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SEMANTIC INTENTIONS AND RELATIONS IN TYPICAL NEPALI SPEAKING CHILDREN

JAYLAL PRASAD YADAV
Senior Lecturer (Non-Medical)
Department of Otorhinolaryngology
Chitwan Medical College Teaching Hospital
Bharathpur 10
Chitwan, Nepal
jaylalyadav75@gmail.com

SATISH K
Associate Professor and Principal
Department of Speech Language Pathology
Dr. M. V. Shetty College of Speech and Hearing
Malady Court
Kavoor, Mangalore-15
Karnataka, India
sat8378@yahoo.com
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CHAPTER – 1
INTRODUCTION

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

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 focus 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 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 useses 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 Oder respectively. The study concludes that all the parameters of semantic relation are already acquired in 4- 5 year old Malayalam speaking children.

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 (Bailoor and Rao, 2013), and in Tamil (Krupa, 2009), and Malayalam (Haritrha & Kumaraswamy 2013). The scientific studies related to normal development of semantic intentions and relations have not been carried out in Nepali language. The present study will help in identifying the development of semantic relation and intention in Nepali language and it can be also used for screening, diagnosis and intervention of language disordered population.

CHAPTER—2
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 itself with structural relationship in the vocabulary, e.g.: antonymy, 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 meaning intended by children using word or gesture can be called semantic intentions.

A brief explanation about these intentions is given below:

EXISTENCE: The child recognizes the existence of an object or event and expresses this thought a look gesture, vocalization a sing or a word.

Example:

In English: On seeing mother, child may say mama; on seeing milk he may say du; dh.

"(बच्चाले आमाले देखे पछि आमा भान्छा , अनि दुध देखे पछि उसले दुधु इत्यादी भान्छा .)

In Nepali: **Backchat le aama lai dekhe paxi aama vanchha, ani dudh dekhe paxi usale du:du etyadi vanchha.)**

DISAPPEARANCE: The child comments on the disappearance of a person or an object, by a look, gesture or word.

Example:

In English: He says all gone when milk got over; Gaya (gone) when his father goes to office.

"उसले भन्यो सबै गयो जति बेला दुध सक्यो ' जब उसको बुवा ओफ्फ़िस गयो"

In Nepali: Usale vanyo sabai gayo jati bela dudh sakyo' jaba usako buwa office gayo.)

RECURRENCE: Child expresses that an object that existed disappeared and reappeared, child also requests repetition of an action.

Example:
In English: “When the child wants the father to throw the ball again, he/ she may say more to continue”.

(बच्चाले चाहनछ उसको बुवाले फकुनडो फेरी -फेरी फाली रहोस,)
In Nepali: (Bachcha le chahancha usako buwa le bhakundo pheri – pheri fali rahos).

NON- EXISTENCE: Child indicates that an object does not exist where he expects it to be, either verbally or non-verbally.

Example:
In English: “Child opens the box and finding no chocolate, remarks no chakie”.
“बच्चाले बाकस खोलदा मिठाइ पाउदैन, जाहाँ मिठाइ नै छैना,”
In Nepali: (Bachcha le bakas kholda mithae (chocolate) paudaina, jaha mithae (cakki) nai chhaina)

LOCATION: The child comments on the position of an object, a person or an event or the spatial relationship between two objects or requests that an object be placed in a certain location.

Example:
In English: When the child after a search finds his toy car, he or she may say audio/ vo, and simultaneously pointing and looking at the adult victoriously.

“जब बच्चाले खोजि सकेये पछि मात्र खेल्नौना गाडी (car) लाई औडियो भन सक्छ / र उसले लगातार आफ्नो त्यो सामान (कार) लै तोक्दै / तोकेर ठुलो मान्छे लाई देखौछा ” ,
In Nepali: “jaba bachcha le khoji sakeyo paxi matra kheylauna gadi(car) lai audio vanna sakxa / ra usale lagatar aafno tyo saaman (car) lai tokdai/ tokera thulo manchhe lai dekhaunchha”

POSSESSION: Child comments on relationship between an object or person or about themselves.

Example:
In English: When he and other children are playing, he may suddenly pick the toy car and may say, naadi mera (mine), when another adult says I will take away your daddy, he may say, na : di , mera or mine.

(जति खेर उ र अरु बच्चा खेलि रहेको बेला अच्चानक खेलाउना उठाउछ अनि भान्छा नाडी मेरो कार हो ,जब अर्को ठुलो मन्छे भन्छ, म तिम्रो / तेरो बूवा काहाँ जनछू,बच्चाले केहि भन सकेन। नाडिः मेरो।)

In Nepali: “Jati khera wu ra aaru bachha kheli raheko bela aachanak khelauna(car) wuthauchha ra vanchha naadi mero car ho. Jaba aarko thulo manxe le vanchha. Ma timro / tero babu / buwa kaha janchhu. Bachcha le kei vanna sakena , na:di, me:ro aathawa mero”.

REJECTION: Child comments that he does not want an object or that he wants an object and activity to cease.

Example:
In English: I don’t want.
(मलाइं केहि चहदैन)
In Nepali: “ma lai kehi chahdina”

DENIAL: Child denies a proposition verbally or non-verbally.

Example:
In English: Child takes chocolate when adults not watching. Later when adults Blames, the child nods his head with full mouths in disagreement says *nahi (no)*.

“जब ठुलो मान्छे ले नदेखेको बेला बच्चाले चकोलेट लिंछा त्यसपछि ठुलो मान्छे ले त्यो बच्चालै तोकेर तैले चकोलेट लागिस लिस् भनेर भन्दा उसले लागेको / लिएको छैन भनेर टाउको हल्लाएर नै भन्दै छ”

In Nepali: (Jaba thulo manchhe le nadekheko bela bachcha le chocolate linchha , tes pachhi thulo manxe le tyo bachcha lai tokera taile chocolate lagis/lis vanera vanda usale lageko/ liyeko chhaina vanera tauko hallayera **nai vanechha**.)

OBJECT: Child expresses about an object or person that is affected by an action. Example:
In English: “This is (ball).”
(यो मेरो बल हो।)

In Nepali: “yo mero (ball) ho”

ATTRIBUTION: Child comments on the property of an object verbally and non – verbally

Example:

In English: Child may touch a glass of hot coffee and may jerk his hand back and say ha! indicating it very hot, when a child sees a dirty dog, she may say chi-chi… to communicate that it is dirty and needs a wash.

बच्चाले तातो (होत्) कोफ्फी को ग्लासलाई छुने बितिकै आफ्नो हात पछाडी हटाउदै, यो धेरै तातो छ, जति बेला बच्चले फोहर कुकुर देखेछ, उनले छि -छि भनन सक्यछा जसले संकेत गर्छ कुकुरलाई सफा गर्नु पर्छ.

In Nepali: Bachcha le tato (hot) coffee ko glass lai chhuney bitikai aafno haat pachhadi hataudai yo dherai tato chha, jati bela bachcha le phohar kukur dekhechha wunle chi-chi vanna sakyachha jasle sanket garchha kukur lai sapha garnu parxa.

NEGATION: Child negates the statements of orders.
Example:
In English: **'**You feel hungry**'**.
(तिमीलाइं भोक लागयो)

In Nepali: "timi lai vokha lagyo"

CESSATION: Child indicate stopping activities.
Example
In English: That's all
(त्यति मात्र)।

In Nepali: "Tyati matra "

Semantic Relations

Semantic relations mainly explain the relationship between object, persons and event expressing through language. One approach to the early utterance of children was proposed by Brown (1973), who tried to account for semantic relation expressed by children. Semantic relation is in two word level and three word levels. In two world level, Agent+ action, agent + object, Action + Locative, possessor+ possession, Existence, Recurrence, Non-Existence, Entity + Locative, Attribute + Entity, Agent + Locative, Action + Object, carrier phrases are found.

Semantic Relation in Common Two Words

Existence:

यो गाइं हो।
(Yo gae ho) 'This is a cow.'

Recurrence:

धैरै खेलाउना

(Dherai khelnu) ‘More play’

Non- Existence:

कोइं छैन याहाँ

(koe chhaina yaha) “Nobody here’

Action+ agent:

बूवाले खनु हुनछ।

(Buwale khanu hunchha) ‘Father (will) eat.’

Action+ object:

दुध खाऊ

(dudh khau) ‘Drink milk’

Action + locative:

कुर्सीमा बस ।

(kurshi ma basa) ‘Sit chair’

Agent + Action:

आमा कुदनु हुनछ

(Aama kudnu hunchha) ‘Mummy jump’

Agent + object:

आमाले पकाउनु हुनछ।

(Aamale pakaunu hunchha) ‘Mummy (makes) cooks’’

Possessor + possession:

मेरो खेलाउना।

(Mero khelawana) ‘My teddy’

Entity + locative:

हातमा घाऊ ।

(Hath ma ghau) ‘Wound in the hand’

Attribute + Entity:

सेतो कपडा ।“

(Seto kapada) White cloth”

IN THREE WORD LEVEL

Agent+ action+ object:

बुवाले बल्ल हननु भयो ' बाचाले चकी (चकोलेट) खान्छ ।
(Buwale ball hannu bhayo' bacha le chokie khancha) 'Dad hit ball' Baby eat cookie

Agent+ action + location:

मैले बल्ल पाए, मा खेलावना लाई चुमा लेको"
(Maile ball paye' 'ma khelawna lai chhuma leko') 'I find ball', 'I kiss doll'

Action + object +locative:

किचेन को जुस पिऊ "भकुण्डो यता फाल
(Kitchen ko juice piu, vankundo yata fala) 'Drink juice. throw ball here'

Phrases with preposition

कार बाकसमा ' साबुन पानीमा ।
(Car baxma, sabun pani ma) " Car in box", "soap in water"

WESTERN STUDIES

Patricia and Robert (1976) studied on semantic relation used by normal and language impaired children at Brown's stage 1 levels of linguistic development to determine 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.

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-syntactic relationship were compared with language acquisition in normal children. There were specific deviations in language development noted despite providing the child with appropriate sing language training.

Potter and Whittaker (1997) studied 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. Nick, a nonverbal 5 years old boy with autism and severe learning disabilities, is examined. Use of sequences of points to covey a single complex massage during the same communicative act, and 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 encoding 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.

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

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 normals, 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 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 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 (Bailoor and Rao (2013), and in Tamil (Krupa, 2009), and Malayalam (Haritrha & Kumaraswamy 2013). The scientific studies related to normal development of semantic intention and relations have not been carried out in Nepali language. The present study will helps in identifying the development of semantic relation and intention in Nepali language and it can be also used for screening, diagnosis and intervention of language disordered population.

AIM OF THE STUDY

The aim of present study was twofold:

- To understand the usage of semantic intention and relation in 3 to 7 years old Nepali speaking children.
- To find the usage of the semantic intention and relation in context of general conversation and picture discrimination.

CHAPTER -- 3
METHODOLOGY

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

Subject

The study group consisted of 20 Nepali speaking 3 to 7 years old children with no history of speech –language disorders and hearing problem were selected for the study. All the subjects included in the study were attending English Medium School as well as Nepali as their native languages were participating in the present study.

Selection Criteria

The subjects were selected based on following criteria:

No history of speech, language and hearing impairment.

No neurological impairment

Subject did not have ontological, psychological, or ophthalmic problem.

Instruments

Audio sample were recorded by using voice recorder.

The Procedure

The children were seated comfortably in a room and general conversation and picture description task was recorded. The sample was generally of 30 - 40 minutes.

Analysis

Language data was transcribed using IPA (2005) and later analyzed to check the usage of semantic intention and semantic relation further data was statically and for significance.

CHAPTER-- 4
RESULTS AND DISCUSSION

The aim of the present study was to find out the acquisition pattern of semantic intention and semantic relation in typical Nepali speaking children in the age range of 3 to 7 years old in context of general conversation and picture description.
The obtained results are discussed below.

Semantic Intention

	SEMANTIC INTENTION			
	CONVERSATION		**PICTURE DESCRIPTION**	
	N=20	**%**	**N=20**	**%**
Existence	**20**	100%	**20**	100%
Location	**20**	100%	**20**	100%
Agent	**20**	100%	**20**	100%
Object	**20**	100%	**20**	100%
Action	**20**	100%	**20**	100%
Attribution	**17**	85%	**17**	85%
Possession	**16**	80%	**11**	55%
Recurrence	**9**	45%	**10**	50%
Rejection	**8**	40%	**6**	30%
Disappearance	**2**	10%	**4**	20%
Denial	**2**	10%	**2**	10%
Non existence	**0**	0%	**1**	5%
Negation	**0**	0%	**1**	5%
Cessation	**0**	0%	**0**	0%

TABLE 1: showing percentage score of semantic intention in normal children for conversation and picture description task.

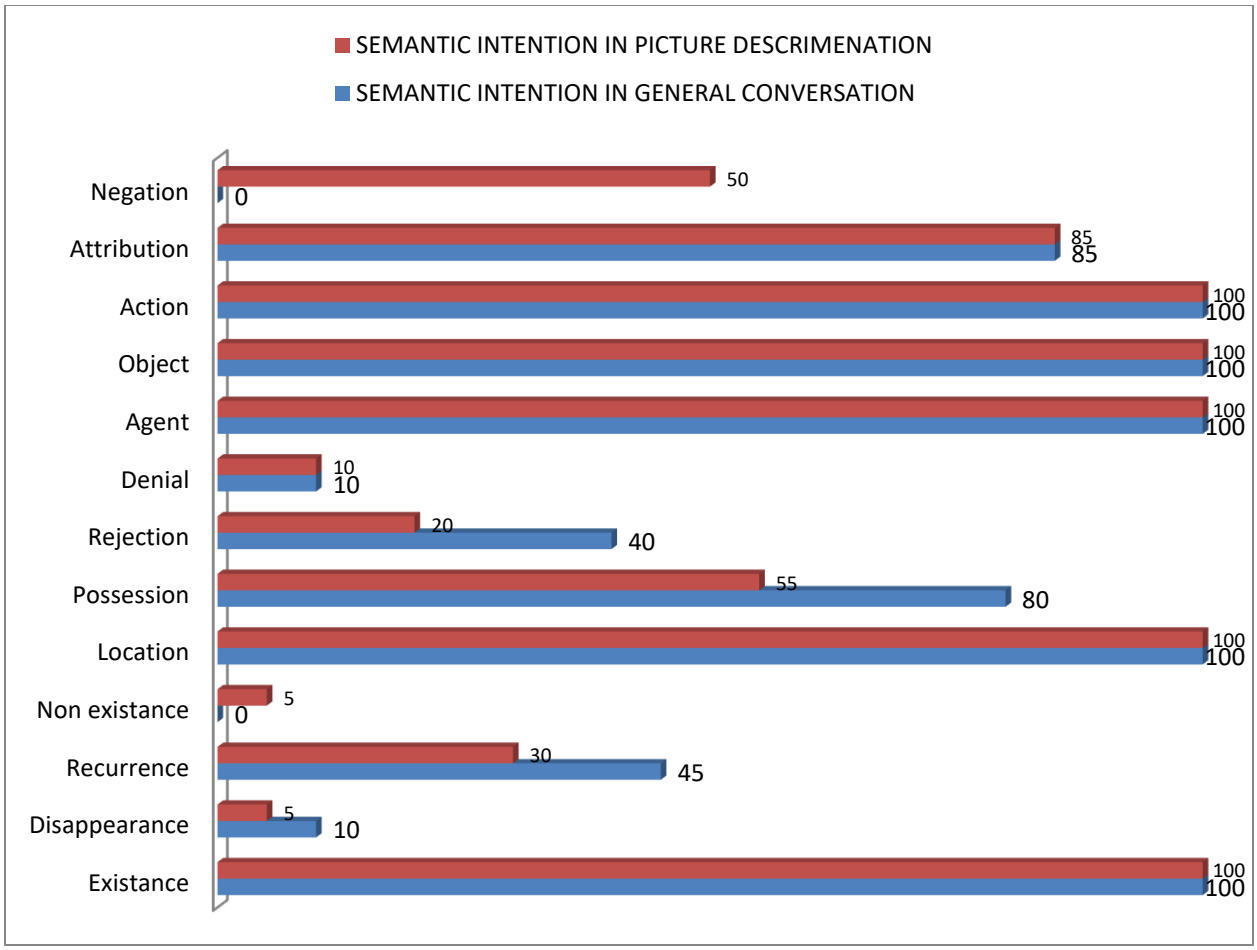

Fig 1: showing the rating of semantic intention in general conversation and picture description among normal children

As can see from the above table that existence (100%), action (100%), object (100%), Agent (100%), location (100%), were frequently used by all subject. Attribute (85%), possession (80%), were used by more than 50% but less than 85%. Recurrence (45%), rejection (40%), denial (10%), disappearance (10%), were least used intention one or two subject. Negation (0%), non-existence (0%), cessation (0%) were not used any subject for conversation.

In Picture description, existence (100%), location (100%), Agent (100%), object (100%) Action (100%), were frequently used by all subject. Attribution (85%) possession (55%), Negation (50%) were used by more than 50% but less than 85%. recurrence (30%), rejection (20%) denial (10%) disappearance (5%) non-existence (5%) cessation (0%) were least used intention

TABLE FOR COMPARISON

		Absent		Present		Total		Testing equality of proportions	
	Type	freq	%	freq	%	freq	%	Z value	p
Existance	SEMANTIC INTENTION IN GENERAL CONVERSATION	0	.0%	20	100.0%	20	100.0%	---	---
	SEMANTIC INTENTION IN PICTURE DESCRIMENATION	0	.0%	20	100.0%	20	100.0%		
Disappearance	SEMANTIC INTENTION IN GENERAL CONVERSATION	18	90.0%	2	10.0%	20	100.0%	.60	.274
	SEMANTIC INTENTION IN PICTURE DESCRIMENATION	19	95.0%	1	5.0%	20	100.0%		NS
Recurrence	SEMANTIC INTENTION IN GENERAL CONVERSATION	11	55.0%	9	45.0%	20	100.0%	.98	.164
	SEMANTIC INTENTION IN PICTURE DESCRIMENATION	14	70.0%	6	30.0%	20	100.0%		NS
Non existance	SEMANTIC INTENTION IN GENERAL CONVERSATION	20	100.0%	0	.0%	20	100.0%	1.01	.156
	SEMANTIC INTENTION IN PICTURE DESCRIMENATION	19	95.0%	1	5.0%	20	100.0%		NS
Location	SEMANTIC INTENTION IN GENERAL CONVERSATION	0	.0%	20	100.0%	20	100.0%	---	---
	SEMANTIC INTENTION IN PICTURE DESCRIMENATION	0	.0%	20	100.0%	20	100.0%		
Possession	SEMANTIC INTENTION IN GENERAL CONVERSATION	4	20.0%	16	80.0%	20	100.0%	1.69	.046
	SEMANTIC INTENTION IN PICTURE DESCRIMENATION	9	45.0%	11	55.0%	20	100.0%		sig
Rejection	SEMANTIC INTENTION IN GENERAL CONVERSATION	12	60.0%	8	40.0%	20	100.0%	1.38	.084
	SEMANTIC INTENTION IN PICTURE DESCRIMENATION	16	80.0%	4	20.0%	20	100.0%		NS
Denial	SEMANTIC INTENTION IN GENERAL CONVERSATION	18	90.0%	2	10.0%	20	100.0%	.00	.500
	SEMANTIC INTENTION IN PICTURE DESCRIMENATION	18	90.0%	2	10.0%	20	100.0%		NS
Agent	SEMANTIC INTENTION IN GENERAL CONVERSATION	0	.0%	20	100.0%	20	100.0%	---	---
	SEMANTIC INTENTION IN PICTURE DESCRIMENATION	0	.0%	20	100.0%	20	100.0%		
Object	SEMANTIC INTENTION IN GENERAL CONVERSATION	0	.0%	20	100.0%	20	100.0%	---	---
	SEMANTIC INTENTION IN PICTURE DESCRIMENATION	0	.0%	20	100.0%	20	100.0%		
Action	SEMANTIC INTENTION IN GENERAL CONVERSATION	0	.0%	20	100.0%	20	100.0%	---	---
	SEMANTIC INTENTION IN PICTURE DESCRIMENATION	0	.0%	20	100.0%	20	100.0%		
Attribution	SEMANTIC INTENTION IN GENERAL CONVERSATION	3	15.0%	17	85.0%	20	100.0%	.00	.500
	SEMANTIC INTENTION IN PICTURE DESCRIMENATION	3	15.0%	17	85.0%	20	100.0%		NS
Negation	SEMANTIC INTENTION IN GENERAL CONVERSATION	20	100.0%	0	.0%	20	100.0%	3.65	.000
	SEMANTIC INTENTION IN PICTURE DESCRIMENATION	10	50.0%	10	50.0%	20	100.0%		HS
Cessation	SEMANTIC INTENTION IN GENERAL CONVERSATION	20	100.0%	0	.0%	20	100.0%	---	---
	SEMANTIC INTENTION IN PICTURE DESCRIMENATION	20	100.0%	0	.0%	20	100.0%		

TABLE 2: From above the table it can be seen that semantic intention such has when the score were compared between conversation and picture description intention like possession(P=.046) at significant and negation(P=.000) at high significant different and Attribute(P=.500),denial(p=.500), rejection (P=.084), disappearance (P=.274) recurrence (P=.164) non-existence(P=.156) were at no significant different.

Semantic Relations

PARAMETER	SEMANTIC RELATION			
	COVERSATION		PICTURE DESCRIPTION	
	N=20	%	N=20	%
Existence	20	100%	20	100%
Action+ object	20	100%	20	100%
Agent + action	20	100%	20	100%
Action + locative	20	100%	20	100%
Agent+ object	20	100%	20	100%
Agent + locative	19	95%	18	95%
Possessor+ possession	12	60%	9	45%
Entity + locative	6	30%	5	25%
Attribute + Entity	6	30%	7	35%
Recurrence	5	25%	7	35%
Non-Existence	3	15%	1	5%

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

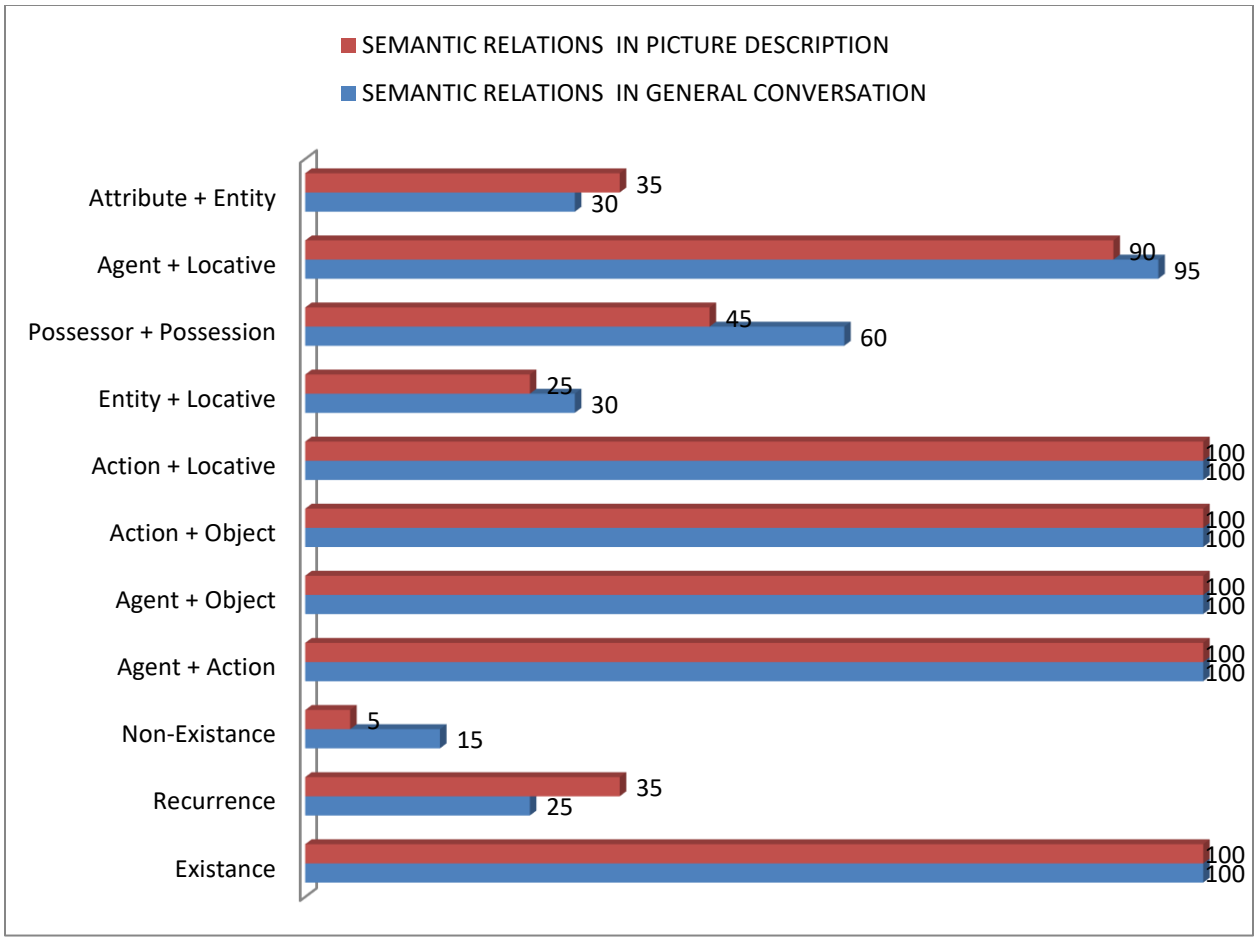

Fig 2: Showing the rating of semantic intention in general conversation and picture description in normal children

From table and figure1 it can be seen that the semantic relation in conversation such has like existence (100%), Action + object (100%), Agent + Action (100%), Action + locative (100%), Action + object (100%) were used to full extent by subjects. Agent + locative (95%) possessor + possession (60%), were used more than 50% but less than 95%. Entity + locative (30%), Attribute + locative (30%), Attribute+ entity (30%), Recurrent (25%), non-existence (15%). Were least used relation for conversation.

In Picture description: existence (100%), Action + object (100%), Agent + Action (100%), Action + locative (100%), Action + object (100%), were frequently used relation. Agent + locative (90%), possessor+ possession (45%) attribute +entity (35%), recurrence (35%) Entity + locative (25%), non-existence (5%) were least used relation.

TABLE FOR COMPARISON

		Absent		Present		Total		Testing equality of proportions	
	Type	freq	%	freq	%	freq	%	Z value	p
Existance	SEMANTIC RELATIONS IN GENERAL CONVERSATION	0	.0%	20	100.0%	20	100.0%	----	----
	SEMANTIC RELATIONS IN PICTURE DESCRIPTION	0	.0%	20	100.0%	20	100.0%		
Recurrence	SEMANTIC RELATIONS IN GENERAL CONVERSATION	15	75.0%	5	25.0%	20	100.0%	.69	.245
	SEMANTIC RELATIONS IN PICTURE DESCRIPTION	13	65.0%	7	35.0%	20	100.0%		NS
Non-Existance	SEMANTIC RELATIONS IN GENERAL CONVERSATION	17	85.0%	3	15.0%	20	100.0%	1.05	.146
	SEMANTIC RELATIONS IN PICTURE DESCRIPTION	19	95.0%	1	5.0%	20	100.0%		NS
Agent + Action	SEMANTIC RELATIONS IN GENERAL CONVERSATION	0	.0%	20	100.0%	20	100.0%	----	----
	SEMANTIC RELATIONS IN PICTURE DESCRIPTION	0	.0%	20	100.0%	20	100.0%		
Agent + Object	SEMANTIC RELATIONS IN GENERAL CONVERSATION	0	.0%	20	100.0%	20	100.0%	----	----
	SEMANTIC RELATIONS IN PICTURE DESCRIPTION	0	.0%	20	100.0%	20	100.0%		
Action + Object	SEMANTIC RELATIONS IN GENERAL CONVERSATION	0	.0%	20	100.0%	20	100.0%	----	----
	SEMANTIC RELATIONS IN PICTURE DESCRIPTION	0	.0%	20	100.0%	20	100.0%		
Action + Locative	SEMANTIC RELATIONS IN GENERAL CONVERSATION	0	.0%	20	100.0%	20	100.0%	----	----
	SEMANTIC RELATIONS IN PICTURE DESCRIPTION	0	.0%	20	100.0%	20	100.0%		
Entity + Locative	SEMANTIC RELATIONS IN GENERAL CONVERSATION	14	70.0%	6	30.0%	20	100.0%	.35	.362
	SEMANTIC RELATIONS IN PICTURE DESCRIPTION	15	75.0%	5	25.0%	20	100.0%		NS
Possessor + Possession	SEMANTIC RELATIONS IN GENERAL CONVERSATION	8	40.0%	12	60.0%	20	100.0%	.95	.171
	SEMANTIC RELATIONS IN PICTURE DESCRIPTION	11	55.0%	9	45.0%	20	100.0%		NS
Agent + Locative	SEMANTIC RELATIONS IN GENERAL CONVERSATION	1	5.0%	19	95.0%	20	100.0%	.60	.274
	SEMANTIC RELATIONS IN PICTURE DESCRIPTION	2	10.0%	18	90.0%	20	100.0%		NS
Attribute + Entity	SEMANTIC RELATIONS IN GENERAL CONVERSATION	14	70.0%	6	30.0%	20	100.0%	.34	.368
	SEMANTIC RELATIONS IN PICTURE DESCRIPTION	13	65.0%	7	35.0%	20	100.0%		NS

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

From the above table it can be seen that semantic relation such has when the score were compared between conversation and picture description relation like recurrence (P=.245) non-existence (P=.146) entity + locative (P=.362) possessor + possession (P=.171), Agent+ locative (P=.274), Attribute + entity (P=.368) was not significant different.

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, 3—7 years old typical developing children displayed semantic intention and relation which is in correlation with the study done by Subba Rao (1995).Did linguistic analysis, on language samples obtained from 60 subjects with intellectual deficit at phonetic, syntactic and semantic levels. Analysis of semantic intention at word-level and semantic relation at phase levels were carried out, frequency of usage found to be same for conversation and as well as picture description which may be attributed to the environmental stimulation given. In Semantic Intention on conversation: Cessation, Negation, Non-existence, denial, disappearance. and on picture description cessation, Negation, Non Existence, denial, disappearance, rejection, whereas in Semantic relation on conversation non-existence, recurrence, attribute +entity, entity+ locative and on picture description non-existence, entity+ locative, attribute+ entity, recurrence 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.

CHAPTER 5
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 developing in children is important for screening diagnosis and intervention of language disordered children, and there are no published studies done previously on semantic intention and relation in Nepali language. Hence the present study was undertaken with the aim of understanding the usage of semantic intention and relation in 3 to 7 years old Nepali speaking children and to find the usage of the semantic intention and relation in context of general conversation and picture discrimination.

This study aimed to understand the usage of semantic intention and relation in context of general conversation and picture conversation in 3 to 7 years old Nepali speaking children. The study group consisted of 20 Nepali speaking children with no history of speech language disorder and hearing problems were selected for the study. All the subjects included in the study were attending English medium school.

Speech sample were audio taped from 20 children, collection of samples included task of general conversation and picture description. Each sample contained about 50 utterances. Language data obtained was semantically analyzed based on a list of semantic intention and relation.

Statistical analysis was carried out further, using wilcoxon signed rank test.

Result showed presence of all semantic intention in general conversation and picture description, when the score were compared between conversation and picture description intention like possession (P=.046) was significant and negation (P=.000) at high significant different and Attribute (P=.500), denial (P=.500), rejection (P=.084), disappearance (P=.274) recurrence (P=.164) non-existence (P=.156) were at no significant different. And Semantic relation such has when the score were compared between conversation and picture description relation like recurrence (P=.245) non-existence (P=.146) entity + locative (P=.362) possessor + possession (P=.171), Agent+ locative (P=.274), Attribute + entity (P=.368) was not significant different. Thus result of the present study concludes that all the parameters of semantic intention and semantic relation are already acquired in 3 to 7 years old Nepali speaking children though slight subject variation exist which be considered.

LIMITATIONS

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

FUTURE SUGGESTIONS

- The study can be replicated on more number of subjects across various age groups and across various languages.
- The analysis should be carried out in three-word level.

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