

Developmental Language Disorders in Children: A Case of 6 to 12 Year Old Children with Pragmatic Difficulties in Pakistan

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Abstract

This study examines the challenges faced by Pakistani children aged 6 to 12 with Developmental Language Disorder (DLD), specifically focusing on pragmatic language difficulties. Through a case study approach incorporating diagnostic assessments and interviews with parents and educators, the research identifies a significant proportion of children experiencing pragmatic challenges. The study discloses underlying mechanisms contributing to pragmatic language deficits, assesses the impact on social interactions and academic performance, and investigates cultural and socio-economic factors influencing disorder recognition. Findings emphasize the need for targeted interventions and contribute to understanding linguistic challenges in diverse cultural settings, informing the development of culturally sensitive strategies for assessment and intervention.

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Introduction

Developmental language disorders (DLD) refer to persistent difficulties in language development that affect children's ability to comprehend and/or express themselves verbally. DLD is one of the most prevalent developmental disorders, affecting around 7-10% of children according to estimates. Developmental language disorders (DLD) encompass a group of neuro-developmental conditions characterized by persistent difficulties in language development, which significantly impact children's ability to comprehend and/or express themselves verbally. These difficulties are not attributed to sensory impairments (such as hearing loss), intellectual disabilities, neurological impairments, or environmental factors. DLD affects various features of language, including phonology, morphology, syntax, and semantics (Bishop et al., 2017).

Language development disabilities affect individuals with Developmental Language Disorder (DLD) and may persist from infancy to maturity. The linguistic issues manifest themselves in several domains, such as academic performance, social relationships, and emotional welfare. Difficulties in understanding and using language may hinder scholastic success, limit professional opportunities, lead to feelings of isolation and low self-confidence, and restrict job choices. Within the realm of Developmental Language Disorder (DLD), having the capacity to engage in pragmatic communication is of utmost importance. Pragmatic language is the capacity to use language in social contexts by considering the needs of listener, reading social signs, and following conversation standard. Practical language skills in children with Developmental Language Disorder (DLD) make it difficult for them to start and

maintain conversations, understand idioms and sarcasm, interpret social cues like vocal tone and nonverbal gestures, and adapt their language use to different contexts (Ketelaars, Cuperus, Jansonius, & Verhoeven, 2010).

Studies show that pragmatic difficulties in children with DLD have significant implications for their social relationships, academic performance, and overall psychosocial well-being (Conti-Ramsden & Durkin, 2012). Because of these challenges, they may have a more difficult time forming and maintaining friendships, taking part in school activities in an effective manner, and successfully navigating social settings. The impact of pragmatic language difficulties can extend beyond childhood and persist into adolescence and adulthood, affecting various aspects of their lives.

Pragmatic language skills are crucial for effective communication in various social situations. Pragmatic language refers to the ability to use language appropriately and effectively, considering the needs and perspectives of the listener, understanding social cues, and following conversational rules (Adams et al., 2019). It involves using language in a socially appropriate manner, interpreting, and responding to non-verbal cues, understanding implied meaning, and adapting communication style based on the context.

Children who have developmental language disorders (DLD) often have difficulties with pragmatic language skills, which may result in major difficulties in their social interactions, relationships with their peers, and academic success. Research studies have repeatedly shown the influence that pragmatic challenges put on the day-to-day lives of children who have disabilities of learning and

development (DLD) (Janik Blaskova, & Gibson, 2021).

Children with Developmental Language Disorder (DLD) have challenges in understanding and using pragmatic language, which may make social interactions particularly difficult for them. They should struggle to initiate and maintain conversations, take turns appropriately, and engage in reciprocal exchanges. It is possible that these challenges could hinder their capacity to form and maintain connections, which will ultimately result in feelings of social isolation and exclusion (Norbury & Sparks, 2013).

In academic settings, pragmatic language difficulties can hinder a child's ability to participate actively in classroom discussions, comprehend teacher instructions, and collaborate effectively with peers on group projects. This can have a negative impact on their academic performance, impeding their overall educational progress (Brinton et al., 2019).

The effect of pragmatic language difficulties in children extends beyond social and academic contexts. It can also affect their emotional well-being, self-esteem, and overall psychosocial development. Difficulties in understanding social cues and following conversational rules may lead to frustration, anxiety, and a sense of being misunderstood or excluded from social interactions (Conti-Ramsden et al., 2019). Researchers have investigated different aspects of pragmatic language in this population, including the identification of specific pragmatic deficits, underlying cognitive processes, and the effectiveness of intervention approaches (Adams et al., 2020).

By addressing pragmatic language difficulties through evidence-based interventions, such as social communication programs and targeted therapy, researchers and clinicians aim to stimulate social interaction among children having developmental disorders, promote their inclusion in social interactions, and improve their overall quality of life.

Statement of the Problem

Despite the significant impact of pragmatic language difficulties on social interactions, peer relationships, and academic performance in children with developmental language disorders (DLD) (Adams et al., 2019), there was a dire need for further research for better understanding the specific nature of these challenges and develop effective interventions. While DLD encompasses a range of language difficulties in various domains, pragmatic language skills, which are vital for successful communication in social contexts, are particularly affected in this sample of the population. However, a very few research has been done on investigating the underlying mechanisms and developing evidence-based intervention strategies to address the specific pragmatic language deficits experienced by children with DLD (Adams et al., 2020). Conti-Ramsden et al. (2019) have identified a notable research deficiency in comprehending and effectively aiding the pragmatic language development of children diagnosed with developmental language disorder (DLD). This gap serves as an impediment to the children's capacity to assimilate socially, attain academic success, and undergo comprehensive psychological well-being. This issue statement highlights the need of developing evidence-based solutions and acknowledges the need for more study on pragmatic language issues of influenced

children. To address the research gap, researchers can enhance their understanding of the specific challenges of Developmental Language Disorder in children in language pragmatic skills. By doing so, they can develop effective intervention strategies to enhance the children's social integration, academic performance, and overall well-being.

Research Objectives

1. To examine underlying mechanisms contributing to pragmatic language issues in DLD affected children.
2. To explore the impact of pragmatic language difficulties on social interactions, peer relationships, and academic performance in children with DLD.
3. To identify effective evidence-based interventions targeting pragmatic language skills in children with DLD.
4. To provide recommendations for clinicians, educators, and policymakers regarding assessing and intervening pragmatic language hindrances in children with DLD.

Research Questions

1. What are the underlying mechanisms playing role to the pragmatic language deficits in children with DLD?
2. How do pragmatic language difficulties impact social interactions, peer relationships, and academic performance in children with DLD?
3. What are the effective evidence-based interventions targeting pragmatic language abilities in DLD affected children?
4. What recommendations can be provided for clinicians, educators, and policymakers regarding the

assessment and intervention of pragmatic language problems in children with DLD?

Literature Review

Developmental Language Disorder (DLD) shows a crucial hassle in acquiring and using language, which persist over time and cannot be attributed to factors such as hearing loss, intellectual disability, neurological impairments, or environmental deprivation. DLD affects different features of language, including phonology, morphology, syntax, and semantics. Children with Down syndrome have a diverse range of characteristics that are linked to their verbal proficiency. There is a potential for them to not achieve some language milestones, such as a delayed start in babbling, the first words, and the capability to form sentences by combining words. Their speech may be challenging to understand due to reduced grammatical structures, limited vocabulary, and difficulty with pronunciation. In addition, children with developmental language disorder often struggle with understanding and forming complex words, as well as with using correct word order (Bishop, 2014).

Children with DLD not only have issues relating to their language abilities, but they also often experience difficulty in their pragmatic language skills. Pragmatic language skills refer to the use of language in social situations. Pragmatic language deficiencies may be seen as challenges in comprehending and using social signals, engaging in conversational turn-taking, sustaining adequate eye contact, utilising suitable tone of voice, and comprehending the intents of others. These practical challenges may have an effect on social interactions, relationships with peers, and academic achievement (Adams et al., 2019).

It is crucial to remember that the severity of DLD and the specific language characteristics of individuals with the disorder may vary significantly. Certain children may have global language impairments that affect all aspects of language, but others may face specific challenges in certain language domains rather than having global language impairments. The impact of Duchenne muscular dystrophy (DLD) on individuals' daily life and academic progress might vary, with some individuals experiencing modest challenges while others may have more severe issues (Kuiack, & Archibald, 2023).

Theoretical Perspectives on Pragmatic Development in Children with DLD

Theory of mind (ToM)

The Theory of Mind is a conceptual framework that pertains to the ability to grasp and attribute mental states, such as thoughts, beliefs, wishes, and intentions, to oneself and others. This ability is applicable to both individuals and groups. The crucial thing is the ability to comprehend and attribute mental states. With its assistance, individuals are better able to see and anticipate the intents, opinions, and emotions of other individuals, which is an essential component of social interactions and communication. In the process of fostering interpersonal connections, it plays an essential role. Theory of Mind is considered to be an important theoretical framework for gaining an understanding of the difficulties during pragmatic development of children who have been diagnosed with DLD.

It is possible that deficiencies in theory of mind are a contributing factor to the challenges that children who have Developmental Language Disorder (DLD) have when it comes to interpreting and using

language in social settings. Children with Down syndrome have difficulty in comprehending and absorbing the concepts, beliefs, and objectives that other people held. A weakness in their theory of mind (ToM) is a word that is often used to characterize this condition. According to Taylor, Maybery, Grayndler, and Whitehouse (2015), these limitations may result in difficulties in comprehending and reacting to social signals, engaging in discussions, deciphering implicit messages, and adjusting their language to accommodate the preferences of the audience. Additionally, these limitations may cause difficulties in adjusting their language to accommodate others' preferences.

A number of studies investigated the connection between children with Down syndrome and their ability to use pragmatic language skills and Theory of Mind (TAM). For instance, Loukusa et al. (2007) found that children with Down syndrome had a tendency to perform more poorly on language-related tasks (ToM) when compared to their classmates who were developing normally. This could be because they have difficulty comprehending the perspectives and motivations that lie behind communication actions, which can result in difficulties in appropriately employing language during social interactions. Due to the fact that they have these deficiencies in the Theory of Mind (ToM) abilities, it is possible that their ability to use language in practical situations will be affected.

It is acceptable to propose, from a theoretical perspective on the understanding of the mind, that the DLD affected children have difficulty with pragmatics due to their limited ability to effectively assign mental states to themselves and others. This is for the reason that they are unable to adequately assign mental states to

themselves and others. As a consequence of this, people could have trouble understanding indirect language, sarcasm, irony, and other forms of figurative language that are dependent on the ability to infer meanings that the speaker wants to convey. Furthermore, the challenges that individuals face in the Theory of Mind (ToM) could have an effect on their ability to engage in perspective-taking and adjust their language to varied social circumstances. It is thus possible that this will have an effect on the quality of their social interactions as well as their communication (Andrés-Roqueta, & Katsos, 2020).

The Social interactionist approach

As a theoretical viewpoint, the Social Interactionist Approach emphasizes the interactive and social character of language development, particularly pragmatic development, in children who have Developmental Language Disorder (Vygotsky, 1978). This approach was developed by Vygotsky. This theory emphasized the importance of social connections, language input, and communicative experiences in the development of children's pragmatic language abilities.

According to the Social Interactionist Approach, children acquire and develop language skills through their interactions with others in various social contexts (Bruner, 1983). These interactions provide opportunities for children to observe and imitate language use, receive feedback on their communication attempts, and engage in meaningful conversations. In the case of children with DLD, limitations in their social interactions and reduced exposure to rich and varied language input may impact their pragmatic language development (Bishop & Adams, 1990).

Children with DLD may experience challenges in engaging in reciprocal and meaningful social interactions. They may exhibit difficulties in initiating and maintaining conversations, responding appropriately to social cues, and engaging in turn-taking (Conti-Ramsden & Botting, 2004). These limitations can minimize the opportunities for practicing and refining their pragmatic language skills.

Furthermore, reduced exposure to diverse language models and conversational partners may limit the range of linguistic and pragmatic patterns that children with DLD are exposed to. This restricted input can hinder their development of using registers, adapting their language to different social contexts, and comprehending non-literal language (Brinton, Fujiki, & McKee, 1998).

The Social Interactionist Approach suggests that by providing children with DLD with ample opportunities for social interactions, enriched language input, and explicit teaching of pragmatic language skills, their overall pragmatic development can be fostered (Olswang, Rodriguez, & Timler, 1998). Intervention strategies based on this approach often involve creating supportive and inclusive communication environments, promoting coequal interplay, and providing specific directions and modeling of pragmatic language skills (Brinton & Fujiki, 1999).

By incorporating the Social Interactionist Approach into intervention programs for children with DLD, clinicians and educators can help improve their pragmatic language skills (Schuele, 2004). Creating opportunities for social interactions, facilitating the peer interactions, and providing targeted instruction on using language effectively in various social contexts can enhance children's

ability to engage in meaningful and successful communication.

Previous Studies

A thorough examination of the practical challenges faced by children with Developmental Language Disorder has been conducted, providing valuable insights into the unique issues these individuals face while interacting with others. This section reviews previous studies of DLD affected children's various aspects of pragmatic Language skills and also highlights the better understanding of disorder and targeted treatments.

Research by Adams, Nash, and Jarrold (2019) on the abilities of children with Developmental Language Disorder (DLD) to perceive humor imply that these kids struggled to both understand and make their own jokes. Since humor is so important in building social cohesiveness and peer bonds, this study aimed to examine how pragmatic problems affect social interactions.

Children with semantic-pragmatic disorder, a disorder closely linked to developmental language disorder (DLD), were studied by Bishop and Adams (1989) for their conversational traits. Researchers studied impaired trade structure, turn-taking, repair skills, and cohesive devices in the youngsters. These findings highlighted the challenges that children with developmental language disorder (DLD) have when trying to engage in relationships that are both meaningful and responsive to each other.

Specific Language Impairment is a subtype of Developmental Language Disorder, and a separate study by Conti-Ramsden and Botting (2004) looked at the social difficulties and victimization experienced by children with this diagnosis. A greater likelihood of

exhibiting limited social initiations, fewer peer interactions, and heightened victimization was seen among children with Specific Language Impairment, according to researchers. According to these studies pragmatic obstacles impacted social inclusion and peer connection.

In their 1999 study, Stojanovik and Windsor looked at how children with Developmental Language Disorder correlated their pragmatic language abilities with their narrative ability. The ability to construct coherent and logical narrative—essential for academic success—was shown to be impaired in youngsters with pragmatic difficulties, according to the research. Findings from this study highlight the significance of working on pragmatic skills to help students with developmental language disorder do better in school.

Also, in 2005, Tager-Flusberg, Paul, and Lord looked at how children with DLD impacted pragmatic development via the Theory of Mind. Youngsters with Developmental Language Disorder usually show default in the Theory of Mind, according to the research. This might explain why these youngsters have such a hard time comprehending and interacting with language in social settings. As to impart adequately in social settings, it is essential to comprehend other people's perspectives and goals.

Gaps in Literature

While previous studies on pragmatic development in DLD children have yielded useful insights, further research is required to fill in certain gaps and overcome some shortcomings. Firstly, the focus has been largely on general pragmatic difficulties in children with DLD, with limited exploration of specific pragmatic skills such as non-literal language comprehension, narrative abilities,

conversational repair strategies, and perspective-taking skills. Secondly, there is a lack of consistency in the measurement tools used to assess pragmatic skills, making it challenging to compare findings and establish standardized assessment protocols. Additionally, literature represents English-speaking populations, limiting our understanding of pragmatic difficulties in diverse linguistic and cultural backgrounds.

Further research should include participants from various linguistic and cultural backgrounds to examine the influence of language and cultural factors on pragmatic development. Longitudinal research is necessary in exchange for a desirable understanding of whether the pragmatic skills of children with Down syndrome stay consistent or changes throughout the course of their development. "Last but not least", since the study does not yet give a comprehensive picture of the most successful ways, it is necessary to conduct a more in-depth investigation into effective intervention strategies. Filling up these gaps in our existing understanding is crucial in order to better understand the pragmatic obstacles that children with developmental language disorder (DLD) face, likewise to lead the development of assessment instruments and intervention programs that will assist in the development of their pragmatic language skills.

Research Methodology

Quantitative and qualitative approaches are the two main categories of methodology used for research. A quantitative methodology was used for this research. The collection and analysis of statistical information allows researchers to test hypotheses and learn about the connection among factors like social interaction skills, pragmatic language skills,

language abilities, and cognitive factors. Findings from quantitative studies can be precisely measured or identified since they are based on solid evidence that may be presented in the form of numbers and statistical information. Numerical data allows statistical analysis that provides an in-depth understanding of the relationships between variables.

Research Design

Correlation design is used for this research because there are more than two variables have been used. The purpose is to determine to what extent the variables are related to each other. It does not indicate the cause of one another in sociology research obtaining proof pertinent to the examination problem generally includes ascertaining the form of proof look forward to check a proposition to gauge a strategy, or to accurately portray a winder be that as it may analyst can regularly carry out their investigation extremely forth of arrangement before they have contemplated carryout their investigation extremely firth of arrangement before they have contemplated regarding what information is essential to address the investigation exploration interrogation.

Sampling and Population

The target group for this research comprises children who have been inspected with Developmental Language Disorder (DLD) and fall between the age ranges of 6 to 12 years. This age range is considered crucial for language development and the display of pragmatic challenges. The group consists of children who have been formally diagnosed with Developmental Language Disorder by healthcare experts, speech-language pathologists, or other relevant specialists. The research used Stratified Random Sampling to

determine a sample size of 100 students. In addition, choice of participants was stand on precise inclusion criteria, containing a documented diagnosis of Developmental Language Disorder, the lack of any notable developmental abnormalities or intellectual impairments, and English being their first language.

Data Collection Method

The data collection method for this study involved the use of a questionnaire to gather information on distinct facets of pragmatic language development in children with DLD. The questionnaire was administered to parents, teachers, and the children themselves to acquire a comprehensive understanding of their pragmatic language skills, social interactions, and academic performance. The questionnaire consists of multiple sections addressing different areas of interest.

Demographic Information: Participants were asked about demographic details.

Pragmatic Language Skills: The questionnaire assesses specific pragmatic language difficulties experienced by children with DLD in different social contexts. It includes items related to comprehension of social cues, appropriate use of language in various situations, understanding of conversational rules, and ability to adapt communication based on the needs of the listener.

Social Interactions: This section explores the impact of pragmatic language difficulties on social interactions. It includes items addressing the quality of peer relationships, frequency of the social interactions, and the level of comfort and confidence in social settings.

Additionally, the questionnaire includes both open-ended and multiple-choice questions, as well as items rest on a Likert scale, in order to capture both quantitative and qualitative information. The design of it has been rigorously crafted to ensure that it is accurate and applicable to the objectives of research. The information that was gathered from the questionnaire helps to provide a more inclusive illustration picture of the pragmatic development of children who have Down syndrome, as well as a better apprehending of the pragmatic language challenges that these children confront.

Data Analysis

The regression and correlation analyses were conducted using IBM SPSS Statistics, Version 26, on a Windows operating system. The purpose of these studies was to examine the relationship between pragmatic language abilities and Developmental Language Disorder. Data evaluation necessitates the use of several methodologies, such as univariate analysis, bivariate analysis, and multivariate analysis. The significance of the findings from this inquiry was crucial in reaching a conclusion about the research. Throughout the investigation, several measurable methodologies, such as regression analysis and correlation, are used. A variable is deemed to have a numerically convincing impact if the P-value is more than or equal to 0.01, as mentioned above.

The data derived from an examination of previously published literature undergoes first filtration, followed by individual scrutiny using statistical methods. This is done to ensure the utmost accuracy and legitimacy. After obtaining the results, a comparative analysis is conducted. The investigation's conclusions were conveyed via the use of several graphs and charts.

Results

Table 1

Descriptive statistics

	Mean	Maximum	Minimum	Std. Dev
SINTS	24.15	44.98	08.01	11.12
PLANGS	3.62	13.22	0.03	7.10
LANGAB	9.21	25.61	0.92	11.31
COFACTR	1.81	44.04	0.07	0.91

The descriptive table presents key statistical measures for different variables related to the pragmatic development in children with developmental language disorders. The data provides valuable insights into the various aspects of their development.

In terms of social interaction skills (SINTS), the average score is 24.15, implying a moderate level of proficiency. The maximum score recorded is 44.98, suggesting that some children demonstrate strong social interaction skills. Conversely, the minimum score of 8.01 highlights that some children face challenges in this area. The standard deviation of 11.12 reveals a notable degree of variability in social interaction skill scores among children.

When considering pragmatic language skills (PLANGS), the average score is 3.62, indicating a relatively low level of proficiency. The maximum score of 13.22 suggests that a few children possess more advanced pragmatic language abilities. However, the minimum score of 0.03 highlights significant difficulties experienced by some children in this domain. The standard deviation of 7.10 indicates considerable variation in pragmatic language skill scores.

Language abilities (LANGAB) show an average score of 9.21, reflecting a moderate level of proficiency. The maximum score of 25.61 indicates that some children have relatively strong language abilities. Conversely, the minimum score of 0.92 points to significant language challenges faced by certain individuals. The standard deviation of 11.31 reveals notable variability in language ability scores among children.

Lastly, the cognitive factor (COFACTR) exhibits an average score of 1.81, suggesting a relatively low cognitive performance level. The maximum score of 44.04 reveals some children with significantly higher cognitive abilities. However, the minimum score of 0.07 underscores the presence of individuals with cognitive limitations. The standard deviation of 0.91 indicates relatively low variability in cognitive factor scores.

Table 2

Correlation analysis

	SINTS	PLANGS	LANGAB	COFACTR
SINTS	1.00			
PLANGS	0.72**	1.00		
LANGAB	0.75**	0.61**	1.00	
COFACTR	0.41**	0.19	0.30*	1.00

** .Interrelation is notable at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 2 presents the correlation coefficients between variables associated with pragmatic development in children with developmental language disorders. These correlations offer valuable insights into the relationships among the variables under study. Notably, Social Interaction Skills (SINTS) demonstrate a strong positive correlation with Pragmatic Language Skills (PLANGS), with a coefficient of 0.72**, suggesting that stronger pragmatic language skills are associated with better social interaction abilities. Similarly, Language Abilities (LANGAB) display strong positive correlations with both SINTS (0.75**) and PLANGS (0.61**), indicating that higher language abilities are linked to improved social interaction skills and pragmatic language proficiency. The Cognitive Factor (COFACTR) exhibits moderate positive correlations with SINTS (0.41**) and LANGAB (0.30*), but a weaker correlation with PLANGS (0.19), implying that cognitive abilities play a role in social interaction and language skills, albeit to a lesser extent. The ** and * symbols denote the statistical significance of the correlations at the 0.01 and 0.05 levels, respectively, indicating that the observed relationships are unlikely to occur by chance.

Table 3

Regression analysis

Coefficients					
Model Indicator	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	P. Value
1 (Constant)	3.917	.601		6.655	0.000
SINTS	.472	.251	.181	1.972	0.005
PLANGS	.311	.204	.273	1.426	0.006
COFACTR	.295	.147	.177	2.391	0.007

LANGAB	.413	.193	.086	2.401	0.017
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- a. Dependent variable: social interaction skills,
- b. independent variable: pragmatic language skills, cognitive factors, language abilities

The findings of a regression analysis examining the correlation between social interaction skills (the dependent variable) and pragmatic language skills, cognitive characteristics, and language abilities (the independent variables) are shown in Table 3. The coefficients in the table provide vital insights into the robustness and importance of these interactions.

Under the condition of maintaining consistency in all other variables, the unstandardized coefficients, also known as B values, quantify the degree to which the dependent variable varies when the associated independent variable changes by one unit. The standardized coefficients, commonly known as beta values, measure the extent to which a one standard deviation rise in the non-aligned inconstant correlates to a change in the dependent variable in standard deviation units. The coefficients enable a contrastive of respective significance of each independent variable in terms of its capacity to predict the dependent variable.

The study demonstrated that pragmatic language skills (PLANGS), cognitive factors (COFACTR), and language abilities (LANGAB) had a substantial impact on social interaction skills (SINTS). More precisely, the coefficients linked to these autonomous aspects were numerically significant ($p < 0.05$), suggesting a strong influence on social interaction abilities.

The standardized coefficients, often known as Beta values, provide a clearer understanding of the relative significance of each independent variable. The study found that pragmatic language skills (PLANGS) had a modest positive effect (Beta = 0.273), indicating that an improvement in pragmatic language skills is linked to a better level of social interaction abilities. Similarly, the cognitive factors (COFACTR) showed a modest positive effect (Beta = 0.177), suggesting that enhancements in cognitive factors are associated with a little gain in social interaction abilities. Furthermore, the study found that there was a little positive correlation (Beta = 0.086) between language abilities (LANGAB) and social interaction skills, suggesting that improved language abilities are linked to a moderate enhancement in social interaction.

Discussions

The current study's results align with other research, providing evidence for the correlation between pragmatic development and diverse characteristics in children diagnosed with developmental language disorders (DLD). Previous research has consistently shown that there are connections between pragmatic language skills, cognitive characteristics, language abilities, and how

these effects social interaction skills in this particular group.

Prior research has consistently shown comparable outcomes indicating a favorable correlation between pragmatic language ability and social interaction aptitude in children with Developmental Language Disorder (DLD). Smith et al. (2018) performed a longitudinal research and discovered that children with more developed pragmatic language skills had superior social

interaction outcomes as time progressed. This is persistent with findings of the present research, highlighting the significance of pragmatic language abilities in promoting effective social interactions among children with Developmental Language Disorder (DLD).

Furthermore, the literature has clearly mentioned the influence of cognitive elements on social interaction abilities. Research directed by Johnson et al. (2016) and Rodriguez et al. (2019) shown that cognitive elements, namely executive functions and Theory of Mind abilities, play a key role in the development of social interaction skills in children with language difficulties. The current study's results support previous findings, emphasizing the importance of cognitive elements in influencing social interaction skills in children with Developmental Language Disorders (DLD).

According to Smith et al. (2017), children with more proficient language skills had superior social interaction abilities in comparison to those with less proficient language skills. This is persistent with the findings of present research, emphasizing the significance of language skills in promoting healthy social interactions in children with Developmental Language Disorder (DLD).

Both previous and present researches results in confirming that pragmatic language skills, cognitive characteristics, and linguistic abilities play a vital role in shaping social interaction skills in children with Developmental Language Disorder (DLD). These findings expand to the increasing amount of research that emphasizes the connection between these factors and underscores the need of focused treatments that target these areas in order to enhance

pragmatic development and enhance social interactions in this specific group.

Conclusions

This research explored the development of pragmatic skills in children diagnosed with developmental language disorders (DLD). It also analyzed connections between pragmatic language abilities, cognitive characteristics, language proficiency, and social interaction skills. The results support vital intuition the determinants that influence pragmatic development in this specific group and have significant implications for interventions and support programs.

The findings revealed that pragmatic language skills, cognitive characteristics, and language abilities had a substantial influence on social interaction skills in children with Developmental Language Disorder (DLD). More precisely, there was a positive correlation between higher levels of pragmatic language skills and improved social interaction abilities. This highlights the need of focusing on and improving these skills throughout treatments. Furthermore, it was shown that cognitive elements, such as the theory of mind and administrative functioning, as well as language abilities, including vocabulary, grammar, and understanding, play a substantial role in the development of social interaction skills.

The findings of this study align with previous studies, confirming the strength of identified connections. The consistent alignment of results from research emphasizes the need of incorporating pragmatic language skills, cognitive characteristics, and linguistic abilities into therapies that aim to enhance pragmatic development and social interactions in DLD affected children.

Implications of study

The findings of this study are full of suggestions for clinical practice, education, and further research in the field of DLD.

First and foremost, the study emphasize the effectiveness of targeting and enhancing pragmatic language skills in interventions for children with DLD. Given the significant impact of pragmatic language skills on social interaction skills, clinicians and educators should prioritize interventions that specifically address the development of these skills. By incorporating strategies to improve communication in social contexts, children with DLD can enhance their social interactions, peer relationships, and overall social functioning.

Second, the study underscores the role of cognitive factors, such as the theory of mind and executive functioning, in the pragmatic development of children with DLD. This results highlights the need for interventions that target and support these cognitive skills alongside language interventions. Interventions focusing on the theory of mind development, perspective-taking, and problem-solving abilities can facilitate the pragmatic development of children with DLD and enhance their ability to navigate social situations effectively.

Furthermore, the study emphasizes the importance of considering language abilities,

including vocabulary, grammar, and comprehension, in interventions for children with DLD. Addressing these language abilities in conjunction with pragmatic language skills and cognitive factors can provide a comprehensive approach to supporting their overall communication and social development.

The findings also provide hint for designing and implementing support programs in educational settings. Educators can benefit from understanding the specific factors that influence pragmatic development in children with DLD. By integrating strategies to promote pragmatic language skills and considering cognitive and language abilities in educational planning, educators can create inclusive environments that foster the social participation and academic success of children with DLD.

Additionally, the study highlights the need for further research to deepen our understanding of pragmatic development in children with DLD. Future studies could explore the longitudinal trajectories of pragmatic skills, the effectiveness of specific interventions targeting pragmatic language skills, and the interaction between pragmatic development and other co-occurring conditions or factors. Such research informs evidence-based practices and guides the development of tailored interventions for children with DLD.

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