

Manifestations and factors of language delay in schoolchildren

-Case study-

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Abstract:

The current study aimed to identify the manifestations and factors of language delay in children, using a case study approach. The study sample consisted of two children studying in the primary stage, on which they applied the intelligence scale for drawing a man by Goodnough, the form for detecting linguistically delayed children, and a semi-guided interview, the result of the study was found that The two cases suffer from mild language delay, the manifestations of which include the child's inability to express himself, lack of understanding of instructions, poor linguistic repertoire, the two cases appeared to have an above-average level of intelligence, and the factors for the appearance of language delay in the two cases include the lack of verbal communication between parents and the child, the poor linguistic environment, misuse of television time, and lack of communication with peers.

Keywords:

Language; intelligence; language delay.

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Introduction:

Language is a means of communication between individuals, serving as a system of symbols that translates ideas, feelings, and emotions into a clear and comprehensible form. It is acquired through social interaction and facilitates the processes of understanding and communication. As human beings are inherently social by nature, language functions as a fundamental tool for expressing internal thoughts and emotions.

Linguistic growth in childhood is fast developing, as the child acquires a large vocabulary, and his language begins to be characterized by understanding and variation in vocabulary, from which he acquires the capacity to use words and sentences, and Al- Nuwaisa and Al-Qatawna (2015) stated that the child's vocabulary increases during this period and begins to use long sentences and is affected by his maturity, training and mixing with his peers, and uses nouns and verbs. (Al- Nuwaisa and Al-Qatawna, 2015, p 154).

As is well known, language is acquired in the early growth phases. The child learns it by imitating his parents and listening to what they say so that he can form perceptions and concepts about the words and sounds he has received. Over time, they increase his linguistic repertoire. At the beginning of the second year of the child's life, we find that he begins to produce sounds and syllables similar to words after receiving the mother tongue from birth, and by the end of the second year, the child's ability to acquire words increases, which we notice through his pronunciation of many words and his ability to form a sentence of two or three words.

The period from (5-8) years is characterized by an increase in the child's linguistic repertoire, in particular at the end of it, and he starts reading and writing, using pronouns and sentences, distinguishing between alphabets, expressing his feelings, communicating his needs to others, and being influenced by the dialect and pronunciation of adults and their cultural level. (Al- Nuwaisa and Al-Qatawna, 2015, p 151)

However, some children have poor language acquisition, and we find that they cannot speak smoothly, or even understand instructions and orders addressed to them, this is known as language delay, where we find that the child cannot express himself or a simple situation in many words and this is expressed in the expressive language, or he cannot understand verbal instructions, meaning that there is a defect in the receptive language, in other words, their language score is lower than that of their peers who are in the same age period.

Al-Hawarna (2012) found that the language of children with delayed language growth is characterized by short, vague answers, short sentences, limited vocabulary, poor linguistic skills, a lack of communication skills, and limited noun use. (Al-Najjar and Amal, 2015, p617)

Language delay is one of the significant factors that can adversely impact students' academic achievement and overall progress, we find that normal students develop and increase their language acquisition, but the child who suffers from language delay stays behind his peers, which leads him to fail to learn other materials, as language is the basis for learning.

This hinders them from writing well, reading, spelling words correctly, creating a proper dialogue with those around them, or listening to instructions, all of which are the basis of the educational learning process. It is also important to recognize that language delay affects not only learning but also has significant psychological, emotional, and social implications. Difficulties in communicating comfortably and naturally with others can lead some children to withdraw from forming healthy peer relationships or, in some cases, to exhibit aggressive behavior.

As with other communication disorders, multiple factors may contribute to the emergence of language delay in children, including internal, health-related, and psychological factors. During early development, children require consistent care, affection, and attention, and any

disruption or deficiency in these areas may have a negative impact on their language development.

It must be noted that if the child's internal factors such as the sense of hearing and mental abilities are correct, but the environmental stimulation is absent, the child's language performance will be affected and it is customary to find such cases of language delay. (Al-Hawarna, 2012, pp 74-75)

This makes us wonder if the child has an average level of intelligence and does not suffer from any disability or neurological or functional impairment, but suffers from language delay, and by excluding the factor of mental abilities, another aspect remains, which is the child's relationship with his parents and family members, because as we mentioned earlier, language is acquired through the child's interaction with the people around him.

Some believe that social interactions have the greatest role in the development of language in individuals, as language disorders are a model of individual inability to effectively relate to the surrounding environment, which means that parents must create a natural environment for their children to learn the language and also support and focus social interactions in children. (Al-Lala, and auth. wd, p 329)

The family plays a significant role that qualifies it to serve as a source from which children derive their culture, personality, and aspirations, enabling them to achieve stable mental health that facilitates success and excellence. (Zefour, Sissani, 2023, 415)

A study by Al-Hawarna (2012) found that the lower the economic, cultural, and social status of the family, the greater the delay in language development in children. In addition, a study by Trisha and Sujata V (2019) showed that among the risk factors that expose children to language delay are a multilingual family environment and low levels of education among parents, which is what the study by SARAH and auth (2003), which showed that children are more likely to experience delays if they belong to environments characterized by low educational attainment, low expressive language skills, poverty, high levels of parenting stress, and parents who express concern about their children's language problems.

This was confirmed by the results of a study by Mohamed and auth (2022), which showed that there is a positive correlation between the assessment of expressive language skills in children with language delays and the socioeconomic and cultural status of their families.

Based on the above, in this paper, we wanted to study the factors leading to the emergence of language delay in children, as well as the manifestations of this delay in them, answering the following questions:

- What are the factors that cause the appearance of language delay in the study sample?
- What are the manifestations of language delay in the study sample?

Study objectives:

- Identify the factors leading to the appearance of language delay in the study sample.
- Identify the manifestations of language delay in the study sample.

Significance of the study:

The importance of the study lies in the fact that it deals with one of the many and widespread language problems in the preschool environment, which is language delay, that negatively affects the child's healthy development, in addition to creating educational difficulties for him in school, as language learning is essential for every individual in various aspects of his life.

The study's importance also lies in being a theoretical basis for the creation of therapeutic programs for language delay.

Study concepts:

Language:

Language is an ability, a mental capacity, a tool for communication, and a means of understanding and communication between human beings. (Kassid, 2022, p 209)

It is defined as a system of sound symbols that used for human communication, and this communication system is based on the relationship between the sound symbol and its meaning. (Dawooda, 2022, p 80)

Speech is the verbal production of language, whereas language is the conceptual processing of communication. Language includes receptive language (understanding) and expressive language (the ability to convey information, feelings, thoughts, and ideas). Language is commonly thought of in its spoken form, but may also include a visual form. (Maura, 2011, p1183)

Language is a system that uses symbols as means of expression or communication with others, and it is a form of social behavior that is constituted through verbal language, (Al-Lala, and auth, wd., p 316)

Procedural Concept:

Language is a system of communication among individuals, composed of sounds that correspond to a set of letters and symbols used to convey ideas, emotions, and information. It facilitates interpersonal interaction and understanding. Language is acquired progressively, particularly during early childhood, through the child's engagement and interaction with their surrounding environment.

-Language delay: It means the child's inability to follow the natural scheme and sequence of the stages of language acquisition, if the child's language does not develop as expected according to the natural scheme of language maturation, it can be simply said that this child suffers from language delay. (Al-Hawarna, 2012, p 81)

Procedural Concept:

We define it procedurally as a weakness in the child's language acquisition compared to those of the same age, so that the child has difficulty in expressive and receptive language so that the child is unable to express himself smoothly.

Previous studies:

1- Sarah and auth (2003):

The objective of this study is to document the prevalence of expressive language delay in relation to age and gender in 12- to 39-month-old children. To document the characteristics, particularly social competence and emotional/behavioral problems, related to deficits in expressive language.

The sample of this study is Parents of an age- and sex-stratified random sample of children born at Yale New Haven Hospital between July 1995 and September 1997 who lived in the New Haven Meriden Standard Metropolitan Statistical Area were enrolled when their children were 12 to 39 months of age (79.8% participation;N = 1,189).

The main outcome for these analyses is expressive language delay measured by the MacArthur Communicative Development Inventory, short form.

The results were Expressive language delays range from 13.5% in 18- to 23-month-olds to 17.5% in children 30 to 36 months of age. By 18 to 23 months, children are more likely to experience delays if they come from environments characterized by low education, low expressiveness, poverty, high levels of parenting stress, and parents who report worry about their children's language problems. When social competence is adjusted for in the multivariable model, behavior problems are no longer associated with language delay, suggesting that poor social competence rather than behavior problems may be the critical early correlate of low expressive language development.

2- Al- Hawarna (2012):

The study aimed to identify the variables associated with delayed language development in kindergarten children, such as the socio-cultural economic level of the family, intelligence, gender, family size, fears, and birth order and used the descriptive approach, and the sample consisted of 100 male and female kindergarten children, whose ages range from (4-6) years,

and the results indicated the following: The lower the economic and socio-cultural level of the family, the more delayed language development in children, as well as the lower the intelligence and the greater the child's fears, the more delayed language development in children.

The language of children with delayed language development is characterized by brief, in-depth answers, short sentence length, low vocabulary, low language acquisition, lack of communicative competence, and low use of nouns (Al-Najjar and Amal, 2015, p617).

3-Trisha and Sujata V (2019):

This research aims to study the prevalence and risk factors of speech-language delay among children aged 1-12 years. Settings and Design: A cross-sectional study was conducted at the Pediatric outpatient department of a teaching hospital. Materials and Methods: Eighty-four children (42 children with delayed speech and 42 controls) aged 1-12 years were included. The guardians of these children were requested to answer a questionnaire. The history of the child's morbidity pattern and the risk factors for speech delay were recorded. The child's developmental milestones were assessed. Statistical Analysis Used: Data entry was analyzed using SPSS software, version 16. Standard statistical tests were used. A p-value of less than 0.05 was taken as statistically significant. Results: Speech and Language delay was found in 42 out of 1658 children who attended the OPD. The risk factors found to be significant were seizure disorder ($P < 0.001$), birth asphyxia ($P = 0.019$), oro-pharyngeal deformity ($P = 0.012$), multilingual family environment ($P < 0.001$), family history ($P = 0.013$), low paternal education ($P = 0.008$), low maternal education ($P < 0.001$), consanguinity ($P < 0.001$) and inadequate stimulation ($P < 0.001$).

4- Mulyanti(2021):

The purpose of this study was to determine the factors that influence the occurrence of language development delays and the role of parents in early childhood. This research uses a qualitative method with a case study approach. The unit of analysis is language development delay. There were six speakers in this study consisting of four primary speakers. Data collection techniques in this study used interview techniques and observations. The data validity technique used in this study is the perseverance of field observations and triangulation techniques. The results of the study showed 13 factors influence the delay in language development in early childhood: multilingualism, lack of knowledge about language development barriers, health, intelligence, physical readiness to speak, mental readiness to speak, good things to emulate, lack of motivation to speak, habits children when watching television, lack of knowledge of people around the child, gender, and relationships with peers.

5- The Mohammed and auth. (2022):

The study aimed to identify the nature of the relationship between the level of expressive language and some demographic variables for linguistically delayed students at the primary stage, namely (chronological age, gender, socio-economic and cultural level of the family), and the research sample included (30) male and female students with language delay in the first and second grades of the primary level in the two primary schools of Al-Samana in the Eastern Governorate, and used Harris's man drawing test and the Arabic language expressive skills evaluation scale for Mustafa (2014) and the developed socio-economic and cultural level scale for the Egyptian family Khalil (2000), the study results found that there are differences in the scores of the Expressive Language Skills Evaluation Scale in favour of the oldest age (7 years and older), and there are no differences attributed to the gender variable, in addition to a positive correlation between the scores of the Expressive Language Skills Evaluation Scale for children with language delay and their scores on the socio-economic and cultural level scale of their families.

The conceptual framework of the study:

1- Language delay:

It is the non-appearance of speech in the first year of a child's life, which leads to difficulties in social communication with others, and affects the child's linguistic repertoire in the field of reading and writing later. (Al-Lala, and auth, wd, p 330)

It is also a delay in the development of language in children in a noticeable way, which is evident in the low efficiency of speech in childhood (Al-Najjar and Amal, 2015, p 611).

Language delay is related to two aspects, the first is understanding, which is represented in understanding all that is given to the child from words, sounds, and instructions, the second aspect is expression so that the child can express using words, sentences, and sounds, if the defect is in one or both of them, the child suffers from language delay.

2-Manifestations of language delay:

The manifestations of language delay in children vary according to the severity of this disorder, and these manifestations are related to receptive and expressive language in addition to the socio-psychological aspect, and here we will present some of the characteristics of children who appear delayed in language.

The language of a child with delayed language development is characterized by brief, non-detailed answers, short sentence structure, limited vocabulary, and low language acquisition, lack of communicative competence and limited use of names (Al-Najjar and Amal, 2015, p 617).

The linguist is in a state of successive progress, but this progress is less than the normal rate. (Al-Hawarna, 2012, p 77)

So, the linguistically delayed child is characterized by features that are clear indicators of this issue. These indicators concern two aspects of language, firstly, the receptive language, where the child shows problems in understanding instructions and absorbing the speech of others, and the second aspect is the expressive language, which is evident through the weakness of the linguistic repertoire, the lack of language structures, and the child's inability to say a sentence composed of multiple vocabulary words.

In this regard, Al-Sartawi and Abu Jawdah (2000) mentioned some of the features that characterize linguistically delayed children in receptive language, namely:

- The child fails to understand orders given to him by his elders and his inability to handle them. The child is asked to bring something and responds in a way that shows that he understands what he is asked, and it must be a repetitive behavior that is not linked to a specific situation or a situation without another.

- The child appears as if he is not attentive, and it seems to others that he has not heard what he is asked to do, although his hearing is normal.

- The child shows difficulty in understanding abstract words. (Al-Sartawi and Abu Jawdah, 2000, pp 156-157)

Children also suffer from a deficit in understanding linguistic meanings, which leads to weak associations of spoken words with objects, actions, feelings, and experiences. (Mohammed, and auth, 2022, p 10)

While there are indicators of language delay in expressive language

- The child shows resistance to participating in conversation or answering questions, as the child refuses to speak when asked to do so.

- The number of vocabulary used by the child is limited, as well as the limitation of his answers to a certain number of speech forms in all of his speech.

- The child's speech is immature so his/her speech appears below his/her chronological age.

- The child's inability to exploit his/her previous experiences, so that his/her speech appears choppy. (Al-Sartawi and Abu Jawdah, 2000, pp 157-158)

The manifestations of language delay are not only related to language and speech, but also to personal and behavioral profiles, as well as the child's environment and his relationship with others, since the linguistically delayed child is unable to communicate what he wants to others or understand what is said to him, he will have difficulty in forming sound relationships with his peers, so we find him socially withdrawn or with aggressive behavior, or quick to anger and unable to control his emotions.

Language has an important role in social relationships, and social communication requires linguistic competence. Students with language disorders have difficulty in their relationships with their peers, have few attempts to initiate a conversation, do not participate in communicative situations, and rely heavily on their elders for verbal interaction. (Mohammed, and auth, 2022, p 11)

3- Factors of language delay:

Like other disorders, language delay is affected by many factors that are often overlapping, especially since it happens at an early age of the individual, and here we will mention some of those factors:

- **Intelligence:** Intelligence depends on the integrity of the individual's brain, and therefore intelligence has a correlation with language development and its impact on it, as language delay does not mean a delay in intelligence, but rather a delay in intelligence requires a delay in speech. (Al-Najjar and Amal, 2015, p 610)

Language is a manifestation of the development of general mental ability, intelligent children speak early, and severe language delay is associated with mental impairment. (Amin and Al-Husseini, 2022, p 90)

- **Family size:** The child's mixing with adults helps the child's language development, and studies indicate that the only child develops linguistically better because of his contact with adults. (Amin and Al-Husseini, 2022, p 90)

- **Social reasons:** The social isolation of children and the low cultural and economic level of the family, which reduces the stimuli that the child is exposed to in order to increase his perceptual recognition of sounds and names. (Al-Najjar and Amal, 2015, p 611)

As it is known, a family with an environment of love, understanding, care and tenderness is characterized by healthy development in all aspects, as well as in the acquisition of language, so we find them with a good language repertoire.

- **Sensory deprivation:** Evans believes that the sense of hearing is more important for humans than the sense of vision because the blind individual is isolated from the world of objects, while the deaf individual is isolated from the world of human beings. (Amin and Al-Husseini, 2022, p 93)

- **Environmental deprivation:** It means the absence of a stimulating environment for the child, which stimulates his linguistic performance. Language delay is prevalent in an environment where the economic and cultural level of the family is low, and we must bear in mind that the child does not only need language from the environment, but he also needs an emotional relationship with the parents. (Amin and Al-Husseini, 2022, p 96)

4-Therapy for Language Delay:

The success of any therapy process is linked to the accuracy of the diagnostic process. Understanding the causes and manifestations of language delay enables the development of effective therapeutic and counseling programs. Early intervention is particularly beneficial, as language delays tend to become more severe and challenging to address as the child grows older.

As for the training of linguistically delayed children to enable them to keep up with their peers, according to Al-Sartawi and Abu Jawda, the following stages are used:

- Attention:** This is the essential element in training; if the child is distracted, the instructions are useless.

- **Skills training:** We identify the behaviors we want to train the child on, use repetition, integration, comparison, strengthening, and reinforcement, and then guide generalization by helping the child to transfer what they have learned in the clinic to their daily life.
 - Comprehensive training.
 - Use role-playing, which increases the child's fluency.
 - Language training should incorporate naturalistic contexts that promote the use of conversational language as a functional means of communication.
 - The language we train the child should be related to his/her life experiences.
 - Language training should include parents as part of the training process. (Al-Sartawi and Abu Jawdah, 2000, pp221-223)

One thing to keep in mind is that language is acquired during the pre-school years, at a very fast rate, and the mother as well as the father play pivotal roles in the development of the child's language skills. From (Al- Nuwaisa and Al-Qatawna, 2015, p 36)

The therapy process for language delay should not be within the normal teaching, several aspects must be focused on during the care of these children, including the psychological aspect, where the child's self-esteem and self-confidence must be developed, not only that, but he must be encouraged to create communicative relationships with his peers, and the therapy process is not limited to the clinic or school, but the most important thing is to be inside the home in the natural environment of the child.

The field framework of the study

I -Methodological aspect:

1- **Methodology:** In this study, we relied on the case study method because it is important for data collection and uses many techniques, tools, and psychological tests.

2- **Study sample:** The study sample consisted of two students from the primary education stage, the first studying in the first year, and the second in the preparatory year, who were selected through the teacher's observations.

3-Study tools:

3-1 Case study:

Rutter defined it as the field that allows the specialist to collect the largest and most accurate amount of information so that he can make a valuable judgment about the case. The information comes from a direct discussion with the patient and includes the nature of the issues, circumstances, feelings, attitudes, desires, and frustrations, and the information may come from parents, family, or work colleagues. (Salem, 2012, p 218)

This tool used to gather as much information as possible about the two children in order to understand the problem in depth, comprehensively, and in a realistic context. By learning about the child's personal and family history, in addition to their psychological history, and conducting a comprehensive assessment of the situation, we will be able to analyze the manifestations and causes of the language delay suffered by both cases.

3-2 Semi-structured interview:

Here, the researcher determines a set of questions to ask the respondent, while the researcher reserves the right to ask questions from time to time without departing from the topic. (Hamidecha, June 2012)

The object of the interview was to gather more data about the children's situation and behavior at home and at school. It contained five open-ended questions, which were asked in no particular order. In a semi-structured interview, the researcher can ask questions based on the respondents' answers to explore the issue further.

3-3 Draw a Man Test:

The Draw a Man test was designed to measure children's intelligence on the basis that children's drawings reflect the sophistication of their thinking and mental development, and

the development of their formation of abstract concepts, as a child who has a more complete and mature concept of man reflects in his drawing more details, spatial and proportional relationships than a child who has a less mature concept of the subject. (Al-Quraiti, 2001, p 35)

The purpose of this test is to determine children's intelligence levels, which is important in order to rule out disorders and other problems. It is also suitable for young children who have not yet learned to read and write.

3-4 Detection Model for Speech and Language Delayed Children for the Debono Centre for Teaching Thinking (2017): It is a set of tests to detect speech and language delays. The aim of using this model was to assess receptive and expressive language in both cases by examining the speech apparatus and identifying defective letter sounds, as well as sentence structure and pronunciation.

We chose this model because it is comprehensive and the tests it contains address receptive and expressive language in addition to detecting the integrity of the speech apparatus.

II -View the results of the study:

1-Family and personal history:

Case (1):

Case (1) is a six-year-old male child studying in the first year of primary school. As for his parents, his father is a worker at SONELGAS at the level of the third year of secondary school, while his mother is a housewife at the first middle school level, and he lives with his parents, and on the siblings' side, he has three sisters, he is the only male and the penultimate child, and the family lived in the family home with grandfather, grandmother, uncles and aunts, and after the case reached the age of one year and (04) months, the family left to settle in another house.

As for pregnancy and childbirth, the mother became pregnant at the age of 36. It was a normal pregnancy with no problems except for stomach disorders, and the delivery process was normal. However, the case suffered from 'jaundice' for a brief period after his birth and then he recovered. As for the child's growth developments (feeding, swallowing, eating, sitting, walking, bathing), they were all normal and on time.

As for the child's health history, he does not suffer from chronic diseases, but his body is emaciated and his appetite is weak, in addition to his susceptibility to colds and coughs.

Case (02):

Case (2) is five years old, studying the pre-school year in a semi-rural school, the father and mother do not work, he has three brothers and is the first child in the family, and his parents are not separated.

Pregnancy and childbirth were normal, as well as growth developments.

2- Psychological history of the case

Case (1):

The child is characterized by his great love of playing, before joining the preschool, he liked to play with his cousin only because he shared cars with him and because he is younger than him and does not feel embarrassed while talking to him, while the number of hours of watching TV, he was previously exposed to a lot of TV, and when his speech delay issue appeared, his hours of watching TV and phone were reduced, the child is nervous and irritable, and he often wakes up from his sleep terrified.

He is an affectionate child and is characterized by fast memorization. He is also quick to anger if something is taken away from him or if he is not paying attention to him while he is talking. If he gets angry, he throws anything in his hand in any direction whatsoever, in addition to his screaming. He is also very attached to his father because the father tried to help his son overcome the issue by accompanying him most of the time outside of work.

Case (2):

The child appears energetic and very active. He spends many hours watching television and using a phone. Although he is generally calm and not overly nervous, he experiences difficulty with urinary control. One notable fear he has is visiting the doctor. Despite these challenges, he is affectionate and frequently smiles.

He does not like school, he always gets upset when it is mentioned that he has to go to school, and in terms of his interaction, if his words are not understood and he is asked to repeat what he wants to say, he is silent and walks away, in addition to playing with the objects that he grabs at that moment, and his relationship with his teacher and peers is good, although his understanding in the classroom is poor.

The teacher believes that the environment in which the child grew up is not favorable as his parents did not receive an education.

3-Primary assessment of the case:

Case (1):

Attention, eye contact, and eye vision are good, he understands and executes commands but a little weakly, but he has an average level of visual memory (perception of difference and similarity, colors, shapes), the same for the memory of numbers, words, and sentences, and the health status of the sense of sight, hearing, and speech organs are in good condition.

As for language, the first word he said at the age of (08) months was 'Baba', and then he acquired many words.

His language is currently understandable, but there is a lack of vocabulary compared to others his age. His speech does not contain many complex sentences, which has led him to not socialize with other children except for relatives.

He also has the concept of risk, but before he did not know how to return home, even if he was close to home. The year he enrolled in the preschool class, he started to go out and return as soon as he finished playing, under the supervision of his older sister.

He used to dislike going to school because he had difficulty communicating and understanding with the rest of his peers, even his teacher, whose name he does not know, he used to describe her as angry, but this year he loves school and going there, even though he is afraid of the teacher because he fears that she will not understand him and punish him, but her interest in him and her attempt to help him overcome this weakness has improved his writing and reading abilities.

His relationship with peers is strained, as he is subjected to bullying by both male and female classmates. Male peers often take his belongings and engage in physical altercations with him, while two female classmates verbally harass him by calling him derogatory names and attempting to portray him as naive.

Case (2):

The case has a weak level of attention, hearing and visual discrimination, and sensory attention is normal, he can imitate the various movements he sees, but he also has difficulty understanding the commands addressed to him, and as for skills, the skill of decoding and synthesis is average and visual memory, unlike the memory of numbers, words, and sentences, which is at a weak level.

His speech in the first months was normal, as he started to say individual words, trying to speak normally like any normal child, then his parents did not talk much with the child, and he has a concept of risk so he does not approach sharp or harmful objects.

As for his understanding in the classroom, his relationship with his classmates is good and he participates in activities with them. According to the teacher, his understanding is average, but he is a quick memorizer, so it is important to focus on his abilities so that he improves and does not falter in his academic achievement.

4-Identifying the problem:

Case (1) is unable to express themselves smoothly like other children and previously had a delay in understanding instructions, his language repertoire is weak, as if he prefers to play than study, and has low concentration and attention, but at the beginning of his language acquisition was normal and delayed speech at the age of three, as children close to his age and even younger than him were able to form sentences and understand the difference between colors and shapes while he could not, the child was taken to a psychologist only once, and after socializing with children he acquired language and differentiated between colors and shapes, but at an average level.

Case (2) cannot speak fluently and formulate complex sentences at the level of his age, the child has difficulty in speaking and finding the appropriate words or expressing himself, although the call was on time until the first word he uttered, but after that it appeared that he is unable to produce words and even sound sentences, in addition to his difficulty in understanding the instructions given to him, he looks a few times until the instructions are repeated again, and he means a lack of concentration with the teacher during explanations, which is clear by comparing the level of his language with the rest of his classmates in the pre-school class.

5-Model for detecting language delay:

5.1 Case (1):

- **Evaluation of the speech apparatus:**

Case 1's speech apparatus was intact, and the same was found for the internal and external speech sounds.

As for the evaluation of the speech apparatus, the result was good for the lips, teeth, and even the tongue, all of which are normal, and as for the evaluation of the letter exits from inside to outside, they were all correct, we also note through this evaluation that the case's answers are brief and not rich, they contain one or two words, the sentences used by him are short, non-complex sentences, his language repertoire is limited, he is characterized by forgetfulness and lack of concentration, by mentioning the word 'I forgot'.

- **Receptive language assessment:**

The child appears to have difficulty repeating the alphabet and does not follow conditional instructions.

- **Expressive language assessment:**

The child appears to have difficulties with expressive language as he cannot tell a short story, has difficulty remembering words or sentences, and his sentences are short and do not exceed three words.

The results of the expressive language assessment indicate that the child has difficulty accurately expressing and communicating his thoughts. He also demonstrates weakness in initiating and maintaining simple dialogues with both his classmates and his teacher.

5-2 Case (2):

- **Evaluation of the speech apparatus:**

After examining the speech apparatus, it is found that it is intact, the result was good for the lips, teeth, and even the tongue, all of which are normal, and the sound of the letters from the internal to external was all correct except for the letters that come out of between the teeth (Z.Dh.Th) and the letters that come out between the teeth and gums (Ş.Z.S), we also notice through this evaluation that the case uses short sentences and cannot construct a paragraph, his answer is as much as the question and does not contain other details.

- **Receptive language assessment:**

Receptive language assessment shows that the case follows instructions, but has difficulty repeating letters and has weak recall of names and events.

- **Expressive language assessment:**

The child appears to have difficulties in expressive language, as he has an average level of expressing what he wants to say, he cannot formulate a coherent sentence, he cannot tell a short story, he has difficulty remembering, and his language repertoire is weak, as he was unable to hold a simple dialogue with his classmates or his teacher.

5-3 The result of the evaluation:

It is noticeable that both cases cannot formulate long sentences consisting of many words or express themselves fluently, while children who are at the same age as them can form sentences and can connect them.

By the time the child begins school, he/she is able to form a sentence consisting of (5-6) words. (Mohammed, and abut, 2022, p 14)

6-IQ test results:

After applying the Goodnough's man-drawing test to the two cases, it was found that their intelligence level is above average according to the following table:

Table 01: "Intelligence level"

case	Chronological age	Mental age	IQ score	Level
Case 1	72 months	87	120	above average
Case 2	67 months	72	107	above average

According to the results of the test and with reference to the qualitative interpretation of the IQ levels according to the study of Ben Saban Yamna (2014-2015), their IQ level is above average.

Analyze the results of the study

It was found that the two cases suffer from language delay at a simple level, and this is clear from the results of the evaluation of expressive and receptive language compared to what is appropriate for his age, the manifestations of language delay in the two cases lie in that their language is characterized by brevity and simplicity, their speech does not consist of complex sentences but short sentences consisting of a small number of words, in addition to the weak ability to express smoothly, and the first case also has a clear weakness in the use of tenses, and the first case shows violent behavior or withdrawal if his speech is not understood, and this only happens with individuals who are not close to him. He also shows violent behavior or withdrawal if his words are not understood, and this only happens with individuals who are not close to him, as the parents of both cases understand what the children want to say, so the children withdraw from communicating with others in order not to feel embarrassed, and do not forget that the linguistically delayed child has difficulty in understanding the commands that are addressed to him.

Regarding the potential causes, both cases do not exhibit any physical or sensory impairments, nor do they present abnormalities in the speech apparatus. Their hearing is intact, and their intelligence levels are above average. These findings allow us to rule out many of the common factors associated with language delay. However, it appears that maternal neglect during the early developmental period—specifically, leaving the child alone for extended periods to watch television instead of providing a linguistically rich environment through interaction and conversation—may have contributed to the observed language difficulties. Parents are the first linguistic resource for the child, as their intelligence allows them to form concepts about objects, colors, and shapes properly, and their imitation of parental voices allows them to formulate vocabulary and sentences, hence the acquisition of language.

This is why the study of Trisha and Sujata V (2019), which aimed to uncover the risk factors that lead to the emergence of language delay, indicated that the risk factors associated with it were both biological and environmental. The medical risk factors were birth asphyxia, seizure disorder, and oro-pharyngeal deformity. The familial and environmental causes were low paternal education, low maternal education, consanguinity, positive family history, multilingual environment, and inadequate stimulation.

Mohammed and auth (2022) found a positive correlation between the scores of the Expressive Language Skills Assessment Scale for linguistically delayed children and their scores on the socio-economic and cultural levels of their families.

Amin and Al-Husseini (2022) stated that the inadequacy or loss of the linguistic model means that the linguistic model of the individual means the model that child adopts an inadequate model, either because of the lack of speaking with him at all or the lack of conversation, and here the child loses the opportunity for corrective linguistic simulation, and the lack of general experiences that children go through, and examples of this include the absence of other children who talk to them and share a language with them. (Amin and Husseini, 2022, p 96).

The socio-economic and cultural level of the family is also an important factor in the appearance of language delay in the child, and this is confirmed by the study of Al-Hawarna (2012), which found that the lower the economic, cultural and social level of the family, the more delayed language development in children, and affects the level of the child's expressive language, as we find that the child's family with a low socio-economic and cultural level negatively affects the child's expressive language level, as it does not provide him with experiences of linguistic interaction with adults, the absence of proper linguistic models and lack of educational resources, and does not provide a good educational and cultural environment to help him develop his linguistic skills. (Mohammed, and auth, 2022, p 24)

As mentioned earlier, the parent-child relationship is very important in the acquisition of language, this process takes place through the formation of the child at the beginning of his life to concepts and perceptions of what surrounds him and then translates them into an understandable and audible language that matches the language of the environment in which he lives, and all this is only through his parents, especially the mother, who is the source of tenderness and security for him, so many studies have indicated that cases of language delay that result from environmental deprivation are caused by neglecting the child at the beginning of his development, leaving him alone and not providing him with various concepts and phrases, meaning that the environment is linguistically impoverished. In the first case, even though the mother is not a worker, her preoccupation with housework and her belief that leaving the child alone will not affect his language with the concept that when the child reaches a certain age, he will speak on his own because it is human nature, and in the first case, even if there are two sisters, they do not play with him because he is a male child and small and they are close in age, while the second case is the eldest son and many mothers make mistakes in raising the first son where she did not play with him much and did not talk to him or leave him in front of the TV when she was busy.

The results of Mulyanti(2021)study found there are 13 factors that influence language development delays in early childhood: multilingualism, lack of knowledge about language development barriers, health, intelligence, physical readiness to speak, mental readiness to speak, good things to imitate, lack of motivation to speak, children's habits when watching television, lack of knowledge of people around children, gender, and relationships with peers.

Motivating the child to speak, even when he is in the stage of babbling, helps a lot to make his language rich and develop quickly, as this develops his receptive language, and over time he is able to produce words and be able to express and formulate sentences.

We must not overlook the psychological aspect that may have a major role in exacerbating this issue. In the first case, after analyzing the child's drawing qualitatively, it appeared that his father is very violent when he gets angry, but he is very close to him, and the drawing also indicated that he is an introverted child, which made the child in school afraid and unable to keep up with his classmates, and in the second case it appeared from his drawing that he suffers from an emotional void.

Any child, whatever his condition or issue, always needs care, the satisfaction of his physical and psychological needs, containment, and acceptance of him as he is. This small being forms a personality through the factors surrounding him, so the family, especially the mother - due to the close connection between her and her son - has an important role in keeping the child healthy and completing his development at all stages in a normal and healthy state.

Conclusion

The issue of language delay in the preschool stage clearly appears because the beginning of childhood is considered the first basis for language acquisition, so any factor will affect it, and the issue of parents' lack of awareness of the importance of this stage of the child's life and considering him as a being who does not understand speech will make the child suffer from a lack of concepts and vocabulary.

From the above, it appears that the study sample suffers from mild language delay, as they find it difficult to formulate sentences consisting of many words, avoid talking, in addition to not understand instructions even after repeating them, and have trouble concentrating and remembering.

According to the study, the mother's neglect of her son during his early stage of development, not starting dialogues with him or telling him stories, and keeping him in front of the TV for a long time is a clear reason for children's delay in language acquisition.

Study suggestions:

- Awareness and counseling campaigns on the importance of the first stage of child development to acquire a sound language and increase their linguistic intelligence.
- Conducting studies on language delay on a larger sample.
- Conduct studies on the role of parental types in the emergence of language delay in children.
- Focus on early intervention for language development in the preschool stage, and work on creating programs that contribute to the treatment of language delay.

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