating of semantic intention in general conversation and picture description among normal children

As we can see from the above table that Existence (100%), action (100%) was frequently used by all subjects. Location (63.3%), Possession (63.3%), agent (60%), Object (93.3%), were used more than 50% but less than 95%. Disappearance (20%), Recurrence (3.3%), Non-existence (13.3%), Rejection (13.3%), were least used intention by the subjects. Denial (0%), Attribution (0%), Cessation (0%), were not used any subject for conversation.

In Picture description, Existence (100%), Object (100%), actions (100%) were frequently used by all subjects. Location (80%), Agent (86.6%) were used more than 50% but less than 85%. Disappearance (13.3%), Recurrence (6.6%), non-existence (6.6%), Possession (16.6), Attribution (3.3%), Cessation (3.3%), Rejection (0%), Denial (0%), were least used intentions.

==
Language in India www.languageinindia.com**ISSN 1930-2940** **19:8 August 2019**
Dona Shaji John, BASLP, MASLP
Semantic Intention and Semantic Relation in Typical Malayalam Speaking Children   508

TABLE FOR COMPARISON

:

	CONVERSATION		PICTURE DESCRIPTION		Testing equality proportions Z test	
	Freq	%	Freq	%	p value	
SEMANTIC INTENTIONS						
EXISTENCE	30	100.0%	30	100.0%	-	NS
DISAPPEARANCE	6	20.0%	4	13.3%	.491	NS
RECURRENCE	1	3.3%	2	6.7%	.556	NS
NON-EXISTENCE	4	13.3%	2	6.7%	.393	NS
LOCATION	19	63.3%	24	80.0%	.157	NS
POSSESSION	19	63.3%	5	16.7%	.000	HS
REJECTION	4	13.3%	0	.0%	.043	
DENIAL	0	.0%	0	.0%	-	
AGENT	18	60.0%	26	86.7%	.023	
OBJECT	28	93.3%	30	100.0%	.156	NS
ACTION	30	100.0%	30	100.0%	-	
ATTRIBUTION	0	.0%	1	3.3%	.317	NS
CESSATION	0	.0%	1	3.3%	.317	NS
	0	.0%	0	.0%	-	NS

TABLE 4.2: **From above the table it can be seen that semantic intention such as when the scores were compared between conversation and picture description intentions like Possession (P=.000) at high significance and disappearance (P=.491), Recurrence (P=.556), Non-existence (P=.393), Location (P=.157), Object (P=.156), Attribution (P=.317), Cessation (P=.317) were not significantly different.**

==
Language in India www.languageinindia.com**ISSN 1930-2940** **19:8 August 2019**
Dona Shaji John, BASLP, MASLP
Semantic Intention and Semantic Relation in Typical Malayalam Speaking Children   509

Semantic Relation

	SEMANTIC RELATION (2 WORD LEVEL)			
	CONVERSATION		PICTURE DESCRIPTION	
	N=30	%	N=30	%
AGENT+ACTION	11	36.7%	15	50%
ACTION+ OBJECT	16	53.3%	29	96.3%
AGENT+ OBJECT	0	0%	1	3.3%
ACTION+LOCATION	0	0%	2	6.7%
POSSESSOR+POSSESSION	1	3.3%	0	0%
ENTITY+ATTRIBUTE	2	6.7%	2	6.7%
DEMONSTRATIVE+ENTITY	2	6.7%	12	40%

	SEMANTIC RELATION (3 WORD LEVEL)			
	CONVERSATION		PICTURE DESCRIPTION	
	N=30	%	N=30	%
AGENT+ACTION+OBJECT	2	6.7%	16	53.3%
ACTION+ OBJECT+LOCATION	0	0%	2	6.7%
AGENT+ OBJECT+LOCATIVE	1	3.3%	0	0%
PHRASES WITH PREPOSITION	4	13.3%	27	90.%

TABLE 4.3: Showing the percentage score of semantic relation for general conversation and picture description in normal children.

===
Language in India www.languageinindia.com**ISSN 1930-2940 19:8 August 2019**
Dona Shaji John, BASLP, MASLP
Semantic Intention and Semantic Relation in Typical Malayalam Speaking Children   510
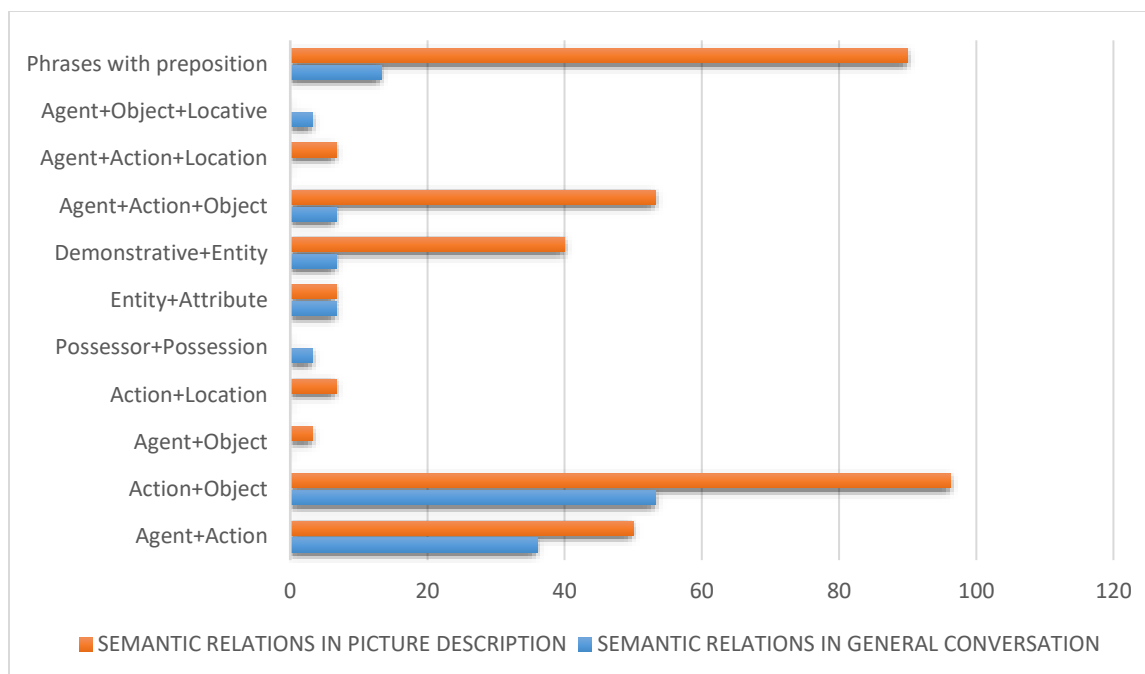
Fig 4.2: Showing the rating of semantic relations in general conversation and picture description in normal children.

From table and figure 2 it can be seen that the semantic relation in conversation such as Agent+Action (36.7%), Action+Object (53.3%), Phrases with preposition (13.3%) were used by subjects to a greater extent. Posssesor+Possession (3.3%), Entity+Attribute (6.7%), Demonstrative+Entity (6.7%), Agent+Action+Object (6.7%), Agent+Object+Locative (3.3%) were the least used relation for conversation.

In picture description: Action+Object (96.7%), Phrases with preposition (90%) were frequently used relations. Agent+Action (50.0%), Demonstrative+Entity (40.0%), Agent+Action+Object (53.3%) were used for more than 40% and less than 80%. Agent+Object (3.3%), Action+Location (6.7%), Entity+Attribute (6.7%), Agent+Action+Location (6.7%) were least used relation.

TABLE FOR COMPARISON

	CONVERSATION		PICTURE DESCRIPTION		Testing equality proportions Z test	
	Freq	%	Freq	%	p value	
SEMANTIC RELATIONS (2 WORD LEVEL)						
AGENT + ACTION	11	36.7%	15	50.0%	.302	NS
ACTION + OBJECT	16	53.3%	29	96.7%	.000	HS

==
Language in India www.languageinindia.com**ISSN 1930-2940 19:8 August 2019**
Dona Shaji John, BASLP, MASLP
Semantic Intention and Semantic Relation in Typical Malayalam Speaking Children   511

AGENT + OBJECT	0	.0%	1	3.3%	.317	NS
ACTION + LOCATION	0	.0%	2	6.7%	.156	NS
POSSESSOR + POSSESSION	1	3.3%	0	.0%	.317	NS
ENTITY + ATTRIBUTE	2	6.7%	2	6.7%	-	NS
DEMONSTRATIVE + ENTITY	2	6.7%	12	40.0%	.003	HS
	0	.0%	0	.0%	-	NS

	CONVERSATION		PICTURE DESCRIPTION		Testing equality proportions Z test	
	Freq	%	Freq	%	p value	
SEMANTIC RELATION (3 WORD LEVEL)						
AGENT + ACTION + OBJECT	2	6.7%	16	53.3%	.000	HS
AGENT + ACTION + LOCATION	0	.0%	2	6.7%	.156	NS
AGENT + OBJECT + LOCATIVE	1	3.3%	0	.0%	.317	NS
PHRASES WITH PREPOSITION	4	13.3%	27	90.0%	.000	HS

TABLE 4.4: Showing the comparison of general conversation and picture description of semantic relation in typical Malayalam speaking children in the age range of 3 to 7 years.

From the above tables it can be seen that semantic relation such as when the scores were compared between conversation and picture description relation like Action+Object (P=.000), Demonstrative+Entity (P=.003), Agent+Action+Object (P=.000), Phrases with preposition (P=.000) were highly significant. Agent+Action (P=.302), Agent+Object (P=.317), Action+Location (P=.156), Possesor+Possession (P=.317), Agent+Action+Location (P=.156), Agent+Objective+Locative (P=.317) was not significantly different.

DISCUSSION

Semantic intention and relation is a critical feature of communicative behaviour. The absence of semantic intention and relation control distinguishes reflexive behaviour from true communication. From the above result it can be seen that, Existence and Action features score

==
Language in India www.languageinindia.com**ISSN 1930-2940 19:8 August 2019**
Dona Shaji John, BASLP, MASLP
Semantic Intention and Semantic Relation in Typical Malayalam Speaking Children   512

100% whereas Location, Possession, Agent and Object scored more than 50%. Disappearance, Non-existence, Rejection, Denial, Attribution and Cessation are less used in general conversation and in picture description Existence, Object and Action features scored 100% whereas Location and Agent scored 50% in semantic intentions. Remaining semantic intentions were least scored for semantic intentions. When conversation was compared with picture description, the possession feature was highly significant(P=0.000) with respect to semantic intentions. From the above results it can be seen that, only Action+Object feature scored above 50% than others in conversation whereas Agent+Action, Action+Object, Agent+Action+Object and Phrases with preposition scored above 50% in picture description with respect to semantic relations. From the above results, it is very evident that Action+Object (P=.000), Demonstrative+Entity (P=.003), Agent+Action+Object (P=.000) and Phrases with Prepostion (P=.000) feature were highly significant when compared between conversation and picture description. In the present study, 3 to 7 years old typical developing children displayed semantic intention and relation which is in correlation with the study done by Yadav and Kumaraswamy (2016). Language samples were obtained from 20 Nepali speaking children and analysis of semantic intention at word-level and semantic relation at phase level were carried out. The result of the present study conclude that all parameters of semantic intention and semantic relation are already acquired in 3 to 7 years old Malayalam speaking children though slight subject variation exist which is considered and the study will help SLP's to have an idea about language acquisition because in present days masterization of speech sound is before 3 years in Malayalam and hence present study will give an idea if thereis any change in acquisition of semantic intentions and semantic relations in this group.

SUMMARY AND CONCLUSION

Language is a system that consists of the development, acquisition, maintenance and use of complex systems of communication, particularly the human ability to do so. Languages express meaning by relating a sign form to a meaning, or its content. Sign forms must be something that can be perceived, for example, in sounds, images, or gestures, and then related to a specific meaning by social convention. In early language development, as vocabulary increases, children move from word to phrase level where they make use of semantic intention and relations to formulate phrase.

Understanding semantic intention and relation usage in children is important for screening, diagnosis and intervention of language disordered children. The present study is undertaken with the aim of understanding the usage of semantic intention and relation in 3 to 7 years old Malayalam speaking children and to find their usage in the context of general conversation and picture description.

==
Language in India www.languageinindia.com**ISSN 1930-2940 19:8 August 2019**
Dona Shaji John, BASLP, MASLP
Semantic Intention and Semantic Relation in Typical Malayalam Speaking Children   513

This study aimed to understand the usage of semantic intention and relation in the context of general conversation and picture description in 3 to 7 years old Malayalam speaking children. The study group consisted of 30 Malayalam speaking children with no history of speech language disorder and hearing problems were selected for the study.

Speech samples were audio taped from 30 children, collection of samples include task of general conversation and picture description. Each sample consisted of 100 plus utterances. Samples obtained was semantically analyzed based on list of semantic intentions and relations. Statistical analysis was carried out and results showed presence of most of the semantic intentions in general conversation and picture description, when the scores were compared between conversation and picture description intentions like , the possession was highly significant(P=0.000), recurrence(P=.556), disappearance (P=.491), non-existence(P=.393), attribution(P=.317), cessation(P=.317), location(P=.157), object(P=.157), rejection(P=.043), agent(P=.023) were at no significant different. And in semantic relation, when conversation was compared to picture description relation like Action+Object (P=.000), Demonstrative+Entity (P=.003), Agent+Action+Object (P=.000), Phrases with preposition (P=.000) was highly significant when compared to others. Thus the result of the present study conclude that all parameters of semantic intention and semantic relation are already acquired in 3 to 7 years old Malayalam speaking children though slight subject variation exist which is considered and the study will help SLP's to have an idea about language acquisition because in present days masterization of speech sound is before 3 years in Malayalam and hence present study will give an idea if there is any change in acquisition of semantic intentions and semantic relations in this group.

LIMITATION
- Sample size were inadequate
- Age range restricted

FUTURE SUGGESTION
- The study can be replicated on more number of subjects across various age groups and across various languages.

==

==
Language in India www.languageinindia.com**ISSN 1930-2940 19:8 August 2019**
Dona Shaji John, BASLP, MASLP
Semantic Intention and Semantic Relation in Typical Malayalam Speaking Children   514

REFERENCES

ASHA (1993) committee on language definition of language American Speech and Hearing
Association

Angulo-Chavira, A and Arias-Trejo, N (2018) Development of bidirectional
phono-semantic activation in toddlers. *Quarterly Journal of Experimental Psychology.*

Athira M.J and Kumaraswamy, S. (2015) Semantic Intention and Relation in normal and
intellectual disability. An unpublished dissertation. Mangalore University, Mangalore.

Auclair, L and Jambaque, I (2015) Lexical-semantic body knowledge in 5 to 11 year old
children: How spatial body representation influences body semantic. Child
Neuropsychology. *A Journal on Normal and Abnormal Development in Childhood and Adolescence.* Volume 2, 2015- Issue 4.

Brown, R (1973) A first language: The early stages, Cambridge, Mass: Harvard University
Press.

Bailoor, P., Mathew, K & Subba Rao, T.A(2013). Semantic Intentions and relations in children
with intellectual disability (ID) in the mental age range 4-7 years. *Advances in Life Science and Technology.13.*

Brovsky, A., Ellis, E.M., Evans, J.L., Elman, J.L (2016) Semantic Structure in Vocabulary
Knowledge Interacts With Lexical and Sentence Processing in Infancy. *Child development.* Volume 87, Issue 6.

Cantiani, C, Naseem, Choudhury. A., Yan H. Yu, Valerie L. Shafer, Richard G. Schwartz
and April A. Benasich (2016) From Sensory Perception to Lexical-Semantic
Processing: An ERP Study in Non-Verbal Children with Autism.

D'souza, D., & Kumaraswamy, S (2014) Semantic relations in 3.1 to 5 years old typically
developing Konkani speaking children. *Language in India.*

Freedman and Carpenter (1976), Semantic relation used by normal and language impaired at
stage 1, *Journal of speech and hearing research*.19, 784-795

Haritha, C.H and Kumarswamy S (2013). Semantic relations in 4-5 years old Malayalam
speaking children. An unpublished dissertation submitted to Mangalore
University, Mangalore.

Haebig, E, Kaushanskaya, M and Weismer, S.E (2015) Lexical processing
in school- age children with Autism Spectrum Disorder and children with
Specific Language Impairment: The role of semantics. *Journal of Autism and Developmental Disorders*. December 2015Volume 45, Issue 12, pp 4109– 4123.

===
Language in India www.languageinindia.com**ISSN 1930-2940 19:8 August 2019**
Dona Shaji John, BASLP, MASLP
Semantic Intention and Semantic Relation in Typical Malayalam Speaking Children   515

Henderson, L.M and Clarke, P.J (2011) Accessing and selecting word meaning in autism spectrum disorder. *The Journal of Child Psychology and Psychiatry.* Volume 52, Issue 9.

Krupa, M (2009) Semantic intention in normally developing children and children with mental retardation: A comparative study unpublished dissertation. Shri Ramachandra University.

Mahesh, P., Merlin, E C. & Rao (2008) Evaluation semantic intention in mentally retarded children in play context. A research paper presented at ISHA conference, Mangalore.

Mohan (2011) Semantic intention in 8-13 years old Malayalam speaking children. Unpublished dissertation. Shri Ramachandra University.

Pradyumn (2006) Semantic and Phonologic priming in children with learning disability. Unpublished Master dissertation. University of Mangalore.

Rijthoven, R., Kleemans, T., Segers, E and Verhoeven, L (2018) Beyond the phonological deficit: Semantics contributes indirectly to decoding efficiency in children with dyslexia. *An International Journal of Research and Practice.* Volume 24, Issue 4.

Sabbagh and Baldwin (2003) Learning Words from Knowledgeable versus Ignorant Speakers: Links between Pre-schoolers' Theory of Mind and Semantic. Development. *Child development,* Volume 72, Issue 4.

Smith, E and Jarrold, C (2014) Grouping, semantic relation and imagery effects in individuals with down syndrome. *Research in Developmental Disabilities*. Volume 35. Issue 11.

Srinivasan, M., Mughairy, S, Foushee, R, Barner, D (2017) Learning language from within: Children use semantic generalizations to infer word meanings. *Cognition.* Volume 159. Shetty, R., Hariharan, A., & Subba Rao, T.A. (2014) Performance of verbal autistic children relating to semantic intentions and relations. *Language in India*, 1930-2940.

Unger, L and Fisher, A.V (2018) Rapid, experience-related changes in the organization of children's semantic knowledge. *Journal of Experimental Child Psychology,* Volume 179.

Yadav, J.P and Kumaraswamy, S.(2016) Semantic Intention and Relation in 3 to 7 years old typical Nepali speaking children. An unpublished dissertation. Mangalore University, Mangalore.

Retrieved from

https://www.asha.org/practice-portal/clinical-topics/spoken-language-disorders/language-in--brief/

https://www.britannica.com/topic/language

Filip: Introduction to Natural Language Semantics, By *Henriëtte de Swart*

https://www.slideshare.net/hassyb/semantic-development

===
Language in India www.languageinindia.com**ISSN 1930-2940** **19:8 August 2019**
Dona Shaji John, BASLP, MASLP
Semantic Intention and Semantic Relation in Typical Malayalam Speaking Children   516