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**THE IMPACT OF THE COGNITIVE DEFICIT IN THE LANGUAGE SKILLS
OF CHILDREN WITH SPECIFIC LANGUAGE IMPAIRMENT**

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THESIS

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ABSTRACT

Specific Language Disorder (SLI) is a neurodevelopmental disorder that affects language development, learning processes and is associated with cognitive functioning (Leonard, 2014; Norbury, Tomblin, & Bishop, 2013). In particular, children with SLI, cross-linguistically, have deficits in all linguistic levels (APA, 2013; Leonard & Bortolini, 1998; Stavrakaki, 2005; WHO, 1992). Moreover, a large number of theoretical and research studies examine the cognitive abilities of individuals with SLI, in order to understand the difficulties encountered (Marinis, 2008; Palikara & Ralli, 2017).

This thesis focuses on the contribution of short-term and working memory, as well as the speed of processing in the acquisition of the language system by children with SLI. The methodology followed is the bibliographic review. The cognitive systems and the linguistic levels are the thematic axes, while emphasis is placed on studies in Greek-speaking population of the SLI and on international research findings. The results of this scientific review reveal heterogeneity in the language profiles of the disorder (Vlassopoulou & Anagnostopoulos, 2012). However, the research data, at a cross-linguistic level underline the deficits in the morphosyntactic field, especially when it comes to complex syntactic structures (Frizelle & Fletcher, 2014a, 2014b). In addition, research findings point out dysfunctions in memory systems, reduced processing speed and difficulties in engaging with complex cognitive tests (Archibald & Gathercole, 2006a; Miller, Kail, Leonard, & Tomblin, 2001). Finally, the latest trend in research of SLI is discussed, indicating that the influence of the deviant cognitive mechanisms accounts for the deviant linguistic development of children with SLI (Montgomery & Evans, 2009).

The purpose of this thesis is to highlight the interactive relationship between language and cognitive skills, so as to understand the etiology of the disorder and to improve the interdisciplinary approach provided at the level of assessment and intervention.

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