



APHASIA IN THE ARABOPHONE CHILD: A PSYCHOLINGUISTIC STUDY

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Abstract:

This work aims at studying the pathological language in the aphasic Arabic-speaking child to understand its cognitive functioning governed by proposed meanings to the considered idiom. This approach will allow us to understand how this dichotomy manifests itself by reference to the linguistic and psycholinguistic specificity that characterizes the Arabic-speaking context. Starting from the specificity of each language, and in our work of the peculiarity of the Arabic language, it is assumed that the meanings conveyed will have different types of manifestations by reference to ordinary life such child's realization in uses.

Keywords: the aphasic child, combination, Arabic language, selection.

1. Introduction

Aphasia is a neurological, psychological, linguistic and sociological interdisciplinary disorder. This pathology encompasses the various symptoms which mark the various disorders of language; it also represents an intermediate disorder which intervenes after a certain acquisition of language but before its completion. In this case, the psycholinguistic and cognitive study will enable us to understand how to construct the discourse and how to represent it mentally in the patient, in the sense that the selection / combination pair plays an essential role in language behavior Encoding; Since the selection makes it possible to choose the linguistic units and to distinguish them morphologically and semantically, whereas the combination serves to constitute what has previously been selected in a spoken chain.

The verbal message that emerges from the cognitive operation can be assimilated and understood according to the pragmatic approach, essentially at the level of the narrative conduit which illustrates in this case the syntagmatic and paradigmatic dysfunction that represents the system of multiple symptom axes (Phonetic, syntactic, semantic and pragmatic) revealing the pathological characteristics of communication and psychosocial experience in the patient.

In the discourse of the child with acquired aphasia and in the mechanism of encoding behavior, one asks the question of the degree of possibility and how to link the difficulty to the level of the representative capacity of the sign Linguistic to the paradigmatic axis, and the

linking of the difficulty to the level of the ability to integrate what has been selected to the syntagmatic axis?

If we consider that the two conduits: selection and combination, constitute two faces of the same mechanism, in the sense that the selection is made by combining, and that the combination is based on selection, how then can we touch Explanation and cognitive understanding of the style of narrative construction in the discourse of the child with acquired aphasia, with reference to the syntagmatic axis and the paradigmatic axis.

2. The means of research used

In this research, three (3) means were used on a speech of a six-year-old child and one month of acquired aphasia.

1. The first: was the test for the examination of aphasia (B. DUCARNE, 1976), this tool allowed us to clinically diagnose the case.
2. The second: a tale containing a series of sequential events (so that there is a narrative construction of the case).
3. The third: the "discourse / narrative" grid proposed by Mr. H. NOUANI (1996), for the experimental analysis of the child's "discursive / narrative" production (subject / case).

3. Analysis of results

3.1 Analysis of the results of the clinical procedures

Table 1: Test's results application on aphasic child

The elements of the test	The number of tests successfully applied	Without	Success	Percentage
Spontaneous speech	10	03	10	30
Automatic Series	40	08	32	20
Repetition of syllables	50	43	07	85
Repetition of words (consonants and vowels)	125	72	53	60
Repetition of sentences	10	07	03	70
Designation of images	25	19	06	75
Definition of words	10	06	04	45
Synonyms and antonyms	20	07	13	
Description	35	28	07	80
Multiple choices	04	01	03	60
Single orders	06	05	01	

The results of this test demonstrated the main disorder in the case represented in aphasia acquired in the oral expression and comprehension, where the case met difficulties in the various test tests (lyrics Spontaneous, automatic series, definition of words ...).

These difficulties are illustrated in arthritic disorders, and in syntactic, lexical and semantic errors.

3.2 Analysis of the results of the experimental approaches

3.2.1 Linguistic structures: segmentation of utterances

1st coding unit: K? N □ U.C 1

2nd encoding unit: W? Td šyr □ U.C 2

3rd coding unit: m ?? Šyr? □ U.C 3

4th coding unit: y? Lb by kyṭ? □ U.C 4

5th Coding Unit: K? N šyr džbdt kyṭ? □ U.C 5

6th Coding Unit: dxlt kwrsy □ U.C 6

7th Coding Unit: myww □ U.C 7

8th encoding unit: w? Šyr? Dž? Bṭh ḥyb □ U.C 8

The linguistic productions of the case, at the level of its discourse, have been realized according to assertive units which represent the dominant coding units of the text.

The latter are characterized by their linguistic structures, by the almost total absence of connectors. This manifests itself in the patient's discourse, in the linguistic structures in their assertive dimension which illustrates the presence of information on the theme of the story and this goes paradoxically with the pragmatic use in the patient who finds great difficulty.

The analysis of these linguistic structures reveals the heterogeneity between the act of enunciation in the patient and the referent of the tale; that is to say between the events realized by the characters and the different discursive uses of the syntagmatic axis and the paradigmatic axis.

3.2.2. The analysis of macro-structures and micro-structures in the patient's "discourse / narrative"

A. Analysis of macro-structures

A-1 First macro-structure (both children and the story of the cat)

The general theme of the "discourse / narrative" of the case was centered on the history of the cat, the beginning of the subject was made by the unit -k? N- which generally means the events that took place in the past, the unit cited represents a gateway to narrative construction. It is the object of a resurgence in the cultural interaction, beginning with successive observations on the images containing the history represented in the subject.

Planning which is centered on the inner language requires the patient to return to the first acquisitions that concern the models of narrative construction, hence the choice of the unit -k? N- is not adequate for the situation; since the unit -k? N- refers to the past and the events of this history are present at the time of the narrative production by the patient, this dysfunction whose use is linked to the metalinguistic difficulty in the case that finds Difficulty in achieving consistency between the referential function and the paradigmatic world.

On the one hand, the referential function which makes it possible to master the linguistic use of the social rules of the narrative, which in this case is based on the data of the paradigmatic world, makes it possible to select the linguistic unit adequate to the spatio-temporal situation of the enunciation in the patient.

This mental operation is linked in its totality to the pre-linguistic cognitive processes which concern the patient's representation of the events of this history and its treatment on

the level of its inner language (thought), on the one hand, and psycholinguistic processes Selection of the units of the characters that make up the tale (syr, syr?) And the hero (kyt?) Represented by the cat, and in the different situations in which the case is on the other hand.

The spatio-temporal aspect (U.C. 1, 2 and 3) plays the role of a preliminary statement in the narrative use of the case. Here the patient has returned to the semantic axis of (syr and syr?) Which was in an opposite situation at the level of the "discourse / narrative" periods in connection with the central theme (kyta).

In general, the utterances used by the speaking subject have appeared in their sequence and the multitudes of roles taken up by the characters, and in the way in which they achieve "discursive / narrative" coherence. They appeared in an abbreviated way, from top to bottom (from text to sentence and sentence to "word-phrase").

This category is used in the patient to combine (language) units at the lexical, syntactic, semantic and, above all, pragmatic level.

This behavior expresses a deficiency in the use of different discursive genres due to the difficulty of handling the metalinguistic skills which makes it possible to manage the linguistic code, whose normal use reflects an ordered succession of ideas at the cognition level of the subject Speaking who is represented by events before signifying them and expressing them (O. DUCROT, 1968 p 19).

A-2 Second macro-structures (the child pulling the cat)

This structure appeared through the child's negative conduct (syr) towards the cat, this action was illustrated in the unit (UC 5), here we observe a return to unity -k? N- But this time to express the dysfunction at the level of the exchange which is done by reference to the paradigmatic axis.

At the level of this last expression, one notices the importance of the unit of time used by the case as a referential function, its role consists in completing the events that remain of the history. At the same time, the linguistic and pragmatic use of the unit -k? N- illustrates the dysfunction of the exchange between this selected unit and the unit requested (adequate) in the context of "discourse / narrative".

The attitude of the patient marks her interpretation with respect to the narrative production of the narrative, this is illustrated par excellence in the level of similarity disorders which concerns the conduct of selection of linguistic units by reference to the code of the language, And then to the level of contiguity disorders which concerns the coordination of these units according to the formal rules that allow a linear construction of utterances.

The difficulties mentioned (similarity and contiguity) indicate the difficulty the woman has in managing the metalinguistic capacities that allow the passage of the system of linguistic signs to the other systems of signs that explain it (see CS PIERCE, 1978).

A-3 Third macro-structure: (the leak of the cat)

The statement "dxalt kwrsy" (UN 6) marks a dysfunction in the function of the context, because the expression is foreign to the topic, reflecting a reasoning that passes from linguistic units to utterances in an incorrect way Because this passage makes it possible to realize a sense from bottom to top (from phoneme to word and from word to sentence).

The difficulty in the patient has arisen in the pre-linguistic cognitive processes and psycholinguistic processes which make it possible to concretize the language operations: explanation, argumentation, change of genres, etc. In this case we notice in the patient the appearance of disorders such as agrammatism, lack of words, phonetic disintegration syndrome,... etc. In particular, there has been a dissociation between the two modes of signification (semiotics and semantics) (E. BENVENISTE, 1966 p 132); For example -k? N- used in (UC 1) or in (UC 6) is denoted without being connoted, that is to say: the patient can recognize the meaning of -k? N- at the moment when she Does not happen to contextualize it.

A-4 Fourth macro-structure (the child's affection for the cat)

In the statements of the last situation, it appears through the style of the narrative production of the patient that the cat searches for security. This is illustrated in (UC 6 and UC 7), which is how the cognitive dimension was declared, from the beginning to the end, according to an opposition logic (aggression / arrangement) that was illustrated through The interpretation of the event by the case.

This interpretation requires the patient to move from decoding to encoding, ie to proceed to the general context in order to recognize the elements of the story before narrative. Interpretation also demands the transition from semio-narrative competence to discursive competence, which is formed at the very moment of the production of the utterance.

The difficulty of these last passages is illustrated in the restriction of the statements that have been mixed in the use of the notions of time (syr? / Syr) and space (UC 6) and a decrease in the use of discursive categories, and successive ruptures. These difficulties (dysfunctions) are explained by the achievement of the regulatory function of the paradigmatic world represented by the referential function which is considered by BRUNER (JS BRUNER, 1993 p 73-84) as one of the most important of the interaction Social, in the sense that it allows passing of the natural data which concerns the subject to the conventional data.

B. The analysis of micro-structures which includes discursive situations, non-verbal and implicit

At this level, "discourse / narrative" appeared almost without a grammatical level regarding the connectors (U.C 6) and the anaphores (U.C 4 and U.C 6) and virtually without deictics.

In another level, the case was able, in a simple formation and in a holophrastic style, to realize certain statements through which appeared a certain continuity (successiveness / linearity) according to an implicit form.

All this is illustrated in the use of certain words whose heterogeneous pragmatic content reveals transformations at the level of the theme and its development. The narrative process of the subject is characterized by discursive places that parallel the events of history; the subject of exchanges between the speaking (case) and imaginary subject.

A set of intonation changes also appeared at discourse level when there is a sequential and sub-thematic change (U.C 2 and U.C 3).

In this case, what is important in the linguistic units is not the sound itself as an implicit phonetic tool, but the different phonemes that have the possibility of distinguishing

one linguistic unit from another in the sense Paradigmatic of the term; it is through these phonemes that meaning is realized (F. De Saussure, 1972 and R. Jakobson, 1976).

3.2.3 Language effectiveness

In the narrative construction of the case, the cognitive and communicative dimensions of the subject (L.S. Vygotski cited in A. Luria, 1985 p 178) allow interaction with the outside world in a context of intersubjective exchange.

The dysfunction of the internal language has taken concrete form in the general themeing of the subject matter (macro-structure): in the inappropriate use of genres, worlds and categories.

The dysfunction also appeared at the level of the coordination of the utterances grammatically and lexically (micro-structure) therefore at the level of general thematization. We note the transmission of meaning at the level of contextualization linked to narrative production but simultaneously. Contextualisation, cited in its connection with the subjectivation of the discourse of the case, illustrates the disorder: thus in the use of the case in relation to discursive contents where one distinguishes a cognitive debility because the plurality of the use of discursive genres Reflects the way of thinking in the case (J.S. Bruner, 1995 p 78).

In this way, the absence of explanatory and justifying behaviors appears in the sense that the case was limited to using only one discursive category, this difficulty is related to the dysfunction of the metalinguistic function in the case, this function, Which represents an under-base for the system of axes, has emerged in the use of genres and categories at the level of macrostructures which make it possible to master the manipulation of syntagmatic and lexical levels at the level of macro-structures (see H. Nouani, 1996).

4. Final results

The axes system revealed the cognitive operations that govern the similarity disorders that concern the axis of selection (vertical axis), and the psycholinguistic operation that governs contiguity disorders that concerns the axis of combination (horizontal axis) , In the sense that the difficulty has arisen in the patient, whereas the disorders of acquired aphasia take shape in the lack of use of these two axes.

The similarity disorder concerns linguistic units as a text, at the moment when the patient aimed at the recognition of the meaning that results from the relation between the signified and the signifier that constitute a linguistic unit before integrating them into a spoken chain; That is to say that the production of meaning at the level of the axis of selection (paradigmatic axis) is linked to semiotics, this marks that the inner language is constructed before the external language.

Thus the case accesses the general context in order to represent the events of history (construction of inner language), and then on the basis of these representations it proceeds to the selection of the linguistic units adequate to the present situation of the discourse (construction of the external language).

This linguistic construction is also linked to the psycholinguistic operation which concerns the contiguity of the units that constitute the other side of the syntagmatic axis (contiguity disorder): what produced agrammatism, antrax, phonetic disintegration syndrome and lack of words.

The metalinguistic function which is at the source of the faculties responsible for the narrative construction at the level of the cognitive apparatus is reached.

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