

LINGUISTIC DEFICIT AS A RESULT OF WORKING MEMORY DEFICIT IN DEVELOPMENTAL LANGUAGE DISORDER: EVIDENCE FROM THE ACQUISITION OF GRAMMATICAL ASPECT

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ABSTRACT

The present study examines the linguistic (i.e. grammatical aspect) and cognitive abilities of 8;0 to 8;9-year-old Greek-speaking children with Developmental Language Disorder (DLD). Previous studies on Greek-speaking children with DLD have indicated that, both in comprehension and production, the perfective is more prevalent than the imperfective. However research on the acquisition of the habitual feature is scarce, although it is a problematic feature even in typical development. The results of this study indicate that aspectual asymmetries are task-dependent. Interestingly, language deficit in DLD children seem to be due to their general cognitive deficit.

Keywords: Developmental Language Disorder, grammatical aspect, comprehension, production, working memory.