



Naming differences among lexical categories in Hubli-Dharwad (India) Kannada dialect

Sandhya Koteswara*, Aravinda H.R., Kavya P. and Raziya L.
JSS Institute of Speech and Hearing, Dharwad, Karnataka, India
gangollibhoomi@gmail.com

Available online at: www.isca.in, www.isca.me

Received 22nd August 2019, revised 25th November 2019, accepted 20th December 2019

Abstract

Remarkable changes have been noticed in vocabulary of different dialects of Kannada language which is an official language of Karnataka. As differences in dialects are seen in Phonology, morphology and semantics, measuring this becomes essential. Aim of the current research was to inspect and explore the lexical, semantic and phonological differences in naming of different lexical categories in children of northern Karnataka with that of Mysuru. A total of 100 children (50 Mysuru Kannada dialects and 50 North Karnataka region) in the age range of 4-6 years were considered for the study. All children were native speakers of respective dialect, studying in Government schools with no or minimal exposure to other languages and dialects. Study was carried out in 3 phases. Preparing picturized word list, checking reliability of pictures and naming task of selected pictures were the three phases respectively. Further MANOVA was done as there were many dependent variables. Results revealed that there was a noteworthy difference between group one and group two for all the lexical domains. Frequency distribution examined the frequency of occurrence of type of substitution errors among two groups. The results of the study will help in establishing rehabilitation protocols for the individuals residing in northern part of Karnataka and also provides proper guidelines for speech language therapist in choosing appropriate words for semantic teaching.

Keywords: Naming, Dharwad, Kannada, dialect, lexical categories.

Introduction

Kannada is one among the foremost Dravidian Languages of South India spoken in Karnataka. Even though Mysuru and Bangalore Kannada is extensively used as 'Standard' or 'Formal' Kannada, there are a variety of identifiable dialects and regional deviations in Karnataka^{1,2}. Language distinction or dialectal distinction refers to variations in language owed to various influences. These contain social, geographical, individual and group factors. A dialect is the vocabulary, grammar, and pronunciations of a language. Dialect is standard and non standard, the Mysore Kannada has a different dialect than hubli-dharwad dialects. The Mysuru Kannada is acknowledged as 'Standard variety of Karnataka'^{1,2} which is spoken in southern Karnataka in the district of Mysuru, Bengaluru, Kolar, Hassan and Mandya whereas the Dharwad Kannada is spoken majorly in North Western Karnataka which includes Dharwad, Belgam and Bijapur. It is a widespread fact that, dialect-clusters within a geological region tend to become more comprehensible than dialects that are more distant. This difference among language and dialect are not structurally based. Hence, linguists rely majorly on the sentiments of native speakers for comprehending language and dialect than on the structure³. There are notable changes observed in these different dialects in their segmental aspects such as vocabulary, phonology and other morph syntactical aspects⁴.

Dialects are the varieties of vocabularies, idioms, grammars and pronunciation within a specified language used by a particular community because of geographical differences. Social factor shows that members of a specific socioeconomic class such as working-class might have different dialects compared to high-class business man. So the way a person speaks his/her language is also influenced by both his/her social status⁵. Dialects of a particular language differ from each other, still speakers of another dialect of the same language understands it. "Semantics is the concerned with the relationship of language form to our perception of objects, events and relationships or to cognition and thoughts"⁶. The growth of lexicon is augmented by memory and cognitive processes which form associations amid words and their properties. Novel words are introduced in the lexicon by linking them to concepts by the rule of mutual individuality⁷. The connection between the development of sound meaning and development of memory has been defined based on "mental lexicon". It includes the memory processes involved in the identification of a word. A lexicon has been defined as mental information bank, which involves not just a word, but all common and specific information of that word.

The processing of lexicon includes a composite collection of mechanisms, specifically encoding, identification and retrieval, whereas the mental depiction is the stored knowledge about the lexicon⁸. The mental lexicon involves information about

articulation, connections between words, concepts, words and concepts⁹. The lexical naming in preschoolers and children who go to school has been researched using confrontation naming of pictures.

Variations in vocabulary are one of the features of dialectal variance which people become aware of readily and comment on quite often. They are undoubtedly familiar enough as markers of the differences among geographical areas or regions. According to Florian Jaeger T. and Elisabeth J. Norcliffe¹⁰ children become more proficient in naming objects and pictures as they develop which is evidenced by increase in the speed of naming and a decline in the number of errors produced in the process of naming. Naming task involves the concept which is in general. In the naming task a known object is being identified in the present surroundings with a precise noun. Thereby a well shaped response is obtained as a single word utterance consisting of a concrete noun. Naming tasks are particularly helpful in linguistic analysis of lexical access and retrieval. Naming consists lexical and non-lexical processing hence, the effects of morphologic, syntactic and discourse level complexities must be controlled.

There are noteworthy changes in vocabulary of different dialects of Kannada Language which is an official language of Karnataka. Mysuru Kannada and Hubli-Dharwad Kannada dialects have difference in their semantics as well^{1,2}. Images that obtain different names have lesser name agreement compared to that of a single name. This data is vital for picture to name matching, recall memory, and detection studies. Name agreement is furthermore a robust predictor of naming difficulty. Naming an image may be considered as an easy process in the conception and expression of language and hence picture naming has turned out to be a major experimental paradigm¹¹. Pictures with a solitary dominant responses are named quickly and accurately when compared to images with several responses¹²⁻¹⁶.

Dialectal variation can be in phonology, semantics or in other aspects. Phonological variation refers to differences in pronunciation within and across dialects. Phonological variations are reasonably prominent as markers of local dialect¹⁷. Several phonetic distinctions are pretty faint and may not be obvious to casual observers or even to the speakers. Phonological and phonetic markings can be pinpointing to regional and/or socio-cultural variations. A person who is perceptive for language variations appreciates speaker's regional, social, and ethnic connection with significant precision solely based on phonology¹⁸. One of the pertinent aspects of phonological differences is often habituated by the phonological environment¹⁸ (word-initial position, word-final position and so on).

Although Variations in segmental and supra-segmental aspects in Kannada language have been studied, there are no researches found in understanding the segmental variations among lexical

categories in different dialects of Kannada language. It would be alluring to know the difference in words between Mysuru Kannada dialect and North Karnataka region. Understanding the difference hence may help in assessment and management of segmental errors in individuals with communication disorders specifically in northern Karnataka region.

AIM: To the study was to examine and explore the lexical, semantic and phonological differences in naming of different lexical categories in children of northern Karnataka with that of Mysuru

Methodology

Participants: 100 typically developing children (50 children who use Mysuru Kannada dialect and other 50 children of North Karnataka region) in the age range of 4-6 years were considered for the study. Mysore dialect speaking children were put under Group 1 and Dharwad dialect speaking children were categorized under Group 2. All children were native speakers of respective dialect, studying in Government schools with no or minimal exposure to other languages and dialects. Children having speech, language, hearing and cognitive deficits was excluded from the study.

Procedure: Phase 1: A word list which can be expressed in form of pictures was listed. Words including lexical items and action words under 7 different domains were listed and illustrated.

Phase 2: Reliability test of pictures using three point rating scale was carried out, where 0 indicates not familiar, 1 indicates familiar and 2 indicates most familiar. 10 items under each domain which obtained the highest percentage of most familiar rating was considered for the further study. The lexical domains considered as stimuli for the study were animals, common objects, fruits, vegetables, verbs, kitchen articles and adjectives

Phase 3: The pictures were demonstrated to children and were advised to name the pictures. Each participant was given 10seconds to name each picture.

Each subject was given the list of pictures individually displayed on a Sony VAIO 19" laptop and was asked to name them. Subjects were not provided with any semantic or phonological clues. Each picture was presented on a separate page. Responses were recorded using a Sony IC recorder and were subjected to analysis in further stage. Each word across 7 domains was scored based on the responses given by the participants. Scoring of 1 depicted a total word substitution (TWS), 2 – Part word substitution (PWS), 3- Medial syllable substitution (MSS), 4- Medial syllable addition (MSA), 5 – Medial syllable deletion (MSO), 6 - Final syllable substitution (FSS), 7 - Final syllable addition (FSA), 8 – Final syllable deletion (FSO), 9 – Others and 10 corresponding to same word

repetition (SWR)/no change. Results were tabulated and was subjected to statistical analysis.

Results and discussion

Descriptive statistics was done to find out the overall mean and SD for each lexical category in Group 2. Mean and SD of all the lexical categories are mentioned in the Table-1.

Test of normality was administered and was found that there was no significant difference and hence indicating a normal distribution. Further MANOVA was done as there very many dependent variables. Results showed that there was a significant difference among group 1 and group two for all the lexical domains [Wilks' $\lambda = 0.00$, $F(7, 92.00) = 6.06$, $p < 0.01$]. Additional frequency analysis was done to know which score was the most frequently occurring in each of the seven domains. Results demonstrated that in animals TWS was frequently occurring when compared to others scores (296 times/ 500 samples), similarly TWS occurred 377 times in common objects, whereas fruits had no much change and SW occurred 359 times out of 500. TWS occurred most number of times in vegetables (442 times), PWS was more frequent in verbs (412 times), TWS was the most occurring change in Kitchen articles (329 times) and PWS was 236 times frequent in Adjectives.

Table-1: Mean and SD of 7 lexical domains among Mysore dialect and Dharwad dialect Kannada.

Domains	Mysore dialect		Dharwad dialect	
	Mean	SD	Mean	SD
Animals	10	0	5.86	1.21
Common objects	10	0	1.84	0.54
Fruits	10	0	1.92	0.2
Vegetables	10	0	2.98	1.11
Verb	10	0	0	0
Kitchen articles	10	0	1.64	0.74
Adjectives	10	0	0.62	0.087

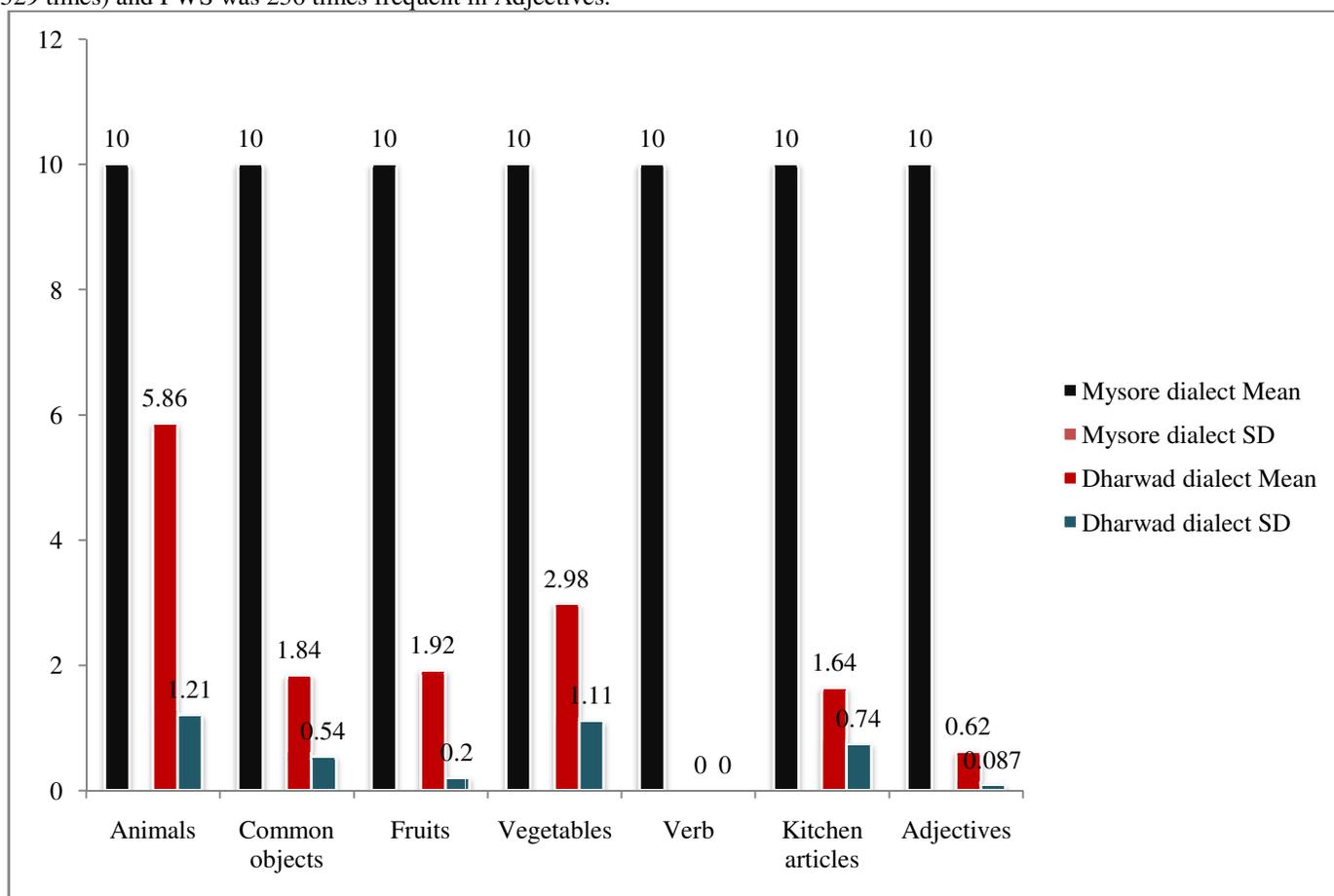


Figure-1: Mean and SD of 7 lexical domains among Mysore dialect and Dharwad dialect Kannada.

Table-2: Frequency of type of substitution errors in North Karnataka dialect across lexical categories.

Type of substitution	Lexical categories						
	Animals	Common objects	Fruits	Vegetables	Verb	Kitchen articles	Adjectives
TWS	296	377	100	442	88	329	169
PWS	0	0	0	0	412	1	236
MSS	0	0	40	40	0	0	0
MSA	0	0	0	0	0	0	0
MSO	0	0	0	0	0	0	0
FSS	19	12	0	10	0	106	0
FSA	3	13	0	0	0	0	2
FSO	32	0	1	8	0	0	48
Others	0	0	0	0	0	0	24
SW	0	98	359	0	0	64	21

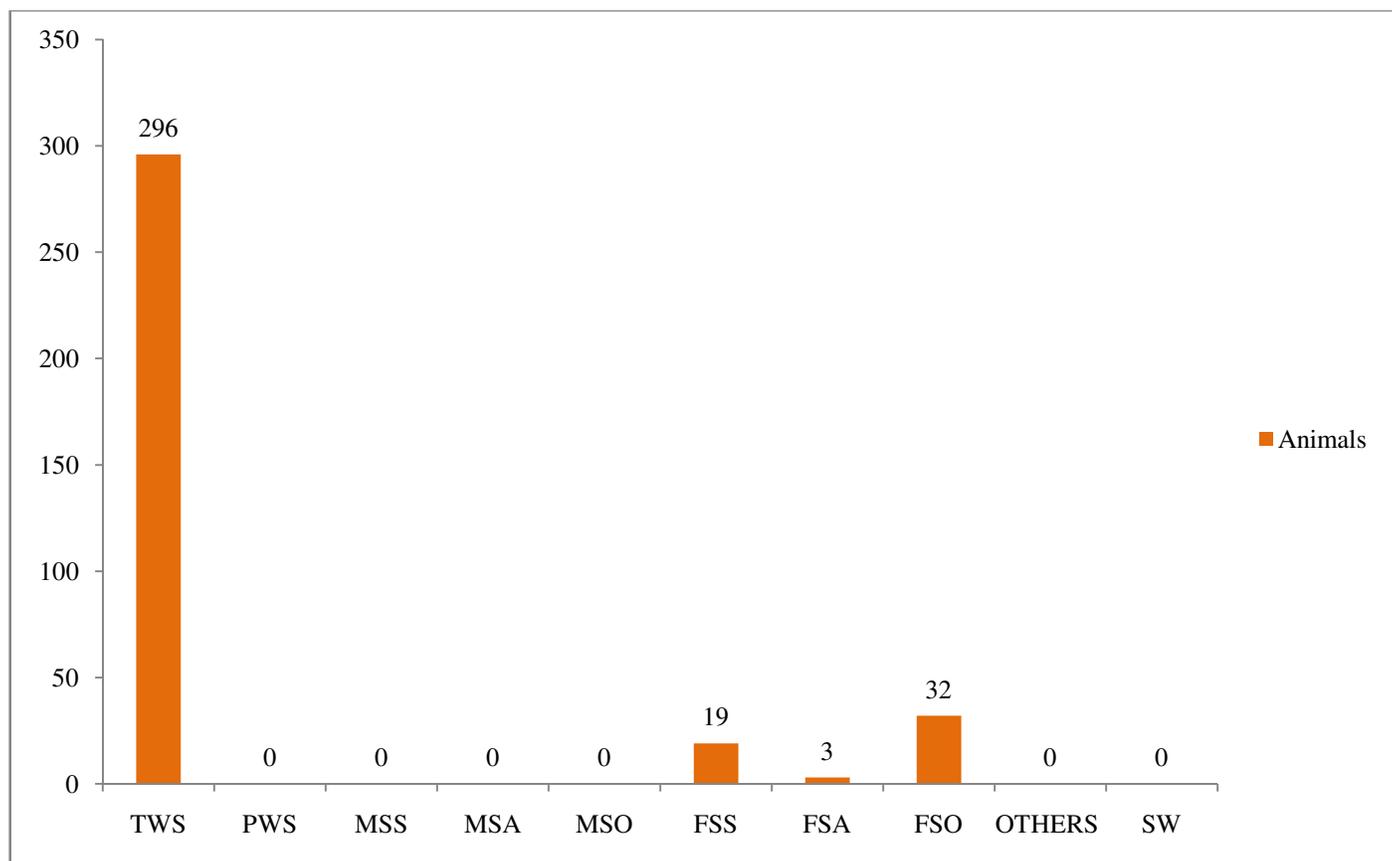


Figure-2: Frequency of type of substitution errors in animals.

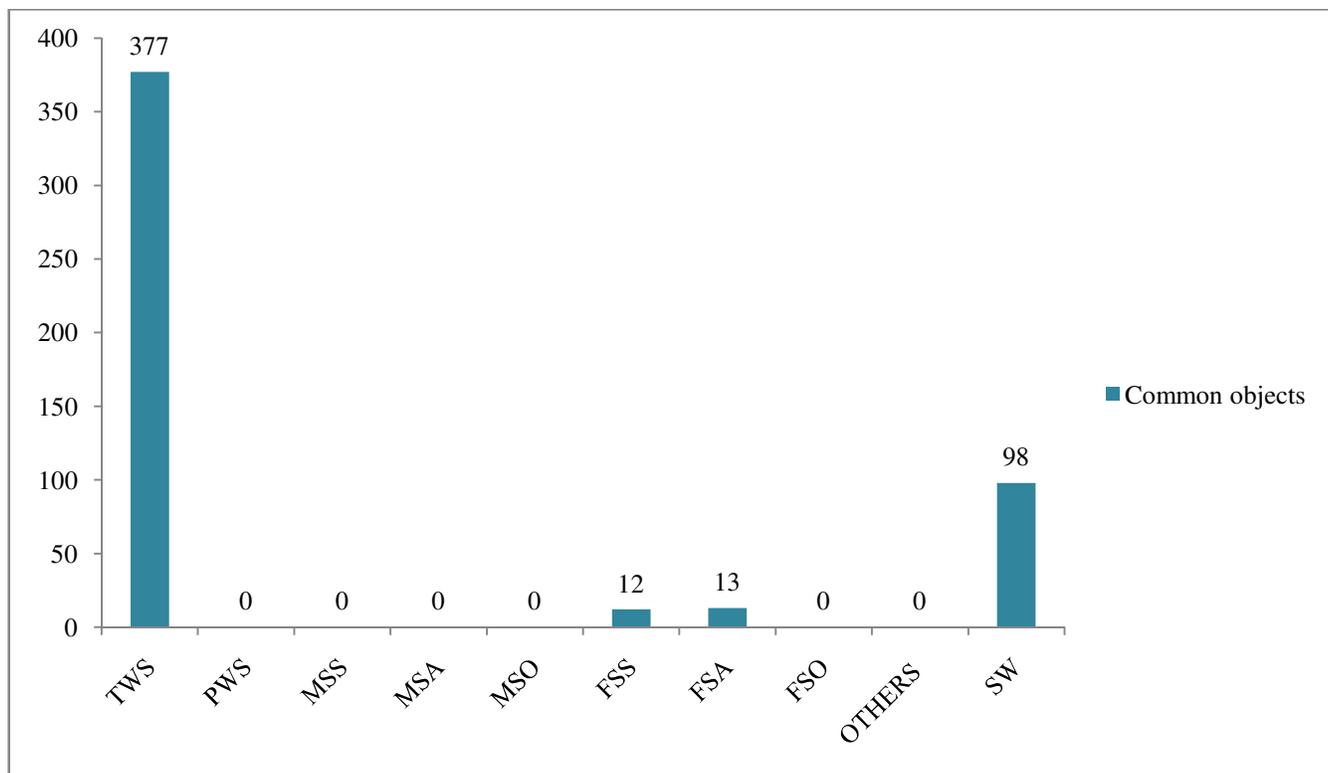


Figure-3: Frequency of type of substitution errors in common object.

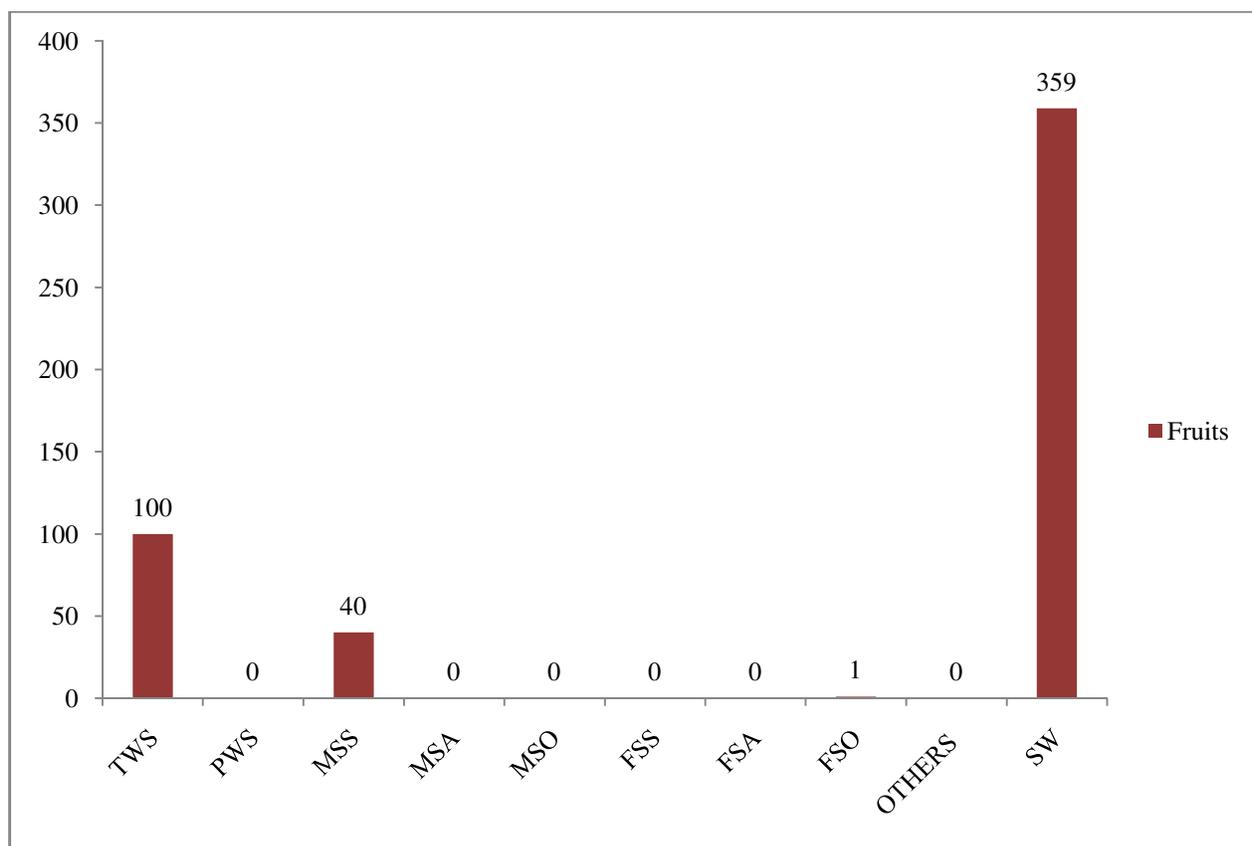


Figure-4: Frequency of type of substitution errors in fruits.

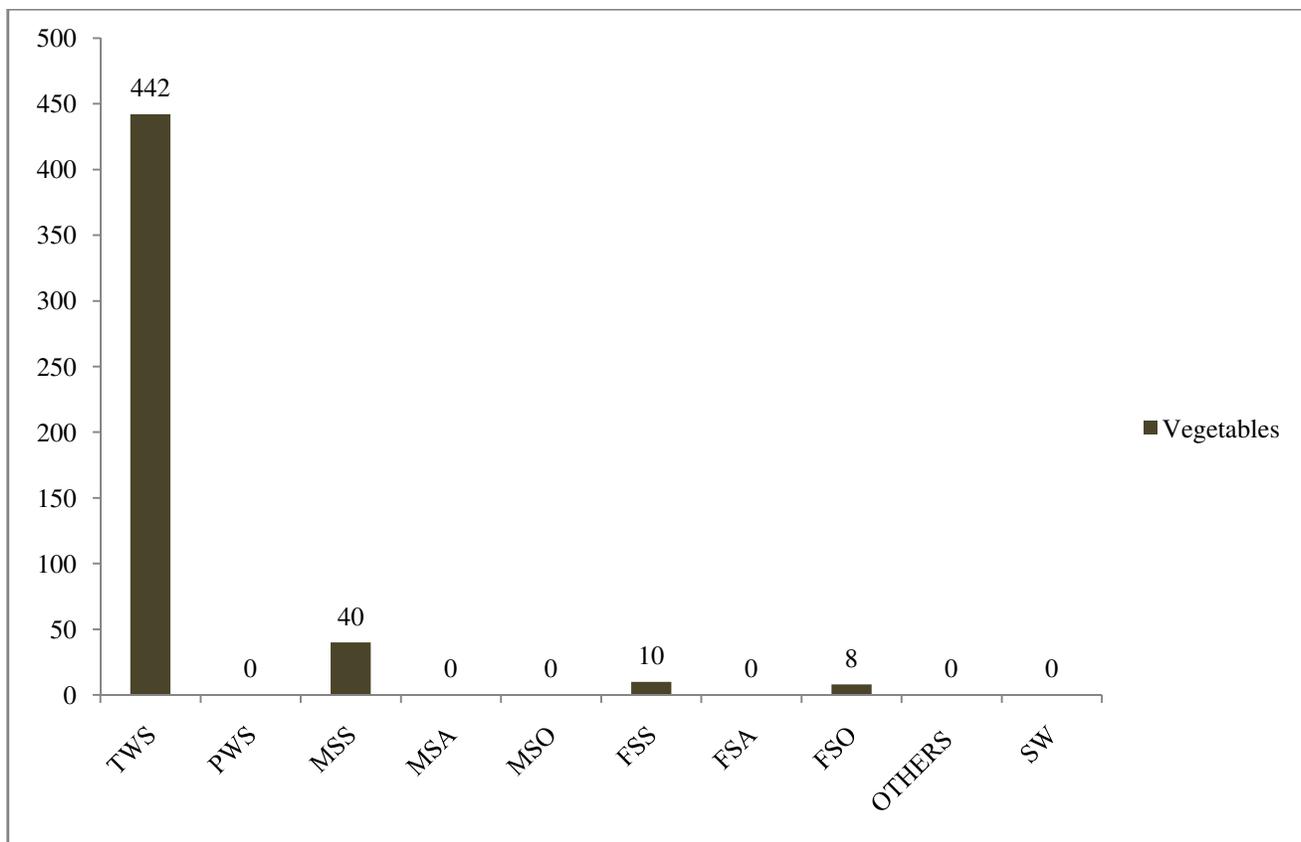


Figure-5: Frequency of type of substitution errors in Vegetables.

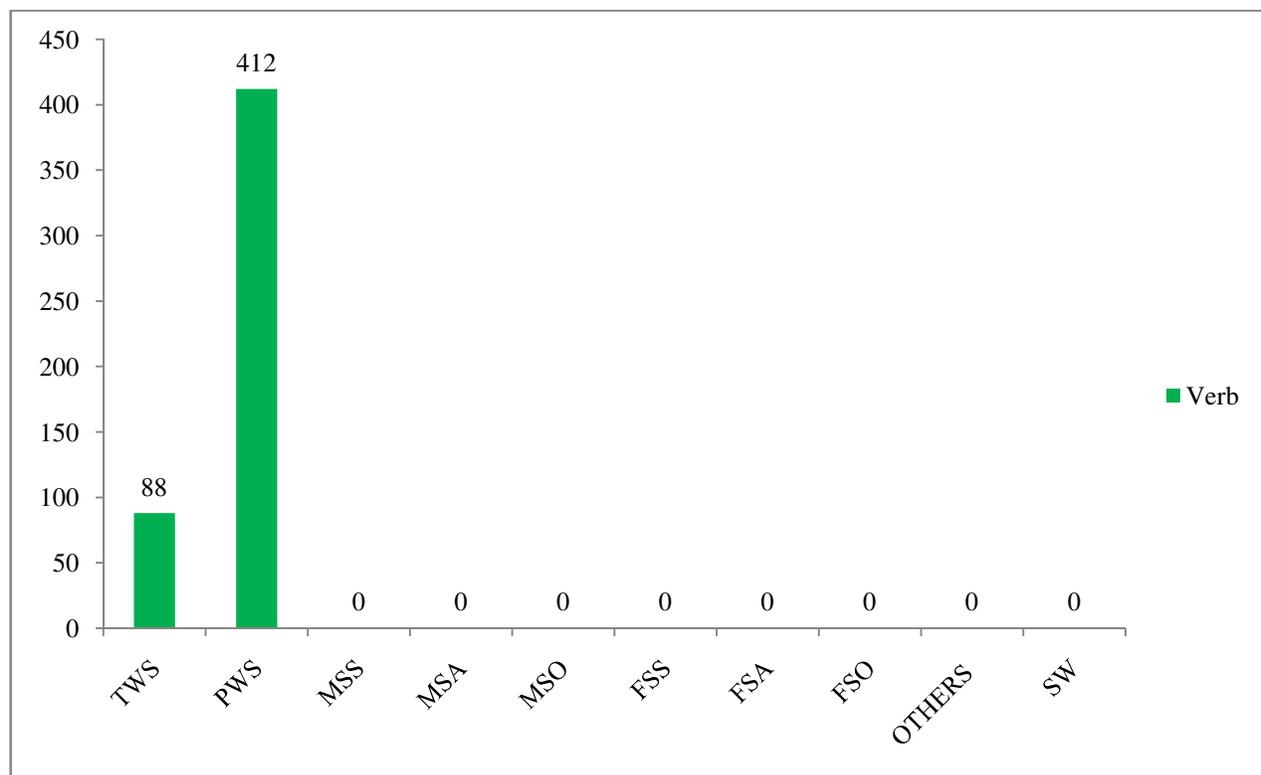


Figure-6: Frequency of type of substitution errors in Verb.

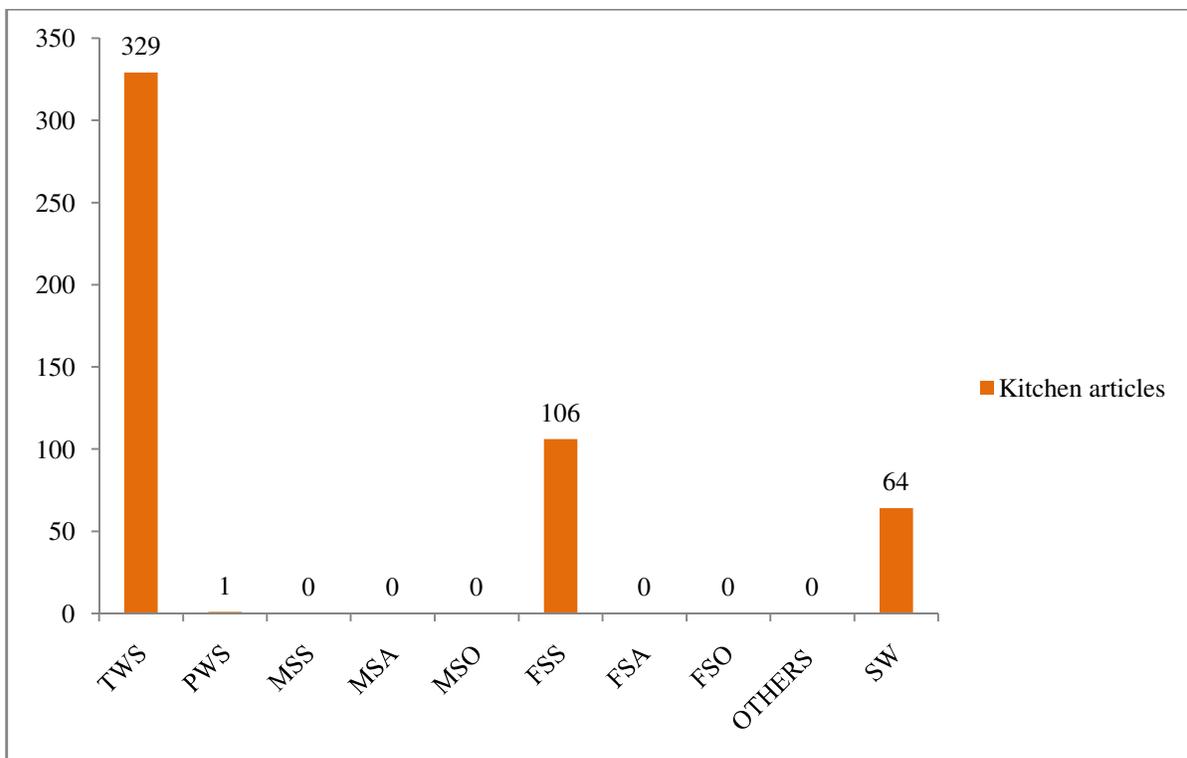


Figure-7: Frequency of type of substitution errors in Kitchen articles.

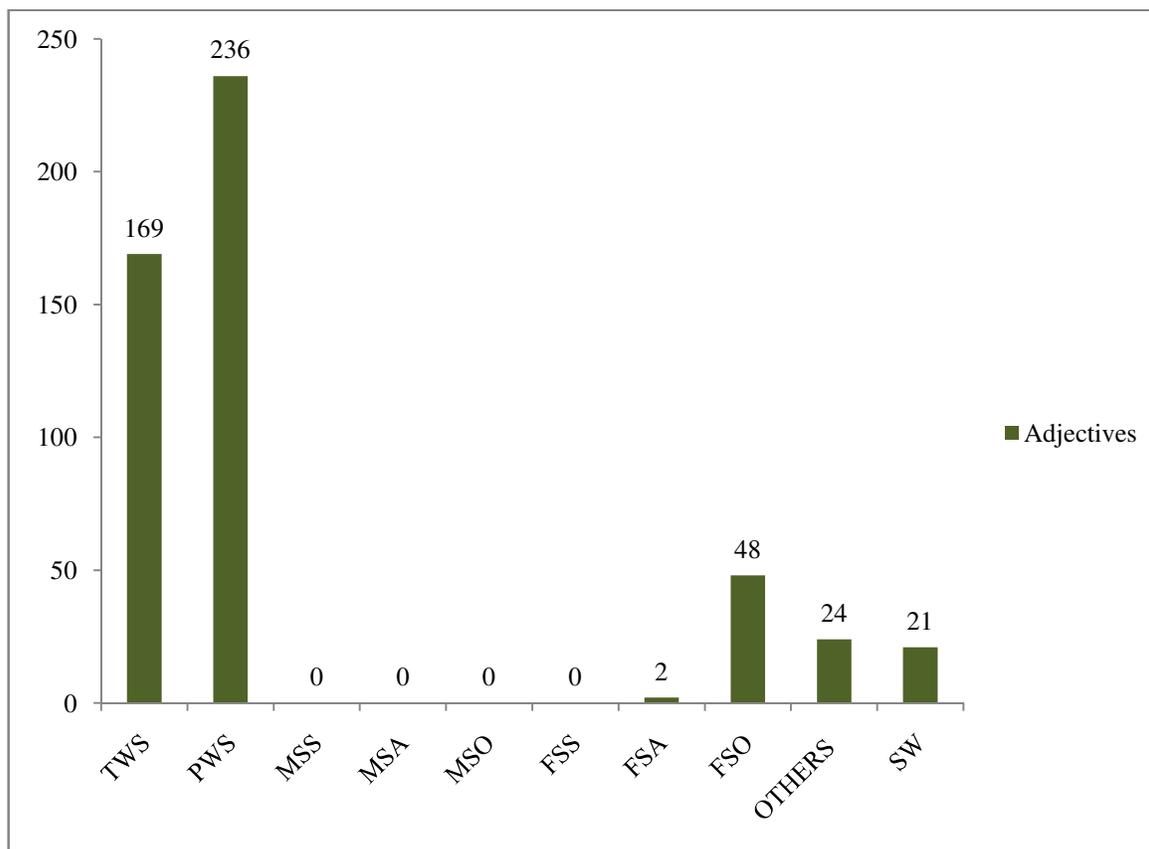


Figure-8: Frequency of type of substitution errors in common objects.

A study by Rajapurohit, 1982; Sridhar, 2007 concluded that there will be noteworthy changes in vocabulary of different dialects of Kannada Language which is an official language of Karnataka. Mysuru Kannada and Hubli-Dharwad Kannada dialects also have difference in their Semantics. Upadhyaya, 1976 revealed that there were notable changes observed in these different dialects in their segmental aspects such as vocabulary, phonology and other morphosyntactical aspects which are in agreement with the findings of the present study.

Conclusion

Majority for the naming ability tests are available in Western context and are for adults. There are only limited tests available in the Indian context for children. Hence this study can be further used to develop a standardized naming material for different dialects which will help to assess and rehabilitate children with diverse cultural background and also to overcome the cultural bias. Knowing the lexical, phonological and semantic diversity with respect to dialect will help the speech language pathologist to plan and execute the rehabilitation program accordingly. The results of the study will help in establishing rehabilitation protocols for the individuals residing in northern part of Karnataka and also provides proper guidelines for speech language therapist in choosing appropriate words for semantic teaching.

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