

Special Issue

Evidence-Based Practices in Treating Developmental Language Disorders: Current Trends and Future Directions

Message from the Guest Editors

The term Developmental Language Disorder (DLD) is used to describe children who encounter problems with use and/or understanding of language that do not resolve in early childhood and that adversely affect their social and educational development. These problems occur in the absence of any underlying or differentiating condition (Bishop et al., 2017). There is general agreement that the prevalence of DLD is around 7%, although estimates can vary in line with criteria used to identify children (Hill et al., 2023). The high prevalence and social and educational impacts of DLD mean that effective intervention is needed based on high quality evidence-based studies, to ensure progress and good use of resources. However, providing the evidence is not straightforward. These sorts of intervention are considered 'complex' in that multiple components may interact with each other and external factors that may contribute to change are difficult to control (Bates, 2022; Tarvainen et al., 2025). Furthermore, applying evidence-based procedures in real-world settings may be challenging (Willard and Kelly, 2025)... [etc.]

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Languages (ISSN 2226-471X) is now in its eighth year since its inception in 2015. It is an Open Access journal which seeks to stimulate debates on key issues in languages and linguistics. We welcome papers at the cutting edge of different fields, ranging from applied linguistics to descriptive and theoretical linguistics. Submissions may consist of research articles and critical reviews as well as proposals for Special Issues where multi-disciplinary approaches and different perspectives on current issues are explored. We invite you to consider *Languages* as a forum for sharing your work.

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