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## The importance of grammar skills assessment in the children

**Fatemeh Fekar Gharamaleki**

Tabriz University of Medical Sciences, Iran

Grammar is one of the main components of language as well as communicative and social interaction skills. Children with language impairments often have difficulties in many areas of linguistic skills, but grammar is particularly affected. We searched PMC, Web of Science, PubMed, Scopus, Medline, SID, and Ovid databases. The present information is available by reviewing the articles from 1990 to 2023 through the search of the resources. Grammar is one of the most fundamental components of language, rules of a language govern the sounds, words, sentences, and other elements, as well as their combination and interpretation. Grammar is reliable for predicting a child's literacy skills, academic processes, and adult communication skills. Grammar evaluation in children is complex, and its analysis requires appropriate tests and relevant expertise. Language and Grammar development is considered an essential part of mental development. Grammar is necessary for language learning and educational processes, and grammar inadequacy skills trouble learning processes. Grammar is the heart of language. As a hallmark of DLD, grammar development is an important area of need for these children. On the other hand, grammar is highly correlated with the development of other linguistic domains. Grammar is a reliable factor for predicting a child's literacy skills such as reading comprehension in the early stages. Grammar assessment is crucial for intervention. The majority of published language intervention studies indicate that intervention is generally successful, regardless of the targets or methods used. The ultimate goal of intervention research is to establish which method is the most effective, for which areas of language, for which children, and using which method of delivery. The most important variables within the children are likely to be age, severity, and pervasiveness of language difficulties and any co-occurring difficulties.

### Recent publications

1. Fekar Gharamaleki, F., Shahbodaghi, M. R., Jahan, A., & Jalayi, S. (2016). Investigation of acoustic characteristics of speech motor control in children who stutter and children who do not stutter. *Archives of Rehabilitation*, 17(3), 232-243.
2. Fekar Gharamaleki, F., Ahadi, H., Dastjerdikazemi, M., Bagherpour, P., Darouie, A., Ebadi, A., ... & Karimijavan, G. (2021). Determinants of Language Impairment in Turkish-Persian Bilingual Children. *The Scientific Journal of Rehabilitation Medicine*, 10(5), 922-935.
3. Kahjoogh, M. A., Pishyareh, E., Gharamaleki, F. F., Mohammadi, A., Someh, A. S., Jasemi, S., & Zali, M. M. (2020). The Son-Rise Programme: an intervention to improve social interaction in children with autism spectrum disorder. *International Journal of Therapy and Rehabilitation*, 27(5), 1-8.

### Biography

Fatemeh Fekar Gharamaleki is studying for her Ph.D. at Social Welfare and Rehabilitation Sciences University, Iran. She is the Director of Tabriz University of Medical Sciences, Iran. She has over 70 publications cited in journals and books, her H-index is 5 and she has registered over 6 patents. Her research and writing have focused on the Azeri Turkish language and the assessment of developmental language disorders. She has developed the Azeri Turkish test of grammar perception and research in this field.

slp.fekar@yahoo.com