

LEXICAL DEVELOPMENT IN CHILDREN WITH DLD

Laura Kamandulytė-Merfeldienė
Vytauto Didžiojo universitetas, Kaunas

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The aim of the study is to investigate the lexical development of children (4;6–6;5) with developmental language disorder (ASHA 2016). The quantitative analysis of the children's language corpus and the results of experimental tasks helped to reveal the peculiarities of word comprehension and production. The results of children with DLD (n=80) and children with typical language development (n=80) have been compared. Several methods were used in the study. The natural observation method was used to collect data on children's dialogues. Data were processed and analyzed using the method of corpus linguistics. The study of word comprehension and production was conducted using an experimental research method. The children were tested in their educational institution, and the tasks of selecting and naming pictures were performed. The statistical package "SPSS / w 24.0" was used to perform the quantitative analysis of the experimental research data.

The study revealed that language disorder is characterized by the frequent use of pronouns and adverbs to replace unknown nouns, as well as by the frequency of onomatopoeia and the rare use of adjectives. Children with DLD make many semantic errors. Most of these errors involve the replacing of an unknown word with a pronoun or phrase that attempts to describe an object or action. Language disorder is characterized not only by a higher number of semantic errors, but also by a lack of compensation strategies. The study revealed that children with DLD performed statistically significantly lower than TD children on both noun and verb comprehension tasks ($p = 0.007$; $p = 0.000$) as well as noun and verb production tasks ($p = 0.004$, $p = 0.006$). Although TD children (especially the younger age groups) also have difficulties in word comprehension and production tasks, their errors are much less common and are usually associated with the infrequent use of some words in children's linguistic environment. Difficulties of children with DLD include frequently used words and concepts. The obtained results showed that during the study period (4;6–6;5) children with DLD only improved their ability to comprehend nouns ($p = 0.020$). Both the ability to comprehend verbs and the production of nouns and verbs do not change statistically significantly during this period. It can be argued that in the case of language disorders, difficulties in comprehension and production persist until the 6;5 years and later.

References

ASHA (2016). *Scope of practice in speech language pathology*.
<https://www.asha.org/siteassets/publications/sp2016-00343.pdf>