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**Department of English**

**Cohort N°**

**dissertation N° .....**

***Investigating the Correlation between Language  
Impairment and Schizophrenia, Semantics and Pragmatics  
Impairment .Case Study of 7 Inpatients in the Psychiatry of  
Tiaret***

*A Dissertation submitted to the Department of English in Partial Fulfillment of the  
Requirements for Masters Degree in Linguistics*

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## ***Dedication***

*To the one I prefer than myself. She is the one who sacrificed for me and was striving for my happiness permanently. To you alone. My beloved mother.*

*I always walk the paths of life stay with me who controls my mind every way ... I take it to you. Those who have a good face and good deeds. To those who raised our heads high in pride my dear father [Miloudi Mohamed]*

*To those who are my sanctuary and a symbol of my pride my dears brothers*

*To my dear friend [Khrouf Sarah] who is my sweetie and my twins in this life.*

*To my dear, my second mother, who became my supporter and my happiness*

*[Aggad Habiba]*

*To my good partner and my friend who encouraged me in my study Journey*

*[Bouzid Djamel Larbi]*

*I dedicate this work to you hoping that Allah, maybe he exalted; will provide me with his help conciliation and satisfaction.*

*Thanks to God, we fold the fatigue of days and conclude our journey between the convers of this humble work.*

## ***Dedication***

*I dedicate this work for my dear parents Khrouf Mohamed, Khrouf Abd-el-Kader and Khaira, Fatima , Thank you for giving me the support to reach my dreams Accomplishing this would hopefully make you proud of me as much as I am proud of having you as my parents. I love you, mama and papa*

*To those who are my sanctuary and a symbol of my pride my dears brothers, sisters and their family*

*To my sweetheart and my little girl Nihel and my dear brother Rafik*

*To my leader and guidance who support me in each single step in my life Nadia and my honey bear Khaled*

*To my dear brother Larbi who is my second father*

*To my sister's and childfriends Manel, Chaima and Mimi*

*To my dear and best friend Miloudi Sarah who always stay by my side and give me the total support; love you*

*To my grandmother and all my Aunts , Ancle and their family*

*To my good partner and my friend who encouraged me in my study, Journey*

*I dedicate this work to you hoping that Allah, maybe exalted; will provide me with his help conciliation and satisfaction.*

*Thanks to God, we fold the fatigue of days and conclude our journey between the convers of this work.*



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## *LISTOFABBREVIATIONS*

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<b>(APS):</b>	Attenuated Positive Symptoms
<b>(BIPS):</b>	Brief Intermittent Psychosis Prodromal Syndrome
<b>(GRDS):</b>	Genetic Risk and Deterioration Prodromal Syndrome
<b>(SSD):</b>	Schizophrenia Spectrum Disorder
<b>(TOM ):</b>	Theory of Mind
<b>(CET):</b>	Cognitive Enhancement Therapy
<b>(SPD):</b>	Semantics Pragmatics Disorder
<b>(FTD):</b>	Formal Thoughts
<b>(DSM):</b>	Diagnostic and Statistical Manual of Mental Disorders
<b>(CIM):</b>	Classification International Des Maladies
<b>(SCS):</b>	Semantic Cognitive Structure
<b>(PCS):</b>	Pragmatic Cognitive Structure

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## **Abstract**

Schizophrenia is a mental disorder that affects a person's thinking and behaviour, often leading to difficulties in distinguishing between what is real and unreal. It touches 1% of the global population. The patients with schizophrenia can express and produce language, in which they face difficulties and disorders in both semantics and pragmatics. Thus, the study is undertaken to learn about Schizophrenia and how it affects the expressive and receptive language. It also seeks to diagnose the semantics and pragmatics cognitive structure in patients with Schizophrenia. To conduct this investigation, a sample of patients with schizophrenia in Psychiatry of Tiaret was randomly selected. For the sake of validity a mixed method is used to collect data from sample participant's, utilizing three instruments observation, interview and questionnaire directed to seven participants. Therefore, our study comes up to prove these hypotheses by using a linguistic battery of tests diagnosing targeting to diagnose and examine the Schizophrenic language. We could find a correlation is equals 0.9 of correlation between mental disease and language impairments in both dimensions semantics and pragmatics. The results have confirmed our hypothesis, that schizophrenic patients have trouble in their semantic and pragmatic cognitive structure of the language.

**Keywords:** Schizophrenia \_ Mental disorder \_ Cognitive structure \_Semantics and Pragmatics cognitive structure \_ Deteriorated \_ Schizophrenic Language\_ Psychosis.

# *General Introduction*



### **General introduction**

While most people use language every day, it can be a tricky concept to define accurately. Essentially, language is term for complex communication system used by humans that consists for words and phrases, when come together, can create infinite variables utterances. Furthermore. it is a way how humans initially developed language is not wholly clear and it is something that linguists are still researching. Language is a code or a system of symbols for representing ideas in various modalities involving understanding (comprehending) and speaking, reading, and writing; in which Kridalaskana in Chear (2003;p 32) represents in his study that "Language is arbitrary sound system used by members of social group for working together, community, and self-identification" Language is acquired through a developmental process that takes place in stages, until it becomes much stronger in adulthood; but an individual's language can be impaired if the humans suffer from a mental disease. So, they areunable to understand the code addressed to him, this is cause of the difficulty in producing understandable communicative context which lead them to the perceive or interpret things differently from those around them, it is loss of contact with reality. (Brondon A. Gaudiano;2015). Such as: paranoia, Alzheimer's and schizophrenia. Schizophrenia is mental health condition that is characterized by impairments in the all personality dimensions, cognitive, emotional; motor; and behavioral. This entity has gone through many researchers and explanations throughout the history. "It is mental disorders usually beginning in adolescence or youth; and very often has chronic disabling evolution." (Singh; 2010). According to the value of this topic. We search and study the problem empirically as it is as follows:

#### ☐ Chapter 1:

We are dealing with theoretical part in which we detailed

☐ Language and speech,

☐ Schizophrenia

☐ Semantic and pragmatic impairments.

#### ☐ Chapter 2

☐ In this chapter we are dealing with the practical side in which we describe the pilot study and the main study.

#### ☐ Chapter 3

☐ We are dealing with:

- The analysis the different tests of each case through their language impairments
- The interpretation and discussion the hypothesis of the research.

### **1. Problem statement**

Patients with schizophrenia may have difficulties with semantics which involves language skills, the random choice of the words. while pragmatics includes obstacles and abnormalities in using the appropriate language in appropriate context.

In this paper the study focuses on how language impairments in patients with schizophrenia affect their abilities to communicate effectively.

*“In terms of disease markers, the language of patients itself could be valuable resource”* (de Boer et al.,2020).This study occurred on the language in patients with schizophrenia that is considered as a signs of this mental disease in language pathology.

The study of Covington et.al ( nd) showed that the patients with schizophrenia have been found to exhibit primarily altered pragmatics. They have problems and difficulties in the both receptive and expressive language; it means that Semantics impairments can provide to the difficulties in understanding the meanings of words.Sentences and pragmatics impairments can affect the ability in using the appropriate language in social situations.Furthermore the patients with schizophrenia show a language processing deficits. affecting their speech. in which their conversations involve a semantic and a pragmatic areas.

The study of Diman and Kuperberg (2010) focused on the structure of schizophrenia discourse especially in the schizophrenic patients’ use of the linguistic link that weave the verbal and semantic context.This study aims at assessing the cognitive structure in the both dimensions receptive and expressive language. It means that the the semantics cognitive structure is related to the pragmatics cognitive structure in with the individuals do show verbal communication disorders are said to be “thought disorders”. The forms and structures of thought are often disorganized in schizophrenia,as revealed in the speech of schizophrenia patients,in which words and phrases are loosely related.

*“In comprehension correspondingly patients with schizophrenia are impaired in the processing of linguistic information at these level”* (Leitman et al.,2005;Mohammed and DeLisi.2013;Jaitand sweet. 2015; Moro et al.;2015), it means that the patients with schizophrenia is impaired in the both expressive and receptive language. In addition. the

study of Brown and Kuperberg (2015) showed that the major symptoms of schizophrenia such as hallucinations and delusions are thought to be closely related to impaired speech perception and language comprehension; which deals with the patients with schizophrenia are not aware about what they are said, they just express their language impairments through their thoughts.

According to these studies explanation. The researchers attempt to answer the following main question:

**A.** To what extent does Schizophrenia affect the language system in individuals?

**Subordinate Questions:**

**B.** Is there statistically significant correlation between schizophrenia and the semantic dimension of the language?

**C.** Is there any statistically significant correlation between schizophrenia and the pragmatic dimension of the language?

**1. Hypotheses of the Study:**

According to these main questions of the study the hypothesis will become as follows:

**A.** The correlation between semantics cognitive structure and pragmatics cognitive structure in patients with schizophrenia.

**B.** Schizophrenia Psychosis disease impacts the semantics cognitive structure.

**C.** Schizophrenia mental disease effect the pragmatics cognitive structure.

**1. Objectives of the Study:**

As the following theme belongs to the field of psycholinguistic. The study aims at:

☐ Diagnosing and measuring the communicative discourse in patients with schizophrenia.

☐ Diagnosing the schizophrenic language and the problems that face the patients with schizophrenia.

☐ Examining the both expressive and receptive language in patients with schizophrenia.

☐ Diagnosing and examining the semantics and pragmatics in patients with schizophrenia.

## **2. Significance of the Study:**

The study is important to understand how language difficulties affect the communicative discourse in patients with Schizophrenia; its implications include:

- The understanding the relationship between language and Schizophrenia.
- It analyses the mental disorders which are caused by Schizophrenia disease.
- It analyses the pathologies in language.
- It is an investigation research that provides to analyses the variables between language and Schizophrenia.

## **3. Research Design and Methodology:**

This research depends on the language impairments in patient with Schizophrenia in which includes an essential objectives that push us to design a descriptive analytical case study research targeting patients with schizophrenia at Psychiatry of Tiaret. For this study a quantitative and qualitative data are collected from different sources relying on the triangle of research instruments (observation, interview and record). The study is meant to collect statistical data as a guide to describe and analyze the language in patients with Schizophrenia. The results will be analyzed and discussed for a stronger evidence to successfully respond to the research inquires.

## **4. Research Tools:**

In order to perform and execute the present study efficiently. It is essentially to provide a stable instruments to patients which schizophrenia. The first instruments choose is questionnaire which is guided to patients with schizophrenia at Psychiatry of Tiaret with total number of 7 participants who are tested to complete different tests in receptive and expressive language.

Besides, a structured interview is implemented to discover the speaking skill whether it is familiar with this psycholinguistic problem or not. and interesting methods created for the purpose of achieving a goal.

## **5. Delimitations of the Study:**

Any researchers faced some boundaries that is considered as curiosity to complete the research. During the study. as a researchers we faced some difficulties and obstacles to select the participants. to communicate with them and to apply the battery tests. At the same time. we found difficulties to preamble the patients for speaking and expressing.

# *Chapter One :*

*Language, Speech, and Schizophrenia,  
Semantics and Pragmatics Impairments*

## **Introduction:**

This chapter provides an overview of those area of language and speech and communications impaired in patients with schizophrenia. Schizophrenia is mental disorders that effects the way a person think, act, express emotions ad perceive reality.

In this chapter we are going to explain how patients with Schizophrenia use language and understand the meaning according to their thoughts disorders.

### **1.Language and speech**

Language and Speech are fundamental parts of communication and interaction. Both of them are central to the human experience; they are the vital means by which people convey and receive knowledge, thoughts, feelings, and other internal experiences. In this chapter we are going to explain them in detail.

**Figure (1): The art of language**



**Figure (01)** represents the language as an art are used to communicate and interact with others. and to exchange thoughts and ideas.

#### **1.1.1. Definition of language**

Language is a system, a way of conventional spoken, manual or written symbols which lead to belonging and being recognized as a member of a social community or culture.

*“Language is arbitrary sound system used by members of the social group for working together, Community, and self-identification.”*

*(Kridalaksana in Chaer, 2003;32).*

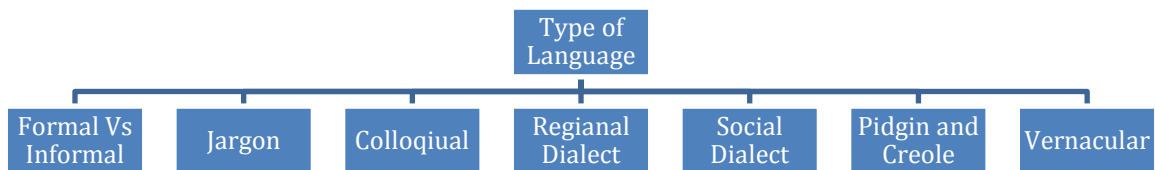
It means that is language isa system of communication that relies on verbal or non-verbal codes to transfer communication, it refers to the way of speaking choice of terminologies when addressing someone. So, people use it to express ideas, thoughts, feelings. and emotions.

The study of language is known as linguistic which includes descriptive linguistic that based on the structure of language as they exist at given time.it is also known a synchronic linguistic, and historical linguistic which includes descriptive linguistic that based on the analysis of shifts pronunciation, meaning, and grammar. This branch of linguistic is called dichroic linguistic.

### **1.1.2. Type of Language**

Language can be categorized into some of common types which involve:

#### **Flowchart (1): Type of Language**



#### **1.1.2.1. Formal vs. Informal Language:**

Formal language is language that exists in professional settings. it can be an official academic, objective and more complex.While the informal language is everyday language which is used in conversation between other people that include constructions and abbreviations.

#### **1.1.2.2. Jargon**

It is type or variety of language in which the vocabulary specific to a profession or any activity unknown to the lay person. It refers to the language that involves ambiguity such as “Jargon Aphasia”. This Type of language include technical language as argot,or a slang for a special group. As an example: Medical Jargon refers to specific terminologies and phrases used to describe medical healthcare.

### **1.1...2.3.Colloquial**

According to Trudgill, Peter.2000, *“The term of colloquial should also be distinguished from non-standard. So colloquial language is very comprehensive linguistic notion, it is a unit of informal language variations”*. This idea lead to understand that colloquial language is used in informal context and situation.

#### **1.1.2.4. Regional Dialect**

It is a type of language based on regionally specific use.it is spoken in a specific geographic area.Regional dialect involves different features in grammar, pronunciation, and vocabulary in which they are developed due to historical, cultural, or social influence within a specific region. So this type of language helps to understand differences within the community and countries.

#### **1.1.2.5. Social Dialect**

It is a variety of language which is known as sociolect that refers to certain factors related to the social group of the speaker such as education, occupation, gender, and social class.

According to Peter Trudgill (2003) *“Socialistis a variety which is thought of as being related to its speaker’s social background rather than geographic background.”*

#### **1.1.2.6. Pidgin and Creole**

Pidgin is a simplified language used for interaction or communication between people who do not share a common language. It is incomplete because of the lack of standardization form and it is shaped by needs. So Pidgin is not a native language.

In addition, creole is a variety that forms as the blend of two or more languages. This type of language develops when people who speak different languages live in the same area.

#### **1.1.2.7. Vernacular**

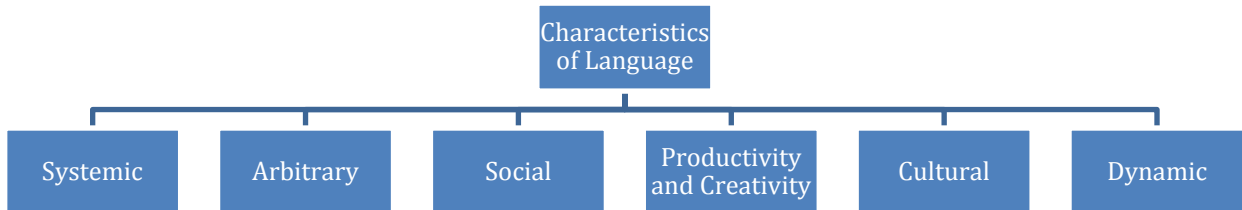
It is a type of language used by a specific group of speakers in informal settings.It canbe characterized by its coherence in vocabulary, grammar,accents,styles.



### 1.1.3. Characteristics of Language

Language has several characteristics that define it as a structured system of communication

**Flowchart (2): Characteristics of Language**



#### 1.1.3.1. Systemic

Language is a structured system of communication, which consists of a set of sounds, signs, and written symbols. These features are used by the people of certain countries or communities.

#### 1.1.3.2. Arbitrary

It means that there is no relationship between the feature of language and its meaning.

*“The word in language does not have an obliged relationship to the symbols or signs representing the words.”(Chaer, 2003; 45).*

#### 1.1.3.3. Social

Language is a part of social identity. It is used in communication and interaction with others.

#### 1.1.3.4. Productivity and Creativity

Language is productive; it has the ability to create new words or expressions and meaning. While the creative language is related to creating new words and to express a lot of or an infinite number of ideas and thoughts to adapt to new changes in society.

### **1.1.3.5. Cultural**

Language is considered as part of culture because it is passed from one generation to another in a community. So each community has its own language that represents its culture.

### **1.1.3.6. Dynamic**

Language is always changing through the addition of neologism means the introduction of new words with new meaning and the creation of slang.

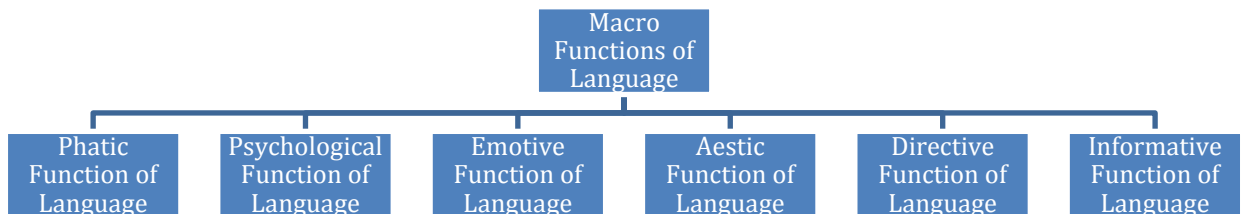
### **1.1.4. Function of Language**

Due to the function of language, it is divided into two main categories: micro functions which involve the specific uses, and macro Functions which includes overall aims.

#### **1.1.4.1. Micro Functions of Language**

It refers to specific aspects of language use that helps to analyze how language is used in different contexts, and how it influences communication. It is structured as follows

#### **Flowchart (3): Macro Function of Language**



#### **A. Phatic Function of Language:**

This function refers to social language which aims to establish social connection. The phatic function of language is a crucial aspect of communication that serves to maintain and facilitate interaction between speakers. It is based on keeping the lines of communication open and can be observed in greetings, casual discussion like talking about the weather, and phrases used to initiate, maintain, verify, or close communication channels.

### **B. Psychological Function of Language**

This kind of functions provides direct information to understand the psychological aspects of communication, as it is outlined by Roman Jakobson. It is one of the essential functions of language that helps to interpret emotions, desires or feelings of the subjects.

### **C. Emotive Function of language**

It deals with the description of something such as feelings, ideas or attitudes without taking the listener into consideration.

### **D. Aesthetic function of language**

It is known also as “Poetic Functions”, it occurs in the sense as: metaphors, alliteration in which they are already difficult to translate them.

### **E. Directive function of language**

Language used for the purpose of causing or preventing. the directive function is most commonly found in commands and requests. It is not normally considered true or false (although various logics of commands have been developed).

### **F. Informative function of language**

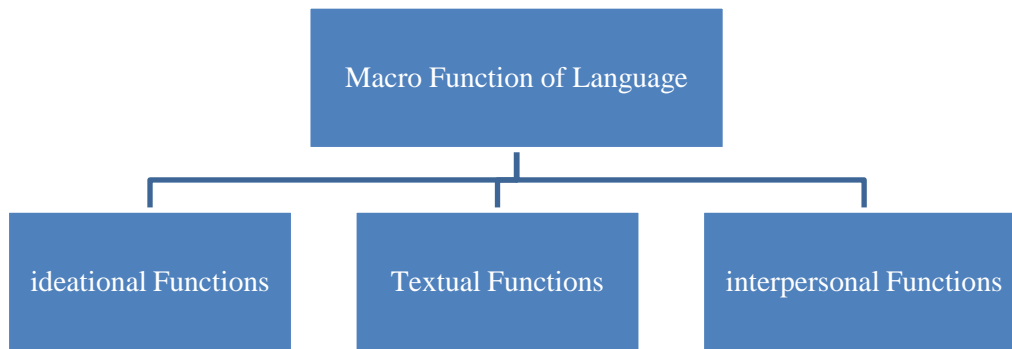
Language is used to make claims and convey messages to inform someone about ideas or information that can be true or false.

#### **1.1.4.2. Macro Functions of Language**

It is known as Meta aspects of functions of language. The term Meta is adopted to suggest that function is intrinsic to language.

According to Halliday. language includes three main macro functions as follows

#### **Flowchart (4): Macro Function of Language**



According to Halliday. language includes three main macro functions as follows:

### **A. Ideational functions**

Ideational is language functioning as expressions of content and communicating information. The focus is content but the transferring information clearly and effectively is given emphasis. So, it can be easily and quickly comprehended. The ideational function involves two main systems: transitivity and ergativity.

### **B. Textual Functions**

Language signifies discourses; it becomes texts and is related to itself and its context of use (preceding and following text) and the context of the situation. This function of language is classified into two structures which are thematic structure and information structure.

### **C. Interpersonal functions**

Interpersonal functions of language are the establishing and maintaining social relations and this involves modalities, which is related to the modality system.

The system has two main elements; mood and residue.

## **1.2. Speech:**

Speech is an essential part of communication. It is how we share our thoughts and ideas with others, and we will talk about it in this part in details:

### **1.2.1. Definition:**

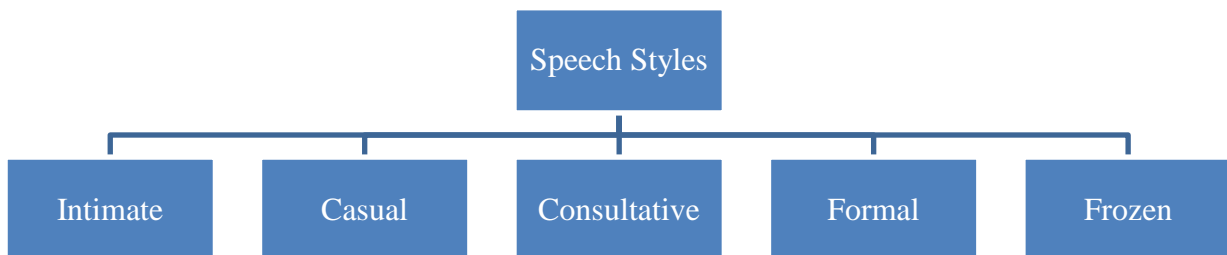
The act of verbal communication through spoken words, often involving the expression of ideas, opinions or emotions. It may also refer to the faculty or power of speaking itself, as well as specific instances such as a prepared address or a casual conversation. In French, the term speech translates to discourse particularly referring to brief contextual addresses. In other words, speech is the ability to express thoughts and emotions through vocal sounds and gestures. The act of doing this is also known as speech. Speech is

something only humans are capable of doing and this ability has contributed greatly to humanity's ability to develop civilization.

### **1.2.2. Speech Styles:**

Humans vary their speech styles according to the situations and the people involved in the communication process. In terms of formality, you may consider using formal which is less personal and informal which is more casual and spontaneous. Basically, different people in different situations call for different styles which resulted in (Martin Juice.1976. 156) a German professor and linguist further classifying the speech styles into intimate, casualconsultative, formal and frozen.

#### **Flowchart (5): Speech Styles**



#### **1.2.2.1. Intimate:**

This style is private. which occurs between or among close family members or individuals like asking your parents for advice on serious matters.

#### **1.2.2.2. Casual:**

This style is common among peers and friends, jargon. Slang or the vernacular language are used for example neighbors' communication while watching TV.

#### **1.2.2.3. Consultative:**

This style is the standard one, which means it utilizes the mutually accepted language. It is the most operational among the five styles and we use it for our everyday transactions. It may be considered as a semi-formal language title For example communication between teacher and students.

**1.2.2.4. Formal:**

This is used in formal settings, unlike the consultative style. The language is comparatively rigid and the vocabulary is well documented. It is used for professional or academic purposes. An example of this is a guest speaker on a graduation delivering his message.

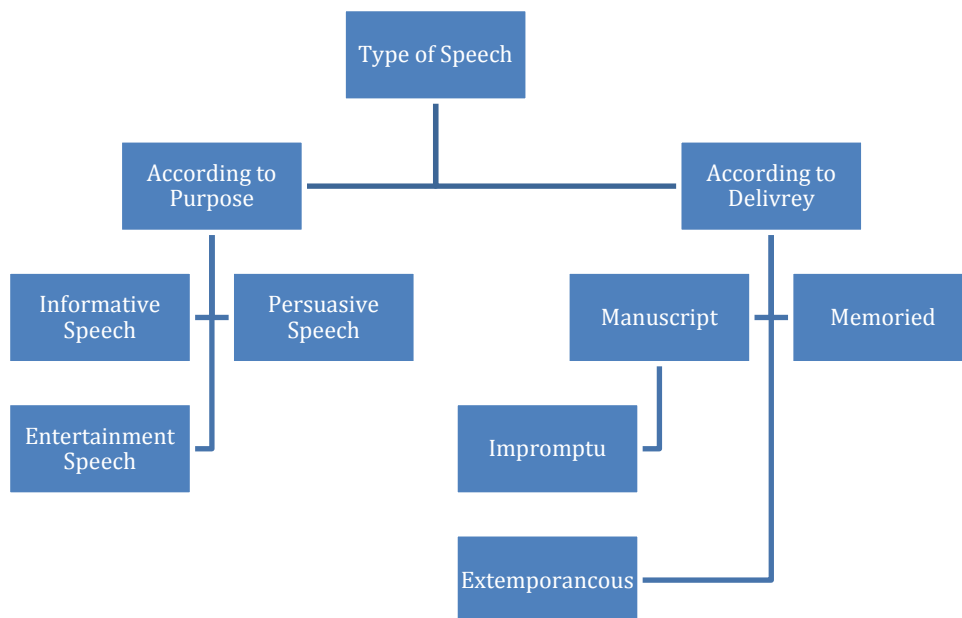
**1.2.2.5. Frozen:**

Is a fixed speech since it is frozen it does not change, it mostly occurs in ceremonies. A best example of this is a priest reciting the Lord's Prayer during the mass. How he delivers or recites the prayer does not change; it has always remained the same. In classifying speech styles one should consider the level of formality and status depending on the degree of closeness between the sender and the receiver.

**1.2.3. Types of Speech**

There are several types of speeches; they all follow the same speech format but serve different purposes and differ in the way they are being delivered. We look at speeches in two different ways that are classified according to purpose and delivery

**Flowchart (6): Type of Speech**



**1.2.3.1. According to Purpose:**

In terms of purpose we have the informative, persuasive and entertainment speeches

**A. Informative Speech**

Is the type of speech in which the speaker tries to inform the audience about a particular subject it serves to provide interesting and useful information to the audience by means defining, describing and explaining for example a computer programmer speaking about a new software. The primary purpose is to inform and provide knowledge to the listeners

### **B. Persuasive Speech**

The speaker attempts to persuade the audience with his personal beliefs the tries to reinforce or change the audience perspective values or feelings about a particular subject the primary goal is to influence that thoughts, feelings action and behaviors or attitudes of your listeners for example campaign speeches of the running candidates for government posts.

### **C. Entertainment Speech**

This speech aims to entertain or amuse your audience not only from your funny stories or humorous thoughts, but also with drama or speech they can provoke them emotionally for example humorous speeches of comedians and perform

## **1.2. 3.2. According to Delivery**

The types of speeches according to delivery are the manuscript, memorized, impromptu and extemporaneous speech.

### **A. Manuscript**

The manuscript method is the word for word iteration of a written message. The speaker focuses his attention on the printed page while delivering a manuscript message this is considered as the easiest type of public speaking but it is not as effective as the offers. The audience and is just reading the manuscript

### **B. Memorized**

It is the road recitation of the specific message that the has committed to the memory. For example, when an actor or actress in a scene perform a script from memory

### **C. Impromptu**

Impromptu speaking happens when you have not planned or prepared to deliver a speech in advance. What's good about this kind of speech is that it is spontaneous and given

in the animated group context. As a speaker you end up being focused and brief. Foreexample, the first day at work or in class, or during an interview.

#### **D. Extemporaneous**

It is the opposite of impromptu speaking. It is planned, well prepared and rehearsed Properly. It is a perfect balance as it allows the speaker to use notes and give time to prepare well to deliver the speech. Like when you are assigned to report a topic in class. When you are a candidate for a post in a student government and you deliver your campaign speech before a voting public.

#### **1.2.4. Mechanisms of Speech**

Speech mechanism is a function which starts in the brain, moves through the biological processes of respiration, phonation and articulation to produce sounds. These sounds are received and perceived through biological and neurological processes. The lungs are the primary organs involved in the respiratory stage, the larynx is involved in the phonation stage and the organs in the mouth are involved in the articulatory stage. The brain plays a very important role in speech. Research on the human brain has led to identification of certain areas that are classically associated with speech. In 1861, French physician Pierre Paul Broca discovered that a particular portion of the frontal lobe governed speech production. This area has been named after him and is known as Broca's area. Injury to this area is Known to cause speech loss. In 1874, German neuropsychiatry Carl Wernicke discovered that a particular area in the brain was responsible for speech comprehension and remembrance of words and images. At a time when the brain was considered to be a single Wernicke demonstrated that the brain did not function as a single organ but as a multi-pronged organ with distinctive functions interconnected with neural networks. His most important contribution was the discovery that brain function was dependent on these neural networks.

Today it is widely accepted that areas of the brain that are associated with speech are linked to each other through a complex network of neurons and this network is mostly established after birth, through life experience, over a period of time. In order to understand speech mechanism one needs to identify the organs used to produce speech. It is interesting to note that each of these organs has a unique life-function to perform. Their presence in the human body is not for speech production but for other primary bodily functions. In addition to primary physiological functions, these organs participate in the production of speech.



Hence speech is said to be the ‘overlaid’ function of these organs. The organs of speech can be classified according to their position and function. The respiratory organs consist of: The Lungs and trachea. The lungs compress air and push it up the trachea. The phonatory organs consist of the Larynx: The larynx contains two membranes like structures called vocal cords or vocal folds. The vocal folds can come together or move apart. The articulatory organ consists of: lips, teeth, roof of mouth, tongue, oral and nasal cavities In short Speech mechanism is a complex process unique to humans. It involves the brain, the neural network, the respiratory organs, the larynx, the oral cavity, the nasal cavity and the organs in the mouth. Through speech production humans engage in verbal communication.

Since earliest times efforts have been made to comprehend the mechanism of speech. In 1791 Wolfgang von Kempelen made the first speech synthesizer. In the first few decades of the twentieth century scientific inventions such as x-ray, Spectrograph, and voice recorders provided new tools for the study of speech mechanisms. In the later part of the twentieth century electronic innovations were followed by the digital revolution in technology. These developments have made new revelations and have given new direction to the knowledge of human speech mechanisms. In the digital world an Understanding of speech mechanisms has led to new applications in speech synthesis. Speech mechanism studies in present times are divided into areas of super specialization Which focus intensively on any specialized attribute of speech mechanism. Article by Dr Namrata Rathore Mahanta

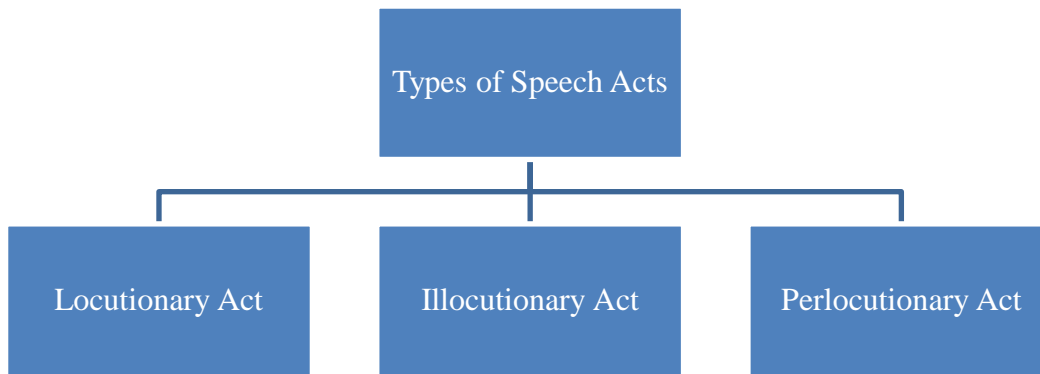
### **1.2.5. Speech Act Theory**

Speech act theory is a subfield of pragmatics this area of study is concerned with the ways in which words can be used not only to present information but also carry out actions. Speech acts Theory Was built by Wittgenstein and Austin in 1962. Austin said: *«Language as a way of marking factual assertions and other uses of language Tended to be ignored»*.

Wittgenstein came up with the idea of. *“Do not ask for meaning, ask for the use”* Showing language is a new vehicle for social activity. The speech act concept was proposed by J.L.Austin in 1962. One of the founders of Pragmatics and later developed by J.R Searle in 1969, both philosophers of language Believe that language is not only used to inform or to describe things, it is often used “to do Things “ or to perform act in other words actions performed via utterance are generally called Speech act.

### **1.2.6. Types of Speech Acts**

According to J.L Austin 1962 there are three types of speech act.



**Flowchart (7): Types of Speech Acts**

**1.2.6.1. Locutionary Act:**

The locution is the grammatical structure of the utterance (Literal meaning of the Utterance). The basic Production of meaningful utterance.

**1.2.6.2. Illocutionary Act:**

It is about what is meant by what the speaker tries to convey with the words. An utterance is Produced with some functions in mind. Thus it has a communicative force. The same Locution can have different possible meanings depending on the context.

**1.2.6.3. Perlocutionary act:**

The intended or unintended effect of the speech utterance on the hearer (effect on feelings, Thoughts or actions of the hearer).

**1.1.3. Difference between Language and Speech**

Language and speech are two different ways of communication. Language is the tool by which we write. understand while speech is the tool of communication which used to verbally communication with others. So, what is the difference between them:

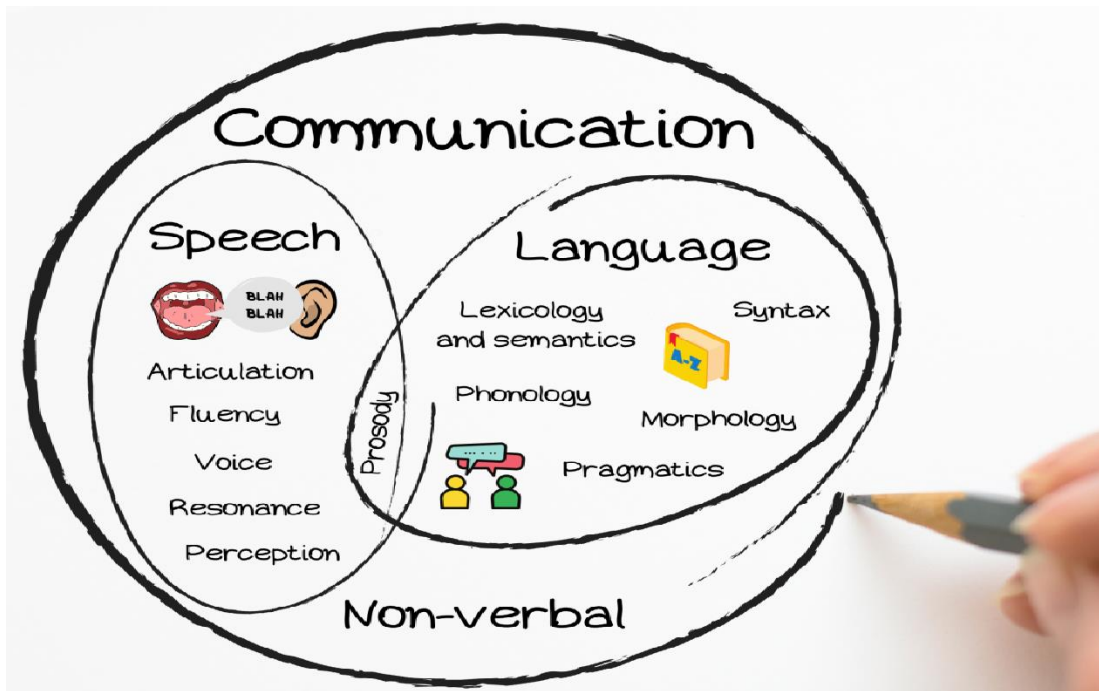


Figure (02): The main aspects of language and speech

Figure (02) represents the main aspects to differ between language and speech.

As we note in figure represent the main aspects of language and speech, in which we talk about in the following:

#### A. Language:

It refers to the comprehension and production of words, phrases and sentences to share information. It can be oral, written or signed. It has many aspects like phonology which deals with how speech sounds are structured and how these are combined to create meaning in words, phrases and sentences. Morphology is a subfield of linguistics focused on the structure and formation of words; the most important unit in it is morpheme. In addition, we have semantics which study the meaning that is used to understand human expression through language. Syntax is subfield of linguistics which studies the combination of words to form sentences and the rules governing the formation. Finally, we have pragmatics, is systematic way of explaining language use in context.

#### B. Speech:

☐ Is the way we produce and perceive the consonants and vowels that form all the languages in the world. It can be considered as the perceptual and motor components of oral language. It includes the following elements:

☐ Voice refers to the way we use our vocal cords in the larynx and our respiration to produce speech sounds.

☐ Articulation is the way we use our articulator, including our lips and our tongue, to produce speech sounds;

☐ Additionally, Resonance is the modification of the sound generated by the vocal cords, as it travels through the cavities formed by the pharynx as well as the inside of our nose and mouth.

☐ Furthermore, fluency concerns the rhythm of our speech and is characterized by the number of hesitation and repetitions of sounds when we speak.

☐ Non fluent speech is associated with communication disorders such as stuttering.

☐ Finally we have perception which means the ability to detect and perceive fine variations in the acoustic signal of speech, including variations in intensity and frequency in a locator's voice or variations in their speech rate, are also key elements of speech at the receptive levels.

Niagara Therapy (2021)



**Figure (3): Speech and Language disorders**

## **2. Language and speech impairments**

Language and speech are two main issues that both psychology and linguistics have considered in depth. They represent the core of each the two sciences.

### **2.1. Language Impairments:**

People with language disorders have difficulties in expressing themselves and understanding what others are saying. This is unrelated to hearing problems. Language disorder formerly known as receptive.expressive language disorder, is common in young children. It occurs in 10 to 15 percent of those under the age of 3 years old (Chitra Badii.2017).

According to the University of Mississippi Medical Center. by age 4 language skills are generally more stable and can be measured more accurately to determine whether deficits are present or not. In other words, language disorder is the inability to use language effectively. It can prevent comprehension as well as it can also affect the way people express meaning.

The difficulties in perceiving new knowledge, recognizing it. And reuse that language with different structures can not only be caused only by damage in specific areas in the brain but also it is caused by psychological factors and autism spectrum disorder. It appears at the age of three Years in most cases. Language disorder (LD) classification varies depending on operational criteria. Mccann, Peppé, Gibbon, O'Hare, Rutherford, 2007; Shriberg, Mcsweeney.Klin, Cohen, Volkmar, 2001)

#### **2.1.2. Type of Language Impairments**

There are several communication Disorder that fall under the umbrella of language impairments. These disorders can manifest in different ways. There are three different types of language impairments:

##### **2.1.2.1. Receptive Language Disorder:**

Children with Receptive language disorder have trouble comprehending language. They cannot understand what others are saying. Even the written words. So they respond in ways that do not make sense.

##### **2.1.2.2. Expressive Language disorder:**

Children with this type of disorder have difficulty using language. They may understand what others are saying but they cannot respond to them or express their thoughts, feelings, needs through language. This disorder can affect spoken. Written and sign language.

### **2.1.2.3. Mixed Receptive-Expressive Language Disorder**

Children with both disorders in the same time have difficulty understanding what others say as well as being understood by others. (Gail Belsky.Kelli Johnson, MA)

### **2.1.3. Symptoms of Language Impairments:**

Signs that a child might have language disorder include:

#### **2.1.3.1. Receptive Language Disorder:**

Children with this disorder have difficulty to:

- ✓ Understand the meaning of words and sentences
- ✓ Comprehend what people are saying
- ✓ Understand what they read
- ✓ Identify objects
- ✓ Following instructions given to them
- ✓ Learning new words
- ✓ Answer questions
- ✓ Organize their thoughts

#### **2.1.3.2. Expressive Language Disorder:**

Children with expressive language disorder may:

- ✓ Have difficulty to use words correctly
- ✓ They use the wrong tense (like saying “I go to school “ when they mean “I went to school“)
- ✓ They saying things like “um” while trying to find the right word
- ✓ Have difficulty to express themselves
- ✓ Have difficulty to name objects
- ✓ Use certain phrases repeatedly

- ✓ Put words in wrong order
- ✓ Have difficulty to ask questions
- ✓ Omit words from sentence when talking
- ✓ Have limited vocabulary

(A.Bouzouina 2019)

#### **2.1.4. Causes of Language Impairments**

According to Stanford Children's health there are no well-defined cause of language disorder, although it is estimated that the main one may be:

- ✓ Genetic: according to research, between 20 and 40% of children with a history of language disabilities have these disorders. Other conditions like pregnancy complications. Such as premature birth. Low birth weight. Poor nutrition or fetal alcohol syndrome.
- ✓ A brain disorder such as autism.
- ✓ A brain injury such as a tumor.

#### **2.1.5. Diagnosis of Language Impairments:**

The rates of change in the language status of children with language impairments unaccompanied by other developmental like hearing problems or sensory disorder (J Bruce Tomblin et al. 2003). A speech-language pathologist (SLP) evaluates the child's ability to comprehend and express language.

The SLP will evaluate how your child:

- ✓ Listens
- ✓ Speaks
- ✓ Follows directions
- ✓ Understands and identifies the names of things
- ✓ Repeats phrases or rhythms.

## **2.2. Speech impairments**

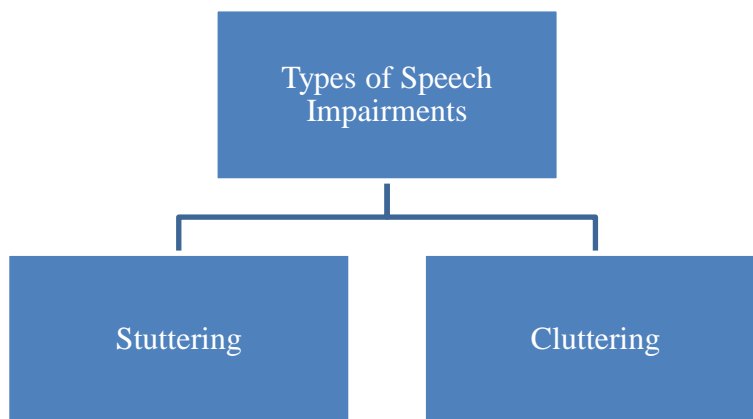
### **2.2.1. Definition:**

Speech Disorder is a speech issue occurs when you have difficulties generating the necessary speech sounds to speak in your native language. People with speech disorders

typically (but not always) understand what they want to communicate. However, individuals may have difficulty putting those thoughts into words and verbalizing them. This can take a variety of forms. For some persons, it may appear like they are struggling to perform the necessary muscle motions for clear speech. Others may have difficulties managing their breath while speaking. Some people may be able to speak, while others may be unable to do so and may require alternative communication methods.

### **2.2.2. Types of Speech Impairments**

Speech impairments include:



Flowchart (8): Types of Speech Impairments

#### **2.2.2.1. Stuttering**

Stuttering is probably one of the first speech disorders that most people will think of when asked to name examples. It is distinguished by the repetition of sounds, blocks of speech, and repetition of words, sounds, or syllables. People who stutter know what they want to say, but have difficulty producing speech. one of the most common types of speech disorders, the National Institute on Deafness and Other Communication Disorders estimates that approximately 3 million Americans stutter. Stuttering often becomes obvious when a child is first learning to speak. However, roughly 75 percent of children who develop a stutter will outgrow it eventually.

#### **2.2.2.2. Cluttering:**

Stuttering is not the only fluency condition; cluttering is one as well. When someone is experiencing cluttering, they typically speak quickly or jerkily and frequently pause with words like "like," "hmm," and "um."In addition, syllables are frequently omitted or collapsed,



and the speech cadence is aberrant. Cluttering symptoms typically initially appear in children, and they can be treated with early speech-language pathology intervention

☐ **Issues Related To Autism Spectrum Disorder:**

Autism spectrum disorder itself is not a speech disorder. Nonetheless, social communication is a challenge for a lot of kids with autism. Furthermore, a small percentage of children with autism is nonverbal, which means they either cannot communicate at all or speak little to no words. AAC, or augmentative and alternative communication, is the primary means of communication for nonverbal kids. According to the Centers for Disease Control, one in every 36 children has autism. Communication and difficulties with speech are frequently among the initial indications of autism. Childhood apraxia of speech is one of the most prevalent speech problems linked to the autism spectrum. When your child struggles with the motor coordination needed to produce sounds and words, it is known as apraxia. Noteworthy speech issues that are frequently connected to autism spectrum disorder include.

**A. Lisp:** Like stuttering, lisp is very common and easily recognized. The most prevalent kind of lisp is called "interdental," which occurs when a speaker pretends to make a "s" sound instead of producing the "th" sound. According to a study published in the Journal of Communication Disorders, 23% of the young adults in the study spoke with a lisp, and there were no appreciable differences between the male and female participants.

**B. Aphasia:** Aphasia is a disorder which is caused when there is damage to your brain's language ability. It frequently manifest in those who suffered from a stroke but it can also happen with a brain tumor, degenerative brain illness, or severe brain damage. This condition affects not only speech but also the comprehension of written and spoken words. There are about two million aphasics in the United States, according to the National Aphasia Association.

**C. Dysarthria:** The symptoms of dysarthria include laborious speech, slower, slurred speech, irregular speech rhythm, limited jaw and tongue movement, and trouble articulating. It's a result of damage to the muscles or nerves used for speaking, including the lips, tongue, vocal chords, and diaphragm. Individuals of all ages can be affected by dysarthria. In younger individuals, it is often linked to conditions such as cerebral palsy and muscular dystrophy. In adults, it often appears following a stroke or brain tumor.

**D. Mutism:** A person with selective mutism is able to talk, but they only do so under specific circumstances. A child who speaks exclusively at home and not at school serves as an

example. It's typical in kids who are really timid or who struggle with social anxiety. It is important to remember that there are other factors involved besides shyness. According to the American Speech Language Hearing Association, 0.5% of children are thought to be selectively mute.

**E. Apraxia Of Speech**A disorder known as Apraxia of Speech (AOS) is characterized by a disruption in the neurological route that connects the brain to the speech-generating muscles. Although people with apraxia of speech know what they want to say, the brain can't send the messages to the mouth needed in order for them to actually speak.

**F. Spasmodic Dysphonia:**Spasmodic dysphonia is distinguished by vocal cord spasms when an individual tries to speak. The voice becomes wobbly, moaning, or twitchy as a result. It typically affects individuals between the ages of 30 and 50 and is associated with age-related changes, such as abnormalities of muscle tone.

- **Issues Related To Cleft Palate:**

The conditions known as cleft lip and cleft palate impact the lip and soft palate located towards the back of the throat. With cleft palate, your mouth is not closed off from your nose when speaking, and this can lead to air escaping from your nose. The result is often speech. A.Bouzouina (2019)

## **How are Language Impairments Treated?**

### **2.3. Speech and Language Therapy:**

This program is administered by a speech-language pathologist (SLP) and is designed to improve communication skills in children and adults with speech or language disorder. SLP can use different methods such as:

- ✓ Using toys,books,pictures or objects
- ✓ Building vocabulary
- ✓ Asking and answering questions
- ✓ Engaging in simple activities such as craft project

#### **2.3.1. Counseling and Cognitive Behavior Therapy:**

It is a structured form of psychotherapy,that is effective in treating emotional or behavioral problems such as depression or anxiety.

### **2.3.2. Home care**

Parents can help their child's language development by:

- ✓ simplify their language when speaking
- ✓ make sure that your kid understand you by making him repeat back what you said
- ✓ reading and narrating stories
- ✓ Keeping the atmosphere relaxed

### **3. Schizophrenia**

Schizophrenia is a chronic brain disorder that affects the way a person thinks, acts, expresses emotions, perceives reality. and relates to others. In this chapter we are going to detail it.

#### **3.1. Definition:**

*“It is a mental disorder usually beginning in adolescence or youth, and very often has chronic disabling evolution.”*(Singh, 2010).Due to its severity, Schizophrenia represents an important health problem, which involves an onerous burden both for patients and their families.

*«Schizophrenia is a common psychiatric disorder that can affect a person's life thinking, emotion, and behaviors. Individual with this illness will have periods when they have Difficulty understanding the reality around them. They may hear voices other people do not hear. They may have unusual Thoughts and suspicious, such as believing that other people are reading their minds, controlling their thoughts, or plotting to harm them. These experiences can terrify people with the illness and make them withdrawal or extremely agitated. In addition to symptoms such as hallucinating and delusions, which are also called positive symptoms, nearly all people with schizophrenia have some impairment in their memory, attention, and decision making.These are called cognitive impairments”. (Jay, A.H.2014, pp42-43).*

It is diagnosed through the presence or absence of a constellation of clinical symptoms and signs as well as some degree of functional impairment. So, Schizophrenia is a

kind of psychosis that means your mind does not agree with reality, it affects how you think and behave.

### **3.2. Aetiology of Disorder**

Research emphasizes that it is caused by a combination of genetic, psychological, physical, and environmental factors.

#### **3.2.1. Genetic Factors:**

The difference in combinations of genes makes people more vulnerable to the disease, indicating a genetic predisposition. However, no single gene is responsible for the condition.

#### **3.2.2. Brain Development**

The studies have shown that changes in the brain structure and differences in brain chemistry, including imbalances in neurotransmitters like (Dopamine) and (Serotonin) may contribute to Schizophrenia.

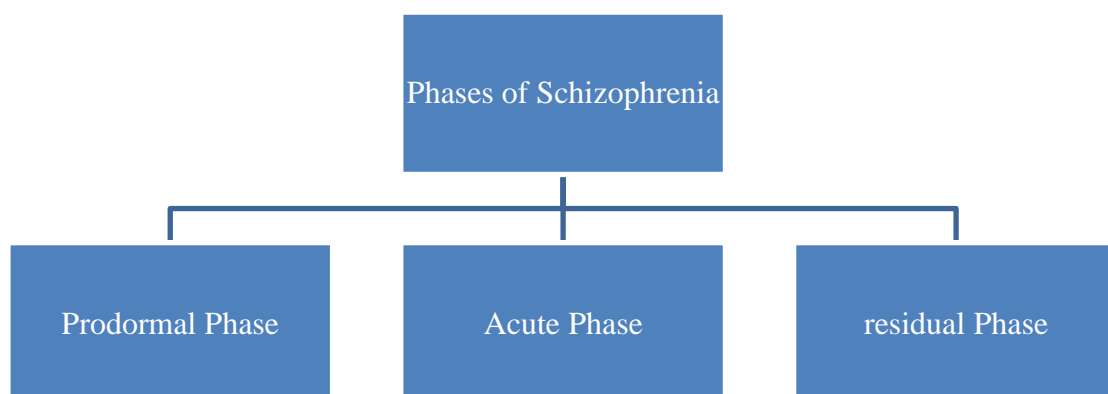
So, Dopamine gets a lot of attention in brain research because it is been linked to addiction. In Schizophrenia Dopamine id tied to hallucinations and delusions,that because brain areas that “run “on Dopamine may become overactive. In addition, Glutamine is chemical isinvolved in the part of brain that forms memories and it helps to learn new things, but in schizophrenia may have too much Glutamine activity in certain areas of the brain at first.

#### **3.2.3. Environmental Factors**

It plays significant roles in the development of Schizophrenia; these factors include exposure to toxins, viruses, and prenatal complications as well as stressful life events and drug abuse.

### **3.3. Phases of Schizophrenia**

Schizophrenia has three phases which includes prodromal phase, acute phase and residual phase



## **Flowchart (9): Phases of Schizophrenia**

### **3.3.1. Prodromal phase**

It is the phase that occurs before a full-blown of Schizophrenia. Patients with Schizophrenia go through a prodromal phase, it is the period between incubation and the illness period of this psychotic disease. The warning signs of prodromal involve suspiciousness behavior, impaired sleep, difficulty feeling, and symptoms of anxiety.

#### **3.3.1.1. Type of Prodromal Phase**

There are different types of prodromal Schizophrenia such as Attenuated Positive Symptom (APS), which are the key criteria to identify the individuals at the enhanced risk of developing psychotic disorders.

✓ Competing clinicians -rated or self-rated psychometric instruments can also be used to detect APS, which makes it difficult to interpret their actual clinical significance.

✓ (BIPS) Brief Intermittent Psychosis Prodromal Syndrome: is a type of prodromal phase in Schizophrenia characterized by

✓ Intermittent psychotic symptoms experienced for several months or more. These symptoms may involve hallucinations, emotional turmoil. This type is considered by some experts as pre-psychotic state conferring a high risk for Schizophrenia.<sup>8</sup>

✓ Genetic Risk and Deterioration Prodromal Syndrome (GRDS): It is a subfield and type of prodromal phase in schizophrenia that is recognized by significant decline in mental health over the past year and either meeting the criteria for Schizotypal personality disorder. It has such symptoms as social withdrawal, decline in functioning and distrust.

### **3.3.2. Acute Phase**

It is one of the phases of Schizophrenia which is visible and pronounced. Acute phase is characterized by the sudden onset of symptoms as hallucinations; delusions, and disorders behaviors, thoughts disorganized speech, sleep disturbances, and lack of eye contact. It is also called active phase which guides the changes a person experiences.

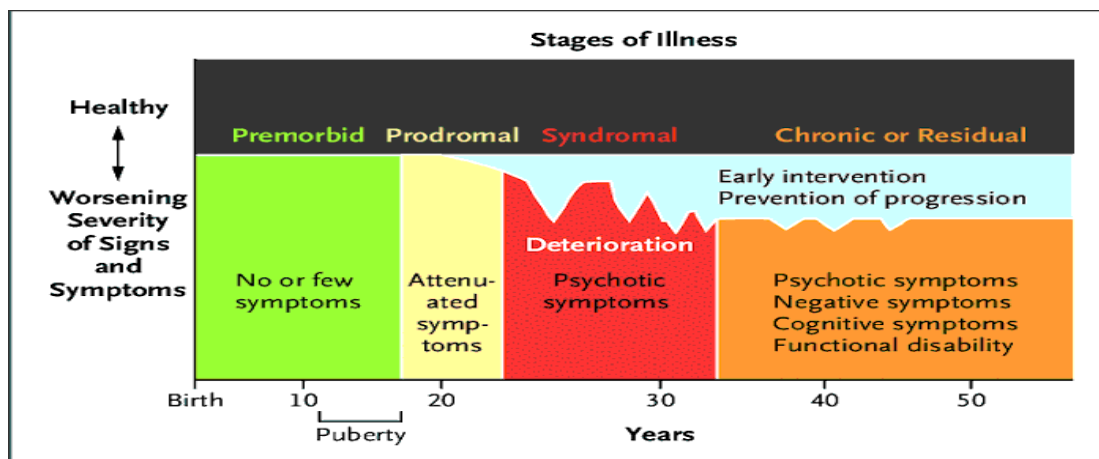
These symptoms are divided into three symptoms: positive symptoms which include behaviors and thoughts that do not base on the person's day to day life like perception, beliefs, visual or auditory hallucinations, negative symptoms that is involved a loss or

decrease of the ability to speak and to express emotions. The lack of make plans with others, and disorganized symptoms which means that the person's unusual thoughts and behaviors such as abnormal movements, disorganized thinking and speech.

### 3.3.3. Residual Phase

Residual phase is the third phase of Schizophrenia, it is similar to the prodromal phase in which the individual experiences less severe symptoms than those in the acute phase. This stage is useful for describing and understanding the symptoms of schizophrenia disease as follows: **-Positive Symptoms** which includes hallucinations, delusions, disorder thinking, and unusual perceptions.

**Negative symptoms** patients diagnosed with residual Schizophrenia experience negative symptoms, which includes social withdrawal(a sociality) diminished speech “Alogia “(the poverty of speech.it can manifest as brief. Emptyreplies. Reduced verbal output. or a long before responding. use limited signs language.



**Figure (04): Stages of Schizophrenia mental Disease**

Figure (4): Natural History of Schizophrenia and the relation for preventing chronic disease.

Shown are the stages of illness in schizophrenia, the prototypical idiographic psychotic disorder. Detection and treatment in the early stages of illness, ideally close the onset of the first episode of psychosis, shorten the duration of psychotic episodes. Reduce recurrences, and limit the progressive decline in functioning (Deterioration) that occurs in the syndrome stage begins with the first episode of psychosis and continuous through the progressive stage.

### 3.4. Symptomatology

Schizophrenia has been diagnosed out of various tools:

### **3.4.1. DSM5 diagnosis classification-based -diagnosis of schizophrenia**

Two (or more) of the following, each present for a significant portion of time during a 1-month period (or less if successfully treated). At least one of these must be delusions, hallucinations or disorganized speech: Delusions Hallucinations Disorganized speech (e.g., frequent derailment or incoherence) grossly disorganized or catatonic behavior Negative symptoms (i.e., diminished emotional expression or avolition) F Continuous signs of the disturbance persist for at least 6 months. This 6-month period must include at least 1 month of symptoms (or less if successfully treated) that meet the above criteria (i.e., active phase symptoms) and may include periods of prodromal or residual symptoms. During these prodromal or residual periods, the signs of the disturbance may be manifested only by negative symptoms or by two or more symptoms listed above present in an attenuated form. F For a significant portion of time since the onset of the disturbance, level of functioning in one or more major areas, such as work, interpersonal relations, or self-care is markedly below the level achieved prior to the onset (or when the onset is in childhood or adolescence, there is a failure to achieve expected level of interpersonal, academic, or occupational functioning). F Schizoaffective disorder and depressive or bipolar disorder with psychotic features has been ruled out. F The disturbance is not attributable to the physiological effects of a substance (e.g., a drug of abuse, a medication) or another medical condition. F If there is a history of autism spectrum disorder or a communication disorder of childhood onset, the additional diagnosis of schizophrenia is made only if prominent delusions or hallucinations, in addition to the other required symptoms of schizophrenia, are also present for at least 1 month (or less if successfully treated).

### **3.4.2. ICD 11 diagnosis:**

At least two of the following symptoms must be present for one month or more. At least one of the qualifying symptoms should be from item (a) through (b) below:

- Persistent delusions
- Persistent hallucinations
- Disorganized thinking
- Experience of influence, passivity, or control i.e. The feeling that a person does not have complete control over their thoughts or actions.

- Negative symptoms e.g., reduced speech or lack of emotion.
- Grossly disorganized behavior that impedes goal-directed activity.
- Psychomotor disturbances e.g. Catatonia or agitation.

The symptoms are not a manifestation of another medical condition (e.g. Brain tumor) and are not due to the effects of a substance or medication (e.g., corticosteroids) on the central nervous system, including withdrawal effects (e.g. From alcohol)..

**Figure (04): The Symptoms in patients with Schizophrenia**



**Figure (5)** shows that patients with schizophrenia have different signs symptoms that effects their brains and personality and how these symptoms make them in a real world.

### **3.4.3. Symptoms –Based – Diagnosis**

It includes these different symptoms as follows:

#### **3.4.3.1. Psychotic Symptoms:**

**Patients** with schizophrenia might hear, smell, or feel things no one else does as hallucinations.

*“Hallucinations are common symptom of schizophrenia spectrum disorders (SSD). Although they are reported to a lesser degree by those with other psychiatric conditions, the general healthy population and can result from prolonged alcohol and drug misuse. (MCCarthy.Jones.2012,).*

These hallucinations are divided into auditory hallucinations such as hearing voices or other sounds nobody else hears. According to (MCCarthy.Jones, 2012; Waters et al.,2014 ) visual hallucinations as seeing things that are not there like people, and lights, while the tactile hallucinations are the feeling touch on the body. such as bugs are crawling on the skin.



and the last field of hallucinations involves the smelling that are not exist which subdivided under the olfactory fields.

Delusions which means the false beliefs that are not based in reality, it includes some Common types such as persecution, infidelity. Walston et al.(2000) have argued in favor of an intact ToM in some patients with Schizophrenia, because an impaired ability to attribute mental state to others may be a prerequisite for developing persecutory delusions,at list in “pure” delusion disorder.

Furthermore, disorganized thinking and speech refers to illogical thoughts and behaviors, it affects daily life and person’s relationships. Disorganized speech can involve repeating the same thing, saying illogical words, and responding to questions with unrelated answers. In addition, disorganized behaviors include lack of concentration, lack of impulse control, impracticable emotional response.

**3.4.3.2. Negative Symptoms**

It is the absence of normal mental functions, behaviors, and perceptions which includes: lack of pleasure, agitation, flattening, withdrawal, trouble with speech, and no follow-through.

**3.4.3.3. Cognitive Symptoms**

For some patients cognitive symptoms refers to deficits in the thinking process which encompasses issues with memory, attention deficits, and executive function deficits.

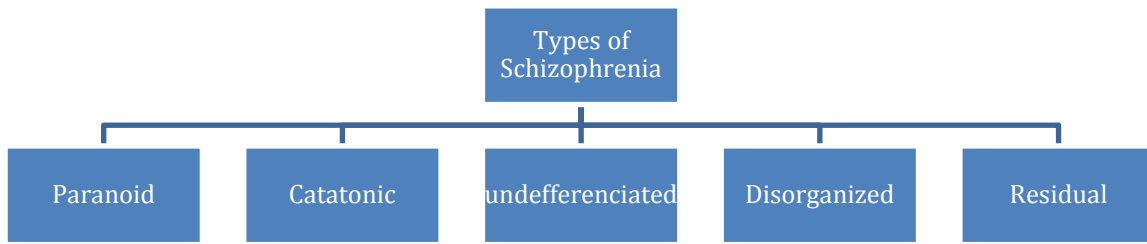
**Chart (01):SignsSymptoms of schizophrenia**

<b>Positivesymptoms</b>	<b>Negative symptoms</b>	<b>Cognitive symptoms</b>
Delusions	Agitation	Memory attention deficits
Hallucinations	Lack of pleasure	Executive function deficits
Thoughts disorganization	Aggression	Attention deficits

As shown in the chart, we distinguish three main categories of symptoms when it comes in psychotic. the positive symptoms are the most affecting to the personality and emotions of the persons. It hard forthem to recognize reality. The negative symptoms concern the feeling and emotions of the personwhich become flat andfrigid. The cognitive symptoms deals with the affect the memory of person and how they are faced problems to aware.

**3.5. Types of Schizophrenia**

Schizophrenia disease includes such types as follows:



### **Flowchart (10): Types of Schizophrenia**

#### **3.5.1. Paranoid Type:**

It is a subtype of schizophrenia which is a pattern of behavior where a person feels distrustful and suspicious of other people and acts accordingly. It include

- Hallucinations.
- Paranoia.
- Disorganized thinking and behavior.
- Negative symptoms (Lack of motivation, difficulties to express emotions).

#### **3.5.2. Catatonic Type:**

It is one feature of this disease that is characterized by unusual motor behaviors. The symptoms of catatonic schizophrenia can include:

- Stupor: A state of no psychomotor activity, no interaction with the environment.
- Catalepsy: Adopting unusual postures.
- Mutism: Limited verbal responses.
- Waxy Flexibility: Maintaining posture if placed in one by an examiner.
- Negativism: No response to instructions or external stimuli.
- Posturing: Actively holding a posture against gravity.
- Mannerism: Carrying out odd. Exaggerated actions.
- Stereotype: Repetitive movements without an apparent reason.
- Agitated: For no known reason.

- Echolalia: Mimicking another person's speech.
- Echopraxia: Mimicking another's movements.

### **3.5.3. Undifferentiated Type**

It is type of Schizophrenia that includes:

- ✓ Hallucinations.
- ✓ Delusions.
- ✓ Disorganized thinking.
- ✓ Reduce speaking.
- ✓ A typical movement.
- ✓ Lack of interest in social activities.

### **3.5.4. Disorganized Type**

This type of Schizophrenia called also “Hebephrenic Schizophrenia that includes:

- ✓ Unusual speech patterns.
- ✓ Disorganized thinking.
- ✓ Difficulty to expressing emotions
- ✓ Difficulty performing daily activities.
- ✓ Flat affects

### **3.5.5. Residual Type**

The common symptoms of residual type as follow:

- ✓ Odd believes
- ✓ Unusual perceptions.
- ✓ Dimiched speech (Alogia).
- ✓ Social withdrawal (Asociality).

## **3.6. Treatment of Schizophrenia**

Patients with schizophrenia have been treated through these mains types as follows:

### **3.6.1. Type of Antipsychotics Medications**

It involves some common antipsychotic drugs as follows:

**6.1.13. First Generation Antipsychotics Drugs:** These drugs are called typical or conventional, so there are medications which block a brain chemical such as Dopamine.

These drugs as follow:

Chart (02): Classical Antipsychotics Medications.

Scientific Name	Marketed Name
Haloperidol	Haldol
Loxapine	Loxitane
Pimozide	Orap
Fluphenazine	Prolixin

As we notice in the chart (01), there are classical antipsychotics medications that are used to treat the patients through their type.

**3.6.1.2. Second Generation Antipsychotics:**

It is described in the first intervention, especially for adolescents. because they are more affected by negative symptoms.

**Chart (03): Atypical psychotropic using in Schizophrenia**

Scientific Name	Marketed Name
Lurasidone	Latuda
Olanzapine	Zyprexa
Ziprasidone	Geodon
Risperidone	Risperdal

The chart (03) shows that atypical psychotropic are used to treat the patients with schizophrenia.

**3.7. Add on Treatment**

Along with antipsychotic drugs, the doctor may prescribe another Type of medication, depending on the symptoms, they could give a patient mood stabilizers or an antidepressant.

Mood Stabilizers balance the patient's mood, this means they are less affected by depression, anxiety or excitement. There are as follows:

Chart (04): Neuron Depressants Medications

Scientific Name	Marketed name
Lamotrigine	Lamictal
Valproic acid	Depakote
Carbamazepine	Tegretol

Chart (04) shows that neuron depressants are used to stabilize the patient's mood.

**Antidepressants:**

Doctors can treat these symptoms with antidepressants in patients with schizophrenia as follows:

- Loss of interest in activities that used to be enjoyable.
- Irritability.
- Hopelessness.
- Insomnia or excessive sleeping.
- Thoughts of death or suicide.

Doctors can treat these symptoms with antidepressants as follows in the following chart

**Chart (05): Antidepressant using In Schizophrenia**

Scientific name	Marketed name
Citalopram	Celexa
Fluoxetine	Prozac
Paroxetine	Paxil/ Pexiva

Chart (05) shows that the patients with schizophrenia are treated with antidepressants that have such abnormal symptoms.

**3.7.3. Electroconvulsive Therapy (ECT)**

The use of Electroconvulsive Therapy in schizophrenia is usually considered when other treatment options have not been successful. (ECT) is a procedure under the influence of total anesthesia. It includes passing electrical currents through the brain with the intention of stimulating the occurrence of a short seizure.

### **3.7.4. Type of Psychotherapy**

It includes this main type as follows

**3.7.4.1. Individual Psychotherapy:** This type aims to teach patients with schizophrenia how to deal with their thoughts and behaviors. They will learn more about their illness and its effects. It also can help them manage everyday life.

### **3.7.2. Cognitive Behavior Therapy (CBT):**

This can help the patients change their thinking and behavior. It is talk therapy that can be effective if the patient's depression is mild or moderate. So this type focuses on improving communication.

### **3.7.4.3. Cognitive Enhancement Therapy (CET):**

It is called "Cognitive Remediation" that teaches the patients with schizophrenia how to better organize social cues, or triggers and improve their attention, memory, and ability to organize their thoughts.

### **3.7.5. Psychosocial Therapy**

This type of treatment aims to learn the patients with schizophrenia how to become a part of society and community. It includes social skill training which focuses on the social interaction and communications with others in the community and rehabilitation which is based on the job counseling and problem-solving support. These may include:

#### **3.7.5.1. Individual therapy**

Psychotherapy may help to normalize thought patterns. In addition, learning to cope with stress and identify early warning signs of relapse can help people with schizophrenia manage their illness.

#### **3.7.5.3. Social skills training**

This focuses on improving communication and social interaction and improving ability to participate in daily activities.

#### **3.7.5.3. Familytherapy.**

This provides Support and education to families dealing with schizophrenia.

#### **3.7.5.4. Vocational Rehabilitation and Supported Employment**

This focus on helping people with schizophrenia prepares for find and keeps jobs.

### **4. Semantics and Pragmatics**

Semantics and Pragmatics are branches of linguistics in which they study the meaning communicated through language, they are interrelated.

Leech claims pragmatics and semantics is the scope of which are complementary in the of meaning (complementerism), although he himself realized that there is such a tendency is often referred to as pragmatism and semanticism

#### **4.1.1 Definition of Semantics**

In linguistic, semantics is considered as the study of meaning in the words, phrases, or sentences. It is derived from Greek word Semiotics which means to signify or to means.

According to Keith D. Foot (2016), *generally speaking, Semantics is the study of language and its meaning*".

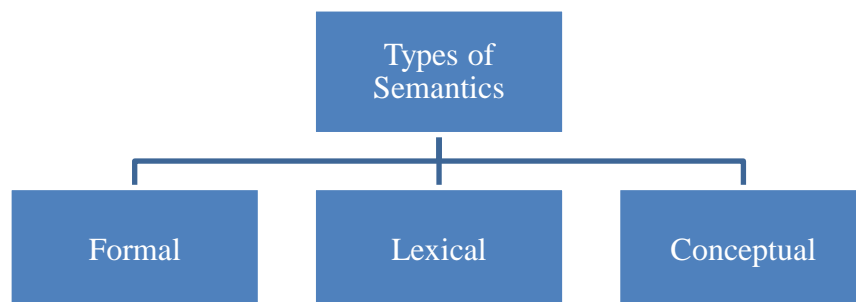
According to Ernest Lerope (2009), *"semantics also called semiotics, semiology or semasiology"*. It means that semantics is treated as a science of meaning.

Saied (2009) said that: *"Semantics is the study of meaning communicated through language; it is the fact that meaning is part of language"*.

*"Linguistic semantics deals with the conventional meaning conveyed by the use of words, phrases, and sentence of language"* (Yule, 2006:100)

#### **4.1.2. Type of Semantics**

Semantics based on three main types as follows:



**Flowchart (11): types of Semantics**

#### **4.1.1.1 Formal Semantics:**

According to Maienborn et al.2019, this type of Semantics is aimed to the study the meaning of language by using mathematical and logical tools. So semantics is based on the precise meaning of each unit in sentence (Words and phrases) within a context and how they combine to make meaning.

#### **4.1.2.2. Lexical Semantics**

Lexical semantics is to be treated as a mental phenomenon, deeply connected to and supported by the human conceptualization of the world. In this light, the unlimited number of possible word meanings must be accounted for in terms of a generative system that constructs word meanings from a finite set of primitives and principles of combination.

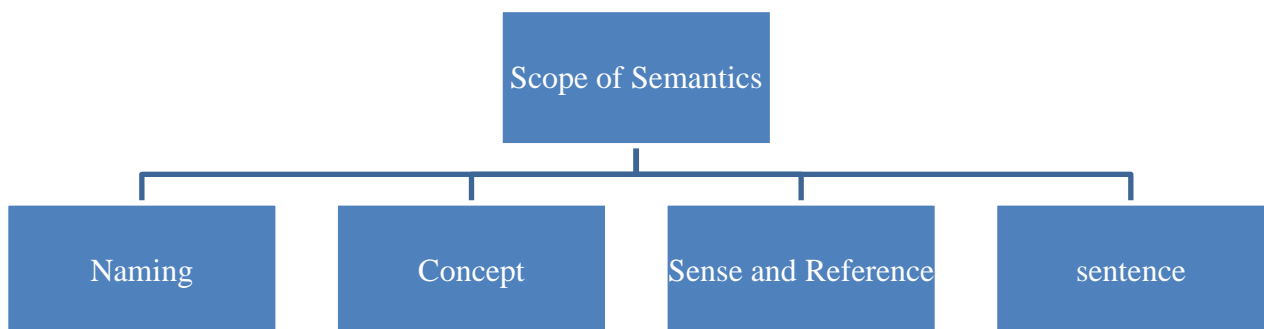
So, this type of Semantics deals with meaning of words and phrases which they are studied the relation between the senses of words within a sentence.

#### **4.1.2.3. Conceptual Semantics**

Conceptual Semantics studies how we understand the meaning of words and how language is used to create meaning. It is a cognitive-semantic field, exploring the structure of knowledge and the structure of language. It is used in various disciplines such as linguistics, philosophy, natural language processing, and artificial intelligence, as well as in social sciences such as anthropology, communication, and psychology. It is important for our understanding of how language works and its implications for how we interpret words. It is also useful for improving the accuracy of natural language processing technologies and Artificial Intelligence system.

#### **4.1.3. Scope of Semantics**

The term “scope” means the domain in which refers to the study of meaning in language. It involves main principles to explain how to understand this category.





## **Flowchart (12): Scope of Semantics**

### **4.1.3.1. Naming**

It means the function of words where the last serves as signifier for the signified, which deals with the possibility of treating languages as nomenclature.

Furthermore, names are used in everyday language behaviors which include two main features: the one is referential and the other is vocative.

### **4.1.3.2. Concept**

According to Ferdinand De Saussure, the linguistic sign consists of a signifier and a signified, sounds, image, concept and thought are called signified. The symbol is the linguistic element referent is object and thought are concepts.

According to the theory, there is no direct link between symbol and referent; the link is via thought, the concept of our mind.

So, the term concept in Semantics refers to the word to denote real object through the human's knowledge. experience and perceptions.

### **4.1.3.3. Sense and Reference**

The term "reference" means the relationship between linguistic form and the outside world. It explains how the linguistic elements, words, sentences are combined. Reference based on the connections between language and the external world that expression focuses on. Sense relates to the complex system of relationship that holds between the linguistic elements themselves. It is concerned only with intra linguistic relations.

In addition, this term is an important part of meaning which is based on the internal structure of language.

### **4.1.3.4. Sentence**

It is a group of words that aims to complete thought by classifying words, phrases, and clauses together in specific order.

In semantics, a sentence is an expression with a specific type of meaning which based on the interaction of words within a sentence to create a context for communicating.

### **4.2.1. Definition of Pragmatics**

The term pragmatics was first coined by Charles Morris in 1938. Pragmatics is a branch of linguistics that leads to understand how language is influenced by the context in which it is used.

Mey (2001) analyses pragmatics meaning according to how humans use language in communication.

Kecskes (2013) examines Pragmatics from an intercultural pragmatics perspective.

*“Pragmatics studies the use of language in human communication as determined by the conditions of society”.* (Mey, 2001.p.6).

According to these explanations, pragmatic meaning relies on how humans use language in communication.

According to Yule (2006), *“pragmatics is the study of what speakers mean, or speaker meaning”*. Additionally, he added that pragmatics is the study of contextual meaning, which examines how the context affects what is said as well as how people's intentions can be inferred from their words in the sentence situation.

*“Pragmatics is the study of speaker meaning”.*

*“Pragmatics is the study of contextual meaning”.*

*“Pragmatics is the study of how more gets communicated than is said”.*

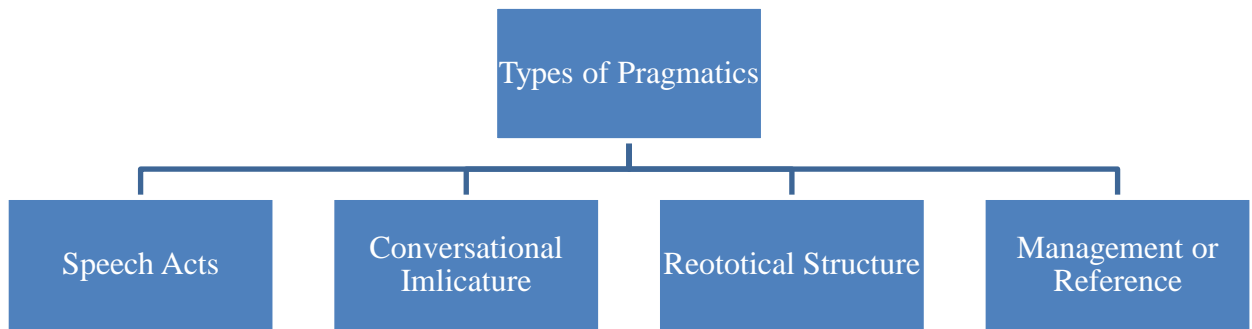
*“Pragmatics is the study of the expressions of relative distance”* (Yule, 2008)

It refers to the encoding of particular communicative functions in specific grammatical and lexical elements of a given language (Ibrahim Abbas, 2010).

Through these definitions, this branch of linguistics focuses on implied meaning which consists of how language is used to get things or perform actions. So, Pragmatics refers to how words can explain and express things that are different from what they appear to mean.

#### **4.2.2. Type of Pragmatics**

Pragmatics includes



**Flowchart (13): Types of Pragmatics**

#### **4.2.2.1. Speech Acts**

It is defined as the idea that language contains meaning beyond the words that are used.

Moreover; this type is based on the function of language which studies how language is used to perform communicative acts.

#### **4.2.2.2. Conversational Implicature**

It is also known as cooperative principles. This type of pragmatics is developed by Paul Grice who emphasizes understanding the meaning through the speaker. It involves two main parts defined as follows:

##### **A. Conventional Implicate**

It is a part of cooperative principles. Paul Grice never conducted a detailed investigation of conventional implicate and just briefly discussed it. So this sort of implicate lacks a particular explanation for conventional implicate (Krueger, 2019). It is different from conversational implicate. Conventional implicate does not take place in conversational and does not require a specific setting to be understood.

In conventional implicate, the word itself provides the meaning of the sentence. In other words, the implied meaning is indirectly known by the hearer.

##### **B. Conversational Implicate**

This type of implicate is a statement that might be implied and intended by the speaker, and it has a different meaning from what is said. According to Grice conversational Implicate is one of pragmatics' most crucial topics to be discussed. According to Wang

(2011) “*conversational implicate is a particular context of situations in which the perceived meaning goes beyond the literal meaning*” (p.1163). Therefore, in everyday language use, the conversational implicate that is implied in conversation is left unspoken.

#### **4.2.2.3. Rhetorical Structure**

Rhetorical structure is defined as the theory of text organization that has led to areas of application beyond discourse analysis and text generation. Rhetorical Structure explains text coherence by postulating a tree structure of a text.

#### **4.2.2.4. Management or Reference**

In conversation, listener track syntactic (related to syntax) clues to understand what happened or who performed an action. This is called managing the flow of reference.

### **4.3. The distinction between Semantics and Pragmatics**

Semantics and pragmatics are the study of meaning, but of course there are fundamental differences between the two.

- Drawing the distinction between semantics and pragmatics can be regarded as one of the most challenging aspects for language learners to make. Ibrahim Abbas (2010) summarized the differences between those semantics and pragmatics as the following
  - Whereas Semantics concentrate on the meaning that comes from linguistic knowledge pragmatics concentrate on those aspects of meaning that cannot be predicted by Linguistic Knowledge alone and takes into account the knowledge about the physical and the social world.
  - The focus of pragmatics analysis is on the meaning of the speaker's utterance rather than on the meaning of words or sentences which is the concern of semantics.
  - Semantics covers what expressions mean, while pragmatics covers what speakers mean through using those expressions.
  - Pragmatics involves how speakers use language in contextualized social interaction.
  - Semantics invites a focus on meaning and truth conditions without regard to communication and context.
  - Pragmatics is the study of utterance meaning, while semantics is the study of sentence meaning and word meaning. (Patrick Griffiths, *An Introduction to Classic pragmatics and Semantics*, 2006)

### **3. Semantics Vs. Pragmatics disorders**

Patients with schizophrenia often display unusual language disorders. They are faced problems with language comprehension. Some studies have explored more specific aspects of comprehension.

#### **3.1. Definition of Semantics and Pragmatics Disorders**

Semantic Pragmatic Disorder is a communication disorder (semantic = the relationship between words or sentences and their meanings; pragmatic = making language work in context). It is believed that people with SPD are unable to process all the given information from certain situations.

Language disturbances are a core symptom of schizophrenia. Since the first description of schizophrenia as a mental disorder, language disturbances have been referred to as formal thoughts disorders (FTD). Krapelin identified a subgroup of patients with severe confusion of speech, a symptom he described as “Schizophasia”. characterized by an usually striking disorders of expression in speech little impairments of the remaining psychic activities.

An impairment of verbal communication is one of several diagnostic features of Schizophrenia. So patients who do show verbal communication disorders are said to be “thought disorders”. The forms and structures of thought are often disorganized in schizophrenia, as revealed in the speech of schizophrenia patients, in which words and phrases are loosely related.

Patients may experience difficulties with pragmatics that include the understanding. Patients with schizophrenia often display a wide range of abnormal types of communication behavior, and language disorders in schizophrenia are mainly a loss of voluntary control of the word generation process. This population shows a language-processing deficit, affecting speech, semantics, syntax, and phonology.

However, other authors consider that pragmatics is also a field where the linguistic disorders of the language of people with schizophrenia are focused. Pragmatics difficulties are diffuse and involve both expressive and receptive aspects. For instance, a person with schizophrenia who is asked “what city are you from?” Might answer “My parents, It is a hard question .... I was born in Djelfa. That has been perfectly demonstrated in the study by Kuperberg et al. who center the language violations of patients with schizophrenia in the

pragmatic, semantic, and syntactic sections, and leave morphologic disorders as something residual and with a low prevalence in this population.

According Rossetti, Brambilla and Parango, people with schizophrenia often exhibit difficulties comprehending figurative expressions, such as irony, proverbs, metaphors, and idioms with a general proneness to neglect the figurative meaning and to accept the more literal one. This inability is usually referred to as conservatism and it constitutes a clinical manifestation of the broader language dysfunction called Formal Thought Disorder. FTD.

Studies have also been carried out on whether FTD could have an influence on the lack of recognition of linguistic stimuli in people with schizophrenia, given that these patients show a tendency to have verbal disorders in their speech and inefficient inhibition mechanisms, resulting in impairment of the activation mechanisms of verbal processes. Often everyday conversations contain expressions with meanings other than the obvious ones. These disparities do not interfere with communication, provided that the speaker and the receiver (the person who speaks and the person who listens, respectively) share certain rules directing conversational interactions. The ability to communicate and understand these intentions, and the rules that regulate them, forms part of language semantics and pragmatics, and are impaired in schizophrenia.

Moritz et al. (2001, 2002) are increased in patients with schizophrenia, particularly those who show clinical evidence of positive thought disorder. These findings are supported by electrophysiological data: using a semantic monitoring task that did not require a behavioral response to trials of interest, Kreher et al. (2008) reported that thought-disordered patients, relative to non-thought-disordered patients and healthy controls, showed an increased indirect priming electrophysiological effect between 300 and 400 ms after target onset (for other electrophysiological evidence for, automatic semantic hyper activation in schizophrenia see (Mathalon et al. 2002)

Furthermore. “Formal Thoughts Disorders” could be represented as language disorders. considering that human thought is based on language. It has been suggested that language may constitute the psyche of individuals and therefore must play a significant role in the pathophysiology of schizophrenia (Hinzen and Rossello, 2015).

*“Patients with schizophrenia also show pragmatic deficits; which were well described elsewhere”* (Coll et al., 2013; Bambini et al.; 2016)

*“Patients with schizophrenia were impaired at board pragmatic abilities compared with «healthycontrols. With irony understanding being the most seriously impaired the resulting”.“ disability is major and exerts a negative impact on daily language and quality of life”.*(Banbini et al.,2016)

*“In comprehension correspondinglypatients with schizophrenia are impaired in the processing of linguistic information at these level”* (Leitman et al., 2005; Mohammed and DeLisi.2013;Jaittand sweet. 2015; Moro et al.;2015),

it means that the patients with schizophrenia is impaired in the both expressive and receptive language

Various valuable studies on the language of patients with schizophrenia have been performed.it has long been suggest that patients with schizophrenia appear to have some language deficits (DeLisi.2001);these deficits and difficulties involves semantics and pragmatics disorders in which the patients are unable to make a structural meaning.

### **3.2. Signs of Semantics and Pragmatics Disorders**

The patients with semantics and pragmatics difficulties may show some difficulties of the following features in their communication or behaviour:

- Difficulty in joining in a conversation at the right time.
- Asking too many questions but not showing any interest in the answer, or knowing the answer already.
- Not giving adequate eye-contact during a conversation.
- Not understanding body language or tone of voice.
- Talking in sign-songy voice.
- Lack of pretend play or imagination such as difficulty pretending that a box is a car or a hat
- Difficulty in understanding questions and instructions.
- Saying too much and not giving the listener a chance to talk.
- Reading skills may be ahead of their understanding.
- May have repetitive movements such as shaking their hands or flicking their fingers.

**Conclusion:**

Through this chapter. Firstly, we define those area language and speech; secondly. we detail the language and speech impairments. Thirdly we present the mental disease “Schizophrenia” that clarified by a large number of researchers. Furthermore, we focus on the semantics and pragmatics field and the most signs of its disorders.



# *Chapter Two*

*Research Design and Methodology*

## **Introduction:**

In this chapter we are going to describe the final research outline that contains the pilot study which involves the sample participants; this study leads to achieve the goals of the researchers.

Through these, we are collecting the battery tests of the main study that aims at measuring the schizophrenic language in the both dimensions expressive and receptive language.

### **1. Pilot Study**

The research tended for a pilot study to understand the phenomenon; schizophrenic language as well as diagnosing it objectively and empirically.

#### **1.1. The Objective of Pilot Study:**

The pilot study is a basic and essential step for measuring the language impairments in both expressive and receptive dimensions within schizophrenic inpatients through a linguistic battery of scales. Besides, this study aims at:

- ✓ Observing closely the language features within patients with Schizophrenia.
- ✓ Assessing, randomly, the process of communication within patients with Schizophrenia
- ✓ Facilitating the selection of the study sample group.
- ✓ Making a profound diagnosis to the association between the mental disease and language impairment.
- ✓ Making a profound psycholinguistic profile to the study participants.

#### **1.2. The Limitations of the Pilot Study:** This study has been conducted as follows:

1.2.1. **Space Features of the Pilot Study:** The pilot study was conducted in the Psychiatry of Tiaret (Hamdani Adda), exactly in the department of Adult psychiatry; K1 ALI MAACHI, K2, and K3. Each service includes medical team that contains:

- ✓ Physician,
- ✓ Psychiatrist;
- ✓ a psychologist.
- ✓ Ergo therapist,

✓ nurses

**1.2.2. Time Feature of the Pilot Study**

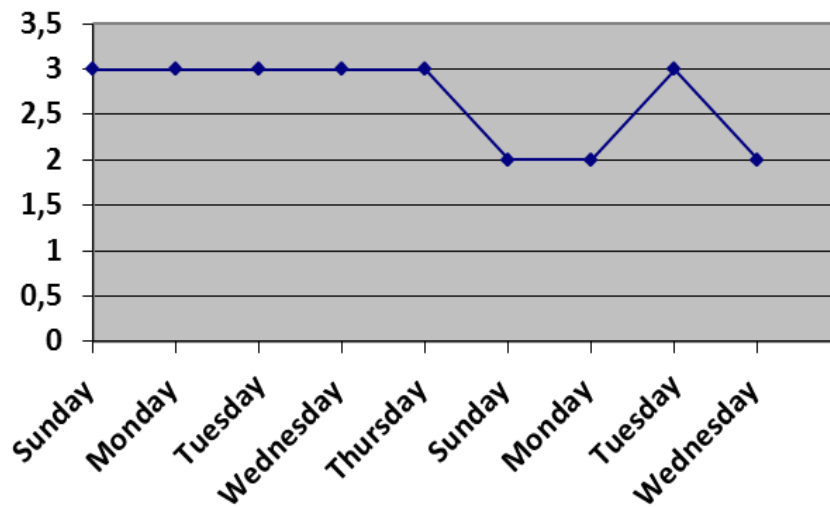
In this study, we started working with inpatients with schizophrenia who are diagnosed DSM5 and CIM11 OR ICD 11 for a period of two weeks; from (22/12/2023 to 05/01/2024). In this period, we interacted with the patients directly to test and to analyze their language. This study was organized as shown in the chart (8):

Chart (06): The pilot visits distribution in terms of day/ hour

Days	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
Hours	03	03	03	03	03	02	02	03	02	03	02	01

Chart (06) shows that the visits are distributed into days and hours each day contains visits hours to interact with the patients with schizophrenia.

**Histogram (1): The pilot visits distribution in terms of day/ hour**



In histogram (1).wnotice the homogeneity in the distribution of the linguistico-clinical visits during the pilot study. As seen, they flow between 2 and 3

**1.3. Pilot Research Method:**

The study focuses on the linguistico- clinical method for the following main reasons:

- ✓ Ensure that the examiners are treated through the DSM5 by psychiatrists.
- ✓ The capacity of studying the case linguistico-clinically.

- ✓ Collecting data about the life of patients and knowing their social life. According to this information, it can diagnose the problem.
- ✓ We use a case study to investigate the schizophrenic language that conduct to know its causes in the clinical interview.
- ✓ It is helpful to know the circumstances that effect on the patients.
- ✓ It considers as an essential source to diagnose the case.

**4.1.Tools of the Pilot Study:**

The pilot study should refer to some linguistic tests in order to diagnose linguistic features of the pilot sample participants. In this study, we relied on linguistic special tools to select the sample participants.

**1.4.1. Linguistic Inclusion Test:**

This test is typically academic to assess he participants ability in the three language skills.:

- Speaking skill:
- Reading skills
- Writing skills which target the dimensions of the study (receptive and expressive language).
- **Procedure:**Reading skill: the pilot sample participants were exposed to reading two 02 short texts during five 05 minutes.
- Writing skill: it contains the discussion of an idea which is corrected as situation of integration during five 05 minutes
- Speaking skill: Discussion and ideas as a situation of integrations (10 Minutes).

A) **Scale application schedule:**This test was schedule as follows.:

Chart (07): Time Schedule in Language Skills

Skills	Reading	Writing	Speaking
Timeschedule	05 minutes	05 minutes	10minutes

Chart (07) shows that this tests was schedule from 20 minutes to 30 minutes approximately to tests and diagnose language skills in patients with Schizophrenia.

---

**B) Quotation:**

The researchers use:

Ten (10) grades for the Dialogue+ Conversation text (10) degrees. The total grades twenty (20) grades

One grade for each right word = ten (10) grades

To correct the written expression, it must follow these main principals:

- ☐ Use the right idea = twenty (20) grades
- ☐ The logical sequence = Ten grades (10).
- ☐ The coherence = Ten grades (10).
- ☐ The right language and structure = Ten (10) Degrees.

The total grades = 100 grades

The acceptance grades = More than 70 grades

The 7 participants take 70 grades in this test.

**1.4.2. Diagnosing Battery of schizophrenic language:**

To measure the language disorders in the receptive and expressive dimensions within individuals with Schizophrenia, we should have looked up for a specific scale or too that covers the whole measurement and description of the impairment level within these individuals. Therefore, we selected a designed linguistic-clinical diagnosing Battery of Tests with both dimensions in account; the semantic and pragmatic levels of the language.

A. Bouzouina (2016) designed a Battery of Tests to investigate the schizophrenic language called *SCHIZOPHASIA*. After having read, analyzed, and conceived it, we decided to implement it into our study that crosses with his in the same researchable variables. (See Appendix .....

**II) Main Study:**

In this study, we have adopted the following methodological procedures.

**1. The Research Method:**

In this research we use the **mixed approach:**

- To evaluate the language processing within patients with schizophrenia.

- To investigate the correlation between the two variables; schizophrenia and language.
- To describe and analyses the sample participants receptive and expressive language; semantic and pragmatic aspect of the language..
- To offer the validity and reliability to the research findings.

## **1.2. The descriptive analytical method**

The concept of descriptive analytical method is: “In-depth descriptive method, in which the scientific researcher describes the various scientific phenomena and problems, and solves problems and questions that fall within the scientific research department, then the data collected are analyzed upon the descriptive-analytically so that the appropriate explanation and results can be extracted.

In this study, we are going to describe in-depth the linguistic features within inpatients with a mental disorder called ‘Schizophrenia’; and also analyzing to what extent their language is the schizophrenic semantically and pragmatically responsive in different communicative contexts.

### **1.2.1. The Objectives of descriptive analytical method:**

This Method includes the following key objectives:

- It thoroughly describes the linguistic characteristics, behaviour, and attributes of the schizophrenic individuals.
- It explores the background, details, and existing semantic and pragmatic patterns of sample participants of the current study..
- It aims at providing a comprehensive and accurate picture of the probably existing correlation between language impairment and the mental disease; schizophrenia.
- It aims to collect both qualitative and quantitative data through valid and reliable linguistic tools; a battery of tests.
- It analyses the collected data using statistical techniques like frequencies, percentile and both descriptive and inferential statistics.
- To serve as a foundation for further research by generating
- It provides Insights and hypotheses that can be tested through more in-depth explanatory studies.

---

### 1.3. The Correlational Descriptive Method:

Correlational Descriptive method is a type of research design that is typically quantitative. It is utilized to test a statistical hypothesis;  $H_0$  or/and  $H_1$ . (Null Hypothesis and Alternative Hypothesis)

#### 1.3.1. Objectives of Correlation Descriptive Method

- This method aims at explaining the relationship between two or more variables without making any claims about cause and effect; between the mental disease and language impairment.
- It includes collecting and analyzing data on at least two variables to see if there is any association between them.
- In descriptive correlational research, researchers collect data to explain the variables of interest and figure out how they relate. The main goal is to give a full account of the variables and how they are related without changing them or assuming that one thing causes another.
- It uses correlation coefficients such as Pearson Coef  $R$ , Spearman Coef ( $R_s$ ), or Kendall's Coef ( $T$ ) to make inferences and draw conclusions. (Presence or absence of correlation between variables X/Y)

## 2. Limitations

The main study was conducted to study the language impairment within patients with schizophrenia.

### 2.1. Space Features of the study:

Naturally, the main study was implemented in the same field of research; the Psychiatry and Pedopsychiatry of Tiaret "Hmadani Adda" under the guidance and supervision of the following staff;

- Psychiatrists
- Nurses
- Psychotherapists
- Ergotherapists
- Speech therapists.

Our work has been conducted in “*Ali Maachi*” Pavilion under the guidance of the *Psychiatrist Dr Snouci Mustapha*, and the psychotherapist *Dr Djellab Mokhtaria*. Then we shifted into the second Male pavilion of *Dr S. Lafrid* and the psychotherapist *Dr S. Boudjhaich*.

**2.2. Time schedule:**

The linguistic clinical diagnosing visits have been organized over the following schedule illustrated in chart (12).

**Chart (08): Distribution of Linguistic Speech Diagnosing Sessions**

Months	Number of sessions
December 2023	10
January 2024	04

Chart (08) shows that the diagnosing session was organized into two weeks, one week on December 2023, and one week on January 2024.

**3. Sample participants:**

The sample participants (cases) of the current study suffer from a chronic mental disease; schizophrenia.

**3.1. Description of the Sample**

From the beginning, we strictly could have a full representation of the sample participants of our study. The main concern was typically linguistic; however, we approached closely a category of individuals said to have an incoherent and disorganized language.

The research seeks to detect language impairments within this social class of individuals characterized by a schizophrenic discourse in both receptive and expressive language performance.

The current study, a case study, settled on seven participants who have been selected throughout the pilot sample group because:

- All of them are diagnosed with a chronic schizophrenia.
- All of them are diagnosed by psychotherapists through clinical universal scale; DSM and CIM.



- All of them suffer from language impairments.
- All of them are inpatients receiving a pharmacological care. (Psychotropic medication)
- They are between 18 to 50 years old.

The sample participants are mentally and psychically characterized as follows

**Chart (09): Clinical Sign of Sample Participants**

<b>Level</b>	<b>Features</b>
<b>Cognitive and Intellectual level</b>	<ul style="list-style-type: none"> <li>➤ Deteriorated and disordered linguistic behavior.</li> <li>➤ The weakness of coherence and cohesion and linguistic performance.</li> <li>➤ There is no awareness about things for example; when we ask them about pen. they say spoon or spatula because of their delusions on the linguistic behavior</li> </ul>
<b>Social level</b>	<ul style="list-style-type: none"> <li>➤ They refuse the communication and the interaction with others (withdrawal)</li> <li>➤ They do not engage in group work.</li> <li>➤ Social communication is deteriorated.</li> <li>➤ The difficulties in communication with patients with schizophrenia through the linguistic level</li> </ul>
<b>Emotional Level</b>	<ul style="list-style-type: none"> <li>➤ Coldness of feelings.</li> <li>➤ They do not express their real feelings</li> <li>➤ They are crying and smiling at the same time.</li> </ul>
<b>Psychomotor level</b>	<ul style="list-style-type: none"> <li>➤ The psychomotor behaviour of this group of patients varies from one time to another. Sometimes, we find them in catatonic situations and Sometimes in psychomotor agitation.</li> </ul>

As it shown on the chart (09), we notice that the levels of the participants are diagnosed and classified through the signs of sample participants.

**3.2. Sample participants variables:**

The participants of the following research have been interviewed to be provided with the following demographic and personal information.

Chart (10): participants' demographic information (in term of MEAN X and Percentile)

Feature	Age ( $\bar{x}$ )	Type of Schizophrenia (%)	Educational level (%)	Socio-economic level (%)	Mode (%)
Statistical Measure ( $\bar{x}$ )	45	a. Paranoid 60 b. Residual 20 c. Catatonic 20	a. Primary 20 b. Middle 60 c. Secondary 20	a. High = 0 b. Average = 100 c. Low = 0	Hospitalized = 100

Operationally, we have encountered some difficulties in finding our participants who suffer from schizophrenia which can be summarized as follow:

- The difficult linguistic access to this category of people.
- The logical fear of the researchers from the psychiatry ambience.
- The lack of experience in dealing with such linguistic conditions.

and how to interact with them to apply our linguistic diagnosing battery of tests.

#### 4. Tools of the study

The Researchers have implemented a battery of linguistic test so as to meet the targeted needs. These tests are as follow:

##### 4.1. General description of the tools

Our study has adopted a Battery of speech diagnosing tests designed by **A. Bouzouina** (2016) in his empirical study describing '*Schizophasia*' within schizophrenic patients. This tools aims at:

- ✓ Assessing the semantics dimension in the Schizophrenic patient discourse.
- ✓ Diagnosing the schizophrenic language the communicative approach.
- ✓ Controlling pragmatics and semantics dimensions in the patients Schizophrenic discourse.
- ☐ Testing the semantics and pragmatic communicative discourse.

##### 4.1.1. Description of the Tests

The current study has adopted two kinds of tests; firstly, an inclusions test which aims at gauging the level of academic competences of the participants; reading, writing, and communication. Secondly, the diagnosing battery of tests that aims at extracting and describing the clinical linguistic features of the schizophrenic discourse.

**Chart (11): Academic Skills Inclusions Test**

Case	Reading	Writing	Communication	Grades
<b>01</b>	20	7	40	87
<b>02</b>	10	9	35	74
<b>03</b>	20	10	30	80
<b>04</b>	15	10	35	80
<b>05</b>	10	10	40	80
<b>06</b>	15	7	45	87
<b>07</b>	15	8	40	84

Chart (11) shows that each case has their own grades in the four academic skills; including reading, writing, and communication.

For that, it is reliable to accept all the seven cases in the main study according to the results of the basic competences shown statistically down:

**Chart (12): The percentages of the Participants Basic Competences**

Case	Reading	Writing	Communication	Grades
<b>Anfel</b>	100%	70%	80%	87%
<b>Fatima</b>	50%	90%	70%	74%
<b>Ali</b>	100%	100%	60%	80%
<b>Alilou</b>	75%	100%	70%	80%
<b>Abd-el-Kader</b>	50%	100%	80%	80%
<b>Kouider</b>	75%	70%	90%	87%
<b>Bouzeboudja</b>	75%	80%	80%	84%
	75%	87.14%	75.71%	81.71%

According to the results presented on chart (12), we notice that the global percentage of the 'All-tests-together' is (**81.71%**) which represents a high score allowing the whole number of participants adhere into the study protocol. Besides, we notice that the value of

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each of the assessed skills (competences) reached a high level (75%-88) which also clarifies the motive of the participants' acceptance.

#### 4.1.2. Diagnosis Battery collection tests:

The study protocol has been implemented upon a linguistic clinical diagnosing battery including seven (07) tests characterized by validity, reliability, feasibility, accessibility, and language stimuli variety to evaluate the language condition within inpatients with schizophrenia.

##### 4.1.2.1. Definition of Test:

A. Bouzouina (2016) defined the designed battery of linguistic clinical diagnosing tests as follows:

*“It is a test that aims to measure the language impairments in patients with schizophrenia that is proved by Krapelin in schizophrenic language. It is a test that contains 6 type psycholinguistic tests which diagnosed the linguistic dimensions in schizophrenic language. This test measures the two dimensions which involve language reception and language production.”*

This battery includes the following linguistic examining stimuli:

##### 4.1.2.2. Receptive language tests:

To measure the thoughts disorders in participants, the researchers use two tests as follows:

###### A. Close and completion tests

It contains 10 linguistic stimuli, which aims at measuring the schizophrenic receptive context and complete it with the appropriate word in function of semantic and pragmatic dimensions. (See appendix.....)

###### a) Instructions of the tests

The participants should be completing the ten sentences by the appropriate 'Word' according to the context.

- *Complete each of the 10 statements below with the missing word.*

###### b) Quotation

In this test, the correction will be as follows

- Two grades (02) for each right answer.

- One grade (01) for each answer respecting both dimensions; semantics and pragmatics.
- Plus Five degrees (05) for all the rights tests.
- The total of score is twenty five (25) grades.

**c) Linguistic Clinical Diagnosis Interpretation:**

After the calculation of the score obtained by each single case, we diagnose the *lexical cognitive structure* as shown in the following chart:

**Chart (13): Cloze Completion Test Quotation Grid**

Good reception	Intermediate reception	Disordered reception	Out the cognitive context
[19-25]	[15-18]	[06-14]	[00-05]
A realistic Schizophrenic Cognitive structure with linguistic diagnosing stimuli.	Low realistic Schizophrenic Cognitive structure with diagnosing linguistic stimuli.	An impaired Cognitive linguistic Structure	Non-coherent responses to the linguistic diagnosing Stimuli.  An acute impaired linguistic cognitive structure characterized by dissociative discourse.
		<b>Pathological <i>lexical cognitive structure</i> in function of semantics and pragmatics.</b>	

Chart (13) clarifies the diagnosis of the cloze completion test of receptive language within the schizophrenic discourse quantitatively. The interval score [00-14) is interpreted by the presence of a linguistic impairment that is characterized by the wrong selection/interpretation of the linguistic stimuli. However; the interval score (18-25) means that the schizophrenic discourse is to a very large extent normal.

**B. Restricted metaphorical test**

It is one of the most common receptive tests that aims at measuring the schizophrenic receptive process of ‘Metaphorical context’. This test consists of interpreting a metaphorical context by deciding the right choice. (See appendix....)

**a) Instructions of the test:**

The participants are requested to choose the appropriate explanation of a given sentence (stimulus) from the three suggestions (Paragraphs):

- *Read the following statement. And choose the alternative a, b, or c which has the same meaning.*

**b) Quotation**

This test is corrected as follows::

- Five (05) grades for each right answer.
- No grade (0) for each wrong answer.
- Plus Five (05) grades for all right answers.
- The total of score is thirty (30).

**c) Linguistic Clinical Diagnosis Interpretation**

After the calculation of the score obtained by each single case, we diagnose the *lexical cognitive structure* in function of the dimension; semantics upon the following quotation-chart

**Chart (14): Metaphorical Interpretation Test Quotation Grid**

[21-30]	[16-20]	[00-15]
Realistic Semantic cognitive Structure in dealing with linguistic diagnosing stimuli	Intermediate realistic semantic cognitive structure in dealing with linguistic diagnosing stimuli	Impaired Semantic cognitive structure in dealing with linguistic diagnosing stimuli.

As shown in the chart (14), the diagnosis of metaphorical Interpretation of a particular context by schizophrenic individuals is quoted from (00-30). The interval score (00-15) show an impaired reception to the metaphorical linguistic stimuli which absolutely is going to produce an impaired linguistic response. Furthermore, the score (16-20) explains a medium understand to the metaphorical language by the schizophrenic individuals. But, if any of the cases obtains (00-15) this means that their language in concerns of understanding the metaphorical stimuli is totally impaired, and the produced linguistic responses are *asemantic*. (Semantically impaired)

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### 4.1.3. Expressive language tests

Contrary to the receptive language assessment tests, the assessment or diagnosis of the expressive language within schizophrenic individuals has been conducted through four (04) various tests. They are as follow:

#### A. Word association test:

According to A.Bouzouina (2016), this test:

*“is one of the expressive tests. It aims at measuring the linguistic Lexical expressive fluency. It includes twenty (20) single linguistic stimuli that are divided into four (4) parts (field); each part aims at evaluating the semantico-lexical dimension.”*

#### a) The instructions of the test:

The participants are requested to produce seven (07) more words belonging to a given prompt (word); and each part belonging to a particular rank of life aspects (religion, sport, education...)

- *Find more words belonging to the given one.*

#### b) Quotation

This test is corrected as follows:

- No response (0) grade.
- From one to three (01-03) right responses: one grade (01).
- From three to five (03-05) right responses: two ( 02) grades.
- From five to seven (05-07) right responses: three (03) grades.
- More than seven (07) answers: Five (05) grades.
- The total score is (105).

#### c) Diagnosing:

After the calculation of the score obtained by each single case, we diagnose the *lexical cognitive structure* in function of the dimension; semantics upon the following quotation-chart

**Chart (15): Word Association Test Quotation Grid**

[61-105]	[41-60]	[21-40]	[00-20]
Normal Semantic glossary memory	Compatible Semantic glossary memory	Abnormal Semantic glossary memory.	<b>Impaired</b> Semantic glossary memory
		<b>Pathological</b> Semantic glossary memory	

As shown in the chart (15), the diagnosis of semantic glossary memory of a particular context by schizophrenic individuals is quoted from (00-105). The interval score (00-40) shows an impaired expressive language to the given linguistic stimuli. Furthermore, the score (41-60) demonstrates a compatible expressive language to the given linguistic stimuli by the schizophrenic individuals. But, if any of the cases obtains (61-105) this means that their expressive/productive language totally normal and healthy.

#### B. The sentences association test:

According to A.Bouzouina (2016), sentence association test:

*“... is one of the expressive tests which depends on linguistic expressive fluency. It compose of twenty (20) linguistic positions that began with one word or two words. This test aims at measuring the linguistic expressive fluency.”*

##### a) The Instruction of Sentence Association Test:

The participants are requested to complete each statement of the twenty ones appropriately and semantically; belonging to a given prompt (beginning of sentences generally: Subject verb such as ‘I love.....’) and each part belonging to a particular rank of likes, dislikes, preferences, desires etc.....

##### b) Quotation

This test is corrected as follows:

- If the meaning of the sentence is right and the structure is right five grades (05).
- If the meaning is right and the structure is wrong three grades (03).
- If the structure is right and the meaning is out of the context three grades (03).
- If the meaning is right with a weak coherence and cohesion two grades (02).



- If the meaning is wrong and the structure is wrong no grades (0).
- Plus five grades for the completion of ten (10) semantically and pragmatically correct sentence.
- The total score is (105).

**c) Diagnosing:**

After the calculation of the score obtained by each single case, we diagnose the *semantico-pragmatic structure* upon the following quotation-chart

**Chart (16):Sentence Association Test Quotation Grid**

[61-105]	[41-60]	[00-40]
Normal <i>semantico-pragmatic structure</i>	Compatible <i>semantico-pragmatic structure</i>	<b>Impaired</b> <i>semantico-pragmatic structure</i>

As shown in the chart (16).the diagnosis of semantic glossary memory of a particular context by schizophrenic individuals is quoted from (00-105). The interval score (00-40) shows an impaired expressive language in function on constructing a meaningful pragmatic discourse with a given prompt. Furthermore, the score (41-60) demonstrates a compatible expressive language to in function on constructing a meaningful pragmatic discourse with a given prompt by the schizophrenic individuals. But, if any of the cases obtains (61-105) this means that their expressive/productive language totally normal and healthy.

**C. Discourse-Build-Test:**

According to A.Bouzouina (2016), **Discourse-Build-Test:**

*“It is one of the expressive linguistic tests that aims at measuring the coherence and the cohesive dimensions in building a particular context. It is a situation of integration which simulates the respondent to use some mental operations such as evaluating, comparing, synthesizing etc...to produce a meaningful pragmatic linguistic context.*

**a) The instructions of the Discourse-Build-Test:**

The participants are requested to complete put a set of statements/sentences into the correct order with a great consideration and concern to chronology, logics, and meaning.

**b) Quotation:**

This test is corrected as follow:

- Five (05) grades for each sentence take its appropriate position.
- Five (05) grades for one sentence if it is in its appropriate position and the rest of sentences are scrambled.
- Five (05) grades for the final sentence if it is in its appropriate position and the rest of sentences are scrambled.
- Ten (10) grades if sentence 2 and 3 are in the right order, and the 1<sup>st</sup> and the 4<sup>th</sup> (last) sentences in the scrambled.
- No grade (0) for the wrong order.
- Plus Five (05) grades for the right grades order.
- The total score is seventy five (75) grades.

**A. Diagnosing**

After the calculation of the score obtained by each single case, we diagnose the *semantico-pragmatic structure* upon the following quotation-chart

**Chart (17): Discourse-Build-Test Quotation Grades**

[31-65]	[16-30]	[00-15]
Normal executive semantic cognitive structure.	Abnormal Executive semantic cognitive structure.	Impaired/ executive semantic cognitive Structure.
<b>Pathological executive semantic cognitive structure</b>		

As shown in the chart (17).the diagnosis of constructing semantic-cohesive-coherent context schizophrenic individuals is quoted from (00-65). The interval score (00-15 shows an impaired expressive language in function on constructing a meaningful pragmatic discourse with a given prompt to put into the right order. Furthermore, the score (16-30) demonstrates an abnormal expressive language constructing a meaningful pragmatic discourse with a given prompt to put into the right order by the schizophrenic individuals. But, if any of the cases

obtains (31-65) this means that their expressive/productive language totally normal and healthy.

**D. Free Association Tests**

According to A.Bouzouina (2016), **Discourse-Build-Test**:

*“... is one of the expressive tests that is seen as a feedback of all written test. This test aims at measuring schizophrenic language impairments in communication and interaction in function of the pragmatics dimension. It consists of an interview about any particular subject....”*

**a) Instructions of free association test:**

In this test, the examiner tries to motivate the respondent communicates and interacts with them in discussing any particular subject/topic/theme.

- *SO, it said that ..... Can we have a talk about this issue?*

**b) Quotation**

This test is corrected as follows:

**Chart (18): Free Association Test Measurement**

	Language					
Dimensions	Linguistic			Communicative		
	Structure	Sound	Meaning	Engagement	Interaction	Execution
Grades	25	25	25	5	10	10
The total of grades =100 grades						

**c) Diagnosing**

After the calculation of the score obtained by each single case, we diagnose the *semantico-pragmatic discourse* upon the following quotation-chart

**Free Association Test Quotation Chart**

<b>[81-100]</b>	<b>[61-80]</b>	<b>[31-60]</b>	<b>[00-30]</b>
<b>Normal</b> <i>semantico-pragmatic discourse</i>	<b>Compatible</b> <i>semantico-pragmatic discourse</i>	<b>Abnormal</b> <i>semantico-pragmatic discourse</i>	<b>Impaired</b> <i>semantico-pragmatic discourse</i>
		<b>Pathological communicative discourse</b>	

As shown in the chart (19).the diagnosis of the schizophrenic individuals discourse through ‘Free Association Test’ is quoted from (00-100). The interval score (00-60) shows an impaired linguistic discourse in function both dimensions; semantics and pragmatics. Furthermore, the score (61-80) demonstrates a compatible linguistic discourse in function of both dimensions semantics and pragmatics within the schizophrenic individuals. But, if any of the cases obtains (81-100) this means that their linguistic discourse in function both dimensions; semantics and pragmatics totally normal and healthy.

**1.5. Statistical and Mathematical Measures:**

As the present study adopted a mixed approached; the collected data have been treated qualitatively and quantitatively. Here are the quantitative techniques we have implemented:

**Chart (20): Statistical and mathematical measures**

<b>Statistical</b>		<b>Mathematical</b>
<b>Descriptive</b>	<b>Inferential</b>	<b>Percentile</b>
<b>A. Frequencies (Fi)</b>	<b>Pearson Correlation coefficient (Rs)</b>	
<b>B. The Mean (X)</b>	<b>Rs =0.90</b>	

As shown in the chart (20). the result of Rs=0.90.in the statistical interpretation, as Rs=0.90.we assume a high positive correlation between schizophrenia and language impairments.

Linguistic interpretation: Schizophrenia patients suffer from an impaired discourse as it has lost its semantic and pragmatics dimensions.

**Conclusion:**

Basically, the current chapter is an attempt to describe the data gathered through the research investigation. For the sake of data validity, three data collection techniques were observation, interview and questionnaire. The questionnaire was directed to 7 the patients with Schizophrenia. So, we collected diagnosing battery tests to measure the schizophrenic language in both dimensions expressive and receptive language statistically.

# *Chapter Three*

*Data analysis, Discussion and  
Interpretation*

## Introduction:

In this chapter we are going to present and analyze deeply the sample participants; and diagnose their schizophrenic language according to the both receptive and expressive tests to examine the correlation between semantics and pragmatics cognitive structure in statistical data. Besides, we are interpreting and discussing the main and subordinate hypotheses which are as follows:

### 1.1.1. Presentation and Analyze the 1<sup>st</sup> Case:

#### 1.1.1.1. Presentation of the 1<sup>st</sup> Case:

Is a woman named Bn F; her age is 32 year old. She is single and live in Djelfa. F did not enter the school and decided to stay at home and take care of her family. Her parents alive. She has 6 siblings 5 sisters and one brother. As for the socio-economic status, it is average.

#### 1.1.1.2. Interview Analysis:

After we did the interview, we found that the patient's family does not suffer from antecedent in schizophrenia or any other mental illness. For the behavioral side of the family, she told us that her sister despised her all the time as she said ( ختي تقولي نتبهل وغادي ) (تبقا يهاكاتو جور) in English "my sister told me that I am stupid and I will

Stay like that forever "also (نتيبلاصتك فل كوزينة) in English "your place in the kitchen "; this is what affected her a lot because in all her speech talk about her sister "Saadia" and started crying. In other side, she told us about her brother and how he treats her with good way, like she said (الوحيد لي في عائلتي لي نحسو صح بيغيني هو خويا) in English "the only one in my family, who I feel he truly loves me is my brother ".

The patient suffers from visual hallucinations, so that when we were talking to her. she was looking at a specific place and talking to herself and this one of the signs of Schizophrenia. She suffer from what we called Residual Schizophrenia

**Chart (21): Tests Results of the 1<sup>st</sup> Case:**

Tests	Free Association	Structural context cohesive build	Sentences Association	Word Association	Metaphorical interpretation	Close and completion	Total
<b>Time</b>	15	5	15	15	5	10	<b>60 Minutes</b>
<b>Degrees</b>	45	0	35	7	0	10	<b>97</b>
<b>Diagnosis</b>	S.C.S Deteriorated	S.C.S Impaired	S.C.S Deteriorated	P.C.S Impaired	P.C.S Impaired	P.C.S Impaired	
	<b>Final Results</b>	Linguistic impairment in function of both dimensions; semantics and pragmatics					

P = pragmatics S = semantics C = cognitive S = structure

Chart (21) demonstrates the detailed grades that the 1<sup>st</sup> case (Fatma) obtained during the interviews. The global score of the battery was (97/440) which is low than the average representing 22% of the whole tests results. This explains that the case suffers from linguistic impairments in function of both dimensions; semantics and pragmatics. When tested on metaphorical interpretation test, he could obtain 0%. and in the sentences association test he has got 26% which is very low. Therefore, both of pragmatics and semantics cognitive structure is very deteriorated.

### 1.1.1.3 Case Summary:

The two researchers were able to explain the language disorder that they diagnosed in this case with bad transactions that she received in her life, which in turn helped to disassemble the semantic and lexical dimension of her language. Therefore, the Examinees language suffers from pathological symptoms at the following levels:

- A language that lacks a structural level
- A language made up of simple sentences
- Limited vocabulary
- Omit words from sentences when talking
- Use certain phrases repeatedly



– Have trouble naming objects

### 1.1.2. Presentation and Analysis of the 2<sup>nd</sup> Case:

#### 1.1.2.1. Presentation of the 2<sup>nd</sup> case:

Is a man named ALI; his age is 23 years old. He is single and lives in Frenda. He finished his studies at second year in middle school. His mother is alive and his father is dead, he has 5 brothers and 2 sisters. As for the Social status is normal.

#### 1.1.2.2 Interview Analysis:

After we did the interview we found that this patient comes from a stable family. He has been too close to his mother, that most of his speech is about her, where he used to say this sentence ( نبغي ماما ) in English “ I love mom ” from time to time while talking to him.

We notice while talking to "ALI" that he moves a lot while he is talking with us. Show off and talk about him a lot. He has hallucinations the psychological suffering he received in his life such as the betrayal of friends and his girlfriend, the bad transaction he received from his relatives.

#### Chart (22): Tests Results of the 2<sup>nd</sup> Case:

Tests	Free Association	Structural context cohesive build	Sentences Association	Word Association	Metaphorical interpretation	Close and completion	Total
Time	12	5	16	15	5	10	63 minutes
Degrees	65	0	45	7	0	05	122
Diagnosis	S.C.S Deteriorated	S.C.S Impaired	S.C.S Deteriorated	S.C.S Impaired	P.C.S Impaired	P.C.S Impaired	
Final Results	A linguistic impairment in the both dimensions; semantics and pragmatics functions						

P = pragmatics S = semantics C = cognitive S = structure

Chart (22) shows tests results that the 2<sup>nd</sup> case (ALI) obtained during the interviews. The global score of the battery was ( 122/440) which is very low representing 27% of the whole

tests results. This explains that the case suffers from a linguistic impairment in function of both dimensions; semantics and pragmatics. When tested on close and completion test. He could obtain 20%, which is less than the average. and in the word association test he has got 06% which is also very low. So, we can say that the pragmatic and semantics cognitive structure of this patient is much deteriorated

### **1.1.2.3 Case Summary:**

The two researchers can know the reason of the linguistic decline of this schizophrenic patient by the psychological suffering he received in his life

So his language is characterized by:

- Non pragmatics language
- Language formulated in simple sentences
- Have limited vocabulary
- Speak in short or simple sentences
- Use tenses incorrectly
- Use certain phrases repeatedly

### **1.1.3. Presentation and Analyzing the 3<sup>rd</sup> Case:**

#### **1.1.3.1 Presentation of the 3<sup>rd</sup> case:**

MHAMED is 24 year old. He is married and don't have children. His parents are alive and he has 8 siblings; 4 brothers and 4 sisters. He lived alone with his wife. His socio-economic status is acceptable

#### **1.1.3.2. Interview Analysis:**

After the interview with the patient, we found that this case comes from a stable family with no genetic disease. The behavioral side of the family is good as the patient said but his relation with his wife was good before she betrayed him and this is what affects him a lot and stays like a black point in his life also. In all his answers talk about his wife and how she betrayed him. He also has hallucination and delusion

Chart (23): Tests Results of the 3<sup>rd</sup> Case:

Tests	Free Association	Structural context cohesive build	Sentences Association	Word Association	Metaphorical interpretation	Close and completion	Total
Time	10	13	16	18	8	10	75minutes
Degrees	50	0	62	12	5	11	140
Diagnosis	S.C.S Deteriorated	S.C.S Impaired	S.C.S Deteriorated	S.C.S Impaired	P.C.S Impaired	P.C.S Impaired	
Final Results	A linguistic impairment in function of both dimensions; semantics and pragmatics						

P = pragmatics S = semantics C = cognitive S = structure

Chart (23) shows tests results that the 3<sup>rd</sup> case (MOHAMED) obtained during the interviews.

The global score of the battery was (140/440) which is very low representing 31% of the whole tests results. This explains that the case suffers from a linguistic impairment in function of both dimensions; semantics and pragmatics. When tested on metaphorical interpretation test, he could obtain 16% which is very low and in the free association test, he has got 50% which is average. So, we can say that the pragmatic and semantics cognitive structure of this patient is impaired.

### 1.1.3.3. Case Summary:

The two researchers were able to explain the reason behind the language deterioration that they diagnosed in Schizophrenic patient by the psychological trauma suffered because of his wife's betrayal which affected him a lot. So, the patient language was characterized by:

- Many spelling mistake
- A language made up of simple sentences
- Limited vocabulary
- Use certain phrases repeatedly

- Have trouble naming objects
- Language formulated in simple sentences
- Non pragmatic language

#### 1.1.4. Presentation and Analyzing the 4<sup>th</sup> Case:

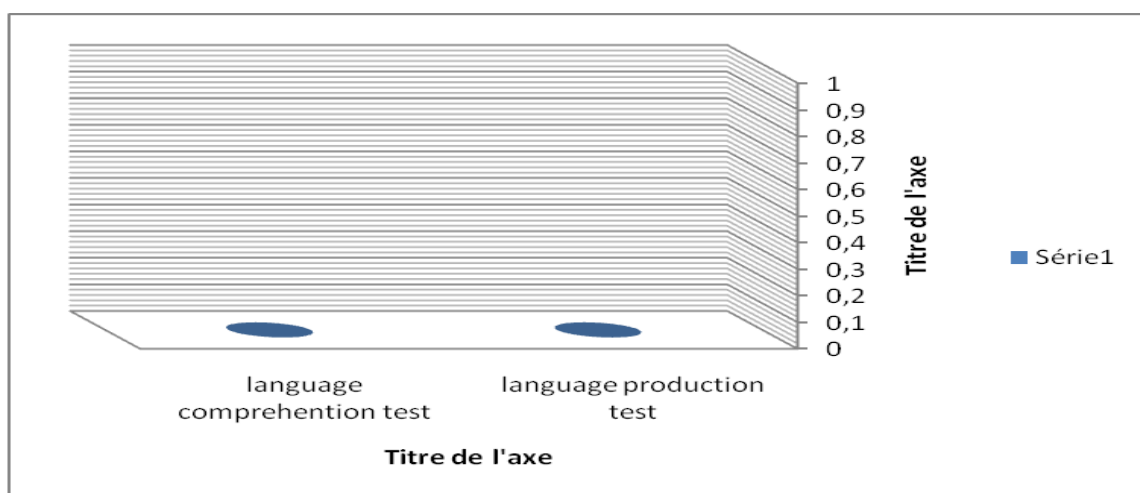
##### 1.1.4.1 Presentation of the 4<sup>th</sup> Case:

ALI his age is 42 years old, he is single. He finished his studies at the primary school and he don't know anything about his family and they didn't come to visited him in the hospital this what the psychologist said.

##### 1.1.4.2 Interview Analysis:

The patient did not accept to talk or interact with us in both sessions. So, the psychologist helps by talking to him instead of us. What we notice that the patient does not sit in one place and moved a lot. He didn't answer any test. Also, we observe that when psychologist ask him he keep silent and thinking than he go outor repeat what she said. This patient suffers from a catatonic schizophrenia in which the language impairments is obvious in his speech.

#### Histogram (2): Scores of Language Production and Comprehension Tests



It's obvious according to the graph that the patient's language is deeply impaired because he did not answer any test.

**1.1.5. Presentation and Analysis of the 5<sup>th</sup> Case:**

**1.1.5.1. Presentation of the 5<sup>th</sup> case: 1.1.5.1:**

The case is Anfel. Her age is 28 years old. She lived in Tiaret. She is single. Her educational level is third level secondary school. She did not pass the Intermediate Education Certificates exam, so she decided to stay at home. Her parents alive and she has 4 siblings; 3 sisters and brother. As for the socio-economic status; is acceptable.

**1.1.5.2. Interview analysis:**

After we did the interview we found that this schizophrenic patient comes from a Stable family with no medical history and the family members does not suffer from genetic diseases. For the behavioral side of the family, she told us that her mother treat her with a bad way like she said mom always told me "علاش مكيش كيما لبنات لخرين" in English " why you are not like the other girls" the schizophrenic patient was behaving normally with her family, people outside. Friends before his injury. She was suffering from hallucinations and hysterical fits.

**Chart (24): Tests results of the 5<sup>th</sup> case**

Tests	Free Association	Structural context cohesive build	Sentences Association	Word Association	Metaphorical interpretation	Close and completion	Total
Time	10	13	16	18	8	10	75 minutes
Degrees	50	0	62	12	5	11	140
Diagnosis	S.C.S Deteriorated	S.C.S Impaired	S.C.S Deteriorated	S.C.S Impaired	P.C.S Impaired	P.C.S Impaired	
Final Results	A linguistic impairment in function of both dimensions; semantics and pragmatics						

P = pragmatics S = semantics C = cognitive S = structure

Chart (24) demonstrates the detailed grades that the 5<sup>th</sup> case (Anfel) obtained during the interviews. The global score of the battery was (255/440) which is average representing 57%

of the whole tests results. This explain that the case suffers from a linguistic impairment in function of both dimensions; semantics and pragmatics. When tested on close and completion test one of the language comprehension tests. he could obtain 60% which is more the average. In the language production tests we tested on the word association test and he has got 26% which is very low. so her pragmatics and semantics cognitive structure is impaired.

### **1.1.5.3. Case Summary:**

The two researchers were able to explain the language disorder that they diagnosed in this case with bad transactions that she received in her life. This in turn helped to disassemble the semantic and lexical dimension of her language. Therefore, the Examinees language suffers from pathological symptoms at the following levels:

- Non pragmatic language
- Language formulated in simple and short sentence
- Have limited vocabulary
- Use tenses incorrectly
- Use certain phrases reputedly

### **1.1.6. Presentation and Analyzing of the 6<sup>th</sup> Case:**

#### **1.1.6.1. Presentation of the 6<sup>th</sup> case:**

AEK is a 41 years old. He is single. He lived. In Tissemsilt. He stopped his studies in middle school. His parent a live and he has 6 siblings 5 brother's and one sister. As for the socio-economic status; it is acceptable.

#### **1.1.6.2 Interview Analysis:**

After 2 sessions of interviewing and questioning the patient, we found that the patient's family does not suffer from an antecedent in Schizophrenia or any other mental illness. AEK has good acceptable relationship with his family especially with his mom because as he said: ( انيا بروش بزاف لماما ) in English" I Am too closeto my mom"

This patient has interest in religious side. Because all his answers is related to religion. He suffers from hallucination and difficulty in express his self.

**Chart (25): Tests Results of the 6th Case**

Tests	Free Association	Structural context cohesive build	Sentences Association	Word Association	Metaphorical interpretation test	Structural Context Cohesive	Total
<b>Time</b>	12	10	16	12	10	09	<b>69 minutes</b>
<b>Degrees</b>	55	30	55	13	20	10	<b>183</b>
<b>Diagnosis</b>	S.C.S Deteriorated	S.C.S Deteriorated	S.C.S Deteriorated	S.C.S Impaired	P.C.S Impaired	P.C.S Impaired	
<b>Final Results</b>	A linguistic impairment in function of both dimensions; semantics and pragmatics						

P = pragmatics S = semantics C = cognitive S = structure

Chart (25) shows tests results that the 6<sup>th</sup> case (AEK) obtained during the interviews. The global score of the battery was (183/440) which is very low representing 41% of the whole tests results. This explains that the case suffers from linguistic impairments in function of both dimensions; semantics and pragmatics. When tested on close and completion test, he could obtain 40% which is less than the average. and in the word association test he has got 12% which is also very low. So, we can say that the pragmatic and semantics cognitive structure of this patient is much deteriorated.

### 1.1.6.3 Case Summary:

The two researchers can explain the language disorder that diagnosed in the case of Schizophrenia. That he is interested in the religious side that's why he response with religious answers or borrowed from (Quoran) or (religious conversation)

So, the patient's language is characterized as follow:

- Many spelling mistake
- A language made up of simple sentences
- Limited vocabulary
- Omit words from sentences when talking
- Use certain phrases repeatedly

- Have trouble naming objects
- Language formulated in simple sentences
- Non pragmatic language

### 1.1.7. Presentation and Analyze the 7<sup>th</sup> Case:

#### 1.1.7.1 Presentation of the 7<sup>th</sup> case:

Is a man named Mohamed. He is 29 years old. He is single and live in Tiaret. His parent alive and he has 3 siblings; 2 sisters and one brother. He stopped his education level in middle school.

#### 1.1.7.2. Interviews Analysis: 1.1.7.2

After 2 hours of interviewing, we found that the patient's family does not suffer from any mental illness. Mohamed has good acceptable relationship with his family. Especially his sister as he said ( ختي الوحيدة لنحكيها كلشي ) in English " my sister is the only one who I tell her everything ". In other hand he has a bad relationship with his father because he love his brother more than him and this affect him a lot

Chart (26): Tests Results of the 7<sup>th</sup> Case

Tests	Free Association	Structural Context Cohesive Build	Sentences Association	Word Association	Metaphorical Interpretation	Structural Context Cohesive	Total
Time	15	13	15	12	06	05	66 Minutes
Degrees	45	40	58	12	15	13	183
Diagnosis	S.C.S Deteriorated	S.C.S Deteriorated	S.C.S Deteriorated	S.C.S Impaired	P.C.S Impaired	P.C.S Impaired	
Final Results	A linguistic impairments in function of both dimensions; semantics and pragmatics						

P = pragmatics S = semantics C = cognitive S = structure

Chart (26) demonstrates the detailed grades that the 7<sup>th</sup> case (MOHAMED) obtained during the interviews. The total score of the tests was (183/440) which is low than the average representing 41% of the whole tests results. When tested on close and completion test.



He could obtain 23% and in words association test he has got 11% both results are very low. So, this explains that the case suffers from linguistic impairments in function of both dimensions; semantics and pragmatics.

### 1.1.7.3. Case Summary:

The two researchers can know the reason of the linguistic decline of this schizophrenic patient by the bad transaction he received in his life.

So his language is characterized by:

- Non pragmatics language
- Have limited vocabulary
- Speak in short or simple sentences
- Use tenses incorrectly
- Use certain phrases repeatedly

## 2. Discussion the Hypothesis

### Main Question:

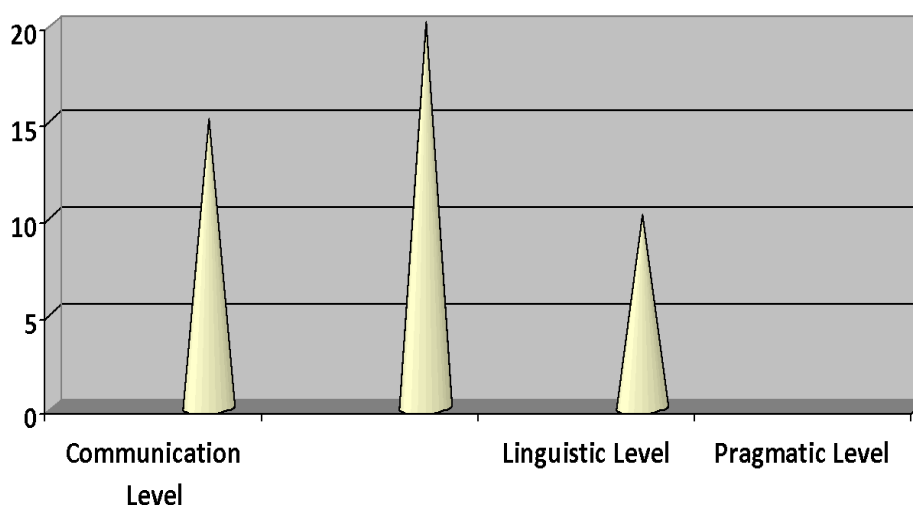
1. To what extent does Schizophrenia affect the language system in individuals?

### 2.1. Interpreting and Discussing the Main Hypothesis

The main hypothesis of the study states that: "Semantic cognitive structure is correlated to the pragmatics cognitive structure in patients with Schizophrenia". This hypothesis deals with the analysis of the pathological semantic pragmatic cognitive structure; after the applied the battery tests on the sample participants in the clinical interview ( See appendix 1); we found the patients suffer from semantics and pragmatics impairments like in the case of (Bn. Fatma ) we applied the Close Completion Test on the participants which is needed to complete this sentence by the patient (الغرفة.....الطاولة.....اختي وضعت اختي الطاولة.....الغرفة); she said: ( وضعت اختي الطاولة ختي متبغينيش وسط الغرفة); in English [My sister put the table... middle of the room]; she answered: "My sister put the table ... My sister did not love me middle of the room]. The missing preposition is (In). (See appendix 1.1...)

Furthermore, we notice that the patients have difficulties in understanding the linguistic stimuli. At the same time they are affected by the words psychologically; like in case (Bn Fatma) when we ask him about the family (العائلة الشجرة.....); she said ( العائلة تتبغني ) (سعدية); in English My family loves Saadia; they do not love me and she cried. In this case we are focusing on the lexical field and the fluency of the words. (See appendix 1.3).

**Histogram (2): The communicative discourse grades in patients with schizophrenia**



Histogram (2) showed that the patient with schizophrenia is deteriorated in all the levels (communicative level, linguistic level, pragmatics level); the useless of words and sentences lead to their language is impaired.

The patient expressed his emotional feelings through the word my sister because she has a problem with her, the patient based on the word my sister did not love me and we notice also when she is talking she is looking at a specific place. On the other hand, the individual did not answer the structural context cohesive build. As she said: "I do not know", even if we try to explain the test. Patient's language is impaired.

In case of (Alilou), we occur on the analysis reception questions in the sentence association tests; when we ask him about the completion of this expression (.....عقلي), he said: (عقلي يريد الخروج) my mind is ... ]; in English: "My mind needs to go outside". He expressed his emotional feelings with disappointment. The purpose of his answer is to liberate his thoughts because he suffers from hallucinations symptoms.

We applied the word association tests on this case in which we found the answers are uncompleted and meaningless. When we ask the patient to complete the sentence that said: (تيارت ..... في الشمال الغربي للجزائر) [Tiaret ..... In the Northwest of Algeria]; he said: [Tiaret My house The northwest of Algeria]. (See appendix 2.1)

The patient described Tiaret as his house; because he did not aware the word Tiaret, it should be complete the sentence Tiaret is situated in the north:..... of Algeria; he used a wrong term to complete the sentence. We explain this meaningless and disorder as a mental disturbance.

The patients with schizophrenia are taking things literally, particularly “idioms” and “figurative” language such as in case of (Abd-el-Kader ),;When he read the sentence in the sentence association test....الام; he said(امك ثم امك ثم امكتم ابوك) in English “**the mother is....**” He said: **your mother, then your mother, then your mother, then your father.** (See appendix 6.4)

Abd-el-Kader is belonging to the religious side, because he suffer from religious delusions that are affected his brain. So, the patient characterized by:

- ☒ Religious responses.
- ☒ Apragmatic language
- ☒ Formulation of simple sentences.
- ☒ Presence of spelling mistakes

The case [ Mohamed].in the close completion test that include the completion this sentence اسافر علمتن ..... الى فرنسا he said:(اسافر على متن الحصان الى فرنسا); in English (**I travel by the horse to France** ). The missing word in this sentence is plan / ship. The answer of the patients is involved such disorders in using the words that relate to the context. He did not complete the rest of sentences he said: “**I do not know**”.(See appendix 3.1).

**Chart (28): The signs sample tests**

<b>The close completion tests</b>	<b>Words association tests</b>
☒ Incomprehensive lexical meaning	☒ Difficulty in linguistic stimuli reception
☒ They are do not understand the phrases	☒ They are affected by words such as (hate; happiness )
☒ They are do not complete the sentence with an appropriate words	☒ There is no interaction between the linguistic stimuli

Chart (28): Showed that the tests are uncompleted according to the answers of sample participants; the semantico pragmatic cognitive structure is disorders which mean that his language is impaired. .

In case of (Bouzeboudja) when we ask him about the both expressive and receptive tests. He did not answer; through his analysis (See appendix 4...) we found that his language is impaired in semantics and pragmatics fields as it is in the following chart:

**Chart (29): Tests grades in the both receptive and expressive dimension**

Tests	Close completion tests	Restricted association tests	Words association tests	Sentences association tests	Structural context cohesive – build	Free association tests
Grades	0	0	0	0	0	0

Chart (29), we notice that the patient are unable to answer for the both expressive and receptive tests; this grades is a good indicator to evaluate the schizophrenic language. His language is impaired.

The previous studies showed that the patients with schizophrenia suffer from communicative difficulties that effect language use in context. The study of Diman and Kuperberg (2010) focused on the structure of schizophrenia discourse especially in the schizophrenic patients’ use of the linguistic link that weave the verbal and semantic context. This study aims at assessing the cognitive structure in the both dimensions receptive and expressive language; when we applied the different tests on the participants to study the linguistic pathology we notice that

- ☒ The patients are unable to structure an appropriate word that completes the sentence.
- ☒ They are using missing phonology, morphology, syntax
- ☒ They are not aware about their language.
- ☒ They are unable to use the coherence and the cohesion.

☒ They do not link between concepts.

☒ A language that lacks a structural level.

☒ There is no comprehensive meaning.

The study of Covington et. al showed that the patients with schizophrenia have been found to exhibit primarily altered pragmatics. They have problems and difficulties in the both receptive and expressive language; the individuals faced abnormalities in communication in appropriate way. Whereas, the patients with schizophrenia are disordered in the both semantics and pragmatics field of schizophrenia. The following chart summers the total score of the 7 cases

**Chart (30): Total Score of seven**

Tests	T1	T2	T3	T4	T5	T6
Score	64	60	79	340	115	320

It is obvious that the 7 cases present an acute language impairments in the both dimensions as the results obtained say:

**The semantics outcomes** in patient's results are (122/440) which is very low representing 27of the whole tests results; this explains that the semantics cognitive structure (SCS) in patients with schizophrenia is disordered.

The pragmatics outcomes in patients is (17out of 55) that is very low and it is sign of deteriorated pragmatic cognitive structure (PSC).The total score results shows that the language of patients is impaired in the both dimensions expressive and receptive language.

The previous studies showed that the patients with schizophrenia suffer from communicative difficulties that effect language use in context. The study of Diman and Kuperberg (2010) focused on the structure of schizophrenia discourse especially in the schizophrenic patients' use of the linguistic link that weave the verbal and semantic context.This study aims at assessing the cognitive structure in the both dimensions receptive and expressive language; when we applied the different tests on the participants to study the linguistic pathology we notice that

- The patients areunable to structure an appropriate word that completes the sentence.
- They are using missing phonology, morphology, syntax
- They are not aware about their language.
- They are unable to use the coherence and the cohesion.
- They do not link between concepts.
- A language that lacks a structural level.
- There is no comprehensive meaning.

According Rossetti. Brambilla and Parango, people with schizophrenia often exhibit difficulties comprehending figurative expressions,such as irony, proverbs, metaphors, and idioms with a general proneness to neglect the figurative meaning and to accept the more literal one. This inability is usually referred to as conservatism and itconstitutes a clinical manifestation of the broader language dysfunction called Formal Thought Disorder FTD.

Besides, when we calculating the probable statistical correction between the disease “Schizophrenia” and language impaired we found upon Pearson coefficient:

**Chart (31): Statistical Analysis**

Correlation	Level of Significance	X'	Score Results
Rs=0.90	0.5	81.71	978/440

According to the statistical analysis in the previous chart (31); as the Pearson correlation coefficient (Rs=0.90).we assume a high positive correlation between Schizophrenia and language impairments; and through the level of significance and the mean X=8 which are a very high results. we reduce that there is a positive correlation between semantics cognitive structure and pragmatics cognitive structure in patients with Schizophrenia

To conclude, through this research discussion the semantics cognitive structure is related to the pragmatics cognitive structure. there is no lexical without semantics or semantics without lexical.

**Subordinate Questions:**

1. Is there any statistically significant affect correlation between Schizophrenia and the semantic dimension of the language?

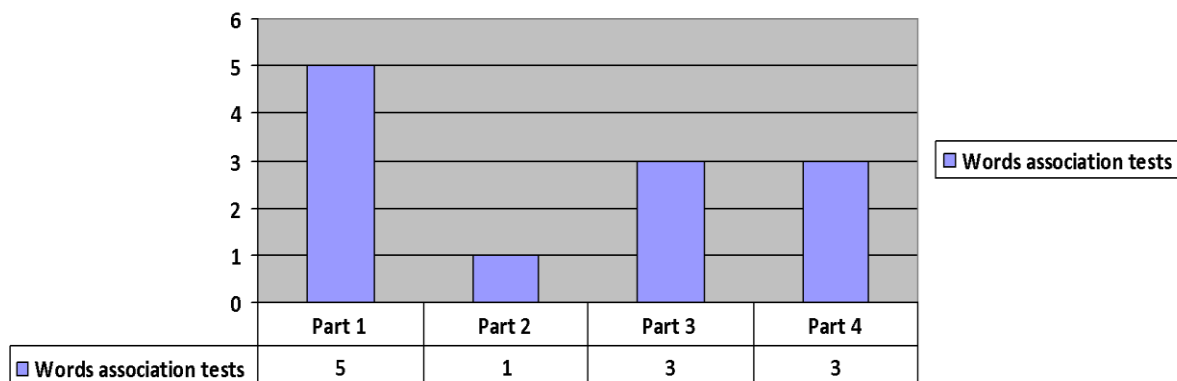
**2.2. Interpreting and discussing the Subordinate Hypothesis Two:**

The second hypothesis states that “Schizophrenia psychosis impacts semantics cognitive structure”.It provides that patients with schizophrenia are unable to link between words and its units.as it is in the hallmark symptoms of schizophrenia; this cognitive dysfunction are the results of abnormalities characteristics in the semantics process of patients;these abnormalities and disturbances exist at the discourse production level.

We found after the application of the tests that the patients faced difficulties to create a word that link to the other one.In case of (M ).We test his words association tests that states to diagnose the fluency of words like the word (..... البيت) he said: (البيت سحر)

In English he said;(the house:the magi).The patient understands that his house is magic.Because he has problems with the family and he believes that her disease is caused by the magic) (See appendix 4.3)

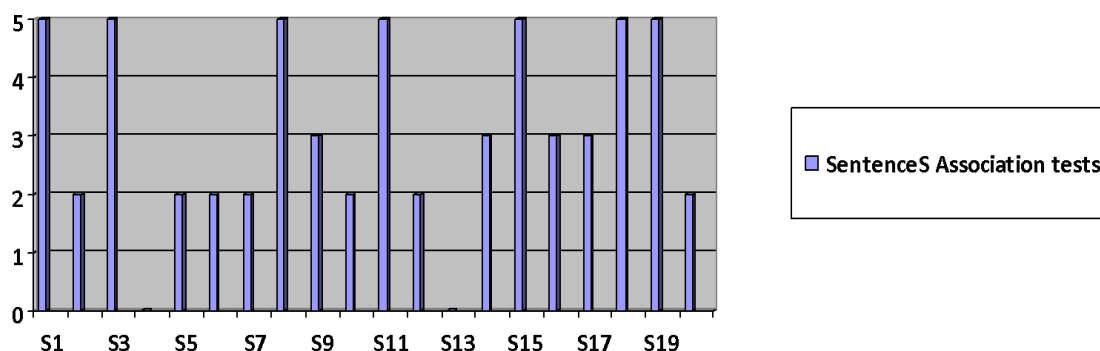
**Histogram (3): The grades of words association tests in patients with schizophrenia**



Histogram (4) shows that; According to the total grades of these tests, we found that this case has got 10/105; it means that he has difficulties in understanding the linguistic stimuli he did not give the lexical field of the words; his language is impaired in the field of semantics; where we notice his tests grades is low.

On the other hand, we found the patient is unable to complete the sentence association tests that deal with the completion of sentences to get a meaning. He has got (62 / 105). We found the answers of the patient as follows: [الاولاد..... ]; he said: [الاولاد استغفر]; at the same test he did not answer about the following sentence [ اعصابي.... ]. (See appendix 4.4).

#### Histogram (5): Sentences Association Tests Grades



Histogram (5) shows that the production level in patients with schizophrenia is disordered and degraded; that is the effect of semantics cognitive structure in which their language is impaired.

In case of (Bouzeboudja) when we ask him about all the receptive tests, he did not answer; through his analysis we found that his language is impaired

- ☐ He is not aware about the conversation.
- ☐ Difficulties in understanding and producing concepts.

He is unable to answer for the receptive tests (he has no grades )(See appendix 5.)

Expressive tests	Words association tests	Sentences association tests	Structural context Cohesive –build	Free association tests
Grades	0	0	0	0

According to the Chart (32). we notice that the patient has difficulties in using language; which means that his language is impaired through the deterioration of semantics cognitive structure.as

Gue et al.; 2013 argued that the semantics impairments disease produce the impairments in language production. It means that the patients with schizophrenia are unable to structure a sentence or link between words; we found the patients have problems in semantics field which are in the Breuer’s study that focused on losing of associations or derailment. a thought disorder characterized by the usage of unrelated concepts in conversation. or in other words a conversation lacking coherence.

We found in the study of Harrod has suggested that schizophrenia is semiotic disorder with an impairment in the semantic connection between concept and word.

According to these tests discussion and the study of Kail & Leonard and we explain that the patients with schizophrenia often have difficulties with other areas of semantics, including the abilities to incidentally learn new words and to create complex representation within and between words. Studies testing effective semantic field explains that these abnormalities and language impairments are interconnected categorical or associative links related concepts.

2.1. Is there any statistically significant correlation between Schizophrenia and the pragmatic dimension of language?

### **2.3. Interpreting and discussing the Subordinate Hypothesis Three**

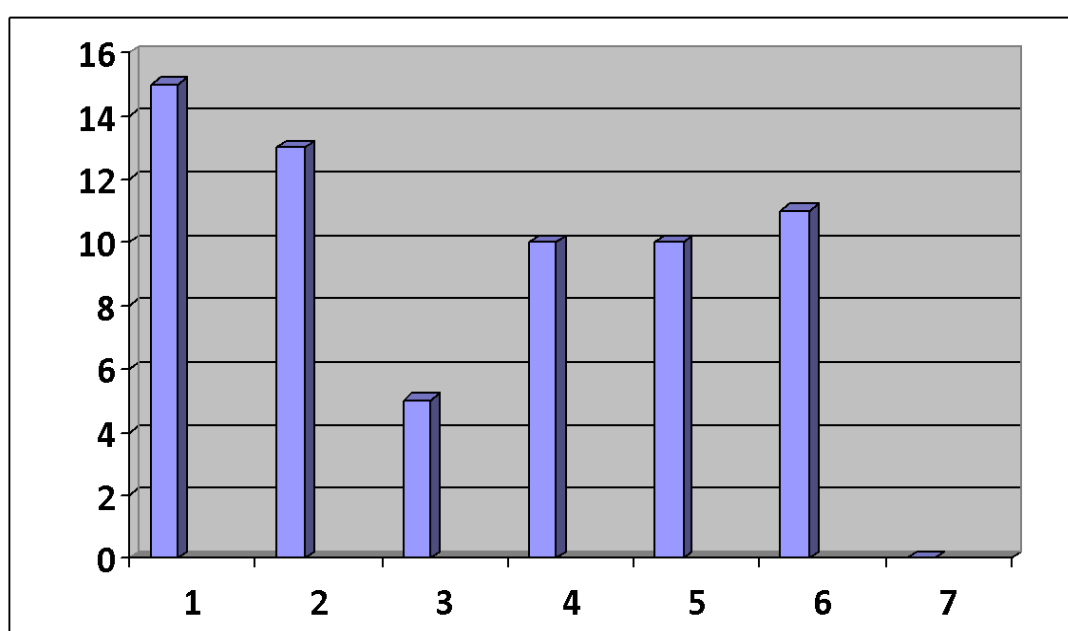


The third hypothesis states that "schizophrenia psychosis disease impact the pragmatic cognitive structure; it provides that patients with schizophrenia are unable to understand language. they struggle to comprehend words they hear or read as well as what.

others are saying. they often respond in way that do not make sense

It is obvious that the collected data show a very positive effect of schizophrenia on PCS. If we take a close completion tests ( See appendix 1.1.). we found the following Histogram explains the pragmatic disorders in patients in schizophrenia

**Histogram (6): Cloze and Completion Test Grades in 7 cases**



In histogram(6), we notice the positive effect of schizophrenia on the pragmatic cognitive structure (PCS) of the experimental sample group of the seven cases. All of them have got less the average (25) in the close and completion test. which means that they have difficulty to understand what others are saying and response with a meaningless sentences; like in the case of "Fatma " when we ask her to complete the sentence (My sister puts the table ..... middle) in English my sister put the table ...middle of the room ), she response by ( اختي وضعت الطاولة سعيدية ما تبغينيش ) in English **my sister did not love me** the table the middle of room) and this answer is totally out of context because the correct one is (my sister puts the table.in the middle ).

In that way many studies have shown that schizophrenia is associated with sever impairments in communication pragmatic abilities, which refer to the use of language in context.

In the study Bambini et al., (2016) states that *patients with schizophrenia were impaired at board pragmatic abilities compared with «healthy controls. With irony understanding being the most seriously impaired the resulting”.” disability is major and exerts a negative impact on daily language and quality of life”*

It means individual with schizophrenia struggle with various pragmatic abilities significantly affecting their daily language use and quality of life. Notably. *“Patients with schizophrenia also show pragmatic deficits; which were well described elsewhere”*

(Collet al., 2013 Bambini et al.; 2016)

**Conclusion:**

The forging chapter is firstly a presentation and analyzing the sample participants which includes 7 cases and secondly is the discussion and interpretation of the main and subordinates hypothesis. the purpose of this study is to diagnose and examine the problem of language impairments in patients with Schizophrenia and the correlation between semantics and pragmatics cognitive structure in individuals.

**General Conclusion:**

The different symptoms of schizophrenia that include the hallucinations, delusions affected the cognitive structure in patient with schizophrenia; in which they are expressed their thoughts through language. This language could be impaired according to the mental disease. The study leads to diagnose the impact of schizophrenia on language, which is used different battery tests to understand the language impairments in the both semantics and pragmatics cognitive structure. It proves that the patients with schizophrenia did not understand the language in which their language is disordered and impaired. The patients faced difficulties and abnormalities in the both expressive and receptive dimensions; which means that they are unable to produce a normal compatible lexical. So, this study is an investigation that analyses the correlation between semantics and pragmatics cognitive structure in patients with schizophrenia.

This research presented the analysis and interpretation of the data gathering with regard to three sections: the literature review comprising the “Language Impairments in Patients with Schizophrenia” (Language and Speech; language and Speech Impairments; Schizophrenia; Semantics and Pragmatics Disorders). The second chapter was concerned with design and methodology followed by the pilot study and Main study, and the third chapter was concerned with the data analysis and interpretation that contains the presentation and analyzing the sample participants and the discussion of the main and subordinate hypothesis.

Thus, the researchers asked the following questions:

The main question:

1. To what extent does Schizophrenia affect the language system in individual?

Subordinate Questions:

1. Is there any statistically significant correlation between Schizophrenia and the Semantic dimension of the language?
2. Is there any statistically significant correlation between Schizophrenia and the Pragmatic dimension of the language?

The above questions led the researchers to formulate the following hypothesis:

1. We hypothesize the correlation between semantics cognitive structure and pragmatics cognitive structure in patients with schizophrenia.

2. We assume that Schizophrenia Psychosis disease impacts the semantics cognitive structure.

3. We hypothesize that Schizophrenia mental disease effect the pragmatics cognitive structure.

In this investigation. the relevant data was collected from multiple tools using a mixed approach. we adopted both quantitative and qualitative approaches to diagnose how patients with Schizophrenia use language and how the language can be impaired in patients with Schizophrenia through the semantics and pragmatics cognitive structure.

By designing and conducting case study at Psychiatry of Tiaret. and by analyzing and triangulating data collected from various sources using a set of research instruments (observation. questionnaire and interview with patients).

Hence, the three hypothesis put forward were confirmed. That is Schizophrenia mental disease effect on the semantic and pragmatic cognitive structure. Also. the language in patients with schizophrenia can impaired in both expressive and receptive dimensions.

Results have revealed that there a positive correlation between semantics and pragmatic cognitive structure in patients with Schizophrenia.

To conclude, language in patients with Schizophrenia can impaired through the semantic and pragmatic cognitive structure. Effectively, patients with Schizophrenia can impair in the both receptive and expressive language.

## **2. Recommendation:**

The current study has been conducted in very empirical conditions and upon a clinical psycholinguistic methodology which is said to be efficient in diagnosing the mental patients language. it could teach out the designed objectives and hypotheses.

Therefore; we, as novice researchers recommended the following:

1. Integrating the clinical psycholinguistics in the English departments as a module.
2. Leading professional deals with mental and psychological institutions and organizations.
3. Promoting the linguistic clinical visits to such institutions with students in order to psychoticlanguage features

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## الشكل الأولي للاختبار و طرق التطبيق:

اختبارات فهم اللغة

Case 02

No.

الاختبار الأول: العطف المنظم 4 3

الاسم: ..... طالبتي بوعمال

السن: ..... 32 / 1994 (الطالبة)

الجنس:  أنثى  ذكرالحالة العائلية:  أعزب  متزوج  مطلق  أرمل

## أتم كل جملة من الجمل أسفله بالكلمة المناسبة

10  
25

الطائرة

1. أسافر على متن الطائرة... إلى فرنسا. 2
2. ألبس معطفا عندما يكون الجو... البارد. 2
3. كان محمد رسول... كريما.
4. يجب أن أدرس جيدا لكي... للبحث عن وظيفة. 1
5. عندما أشاهد أفلام الرعب أشعر... بالرهبة. 1
6. أحب أمي... كالأب. من أي شخص في هذا العالم. 2
7. مدينة تيارت في الشمال الغربي للجزائر.
8. أطلع كثيرا... التاريخ و الأدب. 2
9. وضعت أختي الطاولة... وسط الغرفة. 2
10. أحب التنزه في... الحديقة. 2

الاختبار الثاني: اختبار التفسير المجازي

اختر التفسير المناسب للجملة من ضمن الاقتراحات الثلاث

10/30

الجملة	التفسير 1	التفسير 2	التفسير 3
في العجلة الندامة و في التأني السلامة X	السرعة تساعد في كثيرا في الوصول باكرا و قبل الوقت.	السرعة قد تقتل الإنسان لذا عليه أن يتمهل	التمهل و السرعة واجبان في التعامل مع أمور الحياة
اللباس و الزينة الجميلة يغطيان لحما هزيلا	قد تكون المظاهر خداعة	التجمل و لبس الجديد يدخلان السرور على النفس	لا بد من اللباس حتى لا يشعر الإنسان بالبرد
كثير الأصدقاء قد ينطوي على نفسه في الضائقات	شيء جميل أن يكثر الإنسان من الأصدقاء	من له أصدقاء كثر قد يخيبون ظنه عندما يحتاجهم في يوم ما	لا بد من كثرة الأصدقاء حتى لا يبقى الإنسان لوحده
من حفر حفرة لأخيه وقع فيها X	من أراد أن يؤذي أحدا أو يكرهه فإن مكره و أذيته ستقلب عليه	من حفر حفرة ليغرس فيها شجرة فعليه أن يحفر مثلها لأخيه	لا يجب أن نحفر كثيرا حتى لا نقع في الحفر
خرجت من المكتب على جناح السرعة	خرجت من المكتب حيوا	خرجت من المكتب جريا	خرجت من المكتب ماشيا

## اختبارات إنتاج اللغة

7  
10/10

## الاختبار الأول: اختبار طلاقة الكلمات

أوجد الكلمات المناسبة التي تنتمي إلى كل كلمة من الكلمات أسفله

المقاطع	الرقم	الكلمة	ك1	ك2	ك3	ك4	ك5	ك6	ك7
المقطع الأول	01	العائلة	...	صديق	من البيت	...	...	...	...
	02	المدرسة	...	التراب	...	...	...	...	...
	03	الشارع	...	للشارع	...	...	...	...	...
	04	المستشفى	...	تعالج فيه	...	...	...	...	...
	05	المسجد	...	صلي	...	...	...	...	...
المقطع الثاني	01	الحب	...	X	صحت	...	...	...	...
	02	الكراهية	...	عندي	ومساكين كثير	...	...	...	...
	03	الحياة	...	مسيرة	...	...	...	...	...
	04	الموت	...	جسيمة	لم يرحم دية	...	...	...	...
	05	الأمل	...	ليس لدي	أمل	...	...	...	...
المقطع الثالث	01	الصداقة	...	الحنين	...	...	...	...	...
	02	الزواج	...	X	...	...	...	...	...
	03	اللعب	...	X	...	...	...	...	...
	04	الأولاد	...	X	...	...	...	...	...
	05	البيت	...	X	ليس فيه	...	...	...	...
المقطع الرابع	01	الوقت	...	صاويل	...	...	...	...	...
	02	الدين	...	قراة	الإسلام	...	...	...	...
	03	العلم	...	تفتا	...	...	...	...	...
	04	العمل	...	تعمل	لله الوقت	...	...	...	...
	05	الذنب	...	هتال	...	...	...	...	...

## الاختبار الثاني: تحملة الجمل الناقصة

33/105

أتم كل جملة من الجمل أسفله لتحصل على فكرة ذات معنى

الرقم	الجمل الناقصة
01	أنا أحب... (أحب)
02	أسعد الأوقات... (في الجميعة)
03	أنا آسف... (أنا آسف)
04	الأولاد... (الأولاد)
05	الشيء الذي يضايقني... (أحب)
06	الناس... (الناس)
07	الأم... (الأم)
08	أنا أحسن... (أنا أحسن)
09	أنا أخاف... (أنا أخاف)
10	لما كنت في المدرسة... (لما كنت في المدرسة)
11	أنا لا أستطيع... (أنا لا أستطيع)
12	عندما كنت طفلاً... (عندما كنت طفلاً)
13	أعصابي... (أعصابي)
14	أنا أعاني... (أنا أعاني)
15	فشلت... (فشلت)
16	عقلي... (عقلي)
17	أنا أكره... (أنا أكره)
18	أبي... (أبي)
19	أشد ما يقلقني... (أشد ما يقلقني)
20	معظم البنات... (معظم البنات)

### الاختبار الثالث: البناء المنسجم للسياق اللغوي

النشاط الأول: رتب أحداث هذه القصة ترتيباً منطقياً

- وبالفعل بدأت المطرقة تضرب، والسندان صامد أمام ضرباتها العنيفة،
- وحينها صرخت قطعة الحديد التي كانت بينهما: أيها السادة.. إن المبالغة في
- الشيء الجيد يعد أمراً سيئاً. وقال القرن: التحدي ليس له داع حين لا يكون في مصلحة أحداً!!
- قالت المطرقة للسندان: أستطيع أن أضرب بقوة بحيث لا تستطيعين التحمل فرد السندان: وأنا أستطيع أن أتحمّل أقوى من طرقاتك.

النشاط الثاني: رتب أحداث هذه السيرة ترتيباً منطقياً

- بعد الاستيلاء على مدينة الجزائر عام 1830 من طرف الفرنسيين، شارك محي الدين و ابنه عبد القادر المقاومة الشعبية التي خاضها الأهالي الجزائريون.
- ولد الأمير عبد القادر عام 1807 م، ونشأ في مزرعة أجداده القبطنة) بوادي الحمام الخصب بضواحي مدينة وهران.
- عام 1826 ، في عمر لم يتعد الثامنة عشر، يقوم جمعية والده برحلة نحو البقاع المقدسة لأداء فريضة الحج.
- درس اللغة العربية وحفظ القرآن في الزاوية بمدينة آرزويو، ولاية وهران، و سنه لم يتجاوز الخمسة عشر سنة.

النشاط الثالث: رتب أحداث هذه العملية ترتيباً منطقياً.

- وهو يتكون حينما يبرد الهواء ويحدث تكثف لبخار الماء، يكون وزن القطرات صغيراً، فلا تسقط على الأرض.
- المطر هو تكثف بخار الماء من السحاب و سقوطه على شكل قطرات منفصلة على الأرض.
- إن محتوى قطرة المطر الواحدة من الماء يفوق بمليون مرة ما في حجم مثيلتها من السحابة.
- ولكي يسقط المطر يجب أن تتجمع هذه القطرات الضئيلة الحجم في مجموعات أكبر حجماً.



## الافتتاح الرابع: التداخي العر

## مقابلة حوارية

قيل: "إن الصحة تاج على رؤوس الأصحاء لا يراه إلا المرضى."

الفاحص: هل توافق على هذا القول؟

المفحوص: .....

الفاحص: هل أنت مريض أم تتمتع بصحة جيدة؟

المفحوص: .....

الفاحص: (نعم) مما تعاني؟

المفحوص: .....

الفاحص: متى دخلت للمستشفى؟

المفحوص: .....

الفاحص: هل تحترم مواقيت الدواء؟

المفحوص: .....

الفاحص: هل تحب عائلتك؟

المفحوص: .....

الفاحص: هل يزرونك بالمستشفى؟

المفحوص: .....

الفاحص: هل لديك أصدقاء هنا بالمستشفى؟

المفحوص: .....

الفاحص: ما الأعمال التي تقوم بها هنا بالمستشفى؟

المفحوص: .....

الفاحص: هل تريد الخروج من المستشفى أو يعجبك البقاء بها؟ لماذا

المفحوص: .....

الفاحص: ماذا ستفعل حينما تخرج من المستشفى؟

المفحوص: .....



- حلولة أفكار سلبية  
- تمسير اللغة

### الشكل الأولي للاختبار و طرق التطبيق:

اختبارات فهم اللغة

الاختبار الأول: العطف المنظم

الاسم: ..... خالد ..... X

السن: ..... 23

الجنس: ذكر  أنثى

الحالة العائلية: أعزب  متزوج  مطلق  أرمل

### أتمم كل جملة من الجمل أسفله بالكلمة المناسبة

5  
25

1. أسافر على متن ..... إلى فرنسا.  أذهب  أركب
2. ألبس معطفا عندما يكون الجو .....  دافئا  باردا  حاردا
3. كان محمد رسول .....  كريما  كرميا
4. يجب أن أدرس جيدا لكي .....  أكون ناجحا  أكون سعيدا
5. عندما أشاهد أفلام الرعب أشعر بـ .....  الخوف  الفزع  الرعب
6. أحب أمي .....  من أي شخص في هذا العالم  من أي شخص في العالم
7. ..... مدينة تيارت في الشمال الغربي للجزائر.  الجزائر  تونس  ليبيا
8. أطلع كثيرا ..... التاريخ و الأدب.  في  عن  على
9. وضعت أخي الطاولة ..... وسط الغرفة.  في  على  تحت
10. أحب التنزه في .....  مكان الطبيعة  مكان المدينة  مكان الريف

الاختبار الثاني: اختبار التفسير المجازي

اختر التفسير المناسب للجملة من ضمن الاقتراحات الثلاث

الجملة	التفسير 1	التفسير 2	التفسير 3
في العجلة الندامة و في التأني السلامة	السرعة تساعد في كثيرا في الوصول باكرا و قبل الوقت.	السرعة قد تقتل الإنسان لذا عليه أن يتمهل	التمهل و السرعة واجبان في التعامل مع أمور الحياة
اللباس و الزينة الجميلة يغطيان لحما هزيلا	قد تكون المظاهر خداعة	التحمل و لبس الحديد يدخلان السرور على النفس	لا بد من اللباس حتى لا يشعر الإنسان بالبرد
كثير الأصدقاء قد ينطوي على نفسه في الضائقات	شيء جميل أن يكثر الإنسان من الأصدقاء	من له أصدقاء كثر قد يخيبون ظنه عندما يحتاجهم في يوم ما	لا بد من كثرة الأصدقاء حتى لا يبقى الإنسان لوحده
من حفر حفرة لأخيه وقع فيها	من أراد أن يؤذي أحدا أو يمكر به فإن مكره و أذيته ستنقلب عليه	من حفر حفرة ليغرس فيها شجرة فعليه أن يحفر مثلها لأخيه	لا يجب أن نحفر كثيرا حتى لا تقع في الحفر
خرجت من المكتب على جناح السرعة	خرجت من المكتب حبوا	خرجت من المكتب جريا	خرجت من المكتب ماشيا

## اختباراه إنتاج اللغة

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## الاختبار الأول: اختبار طلاقة الكلمات

أوجد الكلمات المناسبة التي تنتمي إلى كل كلمة من الكلمات أسفله

المقاطع	الرقم	الكلمة	ك1	ك2	ك3	ك4	ك5	ك6	ك7+
المقطع الأول	01	العائلة	...	...	...	صديق من البيت...	...	...	...
	02	المدرسة	...	...	...	الدراسة	...	...	...
	03	الشارع	...	...	...	للشارع	...	...	...
	04	المستشفى	...	...	...	ألتعالج فيه	...	...	...
	05	المسجد	...	...	...	أصلي	...	...	...
المقطع الثاني	01	الحب	...	...	...	صديقتي	...	...	...
	02	الكراهية	...	...	...	عندي منسألك كثير	...	...	...
	03	الحياة	...	...	...	مبكرة	...	...	...
	04	الموت	...	...	...	جسيمة لم يرحمها الله	...	...	...
	05	الأمل	...	...	...	ليس لدي أمل	...	...	...
المقطع الثالث	01	الصداقة	...	...	...	الحبيب	...	...	...
	02	الزواج	...	...	...	أنا	...	...	...
	03	اللعب	...	...	...	أنا	...	...	...
	04	الأولاد	...	...	...	أنا	...	...	...
	05	البيت	...	...	...	أنا	...	...	...
المقطع الرابع	01	الوقت	...	...	...	صاويل	...	...	...
	02	الدين	...	...	...	قرآني	...	...	...
	03	العلم	...	...	...	تفتأ فة	...	...	...
	04	العمل	...	...	...	أنا	...	...	...
	05	الذنب	...	...	...	هنتألك	...	...	...

### الاختبار الثاني: تكملة الجمل الناقصة

أتمم كل جملة من الجمل أسفله لتحصل على فكرة ذات معنى

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100

الرقم	الجمل الناقصة
01	أنا أحب ..... الصلاة
02	أسعد الأوقات ..... للبيت لدي
03	أنا آسف ..... حسي
04	الأولاد .....
05	الشيء الذي يضايقني ..... العلم
06	الناس ..... الناس
07	الأم .....
08	أنا أحس ..... لبس وحدة
09	أنا أخاف ..... الكسوف والبيد
10	لما كنت في المدرسة ..... للمجدد!
11	أنا لا أستطيع ..... الأفعال السلبية
12	عندما كنت طفلاً ..... أليس
13	أعصابي .....
14	أنا أعاني ..... الأفعال السلبية الوسواسية بالتحديد
15	فشلت ..... المجهود للخدمة الوطنية
16	عقلي ..... أليس
17	أنا أكره ..... الكسوف والبيد
18	أبي ..... مستوحى
19	أشد ما يقلقني ..... الأفعال السلبية
20	معظم البنات .....



### الاختبار الثالث: البناء المنسجم للسياق اللغوي

النشاط الأول: رتب أحداث هذه القصة ترتيباً منطقياً

- وبالفعل بدأت المطرقة تضرب، والسندان صامد أمام ضرباتها العنيفة،
- وحينها صرخت قطعة الحديد التي كانت بينهما: أيها السادة.. إن المبالغة في
- الشيء الجيد يعد أمراً سيئاً. وقال الفرن: التحدي ليس له داع حين لا يكون في مصلحة أحد!!
- قالت المطرقة للسندان: أستطيع أن أضرب بقوة بحيث لا تستطيعين التحمل فرد السندان: وأنا أستطيع أن أتحمّل أقوى من طرقاتك.

النشاط الثاني: رتب أحداث هذه السيرة ترتيباً منطقياً

- بعد الاستيلاء على مدينة الجزائر عام 1830 من طرف الفرنسيين، شارك محي الدين و ابنه عبد القادر المقاومة الشعبية التي خاضها الأهالي الجزائريون.
- ولد الأمير عبد القادر عام 1807 م، ونشأ في مزرعة أجداده القيطنية) بوادي الحمام الخصب بضواحي مدينة وهران.
- عام 1826 ، في عمر لم يتعد الثامنة عشر، يقوم بمعية والده برحلة نحو البقاع المقدسة لأداء فريضة الحج.
- درس اللغة العربية وحفظ القرآن في الزاوية بمدينة آرزيو، ولاية وهران، و سنه لم يتجاوز الخمسة عشر سنة.

النشاط الثالث: رتب أحداث هذه العملية ترتيباً منطقياً.

- وهو يتكون حينما يبرد الهواء ويحدث تكثف لبخار الماء، يكون وزن القطرات صغيراً، فلا تسقط على الأرض.
- المطر هو تكثف بخار الماء من السحاب و سقوطه على شكل قطرات منفصلة على الأرض.
- إن محتوى قطرة المطر الواحدة من الماء يفوق بمليون مرة ما في حجم مثيلتها من السحابة.
- ولكي يسقط المطر يجب أن تتجمع هذه القطرات الضئيلة الحجم في مجموعات أكبر حجماً.



## الاختبار الرابع: التداخلي الحر

## مقابلة حوارية

قيل: "إن الصحة تاج على رؤوس الأصحاء لا يراه إلا المرضى."

الفاحص: هل توافق على هذا القول؟

المفحوص: .....

الفاحص: هل أنت مريض أم تتمتع بصحة جيدة؟

المفحوص: ..... هسيو ديسي

الفاحص: (نعم) مما تعاني؟

المفحوص: ..... الاثبات والسليبي الحرق

الفاحص: متى دخلت للمستشفى؟

المفحوص: ..... 3 يوم

الفاحص: هل تحترم مواعيت الدواء؟

المفحوص: ..... لا

الفاحص: هل تحب عائلتك؟

المفحوص: ..... والله اسو اسو ادجيا العائلة

الفاحص: هل يزرونك بالمستشفى؟

المفحوص: ..... حرة

الفاحص: هل لديك أصدقاء هنا بالمستشفى؟

المفحوص: .....

الفاحص: ما الأعمال التي تقوم بها هنا بالمستشفى؟

المفحوص: ..... الماء

الفاحص: هل تريد الخروج من المستشفى أو يعجبك البقاء بها؟ لماذا

المفحوص: ..... انريد الخروج

الفاحص: ماذا ستفعل حينما تخرج من المستشفى؟

المفحوص: ..... لكل الحاجات اضلي صلاتي عمل مع عائلتي

### الشكل الأولي للاختبار و طرق التطبيق:

#### اختبارات فهم اللغة

#### الاعتبار الأول: العنصر المنظم

الاسم: ..... أحمد

السن: ..... 24

الجنس:  أنثى  ذكر

الحالة العائلية:  أعزب  متزوج  مطلق  أرمل

#### أتم كل جملة من الجمل أسفله بالكلمة المناسبة

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1. أسافر على متن القطار إلى فرنسا.
2. ألبس معطفا عندما يكون الجو باردا.
3. كان محمد رسول كريما.
4. يجب أن أدرس جيدا لكي ألتحق.
5. عندما أشاهد أفلام الرعب أشعر بالرعب.
6. أحب أمي أجدها من أي شخص في هذا العالم.
7. مدينة تيارت في الشمال الغربي للجزائر.
8. أطلع كثيرا لأمي التاريخ و الأدب.
9. وضعت أختي الطاولة وسط الغرفة.
10. أحب التنزه في الحدائق.

## الاختبار الثاني: اختبار التفسير المجازي

اختر التفسير المناسب للجملة من ضمن الاقتراحات الثلاث

الجملة	التفسير 1	التفسير 2	التفسير 3
في العجلة الندامة و في التأني السلامة	السرعة تساعد في كثيرا في الوصول باكرا و قبل الوقت.	السرعة قد تقتل الإنسان لذا عليه أن يتمهل	التمهل و السرعة واجبان في التعامل مع أمور الحياة
اللباس و الزينة الجميلة يغطيان لحما هزيلا	قد تكون المظاهر خداعة	التجمل و لبس الجديف يدخلان السرور على النفس	لا بد من اللباس حتى لا يشعر الإنسان بالبرد
كثير الأصدقاء قد ينطوي على نفسه في الضائقات	شيء جميل أن يكثر الإنسان من الأصدقاء	من له أصدقاء كثر قد يخيبون ظنه عندما يحتاجهم في يوم ما	لا بد من كثرة الأصدقاء حتى لا يبقى الإنسان لوحده
من حفر حفرة لأخيه وقع فيها	من أراد أن يؤذي أحدا أو يمكر به فإن مكره و أذيته ستقلب عليه	من حفر حفرة ليغرس فيها شجرة فعليه أن يحفر مثلها لأخيه	لا يجب أن نحفر كثيرا حتى لا تقع في الحفر
خرجت من المكتب على جناح السرعة	خرجت من المكتب حيويا	خرجت من المكتب جريا	خرجت من المكتب ماشيا



## اختبار إنتاج اللغة

## الاختبار الأول: اختبار طلاقة الكلمات

أوجد الكلمات المناسبة التي تنتمي إلى كل كلمة من الكلمات أسفله

المقاطع	الرقم	الكلمة	ك1	ك2	ك3	ك4	ك5	ك6	ك7+
المقطع الأول	01	العائلة	المدرة	بجالتني	...	...	...	...	...
	02	المدرسة	اللائحة	...	...	...	...	...	...
	03	الشارع	الضربة	...	...	...	...	...	...
	04	المستشفى	العلاج	...	...	...	...	...	...
	05	المسجد	الصلوة	...	...	...	...	...	...
المقطع الثاني	01	الحب	خدم	التفط	...	...	...	...	...
	02	الكراهية	أكره	الزوجة	...	...	...	...	...
	03	الحياة	عند	كامل	الناس	مستقبل	زوجية	أولاد	...
	04	الموت	ليبد	الله	...	...	...	...	...
	05	الأمل	ليس	لي	أصل	...	...	...	...
المقطع الثالث	01	الصداقة	الراحة	الدعم	...	...	...	...	...
	02	الزواج	مشاكل	...	...	...	...	...	...
	03	اللعب	فرصة	لسعادة	...	...	...	...	...
	04	الأولاد	العبادة	...	...	...	...	...	...
	05	البيت	للعبر	...	...	...	...	...	...
المقطع الرابع	01	الوقت	المراسلة	الأمور	الإطوبية	العائلة	...	...	...
	02	الدين	الإسلام	...	...	...	...	...	...
	03	العلم	التفتحة	...	...	...	...	...	...
	04	العمل	حياة	للعبيدة	التدقيق	...	...	...	...
	05	الذنب	الغلطة	...	...	...	...	...	...

### الاختبار الثاني: تكملة الجمل الناقصة

أتم كل جملة من الجمل أسفله لتحصل على فكرة ذات معنى

الرقم	الجمل الناقصة
01	أنا أحب ..... وأهبي وتزوجتي ..... ٥
02	أسعد الأوقات ..... وقت اللباس ..... الاستراحة ..... ٢
03	أنا آسف ..... لثقتي والاحترام ..... ٣
04	الأولاد ..... ألسنة ..... ٤
05	الشيء الذي يضايقني ..... العسة ..... ٥
06	الناس ..... للسنة ..... ٢
07	الأم ..... للسنة ..... ٤
08	أنا أحس ..... بصديق ..... ٢
09	أنا أخاف ..... الكون ..... ٣
10	لما كنت في المدرسة ..... جيتي ..... الميضي ..... جميل ..... ٤
11	أنا لا أستطيع ..... العمل ..... ٣
12	عندما كنت طفلاً ..... معًا ..... ٢
13	أعصابي ..... ٥
14	أنا أعاني ..... مشاكل ..... ٣
15	فشلت ..... في ..... ٥
16	عقلي ..... حريص ..... ٥
17	أنا أكره ..... العسة ..... ٣
18	أي ..... حذوق ..... ٥
19	أشد ما يقلقني ..... الحما ..... ٥
20	معظم البنات ..... مودة ..... ٢



### الاختبار الثالث: البناء المنسجم للسياق اللغوي

النشاط الأول: رتب أحداث هذه القصة ترتيباً منطقياً

- وبالفعل بدأت المطرقة تضرب، والسندان صامد أمام ضرباتها العنيفة،
- وحينها صرخت قطعة الحديد التي كانت بينهما: أيها السادة.. إن المبالغة في
- الشيء الجيد يعد أمراً سيئاً. وقال القرن: التحدي ليس له داع حين لا يكون في مصلحة أحدا!!
- قالت المطرقة للسندان: أستطيع أن أضرب بقوة بحيث لا تستطيعين التحمل فرد السندان: وأنا أستطيع أن أتحمل أقوى من طرقاتك.

النشاط الثاني: رتب أحداث هذه السيرة ترتيباً منطقياً

- بعد الاستيلاء على مدينة الجزائر عام 1830 من طرف الفرنسيين، شارك محي الدين و ابنه عبد القادر المقاومة الشعبية التي خاضها الأهالي الجزائريون.
- ولد الأمير عبد القادر عام 1807 م، ونشأ في مزرعة أجداده القيطنة) بوادي الحمام الخصيب بضواحي مدينة وهران.
- عام 1826 ، في عمر لم يتعد الثامنة عشر، يقوم بمعية والده برحلة نحو البقاع المقدسة لأداء فريضة الحج.
- درس اللغة العربية وحفظ القرآن في الزاوية بمدينة آرزويو، ولاية وهران، و سنه لم يتجاوز الخمسة عشر سنة.

النشاط الثالث: رتب أحداث هذه العملية ترتيباً منطقياً.

- وهو يتكون حينما يبرد الهواء ويحدث تكثف لبخار الماء، يكون وزن القطرات صغيراً، فلا تسقط على الأرض.
- المطر هو تكثف بخار الماء من السحاب و سقوطه على شكل قطرات منفصلة على الأرض.
- إن محتوى قطرة المطر الواحدة من الماء يفوق بمليون مرة ما في حجم مثيلتها من السحابة.
- ولكي يسقط المطر يجب أن تتجمع هذه القطرات الضئيلة الحجم في مجموعات أكبر حجماً.

الاختبار الرابع: التحامني العر  
مقابلة حوارية

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قيل: "إن الصحة تاج على رؤوس الأصحاء لا يراه إلا المرضى."

الفاحص: هل توافق على هذا القول؟

المفحوص: نعم

الفاحص: هل أنت مريض أم تتمتع بصحة جيدة؟

المفحوص: لدي صحة جيدة

الفاحص: (نعم) مما تعاني؟

المفحوص: دسواس عفسي

الفاحص: متى دخلت للمستشفى؟

المفحوص: أوائل 1414هـ - 1415هـ

الفاحص: هل تحترم مواعيت الدواء؟

المفحوص: نعم

الفاحص: هل تحب عائلتك؟

المفحوص: مشكل

الفاحص: هل يزرونك بالمستشفى؟

المفحوص: بسترون في التروية والجنس

الفاحص: هل لديك أصدقاء هنا بالمستشفى؟

المفحوص: نعم

الفاحص: ما الأعمال التي تقوم بها هنا بالمستشفى؟

المفحوص: العناية بالمرضى - التثقيف

الفاحص: هل تريد الخروج من المستشفى أو يعجبك البقاء بها؟ لماذا؟

المفحوص: نعم

الفاحص: ماذا ستفعل حينما تخرج من المستشفى؟

المفحوص: الاستحمام - الصلاة - زوجه تاليت

الدرجة الأخيرة  
- احتلال لحي لحيوية  
- إعادة الكلام  
- لتقييم التصييز

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### الشكل الأولي للاختبار و طرق التطبيق:

اختبارات فهم اللغة

#### الاختبار الأول: العطف المنظم

الاسم: ..... x ..... لحي

السن: ..... x ..... ٤٩

الجنس:  أنثى  ذكر

الحالة العائلية:  أرمل  مطلق  متزوج  أعزب

#### أتمم كل جملة من الجمل أسفله بالكلمة المناسبة

٥  
٩٤

1. أسافر على متن ..... إلى فرنسا.
2. ألبس معطفًا عندما يكون الجو.....
3. كان محمد رسول ..... كريما.
4. يجب أن أدرس جيدا لكي .....
5. عندما أشاهد أفلام الرعب أشعر ب.....
6. أحب أمي ..... من أي شخص في هذا العالم.
7. .... مدينة تيارت في الشمال الغربي للجزائر.
8. أطلع كثيرا ..... التاريخ و الأدب.
9. وضعت أخي الطاولة ..... وسط الغرفة.
10. أحب التنزه في .....

## الاختبار الثاني: اختبار التفسير المجازي

اختر التفسير المناسب للجملة من ضمن الاقتراحات الثلاث

0/30

الجملة	التفسير 1	التفسير 2	التفسير 3
في العجلة الندامة و في التأني السلامة	السرعة تساعد في كثيرا في الوصول باكرا و قبل الوقت.	السرعة قد تقتل الإنسان لذا عليه أن يتمهل	التمهل و السرعة واجبان في التعامل مع أمور الحياة
اللباس و الزينة الجميلة يغطيان لحما هزيلا	قد تكون المظاهر خداعة	التجمل و لبس الحديد يدخلان السرور على النفس	لا بد من اللباس حتى لا يشعر الإنسان بالبرد
كثير الأصدقاء قد ينطوي على نفسه في الضائقات	شيء جميل أن يكثر الإنسان من الأصدقاء	من له أصدقاء كثر قد يخيبون ظنه عندما يحتاجهم في يوم ما	لا بد من كثرة الأصدقاء حتى لا يبقى الإنسان لوحده
من حفر حفرة لأخيه وقع فيها	من أراد أن يؤذي أحدا أو يمكر به فإن مكره و أذيته ستقلب عليه	من حفر حفرة ليغرس فيها شجرة فعليه أن يحفر مثلها لأخيه	لا يجب أن نحفر كثيرا حتى لا نقع في الحفر
خرجت من المكتب على جناح السرعة	خرجت من المكتب حيويا	خرجت من المكتب جريا	خرجت من المكتب ماشيا





الاختبار الثاني: تكملة الجمل الناقصة

أتمم كل جملة من الجمل أسفله لتحصل على فكرة ذات معنى

10  
100

الرقم	الجمل الناقصة
01	أنا أحب ..... لصحة ..... / للسرور ..... / للهدوء ..... / للهدوء ..... / للهدوء ..... / للهدوء .....
02	أسعد الأوقات ..... الصمت ..... / الصمت ..... / الصمت ..... / الصمت .....
03	أنا آسف .....
04	الأولاد .....
05	الشيء الذي يضايقتني .....
06	الناس .....
07	الأمم ..... كالطعم ..... / كالطعم ..... / كالطعم .....
08	أنا أحس .....
09	أنا أخاف .....
10	لما كنت في المدرسة .....
11	أنا لا أستطيع .....
12	عندما كنت طفلاً .....
13	أعصابي .....
14	أنا أعاني .....
15	فشلت .....
16	عقلي .....
17	أنا أكره .....
18	أبي ..... / أبي ..... / أبي ..... / أبي .....
19	أشد ما يقلقتني .....
20	معظم النبات .....



### الاختبار الثالث: البناء المنسجم للسياق اللغوي

النشاط الأول: رتب أحداث هذه القصة ترتيباً منطقياً

- وبالفعل بدأت المطرقة تضرب، والسندان صامد أمام ضرباتها العنيفة،
- وحينها صرخت قطعة الحديد التي كانت بينهما: أيها السادة.. إن المبالغة في
- الشيء الجيد يعد أمراً سيئاً. وقال الفرن: التحدي ليس له داع حين لا يكون في مصلحة أحد!!
- قالت المطرقة للسندان: أستطيع أن أضرب بقوة بحيث لا تستطيعين التحمل فرد السندان: وأنا أستطيع أن أتحمّل أقوى من طرفاتك.

النشاط الثاني: رتب أحداث هذه السيرة ترتيباً منطقياً

- بعد الاستيلاء على مدينة الجزائر عام 1830 من طرف الفرنسيين، شارك محي الدين و ابنه عبد القادر المقاومة الشعبية التي خاضها الأهالي الجزائريون.
- ولد الأمير عبد القادر عام 1807 م، ونشأ في مزرعة أجداده القيظنة) بوادي الحمام الخصب بضواحي مدينة وهران.
- عام 1826، في عمر لم يتعد الثامنة عشر، يقوم بمعية والده برحلة نحو البقاع المقدسة لأداء فريضة الحج.
- درس اللغة العربية وحفظ القرآن في الزاوية بمدينة آرزيو، ولاية وهران، و سنه لم يتجاوز الخمسة عشر سنة.

النشاط الثالث: رتب أحداث هذه العملية ترتيباً منطقياً.

- وهو يتكون حينما يبرد الهواء ويحدث تكثف لبخار الماء، يكون وزن القطرات صغيراً، فلا تسقط على الأرض.
- المطر هو تكثف بخار الماء من السحاب و سقوطه على شكل قطرات منفصلة على الأرض.
- إن محتوى قطرة المطر الواحدة من الماء يفوق بمليون مرة ما في حجم مثلتها من السحابة.
- ولكي يسقط المطر يجب أن تتجمع هذه القطرات الضئيلة الحجم في مجموعات أكبر حجماً.

الاختبار الرابع: التعاملي العر

مقابلة حوارية

قيل: "إن الصحة تاج على رؤوس الأصحاء لا يراه إلا المرضى."

الفاحص: هل توافق على هذا القول؟

المفحوص: .....

الفاحص: هل أنت مريض أم تتمتع بصحة جيدة؟

المفحوص: .....

الفاحص: (نعم) مما تعاني؟

المفحوص: .....

الفاحص: متى دخلت للمستشفى؟

المفحوص: .....  
منذ أسبوعين

الفاحص: هل تحترم مواعيت الدواء؟

المفحوص: .....

الفاحص: هل تحب عائلتك؟

المفحوص: .....  
نعم، أحبهم كثيراً

الفاحص: هل يزرونك بالمستشفى؟

المفحوص: .....  
لا

الفاحص: هل لديك أصدقاء هنا بالمستشفى؟

المفحوص: .....

الفاحص: ما الأعمال التي تقوم بها هنا بالمستشفى؟

المفحوص: .....

الفاحص: هل تريد الخروج من المستشفى أو يعجبك البقاء بها؟ لماذا

المفحوص: .....  
لا

الفاحص: ماذا ستفعل حينما تخرج من المستشفى؟

المفحوص: .....

قصاص بسيط  
تغيير اللغة

5

### الشكل الأولي للاختبار و طرق التطبيق:

اختبارات فهم اللغة

Case 01:

الاختبار الأول: العذبة المنظم

الاسم: أنقال... سناكر

السن: 28

الجنس:  أنثى  ذكر

الحالة العائلية:  أعزب  متزوج  مطلق  أرمل

### أتم كل جملة من الجمل أسفله بالكلمة المناسبة

1. أسافر على متن الطائرة... إلى فرنسا.
2. ألبس معطفا عندما يكون الجو...  
جدا.
3. كان محمد رسول... كريما.
4. يجب أن أدرس جيدا لكي أستطيع...  
الدراسة.
5. عندما أشاهد أفلام الرعب أشعر بال...  
الرهبة.
6. أحب أمي... من أي شخص في هذا العالم.
7. مدينة تيارت في الشمال الغربي للجزائر.  
جديدة.
8. أطلع كثيرا... التاريخ و الأدب.
9. وضعت أخي الطاولة... وسط الغرفة.
10. أحب التنزه في...  
الحدائق.

## الاختبار الثاني: اختبار التفسير المجازي

اختر التفسير المناسب للجملة من ضمن الاقتراحات الثلاث

الجملة	التفسير 1	التفسير 2	التفسير 3
في العجلة الندامة و في التأني السلامة	السرعة تساعد في كثيرا في الوصول باكرا و قبل الوقت.	السرعة قد تقتل الإنسان لذا عليه أن يتمهل X	التمهل و السرعة واجبان في التعامل مع أمور الحياة
اللباس و الزينة الجميلة يغطيان حما هزيلا	قد تكون المظاهر خداعة	التجمل و ليس الجديد يدخلان السرور على النفس	لا يد من اللباس حتى لا يشعر الإنسان بالبرد X
كثير الأصدقاء قد ينطوي على نفسه في الضائقات	شيء جميل أن يكثر الإنسان من الأصدقاء	من له أصدقاء كثر قد يخيبون ظنه عندما يحتاجهم في يوم ما X	لا بد من كثرة الأصدقاء حتى لا يبقى الإنسان لوحده
من حفر حفرة لأخيه وقع فيها	من أراد أن يؤذي أحدا أو يمكر به فإن مكره و أذيته ستقلب عليه X	من حفر حفرة ليغرس فيها شجرة فعليه أن يحفر مثلها لأخيه	لا يجب أن نحفر كثيرا حتى لا تقع في الحفر
خرجت من المكتب على جناح السرعة	خرجت من المكتب حيا	خرجت من المكتب جريا X	خرجت من المكتب ماشيا

## اختبار إنتاج اللغة

28  
165

## الاختبار الأول: اختبار طلاقة الكلمات

أوجد الكلمات المناسبة التي تنتمي إلى كل كلمة من الكلمات أسفله

المقاطع	الرقم	الكلمة	ك1	ك2	ك3	ك4	ك5	ك6	ك7*
المقطع الأول	01	العائلة	الأب	الأم	الأخت	...	...	...	...
	02	المدرسة	الصف	المعلم	الطالب	...	...	...	...
	03	الشارع	مارة	صافرة	أصوات	سيارات	تسير	كبار	...
	04	المستشفى	الطبيب	ممرضة	مرضى	دواء	...	...	...
	05	المسجد	إمام	مصلون	صلاة	مدرسة	...	...	...
المقطع الثاني	01	الحب	الحبي	...	...	...	...	...	...
	02	الكرهية	أبى	...	...	...	...	...	...
	03	الحياة	حصل	...	...	...	...	...	...
	04	الموت	الأمي	...	...	...	...	...	...
	05	الأمل	الصياحة	...	...	...	...	...	...
المقطع الثالث	01	الصداقة	أستبار	مريح	متحدث	...	...	...	...
	02	الزواج	الحمية	نرسف	يكون	...	...	...	...
	03	اللعب	كعبون	Play	...	...	...	...	...
	04	الأولاد	الخطوة	...	...	...	...	...	...
	05	البيت	دمية	صان	X	...	...	...	...
المقطع الرابع	01	الوقت	التي	...	...	...	...	...	...
	02	الدين	متصل	العلم	فرا	موج	مدقة	ج	التلحاتان
	03	العلم	نور	...	...	...	...	...	...
	04	العمل	العبارة	...	...	...	...	...	...
	05	الذنب	القلعة	العقود	المدى	...	...	...	...

### الاختبار الثاني: تكملة الجمل الناقصة

أتم كل جملة من الجمل أسفله لتحصل على فكرة ذات معنى

الرقم	الجمل الناقصة
01	أنا أحب ..... أحب
02	أسعد الأوقات ..... في المساء
03	أنا أسف ..... أنا أسف لأنني لم أكن في المدرسة
04	الأولاد ..... ويتمتعون بطيعة الوالدين
05	الشيء الذي يضايقني ..... الشمم
06	الناس ..... الناس
07	الأم ..... الأم
08	أنا أحس ..... بالتعب
09	أنا أخاف ..... السنن
10	لما كنت في المدرسة ..... لم أكن في المدرسة
11	أنا لا أستطيع ..... أن أكون
12	عندما كنت طفلاً ..... كنت سعيداً
13	أعصابي ..... أعصابي
14	أنا أعاني ..... من الصداع
15	فشلت ..... في الامتحان
16	عقلي ..... يعتد على نفسه
17	أنا أكره ..... الحرارة
18	أي ..... شيء كنت
19	أشد ما يقلقني ..... المرض
20	معظم البنات ..... يحبون



الاعتبار الثالث: البناء المنسجم للسياق اللغوي

النشاط الأول: رتب أحداث هذه القصة ترتيباً منطقياً

- وبالفعل بدأت المطرقة تضرب، والسندان صامد أمام ضرباتها العنيفة،  
 وحينها صرخت قطعة الحديد التي كانت بينهما: أيها السادة.. إن المبالغة في  
 الشيء الجيد يعد أمراً سيئاً. وقال الفرن: التحدي ليس له داع حين لا يكون في مصلحة أحد!!  
 قالت المطرقة للسندان: أستطيع أن أضرب بقوة بحيث لا تستطيعين التحمل فرد السندان: وأنا  
 أستطيع أن أتحمل أقوى من طرقاتك.

النشاط الثاني: رتب أحداث هذه السيرة ترتيباً منطقياً

- بعد الاستيلاء على مدينة الجزائر عام 1830 من طرف الفرنسيين، شارك محي الدين و ابنه عبد  
 القادر المقاومة الشعبية التي خاضها الأهالي الجزائريون.  
 ولد الأمير عبد القادر عام 1807 م، ونشأ في مزرعة أجداده القيطنية (بوادي الحمام الخصب بضواحي مدينة  
 وهران).  
 عام 1826، في عمر لم يتعد الثامنة عشر، يقوم بمعية والده برحلة نحو البقاع المقدسة لأداء  
 فريضة الحج.  
 درس اللغة العربية وحفظ القرآن في الزاوية بمدينة آرزبو، ولاية وهران، و سنه لم يتجاوز الخمسة عشر سنة.

النشاط الثالث: رتب أحداث هذه العملية ترتيباً منطقياً.

- 4 - وهو يتكون حينما يبرد الهواء ويحدث تكثف لبخار الماء، يكون وزن القطرات صغيراً، فلا تسقط على الأرض.  
 1 - المطر هو تكثف بخار الماء من السحاب و سقوطه على شكل قطرات منفصلة على الأرض.  
 2 - إن محتوى قطرة المطر الواحدة من الماء يفوق بمليون مرة ما في حجم مثيلتها من السحابة.  
 3 - ولكي يسقط المطر يجب أن تتجمع هذه القطرات الضئيلة الحجم في مجموعات أكبر حجماً.

## الاجتهاد الرابع: التحدائي العر

## مقابلة حوارية

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قيل: "إن الصحة تاج على رؤوس الأصحاء لا يراه إلا المرضى."

الفاحص: هل توافق على هذا القول؟

المفحوص: نعم

الفاحص: هل أنت مريض أم تتمتع بصحة جيدة؟

المفحوص: أنا مريض بصحة جيدة

الفاحص: (نعم) مما تعاني؟

المفحوص: دوار، غثاس، قساوة

الفاحص: متى دخلت للمستشفى؟

المفحوص: 2010 في المستشفى

الفاحص: هل تحترم مواعيت الدواء؟

المفحوص: نعم

الفاحص: هل تحب عائلتك؟

المفحوص: نعم

الفاحص: هل يزرونك بالمستشفى؟

المفحوص: نعم

الفاحص: هل لديك أصدقاء هنا بالمستشفى؟

المفحوص: نعم

الفاحص: ما الأعمال التي تقوم بها هنا بالمستشفى؟

المفحوص: التطعيم، المساعدة

الفاحص: هل تريد الخروج من المستشفى أو يعجبك البقاء بما؟ لماذا

المفحوص: أريد البقاء إلا أتعافى وأجيب

الفاحص: ماذا ستفعل حينما تخرج من المستشفى؟

المفحوص:



منوسق  
- الكلوست، الخلل في التعبير

6

الشكل الأولي للاختبار و طرق التطبيق:

اختبارات فهم اللغة

الاختبار الأول: الحذف المنظم

الاسم: ..... عبد القادر

السن: ..... 44

الجنس:  ذكر  أنثى

الحالة العائلية:  أعزب  متزوج  مطلق  أرمل

أتمم كل جملة من الجمل أسفله بالكلمة المناسبة

1. أسافر على متن .. القطار .. إلى فرنسا.

2. أليس معظفا عندما يكون الجو .. باردا ..

3. كان محمد رسول .. الدين .. كريما.

4. يجب أن أدرس جيدا لكي .. أفهم ..

5. عندما أشاهد أفلام الرعب أشعر بـ الرهبة ..

6. أحب أُمي .. أكثر .. من أي شخص في هذا العالم.

7. .. تقع .. مدينة تيارت في الشمال الغربي للجزائر.

8. أطلع كثيرا .. في .. التاريخ و الأدب.

9. وضعت أختي الطاولة .. في .. وسط الغرفة.

10. أحب التنزه في .. البحر ..

الاختبار الثاني: اختبار التفسير المجازياختر التفسير المناسب للجملة من ضمن الاقتراحات الثلاث

90  
70

الجملة	التفسير 1	التفسير 2	التفسير 3
في العجلة الندامة و في التأني السلامة	السرعة تساعد في كثيرا في الوصول باكرا و قبل الوقت.	السرعة قد تقتل الإنسان لذا عليه أن يتمهل	التمهل و السرعة واجبان في التعامل مع أمور الحياة X
اللباس و الزينة الجميلة يغطيان لحما هزيلا	قد تكون المظاهر خداعة X	التحمل و لبس الجديد يدخلان السرور على النفس	لا بد من اللباس حتى لا يشعر الإنسان بالبرد
كثير الأصدقاء قد ينطوي على نفسه في الضائقات	شيء جميل أن يكثر الإنسان من الأصدقاء	من له أصدقاء كثر قد يخيبون ظنه عندما يحتاجهم في يوم ما	لا بد من كثرة الأصدقاء حتى لا يبقى الإنسان لوحده
من حفر حفرة لأخيه وقع فيها	من أراد أن يؤذي أحدا أو يمكر به فإن مكره و أذيته ستنقلب عليه X	من حفر حفرة ليغرس فيها شجرة فعليه أن يحفر مثلها لأخيه	لا يجب أن نحفر كثيرا حتى لا نقع في الحفر
خرجت من المكتب على جناح السرعة	خرجت من المكتب جبوا	خرجت من المكتب جريا X	خرجت من المكتب ماشيا

### اختبار إنتاج اللغة

#### الاختبار الأول: اختبار طلاقة الكلمات

13  
10

أوجد الكلمات المناسبة التي تنتمي إلى كل كلمة من الكلمات أسفله

المقاطع	الرقم	الكلمة	ك1	ك2	ك3	ك4	ك5	ك6	ك7
المقطع الأول	01	العائلة	البرقي	...	...	...	...	...	...
	02	المدرسة	العلم	...	...	...	...	...	...
	03	الشارع	التجميل	التواصل	...	...	...	...	...
	04	المستشفى	الموضة	هواتف	...	...	...	...	...
	05	المسجد	الديني	...	...	...	...	...	...
المقطع الثاني	01	الحب	الدقيق	...	...	...	...	...	...
	02	الكرهية	...	...	...	...	...	...	...
	03	الحياة	الاستمرار	...	...	...	...	...	...
	04	الموت	عادم الذات	...	...	...	...	...	...
	05	الأمل	الحي	...	...	...	...	...	...
المقطع الثالث	01	الصدافة	الصب	...	...	...	...	...	...
	02	الزواج	تصفى الذات	...	...	...	...	...	...
	03	اللعب	ترويح عن النفس	...	...	...	...	...	...
	04	الأولاد	رعاية الأبناء	...	...	...	...	...	...
	05	البيت	الدقيق	...	...	...	...	...	...
المقطع الرابع	01	الوقت	كالسبي	...	...	...	...	...	...
	02	الدين	السنور	...	...	...	...	...	...
	03	العلم	السنور	...	...	...	...	...	...
	04	العمل	عبادة	...	...	...	...	...	...
	05	الذنب	ظلمات	...	...	...	...	...	...

## الاختبار الثاني: تكملة الجمل الناقصة

أتمم كل جملة من الجمل أسفله لتحصل على فكرة ذات معنى

55  
201

الرقم	الجمل الناقصة
01	أنا أحب... هسكار... ر.م. الأصيل... 5
02	أسعد الأوقات... الأصيل... 5
03	أنا أسف... حسوني... 10
04	الأولاد... ر.م. الأصيل... 3
05	الشيء الذي يضايقني... المفقود... 5
06	الناس... المذبح... 2
07	الأم... أمك... أمك... 2
08	أنا أحس... بالترح... 5
09	أنا أخاف... الحيلة... الحليل... والفتة... عنده... بالتقليل... والاستعداد... ليوم... الترحيل... 2
10	لما كنت في المدرسة... 3
11	أنا لا أستطيع... المذبح... 2
12	عندما كنت طفلاً... الحسوي... المذبح... 5
13	أعصابي... 0
14	أنا أعاني... 0
15	فشلت... الزواج... 3
16	عقلي... 10
17	أنا أكره... المفقود... المذبح... 5
18	أبي... الحسوي... 2
19	أشد ما يقلقني... المفقود... 5
20	معظم البنات... المذبح... 3

الاختبار الثالث: البناء المنسجم للسياق اللغوي

النشاط الأول: رتب أحداث هذه القصة ترتيباً منطقياً

وبالفعل بدأت المطرقة تضرب، والسندان صامد أمام ضرباتها العنيفة؛  
وحينها صرخت قطعة الحديد التي كانت بينهما: أيها السادة.. إن المبالغة في  
الشيء الجيد يعد أمراً سيئاً. وقال الفرن: التحدي ليس له داع حين لا يكون في مصلحة أحد!!  
قالت المطرقة للسندان: أستطيع أن أضرب بقوة بحيث لا تستطيعين التحمل فرد السندان: وأنا  
أستطيع أن أتحمل أقوى من طرقاتك.

النشاط الثاني: رتب أحداث هذه السيرة ترتيباً منطقياً

بعد الاستيلاء على مدينة الجزائر عام 1830 من طرف الفرنسيين، شارك محي الدين و ابنه عبد  
القادر المقاومة الشعبية التي خاضها الأهالي الجزائريون.  
ولد الأمير عبد القادر عام 1807 م، ونشأ في مزرعة أجداده القيطنية) بوادي الحمام الخصب بضواحي  
مدينة وهران.  
عام 1826، في عمر لم يتعد الثامنة عشر، يقوم بمعية والده برحلة نحو البقاع المقدسة لأداء  
فريضة الحج.  
درس اللغة العربية وحفظ القرآن في الزاوية بمدينة آرزويو، ولاية وهران، و سنه لم يتجاوز الخمسة عشر  
سنة.

النشاط الثالث: رتب أحداث هذه العملية ترتيباً منطقياً.

وهو يتكون حينما يبرد الهواء ويحدث تكثف لبخار الماء، يكون وزن القطرات صغيراً، فلا تسقط على الأرض.  
المطر هو تكثف بخار الماء من السحاب و سقوطه على شكل قطرات منفصلة على الأرض.  
إن محتوى قطرة المطر الواحدة من الماء يفوق بمليون مرة ما في حجم مثلتها من السحابة.  
ولكي يسقط المطر يجب أن تتجمع هذه القطرات الضئيلة الحجم في مجموعات أكبر حجماً.

55

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## الاعتبار الرابع: التحامني الحر

## مقابلة حوارية

قيل: "إن الصحة تاج على رؤوس الأصحاء لا يراه إلا المرضى."

الفاحص: هل توافق على هذا القول؟

المفحوص: ..... أو لا توافق ..... إنهما الجسر لتي

الفاحص: هل أنت مريض أم تتمتع بصحة جيدة؟

المفحوص: ..... مهم صحتي جيدة

الفاحص: (نعم) مما تعاني؟

المفحوص: .....

الفاحص: متى دخلت للمستشفى؟

المفحوص: ..... 2009

الفاحص: هل تحترم مواعيت الدواء؟

المفحوص: ..... نعم

الفاحص: هل تحب عائلتك؟

المفحوص: ..... نعم

الفاحص: هل يزرونك بالمستشفى؟

المفحوص: ..... نعم

الفاحص: هل لديك أصدقاء هنا بالمستشفى؟

المفحوص: ..... نعم

الفاحص: ما الأعمال التي تقوم بها هنا بالمستشفى؟

المفحوص: ..... النظافة - العطور

الفاحص: هل تريد الخروج من المستشفى أو يعجبك البقاء بها؟ لماذا

المفحوص: ..... بصحة جيدة

الفاحص: ماذا ستفعل حينما تخرج من المستشفى؟

المفحوص: ..... العمل



7

لربما مني مني  
تصيير اللقمة  
حلم سيات  
اختلاطت في الفهم

الشكل الأولي للاختبار و طرق التطبيق:

اختبارات فهم اللغة

الاختبار الأول: العذبة المنظم

الاسم: محمد

السن: 29

الجنس: ذكر  أنثى

الحالة العائلية: أعزب  متزوج  مطلق  أرمل

أتمم كل جملة من الجمل أسفله بالكلمة المناسبة

13/25

1. أسافر على متن الطائرة... إلى فرنسا.
2. ألبس معطفنا عندما يكون الجو... للشتاء.
3. كان محمد رسول... كريما.
4. يجب أن أدرس جيدا لكي... أتمكن من النجاح في الحياة الدراسية الواحدة علينا.
5. عندما أشاهد أفلام الرعب أشعر ب... رهيبات.
6. أحب أمي... من أي شخص في هذا العالم.
7. مدينة تيارت في الشمال الغربي للجزائر.
8. أطلع كثيرا... التاريخ و الأدب. الدين والثقافة الدينية.
9. وضعت أختي الطاولة... وسط الغرفة.
10. أحب التنزه في... الصحراء.

### الاختبار الثاني: اختبار التفسير المجازي

اختر التفسير المناسب للجملة من ضمن الاقتراحات الثلاث

١٢  
/ ٥٥

الجملة	التفسير 1	التفسير 2	التفسير 3
في العجلة الندامة و في التأني السلامة	السرعة تساعد في كثيرا في الوصول باكرا و قبل الوقت.	السرعة قد تقتل الإنسان لذا عليه أن يتمهل <input checked="" type="checkbox"/>	التمهل و السرعة واجبان في التعامل مع أمور الحياة
الملابس و الزينة الجميلة يغطيان لحما هزيلا	قد تكون المظاهر خداعة	التحمل و لبس الجديد يدخلان السرور على النفس	لا بد من اللباس حتى لا يشعر الإنسان بالبرد <input checked="" type="checkbox"/>
كثير الأصدقاء قد ينطوي على نفسه في الضائقات	شيء جميل أن يكثر الإنسان من الأصدقاء <input checked="" type="checkbox"/>	من له أصدقاء كثر قد يجيبون ظنه عندما يحتاجهم في يوم ما <input checked="" type="checkbox"/>	لا بد من كثرة الأصدقاء حتى لا يبقى الإنسان لوحده <input checked="" type="checkbox"/>
من حفر حفرة لأخيه وقع فيها	من أراد أن يؤدي أحدا أو يكرهه فإن مكره و أذيته ستقلب عليه <input checked="" type="checkbox"/>	من حفر حفرة ليغرس فيها شجرة فعليه أن يحفر مثلها لأخيه	لا يجب أن نحفر كثيرا حتى لا نقع في الحفر
خرجت من المكتب على جناح السرعة	خرجت من المكتب جبوا	خرجت من المكتب جريا <input checked="" type="checkbox"/>	خرجت من المكتب ماشيا

الاجابة

5  
0  
0  
5  
5



## اختباراته إنتاج اللغة

## الاختبار الأول: اختبار طلاقة الكلمات

أوجد الكلمات المناسبة التي تنتمي إلى كل كلمة من الكلمات أسفله

المقاطع	الرقم	الكلمة	ك1	ك2	ك3	ك4	ك5	ك6	ك7
المقطع الأول	01	العائلة	الأميرة	أ.ب. أم	أفراد	...	...	...	...
	02	المدرسة	الصيدير	المعلم	التلاميذ	حارس	عشال	...	...
	03	الشارع	أ. ب. يرحي	...	...	...	...	...	...
	04	المستشفى	مرضى	مدير	عمال	مصروفين	...	...	...
	05	المسجد	أ. ب. م	مؤقت	مصروفين	...	...	...	...
المقطع الثاني	01	الحب	X	...	...	...	...	...	...
	02	الكراهية	بعض	...	...	...	...	...	...
	03	الحياة	أعتق	أنتي	أ. ب. ج. د.	...	...	...	...
	04	الموت	تنسيق	الضمان	...	...	...	...	...
	05	الأمل	قصة	والرجاحة	...	...	...	...	...
المقطع الثالث	01	الصداقة	أصبحنا	X	تفصلا	...	...	...	...
	02	الزواج	للتنزلة	تصف	التي	...	...	...	...
	03	اللعب	كرة قدم	مباراة	...	...	...	...	...
	04	الأولاد	أ. ب. ج. د.	...	...	...	...	...	...
	05	البيت	الأميرة	أ. ب. م	إحسنة	...	...	...	...
المقطع الرابع	01	الوقت	كالسيف	أ. ب. ج. د.	أ. ب. ج. د.	أ. ب. ج. د.	أ. ب. ج. د.	أ. ب. ج. د.	أ. ب. ج. د.
	02	الدين	الصلاة	أوقات	الطهارة	أ. ب. ج. د.	أ. ب. ج. د.	أ. ب. ج. د.	أ. ب. ج. د.
	03	العلم	سلاح	توحيد	أ. ب. ج. د.	أ. ب. ج. د.	أ. ب. ج. د.	أ. ب. ج. د.	أ. ب. ج. د.
	04	العمل	تعجب	...	...	...	...	...	...
	05	الذنب	التولية	...	...	...	...	...	...

### الاختبار الثاني: تحملة الجمل الناقصة

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أتمم كل جملة من الجمل أسفله لتحصل على فكرة ذات معنى

الرقم	الجمل الناقصة
01	أنا أحب ..... الدجمل والطماطم ..... السلاطة ..... 5
02	أسعد الأوقات ..... صلاة ..... 1.5. وفتات ..... 3
03	أنا آسف ..... للسؤال ..... 3
04	الأولاد ..... من ..... 0
05	الشيء الذي يضايقني ..... عقد ..... 3
06	الناس ..... مجتمع ..... تجار ..... 0
07	الأم ..... 7.5% ..... 0
08	أنا أحس ..... بالزاجة ..... 5
09	أنا أخاف ..... القدر ..... 5
10	لما كنت في المدرسة ..... من ..... قليلة ..... 3
11	أنا لا أستطيع ..... العادة ..... 5
12	عندما كنت طفلاً ..... لما ..... 3
13	أعصابي ..... عادي ..... 0
14	أنا أعاني ..... من ..... والصحة ..... 2
15	فشلت ..... في ..... 8.87 ..... 5
16	عقلي ..... من ..... 3
17	أنا أكره ..... المعلومات ..... 5
18	أبي ..... كليل ..... 3
19	أشد ما يقلقني ..... عقد ..... 3
20	معظم البنات ..... من ..... 2

الاختبار الثالث: البناء المنسجم للسياق اللغوي

النشاط الأول: رتب أحداث هذه القصة ترتيباً منطقياً

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إن محتوى قطرة المطر الواحدة من الماء يفوق بمليون مرة ما في حجم مثلتها من السحابة.  
ولكي يسقط المطر يجب أن تتجمع هذه القطرات الضئيلة الحجم في مجموعات أكبر حجماً.

## الاختبار الرابع: التداخي الحر

## مقابلة حوارية

قيل: "إن الصحة تاج على رؤوس الأصحاء لا يراه إلا المرضى."

الفاحص: هل توافق على هذا القول؟

المفحوص: نعم

الفاحص: هل أنت مريض أم تتمتع بصحة جيدة؟

المفحوص: صحتي جيدة

الفاحص: (نعم) مما تعاني؟

المفحوص:

الفاحص: متى دخلت للمستشفى؟

المفحوص: يوم ١٩ - وحدة الصديق العام الماضي

الفاحص: هل تحترم مواعيت الدواء؟

المفحوص: نعم

الفاحص: هل تحب عائلتك؟

المفحوص: نعم

الفاحص: هل يزرونك بالمستشفى؟

المفحوص: لا

الفاحص: هل لديك أصدقاء هنا بالمستشفى؟

المفحوص: لا

الفاحص: ما الأعمال التي تقوم بها هنا بالمستشفى؟

المفحوص: التحقيق - القراءة

الفاحص: هل تريد الخروج من المستشفى أو يعجبك البقاء بها؟ لماذا

المفحوص: الخروج

الفاحص: ماذا ستفعل حينما تخرج من المستشفى؟

المفحوص: العمل

10 5 5  
10 5 5

### 3. Summary:

This study aims at diagnosing the language impairments in patients With schizophrenia in the both dimensions expressive and receptive language and the all skills of language. We did the diagnosis of the comprehensive language and how thepatients with schizophrenia receive the linguistic messages through their own comprehensive process. According to their language Impairments we diagnose the pragmatic cognitive structure and the mainsymptoms of its disorders.Also, we diagnosed the semantic cognitive structure which deals with lexical items and how the patients with schizophrenia expresseda specific lexical and appropriate Words.

In this study,we focusedon the linguistic communicative discourse that compatible With the appropriate context. Therefore. we used the linguistic battery tests Diagnosing to measure the expressive and receptive language in patients with schizophrenia which are as follows:

#### 1. Receptive Language Tests:

It includes two main tests

**1.1. Close completion tests:** It aims at measuring the schizophrenic receptive context.

**1.2. Restricted Metaphorical Tests:** It aims at schizophrenic receptive process of Metaphorical context.

#### 2. Expressive Language Tests:

It involves as follows:

**2.1. Words association tests:** It aims at measuring the linguistic Lexical expressive fluency.

**2.2. Sentences Association tests:** It focuses on the linguistic expressive fluency.

**2.3. Structural context-cohesive Build:** It aims at measuring the coherence and the cohesive dimensions in building a particular context.

**2.4 Free Association Test:** that aims at measuring schizophrenic language impairments in communication and interaction in function of the pragmatics dimension

Schizophrenia is kind of psychosis mental disease that effects the brain of people which is compatible with our study and leads to diagnose the language impairments in patients with schizophrenia, this problem can be available to use “ Case Study”Which is appropriate with the selection of the data that involves interview, observation and linguistic battery tests diagnosed.

From this study, we confirmed the main and subordinate hypotheses. Furthermore,we diagnose the language impairments in patients with schizophrenia in the both dimensions receptive and expressive language and its skills.This result was compatible with the previous studies.

So, Schizophrenic language is a language that is impaired in where the patients did not gave appropriate words with an appropriate context, this disorders ana impairments are in the semantic and pragmatic cognitive structure in the communicative discourse.

## الملخص

تهدف هذه الدراسة إلى تشخيص اضطراب اللغوي لدى مرضى الفصام في بعديها الفهم و الانتاج وجميع المهارات اللغوية. لهذا

قمنا بتشخيص اللغة الشاملة وكيفية تعلم مرضى الفصام الرسائل اللغوية من خلال عملية شاملة خاصة بهم .وفقا لاضطراباتهم اللغوية نقوم بتشخيص البنية المعرفية المعجمية والأعراض الرئيسية لاضطراباتهم والبنية المعرفية الدلالية التي تتعامل مع العناصر المعجمية وكيفية تعبير المرضى المصابين بالفصام عن كلمات معجمية محددة متطابقة مع السياق.

وقد ركزنا في هذه الدراسة على الخطاب التواصلي اللغوي المتوافق مع السياق المناسب. فقد شرعنا باستخدام اختبارات البطارية اللغوية التشخيصية لقياس فهم و انتاج اللغة لدى مرضى الفصام وهي كما يلي:

1. اختبارات انتاج اللغة تتضمن ما يلي
  - 1.1. اختبار الحذف المنتظم يهدف إلى قياس السياق المنتج من الفصامي.
  - 1.2. اختبار التفسير المجازي: يهدف إلى عملية استقبال الفصامي للسياق المجازي.
2. اختبارات فهم اللغة: ويشتمل على ما يلي
  - 2.1. اختبارات تداعي الكلمات: يهدف إلى قياس الطلاقة اللغوية التعبيرية المعجمية
  - 2.2. اختبارات تداعي الجمل: تركز على الطلاقة اللغوية التعبيرية
  - 2.3. البناء: يهدف إلى قياس الأبعاد المتماسكة في بناء سياق معين.
  - 2.4. اختبار التداعي الحر الذي يهدف إلى قياس الضعف اللغوي الفصامي في التواصل والتفاعل في وظيفة البعد التداولي

لذا فإن الفصام هو نوع من الأمراض العقلية الذهانية التي تؤثر على أدمغة الأشخاص وهو ما يتوافق مع دراستنا ويؤدي إلى تشخيص القصور اللغوي لدى مرضى الفصام، ويمكن إتاحة هذه المشكلة لاستخدام "دراسة الحالة" التي تتناسب مع الاختيار من البيانات التي تنطوي على المقابلة والملاحظة واختبارات البطارية اللغوية التي تم تشخيصها.

ومن خلال هذه الدراسة تم التأكد من الفرضيات الرئيسية والفرعية. علاوة على ذلك، نقوم بتشخيص الاضطرابات اللغوية لدى مرضى الفصام في بعدي فهم ونتاج اللغة.

فكانت هذه النتائج متوافقة مع الدراسات السابقة. لذا فإن اللغة الفصامية هي لغة ضعيفة حيث لم يعط المرضى كلمات مناسبة مع سياق مناسب، وهذه الاضطرابات واختلالات موجودة في البنية المعرفية الدلالية والتداولية في الخطاب التواصلي



الجمهورية الجزائرية الديمقراطية الشعبية  
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Faculty of Letters and Languages  
Department of English



وزارة التعليم العالي والبحث العلمي  
جامعة ابن خلدون، تيارت  
كلية الآداب واللغات  
قسم اللغة الإنجليزية

إلى السيد (ة): مديري المؤسسة الاستشفائية للأمراض العقلية والنفسية

الموضوع: طلب السماح للطلبة بإجراء ترميم

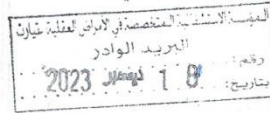
بصفتي رئيس قسم اللغة الإنجليزية بكلية الآداب واللغات بجامعة ابن خلدون تيارت. أتقدم إلى سيادتكم الموقرة بطلب السماح للطلبتين  
خروف سارة ايمان وميلودي سارة المسجلتين بالسنة الثانية ماستر لسانيات اللغة الإنجليزية بنفس ألتسم بإجراء بحث علمي لإعداد مذكرة  
التخرج.

وفي الأخير تقبلوا مني أسمى عبارات التقدير والاحترام

حرر بتيارت في 2023/12/05 12

رئيس القسم

بلعربي خالد  
رئيس قسم اللغة الإنجليزية  
بكلية الآداب واللغات



**Résumé:**

La schizophrénie est un trouble mental qui affecte la pensée et le comportement d'une personne, entraînant souvent des difficultés à distinguer le réel de l'irréel, elle touche 1 % de la population mondiale. Les patients atteints de schizophrénie peuvent exprimer et produire du langage, dans lequel ils rencontrent des difficultés et des troubles tant sur le plan sémantique que pragmatique. Ainsi l'étude est entreprise pour en savoir plus sur la schizophrénie et sur la manière dont elle affecte l'expression et la réception du langage. la schizophrénie et comment elle affecte le langage expressif et réceptif. Elle cherche également à diagnostiquer la sémantique et pragmatique chez les patients Pour mener cette enquête, un échantillon de patients atteints de schizophrénie a été constitué. Pour mener cette enquête, un échantillon de patients atteints de schizophrénie dans le service de psychiatrie de Tiaret a été sélectionné au hasard. Pour des raisons de validité, une méthode mixte est utilisée pour collecter des données auprès des participants de l'échantillon, en utilisant trois instruments : l'observation, l'entretien et le questionnaire adressé à sept participants. Questionnaire adressé à sept participants. Par conséquent, notre étude vise à prouver ces hypothèses en utilisant une batterie de tests de diagnostic et de ciblage pour diagnostiquer et examiner le langage schizophrénique. Les résultats ont confirmé notre hypothèse selon laquelle les patients schizophrènes ont des difficultés dans leur structure cognitive sémantique et pragmatique de la langue

**Mots clés :**

Schizophrénie\_ Trouble mental\_ Structure cognitive\_ Pragmatique \_ Sémantique\_ Structure Sémantique et pragmatique \_ Asémantique \_Apragmatique\_ Détérioration \_ Langage Schizophrénique \_Psychose.

## الملخص:

الفصام هو اضطراب عقلي يؤثر على تفكير الشخص وسلوكه وغالبا ما يؤدي إلى صعوبات في التمييز بين ما هو حقيقي وما هو خيالي وهو يمس 1 من سكان العالم. لا يستطيع مرضى الفصام التعبير وإنتاج اللغة حيث يواجهون صعوبات واضطرابات في كل من الدلالة والبراغماتية. وبالتالي فإن الدراسة أجريت للتعرف على الفصام وكيفية تأثير على فهم وإنتاج اللغة. كما تسعى الدراسة إلى تشخيص البنية الدلالية والبراغماتية لدى مرضى الفصام وإجراء هذا التحقيق تم اخذ عينة من مرضى الفصام في الطب النفسي بتيارت تم اختيارها عشوائيا من اجل التحقق من صحة البحث ولجمع البيانات من عينة المشاركين تم استخدام ثلاث أدوات هي الملاحظة والمقابلة واستبيان موجه لسبعة مشاركين. ولذلك تأتي دراستنا من اجل إثبات هذه الفرضيات من خلال استخدام بطارية من الاختبارات التشخيصية تستهدف لتشخيص وفحص لغة الفصام. قد وجدنا النتيجة تساوي 0.9 مما أدى الى اثبات العلاقة بين المرض واللغة وقد أكدت النتائج فرضيتنا بان مرضى الفصام يعانون من مشاكل في البنية المعرفية الدلالية والبراغماتية للغة.

## الكلمات المفتاحية:

الفصام \_ الاضطراب العقلي \_ البنية الإدراكية \_ البراغماتية \_ علم الدلالة \_ بنية الدلالة والبراغماتية \_ لغة الفصام \_

الذهان