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The Impact of Trauma on Children's Speaking

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Dedications

After Allah, I want to thank me for believing in me

This work is humbly dedicated in the memory of my dear father "GHOUTI" may god have mercy on him and reward him heaven , who was good father and always supported me when I was young and who has always been providing me with morals of respect ,honesty and kindness .

I also dedicate this dissertation to the strongest loving mother "SETTI YAHIOUI " may god reward her heaven , who played the role of the mother and the father , always supported me and provided guidance and the needed motivation that kept me moving.

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Abstract

Language is the only way that human use to interact and communicate with each other by using verbal interaction or another type of language that serves the purpose of communication. Children treat language differently that adults do due to their lack in linguistic competence. The present study attempts to cover the linguistic development among children and the factors that affects this phase such as traumatic events ,language challenges that come after experiencing trauma and different reactions upon it .The investigation is a case study of psychologists and who are in charged with a direct interaction with traumatized children in Tlemcen province .Moreover ,data were collected qualitatively using a semi-structured interview directed to psychologists and using an online questionnaire to approach both qualitative and quantitative data . The main results revealed that both psychologists observed change in children's language skills after experiencing trauma. Thus, it made communication challenging for them.

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List Of Acronyms And Abbreviations

DSAS : Director of Social Activity and Solidarity

NCCPS : National Center For Children In Poverty

PTSD : Post-traumatic stress disorder

DSM-5 : Diagnostic and Statistical Manual of Mental Disorders

APA : American Psychological Association

TCOPFG : The Center Of Protection For Girls

DOP : Department Of Psychology

General Introduction

General Introduction

Language development is a crucial phase in every child's milestone, It describes the process by which humans acquire and learn a language. It entails progressing from making sounds to forming words and sentences, and finally comprehending and producing complex language structures. However, this process is influenced sometimes by some exterior factors that handicap the final results which is the successful communication. Childhood Trauma is one of the exterior factors that could impact this crucial phase of language development. In this respect, many studies have been concerned with children who have been exposed to trauma because they are more likely to face trauma due to their vulnerability. In order to know how children process and deal with trauma and help them coping with the situation by providing therapy centers, educational programs to raise awareness. The problem faced by those children that they are not able to use verbal language properly because they have poor linguistic repertoire. In other word, verbal communication is not commonly used by children to express themselves.

The first three years of a child's life are considered the most significant in terms of language development. During these years, a child's brain develops and matures, allowing them to master their mother tongue completely.

Indeed, this research is an attempt to explore and describe the impacts of trauma on children and on their language skills and how should specialists, parents, teachers act to cope with this situation. In other words, This work could contribute to the current educational system awareness by settling three goals.

First, it aims to investigate the impact of trauma on children's language skills and how they react upon that trauma. In addition, it seeks to outline difficulties that encounter children in short-term and on the long-term. Moreover, it tries to identify some recommendations and suggestions to reduce challenges that may face those children.

Consequently, the researcher strives to answer to the following questions:

1. How trauma could impact a child's language skills?
2. Does drawing considered as a way of using language among children?
3. What are the suggestions provided for this studied issue?

General Introduction

The aforementioned questions lead to formulate the following hypothesis :

1. Children's language skills are indeed influenced by trauma.
2. Language does not consist only on the verbal communication , however it encompasses many ways to express it . drawing is considered as a way to use language among children
3. Raising awareness in educational system, creating support centers to help children overcoming their challenges .

Therefore ,for the sake of checking the truthfulness of the hypothesis mentioned above , the researcher design an exploratory –descriptive case study research dealing with two therapists in two centers of Tlemcen province . This case study will collect data relying on two research instruments : semi-structured interviews with two therapists the first one at the department of psychology and the second at the center of protection for girls , and an online questionnaire.

This work is divided into two chapters . The first chapter reviews the literature aspect of child's language development involving trauma as an influencing factor, providing theories and definitions, in addition to strategies to help children dealing with trauma .

The second chapter is concerned with the practical part of the conducted research. It is devoted to the description of the methodology utilized in the process of data collection, the setting, the sample, and the research instruments, Furthermore, it seeks to answer the research questions either by confirming or infirming the research hypotheses. Finally, some suggestions and recommendations to help traumatized children to cope with their language challenges .

Chapter one :

Literature Review

1. Introduction:

Language is any type of communication that uses symbols to represent a person's thoughts and feelings in order to convey meaning to others. It encompasses both spoken and written forms and varies greatly across different cultures and regions. Language allows for complex expression, the transmission of culture, and the development of social relationships.

According to Henry Sweet (1913:1), language is:

The process of expressing ideas through the use of speech sounds. Every sentence or word by which we express our ideas has a certain definite form of its own, by virtue of the sounds of which it is made up, and has a more or less definite meaning.

Language starts to develop from the child's first cry until he is capable of producing accurate expressions, however there are some aspects that may affect this process such as traumatic event among children and its impact on their linguistic performance, mental health, and social interaction

1.2 An overview about linguistic development of children

Language development is commonly used among psychologists and educators when referring to the phenomenon of child language acquisition. It is the process by which the child acquires the ability to perceive language than express it. Oneself by means of words and sentences to convey information. The process of language development involves the gradual and progressive integration of content, form, and use.

. The process of language development has been described as mysterious. (Gleitman and Wanner, 1982) .

Lightbown and Spada (2006) refer to a developmental stage.

A developmental sequence is the order in which certain features of a language are developed. Language development is a process that is universal among humans.

Nonetheless, the age and pace at which a child attains each milestone in language development are contingent upon the child's age and developmental stage.

The development of children varies greatly. Therefore, language development is essential. It is imperative that each child is compared with established norms rather than with other children of their own kind .

The process of linguistic development starts from Early age of human being when the infant starts expressing himself in order to be understood and fulfill his needs , thus children use crying as way to convey their demands. According to M. Studdert-Kennedy(2000) The mechanism of linguistic development is followed by six stages:

Pre-linguistic stage :often occurs between zero and six months since their language skills are not fully developed, children in this stage use crying and making sounds to communicate.

According to M. studdert –kennedy , infants between age of nursery and 6 months use crying as a way to communicate because their linguistic skills are not fully developed to use verbal Language properly .

Babbling stage :between the ages of six and nine months children start to make sounds ... babbling

At this specific age , child begins to make sounds like babbling depending on the sounds he acquired in the pre-linguistic stage .

Holophrasticstage: usually happens between age of 9 and 18 months, when children use a specific words that describe their needs .

This phase a Child is half capable of producing more than one word to describe his needs .E.g ; yummy for food ,

Two-word stage : children at this stage gather words that they learned during the previous stage .

When children reach this stage their linguistic skills begin to develop dramatically , because they rely on their previous language repertoire and the words they already linked to their specific needs

Telegraphic stage : occurs between 24 and 30 months, at this stage children can produce sentences but not fully correct.

As stated by M. Studdert-Kennedy , children at this stage have the ability to produce verbal Language but not in correct way .

Multi-word stage : above 30 months, kids develop a kind of repertoire that allows them to communicate with others .

The last stated stage claimed that children are capable of producing an appropriate Language that allows them to communicate with others .

Piaget`s theory (1971) about language development :

Jean Piaget's theory of cognitive development suggests that children move through four different stages of mental development.

His theory focuses not only on understanding how children acquire knowledge, but also on understanding the nature of intelligence.

Emphasizing that children's language reflects the development of their logical thinking and reasoning skills in "periods" or stages, with each period having a specific name and age reference and then links children with their environment to construct their own vocabulary . Thus he developed a theory that bases on 4 stages :

1.Sensory-motor stage :

In this early period of cognitive development, babies and toddlers learn through their senses and by using objects to manipulate.

During the earliest part of this stage, a child's entire experience is through basic reflexes, senses, and motor responses.

During the sensorimotor stage, children experience a period of rapid growth and Learning. As children interact with their environment, they continually discover new things about how the world works.

The cognitive development that transpires during this period is characterized by a brief duration and a significant amount of growth. Children not only learn how to perform physical actions such as crawling and walking, but also a great deal about language from the people with whom they interact.

2.Preoperational stage:

The foundations of language development may have been established during the preceding stage, however, the emergence of language is a significant characteristic of the preoperational stage of development.

Kids learn through pretend play at this age, but they still have trouble with reasoning and considering other people's perspectives.

Additionally, they frequently have trouble grasping the concept of consistency.

3.The concrete operational stage :

At this stage of development, children are still very literal and concrete in their thinking, but they also become much better at applying logic.

As children get better at considering other people's perspectives, the egocentrism of the previous stage starts to fade.

During the concrete operational state, thinking becomes much more logical, but it can also become very rigid. Children at this developmental stage typically have difficulty understanding hypothetical and abstract ideas.

In addition to becoming less egocentric, children start to consider the thoughts and feelings of others during this stage. Children at the concrete operational stage also start to comprehend that their ideas are personal to them and that not everyone has the same ideas, feelings, or opinions as them.

According to Piaget's theory (1971)the last stage involves developing deductive reasoning skills, increasing logic, and understanding abstract concepts. At this

point, teenagers and young adults can recognize several possible solutions to issues and can begin to think more critically about their environment.

The primary characteristic of the formal operational stage of cognitive development is the capacity to think abstractly about situations and ideas. Critical skills that develop at this stage include the capacity to methodically plan for the future and think through hypothetical scenarios.

1.3 The Impact Of Traumatic Events On Linguistic Development Of Children

Language becomes a battleground where trauma's shoes manifest, influencing not only on children's mental health as well as their language use. Trauma often linked to children's usage of language and how they express themselves when they are threatened and traumatized.

1.3.1 Trauma Definition

The concept of trauma relies on the idea of not expecting events to happen, where a child finds himself helpless and threatened by the next events

Fischer and Riedsler 1998:84, has described the term of Trauma as :

“ ...as a vital experience of discrepancy between threatening situation factors and individual coping possibilities, which is accompanied by feelings of helplessness and defenseless abandonment and thus causes an ongoing distribution of one's understanding of the self and the world “

According to Fischer and Riedsler, Trauma is kind of vital stress experience that makes situation more difficult to handle, accompanied with the sense of responsibility towards that specific situation. Thus the person who is experiencing trauma feels defenseless and helpless to cope with the problem because he is depending on the feeling of threat.

The term “Trauma” encompasses a wide range of events including physical and sexual abuse , maltreatment, neglect and emotional trauma. It can significantly influence a child’s language skills especially in developmental phase .

Further more, infancy is a delicate period for language improvement at the point when children experience traumatic events they might miss a basic period to evolve language and endure Long -term language shortages.

Trauma is linked to stress and unexpected event that has an influence on long-term extent. It could be divided into a several varieties; physical and sexual abuse , emotional trauma, neglect ...

1.3.2 Types Of Trauma

Physical Trauma: includes any serious injury to children during a very sensitive period in their linguistic development it is highly linked to physical abuse domestic violence or physical injury that comes out of the sudden. When children experience domestic violence their development can be impaired and limited.

Parents or caregivers use corporal punishment because they feel helpless to control their children’s behavior assuming that this kind of act would change the whole process.

Sexual abuse : children who have been exposed to sexual abuse can experience a scope of mental and behavioral problems including their linguistic system and how they react and produce language that describes their situation to other . They feel ashamed or embarrassed to share what they have experienced.

Emotional Trauma: it also could be included in affecting the phase where the infant’s linguistic system starts to develop, which can be defined as impairment to the psychological well-being of the child . It gathers various types : neglect, maltreatment, domestic violence, bullying ect ..Thus, Children who suffered from emotional trauma have reduced capacity to formulate language and to launch speech they freeze up and go mute whenever they are surrounded by a situation that reminds them with their trauma

1.3.3 The impact of Trauma: Children's Linguistic Performance

Linguistic performance is important for child language development since it represents the kid's capacity to actively employ their language knowledge to communicate effectively.

1.3.4 Trauma Impact on Child's Speech

Children's speech and language development are among the most intricate processes. Children do not only have to learn thousands of words and their meanings, grammatical rules, and syntax, they must also develop the motor skills necessary to convert these units into speech.

However, speaking demands exact coordination, making it a very complex motor function. (Ziegler & Vogel, 2010)

The initial three years of a child's life are widely acknowledged as the most significant years. Language development is a significant aspect of his/her life affecting language development. These years are also known as the period.

The process of brain growth and maturation during which the child acquires all the necessary skills.. However, this is not the case with traumatized children.

Children who have experienced traumatic events, communication becomes increasingly difficult for them and may find performing Language very challenging. Linguistic performance is term was used by Noam Chomsky(1965) , it describes language's production that serves the communicative purposes

Trauma can have psychological effects on linguistic performance in children. It may lead to difficulties in expressing emotions, forming relationships, and regulating emotions, which can impact their language skills. Additionally, trauma can affect cognitive processes such as attention, memory, and executive functioning, which are important for language development.

Additionally , Childhood trauma can cause a range of mental health conditions, such as depression, borderline personality disorder, panic attacks, generalized anxiety disorder, and posttraumatic stress disorder as well it influences on language skills

The effects of trauma on children are multifaceted and can oftentimes be long lasting (Lubit, Rovine, Defrancisci, and Eth, 2003) and it effects them in several

way including the short –term and the long-term as well . Furthermore, It has been shown in the literature that children experience trauma very differently than adults, and the effects can be either in the short term or long term (Dye,

Childhood psychic trauma can lead to serious disorders in both childhood and adulthood, with characteristics such as repeated memories, repetitive behaviors, trauma-specific fears, and changed attitudes about people, life, and the future.(L.terr et al .1991)

A multitude of serious disorders that manifest in childhood and adulthood seem to have their roots in childhood psychic trauma. Psychic trauma causes a variety of issues, any of which can result in a diagnosable mental illness.

Moreover ,Trauma can have long-lasting effects that may even impact future generations if it is not sufficiently addressed. For instance, research on the children of Holocaust survivors has revealed that the survivors' children are more likely to experience mental health issues, such as a higher incidence of post-traumatic stress disorder. Additional studies have demonstrated that the psychological effects of World War II bombing raids on children persist into late adulthood.

Compared to adults, children are more susceptible to trauma because they are more easily overwhelmed, more reliant on adults, and more likely to sustain injuries. In a lot of the trauma literature, they are the "missing population." Thus, trauma affects children frequently in their lives. It comes from a variety of sources and, depending on its traits, can have either short-term or long-term, disastrous effects. If untreated, early trauma can influence a child's personality development by creating a foundation for long-term deficiencies in their behavioral repertoires and on their linguistic performance .

Furthermore, repeated and chronic trauma can have an adverse effect on the developing brain that makes intervention that would otherwise be successful ineffective. However, diagnosing traumatic stress in children necessitates straying from purely adult-like thinking and giving ongoing developmental processes due consideration.

From screening and diagnosis to treatment and outcome evaluation, trauma-associated clinical features in children must be considered because they differ significantly from those associated with adult traumatization.

1.4 Trauma Effects

Trauma has a major impact on children's linguistic performance, which can show in a variety of ways. Trauma can impair a child's capacity to learn and use language effectively, resulting in delays, challenges, and decreased proficiency in many facets of language development.

1.4.1 Effects on Brain :

The quality of experiences that the brain has in an environment shapes how well it adapts to the outside world.

Traumatic events that occur at different phases of development can affect the brain in different ways, just as this is the case with child development. Early childhood traumas (ages 0–5) have an impact on how securely children form attachments to their caregivers.

The organization of the brain during this phase of development is crucial for controlling emotion and forming relationships. Since trauma experienced during this period can impact a child's social interactions for the rest of their life, it can be especially harmful.

Research has indicated that children who witness domestic violence and/or abuse are more likely to experience social problems and struggle to form positive worldviews (NCCPS, 2003).

Although children's behavioral and emotional patterns are greatly impacted by traumatic events, there is mounting evidence that these experiences also have direct effects on the brain, which may have major long-term ramifications.

Traumatic events in childhood have a wide range of effects on brain development and the acquisition of academic, linguistic, and cognitive abilities.

The effects of domestic violence and child abuse have been shown by developmental research; however, additional research is required to fully comprehend the effects of other traumatic experiences (National Center for Child Traumatic Stress, 2003).

Eamon McCrory, a scientist, compared the brains of soldiers and traumatized children, he recently made an intriguing discovery about traumatized children.

Half of all mental health issues started before the age of 14, and there is strong evidence that early adversity experiences, like abuse and domestic violence, can alter the structure and function of the brain and increase a person's long-term susceptibility to mental health issues.

These changes are known as left and vulnerabilities. The brain regions linked to threat detection and threat vigilance showed highly elevated patterns of activation in those who had experienced abuse and domestic violence. Interestingly, these same brain regions also showed the same pattern in other studies conducted by other groups that examined soldiers both before and after combat.

The figures below shows his theory:

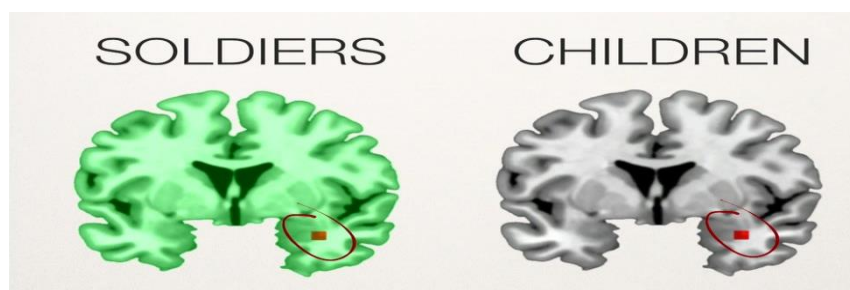


FIGURE N° 01: (Prof Eamon McCrory , 2016:online)

FIGURE N° 01: shows the comparison between a traumatized child's brain and a soldier's brain and change that happens to child's brain after experiencing trauma

Trauma experienced as a child can alter and provide changes on the brain's structure and affect cognition in later life , Brain regions implicated in these changes include the hippocampus, amygdala, and prefrontal cortex

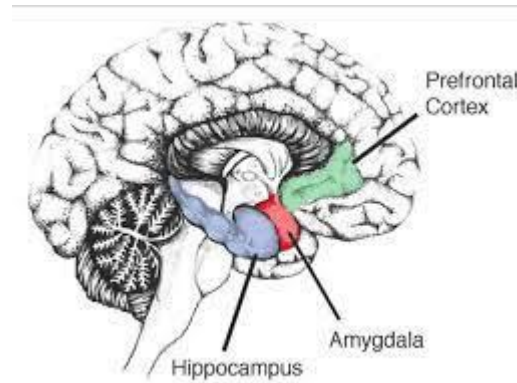


FIGURE N° 02 : (Katie McLaughlin ,2014 :online)

Figure N°02: shows the three effected parts of the brain during trauma.

Emotion regulation is regulated by the Ventromedial prefrontal cortex. After experiencing emotional trauma, this emotion-regulating region of the brain is frequently impacted and becomes vulnerable to other brain regions.

A negative emotion, like fear, is typically detected by the Amygdala, and the prefrontal cortex responds to this emotion in a reasonable manner.

However, following trauma, this rationality may be overridden, making it difficult for your prefrontal cortex to control emotions like fear.

Accordingly, the brain regions most impacted by emotional trauma are the prefrontal cortex, the hippocampus, and the Amygdala. They can cause a trauma survivor to experience constant fear, particularly when triggered by things or circumstances that bring up memories of their traumatic past.

1.4.2 Trauma Effects : Linguistically :

The impact of trauma on a child linguistically can manifest in various ways. Children may experience difficulties in expressing themselves verbally, exhibit changes in their speech patterns, or struggle with communication skills.

Linguistic effects of trauma can include speech delays, language regression, difficulty in articulating thoughts, or even selective mutism where a child may stop speaking altogether in certain situations

Trauma can also affect a child's capacity to process and comprehend language, which can have an effect on their emotional and cognitive development. It could result in difficulties with focus, memory, and learning, which would impair their general language skills and social interactions.

Trauma can have a significant linguistic impact on a child, impairing their ability to communicate, develop language, and express themselves verbally.

Heidi M Feldman(2019) suggests that among the effects of trauma on children linguistic performance could be manifested into several impairment such as : Dysarthria , ,Stuttering .

Dysarthria :

The majority of everyday interactions involve speech, which is the most significant and natural form of communication.

Speech-related impairments, such as those brought on by traumatic experiences, can interfere with the intricate sensorimotor interaction and result in disorders that are typical of the condition, like dysarthria.

dysarthria can also occur early in life. Childhood dysarthria is a speech-motor disorder that results from an early-onset neurological condition or congenital neurological disorder that has back roots in traumatic events (i.e., before speech motor development is completed growth. (Murdoch 2011).

I. Stuttering :

Children's speech and language abilities are rapidly developing between the ages of two and four, which is when stuttering most frequently starts. The development and persistence of stuttering are thought to be influenced by interactions between speech, language, and emotional development during this time of rapid growth.

Children's brains are under more demand as they produce longer, more complex sentences. The motor planning and control required for fluent speech production may be impacted by this cognitive demand.

Studies have showed that The majority of stutterers first appear in childhood, when they are still developing their speaking skills. Stuttering can also be caused by severe psychological trauma or brain injury in less common cases.

1.4.3 The Psychological Impact of Trauma on Children :

All too often, children are exposed to traumatic events that lead to psychological perturbation in most cases, and enduring psychological reactions,

notably posttraumatic stress disorder, in a minority of individuals. This series of events may have an impact on behavior, emotions, learning, and development later on.

. The developmental stage affects both the successful transition to later developmental stages and the immediate trauma reaction.

If the psychological reactions are not addressed, learning, memory, emotions, and behavior are all possible impact zones that could eventually result in detrimental changes in a developing personality.

Children frequently don't have a ready developed repertoire. Lacking appropriate coping mechanisms or, frequently, a useful language to explain their own complicated responses, their capacity to overcome the consequences of traumatic exposure while overcoming developmental obstacles is restricted.

Trauma shows up in different ways in children, just as every individual experiences and reacts to trauma in a different way.

The developmental stage, the surrounding circumstances, and the family structure all influence how a child or young person reacts to trauma.

It's critical to recognize the variations in the ways that trauma may impact children

Infants Toddlers Very young children are especially vulnerable when it comes to trauma. Infants and toddlers are at greatest risk for witnessing family violence or experiencing assault by a sibling (Finkelhor et. al, 2009)

Many children exposed to trauma suffer from developmental regressions; emotionally, cognitively, and behaviorally (Enoch, 2011). According to DeBellis, Hooper, and Sapia (2005), early childhood trauma is more detrimental than trauma experienced later in life due to the developmental processes that are occurring, neurologically and psychologically.

Therefore, it is imperative to understand how trauma experiences can interfere with these processes and have long-lasting effects. "Traumatic events effect great damage not so much because of the immediate harm they cause but because of the lingering need to re-evaluate one's view of oneself and the world" (Condly, 2006, p. 211).

Briere and Jordan (2009) report that children who have survived from trauma suffer from depression anxiety, anger, sensitivity to rejection, abandonment issues, unstable relationships, and difficulty with trust issues.

Trauma victims suffer from PTSD, which include numerous symptoms. The DSM-5 includes four symptom clusters: intrusion, avoidance, negative alterations in cognitions and mood, and attention in arousal and reactivity (APA, 2013)

1.4.4The impact of childhood trauma : Socially

According to an article “How Does Trauma Affect The Social Development Of A Child “ from Bartleby research . Human development is greatly influenced by social development, which starts at birth.

The social-emotional and social-functioning development of a child is determined by the social situations in which they are exposed. It is very likely that a child who experiences trauma at a young age will miss important developmental milestones or experience them later in life.

A person's capacity to engage with society normally is hampered by a developmental delay in their social and emotional maturation. Learning how to interact and engage with other people, objects, places, and situations is a key component of social functioning in young children.

A child's traumatic interactions during these interactions may set off antisocial behavior in the future. For example, a young child may shy away from social situations or interactions due to triggers related to a traumatic event.

Trauma can change a child brain development in ways that make social interaction more challenging.

Children may experience difficulties interacting with others and perceive threats in safe situations more frequently, causing them to react accordingly (National Scientific Council on the Developing Child, 2010b). When a peer displays a neutral facial expression, for instance, a maltreated child might mistake it for anger and react aggressively or defensively toward the peer.

traumatic events in Early Childhood, are going to have a huge impact on social development.

Social development is the process by which we build friendships and relationships with those around us as well as our social skills. Early life, the past, and experiences can all have an impact on one's capacity to build healthy relationships.

Reactions to traumatic events can affect a child's mental, physical, social, and emotional well-being in addition to possibly changing how they operate on a daily basis.

Trauma can affect a child's ability to function socially and emotionally and can show up as behavioral issues. Traumatized children may find it difficult to control their emotions, which can increase their impulsivity and emotional reactivity.

They might also have trouble interacting with others, processing social cues and upholding wholesome relationships. These difficulties may give rise to behavioral problems like hostility, disengagement, or trouble adhering to regulations.

Feeling safe can be hampered by trauma. Trauma distorts mental health into distress rather than allowing a child to accumulate positive experiences that make them feel secure, content, and happy.

Furthermore, self-defeating thought and behavior patterns, such as substance abuse, anxiety disorders, and depression, can be a symptom of trauma distress.

There has been a greater correlation found between emotional abuse and neglect and social anxiety as compared to other forms of trauma such as physical abuse, sexual abuse, and physical abuse.

Emotional abuse and neglect also draw attention to important characteristics of social anxiety disorder, such as the fear of rejection and shame.

Important social functioning such as interpersonal attachments, emotional regulation, and close relationships are thus compromised by the disruption of social and emotional development caused by parental emotional abuse.

The co-occurrence of trauma and social anxiety makes it difficult for children to go about their daily lives normally and sustain positive relationships.

The effects of social anxiety disorder and trauma are also evident in challenges in establishing and preserving intimate interpersonal relationships.

Interpersonal distress in adulthood can be significantly impacted by various forms of childhood trauma, as evidenced by studies published in the *Annals of General Psychiatry*. There is a strong link between childhood trauma and adult mental health issues such as anxiety sensitivity, state-trait anxiety, and depressive symptoms.

1.4.5 The impact of trauma on long term

The existence of this type of delayed trauma highlights how a person's traumatic experience can seem to be largely dormant at one time before manifesting at a later time.

Miller (2000) states that the same process of sensitization is responsible for the increased risk of adult psychopathology following childhood trauma. It has been noted by Shalev 38 that this process is closely linked to the individual's social and cultural environment.

According to Shalev, there is a "critical period of increased brain plasticity, during which irreversible neuronal changes may occur in those who develop PTSD" after traumatic events. In addition, he highlights the significance of leadership abilities, marital discord, and group cohesiveness as mediating variables.

1.5 How Children React on Trauma

Young children experience and interpret exposure to trauma differently than do adolescents or adults, because they have minimal amount of verbal Language Children use drawings as a reaction to express themselves properly due to their lack of linguistic knowledge or they simply feel uncomfortable saying that in a direct way .

1.5.1 Drawing

Language does not consist only on the verbal way it could be manifested into several ways such as sings ,symbols

Thus, traumatized children they often take drawings as a reaction to express themselves properly due to their lack of linguistic knowledge or they simply feel uncomfortable saying that in a direct way .

"Humans are animals who use tools" Benjamin Franklin

Drawing Simultaneously engaging multiple senses through drawing yields data that illuminates and reveals the phenomenon.

Drawings are a relatively quick and simple way to express hidden or repressed thoughts and feelings, according to empirical and clinical work in art therapy

and related fields. (Lev-Wiesel and Shvero, 2003; Jacobs-Kayam et al., 2013; Woolford et al., 2013; Snir et al., 2020).

Drawings, according to researchers and therapists, can convey ideas and feelings about a child's surroundings while also providing insight into the child's internal and external worlds, as well as how the child perceives their parents and family (Goldner and Scharf, 2012).

Moreover, earlier research suggested that drawings might promote verbalizing traumatic experiences. Drawings help the drawer produce a rich, detailed description composed of facts and emotions from a somewhat detached and protected perspective by allowing them to become a spectator to their negative experience (e.g., Dayton, 2000; Lev-Wiesel and Liraz, 2007).

The drawings coding system included indicators regarding the content and the style of the drawing. These two dimensions are considered central in investigating art products (Gantt, 2004; Matto and Naglieri, 2005)

Children use drawing as tool to convey a message expressing their experience , emotions ,thoughts whether it was good or bad .However they do differ from a child to child since they are not always share the same background , emotions ,experiences

Normal kids who grow up in normal way vary from the ones who have been exposed to traumatic events cause by ill-treatment , neglect ,sexual abuse .The most common way to know a child's internal unexpressive thoughts or experiences for the psychologists is by drawings .

not all traumas are created equal; what might be considered normal or readily accepted for one person may not be for another. It depends on the type of traumatic event(s) that they encounter.

1.5.2 Normal Children Drawings

Children use a combination of their imagination and life experiences when they draw. In contrast to adults who tend to overthink everything, children don't judge their artwork by the opinions of others.

Kids' art is very telling because, for the most part, they just draw whatever comes to mind. Art is a readily available and easy to obtain method of physiological analysis, especially since kids love to draw and do so frequently.

When kids sketch themselves, they usually capture a lot of significant details. A child's self-portrait, drawn with pen and paper, reflects their feelings about their general image (The Psychology Of Children's Artwork,2015)

The figure 01 illustrated below shows how the psychology of normal child is manifested into a drawing



FIGURE N° 03: (Frontiers,2020:online)

Figure N°03: illustration of drawing by normal kid who have not experienced traumatic

1.5.3 Traumatized Children Drawings

Drawing techniques provide a relatively easy way to gather social information from and about children (King, 1995)

According to Chambers (1983), drawings avoid linguistic barriers and enable comparisons between groups of different languages and abilities.

Drawing is a means of personal expression, but it's also a useful tool for communication. Drawings frequently recount much more than just language to the reader.

Children lack the necessary skills for abstract language at this time. expressiveness, yet they employ symbolic communication techniques like drawing. thus children who have been through abuse , sexual abuse ,neglect ,maltreatment draw differently than normal children

The figure 02 below shows how traumatized children exhibit their negative experiences through drawing

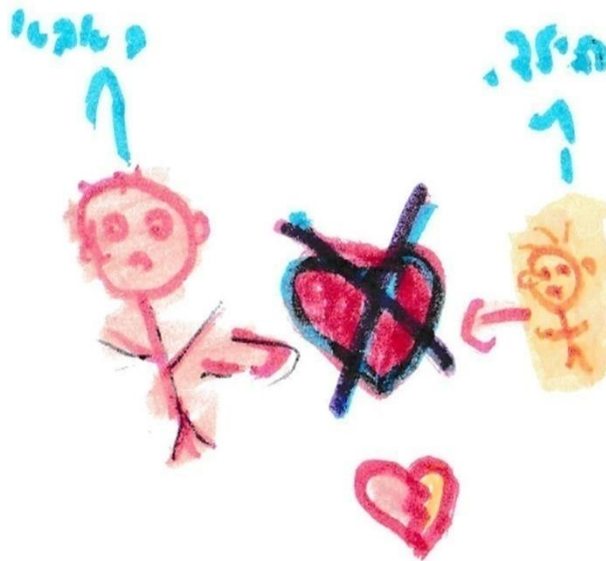


FIGURE N°04: (frontiers psychologists ,2021:online)

Figure N°04: The model of drawing of traumatized child caused by child neglect

1.6Conclusion :

In this theoretical chapter, the researcher presented some definitions about language besides the process of linguistic development and its theories .She included the definition of trauma and its types , how it impacts the language skills of children and then she concluded by stating how children react on traumatic events .The review of relevant literature will be followed in the next chapter by situation analysis and detailed data description of data collection methods , then a final interpretation and discussion of the results. Finally some suggestions and recommendations will bring an end to this second chapter

Chapter Two :
Research Design ,
Data Analysis

2.1 Introduction

The main intent of this chapter is the field investigation. It aims at collecting data about how trauma effects children during the phase of development and it consequences on the linguistic performance . This chapter provides a description of: the research methodology and the instruments, the setting of the study, and the sample population. In addition, it includes the analysis and interpretation of the data collected. Finally, the researcher tries to put forward some suggestions and recommendations.

2.2 Research methodology

A case study research approach is "an empirical inquiry that investigates a contemporary phenomenon within its real-life context," according to Yin (1984:23). Three categories are applied to the case study based on the number of examples, the unit of analysis,

and the research goal. study approach is a useful tool for researchers since it can be used to investigate new topics and problems, as well as provide suggestions for how to make the current circumstance (experimental case study); to explain a method or the results of an occurrence or an intervention, particularly when numerous parties are impacted by such incidents (descriptive case study); and to elucidate the causes of a particular occurrence (illustrative case study).

In the realm of case studies, this classification delineates between two distinct types: single and multiple cases. The former delves into a solitary case and encompasses two subcategories: intrinsic and instrumental. Intrinsic single case studies are designed to comprehend the intricacies of the subject matter without emphasizing the extrapolation of findings, whereas instrumental single case studies seek to explore specific cases in depth, aiming to glean insights beyond surface observations with the intention of generalizing research outcomes. The latter type, commonly referred to as collective case studies, investigates multiple cases within a singular research endeavor.

Two primary classifications employed for the unit of analysis are as follows: holistic and embedded. The holistic case study entails the examination of a singular unit of analysis, offering a comprehensive perspective on the subject under scrutiny. In contrast, the embedded case study involves distinct analyses

for each sub-unit, with the aim of extrapolating the findings to encompass the entirety of the cases studied.

Case studies encompass a blend of quantitative and qualitative data. Quantitative data pertains to numerical values and mathematical computations, while qualitative data is characterized by non-numeric descriptive information.

This study was conducted using a single exploratory descriptive case study, during which the researcher interacted with two psychologists to elucidate the concept of childhood trauma and assess the influence of trauma on children's linguistic abilities and explore the challenges encountered by these individuals. Additionally the research aimed at finding results and challenges that encounter those children

2.3 The setting of the study :

The researcher wanted to conduct the research in several settings in Tlemcen province (Department of psychology in Tlemcen's hospital , Department of psychiatry in Tlemcen's hospital , Protection center for girls in Birouana) in order to know how trauma impacts the child linguistic performance

First the investigator visited the department of psychology in Tlemcen with an authorization signed by the head of English department "Dr . Daoudi FRID " (Appendix A).

The administration said that it needed a demand written, signed, and stamped from the head of the English department to the Director of Social Activity and Solidarity (DSAS).(Appendix A)

The investigator wrote a demand in Arabic in which she explained the aim of the research then it was signed by the head of the English department . Then it was lifted to the DSAS who permitted the researcher to conduct a field study (the Center of Protection for girls , Birouana-Tlemcen-) .

Finally the study was carried out in two settings :

The department of psychology in Tlemcen hospital "Dr –Tidjani DAMERIDJI" , in fact the department was established on 1999 and officially opened on 2000. And at the center of protection for girls (Birouana –Tlemcen -) in fact the center was established on 1987 for boys only and then it was transformed later to center of protection for girls only According to a ministerial decision , consists of 02 clinical psychologists ,01 doctor, 01social workers ,01teacher and 03 educators

The center's staff were kind, helpful , welcoming .

2.4 The sample population

The primary determinant in scientific research lies in choosing the sample. Leedy and Ormrod (2005:199) define a sample as "a portion of a population" that ought to be representative, enabling researchers to extrapolate conclusions about the whole population.

In this research one psychologist was chosen to be part of this study. she works in the department of psychology with 6 years' experience in the field of psychology, child psychology was not her domain, but she has some previous experiences. Thus, the aim was to draw knowledge about how children deal with trauma and how it impacts their linguistic performance. and, to know how to prevent this from happening.

For this research, data were collected using interview and an online questionnaire.

2.5 Research Instruments

For this research, the data were collected through the use of an interview that was designed to psychologist and an online questionnaire for people of different ages .

2.5.1 Interview

Interviews, as a qualitative research technique, "conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation." (Boyce, C., & Neale, P., 2006). Similarly, they represent a dialogue between the researcher and the interviewees aimed at gathering data regarding their perspectives and attitudes.

There are three form of interviews : structured, unstructured, and semi-structured. In structured interviews, predetermined questions are posed to all participants in a set sequence. Unstructured interviews involve a free-flowing discussion between the interviewer and interviewee without pre-planned questions.

Semi-structured interviews blend aspects of both formats; researchers develop a set of questions for all participants, supplemented by additional unplanned inquiries to elucidate specific matters.

In this research, the semi-structured interview was relied on. There the participant answered on semi –structured questions given by the researcher after she presented herself and her objectives from this study .

The interview with the psychologist “ Mrs. .Amina BOUCHIKHI TANI “ was conducted under few questions with in short period of time, included 8 questions divided into 4 rubrics : one for the opening , each of the following is appropriate for the research questions , the rubric was dedicated for closing . The questions were asked in Arabic to facilitate the investigation using dialectal Arabic. (Appendix B)

The interview questions can be described as follows:

Questions 1, 2, were asked for the opening of the interview and also to show if the participant is aware of the research topic and the theoretical part of the field

Questions 3,4 and 5 were asked to discover cases of children with traumatic events and know about their background including their age , type of trauma .

Questions 6,7 were asked to know how children dealt with trauma including it effects on Language

Question 8 was for closing the interview.

The researcher used interview to get more reliable data interviews as it offers a comprehensive and holistic approach to data collection, allowing researchers to gain deep insights into complex phenomena while fostering meaningful engagement with participants.

2.5.2 Questionnaire

This part will give definition about the; questionnaire functions as a tool for research, comprising structured or semi-structured questions aimed at eliciting information from participants. Its purpose is to methodically collect data on various aspects such as attitudes, opinions, and behaviors, facilitating research, analysis, or evaluation. Questionnaires are adaptable to different formats, including paper-based, online, or face-to-face interviews, and find widespread application in surveys, academic inquiries, market analysis, as well as social and psychological investigations.

Groves defines questionnaire as “ formal instrument utilized in survey research to gather data from respondents, typically consisting of a structured set of questions intended to measure attitudes, behaviors, or characteristics of interest “. Groves emphasizes the importance of questionnaire design in ensuring data quality and reliability.

In this research, a questionnaire was used to collect different opinions about how trauma could affect children and on their linguistic performance. it was the most suitable tool to gain time and have reliable data.

The researcher used 19 questions divided into 2 sections, the first section speaks about trauma and its consequences, and the second section speaks about the effects of trauma on language and communication.

At DOP , the interview lasted only one day , (to be continued when u finish with the center)

Concerning the interview at TCOPFG, it lasted 5 days because the researcher was allowed to access the center only for this period .

Table2 .1 collecting data schedule

	INTERVIEWS
DOP	April 18 th , 2024
TCOPF	May 13 th ,2024
	May 14 th , 2024
	May 15 th ,2024
	May 16 th ,2024
	May 17 th , 2024

Table2.1 depicts the research schedule followed by the investigator

2.6 Analysis of collected data

This part aims to analyse the collected data and gives it interpretations to get results from the studied issue , including data analysis of interviews ,the online questionnaire .

2.6.1data analysis of the interviews

Data analysis refers to the systematic investigation, refinement, transformation, and modeling of collected data to extract valuable insights, infer conclusions, and aid decision-making processes. Consequently, post-collection, data must be processed and analyzed according to the first methodology taken .

The gathered data is subject to both quantitative and qualitative analysis. Quantitative analysis typically involves numerical assessment, employing suitable statistical methods relevant to the variables under investigation. Conversely, qualitative analysis entails the examination of qualitative data to elucidate explanations for specific phenomena.

Quantitative is broadly used to describe what can be counted or measured and can therefore be considered objective. Qualitative is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore subjective. (Wallace, 1998:38)

In this research the data collected has been analyzed both qualitatively and quantitatively, Since the investigator used interviews and an online questionnaire to provide rich insights about the study.

“ Psychologist “ interview Analysis At DOP

As mentioned before, the interview contained 8 questions addressed to one psychologist at DOP, who provided informative answers to all the asked questions about the studied issue.

Question1: what is trauma among children ?

Psychologist answered that it is kind of unexpected events that occur at least once in life time however children have another way of dealing with it because they are not linguistically capable to speak about it.

Question2: Do you have past experiences with traumatized children ?

Psychologist answered that she used to have only few cases of traumatized children due to the lack of therapy culture according to the Algerian mentality

Question3 : what are the types of trauma ?

Psychologist answered that there are several types of trauma among them : Neglect, ill treatment, Sexual abuse, child abuse, Parent loss ..

Question 4: Can you provide cases of children who have been exposed to trauma and have had effects on their linguistic competence ?

Question 5 : Can I record you while you are providing the cases ?

Psychologist did not permit the researcher to record her while she is providing the cases, but she stated 4 cases as there are mentioned in the table below :

Table of cases at” The department of psychology “ Stated by Psychologist

As it was mentioned before the data were collected with permission signed from The head of department “ Dr. Frid DAOUDI “ in order to get data legally

Age and gender	Type of trauma	Child reaction on trauma	The effects of trauma on Language
7 years old boy	Sexual abuse	Always afraid ,rest room problems .	Afraid to express him self and stutters while speaking
11 years boy	Sexual abuse	He does not allow people to touch him even his own family	Having troubles while speaking
8 years girl	Maltreatment	Isolation	Language delays and stuttering
9 years girl	Loss	Drawing of incomplete family	Anxiety on language afraid to express herself

Table 2.2 Cases At The Departement Of Psychology

Question 6: How a child would react ?

Psychologist responded that every child has its own way to express himself , and also it depends on the type of trauma that he suffers from .but usually they isolate themselves and create their own protocol of safety in order to feel secure and safe .

Question 7: Do children use drawing as reaction to express themselves ?

Yes , drawing is considered as a type of language that children use it to express themselves because they lack linguistic competences . more than that children who have exposed to traumatic events draw differently from the ones whom have not .

Question 8 : As a therapist What do you suggest to prevent this from happening ?

the informant answered that The Algerian community should emphasis on normalizing the idea of Psycho Therapy and raised awareness about this topic for all people , parents , caregivers , teachers .

Interview analysis at The center of protection for girls (Birouana . Tlemcen)

As stated before the second interview took place in The center of protection for girls “Martyr HSSINI Abdel kader”(Birouana –Tlemcen) , The investigator was allowed to collect data with a signed authorization from the director of DSAS and a later signed from the head of the department “ Dr. Frid DAOUDI “.

Interview was chosen as research instrument to approach qualitative data .

The director of DSAS gave permission to conduct the study for only 5 days .

The interview was divided into two part , one was with the clinical psychologist “Mr . NEDJMAOUI Abd errahmane” directly ,and the second was with the case of the traumatized child

First , the researcher asked the psychologist if he could provide data to help conducting the study . she explained to him the research hypothesis “Trauma impact on child language skills “He did permitted to state 2 previous cases , then he start providing data by using the story telling method

The table of cases at the center of protection with the clinical psychologist “ Mr NEDJMAOUI abderrahmane “ :

Cases	Type of trauma	Child’s reaction	The impact on language
10 years old girl	Sexual abuse	Isolate and withdrawn	Language regression
8 years old	Neglect	Seeks attention from other environment , dealing with drugs	Language disability , stutters while speaking .

Figure2.3.cases at the center of protection provided by the psychologist

2.6.2 Analysis of the two cases

10 years old girl :

This case was sexually abused in her hometown, her family kicked her out after she got pregnant and then ran away to another city. The girl was speaking in normal way before she was traumatized and her speaking ability have changed after the incident was happened she became more hesitant to express herself, and starts showing signs of language regression.

8 years old girl :

This case was suffering from the trauma of neglect, she was looking for attention from other environments ...

After being exposed to trauma, her speaking abilities have been reduced every time she tried to express her-self

Interview analysis with the case directly :

First, the investigator asked permission from the psychologist to do the interview with the case directly, she suggested to go outside the room and have the conversation in private way.

For this specific case, semi structured interview was used to approach qualitative data.

Before starting the interview, the researcher asked the case if she accepts to be a part of the case study and to use recording as a method. The case permitted to be part of the study and allowed the researcher to use recordings as research instrument.

The interview contains 5 Questions, the two first questions were to open the conversation, question 3,4 were about the studied issue and the 5 question was to close the interview.

The conversation was done in using simple vocabulary in dialectal Arabic (Appendix C)

Question 01: Hello, I'm a master student and I'm conducting a research entitled "Trauma impact on children language skills", do you agree to be part of the study?

The case agreed to be part of the research if the researcher will not state their information .

Question02: Do you agree if I use recording as research Instrument ?

The case did not mind for using recording as a research Instrument .

Question03: What kind of trauma you had in your Childhood ?

The case starts to reveal on her past Trauma , stating that she was neglected by her biological parent , and did not even know them .then she was picked up by an abusive foster family which made it even more complicated for her , When she was 12 years old she had been sexually abused by 3 man .After the incident she was gone mute for 2 years , tried to kill herself .

Question04:How did that impact on your language skills ?

The case said that she was isolated and gone mute for two years , even after the incident she was afraid to speak fluently and her communication skills were automatically reduced .

Question05: Thanks for your efforts , I really appreciate your collaboration .

2.6.3 The data analysis of the questionnaire :

The investigator used the questionnaire as a research methodology to reach a large number of respondents and to collect both qualitative and quantitative data which made it a mixed method survey . It was used to approach subjectivity .

The questionnaire was made of 21 questions divided into three rubrics , the first rubric gathers data about Gender , Age , country , the three first questions were obligatory . The second rubric was about general information about trauma and its effects on child .The third rubric was to collect data about how trauma impacts the linguistic features of the child

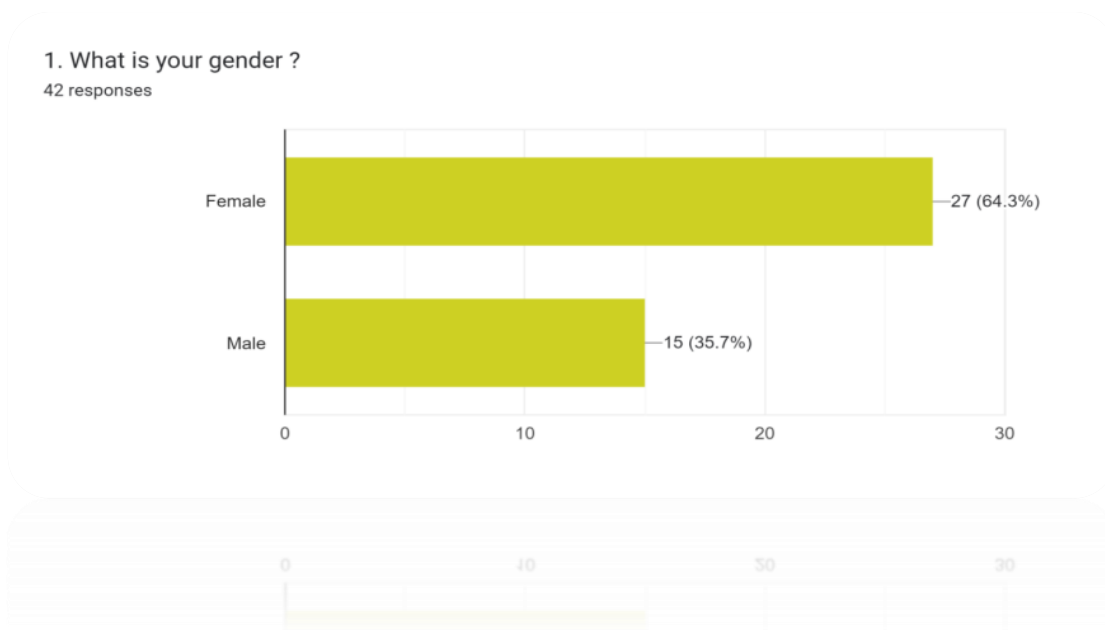
The survey has come with 43 responses , 27 were females and 15 were males

Table2.4 Information about the participants :

This question reveals the participants gender.

Gender	Age	Frequency	Percentage
Female	Between 15 and 30	27	(64.3%)
Male	Between 22 and 36	15	(35.7%)
Total	36 years	43	100 %

Table2.4 Information about the participants



The present item is a dual-choice question about the gender of participants. As can be seen in Table2.4 , of all 43 participants, 15 are males, and 27 are females. Similarly, as the figure shows, that the percentage of female was greater than males. That is to record, 64.3% of females and 35.7% of males from the total number of respondents .

As it was mentioned before , the second rubric contains 11 questions to gather information about trauma in general .

Item 02 : Participants knowledge about the topic of trauma

1. Yes
2. No
3. Only briefly

The present question was aimed to identify the participants' familiarity about the topic of trauma

Answers	Frequency	Percentage
Yes	4	9.3%
No	18	41.9%
Only briefly	9	20.9%

As table2.5 depicts , The dominant answer among participant was of “ No “ people with a percentage of 41.9% while of 18 participants while 4 partipants with a percentage of 9.3% said “Yes” ,the remaining section of the 9 participant with a percentage of 20.9% said “Only briefly “

Item 03 : Impact of trauma on childs' emotional well-being

- 1.Devastating and long-lasting
- 2.Traumatic and life-changing
- 3.Profound and significant
- 4.Impactful and difficult

This question seek to identify how participants describe the impact on child's emotional well-being .

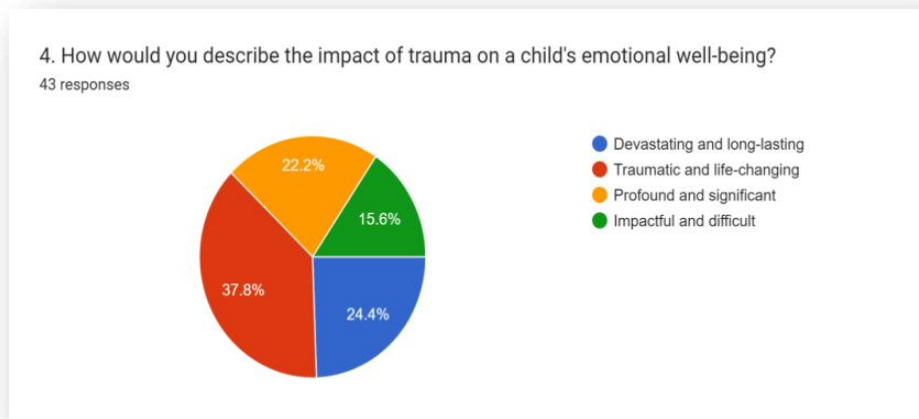


Figure2.2. The participant description of the trauma impact on child emotional well-being

As the figure shows , the most dominant answer with percentage of 37.8% “Traumatic and life-changing “ of 17 participant out of 43, while the rest of answers were described in a similar way . Most of participants answered that Trauma has an impact on child emotional well-being .

Item 05 : Trauma effect on children

This question aimed at investigating the effects of trauma on children

- It can make them hesitant and wary of trusting others .
- It can cause difficulty in forming emotional bonds with others .
- It can hinder their ability to communicate effectively with others .
- It can lead to difficulties with intimacy and vulnerability in relationships .

The participants answers manifested in the following chart :

5. How do you think trauma can affect a child's ability to form and maintain relationships?
43 responses

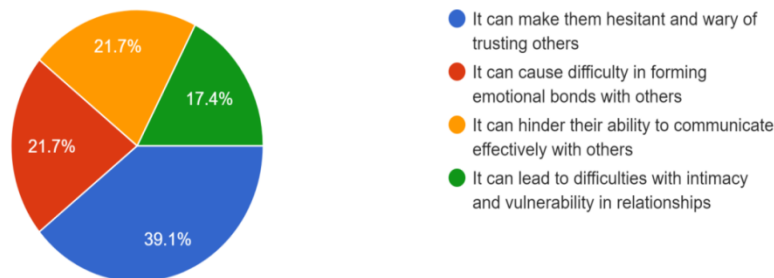


Figure2.3. : Trauma effect on child’s ability to form and maintain relationships

As figure reveals most of respondents have answered “It can make them hesitant and wary of trusting others” with a percentage of 39.1% , while the other answers were quite the same as they share the same idea that it has a negative impact on child’s social life .

Item 06 : Behavior changes after experiencing trauma

1. Yes, their behaviour becomes more aggressive
2. None , their behaviour remains the same
3. Yes , they have trouble expressing emotions and become withdrawn
4. Yes , they become more fearful and easily startled

6. Have you seen any changes in a child's behavior after they have experienced trauma?
43 responses

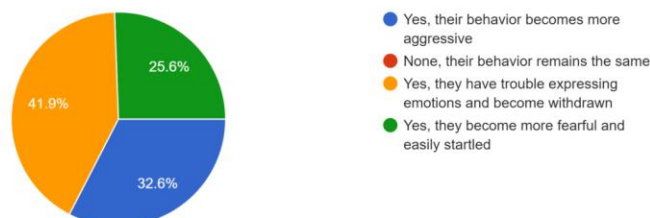


Figure2.4 : Changes in child’s behaviour after being exposed to trauma

As the figure shows that participants with percentage of 41.9% said “yes , they have trouble expressing emotions and become withdrawn “ while the other responses share the same idea with the dominant answer , non of the participant has selected “ None , their behavior remains the same “ , Thus trauma could be considered as an effect on child’s behaviour .

Item 07 : Participants opinions about the topic of trauma

Question number 7 was about people thoughts of childhood trauma , 34 responses were collected out of 43 participants , most of them said that childhood trauma have lasting effects on the long –term and can have profound and lasting effects on individuals. Effecting their emotional, psychological, and even physical well-being throughout their lives. Emphasizing that this topic should be taken seriously by government and society.

Question 8 and 9 were about personal experiences with Trauma , 37 participants have responded out of 43 , most of them did not agree to share their personal experience but they insist on negative effects of trauma on them .

Question 10 : was about the recommendations to help preventing trauma , 37 participants have responded out of 43 , emphasizing that children should be encountered by their parents . Education and awareness programs for parents, teachers, and government officials, along with access to mental health resources and support services, can help prevent and address traumatic events in children.

Some participants suggested: Implementing trauma-informed training for educators and school staff to recognize signs of trauma, provide appropriate support, and create a safe and supportive environment for affected children.

The third rubric was about how trauma effects on children linguistically, this rubric contains 8 questions . Each question is illustrated by a graph that shows the participants responses:

Item 01 :The impact of trauma on language skills

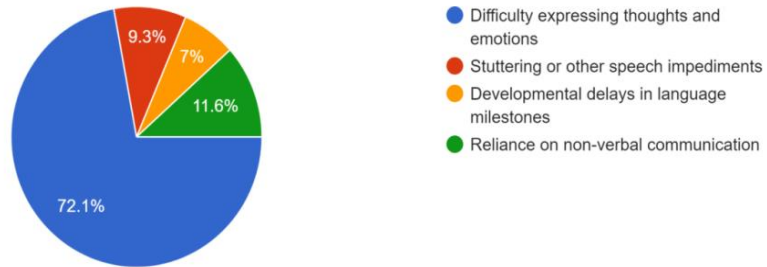
Difficulty expressing thoughts and emotions

Stuttering or other speech impediments

Developmental delays in language milestones

Reliance on non-verbal communication

1.How do you think trauma can impact a child's language skills?
43 responses



Answer	Frequency	Percentage
Difficulty expressing thoughts and emotions	15	72.1%
Stuttering or other speech impediments	04	9.3%
Developmental delays in language milestones	03	7%
Reliance on non-verbal communication	10	11.6%

Figure2.5: Trauma impact on child’s language skills

Item 03: Changes in child’s speech after experiencing trauma

1. Yes , their speech became more hesitant and stuttered
2. No , I have not noticed any changes in their speech
3. Yes , they show signs of language regression or loss
4. No , but they speak faster and louder than before

2. Have you noticed any changes in a child's speech after experiencing trauma?
43 responses

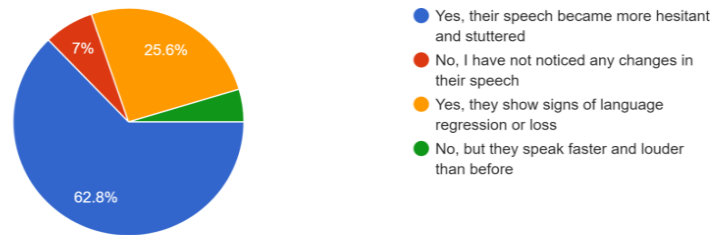


Figure 2.6 : Changes in child’s speech after trauma

Answers	Frequency	Percentage
Yes, their speech became more hesitant and stuttered	27	62.8%
No, I have not noticed any changes in their speech	3	7%
Yes, they show signs of language regression or loss	11	25.6%
No, but they speak faster and louder than before	2	4.7%

Figure 2.6 : Changes in child’s speech after trauma

As Figure 2.6 depicts, 27 of participants with a percentage of 62.8% have come the dominant answer “yes, their speech became more hesitant and stuttered”, while the other section of 11 participants with a percentage of 25.6% have answered on “yes, they show signs of language regression or loss”. The two last answers with low percentages of 7% of 3 participant only and 4.7% of 2 participant share the same idea that trauma does not change the child’s speech ability.

Apparently, participants who have responded on dominant answers share the same opinion that trauma effects on child’s speech ability and children who

have exposed to trauma of any kind , their speech becomes more stuttered and makes them hesitant to express themselves and they show signs of language regression and loss while participants who have answered with low percentage responses claim that trauma does not have an impact on language ability of children , Thus depending on the given graphs and percentages , results say that Trauma has an impact on speech ability of children .

Item 04: Communication challenges in children who have experienced trauma

Question 4: was about the communication challenges in children who have experienced Trauma , this question was asked to gather qualitative data from people asking for their different opinions and perceptive. There are 31 participants out of 43 who responded to this question they claim that children become more hesitant and afraid to speak fluently and when child is traumatized his communication skills are automatically reduced .Furthermore, Some children may withdraw or become non-verbal as a coping mechanism to avoid discussing or reliving traumatic experiences. And Misinterpretation of Social Cues: Children may have difficulty understanding social cues or interpreting the intentions of others, leading to challenges in social interactions and relationships. Communication Disorders: Trauma can exacerbate existing communication disorders such as stuttering or language processing difficulties, making it harder for children to communicate effectively. Also, Hyperarousal or Hypoarousal: Children may experience hyperarousal (heightened state of alertness) or hypoarousal (numbing or dissociative state), impacting their ability to engage in effective communication. Regressive Behaviors: Some children may exhibit regressive behaviors such as baby talk or reverted language skills as a response to trauma. Avoidance of Trauma-Related Topics: Children may avoid discussing or acknowledging trauma-related topics, leading to communication barriers in seeking support or processing their experiences.

Some participants suggest that important for caregivers, educators, and mental health professionals to be aware of these communication challenges and provide appropriate support and intervention to help children effectively express themselves and navigate their experiences of trauma.

Item 05: Correlation between child's emotional well-being and their linguistic abilities

Question5: was about the correlation between a child's emotional well-being and their linguistic abilities after experiencing trauma. 43 responses were collected out of 43 .The aim was to discover the relation between child’s emotional well-being and their linguistic skills when trauma is involved.

1.Yes, I believe trauma can significantly impact a child’s linguistic abilities, as it can affect their self-confidence and ability to express themselves .

2.No,I think a child’s linguistic abilities are more dependent on other factors such as genetics and environment

3.I’m not sure , but I know that trauma can have long-lasting effects on child’s development

5.Do you think there is a correlation between a child's emotional well-being and their linguistic abilities after experiencing trauma?
43 responses

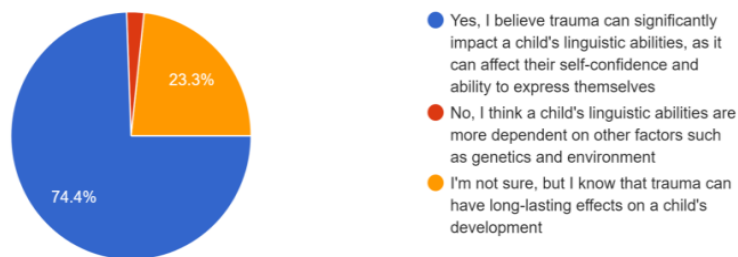


Figure2.7: Correlation between a child’s emotional well-being and their linguistic abilities

As figure depicts , the leading response with the percentage of 74.4% is “ yes , I believe trauma can significantly impact a child’s linguistic abilities .While the second answer that has percentage of 23.3% reveals “I’m not sure , but I know that trauma can have long-lasting effects on child’s development “.the third answer has come the lowest percentage rate of 2.3% .

Depending on the data gathered, answers indicate that there is a correlation between a child’s emotional well-being and their linguistic abilities, that depends on how trauma affects children emotionally and that would impact on their linguistic skills and abilities

Item06: Drawing as a way for children to express themselves along with their traumatic experiences

1. Yes , it does
2. No , it does not
3. Of course , language does not consist only on the verbal way but it could be manifested through drawings
4. It could be taken in positive way because this method could tell a lot about a child who has very limited linguistic performance

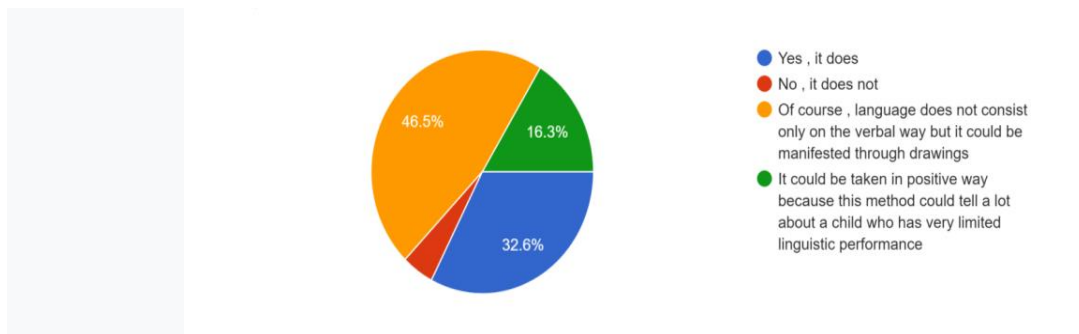


Figure2.8: Drawing as a way for children to manifest about their trauma

As figure2.9 shows that , participants with the percentage of 79.1% have selected two dominant answers “ Of course , language does not consist only on the verbal way but it could be manifested through drawings “ and “yes , it does “ while third answer with the percentage of 16.3% has the same idea as the two first answers ,the last answer has the lowest percentage of 4.7% .

Thereby, children use drawings to communicate and express on their past experiences because they lack linguistic competence unlike adults, thus a traumatized child could be known for his drawing since it can tell more than drawing on paper .

Item07: How parents and caregivers can support a child’s language development after being exposed to trauma

This question aims to collect data qualitatively to navigate recommendations to support traumatized children in the phase of language development

Participants suggest to provide a safe and secure environment for children to express themselves in their own language. encourage activities that promote language learning such as reading and story- telling and art work like draw

2.7 Data interpretation and discussion of the main results

The interview used with two psychologists of Tlemcen centers and the online questionnaire revealed many interesting results that allowed the researcher either to confirm or reject the research hypotheses.

Regarding the first hypothesis which denotes that Trauma impacts on children's linguistic competence , the results partially validate the researcher's first hypotheses .The analysis of the interview and the questionnaire revealed that Trauma has an impact on children as well as on their linguistic skills .

The first psychologist at the department of psychology confirmed that trauma of any kind has an impact on children at large scale , as well as on their language usage insisting that children speak in an normal way before Trauma hit them , every child has its way of expressing himself . But most of traumatized children stutter while speaking , show signs of language regression , language loss sometimes .

The second psychologist at the center of protection confirmed that most of children who have experienced traumatic events have problems with expressing using language , they show signs of isolation from the society and become introverts

Concerning the second hypothesis which stipulates that children use drawings as another way to express themselves , the results validate the researcher's second hypothesis .

The data collected by using interviews and the online questionnaire revealed that language does not consist on the verbal way only but it could be manifested through drawings , Thus children use this way so often to communicate and reveal on their thoughts

2.8 Suggestions and recommendations :

In this last section of the current research , and for the sake of helping children who have been exposed to trauma .Some suggestions and recommendations have made to parents , caregivers , government.

Allocate resources to expand mental health services specifically tailored for children who have experienced trauma. This includes increasing the number of child psychologists, counselors, and social workers in schools and communities.

Provide training programs for teachers, healthcare professionals, caregivers , and other workers to recognize signs of trauma in children and respond appropriately.

Implement trauma-informed practices in schools, such as creating safe spaces for children to express their emotions, providing support groups, and incorporating mindfulness and relaxation techniques into the curriculum.

Ensure that traumatized children have access to evidence-based therapeutic interventions, such as cognitive-behavioral therapy, play therapy, and art therapy, regardless of their socioeconomic status.

Create a language-rich environment that supports children's language development. Offer opportunities for children to engage in meaningful conversations, storytelling, and pretend play.

Use open-ended questions to encourage communication and provide plenty of opportunities for children to express themselves through words, art, and play.

Provide individualized support to address the specific needs of each child. This may include speech and language therapy, occupational therapy, and other interventions tailored to their developmental level, strengths, and challenges

Implement educational programs to raise awareness among parents, caregivers, educators, and health professionals on how to recognize and address child traumatic

Encourage children's sense of creativity by involving activities including drawings, story-telling, and other kind of activities that help them develop their linguistic skills.

Provide a safe place for the child to talk about what happened. Set aside a designated time and place for sharing to help the child know it is okay to talk about what happened. Give simple and realistic answers to the child's questions about traumatic events. Clarify distortions and misconceptions.

Understand the intention and the character of the kids is the key to avoid trauma, not all kids have the same character therefore all kids shouldn't be treated the same way. And it's the parents role to find what's best for their kids.

2.9 Conclusion :

The current chapter attempted to clear up the data collection methods and procedures that the investigator utilized throughout this research. It was devoted to qualitative and quantitative data analyses which were gathered by means of interview and an online questionnaire. These two different instruments were arranged pointedly to explore the impact of trauma on children's language skills, how they deal with it and what are the consequences behind it. This chapter supplied an interpretation and a discussion of the main findings and checked the hypotheses proposed to the aforementioned research questions being validated or rejected. Finally, the researcher came up with some useful, hopefully, suggestions and recommendations to government, therapists, parents and caregivers to cope and collaborate to help children who have been exposed to trauma.

General Conclusion

General conclusion

Trauma is considered as one of the main factors that influences the process of development among children as it affects child's language skills and cause speech challenges during the phase of development .Specialists may find predicting these challenges difficult because all children are exposed to trauma of any kind . The only thing that is recommended is raising awareness and create educational program that helps coping with this specific situation .There are several ways to help traumatized children with their language production , So there must be a way to reduce the risks .

It is harder for traumatized children to use language properly especially during infancy.Thus, The study aimed at discovering the impact of trauma on language and different reaction of children when experiencing trauma . In addition , the investigation attempted at identifying the effects caused by trauma on children's language skills . For this purpose, three research questions were put forwarded :

1. How could trauma impact children and their language skills ?
2. Does drawing considered as type of language used by children to express themselves ?
3. What are the suggestions and recommendations concerning the studied issue ?

The above cited questions led to the formulation of the hypotheses as follows:

1. Trauma causes language delays and makes communication a challenging task
2. Language does not rely on on the verbal use , however it could be manifested through drawings especially for children .
3. Raising awareness for all parts of society including parents , caregivers , teachers to cope with the situation .

This work encompassed of two chapters , In the first chapter , the researcher tried to define trauma among children and how it affects them .furthermore, She

General conclusion

attempted to explore how they react upon it to express on themselves .The researcher included definitions and explanations to support the theoretical part of the study .As for the second chapter it was more practical. It included description of the methodology used , research instruments ,the sample population .Furthermore, a data analysis of the interview and the online 1questionnaire followed by an interpretation and a discussion of the main results were provided. By the end of the research, a set of suggestions and recommendations were supplied to both therapists and parents in order to raise awareness and help children to deal challenges they may face .

This study came up with interesting results. The results revealed that trauma affects children and their language skills and its impact does not rely only in their period of childhood but it remains also on the long-term ,Thus children use drawing so often to express themselves instead of using verbal language because they lack linguistic features that enable them to use language properly.

Eventually, the conducted research suffered from a set of limitations. First, the researcher encountered a problem of time; the investigation started a little bit late because of some factors such as: Exams of the first semester , the business of DSAS in order to orient a setting to the researcher, obstacles in administration to get the permission to enter the center. In addition ,The researcher was limited by the laws of the center of protection to go deep in the study because she was conducting very sensitive topic . Finally , the number of participants who have answered to the online questionnaire was insufficient and the number of sample population was also small to reach both of qualitative and quantitative data .

To conclude , it is noteworthy that this humble work would pave the way to help raising awareness to improve children's experience with trauma and prevent such serious consequences .For example providing educational curriculum that involves mental health awareness along with therapy centers .

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Appendices

Appendix A

الجمهورية الجزائرية الديمقراطية الشعبية

ولاية تلمسان
مديرية النشاط الاجتماعي
رقم 1/10/2024 م.ن.ا.ت/2024

رخصة إجراء تربص

تبعاً للإتفاقية المبرمة بين قطاعنا و قطاع التعليم العالي والبحث العلمي ممثلاً في جامعة تلمسان بتاريخ 2023/04/12.....

يرخص للطالب (ة) **بها عيسى بشار**

المستوى الدراسي : **ماجستير (ع)**

الشعبة : **الاجتماعية** الإختصاص : **للساكنات**

الهدف من التربص : **مذكرة التخرج**

موضوع الدراسة : **كيف يتأثر الصدمة على داخل وعمل لعدة**

المؤسسة المستقبلية: **المركز الوطني للمؤسسات الاجتماعية - تلمسان**

تحديد العينة:

مدة التربص: **أحد اشهر**

ابتداء من: **13/04/2024** الى غاية **13/05/2024**

تعيين المؤطر:

الملاحظات:

ملاحظة :

وعلى المتربص (ة) إيداع نسخة من تقرير نهاية التربص على مستوى المؤسسة المستقبلية وعلى مستوى مديرية النشاط الاجتماعي

المدير (ة) **السيدة م. الحاج**
مديرة النشاط الاجتماعي والتضامن

محررة
2024

Appendix B

السؤال 1: ما هي الصدمة بين الأطفال؟

السؤال 2: هل لديك تجارب سابقة مع الأطفال الذين تعرضوا للصدمة النفسية؟

السؤال: ما هي أنواع الصدمات

السؤال 4: هل يمكنك تقديم حالات الأطفال الذين تعرضوا لصدمة وكان لهم تأثير على كفاءتهم اللغوية؟

السؤال 5: هل يمكنك تسجيلك أثناء تقديم الحالات؟

السؤال 6: كيف سيكون رد فعل الطفل؟

السؤال 7: هل يستخدم الأطفال الرسم كرد فعل للتعبير عن أنفسهم؟

السؤال الثامن: كمعالج ما الذي تقترحه لمنع حدوث ذلك؟

Appendix C

السؤال 01: مرحبًا، أنا طالب ماجستير وأجري بحثًا بعنوان "تأثير الصدمة على مهارات الأطفال اللغوية"، هل توافق على أن تكون جزءًا من الدراسة؟

السؤال 02: هل توافق على استخدام التسجيل كأداة بحث؟

السؤال 03: ما نوع الصدمة التي تعرضت لها في طفولتك؟

السؤال 04: كيف أثر ذلك على مهاراتك اللغوية؟

السؤال 05: شكرًا على جهودك، وأنا أقدر تعاونك حقًا

Summary

The aim of this research work is to investigate the impact of trauma on children's linguistic skills and how they react. It relies on a sample population of psychologists, children, participants. . Moreover, data were collected qualitatively and quantitatively using two research instruments: semi-structured interviews and an online questionnaire

The main results revealed that trauma has an impact on language skills and has effects both on the short-term and the long-term

Consequently, this effects on children language skills and communication

Key Words: children, language skills, psychologists ,trauma , communication

Résumé

L'objectif de ce travail de recherche est d'étudier l'impact du traumatisme sur les compétences linguistiques des enfants et la façon dont ils réagissent. Il s'appuie sur un échantillon de psychologues, d'enfants et de participants. . De plus, les données ont été collectées qualitativement et quantitativement à l'aide de deux instruments de recherche : des entretiens semi-structurés et un questionnaire en ligne.

Les principaux résultats ont révélé que le traumatisme a un impact sur les compétences linguistiques et a des effets à court et à long terme.

Par conséquent, cela affecte les compétences linguistiques et la communication des enfants.

Mots clés : enfants, compétences linguistiques, psychologues, traumatismes, communication

ملخص

الهدف من هذا العمل البحثي هو دراسة تأثير الصدمة على مهارات الأطفال اللغوية وكيفية تفاعلهم. ويعتمد على عينة من السكان من علماء النفس والأطفال والمشاركين. . علاوة على ذلك، تم جمع البيانات نوعيا وكميا باستخدام أداتين للبحث: المقابلات شبه المنظمة والاستبيان عبر الإنترنت كشفت النتائج الرئيسية أن الصدمة لها تأثير على المهارات اللغوية ولها آثار على المدى القصير والطويل وبالتالي، فإن هذا يؤثر على مهارات الأطفال اللغوية والتواصل

الكلمات المفتاحية: الأطفال، المهارات اللغوية، علماء النفس، الصدمات، التواصل