Semantic Intention and Relations in Kannada Speaking Intellectual Disabled Children

Satish.K and Dr. T. A. SubbaRao

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Abstract

This study aimed to identify the semantic relation and intention in Kannada speaking intellectual disabled children through language sample obtained on Conversation of Kannada speaking children with intellectual disability and compare type and presence of semantic relation and intention The present study included 30 children chronological age 11-18 years and mental age of 4-6 years as per the school records, diagnosed with intellectual disability according to DSM-IV and ICD-10 as participants of the study. The participants belonged to different age ranges with mental age between 4-6 years.

All the participants had a verbal repertoire of two-word phrases and were monolingual speakers of Kannada. The clinical group children were receiving speech, language and psychological intervention at the time of testing Statistical analysis was carried out further, using wilcoxon signed rank test

Result showed presence of all semantic intention and relations in general conversation Comparing the performance of the typically developing children with subjects with intellectual disability, subjects with intellectual disability performance were poor than typically developing children. The phases expressing the intention by clinical group were similar to reference group. Typically developing children appear to be using word suffixes with more ease

Key words: Semantic Intention and Relations, Kannada Speaking Intellectual Disabled Children

Introduction

Language is a complex and dynamic system of conventional symbols that is used in various modes for thought and communication.

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Contemporary views of human language:

- Language evolves within specific historical, social and cultural and cultural contexts.

- Language as rules governed behavior is described by at least five parameters: phonology, morphology, syntax, semantic and pragmatic.

- Language learning and use are determined by the interaction of biological, cognitive, psychosocial and environmental factors.

- Effective use of language for communication requires a broad understanding of human interaction including such associated factors as nonverbal cues, motivation and sociocultural roles.

(American Speech and Hearing Association, 1982).

Language is the methodical and predictable use of sound for the intention of communication and self expression, language is complex and multifaceted. Semantics, one component for language is a "system of rules governing the meaning or content of words and words combination' (Crystal, 1995).

Semantics is a sub order of linguistics which focuses on the study of meaning. Semantics tries to understand that meaning is as an element of language and how it is constructed by language as well as interpreted, masked and negotiated by speakers and listeners of language. Development of semantic information in children consists of buildup of lexicons until their words match that of an adult. The child is using words in a constrained setting, finally use it in a larger semantic network and ultimately learn to separate it from the situation in which they gained the knowledge. Semantic development studies the relationship between language and an individual's perceptions of the world, including the things and actions within it that is Semantic Intentions and Semantic Relation. (Robert, 2008)

Semantic intention is defined for the present purposes as being constituted by an independent attempt as renowned from simple spontaneous behavior to represent through some cognitively detained material a different object then the material itself. In this sense the concept of a material is used to include both concrete and abstract means that allow for the facility of

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symbolization.

http://www.lingforum.com/forum/viewtopic.php?t

Several researchers have noted that at the first word level words are conceptualized as semantic intentions. When children combine these semantic intentions at phrase level, they are referred to as semantic relations. These utterances emphasize the continuances of meaning as basis for syntactic expansion.

Leonard, Bolder and Miller (1976) examined of the semantic relation reflected in the languages. usages of the normal language disordered children in that language samples were obtained from 40 children in order to examine semantic relation reflected in language usage as a function of chorological age (three and five year) the linguistic (normal and language disordered). Normal – disordered comparisons were made under both utterance length and age condition. Results are interpretation supporting the notion that the disordered language uses reflected semantic relation consistent with that earlier level of development.

Freedman and Carpenter (2005) studied 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) studied semantic intention and relation in children intellectual disabilities of 4 to 7 mental age and found no significant difference in performance with normal children in the frequency of use.

Haritha and Kumaraswamy (2013) studied semantic relation in 4- 5 years old Malayalam speaking children and found significantly in conversation, monologue and story narration in relatively decreasing order respectively. The study concludes that all the parameters of semantic relation are already acquired in 4- 5 year old Malayalam speaking children.

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Understanding semantic intention and relation development in children is important for screening, diagnosis and intervention of language. Description of semantic intention and relation has been attempted in Indian languages such as Kannada Rao (1995), (Bailoor and Rao, 2013), and in Tamil (Krupa, 2009), and Malayalam (Haritha & Kumaraswamy 2013). The present study will helps in identifying the semantic relation and intention in Kannada speaking intellectual disabled children and the data base can be used for appropriate and effective screening, diagnosis and intervention.

Review of Literature

Language is main vehicle for communication; language is a set of arbitrary symbols used by a group of people for the purpose of communication understanding of language require the explanation of term symbol and arbitrary (Owens, 2008).

Semantic is the study of meaning, within modern linguistics, the most important area has been lexical (structural) semantics which has concerned its self with structural relationship in the vocabulary, e.g.: autonymy, hyponymy, and truth conditional semantics. This is an approach to sentence meaning which hold that (at least part of) sentence meaning is characterized in term of the condition (in the real or possible word) under which a sentence can be hold to express a statement that is true.   https://en.wikipedia.org/wiki/Semantics

The intentions were selected from discussions by Coupe, Barton and Walker (1988) and Carrow- Woolfolk and Lynch (1982). Brief descriptions of each intention with examples are provided below.

**Existence:** Children expressed the presence of an object by naming in response to a question stimuli.

    C. /idu e:nu?/   What is this?'
    P. /bassu/   'Bus'

**Non-existence**: expressing that an object or a person is not present, when queried.

    C. (while pointing to a picture of a person walking)

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/ivn sku:ter elli?/   'Where is his scooter'

P. /illa/   'not present'

Recurrence: Child requests reappearance of an object.

C. (keeps the toy away)

P. /inna:be:ku/   'I need still'

Negation: Child negates the statement of others.

C. /ninge hasivu a:gutte/ 'you feel hungry'

P. /a:gtilla/   'no'

Location: indication of place of action or object, in response to a stimuli.

T. /ni:nu ellidde?/   'where were you?'

P. /mane:li/   'at home'

Notice: Child indicates the sudden appearance of an object, by naming or commenting.

P. (notices that a boy has appeared at the door)   /frendu/   'friend'

Cessation: child indicates stoppage of an activity,

P. (recites few lines of a rhyme and says)   /aste/   'That's all'

Possession: Child indicates the relationship between an object or a person with the action or another object.

C. /i: sartu ya:rdu?/   'Whose shirt is this?'

P. /nandu/   'mine'

Question: Child enquires some information from others or wants clarification of an issue.

C. (is naming certain toys)

P. (intruding) /e: nu? /   'What is it (again)?

Action: Child informs about the action in a context.

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C. (is building a toy house) /na:n e:n ma:dde?/ 'What did I do?'

P. /kattiddu/   'built'

Attribution: Child indicates some characteristic of an object, person or action.

C. /i:mane he:gide?/   'How is this house'

P. /cikkadu/   'Small one'

Object: Here in an action, the affected or the object is named.

C. /illi enide he:lu/   (While pointing to a picture of boy kicking a ball) 'What is happening here'

P. /ba:lu/   'ball'

Agent: Here the person/object doing the action is named.

C. (while pointing to the toy house built by the child)

   /idu ya:ru kattiddu?/ 'Who built this one?'

P. /na:nu/   'I'

The presence or absence of these intentions was noted from the transcription, keeping in view the context of its use.

Semantic Relations

Semantic relations are verbal representations of what the child perceived and related to (Schlesinger, 1971, Brown, 1973; Carrow-Woolfolk and Lynch, 1982). Here the two word constructions of the subject in the transcription are looked into, taking the context into consideration, to decide on the presence or absence of the relations. The semantic relations and examples are given below:

Existence (nomination + x):

/idu mane/   'This is a house'   /adu hasu/   'That is a cow'

Recurrence (more + x):

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/ade:be:ku/   'That only (I) want'   /innu: a:ta/   'More play'

Non-existence (no more + x):

/illiya:ru: illa/   'nobody here'
/Pennu illa/   'pen is not present'

Agent + Action:
/appa tinta:re/   'father (will)eat'
/na:nu katde/   'I built'

Action + object:

/mane bi:latte/   'House falls'
/na:yi kaccutte/   'dog bites'

Agent + object:

/adge amma/   'Mother (makes) cooks'
/anna capa:ti/   'brother (eats) chapati'

Action + Locative:

/u:rali ma:diddu/   'done in town'
/bassalli kalkonde/   '(I) lost in the bus'

Entity + Locative:

/Kaialli ga:ya/   'wound in the hand'
/na:yi mane:li/   'dog at house'

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Possessor + Possession:

/nanna pustaka/   'my book'

/amman si:re/   'mother's saree'

Attribute + Entity:

/bili: batte/   'white cloth'

/dodda mara/   'big tree'

Western Studies

Patricia and Robert (1976) did study on semantic relation used by normal and language impaired children at brown's stage 1 levels of linguistic development to determine any difference between the two groups in the use of a set of 10 basic semantic relations. The results showed significant difference between the two groups demonstrating greater diversity in the use of introducer+ entity relation in language impaired group than the normal group. Otherwise, at the Stage I level of linguistic development, the language-impaired children demonstrated a linguistic system no different than the system of normal Stage I children. It also suggested that some language-impaired children rather than being deficient in their ability to understand and code the basic semantic relations demonstrate a deficit in the higher, more complex aspects of the linguistic coding system.

Duchan (1976) compared semantic relations in different verbal contexts on Normal and retarded children and found that no significant difference found between the performance of mentally retarded language disordered and normal children on the verbal comprehension task. both groups of children performed best on the possessive , next on the agent+ object then actor-action, and poorest on the locative relation, finally, nonsense, telegraphic, and explained contexts did make a difference in the children's understandings with expanded being the best, telephonic next, and nonsense contexts poorest, theoretical and clinical implication are discussed.

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Layton and baker (1981) Described semantic- syntactic relation in an autistic child. This study investigated the language acquisition strategies employed by an autistic child learning sing language. The child's core vocabulary and developing semantic- synthetic relationship were compared with language acquisition in normal children. There were specific deviations in language development noted in spite of providing the child with appropriate sing language training.

Potter and Whittaker (1997) did study on teaching the spontaneous use of semantic relations through multi pointing to a child with autism and severe learning disabilities and teaching model in the area of spontaneous communication, undertaken through practitioner research, with Nick, a nonverbal 5 years old boy with autism and severe learning disabilities, is examined and use of sequences of points, to covey a single complex massage during the same communicative act, High rates of spontaneous use of multi pointing to indicate 'location' agent' and ' object were seen. Results were discussed in terms of symbolization and motor en coding difficulties.

Stockman (2002) analyzed "another look at semantic relation categories and language impairment" in language impaired and normal children. In this study locative action utterance were differentiated by the types of locative words used singly and in combination. The results suggested that differences in the semantic properties of language impaired and normal children's utterance may go undetected unless a fine grained analysis is performed on the types of expressions used within a global relational category.

Fokes and Konefal (2002) did a study on "children's use of four semantic cases in two conditions "where the production of agent + action + object+ locative relations by 3.6 and 5.6 years old normal children and language disordered children was investigated. The result indicated a developmental trend in the use of case relations. The manipulation task enhanced the use of case relation by the language disordered group, whereas the observation task was more effective for the normal groups.

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Alt, Plante and Creusere (2004) analyzed 'semantic features in Fast- mapping' this study examined the receptive language skills of young children (4—6 years old) with specific language impairment, looked at their ability to fast-map semantic features of objects and action and compared it to the performance with age – matched peers with normally developing language, and they performed poorly relative to their peers on a lexical label recognition task. These results lend support to the idea that children with SLI have broader difficulties with receptive vocabulary that simply reduced ability to acquire labels.

Brackenbury and Pye (2005) did a study on "semantic deficit children with language impairments issues for clinical assessment" the result revealed that children with language impairments demonstrate a wide range of semantic difficulties, including problems with new word acquisition, storage and organization of known word and lexical retrieval.

Kamio, Robins, Kelley, Swainson and Fein (2007) examined whether the automatic lexical/semantic aspect of language was impaired or intact in high-functioning pervasive developmental disorders (HFPDD). Eleven individuals with Asperger Disorder (AS) or HFPDD – Not Otherwise Specified (NOS) with age, IQ and gender matched typically developing (TD) children performed a semantic decision task in four conditions using an indirect priming paradigm. The results showed that semantic priming effects were found for near-semantically related word pairs in the typically developing group and was not found in the AS or HFPDDNOS group.

Henderson, Clarke, and Snowling (2011) studied individuals with autism spectrum disorder (ASD) on their ability to access and select word meaning. The study tested four hypotheses regarding the nature of their comprehension difficulties: semantic deficit, weak central coherence, reduced top-down control and inhibition deficit. The results showed 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.

Indian Studies

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Pradyumn (2006) did a study on semantic and phonologic priming in children with "learning disability" and results obtained as no prime condition for normal children indicated a significant difference between semantic no prime condition and phonological no prime condition and also indicate that learning disability showed no significant difference between semantic and phonological priming tasks

Chitra (2008) investigated lexical semantic organization in "Kannada" "English" bilingual children using repeated word association paradigm tasks. This study supports the theory that in young children as young 6 years associated syntagmatically and children of 8 years associated words paradigmatically, also indicated that the spurt in growth of the organization occurs maximally at age of 7 years where the children are transiting from the pre operation stage to concrete stage in Piaget's cognitive theory.

Mahesh, Merlin and Rao (2008) investigated semantic intention of severely mentally retarded children in play contexts, 12 children divided into two groups, first group consisted of eight subjects of chronological age range 5- 9 years. Seconds group consisted of subjects with chronological age range 10-17 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, result revealed that semantic of both the first group and second group were affected, as when compared to the normal. Younger mentally retarded children have shown significant deficits in certain semantic intentions compared top normal's, younger mentally retarded children have shown significant deficits in certain semantic intentions predominantly recurrence,

Krupa (2009) studied on 'compared the semantic intention across the age group in normally developing children' chronological age matched and mental age matched children with mental retardation and reports the semantic intentions up to 2 years: children with mental retardation(MA and CA matched)continued to have similar performance by 3- 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

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extent. However, cognitive development and language development do not have linear relationship.

Mohan (2011) investigated semantic intention in 8-13 years Malayalam speaking children, samples were collected include task of: a) conversation, b) monologue: 1) topic-description 2) picture story description. The study concluded that 8-13 years old typically developing 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 found more on conversation and less intention noted during elicited speech.

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

Prathamesh, Kuruvilla and Subba Rao (2013) obtained extensive language data in Kannada speaking children with Intellectual disability and compared with mental age matched 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 result found that significant difference of the semantic relation in 3.1 to 4 years and 4.1 to 5 years group of normal typically developing Konkani children. This study concluded understanding developing semantic 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

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intentions both at word and phrase level are present in the conversational samples of 4-5 year mental aged verbal autistic children. The challenge for SLP's is to provide aspects of morphology and syntax, to use the semantic aspects and also to expand the nature of social communication of pragmatic skills.

Need for the Study

Understanding semantic intention and relation development in children is important for screening, diagnosis and intervention of language. Description of semantic intention and relation has been attempted in Indian languages such as Kannada Rao (1995), (Bailoor and Rao, 2013), and in Tamil (Krupa, 2009), and Malayalam (Haritha & Kumaraswamy 2013). The present study will helps in identifying the semantic relation and intention in Kannada speaking intellectual disabled children and data can be used for appropriate and effective screening, diagnosis and intervention.

Aim of the Study

The present study aimed to identify the semantic relation and intention in Kannada speaking intellectual disabled children with the mental age of 4-6 yrs compared with typically developing Children

Methodology
Subject Selection

The present study included 30 children, chronological age 11-18 years and mental age of 4-6 years as per the school records, diagnosed with intellectual disability according to DSM-IV and ICD-10, participants belonged to different age ranges with mental age between 4-6 years and 30 typical school going children as participants of the study.

All the participants had a verbal repertoire of two-word phrases and were monolingual speakers of Kannada. The clinical group children were receiving speech, language and psychological intervention at the time of testing.

Inclusion Criteria

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- Mental Age range 4-6 years as per school records
- Children with Intellectual disability
- kannada as first language

Exclusion Criteria

- No significant hearing impairment.

Procedure

Conversational samples were video recorded in informal and naturally occurring play situations and subjected to analysis. Data collection was done in quiet situation with one to one interaction between subject and listener. The recording environment was a quiet room in the school building.

Results and Discussion

The aim of the present was to identify the semantic relation and intention in Kannada speaking intellectual disabled children through language sample obtained on Conversation of Kannada speaking children with intellectual disability and compare type and presence of semantic relation and intention, the obtained data was statically analyzed and results are discussed below.

Semantic Intention

S.NO	PARAMETERS	Typically developing Children N=30 (4-6 yrs)		Subjects with intellectual Disability N=30 (MA= 4-6yrs)	
			%		%
1	Existence	30	100	30	97
2	Non existence	30	60	30	57
3	Recurrence	30	23	30	33
4	Negation	30	100	30	60
5	Location	30	100	30	87

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6	Notice	30	100	30	80
7	Cessation	30	100	30	73
8	Possessions	30	100	30	87
9	Question	30	47	30	13
10	Action	30	97	30	57
11	Attribution	30	100	30	50
12	Object	30	100	30	90
13	Agent	30	100	30	90

TABLE 1: Showing percentage value of Semantic Intention in typically developing Children and subjects with Intellectual Disability

Typically Developing Children

As can be observed from the above table, Existence (100%), Negation (100%), Location (100%), Notice (100%), Cessation (100%), Possession (100%), Attribution (100%), Objects (100%), Agent (100%), were frequently used by all subjects. Non existences (60%), and Action (97%), were used more than 50% of the subjects. Questions (47%), and Recurrence (23%), were least used intentions.

Subjects with Intellectual Disability

It can be seen that none of the intentions were used to full extent. However Existence (97%), Location (87%), Notice (80%), Cessation (73%), possession (87%), Objects (90%), Agent (90%), were used by maximum number of subjects, i.e., more than 70% of the subjects used these intentions. Non existence (57%), Negation (60%), action (57%), Attribution (50%), were used by more than 50% of the subjects but less than 70% of subjects questions (13%) and Recurrence (33%), were used by three subjects.

Result on comparison indicated no significant difference between typically developing children v/s subjects with intellectual disability in the usage of semantic intention. Existence, Negation, Possession, Cessation, Notice, Agent, Objects, etc. Recurrence and Question were difficult for both groups. However reference group yielded better performance than clinical group.

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Semantic Relation

S.NO	PARAMETERS	Typically developing Children N=30 (4-6 yrs)		Subjects with intellectual Disability N=30 (MA= 4-6yrs)	
			%		%
1	Existence	30	100	30	77
2	Recurrence	30	23	30	0
3	Non existence	30	37	30	23
4	Agent+Action	30	100	30	67
5	Action+object	30	100	30	37
6	Agent+object	30	80	30	47
7	Action +locative	30	93	30	43
8	Entity+locative	30	13	30	13
9	Possessor+Possession	30	37	30	47
10	Attribute+Entity	30	93	30	40

TABLE 2: Showing percentage value of Semantic Relation in typically developing Children and subjects with Intellectual Disability

Typically Developing Children

As can be seen from the table it is very evident that Existence (100%), Agent + Action (100%), Action + Object (100%), were used frequently by more subjects. Agent + Locative (93%), Attribute + Entity (93%), were used by more than 80% of the subjects. Recurrence (23%), Non existence (37%), Entity + Locative (13%), Possessor + Possession (37%) were used by one to three subjects.

Subjects with Intellectual Disability

It can be seen from the table that Existence (77%), and Agent + Action (67%), were the only relation used by more subjects (more than 60-70%). Non existence (23%), Action + Object (37%), Agent + Object (47%), Action + Locative (43%), Entity + Locative (13%), Possessor + Possession (47%), and Attribute + entity (40%) were used less than 50% of the subjects.

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Comparing the performance of the typically developing children with subjects with intellectual disability, subjects with intellectual disability performance were poor than typically developing children. The phases expressing the intention by clinical group were similar to reference group. typically developing children appear to be using word suffixes with more ease

Discussion

Semantic intention and relation is a critical feature of communicative behavior. The absence of semantic intention and relation control distinguishes reflexive behavior from true communication. In the present study, 4-6 years old typical developing children displayed semantic intention and relation which is in correlation with the study done by Rao (1995).Did linguistic analysis, on language samples obtained from 30 subjects with intellectual deficit semantic levels. Analysis of semantic intention at word-level and semantic relation at phase levels were carried out,. In Semantic Intention on conversation: Cessation, Negation, Nonexistence, denial, disappearance, whereas in Semantic relation on conversation non existence, recurrence, attribute +entity, entity+ locative were noted to be less on the present study also. Children's early sentences are purely combinations of lexical-categories in meaning-based structures. The study is in contradictory observations on the study done by Bailoor, Mathew and Alexander (2010) in which decreased presence of denial and conjunctive were found at word levels.

Summary and Conclusion

Humans use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill wants and needs, as well as to establish rules and maintain our culture. In the early language development, as the vocabulary increases, children move from word to phrase level where they make use of semantic intention and relations to formulate the phrase.

Understanding semantic intention and relation development in children is important for screening, diagnosis and intervention of language. Description of semantic intention and relation has been attempted in Indian languages such as Kannada Rao (1995), (Bailoor and Rao, 2013), and in Tamil (Krupa, 2009), and Malayalam (Haritha & Kumaraswamy 2013). The present study

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will helps in identifying the semantic relation and intention in Kannada speaking intellectual disabled children and it can be also used for appropriate and effective screening, diagnosis and intervention.

This study aimed to identify the semantic relation and intention in Kannada speaking intellectual disabled children through language sample obtained on Conversation of Kannada speaking children with intellectual disability and compare type and presence of semantic relation and intention The present study included 30 children chronological age 11-18 years and mental age of 4-6 years as per the school records, diagnosed with intellectual disability according to DSM-IV and ICD-10 as participants of the study. The participants belonged to different age ranges with mental age between 4-6 years.

All the participants had a verbal repertoire of two-word phrases and were monolingual speakers of Kannada. The clinical group children were receiving speech, language and psychological intervention at the time of testing Statistical analysis was carried out further, using wilcoxon signed rank test

Result showed presence of all semantic intention and relations in general conversation Comparing the performance of the typically developing children with subjects with intellectual disability, subjects with intellectual disability performance were poor than typically developing children. The phases expressing the intention by clinical group were similar to reference group. Typically developing children appear to be using word suffixes with more ease.

Limitation
- Sample size were inadequate
- Age range restricted
- Present study was limited to two word level.

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

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- The analysis should be carried out in three world level.

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