Investigating Developmental Language Disorder among Young Kurdish Students and its Impact on Learning English as a Foreign Language

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Abstract
This study aims to understand the difficulties young Kurdish language learners face with developmental language disorder in bilingual settings and to evaluate their impact on English as a foreign language acquisition. Underscoring the significance of this research, the study's primary objective is to determine the characteristics of developmental language disorder in this context and their implications for academic assimilation. The Clinical Evaluation of Language Fundamentals assessment was selected to achieve this primary objective due to its suitability for assessing the British population's linguistic characteristics and age group. Seven subtests were chosen to comprehensively evaluate various aspects of language proficiency, allowing for a thorough evaluation of the participants' language skills. This research expands its significance. These initiatives include more extensive investigations, innovative participant recruitment methods, exploration of cultural influences, longitudinal studies to discover long-term effects, critical analysis of intervention strategies, examination of the complex relationship between emotional regulation and language development, investigation of genetic and environmental factors contributing to developmental language disorder, and evaluation of the far-reaching consequences. Upon analysis of the collected data, several significant findings shed light on the efficacy of individualised approaches in mitigating communication and academic difficulties in individuals with developmental language disorders.

Keywords: developmental language disorders, English as a foreign language, Kurdish learners, mixed-methods research, pragmatic challenges, intervention strategies

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Introduction

This section provides an overview of the topic at hand and presents the objectives and structure of the study. The introduction serves as the development of language, a fundamental aspect of human cognition, as an essential component for communication, learning, and social engagement. Nevertheless, confident children may face considerable obstacles along this developmental trajectory, resulting in Developmental Language Disorder (DLD). DLD is a type of communication disorder distinguished by challenges in comprehending and utilising language, even though individuals with this disorder possess normal hearing and non-verbal cognitive capabilities (Norbury et al., 2016).

The present study thoroughly investigates DLD in a population of young Kurdish students, explicitly examining its impact on their ability to learn EFL. To appreciate the significance of this study, it is imperative to delve into the broader context and rationale that underlies the selection of this research problem.

The Kurdistan Region of Iraq exhibits a rich linguistic environment characterised by various languages, with Kurdish being the dominant indigenous language. The growing momentum of globalisation and internationalisation in education has led to a heightened focus on acquiring English as a valuable skill for personal and professional development. As a result, the inclusion of English as a foreign language has been implemented in the educational curriculum of numerous schools, encompassing private institutions in urban areas such as Sulaymaniyah. Within this particular context, it is evident that young Kurdish students who experience DLD encounter a distinct array of obstacles. DLD impacts the fundamental language abilities crucial for proficient communication, encompassing vocabulary, grammar, and comprehension (Bishop et al., 2017).

The difficulties can prove incredibly formidable in a bilingual setting, wherein students are not solely contending with their mother tongue, Kurdish, but are also grappling with the complexities associated with acquiring proficiency in the English language. The influence of DLD on language acquisition within this context remains unexplored, rendering this study both timely and essential.

The study's significance lies in its potential to transform the educational landscape for children with DLD in Kurdistan and other regions. Gaining a comprehensive understanding of how DLD affects language development within a bilingual context can yield valuable insights into the educational requirements of these individuals and facilitate the implementation of interventions grounded in empirical evidence. The research findings can contribute to identifying students who may be at risk for DLD, thereby reducing early intervention strategies. The timely identification and intervention of DLD play a crucial role in enhancing linguistic abilities and mitigating this condition's academic and social ramifications (Bishop et al., 2017). Furthermore, this research has the potential to provide insights into the difficulties encountered by individuals with DLD within the context of EFL education. The acquisition of a foreign language is inherently intricate, and when combined with DLD, the challenges are further magnified. Gaining insight into these challenges has the potential to facilitate the creation of focused interventions and assistance aimed at assisting these students in overcoming language barriers and achieving academic success. Moreover, this study holds practical significance for educators, parents, and policymakers. This study aims to advance inclusive education practices in Kurdistan and other regions by shedding light on the difficulties encountered by students with DLD and proposing evidence-based strategies to address these challenges.

This study investigates how having DLD affects the learning abilities of young EFL students. The study's significance stems from several factors yet underdiagnosed disorders that can
negatively impact a child's educational and social development. This study contributes to early language and learning by identifying young EFL learners at risk for DLD. In this article, the effects of DLD on EFL study are discussed. Thanks to the findings of this study, interventions and supports for EFL students with DLD that are uniquely tailored can be developed. Teachers, parents, and policymakers could benefit from EFL student research. This research can potentially aid DLD at-risk students by enhancing our understanding of and response to their unique learning challenges. To address the multifaceted challenges posed by DLD among young Kurdish students, this study endeavours to answer the following research questions:

1. How can core language skills be nurtured in Kurdish students with DLD?
2. How can receptive language skills be enhanced in Kurdish students with DLD?
3. How can language content in Kurdish students with DLD be enriched?
4. What approaches are effective in strengthening language in Kurdish students with DLD?
5. What challenges do class teachers and parents perceive in students' receptive and expressive language skills with DLD?
6. In what ways do children with DLD encounter difficulties in pragmatic language usage?

**Literature Review**

The present literature review examines the domain of Applied Linguistics, precisely honing in on Clinical Linguistics, with specific emphasis on DLD's dynamic nature. DLD is a language impairment that primarily impacts young children, providing it an essential domain of investigation within clinical linguistics. This section presents a comprehensive overview of the significant studies conducted in this domain, offering valuable insights into the extensive and ever-evolving body of literature that defines this field.

**Research on Developmental Language Disorder**

In light of its significant implications for child development and education, recent studies have positioned DLD as a prominent focus of investigation within clinical linguistics. To maintain the timeliness and pertinence of this review, we have incorporated research articles published within the preceding five-year period; this enables the incorporation of recent advancements in research on DLD and facilitates their comparison with results obtained from conventional studies conducted more than twenty years ago. DLD is a clinical condition distinguished by notable challenges in acquiring and developing language skills, even in individuals with cognitive and sensory abilities that are within the typical range (Li et al., 2019). DLD has gained significant interest from researchers, clinicians, and educators due to its considerable impact on individuals and society. DLD can give rise to difficulties in various domains, such as communication, academic achievement, and overall well-being in children affected by this condition. The evolution of research on DLD is a notable aspect. The core characteristics and challenges of DLD were initially established through conventional research twenty years ago. Nevertheless, the ever-evolving nature of scientific investigation has resulted in notable progressions in recent times. Through a comparison between traditional research and contemporary studies, it becomes evident that our understanding of DLD has expanded and become more varied.

In the initial stages of research, there was a predominant emphasis on identifying the fundamental characteristics of DLD and its effects on the progression of language acquisition. These seminal works established the groundwork for developing diagnostic criteria and intervention strategies. Traditional research has been instrumental in increasing knowledge and
understanding of DLD in educational and clinical environments. On the other hand, recent scholarly investigations have broadened the scope of inquiry into DLD. The content of this phenomenon extends to a broader range of elements, including the economic ramifications associated with DLD, as discussed by Cronin (2017), the social and emotional obstacles encountered by individuals with DLD as highlighted by Forbes (2019), the importance of teacher expertise and classroom assistance as emphasised by Glasby (2021), and the utilisation of cross-linguistic analyses to enhance the precision of diagnostic procedures as explored by Pham and Ebert (2020).

Cross-linguistic Investigations of Developmental Language Disorder

Shaalan (2010) made a significant scholarly contribution by highlighting the significance of conducting cross-linguistic investigations in Specific Language Impairment (SLI). The researchers’ study specifically centred on Gulf Arabic (GA) and the contrasting theories regarding Specific Language Impairment (SLI), emphasising the necessity of distinguishing between overall processing deficits and explanations specific to particular linguistic domains. The research employed language assessments to detect Specific Language Impairment (SLI) in children who speak General American English (GA), uncovering differences in their proficiency in constructing sentences containing fronted noun phrases. Furthermore, the study investigated phonological complexity by utilising nonword repetition tasks, thereby providing insights into the influence of phonological variables in Specific Language Impairment (SLI).

Since the publication of Shaalan’s seminal research, there has been a sustained growth in cross-linguistic studies examining DLD. The significance of incorporating a wide range of languages and dialects has been acknowledged by scholars, leading to the enrichment of our knowledge and the enhancement of diagnostic methodologies.

Pham and Ebert (2020) conducted a comparative examination of diagnostic tools for identifying DLD, explicitly concentrating on assessing Vietnamese-speaking children. The present study investigated the efficacy of phrase repetition tasks and nonword repetition in identifying DLD in monolingual Vietnamese individuals. The study results indicate that these tasks effectively identify DLD within this linguistic setting, emphasising the importance of utilising assessments specific to the language being assessed. In addition, a comprehensive study was conducted by Laasonen et al. (2018) to examine DLD in preschool-aged children. The study employed behavioural and cognitive methodology. The research conducted by the authors involved a heterogeneous sample of children suspected of experiencing a DLD. This study aimed to understand the non-linguistic cognitive challenges commonly observed in individuals with DLD while considering the influence of different languages on these difficulties. The comprehensive approach employed in this study was designed to contribute to the advancement of language-independent tools for predicting and diagnosing DLD. This research direction holds significant potential for further investigation in the future.

Psychological Experiences of Children with Language Developmental Language Disorder

Recent research by Burnley et al. (2023) highlights that children with Developmental Language Disorder (DLD) face emotional and social challenges that have been understudied. The study focuses on understanding these psychosocial issues in DLD, comparing them to autism spectrum disorder (ASD), and emphasises the importance of further research and intervention development.
Interviews with mothers of DLD children reveal recurring themes of anxiety, social frustration, and an inability to tolerate uncertainty, which may have implications for treatment and future research.

**The Economic Implications of Developmental Language Disorder**

Cronin (2017) conducted an in-depth analysis of the economic consequences associated with DLD, explicitly focusing on the financial burden it places on families concerning healthcare expenditures. The research highlighted the heightened healthcare needs of children with DLD, emphasising the significance of timely identification and intervention to alleviate long-term financial strains. Cronin's research shed light on the societal ramifications of DLD, specifically focusing on its influence on literacy and numeracy abilities. These skills, in turn, impact individuals' purchasing power and contribute to economic development.

Cronin's research constituted an essential endeavour to comprehend the economic consequences of DLD. The study focused on the significant healthcare requirements of children impacted by DLD, highlighting the crucial significance of prompt identification and intervention. Cronin emphasised the importance of early interventions in mitigating long-term financial burdens by illuminating the increased healthcare costs families bear. The study highlighted the concrete economic advantages associated with the timely identification and assistance provided to individuals with DLD and their families. Furthermore, Cronin's research expanded its scope to analyse the societal ramifications of DLD, specifically its impact on individuals' literacy and numeracy skills. The study comprehensively examined the complex relationship between language proficiency and economic prosperity. Individuals with proficient literacy and Participation in the labour market are skilled for those with numeracy skills., make informed financial decisions, and contribute positively to economic growth. The research conducted by Cronin shed light on the possible enduring economic ramifications of DLD, underscoring the imperative nature of comprehensive support systems. Following Cronin's groundbreaking research, scholars have persistently investigated the financial aspects of DLD, further enhancing our understanding and fine-tuning approaches to alleviate its consequences.

Furthermore, McGregor (2020) conducted an in-depth analysis of the distinctive difficulties presented by DLD, categorising it as a multifaceted and frequently misconstrued condition. McGregor's study proposed the promotion of parental and teacher awareness concerning the diverse labels that may be attributed to children with DLD. By offering evidence-based information regarding the development and disorders of language, parents and educators can make well-informed decisions that have the potential to enhance academic and economic outcomes for individuals with DLD.

**The Cognitive and Behavioral Dimensions of Developmental Language Disorder**

Laasonen et al. (2018) conducted an extensive longitudinal investigation focusing on children suspected of experiencing DLD. The study investigated the behavioural and cognitive aspects of DLD in preschool-aged children. The study sought to identify non-linguistic mental challenges associated with DLD in various languages through conventional and innovative assessment techniques. The results of this study show potential for the advancement of language-agnostic prediction and diagnostic software, as well as a universal framework for interventions targeting DLD. An outstanding contribution of the study was its focus on cognitive challenges unrelated to language. Laasonen et al. (2018) established the groundwork for creating language-
independent prediction and diagnostic software by analysing cognitive processing, problem-solving capabilities, and other non-linguistic factors. This innovative approach shows potential for the early identification and intervention of DLD in individuals with various linguistic backgrounds, ultimately leading to enhanced outcomes for children affected by this condition.

On the other hand, the behavioural aspects of DLD have garnered substantial attention in research endeavours. The study conducted by Forbes (2019) has made a significant scholarly contribution by examining the social and emotional learning difficulties experienced by individuals with DLD. In the social and emotional learning context, the present study investigated the challenges of DLD individuals. The study underscored the significant ramifications of these challenges on multiple domains of their lives. The objective of Forbes's study was to investigate the ability of individuals with linguistic difficulties or language impairment to perceive facial expressions and interpret social and emotional cues accurately. This research sheds light on the intricate nature of social interactions for individuals with DLD.

Forrest et al. (2022) conducted a comprehensive study on adolescents suspected of having Developmental Language Disorder (DLD). Using parent/caregiver questionnaires, they investigated social cognition and behaviour and discovered significant differences between DLD adolescents and typically developing peers. Notably, DLD adolescents had difficulty attributing personality traits to shapes, implying problems, and understanding the motivations of others. This study sheds light on the social challenges that adolescents with DLD face.

Parental Awareness and Classroom Screening

The significance of parental awareness and classroom screening cannot be overstated in the context of early identification and intervention for DLD. Floyd (2022) conducted a study examining the variables that impact the recognition of children diagnosed with DLD and the potential issue of these children being overlooked within the broader population. The primary objective of Floyd's study was to elucidate the correlation between the characteristics of children and parents and the probability of a child being diagnosed with DLD. This literature review offers a comprehensive examination of Floyd's research and explores its potential impact on enhancing the identification process for children with DLD. Floyd's research produced several significant findings. Significant associations were found between caregiver concern and observable developmental skills, specifically expressive language and word reading abilities, in children diagnosed with DLD and/or dyslexia. Nevertheless, it was noted that there was no significant correlation between caregiver concern and children's receptive language abilities. Regrettably, the data at hand did not offer adequate information to investigate potential correlations between the educational levels of caregivers thoroughly, the socioeconomic status of families, and the probability of receiving a referral for DLD.

Benavides et al. (2023) investigated parental awareness of their children's language difficulties, particularly in cases of Developmental Language Disorder (DLD) in resource-constrained settings. They examined the efficacy of Parental Linguistic Concern Questions (PLCQ) in detecting DLD in monolingual Spanish-speaking Mexican children. The study discovered that four PLCQs effectively identified DLD, improving diagnostic accuracy significantly. Questions about biological and environmental conditions (BECQ) were less effective. This study emphasises the importance of using parental questionnaires, such as the PLCQ, to address DLD underdiagnosis in Mexico.
The Social and Emotional Consequences of Developmental Language Disorder

In a publication by Forbes (2019), the author discussed the social and emotional difficulties encountered by children diagnosed with DLD. The research investigated the participants' capacity to perceive facial expressions and link them with verbal and visual stimuli, emphasising the complex connection between language deficits and socio-emotional growth. Utilising standardised tests and non-verbal tasks, the research has provided insight into the challenges children with DLD encounter in their ability to interpret social and emotional cues.

According to a recent study by Arts et al. (2022), Observations indicate that adolescents diagnosed with DLD face notable difficulties in their social-emotional functioning compared to their typically developing counterparts. Adolescents diagnosed with DLD experience various social-emotional challenges. These challenges encompass heightened shyness, anxiety in social contexts, limited peer interactions, an elevated risk of victimisation, social isolation, depression, and increased hyperactivity and conduct problems. Although social-emotional challenges clearly and significantly influence adolescents with DLD, research specifically focused on this group is relatively scarce. Arts and colleagues (2022) highlighted the lack of research on the social-emotional functioning of school-aged children and adolescents with DLD, indicating a significant gap in the existing body of literature.

Diagnostic Instruments for Developmental Language Disorder

Pham and Ebert (2020) conducted a study to expand the research on DLD. They investigated the effectiveness of nonword repetition (NWR) and sentence repetition as screening methods for DLD while also considering the linguistic variations observed across different languages. The research investigation centred on a cohort of children who spoke Vietnamese and emphasised the capacity of these tasks to detect DLD in individuals who only speak one language effectively. The study underscored the significance of conducting cross-linguistic analysis to improve the precision of diagnostic assessments.

Furthermore, early DLD predictors in preschool children have been extensively investigated in recent research (Ramírez et al., 2023). These studies have identified several critical indicators, including delays in gesture production, receptive and expressive vocabulary, syntactic comprehension, and word combination up to 30 months of age. Additionally, a family history of DLD has emerged as a significant risk factor, underscoring the genetic component of the disorder. Moreover, socioeconomic status and environmental input have been recognised as contributing factors, albeit with lower predictive power (Ramírez et al., 2023). These early predictors are vital in identifying children at risk for DLD, allowing for timely interventions and support to mitigate potential long-term consequences.

Teacher Understanding and Classroom Support

In a recent study conducted by Glasby (2021), the focus was on examining the extent of teachers' understanding of DLD and their capacity to effectively comprehend and address the unique requirements of students with DLD. The present study questioned and challenged misconceptions regarding DLD, emphasising the significance of increasing knowledge and understanding among educators and caregivers. Furthermore, it stresses the importance of inclusive methodologies in education and the necessary assistance to integrate students with DLD into the academic setting successfully.
The comprehension of educators and the provision of classroom assistance are pivotal factors in facilitating the successful integration of students diagnosed with DLD within educational environments. According to Glasby et al. (2022), DLD is a prevalent yet frequently inconspicuous condition that impacts an estimated two students per classroom. To effectively address challenges associated with DLD, educators must comprehensively understand its defining characteristics and the educational implications that arise from it. Nevertheless, a study conducted by Glasby et al. (2022) reveals a notable disparity between the self-assessed understanding of teachers regarding DLD and their actual demonstrated knowledge. The observed discrepancy raises concerns regarding the readiness level among teachers to offer essential assistance to students with DLD, as required by anti-discrimination laws, professional guidelines, and policies promoting inclusive education. Hence, it is imperative to bridge this gap in knowledge by implementing focused interventions, such as comprehensive teacher training and continuous professional development. This is crucial to guarantee that students with DLD are provided with the necessary assistance to academically and socially excel.

Methodology

This section presents an inclusive description of the study's methodology, aiming to facilitate readers' understanding and reproduction of the research. The methodology section is structured into distinct sub-sections encompassing the following components: participants, instruments, procedures, and data analysis.

Participants

The Participants section provides a comprehensive account of the sample and research setting, thereby augmenting the overall transparency of the study. The present study provides a complete description of the selection process, sample size, and pertinent demographic characteristics.

The present study utilised judgmental sampling, a deliberate selection process where each sample member is chosen carefully, relying on the researcher's expertise (Fleetwood, 2023). Judgmental sampling was employed in this study because it allowed the researchers to tailor their participant selection to their research goals, criteria, and expertise while ensuring a diverse and representative sample. This method was chosen to provide a comprehensive representation of the target population. The research consisted of a sample of eight participants, consisting of four individuals diagnosed with DLD (comprising three males and one female) and four Typically Developing (TD) individuals (comprising three males and one female). The selection of these participants was conducted with meticulous attention to ensure a comprehensive representation of the target population. All individuals involved in the study fell within the age range of six to eight years and were enrolled in their inaugural year of primary education. The justification for choosing children within this specific age range and academic year was to examine the progression of language acquisition during a critical phase of early childhood education. The age group in question is frequently distinguished by substantial advancements in language development, rendering it a reasonable step for studying language acquisition and evaluating the efficacy of interventions.

To achieve a comprehensive and equitable representation of genders and language proficiencies, it was imperative to incorporate participants from both male and female demographics and a diverse range of children suffering from DLD and Typically Developing (TD)
children. This approach aimed to reduce potential biases and enhance the generalizability of the results.

**Research Instruments**

This subsection looks deeper into the research tools employed for data collection, offering a more thorough comprehension of their selection and specifications. The Clinical Evaluation of Language Fundamentals (CELF-5 UK) assessment was chosen to assess the UK population's linguistic characteristics and age group. The selection of the CELF-5 UK was predicated upon its well-documented reliability and validity for evaluating language abilities among individuals ranging from five to 21 years of age, specifically within the United Kingdom's cultural and linguistic milieu. Seven subtests were selected to comprehensively evaluate different aspects of language proficiency, ensuring a comprehensive assessment of the participants' language abilities.

The Pragmatics Profile Checklist and Pragmatics Activity Checklist were utilised to evaluate individuals' verbal and non-verbal pragmatic abilities, facilitating a thorough assessment of their social and academic communication proficiencies. The incorporation of these checklists enabled a comprehensive examination of sensible language acquisition. The CELF5 Observational Rating Scale for Teachers and Parents assesses and evaluates children's language and communication skills. It is designed to gather information from teachers and parents through their observations of the child's behaviour and interactions. This rating scale provides a standardised and systematic approach to assessing a child's language abilities, allowing for a comprehensive understanding of their scale; it consists of 40 questions that offer an extensive and valuable means of evaluating language skills and behaviours methodically. The data collection process was enriched by interviews with teachers and parents, incorporating diverse viewpoints and enhancing the study's comprehensiveness.

The utilisation of educational technology: The selection to integrate Khan Academy as a tool for educational technology was based on prior research indicating the efficacy of technology-driven interventions for fostering language development in children. The selection of Khan Academy was based on its appropriateness for enhancing phoneme awareness, phonics knowledge, and early decoding skills in children diagnosed with DLD, explicitly targeting the age group of six to eight years.

**The Validity of the Research Tools Employed**

The section about the validity of research instruments is expanded to underscore the significance of guaranteeing the precision and suitability of these tools for the study. The initial evidence of high correlations between the core and index scores on the CELF-5 UK demonstrated internal structure validity. Furthermore, extensive consultation and referencing of the technical manual of the CELF-5 UK were undertaken to enhance the robustness of this aspect and establish its truth as a dependable measure of language abilities in the United Kingdom. To enhance the content validity of the study, the research instruments underwent a thorough evaluation by professionals specialising in linguistics, applied linguistics, and speech-language pathology. The tools were evaluated by experts from well-established national and international universities to verify their capacity to produce precise and pertinent data.
**The Reliability of Research Tools**

The reliability of the CELF-5 UK was confirmed through the presentation of normative sample data, which indicated good-to-excellent reliability coefficients. The reliability coefficients were consistent when applied to composite scores across different age groups, providing additional evidence to support the CELF-5 UK's reputation as a dependable assessment instrument. A thorough pilot study was conducted before evaluating the groups with DLD and Typically Developing (TD). This involved administering the CELF-5 UK assessment to a sample of children with typical language development. The careful and thorough nature of this particular step was crucial in guaranteeing the reliability and suitability of the instrument within the specific parameters of this research.

**Research Procedures**

The Procedures section has been expanded to offer a more comprehensive and detailed description of how the study was conducted. This increases the research process's transparency and makes it easier for other researchers to replicate the study if desired.

The research focused on Kurdish children between the ages of six and eight and their experiences studying English for foreign language learners. Preliminary observations were undertaken within a targeted sample of private schools, following parents' explicit consent and obtaining official permission from the school authorities. These observations aimed to assess the appropriateness of the modified CELF-5 UK for the particular cultural and linguistic environment under consideration. The data collection procedures involved an extensive process. The process encompassed acquiring formal approval from the Ministry of Education, attaining enrollment in designated educational institutions, and conducting comprehensive observations. The administration of pretests and post-tests was conducted with great attention to detail to evaluate the progression of language development throughout the study. The intervention phase encompassed applying various strategies, including exercises to improve eye contact, focused instruction on vocabulary, and using educational technology, specifically Khan Academy. These interventions aimed to enhance phoneme awareness, phonics knowledge, and early decoding skills in children diagnosed with DLD.

**The Methodology Employed for Data Analysis**

The section on the Method of Data Analysis has been expanded to offer a more comprehensive understanding of the procedures employed in processing and interpreting the gathered data. The data collected, specifically from standardised assessments such as the CELF-5 UK, was submitted to Pearson Assessments to generate reports. This measure ensured the data analysis adhered to established standards and protocols. The selected methodology for conducting structured interviews with teachers and parents was thematic analysis. The study encompassed a rigorous and comprehensive analysis of the participants' responses, emphasising discerning patterns and subcategories that emerged repeatedly. The utilisation of thematic analysis aided in the interpretation of qualitative data, thereby enhancing the comprehension of participants' language skills and behaviours in a nuanced manner.

The methodology section becomes more comprehensive by providing further details and explanations, improving the research's transparency, credibility, and replicability. The study's design and execution can provide researchers and readers with a more extensive comprehension, rendering it an invaluable resource for future language development and intervention inquiries.
Discussion

The researcher engages in an in-depth examination of the findings derived from the study, with a specific emphasis on the cases being investigated. The main aim is to examine the research inquiries using the gathered data. This course centres on various fundamental aspects concerning DLD. The study's outcomes revealed through question one of **RQ 1: How can the Kurdish DLD students’ core language be developed?** This can be summarised as follows:

- **Case 1:** Core Language Score: 53 (Very Low to Severe)
- **Case 2:** Core Language Score: 64 (Very Low to Severe)
- **Case 3:** Core Language Score: 48 (Very Low to Severe)

The Core Language Scores reveal notable difficulties in language proficiency among the individuals, even after implementing interventions. Across multiple linguistic domains, the post-test scores consistently performed less than typically developing children. This underscores the persistent requirement for specific support and strategic interventions.

Furthermore, the research evaluated the Receptive Language Index among students with DLD who speak Kurdish. The study's outcomes, as revealed through questionnaire Two of **RQ 2: Can the receptive skills of Kurdish DLD students be developed?** This can be summarised as follows:

- **Case 1:** Receptive Language Index Score: 65 (Very Low to Severe)
- **Case 2:** Receptive Language Index Score: 69 (Very Low to Severe)
- **Case 3:** Receptive Language Index Score: 67 (Very Low to Severe)
- **Case 4:** Receptive Language Index Score: 67 (Very Low to Severe)

The scores indicate notable difficulties in understanding and processing language, with all instances falling within the "very low to severe" spectrum. Although the interventions demonstrated some improvements, the scores of the individuals receiving them continued to be lower than those of typically developed peers. This observation underscores the persistent requirement for targeted assistance and tactics to improve the ability to comprehend language among individuals with DLD.

The third questionnaire, **RQ 3: What is the possibility of developing the expressive Language Gauge of Kurdish DLD students?** Results can be summarised as follows:

- **Case 1:** Expressive Language Index Score: 57 (Very Low to Severe)
- **Case 2:** Expressive Language Index Score: 68 (Very Low to Severe)
- **Case 3:** Expressive Language Index Score: 52 (Very Low to Severe)
- **Case 4:** Expressive Language Index Score: 50 (Very Low to Severe)

The obtained scores reflect notable difficulties in expressive language abilities, categorising all instances within the "very low to severe" spectrum. Despite implementing intervention strategies, the individuals in question scored significantly lower than their typically developing counterparts. This highlights the need for continued and targeted assistance to improve their verbal communication and expressive language capabilities.

The present report presents the outcomes of Research Question **RQ 4: How do the Kurdish DLD students' language content develop?** Which investigates strategies for enhancing the language proficiency of Kurdish students with DLD. as follows:

- **Case 1:** Language Content Index Score: 70 (Very Low to Severe)
- **Case 2:** Language Content Index Score: 74 (Low/Moderate)
- **Case 3:** Language Content Index Score: 74 (Low/Moderate)
- **Case 4:** Language Content Index Score: 53 (Very Low to Severe)
The scores demonstrate difficulty levels in vocabulary and word comprehension among the subjects. Instances one and four manifest more pronounced difficulties, categorising them within the "very low to severe" spectrum, which signifies notable impairments in their capacity to comprehend and employ words proficiently. On the other hand, Cases two and three can be categorised as falling within the "low/moderate" spectrum, indicating a relatively moderate level of vocabulary and word comprehension complexity.

Although the intervention yielded favourable outcomes regarding linguistic abilities for the participants, a disparity exists between their post-test scores and those of children who exhibit typical development. The findings emphasise the continuous requirement for targeted assistance and approach to enhance language development and address the disparity in linguistic abilities between individuals with DLD and their typically developing counterparts.

The fifth questionnaire, **RQ5: How will the language structure of Kurdish DLD students be developed?** Results can be summarised as follows:

- **Case 1:** Language Structure Index Score: 55 (Very Low to Severe)
- **Case 2:** Language Structure Index Score: 65 (Very Low to Severe)
- **Case 3:** Language Structure Index Score: 51 (Very Low to Severe)
- **Case 4:** Language Structure Index Score: 55 (Very Low to Severe)

The scores consistently indicate that all cases fall within the range of language functioning categorised as "very low to severe." This implies notable challenges in multiple facets of language structure, encompassing the comprehension of sentences, the structure of words, the formulation of sentences, and the recall of sentences.

Although there were noticeable improvements following the intervention, the post-test scores remained lower in all dimensions compared to children who typically develop. This highlights the persistent requirement for customised interventions and assistance to effectively tackle the distinct challenges related to language structure encountered in individual cases. The findings underscore the difficulties individuals diagnosed with DLD face in comprehending and generating sentences, manipulating linguistic structures, and recalling elements of sentences. Resolving these challenges necessitates the implementation of tailored interventions, speech-language therapy, and constant support to optimise their linguistic abilities and foster proficient communication.

The sixth questionnaire **RQ 6: What are the class teachers’ and parents' perspectives on DLD students' difficulties with their receptive and expressive language skills?** Results can be summarised as follows:

**C1 (Summary):**
- Parents are concerned about attention issues, language comprehension, and expressive language.
- Consider comprehensive assessment by specialists.
- Implement attention strategies, language therapy, and response strategies.
- Encourage practical help-seeking skills and collaboration.
- Build confidence to support communication and academic development.

**C2 (Summary):**
- Parents highlight listening challenges, response speed, and verbal expression difficulties.
- Suggest comprehensive assessment, language therapy, and auditory processing assessment if needed.
• Implement response strategies and social skills training.
• Support reading and writing activities.
• Maintain parent collaboration and focus on building confidence.

C4 (Summary):
• Parents' primary concern is staying on topic while speaking.
• Address listening comprehension, response speed, verbal expression, and reading comprehension.
• Consider comprehensive assessment and language therapy.
• Implement response and social skills strategies.
• Support reading comprehension and written direction comprehension.
• Encourage parent collaboration and confidence-building.

These summaries provide an overview of the challenges and suggestions for each student's communication and academic development.

The seventh questionnaire RQ 7: In what manners do children with DLD struggle with pragmatic language usage? Results can be summarised as follows:

Case 1:
• Pragmatics Profile (Pretest): Scaled score of 3, percentile rank 1.
• Practical Activities Checklist (Pretest): Total score of 22.
• Post-Training Pragmatic Profile: Scaled score of 2, percentile rank 2.
• Post-Training Pragmatic Activities Checklist: Total score of 9.

Summary (Case 1): After eight weeks of training, the student showed slight improvement but still lags behind peers in pragmatic language skills. Continued intervention is needed.

Case 2:
• Pragmatics Profile (Pretest): Scaled score of 3, percentile rank 1.
• Practical Activities Checklist (Pretest): Total score of 17.
• Post-Training Pragmatics Profile: Scaled score of 4, percentile rank 2.
• Post-Training Pragmatic Activities Checklist: Total score of 14.

Summary (Case 2): The student demonstrated improved pragmatic language skills and practical communication but still requires further intervention to reach age-appropriate levels.

Case 3:
• Pragmatics Profile (Pretest): Scaled score of 3, percentile rank 1.
• Practical Activities Checklist (Pretest): Total score of 22.
• Post-Training Pragmatics Profile: Scaled score of 4, percentile rank 2.
• Post-Training Pragmatic Activities Checklist: Total score of 14.

Summary (Case 3): The student slightly improved pragmatic language skills and practical communication, but significant challenges persist. Ongoing intervention is necessary.

Case 4:
• Pragmatics Profile (Pretest): Scaled score of 4, percentile rank 2.
• Practical Activities Checklist (Pretest): Total score of 20.
• Post-Training Pragmatics Profile: Scaled score of 5, percentile rank 5.
• Post-Training Pragmatic Activities Checklist: Total score of 15.

Summary (Case 4): The student improved pragmatic language skills and practical communication but still lags behind their peers. Continued intervention is crucial.

Discussion
The research findings emphasise the significance of addressing DLD among school-aged children in Kurdistan. Several findings and challenges related to DLD extant literature are highlighted:

**Research Question One: How can the Kurdish DLD students' core language be developed?**

Despite interventions, the core language scores of Kurdish DLD students remained significantly low, falling into the "Very Low to Severe" category, according to the study. This points to ongoing difficulties in core language development.

Relevance to the Review of Literature: This finding is consistent with previous research on DLD, which has shown that people with DLD frequently struggle with core language skills. Your study reaffirms the importance of customised and ongoing interventions for DLD individuals, consistent with the literature's emphasis on tailored support.

**Question Two: Can the receptive skills of Kurdish DLD students be developed?**

Despite interventions, Kurdish DLD students' receptive language index scores remained in the "Very Low to Severe" range, indicating persistent difficulties in understanding and processing language.

Relevance to the Review of Literature: This finding is consistent with the existing literature, which emphasises the difficulties DLD individuals face regarding receptive language skills. In line with the literature's recommendations, your study highlights the importance of ongoing support and intervention to address these challenges.

**Research Question Three: What is the possibility of developing the expressive Language Gauge of Kurdish DLD students?**

The study discovered that despite interventions, the expressive language index scores of Kurdish DLD students remained in the "Very Low to Severe" range, indicating persistent difficulties in verbal communication and expressive language.

Relevance to the Review of Literature: This finding is consistent with previous research highlighting the expressive language difficulties experienced by people with DLD. Your results support the literature's emphasis on targeted interventions to improve expressive language skills in people with DLD.

**Research Question: How does the Kurdish DLD students' language content develop?**

The study found that the language content index scores ranged from "Very Low to Severe" in some cases and "Low/Moderate" in others. Vocabulary and word comprehension were challenging.

Relevance to the Review of Literature: Your findings are consistent with the literature's discussion of the language content challenges that DLD individuals face. They emphasise the variability in language development among DLD students, emphasising the importance of individualised interventions and support.

**Research Question Five: How will the language structure of Kurdish DLD students be developed?**

The study found that all cases had language structure index scores in the "Very Low to Severe" range, indicating difficulties with various aspects of language structure, such as sentence comprehension and formulation.
Relevance to the Review of Literature: Your findings are consistent with previous research highlighting the difficulties DLD individuals face in language structure. They emphasise the importance of tailored interventions and support consistent with the literature's recommendations.

Research Question Six: What are the class teachers' and parents' perspectives on DLD students' difficulties with receptive and expressive language skills?
The study gathered information from parents and teachers, focusing on attention, comprehension, expressive skills, listening difficulties, and more. Both parents and teachers advocated for a thorough evaluation, language therapy, and collaboration.

Relevance to the Review of Literature: These viewpoints are consistent with discussions in the literature about the roles of parents and teachers in identifying and supporting DLD students. Your research emphasises the significance of collaboration and early intervention, consistent with the literature's recommendations.

Research Question Seven: In what manners do children with DLD struggle with pragmatic language usage?
The study discovered that students with DLD struggled with pragmatic language usage, with varying degrees of improvement following intervention.

Relevance to the Review of Literature: Your findings are consistent with previous research on pragmatic language difficulties in DLD. They emphasise the importance of ongoing intervention to improve pragmatic skills, as the literature recommends.

DLD Diagnosis and Awareness
- DLD often remains undiagnosed among school-aged children in Kurdistan.
- Limited awareness and knowledge about DLD among parents and facilitators contribute to the problem.
- Teachers lack sufficient training or information about DLD, hindering early diagnosis.

Impact on Learning
- DLD significantly hampers children's learning processes, as language is a crucial education component.
- Children with DLD are particularly vulnerable to receiving inadequate education.

Importance of Training and Awareness
- Training and awareness initiatives related to DLD are essential for parents and teachers to support affected children properly.

Challenges and Recommendations
- The research identifies specific language challenges Kurdish children with DLD face, affecting their English language learning.
- Orthographic differences between English and Kurdish can impact reading comprehension, requiring tailored interventions.
- Early detection and treatment of DLD, including discussion of spelling techniques and errors, are crucial for better outcomes.
Collaborative support from parents and speech and language therapists is emphasised.

**Economic Impact**

The economic impact of DLD, including medical and related costs, is highlighted. Early interventions are recommended to prevent future socioeconomic burdens.

**Previous Research**

The study references previous research on DLD, including studies on linguistic challenges, causes, and interventions.

**Pragmatic Challenges**

Pragmatic challenges related to DLD are discussed, indicating that these issues persist even with intervention.

Finally, the study emphasises the importance of early detection, intervention, and awareness initiatives for children with Developmental Language Disorder in Kurdistan. To assist these children in overcoming their language and communication difficulties, tailored interventions, collaboration between parents and teachers, and ongoing support are required.

**Conclusion**

This study aims to understand better the challenges that young Kurdish learners with developmental language disorders face in bilingual environments and to assess how they impact their capacity to learn English as a foreign language. The primary objective of the study is to determine the characteristics of developmental language impairment in this context and their implications for academic integration, which emphasises the significance of this research. Several significant findings from the research have studied the effectiveness of personalised approaches in mitigating communication and academic challenges in individuals with Developmental Language Disorder (DLD). Case One and Case Two are compelling examples of how tailored techniques can substantially enhance the quality of life for individuals grappling with DLD. Case Three (C3), for instance, exhibited expressive language deficits that affected various language dimensions, hindering comprehension and skill development. The recommended treatments included strategies to enhance active listening, reinforce fundamental language patterns, and leverage visual aids. Case Four (C4) encountered a multitude of language-related obstacles, encompassing issues related to vocabulary, sentence structure, and morphological errors. In light of these challenges, it becomes evident that a comprehensive, individualised approach remains vital to address the intricate and distinct needs of individuals with DLD.

**Recommendations for Further Research**

The study acknowledges its limitations and makes recommendations for future DLD research in Kurdistan:

- Improve hypothesis testing by conducting larger-scale studies with a larger sample size of children with DLD.
- Investigate alternative recruitment methods, such as collaborating with local healthcare facilities to identify participants.
- Include public and private schools in your research to collect a broader range of data and perspectives from educators, parents, and caregivers.
- Examine the impact of cultural factors and social stigma on DLD diagnosis and treatment in children.
- Conduct long-term studies on the effects of early intervention and treatment for children with DLD.

These recommendations aim to improve understanding of DLD and contribute to developing effective interventions and support systems for affected Kurdish individuals.

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