

### Language and its Psychosomatic Clinical Meaning

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#### Abstract

*The text proposes an interdisciplinary approach to understanding speech, language and psychosomatic phenomena, with an emphasis on psychoanalysis. Initially, it presents the main schools of thought in psychology - structuralism, functionalism, gestalt, psychoanalysis, behaviorism, humanism, and cognitivism - each offering different perspectives on human behavior and mental processes. Next, the focus falls on somatization, understood as a physical expression of psychic conflicts. The text highlights that psychosomatic symptoms often resist the classical physiological explanation, which requires a deeper look from psychoanalysis. McDougall classifies somatization into three forms: logical (neurotic), alexithymic (psychosomatic), and paralogical (psychotic). The concept of "organ thinking", especially in patients with psychotic or borderline conditions, is explored as a primitive and unconscious form of communication, in which the body "speaks" through symptoms. Bion contributes his theory of the alpha function, distinguishing alpha elements (digested thoughts) from beta (undigested) elements, which, when not transformed into language, can manifest as somatizations. Somatization can act as a defense against psychic collapse, functioning as a symbolic substitute for speech. The articulation between emotion, thought and body is fundamental to understand psychosomatic suffering. Finally, the text proposes the concept of "psychosomatic ness", essential to interpret why certain organs are chosen as the seat of symptoms, reflecting a logic of the unconscious - not rational, but symbolic, affective and mythopoetic.*

**Keywords:** Language; Psychoanalysis; Psychology; Psychosomatic; Symptoms.

#### Introduction

The issue of speech and language has to be approached from the interdisciplinary clinic, taking into account psychoanalysis, phoniatriy, speech therapy and occupational therapy. In the present work we will deal with psychoanalytic interpretations, mainly based on the psychosomatic approach.

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From behaviorism to humanism, the seven schools of thought in psychology offer unique insights into the mind and how each perspective has shaped our understanding of human behavior and mental processes.

Schools of thought in psychology represent distinct frameworks or perspectives through which psychologists understand human behavior and mental processes. These schools, such as behaviorism, psychoanalysis, cognitive psychology, and humanistic psychology, offer unique theories, methods, and principles to interpret and address psychological phenomena.

Learning more about psychology's different schools of thought can help a better understand of the range and complexity of human nature. Exploring the various schools of thought also offers insights into psychology's theoretical foundations and practical applications.

### **Seven of the main schools of thought in psychology are:**

**Structuralism:** focuses on breaking down mental processes into their basic components to understand the structure of the mind. It relies on introspection to analyze sensations, feelings, and perceptions.

**Functionalism:** emphasizes the adaptive functions of behavior and mental processes in helping individuals survive and thrive in their environments. It explores how the mind works to fulfill its purpose in everyday life.

**Gestalt psychology:** views the mind as organized wholes rather than a sum of individual parts. It examines how the organization of sensory elements

and the principles of figure-ground, similarity, and closure shape perceptions.

**Psychoanalysis:** developed by Sigmund Freud, psychoanalysis explores the unconscious mind and how childhood experiences affect behavior. It emphasizes the role of unconscious conflicts and desires in shaping personality and behavior.

**Behaviorism:** focuses on observable, overt behaviors and the environmental factors that influence them. It emphasizes learning through conditioning and reinforcement, largely ignoring internal mental processes.

**Humanism:** emphasizes the inherent goodness and potential for growth in individuals. It focuses on personal experiences, self-actualization, and the importance of subjective perception in understanding behavior.

**Cognitivism:** focuses on mental processes such as thinking, memory, perception, and problem-solving. It examines how individuals process information, make decisions, and interact with the world around them.

These schools of thought represent different historical and theoretical perspectives in psychology, each offering unique insights into the study of human behavior and mental processes.

The structuralist school of thought was the first school of thought in psychology, founded by Wilhelm Wundt in the late 19th century. It aimed to analyze the structure of the human mind by breaking down mental processes into their fundamental components.

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Wundt and his followers utilized introspection, a method of self-observation and reflection, to examine sensations, feelings, and perceptions. They believed that by systematically studying these elements, they could uncover the underlying structure of consciousness.

While behaviorism eventually became more prominent than functionalism in popularity, its emphasis on the practical aspects of psychology and the functionality of mental processes left a lasting impact on the field.

Today, concepts from functionalism continue to influence research in areas such as cognitive psychology and evolutionary psychology, underscoring its enduring relevance in understanding human behavior and cognition.

Structuralists focused on understanding the basic building blocks of mental experiences, such as sensations and thoughts, and how they combined to form more complex psychological phenomena.

The Gestalt school of thought in psychology focuses on how people perceive and experience the world around them as organized wholes rather than just a collection of individual parts. The word “Gestalt” comes from German and roughly translates to “whole” or “pattern”.

While structuralism significantly impacted the development of psychology as a scientific discipline, it eventually gave way to other schools of thought, such as functionalism and behaviorism, which criticized its reliance on subjective introspection and lack of emphasis on observable behavior.

Nonetheless, structuralism laid the groundwork for the systematic study of mental processes and paved the way for future psychological research methods and theories.

Gestalt psychologists believe that our perceptions are more than just the sum of their parts and that our minds naturally organize sensory information into meaningful patterns and structures.

William James introduced the functionalist school of psychology, which shifted the focus from simply analyzing the structure of the mind, as seen in structuralism, to exploring why mental processes and behaviors exist and how they aid individuals in adapting to their environment.

One of the key principles of Gestalt psychology is the idea of “figure-ground perception.” This principle suggests that we naturally perceive objects as distinct from their background. For example, when we look at a picture, we can easily distinguish the main objects (the figures) from the background (the ground).

Rather than breaking down consciousness into individual elements, functionalists emphasized the continuous flow of experiences. They sought to understand how various mental processes served practical purposes in everyday life. This approach led them to investigate topics such as attention, memory, emotion, and problem-solving, aiming to uncover the adaptive functions of these processes.

Gestalt psychologists also studied other principles of perception, such as proximity, similarity, closure, and continuity, which describe how we group elements together to form meaningful perceptions.

The psychoanalytic school of thought in psychology was founded by Sigmund Freud, who believed

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that unconscious thoughts and desires greatly influence human behavior. According to psychoanalytic theory, our minds are divided into three parts: the conscious, the preconscious, and the unconscious. Freud suggested that much of our behavior is driven by unconscious urges and desires of which we may not be aware.

One of the central concepts in the psychodynamic model of mind is the idea of the id, ego, and superego. The id represents the primal, unconscious part of the psyche. The superego is the moralistic part of the mind that strives for perfection. Finally, Freud believed the ego mediated between the demands of the id, the superego, and the real world.

Freud also proposed that personality is formed through a series of psychosexual stages. Each stage is characterized by a different focus on pleasure and conflict. The resolution of these conflicts during childhood shapes adult personality.

For example, the oral stage, which occurs during infancy, is focused on pleasure from sucking and chewing, and conflicts during this stage might lead to issues with dependency or aggression later in life.

Psychoanalysis, the therapeutic approach developed by Freud, aims to bring unconscious conflicts and desires into conscious awareness through techniques such as free association and dream analysis.

While Freud's ideas have been highly influential in psychology, they have also been subject to criticism and debate, particularly regarding their emphasis on sexual and aggressive instincts and the lack of empirical evidence to support some of his claims.

Behaviorism is a school of psychology that focuses on observable behaviors rather than inner thoughts and feelings. It suggests that behaviors can be studied scientifically, just like other natural phenomena.

Behaviorists believe that our actions are influenced by our environment and experiences rather than internal thoughts or unconscious desires.

One of the key figures in behaviorism was Ivan Pavlov, who famously conducted experiments with dogs. He discovered that dogs could be trained to associate a neutral stimulus, like the ringing of a bell, with food. Eventually, the dogs would salivate at the sound of the bell alone, even when no food was present. This process, known as classical conditioning, demonstrated how behaviors could be learned through associations.

Another important behaviorist was Burrhus Frederic Skinner, who introduced the concept of operant conditioning. Skinner believed that behaviors could be shaped through reinforcement or punishment.

For example, if a behavior is followed by a reward, such as praise or a treat, it's more likely to be repeated in the future. On the other hand, if a behavior is followed by a negative consequence, like criticism or a timeout, it's less likely to occur again. Skinner's work emphasized the role of consequences in shaping behavior, highlighting the importance of the environment in determining how we act.

The behaviorist school of thought has had a significant impact on psychology by providing insights into how behaviors are learned and influenced.

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The humanistic school of thought in psychology focuses on understanding and promoting human growth, potential, and self-fulfillment. Unlike other schools of thought that emphasize behavior, cognition, or unconscious processes, humanistic psychology focuses on human experiences, feelings, and the individual's unique perspective.

One of the key concepts in humanistic psychology is self-actualization, a term coined by psychologist Abraham Maslow. Self-actualization refers to the process of realizing one's full potential and becoming the best version of oneself.

Humanistic psychologists believe all individuals have an innate drive towards self-actualization and personal growth.

Another important aspect of humanistic psychology is the idea of the self and self-concept. Humanistic psychologists emphasize the importance of self-awareness and self-understanding in shaping behavior and experiences. They believe that individuals strive to maintain a positive self-image and to align their actions with their core values and beliefs.

Humanistic psychology also emphasizes the importance of personal agency and responsibility. Unlike other schools of thought that might emphasize external factors or unconscious drives, humanistic psychology strongly emphasizes the individual's capacity to make choices and take control of their own lives. This perspective highlights the importance of personal autonomy and empowerment in achieving personal growth and fulfillment.

Humanistic psychology has significantly impacted various areas of psychology, including therapy, ed-

ucation, and personal development. Humanistic approaches, such as Carl Rogers's client-centered therapy, emphasize empathy, genuineness, and unconditional positive regard as essential components of the therapeutic process.

The cognitive school of thought in psychology focuses on how people think, perceive, remember, and solve problems. Unlike behaviorism, which emphasizes observable behaviors, cognitive psychology explores internal mental processes, such as attention, memory, language, and problem-solving. Cognitive psychologists believe that understanding these processes is crucial for understanding human behavior.

One of the key ideas in cognitive psychology is the concept of information processing. This perspective views the mind as a complex information-processing system like a computer. According to this view, we take in information from our environment, process it, and then produce a response.

Cognitive psychologists study how we encode, store, and retrieve information, as well as how we make decisions and solve problems.

Another important aspect of cognitive psychology is the study of schemas and mental representations. Schemas are mental frameworks that help us organize and interpret information.

For example, we might have a schema for a "dog" that includes characteristics such as four legs, fur, and barking. These schemas influence how we perceive and remember information, as well as how we make judgments and decisions.

Cognitive psychology also emphasizes the role of cognition in behavior. For example, researchers have studied how people use mental shortcuts, or heuristics, to make decisions quickly and how cognitive biases and errors in thinking can lead to irrational behavior. The cognitive school of thought in psychology has profoundly impacted our understanding of human thought and behavior, influencing fields such as education, therapy, and artificial intelligence (1-4).

It is very important to understand that the lack of knowledge about the intimate mechanisms of psychosomatic phenomena causes difficulties to psychoanalytic treatment, as well as a transferential withdrawal. This fact was observed during the analysis in which the patients, after interpretations reaching the core of the psychosomatic symptoms, were able to obtain insight and then elaboration.

### Panel 1

LOGICAL SOMATIZATIONS (Processes governed by Aristotelian logic)		PARALOGICAL SOMATIZATIONS (Processes governed by paleology)	
DIGESTIVE DISORDERS	ENDOCRINE DISTURBANCES	DIGESTIVE DISORDERS	VASCULAR DISORDERS
<p>Anorexia, headache, vomiting, dyspepsia and hysterical diarrhea (due to rejection of supposedly toxic or infected food or boredom, due to conflict of situation).</p> <p>Bulimia (by situation factors: appetizing eating associated with annoyances justifiable by conscience).</p> <p><b>VASCULAR DISORDERS</b></p> <p>Hypertension and heart attack (due to stress, bulimia, rejection of a loved one or position, intolerance to frustrations, competitive anguish, etc.).</p> <p>Cephalalgia (bad thinking or fantasy causing guilt).</p> <p>Allergic rhinitis (eliminating something bad, e.g., envied penis).</p> <p>Allergies (resenzias).</p> <p><b>AGGRESSIVE-IMPULSIVE BEHAVIOR</b></p> <p>(marital conflict for reasons of situation)</p> <p>Physiognomic expression (smile as a communication of feelings).</p>	<p>Amenorrhea, dysmenorrhea and menorrhagia (by conflict with femininity, defending oneself by identification with the man who is strong because he does not menstruate), pseudocyesis (fantasy of incestuous relationship).</p> <p>Premenstrual tension (excess of estrogens, corticosteroids, aldosterone and antidiuretic hormones due to conflicts with the maternal image).</p> <p>Frigidity and impotence (by conscious fantasies of a repugnant or dangerous object).</p> <p>Hypothyroidism - hypometabolic syndrome (drowsiness-fetalization).</p> <p><b>DEPRESSIVE STATES</b></p> <p>Reactive depression, psychogenic rheumatism, or masked depression (low: serotonin, corticosteroids, endorphins, enkephalins (?) due to guilty feelings of a situation associated or not with the unconscious problem).</p>	<p>Pregnancy vomiting (rejection of the fetus by the anatomically wrong route, the digestive route, when the vaginal route could be used, by abortion).</p> <p>Mental anorexia (as a form of thanatism by identification with a bizarre object).</p> <p>Gastroduodenal ulcer (digestively bad mother or bad object, internalized superimposed on the real image, wife or boss).</p> <p>Jaundice (unconscious and inadequately expressed envy).</p> <p><b>ENDOCRINE DISTURBANCES</b></p> <p>Idiosyncratic reactions to birth control pills (awakening from the lethargic object, imago from the evil mother).</p> <p>Frigidity or impotence (by fantasy of the persecutory "combined figure").</p> <p>Transsexualism (penis is the representation of the "combined figure").</p> <p>Diabetes mellitus (inadequately expressed and unconscious envy, bulimia due to anguish, and thanatism).</p> <p><b>DEPRESSIVE STATES</b></p> <p>Self-mutilation (partial suicides).</p> <p>Suicide (increased: dehydroisoandrosterone, corticosteroids, and phenylglycol).</p>	<p>Malignant-spastic hypertension (due to identification with a bizarre object, intolerance to frustrations, predominance of the death instinct, or thanatism).</p> <p>Ozena (imago of parents as putrefied corpse).</p> <p>Lupus and other autoimmune diseases such as thanatism.</p> <p><b>AGGRESSIVE-IMPULSIVE BEHAVIOR</b></p> <p>Amygdaloid core syndrome. Electroencephalogram positive temporal by: aggression directed at the individual himself by a bizarre object, intolerance to frustration and hatred of reality.</p> <p>Physiognomic expression (smile as evacuation of bad feeling).</p>



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McDougall classifies somatization as: neurotic body speech (it would correspond to logical somatization); discourse of the psychosomatic body (would correspond to the concept of alexithymia) and discourse of the psychotic body (would correspond to paralogical somatization) (5). each other; it would be the psychosomatic theory of thinking.

### **The language of the organs**

These thoughts of the organs in the patients of Bion (6) and Von Weiszaecker (7) are, in our opinion, of the psychotic type, and this type is, in neurotic patients, much more frequent than is thought. We must, therefore, study psychotic communication more and more in order to decode it in order to better understand patients. Freud already said: "The body mixes with conversation". In our view, the whole question is to know what this conversation consists of (8,9). We will have to see man not only as *Homo sapiens*, but also as *Homo mythicus* or *phantasiosus*, that is, governed not only by Stoic, Aristotelian and modern logical reason, but also directed by paleo-logical principles (10,12) that guide unconscious fantasies; and these are, in our view, the main causes of psychosomatic diseases.

"The spoken body, the language of the organs, the language of the organs or the thought of the organs" seem, at first glance, to be daring expressions when approaching somatization. However, the introductions of the studies of the origin of thoughts by the Freudian school, associated with knowledge of other authors, will allow us to understand these expressions (6,8,10). There is often disharmony between thought (predominant elaboration of the cortex and the prefrontal region) and emotion (visceral brain), generating somatizations. Other times, somatization behaves as a defense; in order not to suffer from a greater evil (psychosis), we prefer lesser evil, that is, an evil object fixed in an organ, under control. It is the apparent mind-body dissociation. Certain psychosomatic aspects of the personality are displaced to an organ or apparatus, without the individual becoming aware of such a mechanism.

The broad concept of thought, which is mostly unconscious from the descriptive point of view, is probably the one that accounts for the concept of deep structures of language that Chomsky described (11). According to Freud, the formation of thought would be linked to the primary process, that is, to the experiences of satisfaction and, therefore, to vital needs (expression of emotion) (9). We know that emotions are expressed through summation, even before the secondary process; in this secondary process, thought is cognitive and would correspond to the depressive position or the alpha-element, respectively, of the Kleinian and Bionian schools. The origin of thoughts we find in the infant in rudimentary form. The arising of thought, for Bion, is accompanied by the distancing of the sensorial (in the sense of the use of the mind under the principle of reality) which is intimately linked to memory and desire, as well as possessive (the sensorial conspires with possessiveness, not giving

Brain phenomena are closely related to peripheral modifications, whether muscular, hormonal, enzymatic or immunological, which is why both theories of thought (central or peripheral) do not satisfy; however, together, they would complement sensorial conspires with possessiveness, not giving

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space for thinking) (13,14).

Bion (15) calls the alpha function the activity that has the property of acting on sensory impressions and emotions, to the extent that the alpha function is successful, alpha elements are produced, capable of producing thoughts, (because they digest these sensitive data and these emotions) and are necessary for intelligence, memory, dreaming and distinction between the conscious and the unconscious. If emotions and sensations are not digested, that is, if the alpha function is disturbed, beta elements are formed that would correspond to the primitive phase of development. These beta elements do not lend themselves to use as dream thoughts, but they can be used in projective identification and are important in the production of action (and, as we will see, in somatizations). With beta elements, there is no distinction between object and representation. The beta elements, although they are stored, are not memories, but undigested facts and therefore not usable. They must be evacuated through the eyes, mouth, anus, touch, etc., and may constitute somatizations. The baby's first thoughts are treated by projective identification or evacuation, as if they were responding to an accumulation of stimuli. The affections (first representations) would correspond to a state of frustration, to a sensation of absence of breasts, to a sensation of emptiness; to get out of this sensation, the baby uses proto-thought. On a second level, the appearance and ability to think would depend on the possibility of tolerating frustrations, that is, of enduring this emptiness left by the absence of the breast, in thought. In the Freudian conception, the absent object that hallucination uses and, from there, thought would originate. For the Bionian conception it is the primitive notion of the non-object or absent object, which is the first thought.

Thinking was originally unconscious to the point that it rose beyond mere ideation and turned to the relations between the impressions of objects and became endowed with further qualities, which were perceptible to consciousness through their connections with the traces of the memory of words. Freud attributes to thought the function of providing a means of restricting action (9).

Bion thinks that some kinds of thought, existing in the beginning, would be related, such as ideograms and vision, rather than with speech and hearing (16).

The inability to tolerate frustration can obstruct the development of thinking and the ability to think.

In view of the concepts presented and discussed in order to understand psychosomatic diseases, especially when talking about communication at the psychotic or pathosomatic level, the spoken body, either by communication through logical somatization (within the psychopathophysiology governed by Aristotelian, Stoic or modern logic) or by paralogical somatization (in which the language of the organs is incomprehensible or incoherent within the experimental Aristotelian logic, but governed by paleologic or magic) or schizophrenic language of the organs or thought at a pathosomatic level or crazed affect, we consider it indispensable to apply the concept of psychosomatic state, otherwise we will not be able to interpret the reason for the choice of an organ or system when affected by the same cause. We will be like this with Shakespeare (Sonnet 73)... "But concentrated prejudice. And with them it is seen that thinking hurts".



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## Conflict of interest

None.

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