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*NEW PERSPECTIVES IN PSYCHOLINGUISTIC RESEARCH:  
LANGUAGE, CULTURE, TECHNOLOGIES*

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***INTERNATIONAL SOCIETY OF APPLIED PSYCHOLINGUISTICS***

*(Eds.) Leonor Scliar-Cabral, Ângela M. V. Pinheiro & Douglas A. Vilhena*

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## Summary

Summary.....	2
MEMBERS OF FOUNDING COMMITTEE .....	13
12 <sup>th</sup> ISAPL INTERNATIONAL CONGRESS ORGANIZING COMMITTEE.....	14
INTERNATIONAL SCIENTIFIC COMMITTEE .....	15
ISAPL - HISTORY .....	16
ISAPL – AIMS .....	17
ISAPL – INTERNATIONAL CONGRESSES .....	17
PROGRAMME .....	18
FIRST DAY – 3 JUNE 2021 .....	23
Key-note: Professor Emeritus Leonor Scliar-Cabral and 12 <sup>th</sup> ISAPL President, Prof. Marcus Maia .....	24
Opening Ceremony.....	24
Plenary Speaker: Prof. José Morais .....	25
Applied Psycholinguistics in a time of harsh debates .....	25
Round Table – Organizers: Prof. Regine Kolinsky & Prof. Rosângela Gabriel.....	26
The impact of literacy on verbal memory and speech processing.....	26
Invited talker: Prof. São Luis Castro .....	27
Speech perception and alphabetic literacy, a neurocognitive perspective.....	27
Invited talker: Prof. Ana Luiza Navas.....	28
Does literacy acquisition modify categorical perception and the precision of phonemic discrimination?.....	28
Organisers: Régine Kolinsky & Rosângela Gabriel.....	29
To what extent the acquisition of literacy transforms the human memory?.....	29
Symposium 1 – Organizer: Dr. Marcus MAIA .....	30
Language and Cognition: Exploring language comprehension at the interfaces	30
Talk. 1.1/Speaker: Prof. Dr. Lorrane da Silva Neves Medeiros VENTURA .....	32
The processing of topic constructions in Brazilian Portuguese: VWP study .....	32
Talk. 1.2/Speaker: Prof. Lilian Cristine HÜBNER.....	34
Literacy and education effects on typical and cognitively impaired older adults	34
Talk 1.3/Speaker: Andressa Christine Oliveira da SILVA (student) & Prof. Aline Alves Fonseca .....	35
Gapping sentences in Brazilian Portuguese: exploring eye movements .....	35
Talk 1.4/Speaker: Dr. Adriana Blanco RIESS .....	37

Context Type and Lexical Quality: A Study with Eye Tracking .....	37
Talk 1.5/Speaker: Dr. Eloisa Nascimento PILATI .....	38
Acquired and learned grammars: a Brazilian Portuguese agreement case study	38
Talk 1.6/Speaker: Prof. Camila Tavares LEITE & Otávio Alves de SOUZA FILHO (student).....	39
Comprehension of oral speech produced by deaf individuals.....	39
Talk 1.7/Speaker: J. JUSTINO (PhD Student).....	41
Eye movement behavior in adults beginning readers.....	41
Talk 1.8/Speaker: Prof. Camila Tavares LEITE & Camila de Lima SEVERINO (student).....	42
Phonological processing in “becoming literate”: adults diagnosed with intellectual disability .....	42
Talk 1.9/Speakers: Marília U. C. L. M. COSTA, Kátia N. M. de ABREU & Daniela Cid de GARCIA .....	44
Título: Reading wars: The alphabetic principle for the deaf .....	44
Talk 1.10/Speaker: Sara B. dos Santos RIBEIRO (student) .....	45
An experimental study on the processing of two-clause sentences.....	45
Talk 1.11/Speaker: Prof. Ruth Carolina BETANCOURT González & Prof. Elizabeth ALVARADO MARTÍNEZ.....	47
Analysis of errors in English written productions of young adults .....	47
Talk 1.12/Speaker: Prof. José FERRARI NETO .....	49
Paragraph structure in reading comprehension: a Brazilian Portuguese eye-tracker study .....	49
Symposium 2 – Organizer: Prof. Larysa ZASIEKINA .....	50
Language and Memory in Cognitive, Clinical, Cultural and Academic Framework .....	50
Talk 2.1/Speaker: Prof. Larysa ZASIEKINA .....	52
Autobiographical Memory, Traumatic Memory and PTSD from Psycholinguistic Perspective.....	52
Talk 2.2/Speaker: Prof. Azizuddin KHAN .....	54
Effect of linguistics branching on speaker’s working memory .....	54
Talk 2.3/Speaker: Prof. Maryna Olegivna ORAP.....	56
Involuntary Narratives in Traumatic Memory Reorganization within Healthcare Framework.....	56
Talk 2.4/Speakers: T. THANH THUY, D. T. THANH HA & N. Q. HUNG.....	58

Emotional Memory Impact on Visual Impaired Children: Inclusive Settings Communication .....	58
Talk 2.5/Speaker: Dr. Nataliya Myhailivna SAVELYUK.....	60
Title: Religious Discourse and Recollecting Negative Emotional Events in Individual Memory .....	60
Talk 2.6/Speaker: Dr. Martha BOJKO.....	62
Examining Traumatic Memory in Cultural Context Using Illness Narratives....	62
Talk 2.7/Speakers: Prof. Vasil KACHARAVA & Prof. Inga SANIKIDZE.....	64
Psycholinguistic Paradigm of Biblical Damnation in Ancient Georgian Historical Documents .....	64
Talk 2.8/Speaker: Julia Sergeevna ANDRYUSHKINA (Postgraduate student) ....	66
The phenomenon of foreign language anxiety .....	66
Talk 2.9/Speaker: Prof. Olena SAVCHENKO .....	67
Psycholinguistic approach to individual information retrieval from autobiographical memory .....	67
Talk 2.10/Speaker: Dariia ZASIEKINA .....	69
Historical and Collective Traumatic Memory in Post-Racial Discourse .....	69
Symposium 3 – Organizers: Prof. Natalia UFIMTSEVA & Prof. Irina MARKOVINA .....	70
Language-Consciousness-Culture: Interrelation and Methods of Psycholinguistic Research.....	70
Talk 3.2/Speakers: Dr. Olga BALLYASNIKOVA & Dr. Larisa ZHUKOVA .....	72
National language and ethnic identity: sociolinguistic and psycholinguistic research approaches .....	72
Talk 3.3/Speaker: Prof. Nina Leonidovna CHULKINA.....	74
Russians, Yakuts and Buryats’ language consciousness: moral and ethical regulators .....	74
Talk 3.4/Speaker: Sofya EVDOKIMOVA (Postgraduate student).....	76
Active language variation and the associative-verbal network model .....	76
Talk 3.5/Speaker: Prof. Svetlana IONOVA .....	78
Free verbal self-report method for subjective sphere of consciousness research	78
Talk 3.6/Speakers: Prof. Elena Vladimirovna KHARCHENKO, Prof. Elena DORONINA & Dr. Yuliya KAZAKOVA.....	80
Perception and Interpretation of Text in a Multicultural Environment .....	80
Talk 3.7/Speakers: Prof. Istvan LENART, Prof. Orsolya ENDRODY, Prof. Irina MARKOVINA & Adilya MAKHMUTOVA (Junior lecturer) .....	82

Devil or angel: investigating Russian and Hungarian pre-schoolers' verbal consciousness .....	82
Talk 3.8/Speaker: Prof. Angelina MOISEEVA .....	84
Language consciousness research based on glamour magazine texts .....	84
Talk 3.9/Speaker: Dr. Tatiana NIKAEVA .....	86
Ethnic identity and self-perception in the linguistic consciousness .....	86
Talk 3.10/Speaker: Prof. Maria PILGUN .....	88
Associative network in digital content: neural network approach .....	88
Talk 3.11/Speakers: Prof. Tatiana ROMANOVA & Maria TOVKES (PhD student) .....	90
Image Dominants of a Woman Politician in the Language Consciousness of Twitter Users .....	90
Talk 3.12/Speaker: Prof. Irena KHOKHOLOVA .....	92
Languages in the North: multilingualism, constants and changes.....	92
Symposium 4 – Organizers: Dr. Otilia Lizete de Oliveira Martins HEINIG & Cátia de AZEVEDO FRONZA.....	94
Primary School education: writing and reading challenges and perspectives.....	94
Talk 4.1/Speakers: Prof. Sabrina Cecília Moraes BASTOS & Prof. Cátia de Azevedo FRONZA.....	95
Adolescents in a socio-educational context: Improving reading comprehension strategies .....	95
Talk 4.2/Speakers: Prof. Larysa KALMYKOVA, Prof. Nataliia KHARCHENKO & .....	97
Prof. Inna MYSAN .....	97
Reflection in the child's speech development .....	97
Talk 4.3/Speaker: Prof. Jasňa PACOVSKÁ .....	99
Understanding from the Viewpoint of Communication at School.....	99
Talk 4.4/Speaker: Prof. Natalia PESHKOVA.....	101
Linguistic Landscape as a Means of Verbal Impact and Manipulation .....	101
Talk 4.5/Speaker: Dr. Otilia Lizete de Oliveira Martins HEINIG.....	103
Teacher education for improving students' narratives production.....	103
Workshop 5 – Prof. Yuliya Mikhailivna KRYLOVA-GREK.....	104
Mass media as a factor influencing the concepts semantic field.....	104
REGULAR SESSION 6 – Speech comprehension and production. Reading and writing .....	106
Regular session 6.1 – Speaker: Prof. Nataliia KHARCHENKO .....	106

Patterns for Listening Auditory Skills Development in Senior Preschoolers ...	106
Regular session 6.2 – Speaker: Prof. Dina Rauljevna FATKHULOVA.....	108
Valence potential of linguistic sign .....	108
Regular session 6.3 – Speakers: Simone Weide LUIZ (student) & Dr. Cátia Azevedo FRONZA.....	110
Southern Brazilian children’s early literacy challenges .....	110
Regular session 6.4 – Speaker: Prof. Irina MIGRANOVA .....	112
Actualization of Gender Asymmetry Phenomenon Based on the Scientific Text .....	112
Workhop 7 – Prof. Svitlana LYUBYMOVA.....	114
Stereotypic Hollywood in Media Production .....	114

SECOND DAY – 4 JUNE 2021 .....	116
Plenary Speech: Prof. Marcus Maia.....	117
Psycholinguistics, Metacognition and Education .....	117
Plenary Speech: Dr. Jacques Coulardeau.....	118
Psycholinguistics of artificial intelligence/psycholinguistics versus machine code .....	118
Round Table 8 – Organizer: Prof. Ângela Maria Vieira Pinheiro .....	121
Schoolchildren reading skill assessment battery: reliability, validity and standardization.....	121
Invited talker: Prof. Eméritus Leonor Scliar-Cabral .....	123
Validating Scliar’s Early Literacy System: A Grapheme-Phoneme Relation Task .....	123
Organizer: Prof. <sup>a</sup> Dr. <sup>a</sup> Ângela Maria Vieira Pinheiro.....	124
Word Recognition and Pseudoword Recognition Tests and Scale of Evaluation of Reading Competence by the Teacher: reliability, validity and standardization	124
Invited talker: Prof. Dr. Douglas de Araújo Vilhena .....	125
Rate of Reading Test and Reading Test Sentence Comprehension: reliability, validity and standardization.....	125
Symposium 9 – Organizer and Talk 9.1/Speaker: Prof. Regina Maria Ayres de CAMARGO FREIRE .....	126
1 to 8 years old heart disease children’s language development.....	126
Talk 9.2/Speaker: Prof. Ruth Ramalho Ruivo PALLADINO & Fabiana COZZA dos Santos (PhD student).....	128
Singing and speech in interventions in neonatal cardiac ICU .....	128
Talk 9.3/Speaker: Prof. Maria Claudia CUNHA & Bianca Martins CASTRO....	130
Relationships between surgeries and language development in children with heart disease.....	130
Talk 9.4/Speaker: Karine de Paula TRESSOLDI .....	132
Speech and Language surveillance of congenital cardiopathic children .....	132
Talk 9.5/Speaker: Dr. Rafaela Joaquim FRIZZO .....	133
Interdisciplinary monitoring of child development: a case study .....	133
Talk 9.6/Speaker: Marcel Amaral Marques FERRAZ.....	135
Discourse analysis of parents of children with congenital heart disease.....	135
Talk 9.7/Speaker: Juliana de Souza Moraes MORI (student).....	137
A clínica on-line com crianças cardiopatas .....	137
Symposium 10 – Organizer: Prof. Rosana do Carmo NOVAES-PINTO .....	139



Academic and clinical research on aphasia: Facing new technologies .....	139
Talk 10.1/Speaker: Prof. Rosana do Carmo NOVAES-PINTO.....	140
Ethical-cultural aspects of research in Neurolinguistics: the use of social media .....	140
Talk 10.2/Speaker: Diana Michaela AMARAL BOCCATO.....	142
WhatsApp: reading and writing activities in the context of aphasias.....	142
Talk 10.3/Speakers: Dr. Arnaldo Rodrigues de LIMA & Dr. Diana Michaela Amaral BOCCATO.....	144
Utterances re-formulation in non-fluent aphasias: oral-written parallelism under scrutiny .....	144
Talk 10.4/Speaker: João Pedro de Souza GATI (Student, Ph. D.).....	146
Signification alternative means: A non-fluent aphasic subject case study.....	146
Symposium 11 – Organizers: Prof. Natalia UFIMTSEVA & Prof. Irina MARKOVINA .....	148
Consciousness-Culture: Interrelation and Methods of Psycholinguistic Research .....	148
Talk 11.1/Speaker: Prof. Bella Nalbievna AKHIDZHAK.....	150
Bilingualism, a conflict-free way of coexistence in the multi-ethnic setting ....	150
Talk 11.2/Speaker: Prof. Zhe WU.....	152
Conceptual metaphor cognitive and cultural difference in Russian and Chinese .....	152
Talk 11.3/Speaker: Prof. Viktoriya ZAVYALOVA .....	154
Processing Non-native Accents in English-Mediated Communication Contexts .....	154
Talk 11.4/Speaker: Dr. Qiu-ye ZHAO.....	156
Chinese and Russian College Students’ Work Values: Experimental Psycholinguistics Study.....	156
Talk 11.5/Speaker: Dr. Larisa Petrovna PROKOFYEVA .....	157
Title Linguistic psychological psychiatric emotions recognition aspects by speech signal characteristics.....	157
Talk 11.6/Speaker: Dr. Liudmila ZAMORSHCHIKOVA .....	159
Language situation in a changing Russian Arctic .....	159
Talk 11.7/Speaker: Prof. Madina ABAYEVA.....	161
Linguistic and creative activity of a bilingual child .....	161
Regular Session 12 Language acquisition. Foreign language learning .....	163

Regular Session 12.1 – Speakers: Dr. Gvantsa TCHANTURIA & Dr. Khatia KHATIASHVILI .....	163
Le débat compétence communicative dans l’enseignement des LE.....	163
Regular Session 12.2 – Speaker: Prof. Mirosław PAWLAK.....	165
Tapping self-regulation in study abroad: A validation study .....	165
Regular Session 12.3 – Speakers: Prof. Zdena KRALOVA & Mgr. Jana KAMENICKA.....	166
Emotionally competent stimuli for learning foreign language vocabulary .....	166
Regular Session 12.4 – Speakers: Adriana Isabel PAVY & Mónica Beatriz ZIEGLER .....	168
Novice teacher-learners beliefs about foreign language learning .....	168
Regular Session 12.5 – Speaker: Dr. Hristo KYUCHUKOV .....	169
Acquisition of tense and aspect in Romani .....	169
Regular Session 13 Psycholinguistic problems in translation / Psycholinguistics perspective of Mass Media (MM) .....	170
Regular Session 13.1 – Speaker: Prof. Serhii ZASIEKIN .....	170
A Psycholinguistic Study of Translated Language Deforming ‘Third Code’ ...	170
Regular Session 13.2 – Speaker: Prof. Mysan NESTEROVA .....	172
Psycholinguistics of the Text and Psycholinguistics of Translation .....	172
Regular Session 13.3 – Speakers: Prof. Marine AROSHIDZE & Prof. Nino AROSHIDZE .....	173
Psycholinguistic Peculiarities of Perceiving Foreign Language Grammatical Structures .....	173
Regular Session 13.4 – Speaker: Prof. Khrystyna Yuriivna KHVOROST .....	175
Psycholinguistic Effects of Gender-Based Advertising on Information and Psychological Safety .....	175
Regular Session 13.5 – Speaker: Prof. Zurab GOTSIRIDZE .....	177
The modern thinking style of technological civilization .....	177

<b>THIRD DAY – 5 JUNE 2021 .....</b>	<b>179</b>
Round Table – Organizer: Prof. David GOTSIRIDZE .....	180
Invited talkers: Dr. Natela Shota MOSIASHVILI, T. PAICHADZE, K. ABDULAEV & T. JAGODNISHVILI.....	180
Psycholinguistic Aspects of Communicational Ethno Style in Art Communication .....	180
Round Table – Organizer: Prof. Dr. Dina Borisovna NIKULICHEVA.....	181
Psycholinguistic study of polyglottery and its application for language learning .....	181
Invited talker: Dr. Grigory Kazakov .....	183
How much input do we need to learn a language?.....	183
Invited talker: Prof. Elisa POLESE.....	185
Interactive multilingual lessons: a polyglot’s perspective.....	185
Invited talker: Stepan KULAKOV.....	187
Polyglot agenda over the years: data of round table discussions since 2013 ....	187
Symposium 14 – Organizers: Prof. Natalia Ufimtseva & Prof. Irina Markovina ...	189
Consciousness-Culture: Interrelation and Methods of Psycholinguistic Research .....	189
Talk 14.1/Speaker: Prof. Krasimira Aleksandrova PETROVA.....	191
Verbal-visual impact of advertising and packaging discourse .....	191
Talk 14.2/Speaker: Prof. Lazzat KABYLDASHEVNA .....	193
Interdisciplinary Approach to Discourse .....	193
Talk 14.3 /Speaker: Prof. Tamara BORGIOAKOVA.....	194
Paradigmatic and syntagmatic dimension in Khakass language consciousness	194
Talk 14.4 /Speakers: Prof. Lavinia NĂDRAG & Prof. Alina GĂLBEAZĂ (BUZARNA-TIHENEA) .....	196
Teaching English through guided meditation.....	196
Talk 14.5 /Speaker: Prof. Marina Ilyinichna KYSYLBAIKOVA .....	198
Yakuts’ language consciousness about the culture concept: Semantic fields ...	198
Talk 14.6 /Speaker: Prof. Igor PANASIUK.....	200
Internal structure of the translator’s mental lexicon: experimental psycholinguistic research.....	200
Talk 14.7 /Speaker: Prof. AKHVLEDIANI & Prof. K. GABUNIA .....	201
Les métaphores de la parémiologie romane et géorgienne.....	201
Talk 14.8 /Speaker: Anastasia Gennadievna POLYANSKAYA (Junior Researcher) .....	203

Perception of commerce and e-commerce in Russia (psycholinguistic date) ...	203
Regular Session 15. Bilingualism and multilingualism/Language acquisition. Foreign language learning/ Psycholinguistics and manipulation: Language and power .....	205
Regular Session 15.1 – Speaker: Prof. Danuta GABRYŚ-BARKER.....	205
EFL trainees' experience of a positive psychology course .....	205
Regular Session 15.2 – Speaker: Prof. Galina CHIRSHEVA.....	206
Code-switched insertions in the speech of a bilingual child .....	206
Regular Session 15.3 – Speaker: Prof. Barbara HOFER .....	207
Multilingual competences in young learners.....	207
Regular Session 15.4 – Speaker: Prof. Zulima Zulkarinovna BZEGEZHEVA....	208
Personal pronoun ‘YOU’ use in Russian, English and Circassian (Adyg) .....	208
Regular Session 15.5 – Speaker: Prof. Iryna RUDYK .....	210
Redefining manipulation: persuading patients in clinical settings .....	210
Regular Session 15.6 – Speakers: Dr. Simona ANASTASIO & Prof. Patrizia GIULIANO .....	212
Spatial conceptualization in L1: a contribution to language-cognition debate .	212
Regular Session 15.7 – Speaker: Yevgeniya BENTYA (Junior researcher) .....	214
Regular Session 15.8 – Speaker: Nana GONJILASHVILI.....	216
Heart in Rustaveli’s ‘Knight in the Panther’s Skin’ .....	216
Regular Session 15.9 – Speaker: Prof. Tamires ZAR.....	218
Brazilian elementary students’ reading and writing skills phonological and visual predictors .....	218
Regular Session 16. – Speaker: Language and Education: VARIA I.....	219
Regular Session 16.1 – Speakers: M. P. H Tinatin MAMATSASHVILI & Prof. Liana SAGINASHVILI.....	219
Psychosocial Influence of New Psychoactive Substances (NPS) .....	219
Regular Session 16.2 – Speaker: Prof. Elena KOVÁČIKOVÁ.....	221
Impact of micro-teaching techniques on students in English teaching programme .....	221
Regular Session 16.3 – Speaker: Prof. Svetlana CHUGUNOV .....	222
Experimental Approach to Translation Adequacy .....	222
Regular Session 16.4 – Speakers: Prof. Ana Cristina PELOSI & Antenor Teixeira de ALMEIDA JUNIOR (student).....	224
Discourse and metaphor emergence: Reading practice with high school students [Emergência discursiva da metáfora: Reflexões baseadas numa prática de leitura] .....	224

Regular Session 16.5 – Speaker: Prof. Lilian Vieira FERRARI.....	226
Cognition and multimodality in conditional constructions .....	226
Regular Session 16.6 – Speaker: Prof. Vladimir MEDVEDEV .....	228
Some translation features of works created by bilingual authors.....	228
Regular Session 16.7 – Speaker: Prof. Anna DOLIDZE & Prof. Tamar SHARABIDZE.....	230
Psychosemiotics of a dream in Georgian Artistic Discourse .....	230
Regular Session 17. VARIA II .....	232
Regular Session 17.1 – Speakers: Prof. Rieko MATSUOKA & Dr. Tadashi NAKAMURA .....	232
Laughter in medical interaction.....	232
Regular Session 17.2 – Speakers: Dr. María Eugenia FLORES TREVIÑO & Armando GONZÁLEZ SALINAS .....	234
Estrada's El Infierno: Social reality/non-fiction film discourse .....	234
Regular Session 17.3 – Speaker: Dr. Armando GONZÁLEZ SALINAS .....	236
Un-predictable psycholinguistic, cultural semiotic signals in bilingual journalistic texts.....	236
Regular Session 17.4 – Speaker: Alina Petrovna VASILEVA (Senior teacher) ..	237
Elements of national culture in the language consciousness.....	237
Regular Session 17.5 – Speakers: Prof. Fanira Gabdullovna SAMIGULINA & Alisa Vladimirovna TUZLUKOVA (Graduate student) .....	238
Diagnosis of emotional stress in communication: non-verbal components .....	238
Regular Session 17.6 – Speakers: Dr. Ricardo Martínez RODRÍGUEZ & Dr. Rosa Ma. Gutiérrez GARCIA .....	240
La importancia de la formación integral en los alumnos universitarios.....	240
Regular Session 17.7 – Speakers: Ângela FILIPE LOPES (student) & Prof. Emeritus Maria da Graça PINTO .....	242
Is a sentence correct or good? L2 Portuguese grammar complexity .....	242
Workshop 18 – Prof. Diana TEREKHOVA & Galyna PETROVA (Lecturer).....	244
Ethno-cultural study of linguistic consciousness peculiarities .....	244

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## ISAPL - HISTORY

The International Society of Applied Psycholinguistics (ISAPL) was founded on November 1982 during the 1st International Conference of the AILA Commission of Psycholinguistics in Milan. The initiative came from the basis of a founding proposal written by Tatiana SLAMA-CAZACU and Renzo TITONE, thereafter agreed by 20 founding members. The registered name of the society is “INTERNATIONAL SOCIETY OF APPLIED PSYCHOLINGUISTICS” (initials ISAPL), number of registration 18995/1T, which took place on 21<sup>st</sup> July, 2014 at Via De Rossi, 16, Bari (Italy), being its notary Michele Labriola.

## ISAPL – AIMS

- Stimulating and promoting activity in the domain of teaching psycholinguistics and applied psycholinguistics, of research and publications in these fields.
- Strengthening the contacts and exchange opportunities in the fields.
- Organizing future international meetings with a view to eventually developing even comprehensive congresses.

## ISAPL – INTERNATIONAL CONGRESSES

Since its foundation, ISAPL has organized in thirteen different cities.

0.	Milan	November	01-03	1982
1.	Barcelona	June	15-20	1985
2.	Kassel	July	27-31	1987
3.	Toronto	July	16-22	1991
3.5	Florianópolis	January	04-22	1993
4.	Bologna-Cesena	June	23-27	1994
5.	Porto	June	25-27	1997
6.	Caen	June	28-01	2000
7.	Cieszyn	September	06-09	2004
8.	Porto-Alegre	November	18-22	2007
9.	Bari	June	23-26	2010
10.	Moscow	May	17-19	2013
11.	Tbilisi	June	27-30	2016
12.	Online	June	03-05	2021



**Online 12th ISAPL International Congress**  
*NEW PERSPECTIVES IN PSYCHOLINGUISTIC RESEARCH:  
LANGUAGE, CULTURE, TECHNOLOGIES*

**PROGRAMME**

**JUNE 3-5, 2021**

Brasil	Portug	<u>Opening Ceremony</u>				
06:00	10.00	<u>Key-note: L. SCLiar-CABRAL and 12<sup>th</sup> ISAPL President: M. MAIA</u>				
06:30	10.30	<u>Plenary Speech: J. MORAIS: Applied Psycholinguistics in a time of harsh debates</u>				
07:45	11.45	<u>Round Table: The impact of literacy on verbal memory and speech processing</u> Orgs.: <u>R. KOLINSKY &amp; R. GABRIEL</u>	<u>S. L. CASTRO: Speech perception and alphabetic literacy, a neurocognitive perspective</u>			
			<u>A. L. NAVAS: Does literacy acquisition modify categorical perception and the precision of phonemic discrimination?</u>			
			<u>R. KOLINSKY &amp; R. GABRIEL: To what extent the acquisition of literacy transforms the human memory?</u>			
		<b>SYMPOSIUM</b>				
		<b>1. M. MAIA:</b> <u>Language and Cognition: Exploring language comprehension at the interfaces</u>	<b>2. L. ZASIEKINA:</b> <u>Language and Memory in Cognitive, Clinical, Cultural and Academic Framework</u>	<b>3. N. UFIMTSEVA &amp; I. MARKOVINA:</b> <u>Language-Consciousness-Culture: Interrelation and Methods of Psycholinguistic Research</u>	<b>4. O. L. O. M. HEINIG &amp; C. A. FRONZA:</b> <u>Primary School education: writing and reading challenges and perspectives</u>	<b>WORKSHOP</b>
09:30	13.30	<b>1.1 L. S. N. M. VENTURA:</b> The processing of topic constructions in Brazilian Portuguese: VWP study	<b>2.1 L. ZASIEKINA:</b> Autobiographical Memory, Traumatic Memory and PTSD from Psycholinguistic Perspective	<b>3.1 N. UFIMTSEVA &amp; I. MARKOVINA:</b> Language-Consciousness-Culture: Interrelation and Methods of Psycholinguistic Research	<b>4.1 S. C. M. BASTOS &amp; C. A. FRONZA:</b> Adolescents in a socio-educational context: Improving reading	
09:50	13.50	<b>1.2 L. C. HÜBNER:</b> Literacy and education effects on typical and cognitively impaired older adults	<b>2.2 A. KHAN:</b> Effect of linguistics branching on speaker's working memory	<b>3.2 O. BALYASNIKOVA &amp; L. ZHUKOVA:</b> National language and ethnic identity: sociolinguistic and psycholinguistic research approaches	<b>4.2 L. KALMYKOVA, N. KHARCHENKO &amp; I. MYSAN:</b> Reflection in the child's speech development	
10:10	14.10	<b>1.3 A. C. O. SILVA &amp; A. A. FONSECA:</b> Gapping sentences in Brazilian Portuguese: exploring eye movements	<b>2.3 M. O. ORAP:</b> Involuntary Narratives in Traumatic Memory Reorganization within Healthcare Framework	<b>3.3 N. CHULKINA:</b> Russians, Yakuts, Buryats' language consciousness everyday ethical regulators	<b>4.3 N. PESHKOVA:</b> Linguistic Landscape as a Means of Verbal Impact and Manipulation	<u><b>5. Y. M. KRYLOVA-GREK</b></u>
10:30	14.30	<b>1.4 A. B. RIESS:</b> Context Type and Lexical Quality: A Study with Eye Tracking	<b>2.4 D. T. THANH THUY D. T. THANH HA &amp; N. Q. HUNG:</b> Emotional Memory Impact on Visual Impaired Children: Inclusive Settings Communication	<b>3.4 S. EVDOKIMOVA:</b> Active language variation and the associative-verbal network model	<b>4.4 O. O. M. HEINIG:</b> Teacher education for improving students' narratives production	<u>Mass media as a factor influencing the concepts semantic field</u>
10:50	14.50	<b>1.5 E. N. PILATI:</b> Acquired and learned grammars: a Brazilian Portuguese agreement case study	<b>2.5 N. M. SAVELYUK:</b> Religious Discourse and Recollecting Negative Emotional Events in Individual Memory	<b>3.5 S. IONOVA:</b> Free verbal self-report method for subjective sphere of consciousness research		
11:10	15.10	<b>1.6 C. T. LEITE &amp; O. A. SOUZA FILHO:</b> Comprehension of oral speech produced by deaf individuals	<b>2.6 M. BOJKO:</b> Examining Traumatic Memory in Cultural Context Using Illness Narratives	<b>3.6 E. V. KHARCHENKO, E. DORONINA &amp; Y. KAZAKOVA:</b> Perception and Interpretation of Text in a Policultural Environment		

FIRST DAY – THURSDAY – 3 JUNE 2021

Part 2/2

Brasil	Portug	SYMPOSIUM			Regular Session	WORKSHOPS
		1. <u>M. MAIA:</u> Language and Cognition: Exploring language comprehension at the interfaces	2. <u>L. ZASIEKINA:</u> Language and Memory in Cognitive, Clinical, Cultural and Academic Framework	3. <u>N. UFIMTSEVA &amp; I. MARKOVINA:</u> Language-Consciousness-Culture: Interrelation and Methods of Psycholinguistic Research	6. <u>Speech comprehension and production. Reading and writing</u>	
11:30	15:30	1.7. <b>J. JUSTINO:</b> Eye movement behavior in adults beginning readers	2.7 <b>V. KACHARAVA &amp; I. SANIKIDZE:</b> Psycholinguistic Paradigm of Biblical Damnation in Ancient Georgian Historical Documents	3.7 <b>I. LENART, O. ENDRODY, I. MARKOVINA &amp; A. MAKHMUTOVA:</b> Devil or angel: investigating Russian and Hungarian pre- schoolers' verbal consciousness	6.1 <b>N. KHARCHENKO:</b> Patterns for Listening Auditory Skills Development in Senior Preschoolers	<u>5. Y. M. KRYLOVA-GREK</u> <u>Mass media as a factor influencing the concepts semantic field</u>
11:50	15:50	1.8 <b>C. T. LEITE &amp; C. L. SEVERINO:</b> Phonological processing in "becoming literate": adults diagnosed with intellectual disability	2.8 <b>J. S. ANDRYUSHKINA:</b> The phenomenon of foreign language anxiety	3.8 <b>A. MOISEEVA:</b> Language consciousness research based on glamour magazine texts	6.2 <b>D. R. FATKHULOVA:</b> Valence potential of linguistic sign	
12:15	16:15	1.9 <b>M.U.C.L.M. COSTA, K. N. M. ABREU &amp; D. C. GARCIA:</b> Reading Wars: The alphabetic principle for the deaf	2.9 <b>O. SAVCHENKO:</b> Psycholinguistic Approach to Individual Information Retrieval from Autobiographical Memory	3.9 <b>T. NIKAEVA:</b> Ethnic identity and self-perception in the linguistic consciousness	6.3 <b>S. W. LUIZ &amp; C. A. FRONZA:</b> Southern Brazilian children's early literacy challenges	<u>7. S. LYUBIMOVA</u>  <u>Stereotypic Hollywood in Media Production</u>
12:35	16:35	1.10 <b>S. B. S. RIBEIRO:</b> An experimental study on the processing of two-clause sentences	2.10 <b>D. ZASIEKINA:</b> Historical and Collective Traumatic Memory in Post-Racial Discourse	3.10 <b>M. PILGUN:</b> Associative network in digital content: neural network approach	6.4 <b>I. MIGRANOVA:</b> Actualization of Gender Asymmetry Phenomenon Based on the Scientific Text	
12:55	16:55	1.11 <b>R. C. BETANCOURT:</b> Analysis of errors in English written productions of young adults		3.11 <b>T. ROMANOVA &amp; M. TOVKES:</b> Image Dominants of a Woman Politician in the Language Consciousness of Twitter Users		
13:15	17:15	1.12 <b>J. FERRARI NETO:</b> Paragraph structure in reading comprehension: A Brazilian Portuguese eye tracker study		3.12 <b>I. KHOKHOLOVA:</b> Languages in the North: multilingualism, constants and changes		

Brasil	Portug					
06:00	10.00	/				
06:30	10.30	<u>Plenary Speech: J. COULARDEAU: Psycholinguistics of artificial intelligence / Psycholinguistics versus machine code</u>				
07:45	11.45	<u>8. Round Table: Schoolchildren reading skill assessment battery: reliability, validity and standardization</u> Org.: <u>A. M. V. PINHEIRO</u>	<u>L. SCLiar-CABRAL</u> : Validating Scliar's Early Literacy System: A Grapheme-Phoneme Relation Task			
			<u>A. M. V. PINHEIRO</u> : Word Recognition and Pseudoword Recognition Tests and Scale of Evaluation of Reading Competence by the Teacher: reliability, validity and standardization			
			<u>D. A. VILHENA</u> : Rate of Reading Test and Reading Test Sentence Comprehension: reliability, validity and standardization			
		<b>SYMPOSIUM</b>			<b>REGULAR SESSION</b>	
		<u>9. R. M. A. C. FREIRE</u> : 1 to 8 years old heart disease children's language development	<u>10. R. C. NOVAES-PINTO</u> : Academic and clinical research on aphasia: Facing new technologies	<u>11. N. UFIMTSEVA &amp; I. MARKOVINA</u> : Language-Consciousness-Culture: Interrelation and Methods of Psycholinguistic Research	<u>12. Language acquisition. Foreign language learning</u>	<u>13. Psycholinguistic problems in translation / Psycholinguistics perspective of Mass Media</u>
09:30	13.30	<u>9.1 R. M. A. C. FREIRE</u> : 1 to 8 years old heart disease children's language development	<u>10.1 R. C. NOVAES-PINTO</u> : Ethical-cultural aspects of research in Neurolinguistics: the use of social media	<u>11.1 B. AKHIDZHAK</u> : Bilingualism, a conflict-free way of coexistence in the multi-ethnic setting	<u>12.1 G. TCHANTURIA &amp; K. KHATIASHVILI</u> : Le débat compétence communicative dans l'enseignement des LE	<u>13.1 S. ZASIEKIN</u> : A Psycholinguistic Study of Translated Language Deforming 'Third Code'
09:50	13.50	<u>9.2 R. R. R. PALLADINO &amp; F. COZZA</u> : Singing and speech in interventions in neonatal cardiac unity (ICU)	<u>10.2 D. M. AMARAL BOCCATO</u> : <i>WhatsApp</i> : reading and writing activities in the context of aphasia	<u>11.2 Z. WU</u> : Conceptual metaphor cognitive and cultural difference in Russian and Chinese	<u>12.2 M. PAWLAK</u> : Tapping self-regulation in study abroad: A validation study	<u>13.2 N. M. NESTEROVA</u> : Psycholinguistics of the Text and Psycholinguistics of Translation
10:10	14.10	<u>9.3 C. CUNHA &amp; B. M. CASTRO</u> : Relationships between surgeries and language development in children with heart disease	<u>10.3 A. R. LIMA</u> : Utterances re-formulation in non-fluent aphasia: oral-written parallelism under scrutiny	<u>11.3 V. ZAVYALOVA</u> : Processing Non-native Accents in English-Mediated Communication Contexts	<u>12.3 Z. KRALOVA &amp; J. KAMENICKA</u> : Emotionally competent stimuli for learning foreign language vocabulary	<u>13.3 M. AROSHIDZE &amp; N. AROSHIDZE</u> : Psycholinguistic Peculiarities of Perceiving Foreign Language Grammatical Structures
10:30	14.30	<u>9.4 K. P. TRESSOLDI</u> : Speech and Language surveillance of congenital cardiopathic children	<u>10.4 J. P. S. GATI</u> : Signification alternative means: A non-fluent aphasic subject case study	<u>11.4 Q. ZHAO</u> : Chinese and Russian College Students' Work Values: Experimental Psycholinguistics Study	<u>12.4 A. I. PAVY &amp; M. B. ZIEGLER</u> : Novice teacher-learners beliefs about foreign language learning	<u>13.4 K. Y. KHVOROST</u> : Psycholinguistic Effects of Gender-Based Advertising on Information and Psychological Safety
10:50	14.50	<u>9.5 R. J. FRIZZO</u> : Interdisciplinary monitoring of child development: a case study		<u>11.5 L. P. PROKOFYEVA</u> : Linguistic psychological psychiatric emotions recognition aspects by speech signal characteristics	<u>12.5 H. KYUCHUKOV</u> : Acquisition of tense and aspect in Romani	<u>13.5 Z. GOTSIRIDZE</u> : The modern thinking style of technological civilization
11:10	15.10	<u>9.6 M. A. M. FERRAZ</u> : Discourse analysis of parents of children with congenital heart disease		<u>11.6 L. ZAMORSHCHIKOVA</u> : Language situation in a changing Russian Arctic		
11:30	15.30	<u>9.7 J. M. MORI</u> : A clínica on-line com crianças cardiopatas		<u>11.7 M. ABAYEVA</u> : Linguistic and creative activity of a bilingual child		
12:00 - 14:30	16.00 - 18.30	<u>ISAPL Ordinary General Meeting</u>				

Brasil	Portug	Round Table: Psycholinguistic Aspects of Communicational Ethno Style in Art Communication Org.: <b>D. GOTSIRIDZE</b> . Invited speakers: <b>N. S. MOSIASHVILI, T. PAICHADZE, K. ABDULAEV, T. JAGODNISHVILI</b>			
06:00	10:00				
07:45	11:45	Round Table: Psycholinguistic study of polyglottery and its application for language learning Org.: <b>D. NIKULICHEVA</b>	<b>DINA NIKULICHEVA</b> : Waves of intensity in language learning: some preliminary results of monitoring Alan Bigulov's 10 Languages in 1000 Days project <b>ELISA POLESE</b> : Interactive multilingual lessons: a polyglot's perspective <b>GRIGORY KAZAKOV</b> : How much input do we need to learn a language? <b>STEPAN KULAKOV</b> : Polyglot agenda over the years: data of round table discussions since 2013		
		<b>SYMPOSIUM</b>	<b>REGULAR SESSION</b>		
		<b>14. N. UFIMTSEVA &amp; I. MARKOVINA</b> : Language-Consciousness-Culture: Interrelation and Methods of Psycholinguistic Research	<b>15. Bilingualism and multilingualism/Language acquisition. Foreign language learning/ Psycholinguistics and manipulation: Language and power</b>	<b>16. Language and Education VARIA I</b>	<b>17. VARIA II</b>
09:30	13:30	<b>14.1 K. A. PETROVA</b> : Verbal-visual impact of advertising and packaging discourse	<b>15.1 D. GABRYŚ-BARKER</b> : EFL trainees' experience of a positive psychology course	<b>16.1 T. MAMATSASHVILI &amp; L. SAGINASHVILI</b> : Psychosocial Influence of New Psychoactive Substances (NPS)	<b>17.1 R. MATSUOKA &amp; T. NAKAMURA</b> : Laughter in medical interaction
09:50	13:50	<b>14.2 L. KABYLDASHEVNA</b> : Interdisciplinary Approach to Discourse	<b>15.2 G. CHIRSHEVA</b> : Code-switched insertions in the speech of a bilingual child	<b>16.2 E. KOVACIKOVA</b> : Impact of micro-teaching techniques on students in English teaching programme.	<b>17.2 M. E. FLORES TREVIÑO &amp; A. GONZÁLEZ SALINAS</b> : Estrada's <i>El Infierno</i> : Social reality/non-fiction film discourse
10:10	14:10	<b>14.3 T. BORGOIAKOVA</b> : Paradigmatic and syntagmatic dimension in Khakass language consciousness	<b>15.3 B. HOFER</b> : Multilingual competences in young learners	<b>16.3 S. CHUGUNOVA</b> : Experimental Approach to Translation Adequacy	<b>17.3 A. GONZÁLEZ SALINAS</b> : Unpredictable psycholinguistic, cultural semiotic signals in bilingual journalistic texts
10:30	14:30	<b>14.4 L. NÄDRAG &amp; A. GÄLBEAZÄ (BUZANA-TIHENEA)</b> : Teaching English through guided meditation	<b>15.4 Z. Z. BZEGEZHEVA</b> : Personal pronoun 'YOU' use in Russian, English and Circassian (Adyg)	<b>16.4 A. C. PELOSI &amp; A. T. ALMEIDA Jr.</b> : Emergência discursiva da metáfora: Reflexões baseadas numa prática de leitura	<b>17.4 A. P. VASILEVA</b> : Elements of national culture in the language consciousness
10:50	14:50	<b>14.5 M. I. KYSYLBAIKOVA</b> : Yakuts' language consciousness about the culture concept: Semantic fields	<b>15.5 I. RUDYK</b> : Redefining manipulation: persuading patients in clinical settings	<b>16.5 L. V. FERRARI</b> : Cognition and multimodality in conditional	<b>17.5 F. G. SAMIGULINA &amp; A. V. TUZLUKOVA</b> : Diagnosis of emotional stress in communication: non-verbal components
11:10	15:10	<b>14.6 I. PANASIUK</b> : Internal structure of the translator's mental lexicon: experimental psycholinguistic research	<b>15.6 S. ANASTASIO &amp; P. GIULIANO</b> : Spatial conceptualization in L1: a contribution to language-cognition debate	<b>16.6 V. MEDVEDEV</b> : Some translation features of works created by bilingual authors	<b>17.6 R. M. RODRÍGUEZ &amp; R. M. G. GARCIA</b> : La importancia de la formación integral en los alumnos universitarios
11:30	15:30	<b>14.7 T. AKHVLEDIANI &amp; K. GABUNIA</b> : Les métaphores de la parémiologie romane et géorgienne	<b>15.7 Y. BENTYA</b> : Associative fields 'American' and 'European' in Kazakhstani language consciousness	<b>16.7 A. DOLIDZE &amp; T. SHARABIDZE</b> : Psychosemiotics of a dream in Georgian Artistic Discourse	<b>17.7 A. P. P. F. LOPES &amp; M. G. PINTO</b> : Grammar complexity and idea density in L2 Portuguese writing
11:50	15:50	<b>14.8 A.G. POLYANSKAYA</b> : Perception of commerce and e-commerce in Russia	<b>15.8 N. GONJILASHVILI</b> : Heart in Rustaveli's Knight in the Panther's Skin		
12:10	16:10		<b>15.9 T. Zar</b> : Brazilian elementary students' reading and writing skills phonological and visual predictors		
12:30	16:30	<b>Farewell Ceremony</b>			

**18. D. TEREKHOVA & G. PETROVA:**

Ethno-cultural study of linguistic consciousness peculiarities



**Online 12th ISAPL International Congress**  
*NEW PERSPECTIVES IN PSYCHOLINGUISTIC RESEARCH:  
LANGUAGE, CULTURE, TECHNOLOGIES*

**FIRST DAY – 3 JUNE 2021**



**Key-note: Professor Emeritus Leonor Scliar-Cabral and 12<sup>th</sup> ISAPL President, Prof. Marcus Maia**

*Opening Ceremony*

The honorary members of ISAPL, Prof. Leonor Scliar-Cabral (Florianopolis, Brazil) and Prof. Maria da Graça Pinto (Porto, Portugal) along with the ISAPL Board members elected at March 1<sup>st</sup>, 2021 ISAPL Extraordinary Meeting and the President of the 12<sup>th</sup> International Congress, Prof. Marcus Maia welcome and invite all scholars and students interested in the area of Applied Psycholinguistics to participate in the Congress and in its scientific, social, and cultural activities.

This important Scientific Meeting provides an exciting opportunity to share information on research with colleagues from around the world, integrating basic scientific research with practical applications for the benefit of human modern life.

The special emphasis topic of the Congress is on NEW PERSPECTIVES IN PSYCHOLINGUISTIC RESEARCH: LANGUAGE, CULTURE, TECHNOLOGIES, having in view what Cultural and Applied Psycholinguistics can offer for the benefit of our contemporary world.

We hope that the congress will attract a lot of scholars and colleagues, working in practical areas, in basic research, or teaching in schools and universities, for a scientific, academic collaboration.

**Plenary Speaker: Prof. José Morais**

Université Libre de Bruxelles, Belgium

[jose.junca.de.morais@ulb.be](mailto:jose.junca.de.morais@ulb.be)

*Title: Applied Psycholinguistics in a time of harsh debates*

*Abstract*

Applied psycholinguistics is a branch of the sciences of language and cognition, and hence necessarily influenced by the main issues and debates that have marked these sciences in the last 40 years: modularity vs. interactionism; relations between the brain and the physical and mental activities; role and impact of literacy on language and cognition; status and origin of concepts, in particular of the concept of mind. It will be argued that the triad “language, cognition, literacy” (LCL) is highly dependent on the history and culture of the human societies and deeply impacted by the social inequalities.

**Round Table – Organizers: Prof. Regine Kolinsky & Prof. Rosângela Gabriel**

Université Libre de Bruxelles, Belgium ([rkolins@ulb.ac.be](mailto:rkolins@ulb.ac.be))

Santa Cruz do Sul University, Brazil ([rgabriel@unisc.br](mailto:rgabriel@unisc.br))

*Title: The impact of literacy on verbal memory and speech processing*

*Abstract*

The ability to correctly perceive and temporarily retain phonological information is usually considered as a crucial bottleneck for reading acquisition. Without denying this view, in the proposed round table we wish to examine the additional, reverse, relationship. We will discuss to what extent and in which ways literacy acquisition might refine phonological representations and bolster short-term verbal memory. Through the presentation and discussion of several studies ran on adults with varying degrees of literacy (from unschooled illiterate adults to schooled literates), we will examine whether literacy acquisition modifies categorical perception and the precision of phonemic discrimination (A. L. Navas) as well as the involvement of phonemes and/or phonetic features in word recognition (R. Kolinsky). We will also examine which aspects of short-term verbal memory are modified by literacy. We will illustrate the fact that short-term verbal memory is improved by literacy in several ways: in addition to improve phonological accuracy thanks to the support of metaphonological and orthographic representations (R. Kolinsky), literacy seems to have a specific impact on the recall of serial order. The latter effect is observed both when literacy is acquired in an alphasyllabary (F. Huettig) and when it is acquired in an alphabetical script (R. Gabriel & R. Kolinsky). In addition, this impact is limited to the verbal domain: it is not observed in the visuospatial one (F. Huettig). The clinical and pedagogical implications of these effects will be discussed.

Congress Session Themes: Speech comprehension and production. Reading and writing. Language and cognition

*Round Table*

Title: The impact of literacy on verbal memory and speech processing

**Invited talker: Prof. São Luis Castro**

Faculty of Psychology and Educational Sciences, University of Porto, Portugal

[slcastro@me.com](mailto:slcastro@me.com)

*Title: Speech perception and alphabetic literacy, a neurocognitive perspective*

*Abstract*

Awareness of speech as a sequence of phones (Morais et al, 1979) is a well-established consequence of being literate in an alphabetic writing system. A related, but non-overlapping, question is whether speech perception is also affected by alphabetic literacy. Here, I will discuss a series of behavioural studies with illiterate adults, compared with semi-literate and literate controls, addressing that question by examining: the identification of natural speech continua; laterality effects and phonological fusions in the recognition of dichotic words; and word recognition in noise. Overall, findings indicate that the processes involved in speech perception are affected by alphabetic literacy, and those that are involve some degree of deliberate attention to the segments of speech.

*Round Table*

Title: The impact of literacy on verbal memory and speech processing

**Invited talker: Prof. Ana Luiza Navas**

Curso de Fonoaudiologia Faculdade de Ciências Médicas da Santa Casa de São Paulo, Brazil.

[analunavas@gmail.com](mailto:analunavas@gmail.com)

*Title: Does literacy acquisition modify categorical perception and the precision of phonemic discrimination?*

*Abstract*

Many studies have been conducted on the relationship between reading ability and the perception of speech sounds. However, most examined this question unilaterally, namely they examined whether poor perception of speech sounds might predict reading acquisition difficulties, including developmental dyslexia. In my presentation, I will discuss the reverse (yet not incompatible) possibility, namely that the perception of speech sounds may also be sharpened by experience with written language. To this aim I will first review former data on both children and adults of varying levels of literacy. In doing this, I will argue that it is necessary to distinguish between two aspects of the perception of speech sounds: categorical precision and categorical perception per se. The latter is a basic speech perception phenomenon in which stimuli differing along physical continua such as formant transitions or voice onset time are perceived as belonging to distinct phonological categories: only differences between identified phonemic categories (e.g., between phonemes identified as /b/ or as /d/) can be distinguished (e.g., discriminated), not the within-category variants (e.g., not two physically different sounds, both identified as /b/). Finally, I will present new evidence on children and adults of varying levels of literacy suggesting that there might be effects of both age (maturation) and experience with written language on the perception of speech sounds, and discuss whether these factors modulate categorical precision and/or categorical perception per se.

*Round Table*

Title: The impact of literacy on verbal memory and speech processing

**Organisers: Régine Kolinsky & Rosângela Gabriel**

*Title: To what extent the acquisition of literacy transforms the human memory?*

Several studies have been pursuing answers to this question and have been showing that human memory systems are highly influenced by culture, which induces the design of categories for information storing and retrieving. In our talk we will discuss studies of serial-order reconstruction task conducted to investigate whether formal schooling and literacy carve verbal serial-order memory. In Experiment 1, we examined 120 children varying on age, school level, and socioeconomic background, and observed differences that were related to both age and school level. In Experiment 2, we compared performance of children of similar age but different school levels and performance of children of same school level but different ages. In a third experiment, we examined low socio-economic background adults presenting varying levels of schooling and literacy, some who did not attend school at all in childhood or attended it for a few years (up to five), and others who had attended school for 12 to 16 years, but whose professional activities did not demand long hours of reading. The two groups differed on serial-order reconstruction performance, which strongly correlated with their literacy abilities, suggesting that literacy, in addition to schooling, modulates serial-order memory

**Symposium 1 – Organizer: Dr. Marcus MAIA**

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*Title: Language and Cognition: Exploring language comprehension at the interfaces*

*Abstract*

One of the most important debates in Psycholinguistics in the last decades concerns the characterization of the language faculty in relation to other cognitive systems and the characterization of the subcomponents of linguistic knowledge, namely, syntax, semantics, pragmatics and the phonetic / phonological component. A central question is to know to what extent language is an autonomous cognitive component in relation to other mental faculties and in what way the subcomponents of the language faculty interact with each other.

Language processing requires the syntactic parsing of sentences prior to interpretation. According to structural models such as the Garden Path Theory (Frazier, 1979), the human parsing mechanism builds structures rapidly on a phrase by phrase basis. A long-standing issue has been the types of information, which the parser can access in the time course of comprehension. This symposium intends to discuss issues such as the prosodic and the semantic access in syntactic parsing.

*At the syntax/prosody interface*

The focus of the research in these studies has been to know if prosodic information could influence / guide the choice of listeners among possible syntactic structures at points of ambiguity in the sentence. Despite the differences between the specific issues raised for the two camps, there are parsing counterparts for the topics raised about the role of prosody in the acquisition. One of the main topics in parsing can also be framed in terms of the role of prosody in segmentation, in particular, in terms of the role of syntactic structure and of prosodic structure in controlling the placement of prosodic cues. Several

studies, mainly on English language data, have identified different types of prosodic cues, such as intonational contours, accent patterns, pauses, etc. as potential markers of syntactic units in the speech chain (Juszyk 1997; Price et alii 1991). There are, in these studies, indications that prosodic changes in utterances in English often coincide with the boundaries of syntactic constituents, and that changes in intonation as well as other supra-segmental factors such as duration, accent, and pauses have been shown affect the perception of syntactic boundaries and, therefore, the understanding of sentences.

At the syntax semantic/interface, a classic theme in Sentence Processing research concerns the nature of the information the processor has access to during the parsing of the phrases to assemble the sentence. For some authors, such as Clifton & Frazier (1989), only information of a strictly syntactic nature would be immediately available in the early stages of processing. For researchers such as Tannenhaus & Carlson (1989) and Maryellen MacDonald (1989) the processor would have quick access not only to syntactic information, but also to information of a semantic and pragmatic nature, such as animacy, affectedness, presuppositions, world experience, etc.

Congress Session Theme: Language and Cognition



Symposium 1

Organizer: M. MAIA

**Talk. 1.1/Speaker: Prof. Dr. Lorrane da Silva Neves Medeiros VENTURA**

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*Title: The processing of topic constructions in Brazilian Portuguese: VWP study*

*Abstract*

The present study investigates the processing of topicalizations (1), compared to Chinese style topics (2) and subject-predicate sentences (3) in Brazilian Portuguese, as follows:

- (1) A menina cega, o amigo ajudou a atravessar a rua.  
“The blind girl, the friend helped (her) to cross the street”
- (2) A menina cega, o amigo chegou quando o trânsito abriu.  
“The blind girl, the friend arrived when the traffic opened.”
- (3) A menina cega o amigo com a faixa para brincarem.  
“The girl blinds her friend with a band to play.”

According to our analyses, the topic in sentence (1) results from syntactic movement, that is, it is in the position of the head of a chain whose foot is the empty category in direct object position of the verb within the comment. In sentence (2) we have a different configuration, since there is no possibility of syntactic movement. Chinese style topics are topics, which do not relate to a syntactic position in the comment. In fact, this kind of structure is a very productive phenomenon in BP, especially in the oral modality. The example in (2) shows this topic-comment construction, where, apparently, there is no

syntactic relation to the topic. In fact, such elements would relate only semantically, since, in the comment, there is no site where the topicalized element could have been generated and extracted. In contrast, we have (3) in the subject-predicate configuration. The seminal study of Li & Thompson (1976) uses the subject prominent/topic prominent parameter to propose that the languages of the world may be classified in four types, namely, (i) subject prominent languages (e.g. English); ii) topic prominent languages (e.g. Chinese); iii) mixed languages (e.g. Japanese); iv) neither subject nor topic prominent languages (e.g. Tagalog). Brazilian Portuguese has been the object of dispute as to which of these types would provide the best classification for it (cf. Kenedy, 2012, Negrão, 1990; Pontes, 1987; Berlinck, Duarte & Oliveira, 2015). Given this controversy, it is necessary to investigate further on this issue, in order to contribute to a clearer classification about what is the typological status of BP. In this sense, in order to provide contributions of psycholinguistic processing to the debate and to support the hypothesis that Brazilian Portuguese would be, if not a topic prominent language, at least, a mixed language, we conducted a visual world paradigm experiment, with a design 3. We found that Brazilian Portuguese speakers are sensitive to prosodic cues present in auditory stimuli. That is, when they received an auditory input that favors a subject element, the speakers focused more on the image that contained a subject NP and chose the option that represented a Subject-Predicate Sentence (94%). On the other hand, when listening to an auditory input that favored a topic element, the speakers focused more on the image that contained a topic NP and selected the option that contained a topic-comment Sentence (81% topicalization and 71% Chinese topic). These results suggest a classification for BP as a mixed language.

Symposium 1

Organizer: M. MAIA

**Talk. 1.2/Speaker: Prof. Lilian Cristine HÜBNER**

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*Title: Literacy and education effects on typical and cognitively impaired older adults*

*Abstract*

Healthy ageing has been a growing concern worldwide, since global population life expectancy is increasing rapidly and, with it, the emergence of higher rates of dementia. Worldwide, around 50 million people have dementia, with nearly 60% living in low- and middle-income countries, with nearly 10 million new cases emerging every year (World Health Organization, 2019). Some of the risk factors are depression, social isolation, low educational attainment and cognitive inactivity. Within this scenario, cognitive assessment, including language assessment, is an important tool to early diagnose the emergence of cognitive decline. Recent research evidence has pointed reading and writing habits, together with educational attainment, as prominent factors to protect cognitive aging, and, thus, postponing or preventing the onset of cognitive decline in the elderly. These habits, together with schooling and other factors, integrate the cognitive reserves, which work as scaffolding to maintain performance. The aim of this communication is to present and discuss theoretical and empirical studies related to brain and cognitive reserves, emphasizing the role of linguistic assessment (mainly at the semantic and discourse levels) in diagnosing symptoms of language impairment. Discourse processing, an important daily life ability, relies not only on linguistic aspects but also on other cognitive constructs (e.g., memory and attention systems). Despite of its importance for the maintenance of social functioning, its study combined with neuropsychological and neuroimaging data has been more incipient as compared to studies at the word and sentence level. Taken together, the discussions developed in this presentation intend to highlight the importance of language assessment and of the engagement in linguistic tasks, such as reading and writing, to increment healthy cognitive aging.

Symposium 1

Organizer: M. MAIA

**Talk 1.3/Speaker: Andressa Christine Oliveira da SILVA (student) & Prof. Aline Alves Fonseca**

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*Title: Gapping sentences in Brazilian Portuguese: exploring eye movements*

*Abstract*

Our research explores the processing of coordinate structures with ellipsis in Brazilian Portuguese (BP) within the Human Sentence Processing Mechanism Theory, using eye-tracking techniques. According to Carlson (2001), gapping is an optional syntactic process that consists in deleting identical material from the second conjunct of coordinate sentences, as in the example: John likes dogs and Mary  $\emptyset$  cats. The deleted material is identical to the first conjunct and it always includes the verb and may include other constituents such as the object. The second conjunct is left with only new material (the remnant), which is usually the subject and a Post-verbal element. We are investigating ambiguous gapping sentences, like (a) A Maria visitou a Sara no feriado e a Carla no fim de semana (Maria visited Sara on the holiday and Carla on the weekend); (b) A Maria visitou o escritório no feriado e a Carla no fim de semana (Maria visited the office on the holiday and Carla on the weekend). In these structures, it is possible to interpret the ambiguous noun of the second conjunct either as a subject (Carla also visited Sara but at another time), or as an object (Carla also was visited by Maria). Besides the difference in animacy between the N2 of the first conjunct in the two sentences (Sara vs. the office), we have explored if a context before the ambiguous gapping sentences could bias the interpretation of the ambiguous noun in the second conjunct as an object or a subject. We

carried out a reading eye-tracking experiment with 24 sentences in a 2x2 design, crossing semantic features of the N2 and pragmatic features with different contexts. The areas of interest chosen for time measuring of fixations and regressions were the noun phrases N1, N2 and N3, which underlined in the examples presented earlier. Thirty-two undergraduate students at the Federal University of Rio de Janeiro participated to get academic credits. The preliminary results show an interaction effect of animacy and position in the first fixation duration ( $F(2,290)=7.92$   $p<0.01$ ), an interaction effect between position and context in total fixation duration ( $F(2, 344)=3.80$   $p<0.02$ ), and a main effect of position in regressions measures ( $F(2,290)=107$   $p<0.001$ ). With regard to interpretation, we found an effect of context biasing the gapping interpretation of the ambiguous DP. When we presented the ambiguous sentence with the gapping context, the choice of gapping interpretation was 65.4%. When we presented the same sentence with the non-gapping context, the choice of gapping interpretation was only 16.1%.

Symposium 1

Organizer: M. MAIA

**Talk 1.4/Speaker: Dr. Adriana Blanco RIESS**

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*Title: Context Type and Lexical Quality: A Study with Eye Tracking*

*Abstract*

This study investigates the relationship between context types and the lexical quality of words by using *Eye tracking* methodology. We assume that reading and comprehension of written texts of any language only happen when we know words and how they relate to the linguistic levels, for example, phonological, syntactic or semantic. In this sense, during reading it is necessary to associate such lexical knowledge with the context, which is based on the Lexical Quality (HQL) Hypothesis developed by Perfetti (2007) and the context types (general, directive, indirect and deviant) classified by Beck, McKeown and Kucan (2011). An experiment using *Eye tracking* methodology was conducted with 26 participants who were considered good English readers as a foreign language (henceforth EFL), they were all students of a university in the South of Brazil. The objective was to analyze how lexical disambiguation occurred during reading and the role of context types during this task. We concluded that most participants did not realize the ambiguity and they hardly moved the eyes regressively so that they integrated the ambiguity into the context during the stimulus. Through the analysis of the heat maps provided by the *Eye tracking* technology (SMI 250 MHz), it was found that whenever there was a need for eyes regression as contextual support, the most frequent type was the indirect context.. According to the authors' classification, this is a type that requires higher level skills, such as the inferential one. This result leads us to believe that, when the reader faces a reading problem, such as disambiguation, lexicon processing is automatic for good readers. However, when they need to use the context, the greatest difficulty is inferential.

Symposium 1

Organizer: M. MAIA

**Talk 1.5/Speaker: Dr. Eloisa Nascimento PILATI**

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*Title: Acquired and learned grammars: a Brazilian Portuguese agreement case study*

*Abstract*

This study aims at discussing interfaces between the grammar aspects of the first language of individuals (acquired orally since childhood, cf. Chomsky 1981, 2011) in interaction with grammar aspects of writing, which are learned at school.

In order to do this discussion we will show patterns of verbal agreement in two main contexts: agreement with complex DPs in subject position such as “O rótulo das garrafas está/estão molhados” and verbal agreement with simple DPs in subject position - in spoken and written texts, such as “As crianças chegou/chegaram”. Then we will investigate how these two patterns behave in spoken and writing contexts using studies from variationist field and from generativist field (cf. Sherre 2005, 2011, Sandoval 2018, Zandomênicó 2018, Zandomênicó & Pilati 2019).

The results from the analysis of agreement with complex DPs and simple DPs lead us to the conclusion that, with respect to the verbal agreement in BP, the patterns of verbal agreement found in the analyzed spoken and written texts are subject of the same linguistic variables, but there are differences in the weight of the variables in each context. Considering these data, we conclude that the process of learning the standard variety of language at school occurs effectively, we can attest it in written texts, and universal grammar guides it. We believe that this type of study confirms the existence of a universal grammar, which guides learning and linguistic acquisition, through parameters specific to the mental grammar module.

Symposium 1

Organizer: M. MAIA

**Talk 1.6/Speaker: Prof. Camila Tavares LEITE & Otávio Alves de SOUZA FILHO (student)**

Universidade de Uberlândia, Uberlândia, Brazil

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*Title: Comprehension of oral speech produced by deaf individuals*

*Abstract*

The present work is part of a larger research on the production and prosodic perception of reading of deaf people who speak. Our research question was: Does the intonation pattern of oral production of a deaf person's speech correspond to the intonation pattern of a listener so that he can understand a deaf? We raised some hypotheses: the intonational pattern of the production of assertive and "yes-no question" sentences of a deaf person's speech will not correspond to that of the listeners; and the listeners who will judge the sentences produced orally by the deaf will not identify them as of the modality to which they belong. We recorded two groups of participants: a group of deaf speakers and a group of listeners. Each of the participants read three different texts in which assertive and "yes-no question" sentences composed by intonational phrases of different sizes were inserted. We pointed out the prosodic patterns found for such sentences made by deaf participants, compared to standards, described in the literature and to the control group. Based on Brazilian Portuguese works (Moraes, 1993, 2006, 2007; Castelo & Frota, 2016, Soares, 2016; Miranda, 2015; Cunha, 2011, 2013; Silvestre, 2012; Silva, 2011), taking as theoretical support, Intonational Phonology (Pierrehumbert 1980; Ladd 1996, 2008) and prosodic phonology (Jung, 2005; Nespor & Vogel, 2007), we conclude that the patterns differed little in their typological prosodic characteristics. However, it was possible to verify a differential in the configuration of the F0 curve. The tonal structure found was



characteristic of each modality, but deaf speakers produced smaller peaks. We then decided to conduct a judgement test, where listener participants accessed the audios from: deaf who can speak and listeners in the control group. They judged the audios on a scale where 1) It's a question, 2) Sounds like a question, 3) I'm not sure if it's a question or statement, 4) Sounds like a statement, 5) It's a statement. Our goal was to observe whether the listeners would perceive differences in the height of the F0 peaks produced by deaf speakers. We computed 120 submissions, totaling 5760 responses (the number of participants times the number of sentences analyzed). Separating by typology, we observed that listeners seem to notice the variations in the heights of F0. We analyzed descriptively the averages of the answers to “yes-no question” sentences, and found that they ranged from 3.48 to 2.93, remaining close to three. We did not notice in the answers given to the listeners' audios a meaning identifying the audio as a question. We applied the same procedure to the answers given to the assertive sentences. We found that the averages were closer to 3, being 3.79 the highest and 3.05 the lowest averages found. Again, we noticed that the test participants were not able to categorize the sentences produced by the deaf speakers as an assertion but could categorize those produced by the listeners. Our results point to the fact that listeners can perceive phonetic detailing of the phonological component.

Symposium 1

*Organizer:* M. MAIA

**Talk 1.7/Speaker: J. JUSTINO (PhD Student)**

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*Title: Eye movement behavior in adults beginning readers*

*Abstract*

Reading is a visual task that places a strong emphasis on visual components and their interaction with the linguistic system. Reading acquisition consists of a complex cognitive process that involves the development of a series of sophisticated skills including eye movements' control to extract printed information. Over the years, several studies using eye movements monitoring have been carried out to examine the psychological processes underlying reading, and various theoretical models have been proposed. However, mainly due to the constraints imposed by this method on the recording of eye movements, most of the studies have focused on adults who have already strong reading skills and very little research has been done with children or adults at the start of reading acquisition. Nevertheless, a few studies have examined eye movement behavior in beginning readers in order to understand how this process evolves over time. They found several differences compared to highly skilled readers. Yet, studies with adult beginning readers remain rare. Thus, the aim of our study is to observe the development of eye movement behavior during reading acquisition process in adult literacy students. To this purpose we set up two linguistic tests using eye movements recording, adapted to this population. Results will be discussed in order to understand adult literacy students' process of reading acquisition and when possible, we will also discuss our results taking into account previous findings in the relevant literature.

Symposium 1

Organizer: M. MAIA

**Talk 1.8/Speaker: Prof. Camila Tavares LEITE & Camila de Lima SEVERINO (student)**

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*Title: Phonological processing in “becoming literate”: adults diagnosed with intellectual disability*

*Abstract*

This research is a case study of experimental and naturalistic data about phonological processing in “becoming literate” adults with associated mental disorder and intellectual disabilities (ID). Given this auspicious scientific object - adult literacy with atypical learning - we sought to investigate, from a psycholinguistic perspective, to what extent limitations in phonological ability interfere with the development of reading and writing in these subjects. As theoretical support of the relations between cognition and language, we used the contributions of Slobin (1980), Dehaene (2012; 2013), Maia (2015), among other scholars. As for psycholinguistic applied to literacy, the theories used came from Scliar-Cabral (2015) and, in the case of literacy students with language disorders, we relied on the studies by Nicolielo and Hage (2014) and Duarte and Velloso (2017). Methodologically, the research had six participants: Group 1: two participants (mental disorder + ID), Group 2: four participants (mental disorder - ID). All individuals in this research are students of the Educação de Jovens e Adultos (EJA) Project at Casa Rede UFU, from the Universidade Federal de Uberlândia. We structured the research data collection in three stages, however, for the presentation we will focus only on the first stage, considering that the work is still in progress. The first stage, carried out between May and July of 2019, aimed to characterize the phonological processing (phonological

awareness, phonological working memory and lexical access) and was composed of three tasks (rhyme intruder and initial phoneme, Phonological Working Memory and Rapid Serial Naming). With this apparatus, we sought to carry out a case study that supported the hypothesis that the learning difficulties in reading and writing for the adults group 1 were due to limitations in phonological processing. The proposed research aims to contribute to studies on language cognition, especially in cases of cognitive impairment, and to those dedicated to the formulation of learning models in cases of atypical development. The results of the first stage demonstrated a similar performance between the experimental and control groups regarding phonological processing. On the one hand, group 1 participants presented a problem in establishing the grapheme-phoneme relationship, which is justified by the slower learning characteristic of people with ID. On the other hand, the interference of the mental disorders of the group 2 participants on cognitive functions also affects phonological processing tasks. By extension, we can state that the phonological processing of participants works without distinction between those identified with ID and those undiagnosed.

Symposium 1

Organizer: M. MAIA

**Talk 1.9/Speakers: Marília U. C. L. M. COSTA, Kátia N. M. de ABREU & Daniela Cid de GARCIA**

Professional title (**for all**): Assoc. Prof.

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*Título: Reading wars: The alphabetic principle for the deaf*

*Abstract*

The goal of this presentation is to review the basis of writing acquisition, school literacy methods and how they impact deaf population. The proposal is to discuss aspects underlying the constitution of language systems and literacy methods, necessary to make important decisions about written language teaching policies for deaf learners. We highlight that on the one hand there are studies that allow relativizing the role of oralization and grapheme-phoneme association in the acquisition of writing (Vincent-Durroux, 2013, Soares, 2018; Freitas et al. 2018; Nascimento et al., 2019, Bisol et al. 2010). On the other hand, others show that access to the global visual form of the word alone does not seem correlated with effective acquisition (Capovilla, F. C. et al. 2005). We present studies indicating that the predominant factor for the acquisition of writing is the ability to segment the language, obtained during childhood with comprehensive exposure to linguistic interactions (Petitto et al., 2016).

Symposium 1

Organizer: M. MAIA

**Talk 1.10/Speaker: Sara B. dos Santos RIBEIRO (student)**

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*Title: An experimental study on the processing of two-clause sentences*

*Abstract*

The aim of this study is to verify what is leading the interpretation of two-clause sentences conjoined by the connective *when*. Some temporal conjunctions can express a variety of meanings on a causal-temporal dimension. By inference, a *when*-clause may indicate a cause, an event prior in time or even an event occurring simultaneously with the main clause event (Bever & Townsend, 1970). Ribeiro (2017) and Maia (2018) show that the main clause of a complex sentence receives significantly more computational attention than the subordinate clause. In subject-verb-clauses sentences in the past, as *When Bob prayed John slept* the *when*-clause expresses the first event in time, which may also be the reason why the main clause event happened. In the present study, using PsychoPy for a self-pace reading task, the independent variables of the experiment are structure: main and subordinate and position: first clause and second clause. The dependent variables are the reaction time to answer the question and accuracy of answers, besides de reading times of main and subordinate clauses. The subjects were undergraduate and graduate students at UMass Amherst, all Native English speakers, between 18 and 35 years old. The proposed task provides means of determining whether the syntax (structure) or the semantic influences interpretation the most. Based on previous studies, our hypothesis is that the main clause is more prominent than the subordinate clause and that proficient readers are sensitive to the variety of meanings *when* may express in the sentences. This way, we predict that, when the *when*-clause follows the main clause, subjects will present lower RTs, since the main clause is easier to remember and the last thing to process is the subordinate clause. This means the structure will be stronger than the semantic. If the syntax is stronger, the number of errors will be higher for conditions in which the main

clause is the first clause of the sentence. The preliminary results analysis shows a significant structure and position effect. The main clause, as predicted, has higher reading times compared to the subordinate clause, no matter if it is first or second clause. The offline answers results show that the questions of the conditions starting with the main clause have more errors than the ones starting with the subordinate clause. The reaction times of answers were longer for conditions starting with the main clause. The final analysis of this study will count on other measures and we hope to contribute to the understanding of how are processed complex sentences, when they have temporal connectives functioning as causal connectives.

Symposium 1

Organizer: M. MAIA

**Talk 1.11/Speaker: Prof. Ruth Carolina BETANCOURT González & Prof. Elizabeth ALVARADO MARTÍNEZ**

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*Title: Analysis of errors in English written productions of young adults*

*Abstract*

Since Psycholinguistics started, there was a significant interest towards studying the foreign or second language learners' productions in order to understand and explain how a new language is learned. Due to this interest, many different types of investigations run. One important reason has been identifying how the learners' internal factors facilitate or interfere with their aim at communicating effectively. Larry Selinker (as cited in Ellis, 2015) affirmed that while learning a new language, this type of learners develop a distinctive linguistic system, which draws from their first language knowledge partially: He called it *interlanguage*. Since this system was proposed, there has been the controversy about the role of the native language knowledge on the process of the new language acquisition.

Due to the former reason, the main aim of this research is at identifying the syntactic errors causes that occur in written English productions of a college students group in order to recognize which factors are more predominant. With the knowledge of these causes, proposing teaching methods to eradicate those errors can be possible. The students are English foreign language learners. This learner type has fewer opportunities than second language learner type to practice the target language since they are not learning it in contexts where they speak it, then, not exposed to natural situations outside the classroom (Steinberg and Sciarini, 2006).



This paper consists of three sections:

a) a review of some investigations made in different countries in relation to the interlanguage system, focusing on the causes of the English foreign language learners errors (most of these investigations show a particular interest on the first language influence);

b) A description of relevant theories related to this topic, such as interlanguage theories, Contrastive Analysis, Error Analysis, as well as the conception of errors and their classification;

c) An analysis results presentation of errors produced by a college students group.

Particularly, this qualitative investigation describes a case study in a sample of fourteen students who would be English-Spanish translators. These students were in their junior year of their College Program. We obtained the data from an exam written in English, considering only the answers to one question. We used Error Analysis for studying the data, classifying the syntactic errors, and identifying those types of errors causes. Many linguists accept Error Analysis as an approach that facilitates the identification of language learners' processes (Richards, 2014).

Error's production is part of the natural process of language development and they reflect the strategies employed by learners. Through Error Analysis, it was possible to propose a systematic approximation about the syntactic errors different reasons explaining those errors committed by English as foreign language learners under consideration. This explanation may help in the creation of English teaching new methods.

Symposium 1

Organizer: M. MAIA

**Talk 1.12/Speaker: Prof. José FERRARI NETO**

Federal University of Paraíba (UFPB), Linguistics Postgraduate Program (Proling),  
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*Title: Paragraph structure in reading comprehension: a Brazilian Portuguese eye-tracker study*

*Abstract*

Reading a text is an integrative process, in which information processed at a lower level progressively integrates with information processed at a later level (KINTSCH; RAWSON, 2013). Understanding of a level is required for understanding of the subsequent level to occur. Levels organized into textual units, ranges from the sentence to the whole text, including the paragraph. In the study of text comprehension, therefore, it is necessary to determine how a reader extracts information from one level, as well as how he/she integrates it to the next level, during the processing of textual units. This work investigates the role of paragraph structure in the reading comprehension process. Thus, the research question addressed here is how the paragraph arrangement, assumed here as a textual unit, affects the overall comprehension of the text (KINTSCH; VAN DIJK, 1978). On the other hand, individual differences also affect both text processing and comprehension, since readers are able to recognize the underlying structure of the text and the textual units, using them as a strategy for extracting information. Therefore, another research question is how different reader profiles deals with the way of the text and its units are organized (KIERAS, 1978). The present work aimed to evaluate the role of paragraph structuring in reading comprehension, identify different reader profiles and how they deal with (good / bad) textual organization. By using a eye-tracker-based experiment, we sought to categorize the subjects in order to extract the different reader profiles. The results point to a decisive role of the textual structure in processing, being the ability to process this structure directly linked to the individual skills of the readers.

**FIRST DAY – 3 JUNE 2021**

**13:30-16:55**

**Symposium 2 – Organizer: Prof. Larysa ZASIEKINA**

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*Title: Language and Memory in Cognitive, Clinical, Cultural and Academic Framework*

*Abstract*

The literature on individual memory has highlighted several approaches to individual memory research based on language and speech. There are a few major reasons for it. Firstly, cognitive approach, which separates episodic and semantic memory aligns with the primary executive functions within general retrieval model based on language categorization and conceptualization (Anderson & Bower, 1974, Tulving, 1972, Rosch, 1975). Moreover, psychophysiological and neuropsychological approaches to working memory studies have been suggested. Secondly, clinical approach differentiates the autobiographical and traumatic memory (Berntsen et al., 2011; Lorenzoni, Silva, Poletto, & Kristensen, 2014). However, the evidence consistently suggests that exposure to traumatic event vs. non-traumatic event refers to specific encoding and processing the traumatic information. Therefore, traumatic memory could not be associated with autobiographical memory and might be a robust predictor of PTSD (Van der Kolk & Fisler, 1995).

Individual speech in autobiographical and traumatic narratives could be viewed as an appropriate tool for traumatic memory assessment and reorganization, since remembering possesses a discursive nature and has a great potential for reorganizing traumatic memory (Bietti, 2014; Zasiiekina, 2014). It is in line with the main idea of Vygotsky's sociocultural theory (1978) that language and other sign systems mediate higher mental functions; therefore, cognitive processes, memory in particular, might be examined through language and individual speech.

Emotional memory has a strong impact on communication processes, notably in inclusive academic environments. In addition, religious and cultural discourses deepen our insight on the mechanisms of historical and collective traumatic memory. Therefore,

findings of the research of emotional, collective and historical traumatic memory in cultural and religious settings are also highlighted.

*The aim of the symposium* is to present theoretical issues and empirical data providing the ideas of cognitive and clinical approaches to individual memory research based on the language and individual speech. These presentations contribute in several ways to our understanding individual memory, language and speech within cognition. Moreover, we will suggest psycholinguistic approaches to traumatic memory assessment and reorganization. The study uses *methodology of psycholinguistics* for assessment and reorganization of autobiographical (representation of positive and negative emotional events), and traumatic memory (representation of traumatic events); memory and executive functions; memory and awareness in communication within inclusive education.

Congress Session Theme: Awareness, emotion, memory in communication

Symposium 2

Organizer: L. ZASIEKINA

**Talk 2.1/Speaker: Prof. Larysa ZASIEKINA**

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*Title: Autobiographical Memory, Traumatic Memory and PTSD from Psycholinguistic Perspective*

*Abstract*

The literature on individual memory has highlighted several approaches to autobiographical and traumatic memory research in terms of traumatic and non-traumatic individual experience. There are two main major reasons for it. Firstly, it is not clear if stressful traumatic events and negative emotional life events could be identified (Lorenzoni, Silva, Poletto, & Kristensen, 2014). However, the evidence consistently suggests that exposure to traumatic event vs. non-traumatic event refers to specific encoding and processing the traumatic information. Therefore, traumatic memory could not be associated with autobiographical memory and often serves as a robust predictor of PTSD (Van der Kolk & Fisler, 1995). Secondly, at least about 29 percent of traumatized people cope with mental traumas successfully without experiencing PTSD (Silva da et al., 2016). Together, these studies indicate that traumatic memory might constitute a risk factor for PTSD development but cannot determine it.

*The aim of the research* is to present theoretical issues and empirical data providing the idea that non-traumatic experience (correspondently, positive and negative emotional events) is represented in autobiographical memory whereas stressful traumatic events are linked to traumatic memory. These findings contribute in several ways to our understanding of individual memory and provide a basis for traumatic memory reorganization and PTSD treatment.

*The methodology of psycholinguistics* is applied for studying autobiographical (representation of positive and negative emotional events) and traumatic narratives (representation of traumatic events). Propositional analysis (Anderson & Bower, 1974) was applied, since proposition is viewed as an abstract memory representation based on a certain structure. 62 undergraduates of non-clinical setting from the Department of Psychology at Oklahoma State University and 15 participants of clinical setting from Tulsa Trauma and PTSD Treatment Center (USA) were recruited. This study has shown the significant differences in propositional structures of the narratives of individuals with and without PTSD. The principal theoretical implication of this study is that the most frequent propositional units express the “hot spots” in traumatic narratives and could be used in PTSD treatment plan.

Symposium 2

*Organizer:* L. ZASIEKINA

**Talk 2.2/Speaker: Prof. Azizuddin KHAN**

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*Title: Effect of linguistics branching on speaker's working memory*

*Abstract*

There is considerable evidence suggesting that it is syntax, i.e. the way in which a language is structured, and not just the words we use and speak, that is important in shaping the way we see the world and in predicting memory of its speakers. The recent study by Federica Amici and colleagues, showed that the word order of a language predicts how good its speakers are at remembering the first or last parts of a list. In linguistics, word order refers to the way words are arranged in a sentence. It is the study of the order of the syntactic constituents of a language. Constituent word order is defined in terms of a finite verb (V) in combination with two arguments, namely the subject (S), and object (O). Since this constituent word order involves a transitive sentence, there are six logically possible basic word orders.

In a right-branching language, the most important part of a phrase, known as the “head”, comes first, followed by words that give more information about that word. In a left-branching language, the head is at the end of the sentence while the extra information comes first. The meaning of a sentence in right-branching languages is clear from the start because the head is encountered immediately. Since the head is not encountered immediately in left-branching languages, speakers need to keep a lot of information in mind before they get to the important part of the sentence that clarifies what it's all about. This has been the source of investigation for the researchers to explore whether speakers of left-branching languages would be generally better at remembering the early parts of

lists of stimuli. The results show how the languages we speak can have fairly broad influences on cognition.

Here we have taken Urdu, Kashmiri and Arabic. The word order in Urdu is somewhat flexible. However, the typical word order of most sentences is: <subject> <object> <verb> (SOV). In terms of branching, it is neither purely left- or right-branching, and phenomena of both types can be found. There are no hard and fast rules governing order of constituents in sentences as a whole, and frequent deviations can be found from normative word position, describable in terms of a small number of rules, accounting for facts beyond the pale of the label of “SOV”.

Kashmiri, on the other hand, is probably best known for having a verb-second (V-2) word order which, in many respects, is similar to that found in German and Dutch. In Arabic, according to traditional Arab grammarians, VSO is the normal syntactic word order. However, according to generative grammar, VSO is the basic word order and SVO is derived through subject movement. The present talk is an attempt to see the effect of branching of language on working memory of the speaker.



Symposium 2

Organizer: L. ZASIEKINA

**Talk 2.3/Speaker: Prof. Maryna Olegivna ORAP**

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*Title: Involuntary Narratives in Traumatic Memory Reorganization within Healthcare Framework*

*Abstract*

From the humanistic psychology perspective, individual experience is enriched only through deep understanding of interpretations of all life events (Maslow, 1967; Rogers, 1977; Tytarenko, 2018). Psychological hermeneutics creates tools for such interpretation by defining narratives as a way for diagnosis and correction of personal experience (Crossley & Michele, 2009). The authors argue that the human psyche has a fundamental narrative structure. People perceive, think, imagine and interact under the existing narrative structures (Carr, 1986; Chepeleva, 2017; Crossley, 2009; Sarbin, 1986). The findings of the research of traumatic memory (Zasekina, Hovorost, & Zasiiekina, 2018) indicate that narrative structures are very significant in the process of organization and reorganization of traumatic memory.

The main conceptual idea of our research is that the human cognition is represented by fundamental narrative structure. Voluntary narratives are widely used to reduce emotional stress and reorganize traumatic memory in healthcare framework. Instead, involuntary narratives are still very little studied. The main aim of our study was to compare how the traumatic situation at cancer diagnosis is reflected in voluntary and involuntary narratives, and, therefore, in traumatic memory.

Involuntary narratives are viewed as unprepared speech fragments, which are not structured grammatically and stylistically correct. This idea was found in different

interpretations from various authors (Brown, 2015; Cameron, 1992; Pennebaker, 2004). We asked patients to write down all the emotions and thoughts occurred to them. It should be spontaneous thoughts. We also asked them not to concern grammatical, lexical or orthographic issues of the writing. We assume that writing help to express, and thus realize all the fears and concerns, thoughts and emotions.

We empirically studied voluntary narratives by using *Psychological Autobiography* measure (Korzhova, 1994). This measure identifies the traumatic stressful situations and assess traumatic memory. Additionally, we used the measure for writing autobiographical story *My Life* and *My family*.

Thus, we used the techniques of voluntary and involuntary speech in order to compare their influence on the organization of traumatic memory. The participants were a sample of patients diagnosed with cancer at the Oncology Center of Ternopil, covering 73 patients (mean age 43 years, women - 67.1% men - 32.9%). They had traumatic situation in their experience, which associated with the diagnosis and treatment process. As proposed by L. Zasiékina (2008), we studied the narratives, using a computer program TEXTANZ, including the number of words in the text, the average sentence length and the coefficient of vocabulary diversity.

Results of the study show significant differences among voluntary and involuntary narratives: Higher number of words and higher level of vocabulary diversity characterize involuntary narratives. The primary practical application of the study creates prospects for the use of involuntary narratives in the reorganization of traumatic experience in healthcare framework.

Symposium 2

Organizer: L. ZASIEKINA

**Talk 2.4/Speakers: T. THANH THUY, D. T. THANH HA & N. Q. HUNG**

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*Title: Emotional Memory Impact on Visual Impaired Children: Inclusive Settings Communication*

*Abstract*

In inclusive classes, children with visually impairment tend to be isolated in the learning environment because of the negative content of emotional memory. The poor communication of visually impaired children has caused anxiety disorders and reduced learning outcomes. We suggest guidelines for teachers and parents for enhancing communication of visually impaired children in inclusive classes. Emotional memory impacts much on communication of children with visually Impairments. Especially, learning and using appropriate social interaction skills are determined to be an extremely important need to be provided for children with visually impairment who studying in inclusive educational environment (Hatlen, 1987; Sack3s, 1982, ...) for having effective

communication (by having good emotional feelings, build self-esteem, ...), create effective social interaction between children with visual impairment with others in inclusive classroom environment.

*The aim of the research* is to present theoretical and empirical data that provides the idea that the impact of emotions on the implementation of effective communication of students with visually impairments in primary inclusive class environment. These findings contribute in several ways to our understanding of a basis for treatment for communicating of children with visually impairments in inclusive classrooms.

*Methodology of psycholinguistics combines research methods of education* are applied for studying autobiographical (representation of positive and negative emotional events) and traumatic narratives (representation of traumatic events). Research had been based on the following approaches: The view of Dialectical Materialism; Systems approach (complex) in inclusive Education; Interdisciplinary Approach of Physiology - Psychology - Education - Sociology; Individual approach; and Development approach.

Scope of the research: The surveys to assess the current situation of emotional memory of children would be implemented in 04 cities in Viet Nam (included: 32 teachers and 08 administrators at inclusive primary schools, 31 students with visually impairments in 1st inclusive grades classrooms) and the experiment would be implemented at 02 inclusive elementary schools.

Symposium 2

Organizer: L. ZASIEKINA

**Talk 2.5/Speaker: Dr. Nataliya Myhailivna SAVELYUK**

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*itle: Religious Discourse and Recollecting Negative Emotional Events in Individual Memory*

*Abstract*

Recent research has shown that people pray more when experiencing stressful life situations ([Ai, Peterson, Bolling & Rodgers, 2006](#)). Previous studies have demonstrated that forms of religious coping, such as prayer, indicate lower levels of stress, better social adjustment and life satisfaction and increased positive affect (Koenig, George & Siegler, 1988; Lazarus & Folkman, 1984). Prayer and other religious activity might help individuals to cope better with life stress and depression ([Schnittker, 2001](#)). Praying is also the strategy the most frequently used to cope with personal problems (Koenig, George & Siegler, 1988; Bade & Cook, 2008). Evidence consistently suggests that praying is one of the main sources of coping and developing individual resilience (Mahoney, 1997; Case & McMinn, 2007).

Results of some studies have important implications for narrative research in general, methodological issues such as the validity of text analysis programs and subjective memory ratings and the quality of traumatic memories (Bohanek, Fivush & Walker, 2004; Zasiiekina, 2008). Recent findings focus on the religious narrative in multidisciplinary discourse of academic Christian theology: Biblical Studies, Systematic Theology and Practical Theology (Conermann et al., [2009](#); Brahier & Johannsen, [2013](#); Sternberg, [1985](#)).

We analyze in the current research praying, confession, preaching and ceremonial action as the main genres of religious discourse – the active verbal and non-verbal communication in a particular life context. We prove that the basic psychological characteristics of all these genres are their dialogism and dominant emotionality, as well as involved archaic psychic structures and functions. We confirm that if such communication on the spiritual level is communication with God or about God in the name of human perfection, then on psychological level it is an effective way of catharsis of negative emotions and strengthening the sense of external support.

From the perspective of psycholinguistics, religious discourse is a verbal approach of the personality to God with certain requests, wishes, gratification and glories, in which mental processes, states and qualities manifest. The intimacy of such appeal provides a high degree of authentic personal expression as well as certain expectations for one or another response. We are considering a prayer both as a spiritual and religious phenomenon and as a significant psychological as well as diagnostic and psychotherapeutic resource. Non-canonical religious discourse is the praying of the personality «in own words», which might include both elements the canonical religious discourse and a relatively free verbal embodiment.

Through an anonymous empirical study, we collected the corpus of written verbalizations of non-canonical religious discourse and we carried out a psycholinguistic analysis of the relevant texts in the context of a conscious expression of negative emotional experience of the individual. Respondents are Ukrainians – aged 18-60 and self-identified as Christians (Orthodox, Catholics, Greek Catholics and Protestants). As proposed by Zasiékina (2008), a computer program TEXTANZ processed the written verbalizations of non-canonical religious discourses. Primary practical application of the study creates possibility for using religious discourse as an important psycholinguistic resource in the reorganization of negative emotional experience.

Symposium 2

Organizer: L. ZASIEKINA

**Talk 2.6/Speaker: Dr. Martha BOJKO**

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*Title: Examining Traumatic Memory in Cultural Context Using Illness Narratives*

*Abstract*

Illness narratives and explanatory models are important components of the patient/clinician relationship. The illness narrative is a story patients tell about their personal experience of being ill. Since illness is multivocal, the patient's explanatory illness model gives voice to pain and suffering in a way outside the domain of the narrow biomedical voice (Kleinman, 1988). To fully appreciate the sick person's experience, clinicians must piece together the illness narrative emerging from the patient's and family's complaints and explanatory models; practitioners must then interpret narratives in light of different modes of illness meanings including symptom symbols, culturally salient illnesses, personal and social contexts (Kleinman, 1988). This illness framework explanatory model, expression of traumatic memories warrants a closer examination. Experiencing traumatic events such as natural disasters (earthquakes, floods, tsunamis), terrorist attacks, war and displacement, accidents, assault and violence, rape, kidnapping, and chronic exposure to psychological, physical and sexual abuse affects not only the brain, but also an individual's body and nervous system (van der Kolk 2014; Levine 2010). Research studies have documented an association between childhood trauma and adverse experiences and long-term health effects in adulthood including cardiovascular disease, diabetes, obesity, pain, unexplained somatic symptoms, and stress-related illnesses (Felitti et al., 1998; Springer et al., 2003; O'Rand & Hamil-Luker, 2005; Mulvihill, 2005; Greenfield & Marks, 2009; CDC, 2019).

(i) Examining if and how traumatic memory manifests itself within the patient illness narrative and to situate traumatic memory within the patient's explanatory model of illness and

(ii) Identifying strategies for eliciting an illness more comprehensive explanatory model, which incorporates the patient's life context (for instance, experiencing immigration/displacement; military service; natural disaster; childhood abuse; addiction and substance use; poverty and neighborhood violence), to understand how traumatic and adverse experience memories may be impacting on the patient's health condition.

**Significance:** A benefit of using illness narratives and explanatory models of illness in clinical settings is that it can allow for shared decision-making and more effective treatment and healthcare management. Eliciting a patient explanatory model gives the clinician not only knowledge of the beliefs the patient holds about their illness, the personal and social meaning they attach to the disorder, their expectations about what will happen to them and what the doctor will do, but also the patient's own therapeutic goals (Kleinman, Eisenberg, & Good, 1978). Being aware of a patient's life experiences and listening for cues of traumatic memory within the patient's explanatory model of illness provides an opportunity for providers to gain a more complete understanding of the patient's illness complaint. It also can play a vital role in supporting a holistic biopsychosocial approach to health care, which promotes the idea that disease is construed as the embodiment of the symbolic network linking body, self, and society (Engel, 1977).



Symposium 2

Organizer: L. ZASIEKINA

**Talk 2.7/Speakers: Prof. Vasil KACHARAVA & Prof. Inga SANIKIDZE**

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*Title: Psycholinguistic Paradigm of Biblical Damnation in Ancient Georgian Historical Documents*

*Abstract*

Any language as a psycholinguistic entity not only accumulates in itself the emotional states but also explores the relevant verbal ways for expressing these emotions. We believe that from this perspective, the material of any of the national languages has an inherent value that reflects their systematic organization, the extent of their expression, patterns that are psychologically stable or paradigmatic, or is subject to common psychological changes occurring in a native speaker of a particular language.

From our point of view, we consider both oral and written forms of damnation as one of such oldest psycholinguistic proto-paradigms of damnation. In our presentation, special focus will be given to the verbal model of Biblical (particularly, the Old Testament) curse formulae which is attested in old Georgian historical documents (IX-XII c.c.).

Damnation as a psycho-verbal model is supposed to be originating from the earliest period of mankind existence, when a human being had an in-depth-understanding of the power of the word matching it against physical abilities to a certain extent. Damnation as a verbal material has been manifested in written monuments as well and its psycho-emotional rationale intended, first, and foremost, to instill fear, (specifically, fear of God) to have God-fearing readers.

Therefore, we selected the so-called damnation texts, poured into the minds of the readers (//listeners) with expressive force. The emotion of fear, referred to as a “lower” emotion (Rubinshtein, 1989) in psychology, is dominant in the damnation texts, however, it is a fact that it intends to cause anxiety in readers. A feeling of fear seems to be basic, while the emotion of anxiety brought about by fear is superimposed.

We believe that taken together they serve as a basis for damnation formulae that occur in the Georgian historical documents providing textual materials that should have stemmed from the texts of the Old Testament. The Biblical phrase “thou art cursed” (Genesis, Ch. 3) is the crucial verbal formula which, though slightly modified, is still manifested in the Georgian historical documents due to the same psychological motive (i.e. to instill the emotion of fear) (“Let Father, Son and Holy Spirit condemn him” [IX c.]; or “let his sleep and wakefulness be cursed” [IX c.]).

Symposium 2

Organizer: L. ZASIEKINA

**Talk 2.8/Speaker: Julia Sergeevna ANDRYUSHKINA (Postgraduate student)**

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*Title: The phenomenon of foreign language anxiety*

*Abstract*

Empirical studies have shown that most of the students who start learning a second/foreign language experience a "debilitative" level of foreign language anxiety, which can hinder language acquisition (Arshava, 2013; Horwitz & Young, 1991). The main aim of this study was to investigate the correlation between this trait and foreign language anxiety. Another purpose was to see whether there is any relationship between age, gender, level of the foreign language proficiency and both types of anxiety. Fifty-one students of English as a foreign language participated in this pilot study. The Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz and the State-Trait Anxiety Inventory developed by Spielberger were used to collect the data. I analyzed the survey results statistically using the main descriptive statistics of both the General sample and various subsamples in the context of age, gender and the foreign language proficiency level. The pilot study result revealed that there was not a significant correlation between the "debilitative" level of foreign language anxiety trait and foreign language anxiety. Besides, the results demonstrated that both anxiety types equally affected males and females. I found out that first-year students were concerned about the situation of testing and about the negative evaluation by others; second-year students were afraid to communicate in a foreign language; anxious 3rd-year students tended to feel less competent than their colleagues did. Thus, our pilot study suggests that the concept of foreign language anxiety (foreign language anxiety) is not limited to psychological or linguistic context: we should consider it in a complex of psychological, pedagogical, linguistic and psycholinguistic factors.

Symposium 3

Organizer: L. ZASIEKINA

**Talk 2.9/Speaker: Prof. Olena SAVCHENKO**

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*Title: Psycholinguistic approach to individual information retrieval from autobiographical memory*

*Abstract*

Autobiographical narrative is a result of individual cognitive processes, determined by frames (cognitive structures of individual experience), attitudes, and autobiographical memory. Evidence consistently suggests that autobiographical narrative consists of mental representation of declarative information, and represents consecutive life events in coherent chronological order (Chepelieva, 2013); expresses specific forms of human perception (Jameson, 1981), develops personality's self-conception (Caprara & Servone, 2000), indicates an individual experience (Brockmeier, 2015; Brockmeier & Harre, 1997; Chepelieva, 2014).

*The objective of the current research* is to examine individual information retrieval from autobiographical memory, applying psycholinguistic methods.

*Methods and procedure.* The study applies the narrative analysis of 91 individual protocols for identifying the main autobiographical narrative psycholinguistic indices with description of individual behavioral strategies during a problem-conflict situation. The study also introduces the marker of activated autobiographical memory (developed individual mnemonic activity), which at the same time captures information retrieval peculiarities. Factor Analysis, Principle Component Method, SPSS 24 assessed 11 generalized characteristics of autobiographical narratives in the university students' sample. These factors also aligned with individual information retrieval from autobiographical memory.

Current research results indicate that the level of autobiographical memory activation is associated with autobiographical narrative structure, notably the narrative completeness

and cohesion degree. Moreover, evidence consistently suggests that students use more complicated linguistic forms to describe and interpret the situation aligned with conflict or traumatic experience. This finding corroborates with previous results indicating the significance of mnemonic factors in individual retrieval information for autobiographical narrative.

The highly developed individual mnemonic activity makes a positive effect on cohesive description of the events and their causality (causal and explanatory styles); disclosing meaning and personal sense in the individual life story (the meaningful interpretation scheme), expressing various communication patterns (previous actions, responses, communicative styles). However, the highly developed individual mnemonic activity might have a poor impact on traumatic information retrieval, referring the individual to the traumatic experience, intrusions and flashbacks.

Present research results indicate:

- (i) Positive correlation between the level of individual mnemonic activity and developed self-conception (positive and negative personality traits awareness);
- (ii) Developed self-regulation style (ability for regulating emotions and actions);
- (iii) Reflecting ability in everyday life (self-study practices, self-testing and self-regulation, coping with anxiety);
- (iv) Performance oriented action level and using social support to cope with stress.

There are no correlations between the level of individual mnemonic activity and level of intelligence, cognitive, metacognitive and adaptive strategies, cognitive style of *reflection-impulsivity* and personal styles of avoiding activity and constructive-unconstructive reflection styles. One of the more significant findings to emerge from this study is that individual mnemonic activity is the main factor of individual retrieval of information from the autobiographical memory; and it is not associated with individual cognitive and metacognitive abilities.

Symposium 2

Organizer: L. ZASIEKINA

**Talk 2.10/Speaker: Dariia ZASIEKINA**

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*Title: Historical and Collective Traumatic Memory in Post-Racial Discourse*

*Abstract*

Toni Morrison's recent novel *God Help the Child* has revealed a definite hesitation whether we are living in a post-racial society or not. Whilst most reviewers of the book have only focused on childhood trauma and how it affects the grown-ups, their struggle and rejection in the American society, there are little studies on the issue of post-racial era, supposed to take place in the twenty-first century in America. Thus, a psycholinguistic analysis of historical and collective trauma in post-racial discourse based on Toni Morrison's novel is proposed. Despite the fact that *God Help the Child* comments about the present moment of our modern society, it is still echoing the past. The novel deeply represents the suffering of its protagonist Lula Ann, who is still experiencing mental and physical pain due to the past events in her childhood. After having a career, transforming her into an object of everyone's admiration, she felt liberated from her traumatic past as a child. However, through the novel we learn that apparently her wounds have not healed and still hurt. *God Help the Child* is Toni Morrison's eleventh novel, which takes place in today supposedly post-racial society and describes how it feels to be a black woman in the United States today. First, I will discuss 'color blindness' as a term characterizing the post-racial discourse. Secondly, as reflected in the writer's narrative, the examples of internalized racism verbal expression and how it affects black people in America nowadays following by the disastrous effects childhood trauma has on black people, are analyzed from psycholinguistic perspective.

**FIRST DAY – 3 JUNE 2021**

**Symposium 3 – Organizers: Prof. Natalia UFIMTSEVA & Prof. Irina MARKOVINA**

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*Title: Language-Consciousness-Culture: Interrelation and Methods of Psycholinguistic Research*

*Abstract*

The Russian psycholinguistic school views culture as a means to externalize ethnic consciousness. Language is another semiotic form of consciousness existence. Both culture and language unite people into one ethnic group and at the same time differentiate one ethnic group from another. Language objectifies consciousness images and arranges them into an ethnic linguistic image of the world. Via the language, it is possible “to gain access” to the ethnic consciousness and to reconstruct its somewhat incomplete equivalent which has been termed “language (verbal) consciousness”.

We would like to invite all interested researchers from all parts of the world to share their experience of investigating how language, culture and consciousness are related to each other, how they interact, and how linguistic, cultural and consciousness’s specificity affect intercultural communication.

Successful communication implies achieving mutual understanding between dialogue partners. The fact is that the problem of understanding is not limited to knowing the language. Based on (ethno) psycholinguistic approach (Russian psycholinguistic school),

the causes of misunderstanding lie beyond the language – one should seek them in the *culture*. In other words, incomplete congruence of consciousness images of people speaking different languages should be regarded as a major cause for intercultural misunderstanding.

We invite the symposium participants to discuss the methods they use to investigate culture specific consciousness images and to compare them cross-culturally. Russian psycholinguistics makes an extensive use of the so-called associative experiment (association test) to reconstruct the content of consciousness images. The participants will be informed on the results of our research and Mos to share their experience in the field.

It should be emphasized that the research approaches we encourage our participants to discuss aim at looking for effective ways to promote mutual understanding in the globalization setting which is still the ground for a lot of misunderstanding, disrespect and hostility. The applied linguistics research could contribute to developing effective ways to mutual respect, appreciation and understanding, and thus to establishing an effective intercultural dialogue.

Congress Session Theme: Language and cognition



Symposium 3

Organizers: N. UFIMTSEVA & I. MARKOVINA

**Talk 3.2/Speakers: Dr. Olga BALYASNIKOVA & Dr. Larisa ZHUKOVA**

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*Title: National language and ethnic identity: sociolinguistic and psycholinguistic research approaches*

*Abstract*

20<sup>th</sup>-21<sup>st</sup> centuries socio-political processes, such as ‘national revival’, sovereignization, integration and its most radical stage, globalization, are characterized by a significant inconsistency of the processes that cannot but affect the socio-cultural well-being of both individuals and entire communities.

The topic reflects on a number of modern humanitarian studies, which unify: (1) the relationship between speakers’ linguistic and ethnic identity national languages; (2) characteristic features of modern (co)existence of languages in multicultural regions; (3) conflict-genic trends in the situation of modern inter-lingual/intercultural interaction; (4) the role of state language policy in the multiculturalism and globalization context. In this regard, it is important identifying how linguistic and other processes affecting these languages speakers are connected, how the modern national languages speakers’ cultural identity is transformed and what consequences this may lead to.

Understanding the national language role as an identity criterion requires its consideration comparing individual countries and regions examples. Analyzing similar linguistic processes, we find general directions in which ethnic identity of

representatives of the European (Slavic, in particular) region and Russians as a population of part of this region is developing at the given historical moment.

We may can investigate these problems using a complex of sociolinguistic and psycholinguistic methods allowing conclusions about how the cultural and linguistic environment influence on the native language attitude as one of the criteria for human identity in the modern world. Their own specific character determines these methods use. On the one hand, there is an attitude to the mother tongue and other languages existing in the region. Being usually motivated, the researcher can revealed it using sociolinguistic methods like survey, interview, observations, source analysis, etc. identifying an everyday meta-consciousness reflection. On the other hand, there is a self-identity sense, including one through the medium of the national language, as a fact of linguistic consciousness. We can express it in a special meaningful filling of the native (and alien) language images and ethnic groups' related standard images. The integrated approach value is seen in the fact that it allows one to obtain both conscious (reflexive) and unconscious knowledge which largely determines person's behavior, attitude to the environment, value orientations, etc. We can obtain the indicated data from the results of sociolinguistic surveys and psycholinguistic experiments conducted in native and non-native languages. Such material analysis allows one to identify the ideas that determine the attitude of modern native speakers to their native or non-native language as the most important criterion for ethnic identity.

Symposium 3

*Organizers:* N. UFIMTSEVA & I. MARKOVINA

**Talk 3.3/Speaker: Prof. Nina Leonidovna CHULKINA**

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*Title: Russians, Yakuts and Buryats' language consciousness: moral and ethical regulators*

*Abstract*

In the era of instability of axiological guidelines, it becomes especially important to define for yourself and for other basic "truths of everyday life", that is, those regulations of everyday behavior in the main spheres of human life (at home, in the family, at work, in free time), which allow representatives of different social and ethnic groups to coexist without conflict. In today's linguo-socio-cultural situation, the representations of carriers of different cultures and subcultures about these important moral, ethical and value concepts undergo significant changes, they are often "blurred" or distorted. Such situation contains in itself in hidden or explicit the form of opportunity arise conflicts motley level, which can be avoid or significantly mitigate, armed with concrete knowledge about images consciousness representatives different ethnic groups, forming around such key morally-ethical concepts, as: poorly(плохо), cannot be(нельзя)/can be(можно), correctly(правильно), need to (надо), justice(справедливость), debt(долг), respect(уважение), shame(стыд), conscience(совесть).

All this allows us to speak about the relevance of the research presented in the report. This report is devoted to the reconstruction (with the help of associative experiment) and analysis of fragments of everyday language consciousness of Russians, Buryats and Yakuts living compactly in the Northern regions of the Russian Federation. These fragments of everyday language consciousness are represented in associative fields and

semantic gestalts of words-stimuli built on their basis, which we call moral and ethical regulators of everyday behaviour.

The presentation accompanying the report presents parametric data obtained in the associative experiment and presented in the form of associative gestalts.

On the basis of these data, a cognitive interpretation is given, which allows to reveal similarities and differences in the content of images of consciousness of Russians, Buryats and Yakuts, their mutual influence.

Symposium 3

*Organizers:* N. UFIMTSEVA & I. MARKOVINA

**Talk 3.4/Speaker: Sofya\_EVDOKIMOVA (Postgraduate student)**

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*Title: Active language variation and the associative-verbal network model*

*Abstract*

Language change is a language process induced by intra- and extralinguistic factors. It proceeds inevitably in a system of any language. In order to discover and verify the fact of a linguistic change, a researcher must adopt a diachronic approach. However, a linguist has a possibility to note potential language changes which are likely to emerge. In other words, scientists may apply a synchronic approach to studies devoted to language changes by investigating into language variation – capacity of the language to create rival interchangeable variants on all levels of the language. It is known that coexisting of variants over time may result in displacing a stable linguistic item (phoneme, morpheme, lexeme, syntactic structure) by a more active variant.

It is common to conduct a research on language variation on the basis of the idiolect of a certain writer, written and oral texts of a particular style or dialect. It is frequency and stability that are obviously taken into account when a researcher elicits variants. However, consideration must be given to a context as it affects the choice of the variant and characteristics mentioned. Thus processing of such materials requires establishing of the correlation between the variant and the type of the text, its topic and author etc. Furthermore, linguists often deal with edited texts, hence the effect of spontaneity is excluded, so some of the variants are expected to be neutralized.

Our proposal consists in investigating into language variation should be done on the basis of an associative-verbal network model as it provides the scientists with actual material that is not influenced by the context. Linguists still need to consider such characteristics of the respondents as age, education, region of residence etc. Examining materials of Russian regional database, namely collected in Siberian and Far Eastern regions (the respondents have been students of these regions), we have elicited some variables. For instance, one of the selected variables turned out to be an abstract noun derived from an adjective that refers to an abstract feature or state. Such a noun which is considered to be a stable linguistic item in Russian morphology meets a rival with the suffix *-ost-* that is used to form abstract nouns in Russian. In some cases such variants are likely to be identified as accidental. We have detected a derivation couple (*silnyi*→*silnost*) in which the respondent must have derived a noun (*silnost*) from an adjective (*silnyi*). Normally according to the standard Russian morphology such adjectives are derived from the nouns with the suffix *-n-* (*sila*→*silnyi*). As for another couple of variants (*postoianstvo/postoiannost*), both variants are given in the adjectival entry of the monolingual dictionary (*postoiannyi*), hence we deal with an already existing variable reflected in lexicographic sources. We have discovered other variants which confirm to the very possibility of tracing active variation on the associative-verbal network model.

*This work was supported by the Ministry of Education and Science of Russian Federation (the grant № 2019-220-07-7470, Kulturnye universalii verbalnykh traditsii narodov Sibiri i Dalnego Vostoka: folklor, literatura, iazyk).*

Symposium 3

Organizers: N. UFIMTSEVA & I. MARKOVINA

**Talk 3.5/Speaker: Prof. Svetlana IONOVA**

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*Title: Free verbal self-report method for subjective sphere of consciousness research*

*Abstract*

Approaches to the study of subjective feelings have an obvious linguistic basis: since verbalization is the most accessible way for a person to objectify the sphere of his own feelings. The possibility of using verbal self-reports (verbal report, verbal self-report) when studying the subjective experience of subjects is debatable.

Its presenting in a free or structured form using natural language (the technique of free or structured verbal reporting) has long been considered an unreliable way to exteriorize knowledge about the subjective sphere of a person. However, the methods of differential semantic scaling used in psycholinguistics, psychology, sociology, neuro-linguistics inevitably led to language and introspective verbal report of respondents on the recent experience, experienced sensory sensations or emotions (think-aloud verbal report).

It is impossible to "impose" ready-made formulas and conceptual system of the researcher on the Respondent when studying the subjective sphere of a person. He must give his own assessment of sensations, identify the most significant reactions relevant for the objectification of subjective sensations.

This approach has been tested in the linguistics of emotions. Verbal data of self-reports are actively used to identify the hidden and implicit content and interpretation of internal sensations, along with the analysis of signs of the language of emotions, behavioral data

(and their expression in cries, exclamations and other direct speech reactions) and physiological data (description of symptomatic manifestations). In linguistics, the categorization of emotions in the lexical-semantic system of the language is carried out, different ways of their verbalization are identified: nomination, description, expression, the types of contextual conditions for the interpretation of data on the expressed subjective experiences are revealed. Indirect ways of reflection of emotions, including a metaphorical way of representing subjective experiences, an indication of a typologized situation in which an emotional phenomenon occurs, a comparison of this emotional phenomenon with another phenomenon similar to it, familiar to others, were linguistically substantiated. The results of these studies show the possibility of adequate verbal objectification of the phenomena of the inner sphere of man and the availability of scientifically based approaches to the interpretation of verbal data. To reduce the level of subjectivity of interpretation, methods of Protocol analysis, verbal analysis, conversational analysis, elements of semantic and content analysis, methods of quantitative calculations are used.

The linguistic basis of the method of verbal self-reports makes it necessary to take into account the language code and the specifics of the conversation about subjective feelings in different cultures. The report will demonstrate ways to encode tactile sensations and accompanying emotions in a free verbal self-report of representatives of different linguistic cultures (86 female respondents from 18 to 59 years of age from three countries). Control over the unity of presentation of tactile stimuli in the study was carried out by a robotic installation of rotary tactile stimulation manufactured by Dancer Design (St. Helen, Merseyside, England, UK). Some universal and ethnic specific ways of encoding information about subjective feelings are highlighted.



Symposium 3

*Organizers:* N. UFIMTSEVA & I. MARKOVINA

**Talk 3.6/Speakers:** Prof. Elena Vladmirovna KHARCHENKO, Prof. Elena DORONINA & Dr. Yuliya KAZAKOVA

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*Title: Perception and Interpretation of Text in a Multicultural Environment*

*Abstract*

With the increase in the cases of intercultural interaction, and with the transition to communication through a variety of technical means (gadgets), the percentage of written texts in cross-cultural communication has increased. In the abstract, particular attention will be paid to the analysis of a literary text.

Textual analysis has a long history, the first cases being associated with the attempts to interpret religious texts. This led to the emergence of such scientific areas as hermeneutics and philology. Traditional approach to the literary text study involves the consideration of the influence of the time of its creation and the biography of the writer. In our study, we use a psycholinguistic approach to the literary text study in which the text is viewed as a special phenomenon, an image of the world that reflects the specifics of a particular linguistic culture. In this case, the category of linguistic consciousness comes to the fore (i.e. ‘a language-mediated image of the world of a particular culture’ (N.V. Ufimtseva), with linguistic, stylistic, and other characteristics of the text moving to the background.

The aim of the study is to identify the ethnocultural specifics of the perception and interpretation of texts by representatives of different cultures. The object of the study is text as a system of signs reflecting ethnocultural specificity, the perception and interpretation of which is closely related to the recipient's particular linguistic culture. The subject of the study is features of the perception and interpretation of the text by representatives of different cultures. To understand this problem, we studied the works of the researchers from various scientific fields (hermeneutics, psychology, cultural studies, linguistics, and psycholinguistics) who in some way influenced the study of perception, understanding, and interpretation of texts (M.M. Bakhtin, V.V. Vinogradov, I.R. Galperin, Yu.M. Lotman, I.Yu. Markovina, G.G. Slyshkin, Yu.A. Sorokin, E.F. Tarasov, N.V. Ufimtseva).

Our presentation will show the results of our studies which are aimed at identifying the role of linguistic culture in the perception and interpretation of text.

Of particular interest is film text which we consider the most striking reflection of national consciousness. The report will provide a comparative analysis of the perception of film text by representatives of different cultures. We will demonstrate the similarities and the differences in the mental representations of the text. The study will examine the perception of the ideological and thematic content of the film text "Legend 17".

Symposium 3

*Organizers:* N. UFIMTSEVA & I. MARKOVINA

**Talk 3.7/Speakers:** Prof. Istvan LENART, Prof. Orsolya ENDRODY, Prof. Irina MARKOVINA & Adilya MAKHMUTOVA (Junior lecturer)

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*Title: Devil or angel: investigating Russian and Hungarian pre-schoolers' verbal consciousness*

*Abstract*

A novice approach of investigating children's verbal consciousness and conception of childhood from a cross-cultural, interdisciplinary perspective is introduced in this paper. Aimed at comparing lexical and associative characteristics of pre-schoolers and elementary school students in the Russian Federation and Hungary, a Hungarian-Russian joint research team applied the *association experiment*, a substantial instrument developed by the Moscow School of Thought of Psycholinguistics as the principal research method.

The investigation combined the knowledge and expertise of psycholinguists and of childhood researchers in order to gain an insight to children's viewpoint about themselves, their first and second social circles and their daily lives. The research was performed in a questionnaire-based form, with 100-100 respondents from each country, using 10 stimulus words and the shoulder-to-shoulder approach. The study was conducted in Russia and Hungary in 2018/2019, relying on the same methodology. Two age-groups were investigated: 4-5-year-old pre-school children and 10-12-year-old elementary school students.

The obtained data is contrasted with existing associative dictionaries. According to the authors' hypothesis, the common features in mental images can be regarded as characteristics of the world image of this age group irrespective of its cultural belonging. Research results displayed both universalistic and culture-specific features of Hungarian and Russian children's verbal consciousness. As a universalistic feature, *family* is seen in both respondent groups as represented by the *mother* in first place, followed by the *father*, while main characteristics of a family in both samples were *kindness* and being *good*, however Russian children mentioned *grandma* as member of their family more than their Hungarian counterparts. Respondents from both countries associated the verb *love* to family in first place. A significant amount of culture- and language-bound items were identified in the research, moreover, the effects of globalization were revealed as well through objects and notions of modern technology including tablets, cartoons, brand names etc.

The selection of the 10 stimulus words and their investigation with a combination of the association experiment developed by the Moscow School of Thought of Psycholinguistics and a pedagogical approach assisted the researchers to better map and compare Hungarian and Russian pre-schoolers' perception of themselves and of the outside world. Since the experiment is a classic example of an interdisciplinary collaboration children were interviewed during free-play, which is the most relaxed activity of this age group having chance to elaborate their experiences liberately.

Symposium 3

*Organizers:* N. UFIMTSEVA & I. MARKOVINA

**Talk 3.8/Speaker: Prof. Angelina MOISEEVA**

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*Title: Language consciousness research based on glamour magazine texts*

*Abstract*

The topicality of the glamour magazine text study that is a generally available and high-demand information source, covering modern life style, the latest fashions and trends, showcasing healthy and comfortable way of life, arises from its social cultural and psycholinguistic characteristics – its manipulative potential in particular.

In our opinion, the topicality of the given study is also connected with the disclosure and analysis of verbal and cogitative processes various forms, in particular, evaluative cogitation that shows itself in the process of glamour magazine text comprehension and interpretation as a special speech product type from the psycholinguistics view point.

In order to display the characteristic features of glamour magazine text comprehension namely text comprehension individual reactions and strategies by a recipient, we conducted a psycholinguistic research based on the “counter text” formation method invented by A.I. Novikov.

In the course of recipients’ verbalized reactions to the text-stimulus analysis, we tried to unravel the comprehension process characteristic features of the given text type. Individual recipients’ reactions being the tool for the linguistic consciousness research represent an opportunity to reveal the comprehension and interpretation process of the message in the form easily accessible for the researcher.

The conducted experiment results display the evaluative reactions clear-cut superiority owing from our viewpoint to such the text-stimulus characteristics as emotionality and subjective modality in particular.

Thereby among the most frequent reaction types are direct evaluation reactions, negative character implicit evaluation, positive character implicit evaluation and ironical evaluation.

The recipients' "Counter texts" also contain personal information about the recipients' individual psychological features, social status, emotional state that is embodied in a newly discovered reaction type which we called "reference to personal experience".

Symposium 3

*Organizers:* N. UFIMTSEVA & I. MARKOVINA

**Talk 3.9/Speaker: Dr. Tatiana NIKAEVA**

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*Title: Ethnic identity and self-perception in the linguistic consciousness*

*Abstract*

Both an entire nation and an individual self-perception (auto-stereotype) consists of many components. Different factors influence the auto-stereotype formation of a linguistic identity: from the name given to children after birth to mastering native language and culture through which they acquire world knowledge and socialize. Ethnic identity, as well as the cultural, social and psychological ones, engages establishing the self-perception, thus influencing the contents of almost all linguistic consciousness images.

The auto-stereotype attitudes are mostly formed if there is opposition. I form my self-perception as there is the perception of “other” or “alien”. According to the researchers, the characteristics assigned to others indirectly reflect the features of one’s own group, as other peoples are perceived through comparing with your own one.

Ethnic identity engages the accomplishment of the structure-forming and ethno-differentiating auto-stereotype functions, significant for the self-identity of both an individual and an ethnos. Communication language is one of the most important ethno-integrating features: if one speaks your language, s/he is “yours”. Although most individuals have monoethnic identity, corresponding to their “real” ethnos, the research shows that in the modern society a considerable number of people do not speak their native language, but still say they belong to their native (ethnically) culture. They also do not deny their affiliation with the culture that they have mastered together with other

people's language. We are referring not only to children from mixed marriages but also to the people who live in the multiethnic society. This points to the fact that a complete cultural assimilation does not always occur at mastering a non-native (ethnically) language and thus, "bicultural" identity is typical not only for bilingual people.

For the individuals with a "bicultural" identity, the self-identification degree with one ethnic group may also differ from the identification degree with the other one, as the respondents write, for example: "closer to Russian ethnicity" or "closer to Yakut ethnicity". This situation can now be observed in many Russian Federation national republics.

Psycholinguistics widely uses various methods to identify consciousness images contents, to study qualities attributed by the linguistic personality to "one's self" and his/her ethnic group members, and to determine ethnic identity. Such methods include associative experiment and semantic differential.

With the help of a series of psycholinguistic experiments, we were able to find out that ethnic identity has a programming character and affects the self-perception contents in the linguistic consciousness of an individual and an ethnic group. A positive ethnic identity, manifested by intra-group favoritism, determines the ethnic group positive self-esteem. A negative ethnic identity leads to other groups' preference as the reference ones.



Symposium 3

*Organizers:* N. UFIMTSEVA & I. MARKOVINA

**Talk 3.10/Speaker: Prof. Maria PILGUN**

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*Title: Associative network in digital content: neural network approach*

*Abstract*

Psycholinguistic methods are actively adapting to new technologies: for structuring and searching information, building and expanding semantic networks, as well as for analyzing Big Data, in particular, social media content (see Lérique, Roth, 2018; Ekmekci, Sahin, Gulacar, Almus 2018; Vivas, Manoiloff, García, Lizarralde, Vivas 2019 and others).

In various practices, paradigms of word associations (WA) are widely used. The universality of tests and experiments based on word associations is confirmed by their long successful history: from the first associative experiments (Galton, 1880) to their use for search queries, creating databases and image classifications, and neural network technologies (Pejtersen 1991; Ornager 1997; Medford 1997; Kharlamov, Le 2017 and others.). The norms of free association are among those in high demand in cognitive studies.

The development of automatic text analysis has led to increased use of the capabilities of associations. In particular, neural network technologies derive the topic structure of the message as a topic tree with identification of a coherent hierarchical structure: root topic, sub-topics, sub-subtopics, etc. in contrast to topic modeling, in the process of which it is only possible to select a set of individual topics. (Hofmann 1999; Kharlamov, Le 2017; Kharlamov 2017 and others).

*Goals*

- to determine the potential of using the TextAnalyst technology for psycholinguistic research;
- analysis of the associative network in digital content.

#### *Data*

The material for the study was the database of social networks Vkontakte and Twitter (August-September 2019):

- Posts: 93 053;
- Authors: 21 816;
- Involvement: 127 249;
- Audience: 4 446 912.

#### *Tools*

- TextAnalyst 2.0.
- Automap.
- Gephi (algorithm Force Atlas 2).
- Tableau.

#### *Conclusion*

The neural network approach implemented in the TextAnalyst technology made it possible to use the potential of associative links in the text at several levels: to reveal explicit information at the level of the semantic network and to reveal implicit information using associative search. This type of automatic text analysis made it possible to determine objective information expressed by verbal means: the topic structure of the text as the external outline of the narration, and the semantic structure as the semantic basis of the text containing the objective information worded by the author. Meanwhile, the associative search revealed lexical associations that indicate the author's evaluation paradigm and intentions and lead to some conclusions about the subtextual information and connotative meanings embedded in the text.

Symposium 3

*Organizers:* N. UFIMTSEVA & I. MARKOVINA

**Talk 3.11/Speakers: Prof. Tatiana ROMANOVA & Maria TOVKES (PhD student)**

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*Title: Image Dominants of a Woman Politician in the Language Consciousness of Twitter Users*

*Abstract*

The present study is devoted to the issues related to the ambiguous perception of women with high political status in different cultures. The reason for the study is the Presidential elections in the United States (2016) and Russia (2018), where women were registered as candidates.

The object of the research is tweets, as today interactive forms of electronic communication have become platforms to discuss socially significant issues.

The authors aim to identify the dominant stereotypical psychotypic, psychological and social characteristics of the modern image of a woman politician through the language reactions of the Russian-speaking and English-speaking segments of Twitter in order to compare the degree of gender asymmetry or gender equality in the language consciousness of different cultures.

The sample includes 9327 tweets with the following keywords, which were published from 09.02.2016 to 31.12.2018:

- for the Russian-speaking segment: *женщина премьер-министр, женщина-депутат, женщина-кандидат, женщина-политик, женщина-президент, женщина-премьер* (282 tweets analyzed);

- for the English-speaking segment: *female candidate, female deputy, female politician, female president, female prime minister; woman candidate, woman deputy, woman politician, woman president, woman prime minister* (1,000 tweets with the female keyword group, 1,000 tweets with the woman keyword group analyzed).

The communicative space of Twitter is a complex phenomenon, so that complex methods of analysis are required. The research methodology combines methods of applied psycholinguistics (psychotyping, sociotyping), linguistic methods (lexico-semantic, stylistic analyses) and methods of corpus and computational linguistics (frequency analysis, concordance analysis, graph construction method). The used software is Gephi, Python, Sketch Engine.

The results of the study showed that in the Russian-speaking segment of Twitter the most frequently used keyword is *женщина-политик* (83 tweets; 0.9%), while in the English-speaking segment – *female president* (3580 tweets; 38.38%), *woman president* (2811 tweets; 30.14%). This fact means that the question of whether a woman can run the state is the most discussed one on Twitter. However, the discussion involvement in the English-speaking segment is much higher.

In both segments of Twitter the most frequent linguistic means are those marking factual information (nomination, position, nationality). Bloggers evaluate appearance, character qualities, fame of a female politician mainly using a positive connotation. It indicates that bloggers allow and approve the participation of particular women in politics.

Russian-speaking users highlight personality qualities (intelligence, strength, decision-making, responsibility etc.). English-speaking users positively evaluate not only personality qualities, but also high professionalism. This fact indicates the difference in cultures. In Russian-speaking culture the emphasis is on the woman politician's traces of character, while in English-speaking culture – on professionalism and effectiveness.

In both segments of Twitter traditional gender stereotypes are preserved: the image of a female politician is «masculinized». Gender equality is implicitly understood as the unification or assimilation of the male norm, which leads to violation of the right to feminine individuality.

Symposium 3

*Organizers:* N. UFIMTSEVA & I. MARKOVINA

**Talk 3.12/Speaker: Prof. Irena KHOKHOLOVA**

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*Title: Languages in the North: multilingualism, constants and changes*

*Abstract*

Today there is a need to study and determine the systematic image of the world, studying the language competence in the context of globalization and urbanization for further researching bilingualism, multilingualism and relations among ethnic people features and problems. This is the case of the Northern peoples living in the Republic of Sakha (Yakutia), one of the biggest and multicultural Russian region. According to some authors, they consider bilingualism as an indicator of the biculturalism of an individual or a nation. Indeed, people with a bi-ethnic identity are able, while recognizing cultural differences, to acquire the riches of another culture without compromising the values of their own. However, biculturalism is possible only under the condition of complete, 'pure' bilingualism, that is, when an individual or a nation is competent in both the native and the second language. Incomplete bilingualism cannot be an indicator of biculturalism, but on the contrary, it is a sign of marginality and assimilation processes. This type of bilingualism is characteristic of today's youth, especially those living in urban environments. External (history, cultural relationships, urbanization) and internal factors (internal language changes) can cause incomplete bilingualism. We should note that today young people in everyday life resort to foreign language, slang and sometimes to obscene words, often peculiar to bilinguals. Therefore, there is a rather serious problem: ignorance of the fullness of both native and Russian languages, most likely, can lead to the loss of a language with a lower status. Today, urban schoolchildren with ethnic Yakut parents often do not speak their native language. This is fraught with the fact that these young

people in the next 30 years will be the society of the Republic. The urban part of the population prevails over the rural. The fact that they choose Russian as a spoken language with their family and friends may cause the inability to speak their native language. The gadgets influence on the language choice, in which contents of Internet social networks and YouTube channel and others presented in languages with a higher status can as well cause the inability to speak their native language. The situation today with the native language of indigenous people is at a critical level. If we do not take action on the language preservation today, there will be disastrous consequences leading to the languages and cultures of indigenous people loss in general.

Congress Session Theme: Bilingualism and multilingualism

**Symposium 4 – Organizers: Dr. Otilia Lizete de Oliveira Martins HEINIG & Cátia de AZEVEDO FRONZA**

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*Title: Primary School education: writing and reading challenges and perspectives*

*Abstract*

One of applied psycholinguistics subdivisions “aims at, as the name implies, applying psycholinguistic research findings to problem solving in related fields: Translation, communication disorders, first language and early literacy teaching and literary texts analysis.” (Scliar-Cabral, 1991, p. 151). Among the mentioned fields, reading-writing teaching is the main topic of this symposium. According to the mentioned author, although psycholinguistics does not have the power for solving all illiteracy problems, it can contribute for reducing school failure through applying language sciences theoretical advances to early literacy teaching methodology. One way to achieve this goal is by training educators, who work both with early childhood education and with primary school first cycle, because they assume developing skills responsibility required for reading and writing processes. In addition, it is also psycholinguists’ responsibility “making a permanent critique of didactic materials, school curricula and, as far as possible, collaborating in their elaboration” (op cit., 152). Accordingly, this symposium intends to discuss how Applied Psycholinguistic can contribute to the development of reading and writing at school. We are interested in practices and reflections about how are languages taught and learnt, examining literacy methodologies and practices in different Elementary School levels. Researches and findings on relationships between the teaching and learning of reading and writing are welcome to this symposium.

Congress Session Theme: (Speech comprehension and production). Reading and writing

Symposium 4

Organizers: O. L. O. M. HEINIG & C. A. Fronza

**Talk 4.1/Speakers: Prof. Sabrina Cecília Moraes BASTOS & Prof. Cátia de Azevedo FRONZA**

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*Title: Adolescents in a socio-educational context: Improving reading comprehension strategies*

*Abstract*

Reading skills developed in the early years, although basic, are insufficient to ensure success in the most challenging comprehension tasks that adolescents face. The development of adolescent readers requires greater attention, as some do not yet read words accurately, fluently and automatically, and this can be a hindrance to learning in general, as expected to read longer texts at this stage, with complex vocabulary. (GOLDMAN; SNOW, 2015). In the light of this reality, in this paper, we present strategies for improving reading comprehension of adolescents in the 6th grade of elementary school, in compliance of socio-educative measure, who have a significant age-grade gap, have been out of school for at least two years, and originate from contexts of violence and social vulnerability, as observed in Bastos (2019). We developed strategies for reading development skills presented in this paper, within the research project ‘New meanings for elementary school students in the context of socio-education: languages for autonomy and citizenship’, whose aim is ‘implementing a teaching methodology capable of stimulate autonomy, protagonism as well as motivating the sense of youthful citizenship at a school socio-educational context. We use languages for



permeating pedagogical practices in different areas of knowledge and their respective curricular components'. It is an action research approach in the context of a school inserted in a socio-educational care unit. *Fundação Itaú Social*, in partnership with *Fundação Carlos Chagas* give financial support for its development. In Brazil, socio-educational measures are legal measures, with pedagogical purpose, applied to adolescents who engage in the practice of infractions. The denomination of socio-educational measures considers the peculiar condition of the adolescent as a developing person, considering the constitutional definitions, because 'instead of punishment, it assigns punishment a predominantly educational character'. (CRAIDY, 2012, p. 49). We draw attention to the specificity of this context and the indication that such adolescents need a proposal appropriate to their reality. We understand that the identification and implementation of reading strategies with these students will lead to advances in all areas of knowledge, helping to (re)signify the school and their daily lives.

**Keywords:** Adolescent literacy. Reading comprehension. Adolescent in socio-educational measure.

Symposium 4

*Organizers:* O. L. O. M. HEINIG & C. A. Fronza

**Talk 4.2/Speakers: Prof. Larysa KALMYKOVA, Prof. Nataliia KHARCHENKO & Prof. Inna MYSAN**

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*Title: Reflection in the child's speech development*

*Abstract*

We consider reflection as looking at person's former, current or intended future actions and behaviors and related feelings. That is why a sufficiently developed reflection is associated with such features as arbitrariness, intention, awareness. However, it can also occur spontaneously: involuntarily, unintentionally, unconsciously, especially at the initial levels of awareness (unconscious control, unawareness (Leontiev, 2003).

The child's reflection upon a language is a process of spontaneous native language-comprehension and cognition. Thinking over his/her own language, its state compared to the other speakers' language; empirical self-analysis and self-control over an individual language, the ability to focus on selecting language means, understanding how people around perceive and evaluate the language means he/she uses from the standard norm point of view. Child's reflection on language directly relates to its involuntary reification.

The conducted experiential research evidenced that linguistic reflection emerges at the *preschool* age (3 years). As a rule, it is spontaneous and situational, manifested as a

metalinguistic ability, due to the intensive language mastering at this age and the rapid development of speech communication.

Among the main prerequisites for the emergence and manifestation of preschoolers' metalinguistic abilities is their involuntary observation of speech and speech practice that results in changing receptive *language* abilities to verbal or expressive, in forming first empirical language differentiations, articulations and unconscious generalizations. Another important prerequisite is the general genetic changes occurring in children's cognitive, emotional and volitional spheres.

4-5-year-old *children* typically involuntarily observe their own utterances and those of their peers and can judge the language components of speech, revealed in communication acts, spontaneous monitoring and evaluative actions. For instance:

- 1) They notice and correct phonetic, grammatical and (in some cases) stylistic mistakes;
- 2) They alternate their speech in the process of communication;
- 3) They change the content and intonation of the monologue according to their role in the role play (they speak like doctors, drivers, sales assistants, teachers, etc.) or depending on the interlocutor's age and status (orientate and select the language means in a specific situation of communication);
- 4) They perform, making up creative stories and try to imitate the language of heroes from favorite fairy tales or children's books;
- 5) They simplify lexical and grammatical means when communicating with younger children;
- 6) 4-5 year-old preschoolers summon up how they pronounced certain words when they were younger;
- 7) They identify new words in adults' speech (which do not evince their age-related semantic development), learning their meaning.

The given and similar examples of linguistic metaprocesses occur at the level of unconscious control and unintentional, involuntary, unconscious and situational regulation of the speech.

Symposium 4

*Organizers:* O. L. O. M. HEINIG & C. A. Fronza

**Talk 4.3/Speaker: Prof. Jasňa PACOVSKÁ**

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*Title: Understanding from the Viewpoint of Communication at School*

*Abstract*

This paper focuses on the conceptualisation of understanding. It follows the ideas with which understanding connects in interpersonal communication, with a special emphasis on the approach to understanding in communication at school. We based this narrowing upon the conception of pedagogic communication as elaborated in academic sources, and the evaluation of pedagogic communication from pupils and students.

The text uses as its basis the assumption that understanding that goes beyond the boundaries of comprehension, is necessary for successful communication. Comprehension is orientated mainly towards the content of what we communicate; its substance is the informative aspect of communication. Understanding is concerned especially with the intentions and communication motivation: it significantly ties to the personalities of participants. Participants of communication focus on the aspect of values, which embeds in connotations, they are also devoid of manipulative tendencies and misusing their power and rank. A part of understanding is empathy.

The ambition of this paper is to reveal what meanings are attached to the concept “understanding” in two sources of data whose analysis will constitute the basis of the present research: academic texts and empiric data. Even though academic texts anchor in the interdisciplinary field, orientation towards pedagogy and psychology is prevalent in them. The respondents in the research are elementary school pupils, grammar school pupils and university students. The basis of the analyses of texts and of the interpretation

of empiric data is the cognitive approach to meaning whose essence is finding connotations.

We expect that the research will reveal conceptualisation of understanding and empathy in the Czech language, and at the same time, it will show whether or not Czech teachers attempt to understand pupils and students, and whether or not they express empathy. Such findings also suggest that we may use cognitive approach towards language in teaching.

Symposium 4

*Organizers:* O. L. O. M. HEINIG & C. A. Fronza

**Talk 4.4/Speaker: Prof. Natalia PESHKOVA**

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*Title: Linguistic Landscape as a Means of Verbal Impact and Manipulation*

*Abstract*

The present paper is devoted to the psycholinguistic study of the linguistic landscape of a poly-ethnic city based on the “urban text” of Ufa, the capital of the Republic Bashkortostan. We should note that the linguistic landscape of Ufa, considered as a kind of a hypertext, is interactive, precedential, specially structured and unlimited.

Our experimental investigation included such tasks as:

- (i) To reveal some verbal responses accompanying perception and interpretation of a creolized urban text by the participants of the experiment with the purpose of constructing the model of perception of linguistic landscape;
- (ii) To investigate the language consciousness of the youth community of our city by analyzing their verbal reactions and revealing the participants’ attitude to the problems of globalization and national self-identification, the cultural values of the pre-revolutionary and the soviet periods in the city history;
- (iii) To make explicit some implicit aspects of verbal impact of the linguistic landscape in a poly-ethnic city.

We should emphasize the fact that the present investigation considers psycholinguistic aspects of the problems formulated above, based on the notion of an “active” addressee and on the idea that the perception of any text-type is an active process of generating an

“internal text” and a “counter text” in the recipient’s consciousness. The “internal text” in the form of recipients’ verbal responses is considered as an “on-line interaction” between a recipient’s language consciousness and the text content or the text author, exactly, linguistic landscape content in this case. Then, we consider the “counter text” as an addressee response to the verbal impact of the author.

The results of our analysis proves that some specific aspects of the linguistic landscape perception demonstrated by the participants of our experiments reflect the processes of cross-cultural communication typical to the poly-ethnic society of Ufa and some dynamic changes in the verbal consciousness of the bearers of different regional languages, Bashkir, Tatar and Russian. At the same time, we could observe certain stability in the basic ethno-cultural values.

We should also mention that considering some problems of the verbal impact theory from psycholinguistic viewpoint in the present paper gives us the possibility to conclude the following.

Namely, we assume that we must carefully plan and implement under specific conditions of the poly-ethnic environment some challenges of the “urban hypertext”. We could mention among them some special means used with the purpose:

- (i) To draw and to keep the addressee attention by certain language combination and specific language ordering;
- (ii) To model the addressee’s aim at successful perception;
- (iii) To direct the addressee in different situations typical to the poly-ethnic environment, both of verbal and non-verbal character.

We consider many of these means as explicit and implicit verbal impact and even manipulation, in a number of cases. Such manipulation could result in verbal and non-verbal conflicts in a poly-ethnic city environment, sometimes prevented by purely linguistic and psycholinguistic means, used in a proper way.

Symposium 4

*Organizers:* O. L. O. M. HEINIG & C. A. Fronza

**Talk 4.5/Speaker: Dr. Otilia Lizete de Oliveira Martins HEINIG**

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*Title:* Teacher education for improving students' narratives production

*Abstract*

Working with narratives production in the classroom is the main topic of this presentation. It aims at discussing the teacher's education for texts teaching and learning covered by the narrative axis, which belongs to the Blumenau Regional (FURB), Brazil, Language Degree Subproject, for the period 2011-2013. Narratives are analysed according to Stein and Glenn's (1979) and Scliar-Cabral and Grimm-Cabral's (1984) psycholinguistic models, which give teachers theoretical and methodological support for collecting and analysing data and, consequently, elaborating didactic material. We applied the experiment for eliciting narratives to students belonging to three primary school. The analysed material guided the teacher's actions in the classroom. We did evaluations and new diagnoses at the end of each school year. Narratives collected before narrative improvement intervention showed that the scenario and characters presentation, written with common opening linguistic expressions, preceding the problem and the resolution, but there was no explanation about how was the problem solved. Teachers' intervention altered the first collected data results: teachers understood that a complete narrative analysis allowed them knowing the main student's problems, helping them to find its solutions, which requires an annual planning, intervening with each students' group and helping them to reflect on the way they organize their narratives.



## **Workshop 5 – Prof. Yuliya Mikhailivna KRYLOVA-GREK**

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*Title: Mass media as a factor influencing the concepts semantic field*

### *Abstract*

The given study focuses on the media influence on the worldview representation determined by the audience-induced changes in the semantic field of a concept. Lev Vygotsky's cultural-historical theory and Marshall McLuhan's media theory are theoretical foundations for conducting research in this area. We applied McLuhan's idea about the significant media effect on people and society to consider the mass media influence on changing the concepts in the entire view of the world in human's mind.

Mass media has impact on the higher psychological functions, based on archetypes, mental characteristics, cultural traditions and historical experience, media draws audience's attention to certain topics and events thus causing changes in the existed meanings of concepts or constructing new ones. According to Lev Vygotsky, this is a way the mass media culture creates new patterns and modifies the activity of psychological functions.

We conducted a three-stage study to determine the way media content affects changes in the concept meaning by analysing the multidimensional concept "conflict" as an example. We can treat conflict as the clash of power against power or as a category of social behaviour. We can apprehend it as a potentiality, a situation, a manifestation, an event or a process. We exploited free listing, data collection and analysis methods as diagnostic instruments and conducted the survey among 88 students of the State University of Telecommunication (Kyiv, Ukraine).

At the first stage, the students filled out a questionnaire with the words came to mind when they thought about conflict in descending order. The two-day second stage comprised watching videos, depicting conflict as a high-priority political ad international issue. At the third stage, we asked the students to write down their personal responses to stimulus word "conflict" in descending order.

The results of the experiment demonstrate a slight change in the word order in the associative array and the emergence of new associative responses due to the impact on students' emotional sphere. The words related to aggression, violence, humiliation and senselessness of the conflict took the first positions. However, the words related to interfamily relations, personal life and communication as a tool for conflict resolution disappeared from the list.

Thus, it makes possible to conclude that only a few classes are able to cause a partial change in the semantic field. We described similar examples in author's previous publications. Several experiential studies showed the following. Even after a week of intense media impact, a tested subject admitted the significant change in his point of view on the current events.

The experiment undoubtedly evinces the tremendous influence of the mass media content. It affects a person's worldview and meanings of already familiar concepts and notions and forms new ones. The obtained results give grounds for further quantitative researches to scrutinize the media impact on the audience's worldview.

The study of the given issue is fundamental for understanding social processes in up-to-date society, as well as for surveying possible event development by media content analysis.

Congress Session Theme: Psycholinguistics perspective of Mass Media (MM).  
Ethical/negative effects of MM communication

## **REGULAR SESSION 6 – Speech comprehension and production. Reading and writing**

Congress Session Theme: Speech comprehension and production.

Reading and writing

### **Regular session 6.1 – Speaker: Prof. Nataliia KHARCHENKO**

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*Title: Patterns for Listening Auditory Skills Development in Senior Preschoolers*

#### *Abstract*

The study of listening *comprehension* development carried out with 378 Ukrainian-language five-year-old children made it possible to distinguish a set of objective *regular relations*, in particular, to establish the dependence of listening activity ontogenesis on:

a. the well-timed genesis of all mental processes, psychodynamic status, features and personality manifestations in preschoolers. Purposeful scrupulous impact on the children's perceptual, cognitive, emotional, volitional and personal spheres ensures the listening skills development. Furthermore, the emergence of listening activity positively affects child's mental development, in general;

b. the *mechanism* formation that provides changing of spontaneous listening to arbitrary, deliberate, and perceptible one, namely the:

(i) unconscious setting mechanism, in other words, the basic operational and initially unrealized automatism for launching, implementing and developing primary verbal (perceptual and cognitive) operations in the process of their execution (without the consciousness participation);

(ii) perceptual and cognitive (verbal) mechanisms of semantic and target setting to trigger listening acts;

(iii) conscious sense formation mechanisms for actualizing the purposeful and driven listening genesis as an audio actions dynamic set;

- c. the emergence and presence of independent sense forming motives in children to form meanings in internal speech;
- d. the formation of self-*regulation of listening*;
- e. the formation of the *internal speech* mechanism, which is rapidly developing at this age and consistently function to transform the perceived objective word meanings into the internal semantic structures, and the latter are converted into the mental image of the situation served as the basis for a speaker's utterance. The internal speech development occurs if a child is able 1) to replace the objective word meanings, constructed in accordance with the semantic syntax, significance (situational meanings), applied according to the rules of situational and semantic folding; 2) to construct the “internal-speech scheme in compliance with the rules of semantic syntax” (Akhutina, 2002);
- f. the *internal programming* timely mastering by children. The listening skills formation will be undoubtedly successful, if the internal program performs its functions of folding the objective word meanings into internal structures (subjective meanings);
- g. the *psycholinguistic* operations set appropriate mastering, namely:
  - (i) semantic syntax and the word meanings choice;
  - (ii) semantic syntax and the significance choice;
  - (iii) the internal speech folding;
  - (iv) differentiation and the word meanings choice and significance in accordance with the corresponding semantic and notional syntax operations;
  - (v) the perceived objective word meaning transformation into the internal semantic structures;
- h. the implicit mastering and possessing rules of syntax diverse types, either semantic or notional.

In addition, we established that the listening skills development is determined by the way a child acquires the given ability. Firstly, it can be obtained by viewing the objective reality and constructing his own subjective, “world multidimensional image” (Leontiev, 1999). Secondly, by relying on the knowledge about the world, which allows a child to orientate in the situation reproduced in a perceived message and compare it with the individual knowledge.

**Regular session 6.2 – Speaker: Prof. Dina Rauljevna FATKHULOVA**

Bashkir state pedagogical university named after M. Akmulla, Department of Roman and Germanic philology and foreign literature, Russia

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*Title: Valence potential of linguistic sign*

*Abstract*

The valence linguistic notion implicates language analysis as a dynamic system, characterizing current connections and co-relations among its units. The sign and discourse valence problem and the concept and theory notions of language units occupy a central place in linguistics, with wide repercussions in applied psycholinguistics.

Valence or the word capacity to combine with other words places the term content in close quarters with the combinability notion. Some linguists consider valence as combinability and as potentiality realization.

Most linguists accept that L. Tesnière introduced the term ‘valence’ into linguistics implying the verb quantitative ability to attract actants and circumstants. Tesnière elaborated a complete linguistic theory based on the dependency concept. He postulated that verbs expressed some process, and actants were a person or thing that took part in this process to some extent. Verbs may have different actants number. There are verbs without actants (also called verbs without valence or aivalent) and verbs with one (monovalent), two (bivalent) or three actants (trivalent) verbs. “The verb may therefore be compared to a sort of atom, susceptible of attracting a greater or lesser number of actants, according to the bonds number the verb is available to keep them as dependents. The bonds number a verb has constitutes what we call the verb’s valence.” (*Elements of structural syntax*, L. Tesnière, 2015, Chapter 97, § 3).

Eventually, 'valence' functions have extended and many linguists conceive valence attached to a wide range of morphological units.

We must point out that nouns and verbs have a leading role in different kinds of word combinations, whereas adverbs and adjectives may be auxiliary or controllable. In some languages as French and English, actants can have such autonomy that can exceed the limits of verb bond and are in indirect semantic relation with the latter. Analyzing the main word valence potential we must take into consideration that the main word role is to combine with other words according to this valence, depending upon semantic restrictions of word combination.

Concluding, distributive, transformational, categorical and linguistic sign lexical characteristics determine valence, presenting inbuilt prognosis on preferred combinability with other signs in discourse in different contexts, due to communication current situation.

**Regular session 6.3 – **Speakers:** Simone Weide LUIZ (student) & Dr. Cátia Azevedo FRONZA**

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*Title: Southern Brazilian children's early literacy challenges*

*Abstract*

This paper aims at discussing a doctoral research data, in partnership with early literacy teachers from a small city in Rio Grande do Sul, Brazil. They examined the used methodologies in Brazil for early reading and writing teaching, with the discovering purpose of what they can do to avoid students reaching the Primary School third year without being able to read and write properly. We evaluated students' performance focusing on early literacy in relation to social practices. According to Soares (2004), when there is no reading and writing mastery, there is damage to social practices that involve the written language. Furthermore, according to Albuquerque, Morais and Ferreira (2008), Early Literacy Didactics needs to take into consideration the social context and historical conditions of written language production and reception. With the already mentioned studies support, the experimenter carried out interviews with first-year Primary School teachers and students' classroom performance observations aimed at identifying those who presented lower than expected results in terms of reading and writing. One of the determining factors was the employed method in early literacy.

Results discussion: To date, the researcher has recorded and transcribed conversations from three first-year teachers. They work in different schools and the used methods are not unanimous among them. In addition, the difficulties reported by these teachers vary from one school to another. As examples, they observe the collaboration lack by families and difficulties in identifying whether organic, psychological or other reasons make the early

literacy process more unavailable for some children. Children's data resulted from a sentence reading from a story and spontaneous writing, using five figures as stimuli when they were finishing the Primary School first year. Observations evidenced that the groups were heterogeneous regarding writing and reading skills. As conclusion, activities proposals for these students will be prepared, considering their specificities and needs. Other teachers from the city public schools will have the opportunity of sharing these activities. The currently available data indicate that those Primary School first year students are finishing the year without essential reading and writing skills.



**Regular session 6.4 – **Speaker:** Prof. Irina MIGRANOVA**

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*Title: Actualization of Gender Asymmetry Phenomenon Based on the Scientific Text*

*Abstract*

We know that gender categories play an important role in social practices that ensure gender principles regular functioning, where the male / female dichotomy is a fundamental and relevant principle of people separation. Moreover, they not only postulate a difference but also support a certain social hierarchy: linguistic practices give numerous androcentric asymmetry examples and gender categories social ranking, when people consider one between the classes non-autonomous or less autonomous compared to the second.

This psycholinguistic experiment aims at identifying scientific text perception and understanding specificities through the gender component prism. We tried to trace how the semantic projection of the recipient's gender-oriented consciousness on the scientific text perception and understanding takes place.

The experiment consisted of identifying scientific texts diagnostic assessment by anonymous authors in order to determine the authors' gender. In the course of the research, we attempted to trace and explain why the respondent made a choice favoring the gender of a particular author - male or female - considering the scientific texts material. To solve the problem, each experiment participant had to argue which parameters oriented his/her specific choice.

Having analyzed all the reactions, which are in fact evaluative characteristics, we tried to trace the phenomenon actualization of gender asymmetry, wherein people attribute less value to women in society than to men.

Let us consider how our experiment participants characterized the male and female's texts:

*“Man. The sentences are formulated clearly and with a logical arrangement”;*

*“... a lot of “empty talk”, unnecessary words, there are words written in italics, quotes also. It is evident that the author tried to speak smartly and beautifully (woman)”.*

We should note that experiment participants did not reveal a single negative male's text assessment either from female or male audience: we can characterize all reactions as positive or neutral. As for female's texts, the reactions range is very diverse and, in addition to positive, negative and neutral evaluations, they include statements with a strongly pronounced emotional assessment.

Thus, based on the experiment participants' reactions, we can conclude that both men and women demonstrate a value-based asymmetry presence in their consciousness, within which they attribute less value to women in the society than to men. In spite of modern ideas about gender equality, our experiment participants evaluate texts through the standards prism and stereotypes that are essential for their culture.

We shall note that despite the significant male/female roles revision within the modern society context, the multidimensional processes of changing the professional responsibilities distribution and social status, the traditional system of sexual roles differentiation has not changed significantly, as evidenced by our experimental study results.

**FIRST DAY – 3 JUNE 2021**

**Workshop 7 – Prof. Svitlana LYUBIMOVA**

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*Title: Stereotypic Hollywood in Media Production*

*Abstract*

Proliferation of movie production in the world has proved its significance and powerfulness as means of mass media. The major part of effective visual media is produced by Hollywood, which is considered in this research the stereotype and symbol of hedonistic lifestyle, success, and fame.

The work attempts to profile a stereotypic Hollywood on the results of qualitative analysis of media discourse within the integrative research frame of cognitive linguistics (Krasnykh 2002; Geeraerts 2006; Bartmiński 2013; Ashmore 2015), semiotics (Guzzetti 1973; Metz 1990; Buckland 2007), and critical discourse analysis (Liebes & Katz, 1990; Van Leeuwen 1998, 2005; Van Dijk, 2003). In cognitive linguistics, stereotypes are studied as verbalized units of mental activity aimed to identify and store socially significant knowledge. Linguistic manifestations of stereotypes are observed in semantics of nominative units and syntactic structures that unfold information on stereotypes in media discourse. Value judgments, conclusions, and mental sets implied by the term *Hollywood* are explicated from media discourse.

Focusing on the stereotypic image of Hollywood, represented in media discourse, the study starts with the analysis of periodical press of the beginning of the 20<sup>th</sup> century. It was the time of forming the stereotype of Hollywood as aspiration place for those, who crave for success and fame. Since then, Hollywood has become a symbol of a beautiful life, as well as detrimental pursuit for fame and riches, portrayed in the shows “Californication” (2007 – 2014) and “Hollywood” (2020).

The show “Californication” conveys self-criticizing image of Hollywood as the center of American popular culture. The central figure of the show is a promising, but promiscuous and cynical, writer from New York, Hank Moody. When placed into antagonistic for the talent atmosphere of Hollywood and corrupt temptations of Los Angeles, he experiences complete devastation. Moody’s excessive sexuality, seeming buoyancy, and destructive addictions are representative for a stereotypic Angelino. He epitomizes a kind of Hollywood masculinity, which is expressed in the sexual and physical prowess of the “body guy”. Deliberately untidy look, black shirts and sunglasses, messy Porsche with a broken headlight he drives, are attributes of a Los Angeles bohemian style.

The center of Hank’s detrimental universe is Hollywood, the symbol of vice, opulence, and of spiritual emptiness of postmodern world. This place is a Mecca for creative people, whose aim is fame, wealth and satisfaction of “driving a porsche through the promised land”. It is the place of American Dream realization, “where it turns out dreams actually do come true”. Lust for pleasures sweeps away all moral barriers. Promiscuous relations, scandalous situations, alcoholism, drug-addiction, avidity are all attributes of stereotypic image of Hollywood as revealed in “Californication”.

The show “Hollywood” of 2020 describes the Golden Age of Hollywood, spotlighting biased racial and gender stereotypes that Hollywood fortified and spread for years. Among the stereotypic images exposed in the show are Chinese-American movie star, Anna May Wong, that struggled with being cast in stereotypical Asian roles and a gender stereotype of an incapable to run the business woman, Ace Amberg, that needed to prove her skills to produce movies. The central personage of the show is a black actress Camille Washington that was told she “is not better than her grandparents who were the owned property of another human being”. She managed to prove “a woman of color can carry the picture” and be a movie star not worse than a white actress.

The study proved the hypothesis that Hollywood is a stereotype associated with immorality of people in the film industry and a symbol of luxurious world that attracts by fame, riches, ever-lasting youth, and beauty.

Congress Session Theme: Psycholinguistics perspective of Mass Media (MM).  
Ethical/negative effects of MM communication



**Online 12th ISAPL International Congress**  
*NEW PERSPECTIVES IN PSYCHOLINGUISTIC RESEARCH:  
LANGUAGE, CULTURE, TECHNOLOGIES*

**SECOND DAY – 4 JUNE 2021**

**SECOND DAY – 4 JUNE 2021**

***Plenary Speech: Prof. Marcus Maia***

*Title: Psycholinguistics, Metacognition and Education*

Department of Linguistics, Federal University of Rio de Janeiro (UFRJ), Brazil

**Plenary Speech: Dr. Jacques Coulardeau**

Université Paris I Panthéon Sorbonne

*Title: Psycholinguistics of artificial intelligence/psycholinguistics versus machine code*

*Abstract*

On the background or backdrop of a) The phylogeny of language in emerging Homo Sapiens as a fast, bipedal, long-distance runner in Black Africa; b) The psychogenesis of language in a child from the twenty-fourth week of his gestation onward.

I will concentrate on:

a- The impact of Audio-visual machines: i) Lacan's mirror stage; ii- AV machines; iii- discontinuity between real and virtual realities; iv) the power of the remote control.

b- AI machines: smart speakers and smart homes (Echo and Alexa devices for example). i- Impact on the child; ii- Security, protection, and exclusion.

c- Development. i) The Machine beyond human intelligence (?); ii) The human individual beyond Homo Sapiens (?); iii) The human community beyond social contract (?).

My Working hypotheses on education within phylogenetic psycholinguistics are: 1) Tomorrow's Artificial Intelligence class (unit and room); 2) Guided self-learning; 3) Who is the guide? 4) Can transference and countertransference take place in AI-guided self-learning? 5) Can a human subject develop such transference/countertransference with a machine? 6) Can a machine "play the game"?

*Conclusion:* The utopian vision of an improved human being and an enhanced human community (Ray Kurzweil, and his rewriting of the Messianic Jerusalem without the Apocalypse and Karl Marx's communism without a social revolution) versus The dystopic vision of human beings and human communities totally enslaved to Artificial Intelligence machines seen as the ultimate capitalistic domination strategy or the ultimate communistic dream to take over the whole world (Theodore John Kaczynski alias

Unabomber; Marcel Gauchet and his radicalization of modernity; Jean-Claude Michéa and philosophy in a yellow vest).

**Keywords:** AI, linguistic phylogeny, guided self-learning, (counter)-transference, enslaved-to-machines

### *Résumé*

Sur le fond ou la toile de fond de a) La phylogénie du langage chez Homo Sapiens émergeant comme un coureur de fond rapide et bipède en Afrique noire; b) La psychogenèse du langage chez un enfant à partir de la vingt-quatrième semaine de sa gestation.

Je me concentrerai sur:

a- L'impact des machines audio-visuelles: i) le stade du miroir de Lacan; ii) les machines AV; iii) la discontinuité entre les réalités réelles et virtuelles; iv) le pouvoir de la télécommande.

b- Les machines IA: haut-parleurs intelligents et maisons intelligentes (les appareils Echo et Alexa par exemple). i) L'impact sur l'enfant; ii) Sécurité, protection et exclusion.

c- Développement. i) La machine au-delà de l'intelligence humaine (?); ii) L'individu humain au-delà de Homo Sapiens (?); iii) La communauté humaine au-delà du contrat social (?).

Mes hypothèses de travail sur l'éducation dans le cadre de la psycholinguistique phylogénétique sont: 1) La classe d'Intelligence Artificielle de demain (unité et salle); 2) L'auto-apprentissage guidé; 3) Qui est le guide ? 4) Le transfert et le contre-transfert peuvent-ils avoir lieu dans l'auto-apprentissage guidé par IA ? 5) Un sujet humain peut-il développer un tel transfert/contre-transfert avec une machine ? 6) Une machine peut-elle « jouer le jeu » ?



*Conclusion:* La vision utopique d'un être humain amélioré et d'une communauté humaine améliorée (Ray Kurzweil, et sa réécriture de la Jérusalem messianique sans Apocalypse et du communisme de Karl Marx sans révolution sociale) versus la vision dystopique d'êtres humains et de communautés humaines totalement asservis à des machines d'Intelligence Artificielle vues comme l'ultime stratégie de domination capitaliste ou le rêve communiste ultime de prendre le contrôle du monde entier (Theodore John Kaczynski alias Unabomber ; Marcel Gauchet et sa radicalisation de la modernité ; Jean-Claude Michéa et la philosophie en gilet jaune).

*Mots-clés:* IA, phylogénie linguistique, auto-apprentissage guidé, (contre)-transfert, asservissement aux machines.

**Round Table 8 – Organizer: Prof. Ângela Maria Vieira Pinheiro**

Departamento de Psicologia, Universidade Federal de Minas Gerais, Minas Gerais, Brazil (retired, Collaborating Professor, Post-Graduate Programs on Psychology and Neuroscience)

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*Title: Schoolchildren reading skill assessment battery: reliability, validity and standardization*

*Abstract*

The performances of Brazilian school children are worrying, with a perverse consequence: many do not dominate the rudiments of reading, writing and math. Reading ability is one of the most important competences in the modern world, essential to educational, professional, and social achievements. For this reason, it is of utmost relevance to create and/or adapt scientific validated instruments for early detection of underperforming students and risk of dyslexia. Focusing on reading, we present here a reading evaluation battery composed of six instruments that evaluate the efficiency in grapheme–phoneme decoding and sentence comprehension. Reliability, validity (content, internal, external) and standardized norms for the instruments were included.

The Grapheme-Phoneme Relation Test (GPRT) is one of the tasks that compose the Battery of Reception and Production of Verbal Language. It is a reading aloud task designed to assess children's ability to convert a grapheme into its correspondent phoneme. The Grapheme-Phoneme Relation Test is composed of a list of pseudo-words with four graphemes. For evidence of validity, the Experimental Group (10 girls and 6 boys, mean age 6.02), submitted to an intervention program based on Scliar's Early Literacy Development System, demonstrated higher accuracy in the Grapheme-Phoneme Relation Test when compared to a Control Group (7 girls and 9 boys, mean age 6.10) ( $p < 0.01$ ).

The Word Recognition Test (WRT) and the Pseudoword Recognition Test (PwRT) have evidences of reliability, validity (content, internal, external) and standards

for students from 2<sup>nd</sup> to 5<sup>th</sup> grade. Each test contains 84 test items and 4 training items, which should be read aloud, generating two types of scores: accuracy (percentages of correct words) and accuracy rate (total number of items read correctly per minute). Words vary in frequency of occurrence, grapheme–phoneme regularity, and number of letters. The pseudowords maintained the same orthographic structure and number of letters of each reference word.

The Reading Test: Comprehension of Sentences (TELCS) consists of 40 isolated sentences whose last word is always omitted. Five words are offered with only one that gives meaning to the sentence. TELCS showed robust internal consistency, high Cronbach's alpha (0.97) and significant ( $p < 0.01$ ) effects on education (2<sup>nd</sup> < 3<sup>rd</sup> < 4<sup>th</sup> < 5<sup>th</sup> grade) and age (7 < 8 < 9 < 10 < 11 years). Concurrent validation was provided by strong correlations between TELCS scores with the WRT and PwRT accuracy rates ( $r = 0.84$  and  $0.79$ ) and with an index that aggregated all reading measurements ( $r = 0.84$ ).

The Rate of Reading Test (RRT) measures the efficiency of the cognitive and speech-articulatory processes involved in lexical recognition and aloud pronunciation of known words within a delimited time. The RRT consists of fifteen reader-familiar words, randomly repeated on each of the ten lines. The score is given in words read per minute.

The Scale of Evaluation of Reading Competence by the Teacher (EACOL) is a tool for teachers to assess the Portuguese-language reading (silent and aloud) of 2<sup>nd</sup>–5<sup>th</sup> grade students. EACOL presented high internal consistency and moderate-to-strong correlations with seven reading variables; cluster analysis suggested the existence of three proficiency groups (poor/average/good readers).

We hope to offer to the Brazilian researchers a reliable and validated set of instruments to directly and indirectly assess the reading ability of schoolchildren. The proposed psychometrically standardized Reading Battery is an important to assess the Criterion B for Specific Learning Disorder (specifier for impairment in reading, also referred as Dyslexia) in the DSM-5, which requires an academic skill substantially and quantifiably below those expected for the individual's chronological age.

Congress Session Themes: Reading and writing. Language and cognition

**Invited talker: Prof. Eméritus Leonor Scliar-Cabral**

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*Title: Validating Scliar's Early Literacy System: A Grapheme-Phoneme Relation Task*

*Abstract*

Purpose: To provide the Scliar's Early Literacy Development System (SCLiar-CABRAL, 2013) evidence of validity. *Method:* Sixteen subjects comprised the Experimental Group (10 girls and 6 boys, mean age 6.02) and sixteen subjects formed the Control Group (7 girls and 9 boys, mean age 6.10). At the beginning of the experiment, the Experimental Group was submitted to an intervention program based on Scliar's Early Literacy Development System. After this intervention, both groups read aloud the Grapheme-Phoneme Relation Test, composed of a list of 38 pseudo-words with four or five graphemes, which is one of the tasks that compose the *Battery of Reception and Production of Verbal Language* (SCLiar-CABRAL, 2003: 119-250). Each pseudo-word was signaled by the experimenter. The task was designed to assess children's ability to convert a grapheme into its correspondent phoneme. *Results:* The average value for the Experimental Group was 25.0 correct answers (SD = 11.4); and the Control Group was 14.3 correct answers (SD = 10.6) ( $p$ -value = 0.01,  $df$  = 30). *Discussion:* The experimental results of the Grapheme-Phoneme Relation Task offer evidence of validity to Scliar's Early Literacy.

**Organizer: Prof.<sup>a</sup> Dr.<sup>a</sup> Ângela Maria Vieira Pinheiro**

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*Title: Word Recognition and Pseudoword Recognition Tests and Scale of Evaluation of Reading Competence by the Teacher: reliability, validity and standardization*

#### *Abstract*

The Word Recognition Test (WRT) and the Pseudoword Recognition Test (PwRT) have evidences of reliability, validity (content, internal, external) and standards for students from 2<sup>nd</sup> to 5<sup>th</sup> grade (Pinheiro, Vilhena, 2021). Each test contains 84 test items and 4 training items, which should be read aloud, generating two types of scores: accuracy (percentages of correct words) and accuracy rate (total number of items read correctly per minute). The WRT's items were drawn from a pool of words applied to a representative sample of children and analyzed via Item Response Theory, which considered both errors and the reaction time on correctly read words. The selected words presented discrimination rates of medium to high and three levels of difficulty (low, medium and high) (Pinheiro, 2013). The words in the test vary in frequency of occurrence, grapheme–phoneme regularity, and number of letters. The pseudowords maintained the same orthographic structure and number of letters of each reference word. The items in both lists are printed on plastic cards containing 12 lines of approximately seven words each, in Arial font size 14. TRP and TRPp showed significant correlations with each other and with different reading instruments, cognitive ability, behavior and demographic data. The Scale of Evaluation of Reading Competence by the Teacher (EACOL) (Pinheiro & Costa, 2015; Vilhena & Pinheiro, 2016) is a tool for teachers to assess the Portuguese-language reading (silent and aloud) of 2<sup>nd</sup>–5<sup>th</sup>-grade students. EACOL presented high internal consistency and moderate-to-strong correlations with all seven reading variables; cluster analysis suggested the existence of three proficiency groups (poor/average/good readers).

**Invited talker: Prof. Dr. Douglas de Araújo Vilhena**

Embaixador da Universidade do Porto (Embassor of University of Porto), Faculdade de Psicologia e de Ciências da Educação, Porto, Portugal.

Laboratório de Processos Cognitivos (LabCog), Universidade Federal de Minas Gerais, Belo Horizonte, Brazil.

Laboratório de Pesquisa Aplicada à Neurovisão (LAPAN), Hospital de Olhos de Minas Gerais – Clínica Dr. Ricardo Guimarães, Belo Horizonte, Brazil.

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*Title: Rate of Reading Test and Reading Test Sentence Comprehension: reliability, validity and standardization*

#### *Abstract*

The Reading Test: Comprehension of Sentences (TELCS; Vilhena, Sucena, Castro, & Pinheiro, 2016; Vilhena & Pinheiro, 2019) consists of 40 isolated sentences (8 to 20 words each) whose last word is always omitted. Five words are offered (multiple choice style), with only one alternative that gives meaning to the sentence. A point is scored for the correct answer and zero for the incorrect one. TELCS showed robust internal consistency, with high Cronbach's alpha (0.97) and significant ( $p < 0.01$ ) effects on education ( $2^{\text{nd}} < 3^{\text{rd}} < 4^{\text{th}} < 5^{\text{th}}$  grade) and age ( $7 < 8 < 9 < 10 < 11$  years). Concurrent validation was provided by the strong Pearson correlations verified between the TELCS scores with the WRT and PwRT accuracy rates ( $r = 0.84$  and  $0.79$ ) and with an overall index that aggregated all reading measurements ( $r = 0.84$ ). The standardization study involved a large, representative, and stratified sample ( $N = 1289$ ) in fifteen state-schools in Belo Horizonte, Minas Gerais, Brazil. TELCS can be used to screen children with low to high reading performance, either for collective screening purposes or for individual clinical administrations. The Rate of Reading Test (RRT) (Vilhena, Guimarães, Guimarães & Pinheiro, 2019) measures the efficiency of the cognitive and speech-articulatory processes involved in lexical recognition and aloud pronunciation of known words within a delimited time. The RRT consists of fifteen reader-familiar monosyllables, randomly repeated on each of the ten lines. The 150 stimuli are arranged side by side in line, with the appearance of a text, without syntactic or semantic relation to each other. The score is given in words read per minute.

**Symposium 9 – Organizer and Talk 9.1/Speaker: Prof. Regina Maria Ayres de CAMARGO FREIRE**

Pontifical Catholic University of São Paulo, São Paulo, Brazil

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*Title: 1 to 8 years old heart disease children's language development*

*Abstract*

Children with congenital heart disease now have a better life expectancy. Left ventricular hypoplasia syndrome affects blood flow to the heart because the left side does not adequately pump oxygenated blood to the rest of the body. We do not know the causes of this heart disease. These children undergo a series of surgeries: the first of them right after birth and the next two over the first five years of life, period in which children can stay in intensive care units (ICU) or in hospital beds, receiving medication for a long time. These medical interventions necessary for children's cardiac recovery leave not only bodily marks but especially on the child's overall development. Families suffer by the fear of losing their babies and this fear runs through parental relationships. Thus, we observe the effects of this syndrome on the motor, cognitive, linguistic, social, affective and psychic development of children. The objective of this symposium is to present a peculiar form of intervention with a group of children with left ventricular hypoplasia syndrome, following its development to verify the effects of the intervention over a year. It will be assisted 07 cardiac children aged from one to eight years old. We perform the service in a Heart Hospital outpatient clinic. Here, medical specialists accompany children; in addition to the attendance, we will present at this symposium, which counts on the participation of a multidisciplinary team with speech therapists, psychologists and physiotherapists to assist children in their multiple demands. The service begins with the survey of each child's medical record to know the history of the disease and parents go through an initial interview and answer a quality of life questionnaire (abbreviated WHOQOL) and the PSS-NICU (Parent Stress Scale Neo Natal Intensive Care Unity). We assess children, using the PROC (behavioral observation protocol) and we draw up an

intervention plan, according to the results. To maintain the families' adherence, we offer the services once a week, lasting, approximately, half an hour. Among the services, the children are in the waiting room where a playful environment has been set up, so that they can interact with other professionals of the team and with the other children who are there for the routine weekly medical follow-ups. With this intervention, children overcome some of the deleterious effects of the disease and its consequences, and these children build knowledge about its functioning, which is the basis of a care program that intervenes ever earlier. The idea is to promote health so that children can be included in regular classrooms and ensure a healthy quality of life. Finally, we invite parents to participate in a conversation circle, a space created for the circulation of the word and we suppose the minimization of stress by identifying difficulties and impasses arising from their children's heart condition and sharing them.

Congress Session Theme: Language disorders and speech pathologies. Phono-audiology



*Organizer:* R. M. A. de CAMARGO FREIRE

**Talk 9.2/Speaker:** Prof. Ruth Ramalho Ruivo PALLADINO & Fabiana COZZA dos Santos (PhD student)

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*Title: Singing and speech in interventions in neonatal cardiac ICU*

*Abstract*

Babies with severe heart disease are at risk, which implies their survival and general development, due to the exceptional danger of the disease and subsequent hospitalizations for surgical corrections. Therefore, an early therapeutic intervention, still in a hospital environment, is justified, aiming to minimize the possible effects of a kind of temporary cancellation of maternity, among them, a disturbance in their interaction with the human world around them, notably their mother. This interactional scene is what will operate the baby's symbolic encapsulation, guiding its existence in the field of language. The human baby is vulnerable in relation to all aspects that constitute it, at that moment, especially the organic and the psychic, needing to be welcomed immediately by the tutelage of adults. This embracement takes effect through the care that is offered to him, packed with words and voice, a set that will give him existence, ensure affection and introduce him into the symbolic field (Gratier M, 2011; Laznick MC, 2013) In the ICU of infantile cardiology, through an early intervention, singing voice and words will operate the interaction between the cardiac baby and its adult caregivers: parents, nurses, doctors and therapists. Interaction that will give “contours of vitality” in the voice that speaks to the

baby, the “musicalized” voice, which has the possibility of transmitting intentions and emotions, in the instant of the event, without mediation, which is its great strength in symbolic capture of the child and in the shaping of his affective bonds, in addition to the recognized physiological immunity. This is because the singing voice (of the mother) makes the most primary transmission of the symbolic to the child (Didier-Weill, 1999; Patrizi et al, 2016). An early intervention project in a child cardiology sector of a reference hospital in city of São Paulo, aimed to collaborate in the development of interaction between mothers and babies admitted to the ICU, immediately after birth, in preparation for the first surgery. It is known that the impact of the disease causes strong stressors that, in turn, taint the interaction between the baby and his parents. For the initial intervention, singing activity was established, involving the weekly participation of a singer / researcher and an instrumentalist who walked the ICU corridor, stopping at the beds to meet with mothers and babies for singing and conversation, opening space for private stories and making it possible to listen to singular demands. Beside this pair, a speech therapist recorded the reactions of babies and their families in interactional terms, in an attempt to verify the sustenance and strengthening that music offers to intersubjective transit in primordial times, allowing the flow of moods and emotions between the baby and your caregivers. The description of these reactions, combined with the histories and demands of each pair, indicated that the scenes of conversations and singing are an important tool for the development of early interactions, basic for the constitution of language and subjectivity, as well as for the installation of total immunity.

Symposium 9

Organizer: R. M. A. de CAMARGO FREIRE

**Talk 9.3/Speaker: Prof. Maria Claudia CUNHA & Mestre Bianca Martins CASTRO**

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*Title: Relationships between surgeries and language development in children with heart disease*

*Abstract*

Introduction: Complex congenital heart diseases are the most serious and difficult to approach, so choosing a diagnostic and therapeutic challenge. Such a clinical picture implies hospitalizations and early risky surgeries are not restricted to areas, but also to development in general. In this perspective, it is necessary to underline the importance of interactional conditions for language development in the first years of a child's life. Objective: To investigate the relationship between oral language development and the occurrence of hospitalizations and early surgeries in children with complex congenital univentricular heart disease. Methods: The study consisted of six subjects, aged between 3.10 and 7.4 years old, four female and two males, with complex congenital univentricular heart disease and who have already undergone the first two surgical moments in accordance with the intervention protocol for these cases. A semi-directed interview was carried out with the mothers and with the subjects, a speech-language assessment through the application of the behavioral observation protocol (PROC) and observation of linguistic performance. Results: The subjects obtained a satisfactory score in the evaluation of communicative development, but all showed peculiarities in the

phonological level of language. In cases S2, S4 and S5, the presence of syllabic reduplication was observed, a phonological process that infantilizes the speech of these subjects. However, they do not necessarily represent a delay or disturbance in the language acquisition process. Conclusion: Although no causal relationships have been demonstrated between oral language development and the occurrence of hospitalizations and early surgeries in children with congenital heart disease, the characteristics of the phonological level and data in the literature suggest speech language monitoring of the cases studied.

Symposium 9 - Organizer: R. M. A. de CAMARGO FREIRE

**Talk 9.4/Speaker: Karine de Paula TRESSOLDI**

Professional Title: Student at graduate studies in Speech and Language Pathology

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*Title: Speech and Language surveillance of congenital cardiopathic children*

*Abstract*

Introduction: Children born with coronary heart disease have higher risks of neurodevelopmental disorders, so the American College of Cardiology and the American Academy of Pediatrics recommend surveillance, screening strategies, evaluation and management in the care of these children. Objective: To monitor along the development of the language of 3 children between 4 and 5 years for a period of 6 months, which are part of a Multidisciplinary Intervention Project in Learning', developed in partnership with the Hospital do Coração (Hcor) and the Graduate Program in Speech Therapy from the Pontifical Catholic University of São Paulo, Brazil. We used the Language Evaluation Protocol (PROC) and complemented with a singular analysis of speech that gives voice to subjectivity. The result indicates the presence of marks in speech that refer to a late development of the language acquisition process, possibly as a result of the multiple interventions suffered in cardiac remediation. Care took place in weekly group sessions with the three children in question and, with a larger group session of, on average, 10 to 12 children, during the waiting for outpatient care. Result: Group speech therapy proved to be an effective space to monitor the development of children, to the extent that, placing them in different subjective positions - in the interaction with their peers, parents and therapists, allowed them to constitute themselves discursively. Conclusion: the evaluation indicated the presence of delays in the development of speech and language of the three children followed, which corroborates the indication of surveillance activities to reduce and / or avoid larger deficits thus improving children and families life quality.

Keywords: childhood, childhood development heart disease language speech therapy.

Symposium 9

*Organizer:* R. M. A. de CAMARGO FREIRE

**Talk 9.5/Speaker: Dr. Rafaela Joaquim FRIZZO**

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*Title: Interdisciplinary monitoring of child development: a case study*

*Abstract*

Introduction: Environmental and biological factors influence child development, thus, when there is an occurrence in its natural route – pre-, peri- or postnatal – the baby can evolve with deficits in neuro-psychomotor development, altering its motor, cognitive and psychosocial skills. In order to understand and quantify this motor development, it is necessary to use instruments that validate this process. Objective: assessing and intervening for minimizing neuro-psychomotor development delay. Methodology: longitudinal case study conducted with a child aged one year and five months, diagnosed with congenital heart disease, attended at the Heart Hospital (HCor) outpatient clinic, São Paulo, Brazil. We used the Alberta Children's Motor Scale (AIMS) for the motor development assessment. It does so in an observational and spontaneous way, measuring motor activity from zero up to 18 months in four positions: prone, supine, lying down and standing. We performed the therapies in partnership with the physiotherapist and a psychologist, weekly, on June 17 up to November 18. Results: according to the Alberta Children's Motor Scale (AIMS), the child presented 19 points in the prone position; 8 points in the supine position; 10 points in the sitting position; 9 points in the standing position, with a total of 46 points or percentile of 25, considered a risk for motor delay. D. executes commands, manifests itself positively, in front of other children, socializes with the others and performs transfers from sat, to kneeling and semi kneeling, up to standing position. Discussion: socio-economic factors, low parents schooling or

knowledge lack interfere in the child's development, since there is no concept of stimulation and exploration of new environments. In addition, most children with congenital heart disease have lower motor ages than expected for their ages, so it is important that there is a thorough assessment to understand, whether a certain action is expected for that phase. Conclusion: Care and interdisciplinary interventions reduce the delay in psychomotor neurodevelopment, helping the family's treatment involvement, allowing the child's new capacities development in relation to his parents.

**Keywords:** Child Development; Heart disease; Shared Learning; Physiotherapy

Symposium 9

Organizer: R. M. A. de CAMARGO FREIRE

**Talk 9.6/Speaker: Marcel Amaral Marques FERRAZ**

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*Title: Discourse analysis of parents of children with congenital heart disease*

*Abstract*

Introduction: Speech is crossed by the ideology and unconscious that cause the subject and precede him. The subject, therefore, is the effect of the unconscious and ideology. Based on this precept and concerned with and concerned with the subject's constitution process, we decided to explore this field. Objective: to intervene in the statements of the parents of children with congenital heart disease, analyze their statements about their relationship with their children and their relationship with the disease. Material and method: this is an intervention research developed with parents of children with congenital heart disease in the city of São Paulo, Brazil, with the support of the conversation method, psychoanalytic device proposed by J-A Miller. The researcher interacted dialogically with the parents, recorded and transcribed the meetings. For the analysis of the discursive material - the corpus - the reading device of the Discourse Analysis by Michel Pêcheux was chosen. Results: Parents place their children, because of the disease, in a place of someone who cannot be autonomous, making it impossible for them to live in circumstances that children of the same age group experience, even having medical clearance to have these experiences. Significants such as "taking care", "protecting" and "keeping in a bubble", emerge in the parents' statements related to a fantasy of prolonging their children's lives, contradicting the medical perspective, as medicine says that "the 3 surgeries won't ensure that he lives for a long time" (surgeries that children undergo to correct the heart problem). They believe that if they take care,



protect and keep their children in a “bubble” (a term used by some parents), they will prolong their lives. Conclusion: There is an excess in the relationship between these parents and their children, something that overflows, promoting the obliteration of the subject, that is, keeping these children alienated from the parents' desire. This impossibility of dissociation between parents and children can present several losses in the process of constitution of these children as subjects: delay or difficulties in speech, learning deficit, issues related to socialization and, even physical problems, because they are treated by parents as excessively fragile children, prevented by them from doing any physical activity, but not by medical order: on the contrary, the speech of doctors is that they can have a normal life.

Symposium 9

*Organizer:* R. M. A. de CAMARGO FREIRE

**Talk 9.7/Speaker: Juliana de Souza Moraes MORI (student)**

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*Title: A clínica on-line com crianças cardiopatas*

*Abstract*

Introdução: Desde o início de 2020 enfrentamos a pandemia determinada pelo COVID-19 que ocasionou impactos amplos e intensos em toda sociedade exigindo adaptações e criações como formas de enfrentamento. Com o trabalho do profissional de saúde que atua com a primeira infância não foi diferente. Diante do isolamento social imposto, as equipes de saúde foram requisitadas para se posicionar e auxiliar nos mais diversos tipos de sofrimentos que emergiram durante a pandemia. A atenção às crianças, por exemplo, que estão em casa, afastadas de seu meio habitual, do contato físico com outras pessoas e de suas atividades rotineiras, demandou muita atenção dos pais e/ou responsáveis, os quais encontram-se, também, necessitando de ajuda para lidar com esse novo cenário. Isto se agrava quando se trata de crianças com alguma condição que necessite de acompanhamento especializado, como as crianças cardiopatas que normalmente, em virtude do referido quadro orgânico, fazem tratamentos diversos para lidar com as dificuldades geradas pela síndrome. Objetivos: Este trabalho traz dados sobre o atendimento interdisciplinar feito a distância, em âmbito hospitalar, no contexto público junto a crianças com cardiopatia congênita e suas famílias durante a pandemia do COVID-19. Material e método: No total, 16 crianças deram continuidade ao atendimento interdisciplinar, antes feito presencialmente, à distância. Os atendimentos foram feitos nos seguintes formatos: a) semanal por vídeo chamada – 03 crianças; b) quinzenal por vídeo chamada – 09 crianças; e c) quinzenal por mensagem de celular – 04 crianças. Destacaremos algumas vinhetas clínicas ilustrativas como forma de exemplificar e compartilhar as possibilidades e novos caminhos desta modalidade de atendimento.

Resultados: Todas as crianças atendidas obtiveram melhoras nos aspectos que justificavam a terapia oferecida diante das indicações da equipe. Este retorno pôde ser percebido por meio de relatos dos pais e avaliações da equipe. Conclusão: Consideramos que o acolhimento oferecido e a discussão em equipe foram dispositivos essenciais para garantir a continuidade dos nossos serviços à comunidade.

**Palavras-chave:** Cardiopatia congênita, atendimento interdisciplinar, COVID-19, videoconferência, clínica interdisciplinar *on-line*

**Symposium 10 – Organizer: Prof. Rosana do Carmo NOVAES-PINTO**

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*Title: Academic and clinical research on aphasia: Facing new technologies*

Introduction: Aphasia is the nosological category attributed to a set of linguistic conditions (signs and symptoms) that follows a focal neurological episode (an ictus, a tumor, a traumatic injury, and so on). All linguistic levels may impact both production and comprehension processes – from phonetic-phonological to discursive. Other cognitive functions, such as attention, perception, and memory might also be impaired. Besides all standardized, traditional or discursive methods used to approach aphasia phenomena, the fields of theoretical and of applied psycho/neuro-linguistics face the advance of new technologies and social media, bringing researchers and clinicians new challenges and therapeutic possibilities. According to Buzato (2009), “(i) every social practice involving a (new) technology reflects a continuous tension between design/configuration and use/appropriation, and (ii) this tension can be a fertile ground for innovation (pedagogical, linguistic, technological, institutional, and so on).”

Objectives: This symposium aims to discuss the role, relevance, and impact of the so-called “new technologies” (from computer/smartphone applications to eye tracking, priming tests, etc.) and social media (such as *WhatsApp*, *Instagram*, *Twitter*, and *Facebook*) on aphasia research, as well as their contribution to the clinical contexts – either for diagnostic purposes or for developing language follow-up activities. Methodological aspects: Quantitative and qualitative studies are welcome to compose the symposium, being data collected and analyzed either in the context of academic research on aphasia or in clinical settings. Ethical and cultural aspects concerning the use of social media and new technologies in these backgrounds may also enrich the discussion, as well as critical literature reviews on their use and effect in our knowledge field.

Congress Session Theme: Language disorders and speech pathologies

Symposium 10

Organizer: R. C. NOVAES-PINTO

**Talk 10.1/Speaker: Prof. Rosana do Carmo NOVAES-PINTO**

*Title: Ethical-cultural aspects of research in Neurolinguistics: the use of social media*

*Abstract*

Introduction and objective: This proposal, which composes the symposium entitled *Academic and clinical research on aphasia: Facing new technologies*, aims to discuss the ethical-cultural aspects of research in Neurolinguistics – focusing on aphasia – which counts on the use of social media, such as *WhatsApp*, *Instagram*, *Twitter*, and *Facebook*. The main question that guides our reflection concerns the borders of public/private data produced by vulnerable community members (as aphasic individuals). At the Center for Aphasic Subjects (CCA), located at the State University of Campinas (UNICAMP), we use such media as effective means of communication among aphasic individuals themselves. However, for different purposes, the researchers of GELEP (Group of Language Studies on Aging and on Pathologies) have also been using those apps in order to communicate with the participants of CCA. Concerning this issue, we high-light: remembering aphasic participants about our meetings and activities schedule, sending them pictures and/or videos related to the news which had been broadcasted during the week or discussed by the group during our weekly sessions. We also approach other topics as things that had happened with them, commenting about familiar, political and sportive issues through online interactions. In the specific case of *WhatsApp*, it is worthful to mention that there is a set of tools that facilitates the production of utterances – such as the lexical options and the non-verbal symbols that can be chosen along the process of texting, either to emphasize or to substitute words. Methodological aspects of the work: The CET-UNICAMP (Committee of Ethics in Research) approved this methodological approach. The productions have been analyzed by researchers of GELEP and have generated productive studies, which correlate their difficulties and possibilities within an ecological setting – that is, in “real” dialogical interactions and, at the same time, when they are counting on the support of the resources provided by the *App(s)*. Discussion:

Agreeing with Buzato's (2009) statement that

- (i) "Every social practice involving a (new) technology reflects a continuous tension between design/configuration and use/appropriation, and
- (ii) This tension can be a fertile ground for innovation (pedagogical, linguistic, technological, institutional, and so on)",

this work seeks to focus on the advantages of analyzing dialogues produced within social media by aphasic individuals. For instance, we will discuss how the resource of *timing* each utterance production – provided by WhatsApp – can enable the researchers to understand the clues about the underlying processes of selecting and combining units (through epi- and metalinguistic operations), while producing meaningful utterances. In this context, the absence/substitution of functional words, or the production of paraphasias, produced on online texting gives us a broader visibility to altered morpho-syntactic processes, despite pragmatic-discursive features are well preserved. Thus, utterances produced by aphasic subjects with the use of social media, with emphasis on *WhatsApp*, will be brought to the presentation, not only to illustrate the linguistic-cognitive processes that take place during effective social interactions, but also as an issue to discuss the ethical-cultural aspects of using such data for research or for clinical purposes.

Symposium 10

Organizer: R. C. NOVAES-PINTO

**Talk 10.2/Speaker: Diana Michaela AMARAL BOCCATO**

State University of Campinas, Campinas, Brazil

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*Title: WhatsApp: reading and writing activities in the context of aphasia*

*Abstract*

Introduction: This work integrates a broader research developed by the Group of Language Studies on Aging and Pathologies, held at the Institute of Language Studies from the State University of Campinas - São Paulo, Brazil. The proposals enrolled in this Symposium (Boccatto & Lima; Lima and Boccatto), focus on oral and written production, by means of *Whatsapp*, of GB – a young aphasic lady that integrates the Center for aphasic individuals since she had a stroke at the age of 21. Objective: Taking into account the difficulties faced by aphasic subjects in the production and comprehension of utterances (both oral and written), this study aims to discuss the positive impacts of using *WhatsApp* in the work with aphasic subjects. Specifically in this proposal (Boccatto & Lima), we will address written production and reading activities, developed in the interaction between the researcher (Idb) and GB. Theoretic-methodological aspects: The work follows the theoretical-methodological principles of the neurolinguistics of enunciative-discursive orientation (Coudry, 1988 [1986]) and is part of the socio-historical-cultural approach, with the development of qualitative research that has *case studies* as one of its methodological approaches. We will analyze some clippings of virtual interactions between GB and Idb that allow us to observe linguistic-cognitive phenomena, such as epilinguistic and metalinguistic activities that constitute reorganization processes developed by GB in reading and writing contexts. *WhatsApp*

features allow GB to send us photos of the pages of the books she is reading, followed by audios in which she reads such passages aloud, as well as talking about her difficulties. The productive use of those tools give visibility to her alternative and creative strategies of meaning. Discussion: The enunciative-discursive neurolinguistics privileges language functioning besides shedding light into the subjective aspects of conveying meaning. The neuropsychological research of Luria and Vygotsky understands brain as a system that operates from the joint and integrated activity of functional units. It emphasizes that human beings acquire and develop higher psychological functions throughout their history, from their social relations mediated by culturally developed symbols. In addition, Bakhtinian categories (Novaes-Pinto, 1999) allow description and analysis of the aphasic subjects' statements in their dialogic processes, as well as in relation to the *finishings* given by the interlocutors. They consider the effective contexts of language production, in order to understand the impact of neurological damage on linguistic-cognitive functioning seeking to elucidate the processes underlying the difficulties present in aphasias. Conclusion: By providing features such as instant messages, audios, photos, videos, emojis, gifs and links, *WhatsApp* brings new possibilities for creating meaningful alternative strategies. It configures itself as an important social practice, that allows the effective use of language among aphasics and non-aphasics and between aphasic individuals themselves, generating an important network that brings benefits to aphasics, while becomes an object of interest for research in several areas.



Symposium 11

*Organizer:* R. C. NOVAES-PINTO

**Talk 10.3/Speakers: Dr. Arnaldo Rodrigues de LIMA & Dr. Diana Michaela Amaral BOCCATO**

University of Campinas, Campinas, Brazil

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*Title: Utterances re-formulation in non-fluent aphasias: oral-written parallelism under scrutiny*

*Abstract*

Introduction: This work integrates a broader research developed by the Group of Language Studies on Aging and Pathologies, held at Institute of Language Studies from the State University of Campinas – São Paulo, Brazil. In this academic context, this reflection closely connects with the work developed by Boccato & Lima (2020), which also composes this symposium “Academic and clinical research on aphasia: Facing new technologies”. In the context of aphasia, specifically in non-fluent cases, the so-called “telegraphic speech” characterizes itself by the omission and/or substitution of grammatical elements in the discourse. In both Linguistic and Neuropsychological areas there are multiple hypothesis and explanations about the nature of the difficulties with the grammatical elements (prepositions, conjunctions, pronouns, free and bound morphology – especially in verbal inflection). In this context, despite most studies seek the comprehension about the phenomenon by analysing the oral production of the aphasic individual, there also are hypothesis which consider that the ‘telegraphese’ style may also be present in the written production of such individuals. Due to the plurality of conceptions underlying the phenomenon study, the correlations between oral and written production are not consensual. Objective: This work will focus, more specifically, the *oral production* of telegraphic utterances, taking also into consideration Boccato &

Lima's reflection about the writing process. Theoretic-methodological aspects: In order to reach such goal, we will analyse some interactions carried out by means of *WhatsApp* between GB [a young aphasic woman who had a brain stroke when she was just 21 years old] and Iar [the researcher who has followed GB's language reorganization process]. Given GB's linguistic difficulties, it was noted that, most times, she texts her interlocutor, but immediately rephrases/reorganizes what she was intending to communicate through an audio message. We will approach such process of her utterances re-formulation considering the assumptions from two interdisciplinary frameworks: the Neuropsychological field and the enunciative-discursive Neurolinguistics. The last, by its turns, grounds on socio-historic-cultural approach, as well as on Linguistics. We will also contextualize the discussion within the scope of the Functional Discourse Grammar. Discussion: From this theoretical articulation, we consider language as the result of an *activity* – both in social and psychological senses. Individuals work on languages resources in order to build signification, during the interlocution processes. Language (including *langue* sense) is never aside of social and cultural trending and transformations. Thus, in our current context of technological revolution, it is crucial to discuss how these new and dynamic technological resources may aid aphasic individuals to communicate and (re)establish linguistic-social interactions through social media. Considering this previous discussion, this reflection may shed lights not only on new therapeutic follow-up practices but, also, on how this new communication settings on social interaction, especially within technological platforms, may constitute useful methodological resources for the research in Neurolinguistics and Aphasiology fields.

Symposium 10

Organizer: R. C. NOVAES-PINTO

**Talk 10.4/Speaker: João Pedro de Souza GATI (Student, Ph. D.)**

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*Title: Signification alternative means: A non-fluent aphasic subject case study*

*Abstract*

Introduction: This proposal aims at discussing, through a case study, the possibilities of production and understanding of meaningful utterances (Bakhtin, 1997), with the use of Whatsapp. Within the scope of Enunciative-Discursive Neurolinguistics, we understand non-verbal processes (gestures, drawings, facial expressions etc.) as alternative and creative resources of meaning (Fedosse, 2007). Objectives: The main objective of the work is to reflect about the use of Whatsapp for academic research in Neurolinguistics. Besides being used at CCA (Center for aphasic individuals located at Unicamp – State University of Campinas) as an effective means of communication among aphasic individuals themselves and between the aphasic individual and the researcher, the referred app presents a set of tools that facilitate its use. Such tools are the lexical options and the non-verbal symbols chosen along the writing process either to emphasize or to substitute words or ideas. Some researchers of GELEP (Group of Language Studies in Aging and in Pathologies) analysed the contents of such messages in order to evaluate not only the aphasic subjects' difficulties with the production and/or comprehension of language, but also the alternative/creative solutions they give in order to achieve their speech-will. Methodological aspects: The research methodology consisted of a longitudinal follow-up of an aphasic subject – SS – for a period of 10 weeks, more specifically through the evaluation of her symbolic production skills with the icons, figures and emoticons present in the app. The analyses followed the micro-genetic paradigm (Vygotsky, 2003) that focus attention on the details and minutiae of the linguistic productions, allowing

researchers to draw hypotheses about the underlying processes involved in the work carried by the subject, in order to build meaning. We used figures that symbolize places, objects and animals, among others, as well as the emoticons – icons that illustrate facial expressions, which aims to translate the emotional state of the speaker. The case study relates to SS – a young aphasic woman who has an efferent motor aphasia resulting from a bilateral stroke in the frontal-temporal brain region. She has a mild speech apraxia, but mainly presents language alterations in both oral and written language, in production and in comprehension processes. SS communicates in most of the interactions by gestures. We reflect, therefore, about the use SS makes of Whatsapp resources under the Semiotic theory developed by Thomas Sebeok's and according to the reflections of Petrilli and Ponzio (2011). Results: The results show that, despite recognizing the symbols separately, SS had a great difficulty to use non-verbal signs in a broader pragmatic-discursive context, both for production and interpretation. This allows us to think that the difficulties that she has to produce verbal/oral utterances are also underlying the production of utterances constituted by non-verbal symbolic means.

**Symposium 11 – Organizers: Prof. Natalia UFIMTSEVA & Prof. Irina MARKOVINA**

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*Title: Consciousness-Culture: Interrelation and Methods of Psycholinguistic Research*

*Abstract*

The Russian psycholinguistic school views culture as a means to externalize ethnic consciousness. Language is another semiotic form of consciousness existence. Both culture and language unite people into one ethnic group and at the same time differentiate one ethnic group from another. Language objectifies consciousness images and arranges them into an ethnic linguistic image of the world. Via the language, it is possible “to gain access” to the ethnic consciousness and to reconstruct its somewhat incomplete equivalent which has been termed “language (verbal) consciousness”.

We would like to invite all interested researchers from all parts of the world to share their experience of investigating how language, culture and consciousness are related to each other, how they interact, and how linguistic, cultural and consciousness’s specificity affect intercultural communication.

Successful communication implies achieving mutual understanding between dialogue partners. The fact is that the problem of understanding is not limited to knowing the language. Based on (ethno) psycholinguistic approach (Russian psycholinguistic school), the causes of misunderstanding lie beyond the language – one should seek them in the

*culture*. In other words, incomplete congruence of consciousness images of people speaking different languages should be regarded as a major cause for intercultural misunderstanding.

We invite the symposium participants to discuss the methods they use to investigate culture specific consciousness images and to compare them cross-culturally. Russian psycholinguistics makes an extensive use of the so-called associative experiment (association test) to reconstruct the content of consciousness images. The participants will be informed on the results of our research and invited to share their experience in the field.

It should be emphasized that the research approaches we encourage our participants to discuss aim at looking for effective ways to promote mutual understanding in the globalization setting which is still the ground for a lot of misunderstanding, disrespect and hostility. The applied linguistics research could contribute to developing effective ways to mutual respect, appreciation and understanding, and thus to establishing an effective intercultural dialogue.

Congress Session Theme: Language and cognition

Symposium 11

Organizers: N. UFIMTSEVA & I. MARKOVINA

**Talk 11.1/Speaker: Prof. Bella Nalbievna AKHIDZHAK**

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*Title: Bilingualism, a conflict-free way of coexistence in the multi-ethnic setting*

*Abstract*

The phenomenon of bilingualism (multilingualism) arose as a practical need and a necessary condition for the coexistence of peoples in a multi-ethnic space. Bilingualism as a way of conflict-free coexistence of peoples on multilingual territories successfully fulfills its function only if the bilingual person can be proficient in both languages and fluently speaks its native language and the second one at the same level.

The parallel coexistence and functioning of both languages in the “language (verbal) consciousness” of a bilingual, contributes to the unity of the consciousness and the language, which provides direct access of the second language to the pre-speech level, which, according to some scholars, is common to all languages. This interpenetration allows, for example, the author’s bi (poly) linguistic consciousness to translate and openly demonstrate the emotiveness and emotionality of his native language in the text written in the second language through the use of signs that do not just represent the objects of the world around us, but convey a person’s subjective attitude to a particular object or phenomenon.

Ethnically marked units in the text can be defined as *ethnic* lexical units or linguocultural and/or mental units.

Although the term “mental lexical unit”, does not have common and coherent definition, but speaking of it, we assume a unit of consciousness, the components of which are categorized in such a way that the sum of its features (semantics, form, as well as

contextual meaning) distinguishes it from the general course of speech and reveals a special image of the world, namely, the structural-forming elements of the ethnic unconscious belonging to the collective unconscious, represented by ethnic constants.

It can be asserted that each language contains the code of thinking of mankind as a whole, which allows the statement to be formed in this universal code. But the further fulfillment of thought occurs in the individual subject code of a person, which is created on the basis of the native language. The native language shows the greatest resistance to a non-native language for penetration into the linguistic consciousness. The same is relevant when speaking of the permeability of the syntactic system of the native language into the syntactic system of the non-native language, which is especially evident in case of unrelated languages contact.

The situation of functioning of two or more languages in the mind of the bi (poly) lingual author in the process of generating a text can serve as an example of such cultural integration, interaction and mutual influence of languages.

The results of our study of the literary texts of Adyghe writers creating their works in English and Russian show that the authors' consciousness share units of speech in two languages, the interaction of which creates a special text, a special language situation, where units of one language seem "accompany" units of the other.



Symposium 11

*Organizers:* N. UFIMTSEVA & I. MARKOVINA

**Talk 11.2/Speaker: Prof. Zhe WU**

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*Title: Conceptual metaphor cognitive and cultural difference in Russian and Chinese*

Abstract

Contemporary cognitive science believes that metaphor is not a rhetorical phenomenon in nature, but a cognitive activity, which has a potential and profound impact on people's understanding of the world, and plays a very important role in people's forming conceptual structure and thinking and reasoning process. Metaphor is the tool and result of human's cognition of the world. Metaphor starts from cognition and is the result of cognition. It also promotes the development of cognition. The process of generating metaphor is a process of metaphor conceptual. its semantic representation based on the significance of the integration of different category, is referred to in the original refers to a feature to understand some of the properties of similar characteristics, so as to get a new expression, semantic construction reflects the people's way of thinking and cognitive way in the world. In other words, because we want to recognize and describe previously unknown things, have to rely on what we already know and understand the concepts and language expression, by extension, its excellent, sometimes startling contact force and creativity into full play. This cognitive process is the core of metaphor, which makes an unusual juxtaposition between the familiar and the unfamiliar, thus deepening our cognition of the unfamiliar. In short, people's cognitive ability affects the creation and use of metaphor. On the contrary, the creation and use of metaphor also plays a positive role in human cognition. Conceptual metaphor theory holds that metaphor is closely related to human thinking mode and cognitive characteristics, and human thinking mode is often

universal. Therefore, many metaphors are pan-human, universal and exist in different languages. On the other hand, due to the differences in people's environment, historical development, culture and national conditions, different languages have their own unique metaphor patterns, and some conceptual metaphors have national characteristics. This paper makes a comparative analysis of the conceptual metaphor «Life/生活 is X» in Russian and Chinese and tries to reveal the cognitive and cultural difference of conceptual metaphor between Russian and Chinese.

Symposium 11

Organizers: N. UFIMTSEVA & I. MARKOVINA

**Talk 11.3/Speaker: Prof. Viktoriya ZAVYALOVA**

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*Title: Processing Non-native Accents in English-Mediated Communication Contexts*

*Abstract*

Studies in non-native language acquisition reveal that, when getting into contact, it is not only the two languages, but also the two cultures, as well as the bilingual's cognitive and mental structures that converge and conflict with each other. Being part of "the world sound picture", the language phonetic determines the way its speakers hear the world around them and further categorize this in unique phonological forms. We can treat this as an intrinsic cognition faculty shaping the ethno-cultural specificity of a particular language community. In other words, the language phonetic organization cannot be but interdependent with the language meanings, ethno-cultural schemata, and mentality. As the products of interaction between the two linguistic, cultural and cognitive facets, underlying the linguistic-cognitive mechanisms of secondary phonological categorization, non-native accents provide plentiful information on its speakers' socio-cultural background. Besides being informative in this regard, speech variation in non-native speakers is also likely to pose a perceptible communication challenge. The speech phonetic variation impact on its perception by the listener has long been a discussion subject in psycholinguistics. Commonly accepted, speech perception is an active mapping process, in which the sound waveform converts into mental linguistic representations. The key issue is that each language exploits unique acoustic contrasts in representing its

units. Though potentially vast, phonetic variation, which refers to territorial, social, or contextual differences in the ways that its native speakers use a particular language, normally does not interfere with the mapping. The listener ignores irrelevant interspeaker and intraspeaker variation. However, non-native speech variation, caused by the objective typological differences in phonetics and phonology of the speaker's mother tongue, requires more effort and adaptation on behalf of the listener, as, in case of largely modified foreign-accented speech input, the mapping heavily depends on the distortion degree from the native linguistic units' representation.

Given the growing number of non-native regional accents that occur in English mediated communication around the world, the ability to process foreign-accented speech seems to be one of the imperative skills today. Findings on the phonological loop – a verbal working memory element consisting of an acoustic store and an articulatory mechanism for sub-vocal rehearsal (Baddeley, 1989) – prove its role in the speech sound variation perception. The phonological loop ability to hold phonological representations of new input and working memory capacity determines the phonological mapping. Thus, we can consider the phonological loop a key perception tool that allows interlocutors to adjust to the phonological specificity of non-native varieties of English.

The present study provides a phonetic ethno-specificity evidence of North-Eastern Asian English and discusses the challenges it may involve in English-mediated communication contexts. Solid theoretical implications along with considerable experimental data on its perception by Russian bilinguals allow us to treat a syllable code as an ethno-cultural stereotype that establishes the linguistic, cultural, and the non-native speaker of English mental distinctiveness.

Symposium 11

Organizers: N. UFIMTSEVA & I. MARKOVINA

**Talk 11.4/Speaker: Dr. Qiu-ye ZHAO**

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*Title: Chinese and Russian College Students' Work Values: Experimental Psycholinguistics Study*

*Abstract*

Language awareness, with its rich national cultural connotations, reflects the distinctiveness of different nations and cultures. Thus, it is significant to language, thinking and awareness. Over time, public views on the occupations of being teachers, doctors, policemen and civil servants have shifted. The Chinese and Russian language awareness research can indicate the variations in the work values of the college students of these two countries. Grounded on the theory of Russian psycholinguistics and the free word association tests, this paper conducts empirical research into the language awareness in the college students' occupation related vocabulary. By building and describing their word association fields, it seeks to represent and examine their work values. Meanwhile, it tries to reveal the national cultural features in the language awareness and the transformations of work values brought about by the changing society. The research holds implications for the relevant studies in psycholinguistics, sociology, pedagogy and cross-cultural exchanges.

Symposium 11

Organizers: N. UFIMTSEVA & I. MARKOVINA

**Talk 11.5/Speaker: Dr. Larisa Petrovna PROKOFYEVA**

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*Title Linguistic psychological psychiatric emotions recognition aspects by speech signal characteristics*

*Abstract*

Modern psycholinguistics discusses a possibility of emotions measuring with the help of methods combining of linguistics and clinical psychology. Thus, our speech contains universal emotion markers, which may be identified in oral and written speech both in prepared and spontaneous speech – that is emotion-laden lexis. However, considering of spontaneous oral speech in situations of actual communication shows that any lexical item can come laden with emotional coloring. Speech tempo, its rhythmic organization, pauses, peculiarities of logical emphasis have high expressive value, and also reflect person's emotions.

The software complex, based on the analysis of physical indicators of sonic signal and phonological analysis of human speech, identifies characteristic features of particular emotions, and on their basis gives an assessment of a psychological type and emotional state of a person.

Auditor's experiment was worked out and performed: collection of sound files of spontaneous speech; division into groups depending on presence/absence of lexical units with expressed emotionality depicted in defining dictionary comments, their linguistic analysis; each group analysis with the help of software fixing a prevailing emotion; comparing and contracting data of linguistic and automated analysis; preliminary

conclusions about the possibility of software usage and its further approbation. Analysis of verbal and non-verbal in speech samples allowed to elicit different ways of their interaction:

- in the group where lexical means is neutral, there were found two opposite trends: forecasted state of tranquility with variants in the form of weak agitation anxiety, soreness is expressed with the help of insignificant increasing or decreasing of speech tempo with simultaneous pause increasing; sharp depressive state with irritancy is expressed by decreasing speech tempo and increasing volume, sharp decreasing of modulation quantity;

- in the group where expressive vocabulary prevails there were found several trends: state of tranquility with minimum modulation in the form of irritation, anxiety is expressed only by expressive intonation while volume, tempo, tune do not change; state of psychic tension with irritation or anxiety is accompanied by speech tempo increase up to 152 words/minute, moderate volume increase up to 70 Db and appearance of short pauses up to 1 second; depression is demonstrated by insignificant decrease of speech tempo and moderate volume decrease up to 53 Db, appearance of pauses of medium duration up to 2-4 sec and little-modulated intonation. All studied samples in this group show tune breach and accent intonation.

- in the group of a mixed type assessment range is very broad – from coldness and dreaminess to mania and obsession, but a common feature is an absence of a direct connection between vocabulary and prosody. Systematization of indicators of changes in tempo, volume, pauses, and tune allows specifying borders of emotion reactions. One of the important indicators of strong internal emotions is speech discreteness, which was not found in other groups; moreover, it is elicited by the software both in establishing dreaminess and fear. There was revealed a leading role of prosody in revealing hidden types of emotional stress, which required specific research with the usages of social psychology methodology.

Symposium 11

Organizers: N. UFIMTSEVA & I. MARKOVINA

**Talk 11.6/Speaker: Dr. Liudmila ZAMORSHCHIKOVA**

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*Title: Language situation in a changing Russian Arctic*

*Abstract*

The languages and language situation of indigenous peoples is one of the main indicators of the sustainable development of the Arctic. Today, the minority languages of the Russian Arctic are in the zone of ethnic disaster. Therefore, the linguistic situation and policy in the context of the sustainable development of the Arctic should become a priority of state, scientific and public activities.

According to UNESCO, Yakutia represents a positive experience of preserving the languages and cultures of minority peoples of the Russian Arctic, developing multilingualism and polyculture. The political changes of the 1990s in Russia affected the national and linguistic processes, which were characterized by the increased interest in the national languages and culture, the spread of bilingualism and multilingualism, the desire to revitalize the languages of indigenous minorities. Under such conditions the legislative regulation of language policy becomes of great importance.

On the basis of the "Declaration on the languages of the peoples of Russia" and the law "On the languages of the peoples of Russia» the Parliament of the Sakha Republic adopted the law "On the languages in the Republic of Sakha (Yakutia)" on October 16, 1992/ The law announced the Yakut and Russian languages state languages of the republic, and Evenki, Even, Yukagir, Dolgan, Chukchi - official languages used along with state languages in the areas with indigenous populations (Article 4, 5). The Sakha language



gained formal legal status and became the second state language of the Republic of Sakha (Yakutia ), along with Russian. The new status of Sakha as a state language, minority languages as official languages demanded a depth review of them on all levels - phonetic, grammar and lexical, multilateral research, including style, pragmatics, social functions, etc. Giving a special status to Russian as a means of international communication became recognition of its significance for the national republics which are members of Russian Federation.

Today a major factor influencing language landscape in Yakutia is migration and urbanization. This is a widespread phenomenon in the Arctic and has led to significant changes in lifestyle and the introduction of cultural tension. Indigenous peoples who maintain a traditional lifestyle and are associated with the land show a higher level of language preservation, both in terms of language transfer and preservation of various language domains (such as those associated with traditional knowledge or cultural practices). Urbanization facilitates a change to urban culture, assimilation to the majority language and, accordingly, a host of social problems for indigenous peoples. These radical changes affect the languages and cultures of the indigenous Arctic peoples, their vitality, identify the peculiarities and dynamics of language contact.

This paper is devoted to study the linguistic situation in the changing Russian Arctic, namely in the Republic of Sakha (Yakutia), shows the sociolinguistic and psycholinguistic aspects of speech activity in the changing situation of language contacts in multilingual and multicultural area, the factors of preservation and revitalization of indigenous minorities languages.

Symposium 11

Organizers: N. UFIMTSEVA & I. MARKOVINA

**Talk 11.7/Speaker: Prof. Madina ABAYEVA**

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*Title: Linguistic and creative activity of a bilingual child*

*Abstract*

It is known that the worldview of the child is much different from the worldview of an adult. The bilingual child has a unique view of the world, since it reflects the combination of several cultures, where the language reflects its bi-culture.

The bifurcated image of the bilingual child's world determines the complex structure of his linguistic consciousness. The Kazakh and Russian languages, being essentially native, are in a state of constant competition, the result of which is the crowding out of the Kazakh language. It turns out to be just an everyday language spoken only in a family setting.

The world of a bilingual child is twofold. This duality manifests itself in the presence of public life (school, circles), where the process of communication takes place in the Kazakh language, and intra-family life (family, relatives), where Russian is the common language. The school is a mediator in the assimilation of Kazakh traditions and culture.

Kazakh and Russian languages in children-informants are in a state of competition and divide the field of use. This is reflected in the duality of the bilingual child's world. A child learns the world through a specific linguistic consciousness, and the language with which the knowledge of the world takes place leaves an imprint on his worldview.

The material of the study was the notes made in the process of observing the speech behavior of a child from three years to seven, the development of communicative ability of which occurs in the Russian-Kazakh language environment. I would like to note that from the first days of the child's life there is a bilingual input: mother speaks Russian, kindergarten visited Kazakh and attends Kazakh school.

This study proposes to consider the creation of a bilingual child with a dominant Russian language. It is known that word-making testifies to the active assimilation of the grammatical system by children. Most often, children form their words by analogy with those that have already mastered. By analogy, such word-making is a vivid example of the free use of morphological elements of a language. On the one hand, the child constructed a new word, and on the other, it turned out to be not only educated according to the model existing in the language, but also correctly changes in speech.

The material we have analyzed allows us to distinguish the following ways of forming new words by bilingual children (using a special example of a bilingual child):

- The formation of words by analogy with other words of the Russian language;
- Formation by analogy with other forms of the Russian language;
- Contaminated words;
- Game contamination of Kazakh roots and Russian affixes.

This dominance and, accordingly, the vivid linguistic-creative nature of the formation of words in Russian is due to the fact that the household speaks Russian, and the speech environment and the viewing of programs with predominant Russian determines the course of the child's development itself.

**Regular Session 12 Language acquisition. Foreign language learning**

**Regular Session 12.1 – **Speakers:** Dr. Gvantsa TCHANTURIA & Dr. Khatia KHATIASHVILI**

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*Title: Le débat compétence communicative dans l'enseignement des LE*

*Abstract*

La création d'un nouveau paradigme – Paradigme Communicationnel - a provoqué des changements dans la didactique de l'enseignement des langues étrangères (LE). L'objet, voire le processus d'enseignement, a donc acquis un aspect communicatif. L'accent est mis à l'utilisation des langues dans la situation réelle. Dans le centre de l'enseignement des LE se trouve un apprenant, qui participe dans le processus interactif. Le développement de la conception didactique est long et difficile, qui dure même à cet époque en Géorgie.

La Géorgie comme un pays membre de l'Union Européenne reconnaît les valeurs communs européens. Dans le système de l'éducation l'un des valeurs principales c'est un individu autonome, qui peut raisonner, penser et réfléchir critiqueusement. Certes, c'est le but d'enseigner LE. De plus, il est inconcevable de s'intégrer dans l'espace européen sans savoir des langues étrangères et réaliser ses possibilités complètement, ce sont les règles de réalisation dans les contextes socioculturels et interculturels. L'action de communication qui est directement liée à la réalisation d'un raisonnement, à la formulation orale ou écrite d'un avis indépendant, qui est reflétée dans le Cadre européen

commun de référence pour les langues, approuvée par le Conseil de l'Europe, ainsi que par le programme national mis au point par le Ministère de l'Education de la Géorgie.

L'argumentation à son tour, est un acte majeur d'activité publique. Au fil des années l'enseignement du débat en Géorgie a été entravée par des raisons méthodologiques ou autres raisons objectives. Ainsi, dans notre article nous avons touché cette question et nous avons discuté de sa pertinence, surtout au premier étape et de plus en plus secondaires de l'enseignement.

L'enseignement des LE a pour objet de fournir à l'apprenant des connaissances lui permettant de communiquer dans une ou deux langues étrangères ainsi que la compréhension, le traitement et l'analyse des textes oraux et écrits (rapports, lettres officielles, interviews, essais, biographies, publications, extraits des textes littéraires etc). Fournir des explications orales et écrites, exprimer sa propre opinion, son attitude, corroborer sa propre opinion. Création des lettres amicales ou commerciales, création de documentation (obtention de documents, organisation, création des documents).

Cette opération ou formulation opéra les signes que nous allons rencontrer dans les conceptions méthodiques de l'étape suivant, dans la didactique communicationnel. Les apprenants se prepare en avance pour les débats.

En conclusion nous pouvons suggérer que le débat concerne l'utilisation correcte des constructions linguistiques (les aspects syntaxiques), qui sont impliqués dans la réalisation de certains intentions. De ce côté il est important d'enseigner les unités syntaxiques du dialogue, qui doit impliquer d'automatiser les unités syntaxiques.

**Regular Session 12.2 – Speaker: Prof. Mirosław PAWLAK**

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*Title: Tapping self-regulation in study abroad: A validation study*

*Abstract*

While a body of research on various aspects of study abroad programs is growing very rapidly, little is known about students' self-regulation processes in this context. Considering the burgeoning global transnational education, it is vital to design a tool that can collect valid and reliable data to gain a clearer understanding of this phenomenon. The aim of the present study is to pilot a tool intended to tap into self-regulatory processes in study abroad contexts. To achieve this aim, we developed an initial instrument, based on Benson's (2011) model of autonomy, to measure processes related to self-regulation in two different study abroad contexts, in Poland and Hungary. The instrument included learner-, teacher- and technology-based approaches to self-regulation, which were investigated from the academic as well as social points of view *before, during* and *after* students' study abroad experience. Data were collected from students participating in study abroad programs in Hungary (n=48) and Poland (n=88). The analysis aimed at initially establishing the validity and reliability of the research tool by calculating descriptive statistics and tabulating the internal consistency reliability of the different scales. The most important results show that various self-regulatory processes concerning students' academic and social lives manifest different levels of reliability. We could measure technology-based self-regulatory processes reliably before and after studying abroad experience for both social and academic contexts but reliability was lower during studying abroad. Learner-based self-regulation was consistently more reliable for the academic context than the social context, indicating possible problems related to students' social lives in study abroad programs. Reporting on teacher-initiated self-regulatory strategies proved to be the least reliable scale in the current instrument, possibly indicating a difference between students' mental schemata and those hypothesized for the purpose of the study.

**Regular Session 12.3 – Speakers: Prof. Zdena KRALOVA & Mgr. Jana KAMENICKA**

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*Title: Emotionally competent stimuli for learning foreign language vocabulary*

*Abstract*

The existing research in foreign language learning overwhelmingly has concentrated on negative emotions (mostly foreign language anxiety) with positive emotions and their effects not being as widely studied. Developments in positive psychology activating character strengths to enhance professional and personal well-being have supported the impetus for more detailed consideration of the positive emotion role in foreign language pedagogy. Positive emotions and experiences persist longer in memory, recalled with greater accuracy and readiness than neutral memories, which might be rather significant in foreign language learning.

The research primary objective was verifying the positive emotional stimuli (emotionally competent stimuli) effect on new English vocabulary retention by 84 EFL university students. We hypothesized that vocabulary retention would be higher among learners who experienced emotionally competent stimuli during learning than among learners who did not experience them. A combined methodology (qualitative-quantitative research) was applied, as well as research methods combination (test, assessment scale, observation and interview), which allowed identifying the emotionally significant impact inputs on students' vocabulary retention.

Pre-test detected the participants' actual emotional state level through a self-report assessment Scale of Emotional Habitual Subjective Comfort (Džuka and Dalbert, 2002).

We identified emotions associated with foreign language learning, applying the Foreign Language Enjoyment Scale (Dewaele and MacIntyre, 2016) and the control current level of the target vocabulary knowledge (taught during the intervention), determined by a lexical competence test. In both groups, in the intervention course ('emotional inputs' implementation was applied to the experimental group only), we taught the same content according to an identical plan and in identical time schedule during 20 weeks. After the intervention, a post-test (identical to pre-test) was applied to both groups and a semi-structured group interview was conducted in both groups in order to get learners' feedback on the teaching course and impact.

We supplemented the experiment results with observation ones. We identified the relationships among the analyzed variables and we verified the intervention strategy effectiveness on the experimental group, comparing them to the findings obtained from the control group. We evaluated the findings using both qualitative and statistical methods and interpreted them regarding educational practices to modify and optimize linguistic and personal factors (both intra- and interpersonal) influencing foreign language learning.



**Regular Session 12.4 – Speakers: Adriana Isabel PAVY & Mónica Beatriz ZIEGLER**

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*Title: Novice teacher-learners beliefs about foreign language learning*

*Abstract*

In a Foreign Language Teacher Education setting, the need to identify the beliefs about foreign language learning that novice teacher-learners have at the beginning of their teacher education process is crucial for devising teaching interventions that foster the development of conceptual representations, which enhance not only foreign language learning but also foreign language teacher education.

This present study explores the beliefs about foreign language learning novice teacher-learners hold at the beginning as well at the end of the academic year in order to analyze the impact of the course on the set of beliefs. We analyzed the information gathered within a holistic frame, assessing not only the shift in the set of beliefs but also their explicit awareness of the factors that have influenced it.

A set of conclusions is formulated which help teacher educators and teacher-learners devise effective future actions.

**Regular Session 12.5 – Speaker: Dr. Hristo KYUCHUKOV**

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*Title: Acquisition of tense and aspect in Romani*

*Abstract*

The paper presents results from experiments with Romanian language children from Bulgaria, Macedonia, Croatia, Serbia, Slovakia and Sweden on Tense and Aspect in Romani language. 180 children (between 3-6 years old) and 40 children (between 6-10 years old) were tested with two Test of Tense and Aspect and were asked to transfer the old knowledge on Romani Tense and Aspect, looking at different pictures, to novelty semi-verbs, which do not exist in Romani. The younger children have problems with transferring the old knowledge to new words, however the older children show much better results performing the test on novelty semi-verbs. Most of the children have difficulties with performing the Aspect test. The Tense test is easier for them.

This is the first study on the acquisition of Romani Tense and Aspect and the results of the children are analyzed with ANOVA. The comparison between the groups show that two factors play important role for the performance of the tests: the multilingualism of the children and the influence of the official language of the country of residence. The results of the study can be used to predict if children will have difficulties learning the Tense and Aspect of the official language which they will learn at school.

**Regular Session 13 Psycholinguistic problems in translation / Psycholinguistics perspective of Mass Media (MM)**

**Regular Session 13.1 – **Speaker:** Prof. Serhii ZASIEKIN**

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*Title: A Psycholinguistic Study of Translated Language Deforming ‘Third Code’*

*Abstract*

Traditionally, translation, viewed as a reliable shield over linguistic diversity is one of the ways to ensure a target language survival. However, translation is also reported to distort a translated language due to introducing ‘the third code’ (Frawley, 1984) features. These “deforming tendencies” (Berman, 1985) destroy the target language original features by erasing its natural pattern and by adding there a bundle of alien features that cause its stylistic deficiencies. The current study aimed at detecting those destructive features produced by professional translators and introduced by them to the target language. To this end, we compiled a comparable monolingual corpus of the fiction texts made up of the Ukrainian Original Corpus (UOC), and of the Ukrainian Translational Corpus (UTC). We analyzed both sub-corpora, containing 2 million tokens each, using a psycholinguistic computerized tool, *Linguistic Inquiry and Word Count (LIWC)* designed by J. Pennebaker and colleagues (2015). SPSS processed the results. We used the KS test to compare the scores in all variables based on the text categories in UOC and UTC. Data proved to deviate from normal distribution in the scores of the following linguistic categories of LIWC 2015: WPS (words per sentence), Pronoun (pronouns), Prep (prepositions), Conj (conjunctions), Negate (negative constructions), Informal (markers of informal communication), Filler (gap fillers, pragmatic and discourse markers). Considering the data deviation from normal distribution, we used Mann-Whitney U test for these variables. The test revealed statistically significant deviations (deformations) in the UTC. The translated Ukrainian corpus as contrasted to the original Ukrainian corpus possesses the following destructive features of “the third code”:

- (i) *simplification* marked by a lower number of negative constructions in UTC;
- (ii) *normalization* embodied in vernacular network impoverishment due to the decreased mean ranks of informal communication markers, discourse and pragmatic markers (fillers);
- (iii) *explicitation* expressed through the abundance of pronouns, greater amount of words per sentence (WPS);
- (iv) *implicitation* implemented by a lower degree of discourse coherence and lexical variety rates due to less quantity of prepositions and conjunctions.

All of the already mentioned deforming tendency aspects appear in modern translation studies as “translation universals” (Chesterman, 2011). Translation universals further study can prevent their future recurrence risks by elaborating plausible methods of revitalizing the source language authentic features.

**Regular Session 13.2 – Speaker: Prof. Mysan NESTEROVA**

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*Title: Psycholinguistics of the Text and Psycholinguistics of Translation*

*Abstract*

In the last decades of the 20th century, a new text theory started to form in the Russian linguistics, called «psycholinguistics of the text» and developed as the opposition to «linguistics of the text» which was dominant among text studies. N. I. Zhinkin and A.I. Novikov's school established psycholinguistic text concept foundations. These approaches main difference - linguistic and psycholinguistic – lies in the fact that they investigate text different states: the first one focuses on the text statics of, studying the latter as a result (a product) of speech-thought activity, while the second approach looks at the text in its dynamic state, studying the text in the process of its producing and understanding. In other words, linguistics examines the outer text form and its ontological properties such as cohesion and coherence; psycholinguistics aims at revealing the text inner form, to see the meaning formation mechanisms, when we generate and comprehend texts.

In our view, psycholinguistic text theory can serve as basis for translation fundamental psycholinguistic studies. It offers a new perspective for examining translation as a secondary textual activity, allowing a fresh look at understanding and generating text processes in translation, at revealing original text meaning and forming the secondary text ideas and embodying them into the target text. An essential point in text psycholinguistics is taking into account the Russian physiologist, A.A. Ukhtomsky's Dominance Theory. Its introduction, examining meaning formation, presents a new approach to the psycholinguistic nature of translation research. A.A. Ukhtomsky's Dominance Theory explains perceptual differences in the same text by different people and even by the same person in different periods of life. It explains the variability of translations made both by different translators and one translator but in different periods of his/her life.

**Regular Session 13.3 – Speakers: Prof. Marine AROSHIDZE & Prof. Nino AROSHIDZE**

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*Title: Psycholinguistic Peculiarities of Perceiving Foreign Language Grammatical Structures*

*Abstract*

The paper focuses on the flaws in assessing the original text pragmatic impact in translation, when transferring the meaning from the source text to the target text fails partly or entirely due to the grammatical discrepancies between the languages in question.

Translation critics frequently highlights the deviations in the original text meaning compared to its translation. These grammatical differences though, might be representing the author's entire message or its crucial components, consequently, affecting the overall perception of the text (be it a text message or a film) by the target text recipient. Languages do not have to be tremendously different from each other to cause such miscomprehension; it is enough to lack even a single grammatical category such as the grammatical category of gender for example. Whether it is a source or a target language that has no grammatical category but has only semantic concept of gender is not material. What matters is what bearing it has on the meaning in the micro and macro context in the original, and how it translates, thus demanding from translators to do thorough analysis of its pragmatic value. Translators have to assess what impact it might have on the global textual level rather than just localizing the translation choice and limiting it to a mere sentence or a minor dialogue in which it is used. Being too 'localized' or simply unable to see the overall picture might result in cases such as already infamous example of turning Bagheera from *Jungle Book* into a female as the word panther in Russian and Polish languages had a specific, namely feminine gender. This resulted in drastic altered

this character perception as a mother rather than a brother figure for Mowgli in Russian minds and Polish readers, as well as removal of some significant ‘masculine’ sections from the book which no longer fit in. This inability to assess the pragmatic impact and the final choice outcome they make, what prevents translators from making the right decision at this point. However, once we identify this pragmatic aspect, translators move on to another tricky phase in their work: compensating the lack or surplus of the grammatical category. The article reviews the cases and reasons when such significant misrepresentation of the author’s idea had a significant effect on the perception by readers/spectators, as well as compensating the flaws means.

**Regular Session 13.4 – Speaker: Prof. Khrystyna Yuriivna KHVOROST**

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*Title: Psycholinguistic Effects of Gender-Based Advertising on Information and Psychological Safety*

*Abstract*

Advertising became an important media lever of influence in modern society. However, with increased competition and mass manipulation negative influences via innovative information technologies, psychological disorders increase became radical nowadays. First, advertisement influences destabilize the safety state more often. Second, Mass Media technologies become more advanced, thus they trigger individual's inner values and fears within the target auditory. Finally, gender differences help increasing the manipulation level, which can be polar for information and psychological safety in particular and society overall. Thus, there is the necessity to investigate the advertising effects from psycholinguistic view, preventing their destructive influences and activating stimulation effects on the information and psychological safety development. **We aim** at analyzing gender-based advertising psycholinguistic effects on Information and psychological safety development.

We established advertising gender differences texts for men and woman; determined information distribution, syntactic peculiarities with psycholinguistic methods help, for studying effects on the individual's information and psychological safety. Copy testing and psycho-graphology methods (Wimmer & Dominick, 2008) helped understanding the most effective tricks in advertisement, determining, what we must stress and what must we avoid in the advertisement recalling, comparing advertising texts with gender dispositions. Investigation showed which main effects make the target audience more susceptible to information manipulations, which influence on the level of information and psychological safety of individual. Research material comprises 95 advertising texts



taken from the magazines «Weekend FT: How to Spend It» and newspaper «The Financial Times».

According to psychologists and psycholinguists, information and psychological safety is a human psyche protection state from negative information influences on person's consciousness and unconsciousness, which leads to person's decisions inadequate perception. Advertising text contains information three types – cognitive, emotional and aesthetic. The last two play the leading role evoking emotional co-effect and desire to have the object advertised. That is why copy testing, advertising investigation main method, considers the text impact three main dimensions, cognitive, affective and connotative. These correspond to the cognitive, emotional, and aesthetic information. Our data show that “man” advertising contains predominantly cognitive information, while “women” texts are rich in emotional and aesthetic information, which influences on a particular gender category information and psychological safety more directly.

Psycho-graphology analysis method allows defining text linguistic peculiarities and predicting its influence on the target audience. Data show that advertisements for men are larger, associated with the necessity to render cognitive information greater amount. The factor of verbosity / aggressiveness is naturally higher in “men” materials since they are much more exposed and expected to be more aggressive. Logical cohesion factor characterizes more “women” advertising to affect women emotionally. These effects make information and psychological safety more sensitive to destructive influences and manipulations.

Consequently, the aforementioned results show the significant differences in structures of the advertising of opposite gender categories. So that, the information usage influences on the degree of the information and psychological safety and can deter or stimulate the development of the former through gender leverage.

Congress Session Theme: **Psycholinguistics perspective of Mass Media (MM).**

**Regular Session 13.5 – Speaker: Prof. Zurab GOTSIRIDZE**

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*Title: The modern thinking style of technological civilization*

*Abstract*

Our present life – the end of twentieth century and the beginning of the twenty first – is characterized as an uneven development era of the sciences; an abrupt growth of technical civilization and slow development of humanitarian sciences, the basic subject of which is a human being with his activities, behavior, ideas, aspirations, fantasies and emotions are vividly visible.

Nowadays, only one direction of humanitarian field is actively developed – it is propaganda and means of impacting upon masses. As a fact, confirming the weaknesses of human intellect, we can consider the fact that after assuming authority, a human being has an illusion that the new office-holder is more intelligent with firm and kind will.

The modern thinking style of technological civilization created a new language – primitive, deformed and bearing too pragmatic technical ideology, for instance, while speaking about life with military and medical terms: struggle for the future, Chechnya operation etc.

In recent years, a new tendency established in philosophy, culturology, linguistics and lingvo-culturology, which was directed towards deep study of the human being: his nature, appearance, inner universe etc. At the same time, the human being believes that the way of acknowledging human phenomenon goes not through the natural sciences but natural languages.

Our goal is to show how to judge a human being from his language, since the language is a means of not only communication, speaking or expressing ideas. This kind of attitude highlights the language usage and not its substantial initial, which is determined with its basic function: the conceptual image of the universe forms in language.

The subject of interest for modern science is not just a human being, but a person, or concrete individual bearing consciousness and language, who has profound inner universe and special attitude towards fate, universe etc. He holds a special place in the universe and on earth. All the time he tries to make a conversation with the universe, with himself and people. He, the creature created by God, has the freedom of expressing his free will.

We have a concern not in a human being himself, but – a human being in a language. It happens that a language is a unique means of communication, which can help us to apprehend a mental field unapproachable for us, because it determines the ways of separating universe in certain culture.

Language is one of the most important way of human identification. Therefore, we can consider establishing sharp novelties in a language as a violation upon a lingual person: in this kind of situation a human being does not have a habitual possibility of self-realization or self-understanding. Despite the fact that a language is originated from life, with its functionality it is isolated from the latter (since the words acquire different meanings) and the language starts creating it itself.

In recent years, culture-oriented linguistics paid a great attention not just to taking a national-cultural information out of the communicative text, but also to the personal mentality determining many communication parameters.



**Online 12th ISAPL International Congress**  
*NEW PERSPECTIVES IN PSYCHOLINGUISTIC RESEARCH:  
LANGUAGE, CULTURE, TECHNOLOGIES*

**THIRD DAY – 5 JUNE 2021**



THIRD DAY – 5 JUNE 2021

**Round Table – Organizer: Prof. David GOTSIRIDZE**

Ivane Javakhishvili Tbilisi State University, Tbilisi, Georgia

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**Invited talkers: Dr. Natela Shota MOSIASHVILI, T. PAICHADZE, K. ABDULAEV & T. JAGODNISHVILI**

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*Title: Psycholinguistic Aspects of Communicational Ethno Style in Art Communication*

*Abstract*

The ongoing global processes in the contemporary world has created unified communication space, that in its turn supported effective communication circulation, but it turned out to be in controversy with the aesthetic side of cultures, as it is related to the code and the text antinomy. As it is known, the accuracy of the information comes into contradiction with artistic communication. The round table discussion deals with the manifestation of ethnic code of cultures in artistic discourse.

Congress Session Theme: Semiotics and Psycholinguistics

**Round Table – Organizer: Prof. Dr. Dina Borisovna NIKULICHEVA**

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*Title: Psycholinguistic study of polyglottery and its application for language learning*

*Abstract*

The topic of polyglottery has proved to be especially popular in the last decade. Previously described only in the memoirs of polyglots themselves, today polyglottery is in the spotlight of linguistic research.

Since 2009, a whole series of books and articles appeared devoted to the study of polyglottery in the psycholinguistic and language-didactic perspective. These are the books by D. Nikulicheva, *How to find your own way to foreign languages: linguistic and psychological strategies of polyglots* (2009), M. Erard *Babel No More* (2012), D. Nikulicheva, *Speaking, reading, writing: linguistic and psychological strategies of polyglots* (2013), as well as proceeding of the New York conference, *Multilingual proficiency: language, polyglossia and polyglottery* (2016).

People actively study polyglottery in Russia under the framework of experimental psycholinguistics. Editors publish the results in the leading psycholinguistic journal *Voprosy Psycholingvistiki*. Since 2013, international linguistic conferences on polyglottery took place:

- (i) *The International Conference on Multilingual Proficiency: Language, Polyglossia and Polyglottery* (New York, 2013);
- (ii) *The International Symposium on Language Education, Polyglottery and Geolinguistics* (Moscow, 2018);
- (iii) The Round Table ‘The Psycholinguistic study of polyglottery’ as part of the *XIX International Symposium on Psycholinguistics and Communication Theory* (Moscow, 2019), special meeting, sponsored by the A. A. Leontiev Center for Intercultural Research at the Institute of Linguistics, RAS (2019), <https://www.youtube.com/watch?v=OzLO7T6iRp4>.

The scientific community interest has coincided with the international activity growing of polyglot community proper, as evidenced by practical conferences and gatherings of polyglots, which took place regularly in different countries since 2013. A theoretical synthesis of their results is presented in a series of review publications by G. A. Kazakov in *Voprosy Psycholingvistiki* (2013, n.18; 2017, n. 33; 2018, n. 37; no. 38).

At the same time, the psycholinguistic analysis offers new opportunities to apply the experience of specific polyglots in a broad language-didactic practice. Polyglottery, understood as the consciously achieved individual multilingualism, involves the use of a wide range of individual strategies that can model and apply to the practice of learning foreign languages by ordinary students.

Monitoring polyglots' speech behavior, while learning foreign languages allows addressing a number of important didactic issues, such as:

- (i) necessary and sufficient lexical, grammatical and temporal input for mastering a foreign language;
- (ii) effective ways for introducing new language information and its anchoring in the memory;
- (iii) individual methods for enhancing speech skills;
- (iv) methods for maintaining motivation and resources in the process of language learning;
- (v) different ways for maintaining large number of learned languages in working condition etc.

A new step in the psycholinguistic study of polyglots is daily polyglots monitoring while learning a new language, conducted by both an external linguistic observer and the polyglot himself who daily registers his progress in several languages at different stages of acquisition. The project of the Russian polyglot Alan Bigulov "10 languages in 1000 days" is an excellent example of such research [http://post.alanbigulov.ru/10\\_yazykov\\_za\\_1000\\_dnei](http://post.alanbigulov.ru/10_yazykov_za_1000_dnei).

We will discuss this range of topics at the Round Table during the 12<sup>th</sup> ISAPL International Congress, 2021.

Congress Session Theme: **Language acquisition. Foreign language learning. Multilingualism**

*Round Table*

**Invited talker: Dr. Grigory Kazakov**

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*Title: How much input do we need to learn a language?*

*Abstract*

To date, there is much evidence that the main factor in language acquisition is input, i.e. perceived speech material. However, it remains unclear exactly how much input (measured in the heard and read words number, provided they are comprehensible) is necessary to learn a language.

Hart & Risley (2003), who had studied the development of several dozen American children, calculated that in low-income families the child hears an average of 616 words per hour; in middle-income families, 1,251 words; and in rich families, 2,153. Drawing on this data (given 14 hours of wakefulness per day), they concluded that in four years the input will be 13,000,000, 26,000,000 and 45,000,000 words respectively, the mean being 28,000,000. This last figure can be correlated with that by the age of four the child's vocabulary is about 1,500–2,000 words.

Nation (2014) obtained other interesting results, with corpus linguistics help. He found out that, statistically, for:

1. a word to have enough repetitions in a text to remember (about 12);
2. the second thousand most frequent English tokens, one needs to read about 200,000 words;
3. the third, 300,000;
4. the fourth, 500,000;
5. the fifth, 1,000,000;
6. the sixth, 1,500,000;
7. the seventh, 2,000,000;
8. the eighth, 2,500,000 million; and



9. the ninth, 3,000,000.

One more source of information is polyglots' practice of learning languages. In his talk at the Polyglot Gathering 2017 in Bratislava, Dearman presented observations made by users of online forums in the course of learning new languages through video. According to their empirical estimates, they reached the B1 level after watching videos in the target language for 150 hours; B2 after 366; C1 after 590; and C2 after more than 2,000 (each subsequent level includes the hours of the previous one). Given that one hour of a film contains some 5,000 words, it can be calculated that B1 corresponds to the input of 750,000 words; B2 to 1,830,000; C1 to 2,950,000; and C2 to 10,000,000.

From the data presented, it seems possible to draw the following conclusions:

1. Calculation of the input required must be carried out in relation to the level of language proficiency which is regarded the goal of study and is connected with a certain vocabulary size.

2. As long as for most foreign language education goals the threshold (B1-B2) level is sufficient, it will probably correspond to an input of about 1,000,000 words. We can use this figure as a reference point in calculating the necessary number of classroom and homework hours, amount of audio and video exposure, and quantity of texts for reading.

3. The acquisition of the mother tongue by a child requires many times more input than the learning of a foreign language by an adult.

We can further clarify this issue by tracking the correlations between the amount of input received (through reading, listening and communication in the target language), the accumulated vocabulary and the achieved level of language proficiency.

Congress Session Theme: **Language acquisition, foreign language learning, multilingualism**

*Round Table*

Title: Psycholinguistic study of polyglottery and its application for language learning

**Invited talker: Prof. Elisa POLESE**

Forschungszentrum Jülich GMBH, [www.speakfromdayonewithelisa.com](http://www.speakfromdayonewithelisa.com), Niederzier, Germany.

*Title: Interactive multilingual lessons: a polyglot's perspective*

*Abstract*

Since multilingual expertise is in high demand now (professionally but also personally and socially), there is an increasing number of people who are wondering whether learning several languages at the same time is possible and what is the most efficient way to do so. Who wants to be fluent in multiple languages also wants to find a way to improve and maintain their languages without mixing them up. Multilingual learning links the need for efficient methods and techniques to the psychological component: it often happens that people learning foreign languages are discouraged by not seeing the results they were hoping. Finding efficient language learning techniques is crucial to maintain the motivation high and creating sustainable habits, and sticking to them is essential for one's motivation. Learning multiple languages, one the on hand helps the motivation because allows to focus not only on the language they feel they should learn, but also on the other languages they are interested in. Multiple languages are often a synonym for a variety of social (and professional) contacts and for finding the key to other worlds, mentalities and cultures, which is what many people are after nowadays. On the other hand, if not done properly, multilingual learning may lead to confusion, linguistic interference and difficulties to convey the desired level of information. This is why linguistic and psycholinguistic techniques are of the uttermost importance.

In this presentation, the author will analyse and formulate her strategies and techniques for simultaneous acquisition of multiple languages and will demonstrate in practice how to conduct such a class from the beginner's level by means of short conversations in the target languages. These techniques are described in her book "Multilingual learning: how to become fluent in multiple languages" (March 2019). An Italian version of the same book was released in July 2019 ("*Come imparare più lingue contemporaneamente*").

From the linguistic viewpoint the core method is based on teaching strategies optimised to enhance the students' ability to a) understand and use language features, that are the recurrent patterns or characteristics of a language, b) focus on differences between languages so that they don't mix them up, c) switch from one language to another. If properly trained, the human brain can master this ability and becomes able to deliver information in a clear way in the various languages avoiding completely any form of interference between them. These pillars reinforce each other creating the conditions for the students to become more and more aware of the linguistic differences and therefore the learning process becomes more efficient and more rewarding, therefore stimulating their motivation.

Language acquisition. Foreign language learning. Multilingualism.

*Round Table*

Title: Psycholinguistic study of polyglottery and its application for language learning

**Invited talker: Stepan KULAKOV**

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***Title: Polyglot agenda over the years: data of round table discussions since 2013***

*Abstract*

The starting point of the present study is the round table discussion “Polyglottery and Education” that took place during the International Conference on Multilingual Proficiency: Language, Polyglossia and Polyglottery (New York, 2013). This event is notable for being the first academic discussion of polyglot issues, which brought together both established linguists and renowned polyglots. It also pre-signified the beginning of the modern period for polyglottery as a movement and a science marked by the foundation of annual Polyglot Conferences (since 2013) and Polyglot Gatherings (since 2014) and by the emergence of regular research publications on the subject (authored by Dina Nikulicheva, Grigory Kazakov, Alexander Arguelles and others).

The main topics of the 2013 discussion (such as definitions of a polyglot, measurement of language knowledge, language switching in conversation, and improvement of language education) will be used as a reference point to compare with the agenda of subsequent polyglot round tables. The data for comparison will be drawn from panel discussions held as part of the Polyglot Gatherings, Polyglot Conferences, International Symposium on Language Education, Polyglottery and Geolinguistics (Moscow, 2018), and the round table “Psycholinguistic Study of the Phenomenon of

Polyglottery” at the 19<sup>th</sup> International Symposium on Psycholinguistics and Communication Theory (Moscow, 2019).

Presentation of data from the said events will be followed by a conclusion about the dynamics of polyglot discussions over the years. It will be demonstrated that the topics addressed at the initial 2013 New York round table found their way into subsequent forums and are still relevant among polyglots today. At the same time, new issues such as raising multilingual children, language-learning publishing market and polyglots’ employment opportunities have been added to the agenda. This may reflect the stable and the changeable elements in the structure of interests in the polyglot community.

Congress Session Theme: Language acquisition, foreign language learning, multilingualism

**Symposium 14 – Organizers: Prof. Natalia Ufimtseva & Prof. Irina Markovina**

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*Title: Consciousness-Culture: Interrelation and Methods of Psycholinguistic Research*

*Abstract*

The Russian psycholinguistic school views culture as a means to externalize ethnic consciousness. Language is another semiotic form of consciousness existence. Both culture and language unite people into one ethnic group and at the same time differentiate one ethnic group from another. Language objectifies consciousness images and arranges them into an ethnic linguistic image of the world. Via the language, it is possible “to gain access” to the ethnic consciousness and to reconstruct its somewhat incomplete equivalent which has been termed “language (verbal) consciousness”.

We would like to invite all interested researchers from all parts of the world to share their experience of investigating how language, culture and consciousness are related to each other, how they interact, and how linguistic, cultural and consciousness’s specificity affect intercultural communication.

Successful communication implies achieving mutual understanding between dialogue partners. The fact is that the problem of understanding is not limited to knowing the language. Based on (ethno) psycholinguistic approach (Russian psycholinguistic school), the causes of misunderstanding lie beyond the language – one should seek them in the *culture*. In other words, incomplete congruence of consciousness images of people

speaking different languages should be regarded as a major cause for intercultural misunderstanding.

We invite the symposium participants to discuss the methods they use to investigate culture specific consciousness images and to compare them cross-culturally. Russian psycholinguistics makes an extensive use of the so-called associative experiment (association test) to reconstruct the content of consciousness images. The participants will be informed on the results of our research and invited to share their experience in the field.

It should be emphasized that the research approaches we encourage our participants to discuss aim at looking for effective ways to promote mutual understanding in the globalization setting which is still the ground for a lot of misunderstanding, disrespect and hostility. The applied linguistics research could contribute to developing effective ways to mutual respect, appreciation and understanding, and thus to establishing an effective intercultural dialogue.

Congress Session Theme: Language and cognition

Symposium 14

Organizers: N. Ufimtseva & I. Markovina

**Talk 14.1/Speaker: Prof. Krasimira Aleksandrova PETROVA**

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*Title: Verbal-visual impact of advertising and packaging discourse*

*Abstract*

The commercial labels and packaging of some Bulgarian food products (dairy products, pasta, sweets, beverages) are viewed in psycholinguistic and semiotic perspective as: (1) a polycode message, a combination of verbal and visual components, (2) advertising and packaging consumer-oriented discourse, (3) part of the linguistic picture of the world of the Bulgarian native speakers (worldview). Linguistic means, nominative and communicative strategies combined with non-verbal, visual components in the commercial labels in Bulgarian language are analysed. The packaging of the product along with the label and other inscriptions affect the consumer. How do these verbal and non-verbal components activate a complex of simultaneously acting cognitive and emotional ethno-specific factors, background basic knowledge in the buyer's mind when choosing the product?

Commercial labels contain two types of verbal information: 1) necessary (objective) - it has an informative function, but in some cases it can have a manipulative or emotional function; 2) additional (optional) – advertising-consumer discourse.

For example, the name of yogurt (*Bozhentsi*), supplemented by a short slogan ('*The Taste of the Bulgarian Tradition*') and short explanation – an advertisement (*The Original. Yogurt from cow's milk*), supported by an image (very similar to the photo in Wikipedia) of a typical Bulgarian Revival house from the architectural reserve of the village of Bozhentsi – one of the favorite tourist destinations, evokes pleasant memories, national



pride and confidence, trust in order to increase the motivation to buy the product (see photo below).

Studying trade labels as mini-fragments of the linguistic picture of the world, as advertising and packaging discourse, helps us to better understand ourselves, those around us and the world around us. Advertisers and industrial designers take into account various details of the complex cognitive and linguistic picture of the world. Therefore, trade names and commercial labels are subject to analysis not only in onomastics (choice of language sign –product name), but also in psycholinguistics, linguoculturology and pragmatics, advertising and marketing.

Keywords: psycholinguistics, linguoculturology (anthropological linguistics), semiotics, linguistic picture of the world, advertising and commercial labels, packaging discourse, interaction of verbal and non-verbal components.

Symposium 14

Organizers: N. Ufimtseva & I. Markovina

**Talk 14.2/Speaker: Prof. Lazzat KABYLDASHEVNA**

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*Title: Interdisciplinary Approach to Discourse*

*Abstract*

“Discourse turn” in social sciences defines the relevance of using discourse to compare text with speech activity. It develops tenets of psycholinguistics and subject linguistics and obtains the status of an interdisciplinary science. Its descriptions confirm its special status. On the one hand, discourse is an ideal reality, which during the transmission and receipt of communication does not merge with text, only links with it or separates from it, on the other – as a gnoseological construct: it reconstructs and models a cognizance of results of academic study, that is, the cognition of discourse.

Symposium 14

Organizers: N. Ufimtseva & I. Markovina

**Talk 14.3 /Speaker: Prof. Tamara BORGOKOVA**

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*Title: Paradigmatic and syntagmatic dimension in Khakass language consciousness*

*Abstract*

Gaining access to verbal associations of native speakers of indigenous languages is important in connection with the rapid processes of their language shift to dominant languages. This paper aims at studying universals and ethno cultural specifics of linguistic consciousness of the Siberian indigenous nation - the Khakass. Although Khakass is the second official language of the Republic of Khakassia (Russia), it is included in the group of endangered languages in the UNESCO Atlas of Endangered Languages (2010). The features of conceptualization and categorization in the Khakass world view are revealed through analysis of syntagmatic and paradigmatic types of organization of associative strategies of Khakass respondents. In particular, the correlation and content of rational and emotional models of Khakass associative reactions are shown in comparison with Russian and American respondents' associations. The results of comparative study reveal the predominance of emotional syntagmatic associations in the answers of Khakass respondents, which is typical for eastern languages such as Japanese and Korean too. The most pronounced is the model of associating the words-stimuli of paba "father" and idje "mother" with adjectives, accounting for 65 and 68 percent, respectively. Syntagmatic models of association in the American linguistic consciousness accounted for more than half (52.8%) only in the associative field mother and less than half (46.8%) in the associative field father. In Russian associative fields, more rational paradigmatic answers

prevail, amounting to 72.5 % in the associative field father and 59.5% in the associative field mother. A distinctive feature of the Khakass associative perception of parents is only positive or neutral. Mental and emotional representation of connected vocabulary is manifested through folklore and metaphorical associations that characterize the male power of Alip and the female warm beauty of kun. The specifics of the content of American associative fields are associated with a more noticeable share of the negative characteristics of parents, significantly less than that presented in Russian associative fields. The universal features are connected with love and gratitude to parents revealed in associations of representatives of three lingua cultures.

Symposium 14

*Organizers:* N. Ufimtseva & I. Markovina

**Talk 14.4 /Speakers: Prof. Lavinia NĂDRAG & Prof. Alina GĂLBEAZĂ  
(BUZARNA-TIHENEA)**

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*Title: Teaching English through guided meditation*

*Abstract*

In our capacity of teachers, we know that students learning a foreign language are usually apprehensive to produce spoken language and anxious about using it. In our persistent quest for finding the most efficient and appropriate way of teaching English as a foreign language, we have identified “Guided meditation” as an interesting alternative approach and strategy.

First, we have taken into account the fact that applied linguistics was first associated with language teaching and learning, and that applied psycholinguistics has also shown interest in this field. Consequently, our paper discusses the main differences between “mindfulness”, “guided meditation” and “transcendentalism”, and then it aims at showing and explaining ways of using the guided meditation practice for boosting teaching and learning English as a foreign language: the theoretical background, how and what a teacher should prepare for such an experiment. This is an obvious example of teaching and learning a foreign language through linguistics and psycholinguistics, connecting vocabulary, grammatical structures and rules with awareness, perception, creativity, context-dependent memory, positive affects and effects, a comfortable, inspiring learning environment.

The experiment will rely on Tatiana Slama-Cazacu’s dynamic-contextual methodology (1999). This kind of practice should be prepared in advance, by organizing the

experiment: selecting a control group and an experimental group, administering an initial and an achievement test, a pre-survey and a post-survey, conceiving activities, collecting work samples and the teacher's observation notes. The hypothesis of such an experiment could be that the students engaged in guided meditation strategies can generate new ideas, cooperate with their colleagues, learn, reflect and think critically, improve their communication abilities in English.

Symposium 14

Organizers: N. Ufimtseva & I. Markovina

**Talk 14.5 /Speaker: Prof. Marina Ilyinichna KYSYLBAIKOVA**

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*Title: Yakuts' language consciousness about the culture concept: Semantic fields*

*Abstract*

Research of the concept “Culture” was held among the Yakut language speakers, whose main language of speaking is the Yakut. 2000 representatives of the Yakut culture took part in the associative experiment.

The methods, which were used in the study of the concept “Culture” are: semantic, quantitative analyses, the free associative questionnaire, method “semantic gestalt” by Yuriy Karaulov.

In case of big quantity of reactions to the stimulus-words of the concept under research it is better to use the “semantic gestalt” by Yuriy Karaulov. This method helps to classify reactions and get the semantic fields in a proper way.

As a result of the free associative experiment we got a huge number of reactions, which were classified by the following semantic fields recommended by Yuriy Karaulov:

- 1) who (the person associated with the stimulus-word);
- 2) what (an object associated with the stimulus-word);
- 3) which (includes permanent (integral signs, considered from the perspective of an outside observer);

- 4) what (estimated characteristics within the framework of the “good - bad” scale);
  - 5) it (quasi-definitive constructions in which the pronoun “it” plays the role of a hypothetical connective);
  - 6) to do (the action associated with the stimulus-word);
  - 7) where (the place associated with the stimulus-word);
  - 8) when (the time period associated with the stimulus-word).
- With the help of “semantic gestalt” we got the following semantic fields of the concept “Culture” in the language consciousness of the Yakut language speakers: Folklore (17.8%), Art (11%), Science (11,2%), Literature (10.2%), Literature (8.1%), Sport (7.6%), Education (7.7%), Faith (5.3%), Soul (4.8%), Geography (4.5%), Family (2.7%), Sign (2.1 %), Information Technologies (1.9%), History (1.5%), “Sign of nationality” (1.4%), “Time” 1.0%, Quality” (0.3%). According to the data obtained, the core of the concept “culture” in the language consciousness of the Yakut native speakers is “folklore”. The results allow us to conclude that for native speakers of the Yakut language, “culture” is folklore. The available data of the Yakut native speakers confirm that the culture of the Yakuts is based on folklore, folklore is an oral folk art. Folklore of the Sakha people is known for being rich and diverse.



Symposium 14

*Organizers:* N. Ufimtseva & I. Markovina

**Talk 14.6 /Speaker: Prof. Igor PANASIUK**

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*Title: Internal structure of the translator's mental lexicon: experimental psycholinguistic research*

*Abstract*

This paper deals with the psycholinguistic methods of investigation of the cognitive process of text reception and the process of translation – the free associative experiment. The psycholinguistic experiment can be seen as a complex investigation method. The application of the psycholinguistic experiment is thus to be embedded in the translational experiment in the aspect of the poly-variety of translation: Two German translations of the novel „The Master and Margarita" by Mikhail Bulgakov and the novel „Doctor Zhivago" by Boris Pasternak are to be analyzed in the frames of the psycholinguistic experiment. The source of the poly-variability of translation is the subjective character of the interpretation of meaning, which is based on probabilistic processes and associative meanings. Emotions play an important role here. The empirical data obtained will be used for didactic purposes in the training of prospective translators.

Symposium 14

Organizers: N. Ufimtseva & I. Markovina

**Talk 14.7 /Speaker: Prof. AKHVLEDIANI & Prof. K. GABUNIA**

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*Title: Les métaphores de la parémiologie romane et géorgienne*

(sur le corpus des langues française, italienne, espagnole et géorgienne)

*Abstract*

La métaphore est une partie inséparable de plusieurs proverbes et son étude sur un fond de parémiologie de différentes langues donne la possibilité de mettre en évidence, de révéler non seulement la spécificité de conception du monde nationale, mais aussi les caractéristiques typologiques qui représentent l'unité de la pensée verbale humaine dans le contexte social différent.

Si nous regardons attentivement, nous verrons que malgré leur spécificité les recueils de proverbes et de locutions proverbiales des peuples différents sont très semblables les uns aux autres. La spécificité est liée à la structure figurative, aux réalités locales et aux concepts, aux notions – la communauté réside en ce que certains proverbes et locutions proverbiales ont des signes des certaines situations ou de relations entre les objets donc, leur ressemblance extérieure est moins importante et il est plus important ce qu'ils disent. L'analyse de parémies des langues romanes et géorgienne (française, italienne, et géotgienne) a révélé un certain nombre de stéréotypes métaphoriques qui caractérise ces langues et qui prouve l'affinité, la proximité typologique de leurs systèmes imagés et du contenu logique.

Dans les matériaux parémiologiques étudiés sont prévalues les métaphores zoomorphiques et botaniques basées sur les images semblables, similaires ou identiques parmi lesquels du point de vue quantitatif prédominent les métaphores liées avec le règne animal.

Le grand nombre de paraboles françaises, italiennes, espagnoles et géorgiennes relie les femmes avec les animaux domestiques et les oiseaux du point de vue d'obstination.

Il existe aussi dans les langues française, italienne, espagnole et géorgienne les équivalents parémiologiques « interlinguaux » où on parle du danger posé par les femmes par rapport aux hommes et les actions imprévues d'une femme sont comparées à l'entêtement, à l'opiniâtreté du mulet ou au pharisaïsme, à l'hypocrisie des prêtres.

L'étude de l'origine de parémies et celle de leurs caractéristiques typologiques générales réfléchies dans leurs stéréotypes métaphoriques ont montré que les proverbes et les aphorismes latins et grecs avaient de l'influence sur la culture européenne et géorgienne médiévale et la culture de la Renaissance. Les parémies caractérisent les relations et créent des situations qui sont communes au contexte social différent et par conséquent, dans la plupart de cas ils coïncident non seulement avec le contenu logique mais avec celui du système d'images mêmes qui est lié au monde humain et donne la possibilité de comparer les choses non opposées.

*Mots-clés:* métaphore, équivalents parémiologiques, stéréotypes métaphoriques, concepts, proximité typologique.

Congress Session Theme: Semiotics and Psycholinguistics

Symposium 14

Organizers: N. Ufimtseva & I. Markovina

**Talk 14.8 /Speaker: Anastasia Gennadievna POLYANSKAYA (Junior Researcher)**

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*Title: Perception of commerce and e-commerce in Russia (psycholinguistic date)*

*Abstract*

Undoubtedly, economic and technological realities affect both the lexical and the associative meaning of verbal units. This work shows the way commerce perception has been changing during the last several decades. The work is based on data from RAD (Russian Associative Dictionary), EURAD (Russian Regional Associative Dictionary-Thesaurus) and SIBAD (Russian Regional Associative Dictionary: Siberia and the Far East) as well as data from 2 experiments including associative experiment and website analytics.

The latest experiment which was carried out in Moscow during the pandemic used stimuli such as kupit' (buy), magazin (store), oplata (payment), prodazha (sale), otzyvy (reviews), dostavka (delivery), sajt (website), akcija (promotion), бесплатно (free).

Association dictionary's material shows that the largest changes in the associative meaning of the above-mentioned words are associated with a change in the economic situation in Russia at the end of the 1980s – the first part of the 1990s. The period of food shortages was replaced by a period of saturation (this trend is the most vivid when analyzing reactions to stimulus 'buy'). There are also factors indicating a trend towards globalization. So, we can see a change in the associative meaning of the word prodazha (sale) from the local meaning to the international.

Up to 2020, the main association with goods purchase has been the commission of cash-money relations offline. Reactions that reflect the transaction on the Internet are located on the periphery and are represented by unit values. The data of 2020 shows more reactions connected with e-commerce (e-shops names etc). The experiment results show that during the pandemic e-commerce starts to have stronger positions, the reactions number associated with the trade operations implementation on the Internet is sharply increasing, but the concepts 'cash' and 'offline shops' still stay in the associative opinion core. On the other hand, a negative attitude towards the concepts 'buy', 'promotion' and 'free' is increasing; the associative meaning of the concepts 'buy' and 'promotion' is changing and, finally, the reactions to the stimulus *dostavka* (delivery) are now characterized by a greater detailing. The 'food shop close to home' format becomes one of the most commerce popular format in Moscow area during the pandemic and it correlates with economic statistics. So, we can see that psycholinguistic data can be used in marketing and e-commerce as an instrument of understanding customs behavior.

**Regular Session 15. Bilingualism and multilingualism/Language acquisition. Foreign language learning/ Psycholinguistics and manipulation: Language and power**

**Regular Session 15.1 – Speaker: Prof. Danuta GABRYŚ-BARKER**

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*Title: EFL trainees' experience of a positive psychology course*

*Abstract*

The aim of the presentation is twofold. First of all, it briefly introduces the main principles of positive psychology and discusses their relevance for teaching and learning foreign languages. One of the main pillars of positive psychology is affectivity, perceived as a significant factor in a variety of contexts, including the educational one. It also reflects on the other two pillars, that is, one's strengths and weaknesses and the ideas behind the concept of enabling institutions (Seligman 2002, Gabryś-Barker 2016, MacIntyre et al. 2016).

Secondly, we take up this theoretical outline in the presentation second part, when we describe an introductory course on positive psychology for university students, English future teachers as a foreign language. The data collected on the course completion demonstrates changed perceptions of what constitutes teaching/learning foreign languages, as result of the training in positive psychology. The student narratives example gives enough evidence and suggests the desirability of making certain modifications in teacher training programs at the university level.

Congress Session Theme: Language acquisition. Foreign language learning. Multilingualism

**Regular Session 15.2 – Speaker: Prof. Galina CHIRSHEVA**

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*Title: Code-switched insertions in the speech of a bilingual child*

*Abstract*

The presentation deals with insertions viewed as a sub-type of intrasentential code switches within utterances of a child who simultaneously acquires Russian and English in a Russian family in Russia. Recent works on child code switches tend to view them as essential characteristics in the development of early childhood bilingualism and the emerging grammars (Ribot & Hoff 2014; Vihman 2018; Yow, Tan & Flynn 2018, among others). The bilingualism under observation is developed according to the principle «one person – one language» in a Russian monoethnic family, with mother speaking her native language (Russian) and father speaking his non-native language (English) to their child.

The aim of the paper is to describe structural characteristics of insertions and their specific use in the child's mixed utterances for five and a half years of his life (between 3;0 and 8;06) and show how different kinds of the insertions are related to his bilingual development.

We obtained the child's 425 oral utterances with the help of participant's observation fixed by videotaping and written notes.

We based the insertions structural analysis on the theoretical assumptions and the Matrix Frame Model elaborated by the American linguist C. Myers-Scotton and her coauthor (Myers-Scotton 1997; 2002; 2006; Myers-Scotton & Jake 2017).

The study revealed two opposite trends: on the one hand, the structure of the mixed utterances with insertions demonstrate that the English language competence of the child has positive development, on the other hand, Russian as a dominant language has been increasing its active use as the Matrix language, which subdues English insertions and limits their morphosyntactic significance.

Congress Session Theme: Bilingualism and multilingualism

**Regular Session 15.3 – Speaker: Prof. Barbara HOFER**

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*Title: Multilingual competences in young learners*

Abstract

This talk examines multilingual competences at the primary level. We reinterpret Cook's multi-competence notion in favour of a more holistic conceptualisation (Hofer 2017). A Dynamic Systems and Complexity Theory-informed framework provides the theoretical underpinning for my discussion of early multilingual competence(s). We present and discuss recent research conducted in South Tyrol multilingual context. The study investigates meta- and cross-linguistic abilities in emergent multilingual learner/users in varyingly multilingual settings in South Tyrol. We present (Hofer & Jessner 2019a, 2019b) a new assessment tool for the multilingual competences measurement designed especially for this research purposes. The new test procedure probes into young learner-users' ability to carry out multilingual operations and provide verbal explanations of their metalinguistic reasoning. We discuss preliminary results under the DSCT perspective. The paper closes with a conclusion and brief outlook.

Congress Session Theme: Bilingualism and multilingualism



**Regular Session 15.4 – Speaker: Prof. Zulima Zulkarinovna BZEGEZHEVA**

Sochi State University, Russia

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*Title: Personal pronoun 'YOU' use in Russian, English and Circassian (Adyg)*

*Abstract*

Personal pronouns are words about which linguists have no common point of view. Difficulties in studying the semantics and functioning of personal pronouns in all languages are due to their specific semantic nature. We should consider the fact that the personal pronouns relation to speakers lays on a broader fundament – the deictic category. It refers to the location, time and identification of discourse persons, objects, events, processes, and actions pointed towards, or referred about, depending upon the space-time context shared by the interlocutors while creating and maintaining the utterance act.

Pronouns in different languages (Russian, English and Circassian (Adyg)), although they have common semantics, differ in their structure and functioning specific features. It is by speech acts functioning, that pronouns acquire different meanings.

Considering the personal pronouns communicative aspect, we should note that it implies the dialogue in which the studied pronouns most clearly actualizes.

The communicative capabilities peculiarities of the personal pronoun YOU in 3 languages are related to its functional purpose pointing towards the speech act interlocutors, as well as towards the addressing problem.

This pronoun analysis respecting its communicative aspect showed that the second-person pronoun functioning in the three above-mentioned languages is different. In Russian, it presents singular and plural number. In English, the same pronoun expresses the singular and plural number, which meaning can only be determined in context. In Circassian, the second-person pronoun, as well as in Russian, presents singular and plural

number, but unlike Circassian, Russian second-person plural pronoun use shows respect for older people and strangers. When teaching children any of the mentioned languages, teachers must help students identifying personal pronoun YOU similarities and specific features dependent upon use context.

Congress Session Theme: Bilingualism and multilingualism

**Regular Session 15.5 – Speaker: Prof. Iryna RUDYK**

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*Title: Redefining manipulation: persuading patients in clinical settings*

*Abstract*

One feature of the interaction between a health professional and a client in clinical practice is its institutional character and the imbalance of power it imposes. With the health professional obviously occupying a position of privilege, the client is left being vulnerable, dependent on the doctor or nurse, and reliant on their goodwill.

These circumstances pose a very important question – that of trust in clinical interactions. Trust is a crucial component of effective communication in clinical settings as it allows patients to relate their most personal experiences to a total stranger. That explains special attention given to building trust and creating rapport with the patient in medical education and testing, including the OSCE.

The objective of this paper is thus to study the techniques recommended building trust in patients, and analyzing their manipulative/non-manipulative nature.

When describing the nurse-patient relationship, Professor Halldorsdottir applies ‘the wall-bridge theory of human encounters within nursing: from the patient’s perspective’. The researcher employs the wall metaphor to denote a communication breakdown, which can manifest itself in disconnection and mutual avoidance – obviously a barrier to interaction. To break it is the aspiration of Halldorsdottir’s other metaphor – that of the bridge, which serves to create in the patient the sense of openness and connectedness.

In the author’s terms, the development of mutual trust through building the bridge occurs in six main stages:

1. reaching out: initiating a connection;
2. removing anonymity: overcoming stereotypical representations of patient and nurse, recognizing each other as a person, and initial bonding;
3. acknowledging the connection: recognizing the already established connection;
4. establishing truthfulness: the patient feeling safe to offer a truthful account of her/his condition and related feelings, and the nurse accepting and respecting the patients as they are;
5. reaching solidarity: substituting the client’s sense of alienation with the sense of being equal in status; building up coalition with the client

6. negotiating true care: developing a broad understanding of the patient's needs and using it as the foundation of collaboration with the patient aimed at her/his increased well-being.

Halldorsdottir's wall-bridge theory outlines specific techniques, which can oil the gears of nurse-patient interaction on different stages: mutual self-disclosure, links to out-of-hospital environment, conversing in a warm voice, using other body language and calling the patient by name.

The list above is by far non-exhaustive. Numerous other studies and communication guidelines expand it by referring to: nodding to let the patient know you are following them, repeating a key word from the patient's last sentence in your first sentence, trying not to come across as negative and seeming to care about the patient etc.

While the techniques above do not seek to disadvantage the patient, they seem – in spirit and even in wording – to be of manipulative nature. Therefore, the question arises what type of manipulation this is, whether viewing it positively in the context of communication in clinical settings and other institutionalized settings, and what do problems pose for defining manipulation.

Congress Session Theme: **Psycholinguistics and manipulation: Language and power.**

Language of presentation: **English**

**Regular Session 15.6 – Speakers: Dr. Simona ANASTASIO & Prof. Patrizia GIULIANO**

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*Title: Spatial conceptualization in L1: a contribution to language-cognition debate*

Abstract:

The study focuses on the motion events expression in oral narratives produced by English, French, Italian and German adult native speakers (10 informants per group). Data were collected by means of the “*Frog Story*” (Mayer, 1969) and a cartoon of the Polish series “*Reksio*” (Marszalek, 1963).

Our analysis investigates the way native speakers conceptualize and code linguistically motion events and the impact of typological properties during linguistic productions (*Thinking for Speaking* Hypothesis Slobin, 1996), given the differences between the languages considered. According to Talmy (1985, 2000), English and German are *satellite-framed languages* (Manner/Cause in verb, Path in a satellite), whereas Italian and French are *verb-framed languages* (Path in verb, Manner/Cause, if expressed, outside the verb).

Globally, our study confirms the inter-typological variation between S-languages and V-languages. It pays a great attention to Manner and/or Cause accompanying the main verb + path particles. It also stresses an *intra-typological variation* regarding Italian and French. Only Italian provides some satellite constructions (*andare via* = *go away*, *correre*

*via* = *run away* etc.; cf. also Simone, 1997; Iacobini & Fagard, 2011; Anastasio, 2018, 2019), especially in the verbalization of some tasks specific scenes proposed, which require a ‘caused motion’ construction (it. *tirare su* = *pull up*) or a boundary crossing constraint (*saltare via* for ‘*jump out*’).

Even though each language disposes of different options to express a motion event, we suggest that the co-existence of two motion encoding strategies – stronger in Italian than in French (verb-particle constructions are totally absent in our French data) – makes Italian language a *hybrid framed system* and, consequently, as a *high-path language* within the V-languages cline. We shall evaluate both the typological differences impact on linguistic productions and the possible in progress changes in the languages considered.

Congress Session Theme: Language and cognition

**Regular Session 15.7 – Speaker: Yevgeniya BENTYA (Junior researcher)**

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**Title: Associative fields ‘American’ and ‘European’ in Kazakhstani language consciousness<sup>1</sup>**

*Abstract*

Kazakhstan is currently undergoing a powerful modernization process, applied to all levels of social and state institutions. The main characteristic of modernization is its orientation toward the West, and its accordance with Western standards.

This orientation, or westernization, reflects in the worldview of Kazakhstani citizens. The psycholinguistic method, namely an associative experiment, makes it possible to carry out a directed analysis of language consciousness images. In 2017, we conducted an experiment on 600 students at Northern Kazakhstan universities. The questionnaire included 100 stimuli, among which were ‘American’ and ‘European’. By including these two stimuli in the questionnaire, we pursued two goals: 1) tracing the associations with countries of the Western world and 2) identifying the evaluative component of associations.

We compiled the experiment results into a sub-corpus on the website of the Russian Regional Database of Free Associations, ‘SIBAS’<sup>21</sup>.

We divided all the responses in the associative fields ‘American’ and ‘European’ into several semantic zones. The responses in the associative field (AF) ‘American’ made 13 zones, while in AF ‘European’, 12 zones.

Analysis of both AFs showed a significant difference between the America (USA) images and European countries (Western Europe). The responses in the AF ‘American’ most commonly refer to specific cultural *realia* names, such as proper names (*американский*→*пирог; папаша; ниндзя* (*American Pie* (film), ‘American Dad!’

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<sup>1</sup> The work belongs to the Institute of Philology Siberian Branch of the Russian Academy of Sciences “Cultural universals of verbal traditions of the Siberian and Far East peoples: folklore, literature, language project” supported by a Russian Federation Government’s grant for the research promotion, conducted under the leading scientists’ guidance, contract № 075-15-2019-1884.

<sup>2</sup> SIBAS – Russian Regional Database of Free Associations (authors and compilers Shaposhnikova Irina V., Romanenko Alexey A.). Website: URL: <http://adict.ru/nsu.ru> (Date: 28.11.2019)

Congress Session Theme: Language and cognition



**Regular Session 15.8 – Speaker: Nana GONJILASHVILI**

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*Title: Heart in Rustaveli's 'Knight in the Panther's Skin'*

*Abstract*

Rustaveli's 'Knight in the Panther's Skin' (12<sup>th</sup> century) is the junction of eastern and western cultures, thinking systems and worldviews. Here the flows of eastern-western civilizations harmonically merge and acquire distinguished, original form in the poet's art.

To reveal the oldest layers in Rustaveli's language structure studying of the paradigmatic characters of the 'Knight in the Panther's Skin' it is of great significance. This, in turn, reveals interrelations between the important events related to human life, reflected in language.

Careful study of the poem text shows very interesting images. In this respect, the issue of semantic binary nature of "heart" is of interest as Rustaveli pays great attention to it (in the poem it was mentioned over 300 times) and presents with particularly versatile content load and this is conditioned by great number of lexemes, composites and phraseological items associated with word "heart" in Georgian language.

In Georgian, binary semantics of "heart" is as follows: heart – organ and center. Based on the study of Georgian translation of Old and New Testament the following binary semantics of "heart" is seen: heart is the main organ for life, heart – symbol of mental life, religious feelings and, generally, excitation and existence of senses, "heart" – center, middle. Consideration of the hagiographical composition provides similar pattern of above binary nature.

In ‘Knight in the Panther’s Skin’, binary semantics of the “heart” is revealed, there are provided relevant lexical and phraseological units developed in the language. Nevertheless, unlike Bible and hagiographic literature, in the poem, “heart” and its derivatives, mostly, in accordance with the trends of the epoch, are used to demonstrate human nature, internal psychological world, movements in the individual’s soul and create wide range for expressing of various senses and feelings. In the text of ‘Knight in the Panther’s Skin’, we do not use “heart” with the meaning of the center. For Rustaveli, heart is center of human and generally, humanity, the crossroad of opposing or polar feelings determining human words and actions. Rustaveli offers new interpretation of “heart” and related lexical units. Possible, some of them belong to the life speech. Nevertheless, Rustaveli was the first to introduce them in Georgian literature. In the mentioned poem, some stances do not cite but imply “heart”. Building of the artistic image in such manner is characteristic for Rustaveli’s poetic language.

According to Rustaveli’s studies, heart personifies, in ‘Knight in the Panther’s skin’. Nevertheless, in our opinion, heart does not only personify but rather, it is one of the main characters. Characters of the ‘Knight in the Panther’s Skin’ follow the heart or fight with it, talk to it as though it was a person, give and ask advices. At the same time, entire poem text is the fight with the heart, striving to follow the heart desires and pray to get “wise heart” instead of the “crazy heart”. Renaissance ideal creates peculiarities of “heart” embodiment in ‘Knight in the Panther’s Skin’.

Congress Session Theme: Language and cognition

**Regular Session 15.9 – Speaker: Prof. Tamires ZAR**

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*Title: Brazilian elementary students' reading and writing skills phonological and visual predictors*

*Abstract*

Aspects related to visual perception were prevalent in pioneering studies on reading and its disabilities. Now, linguistic abilities related to phonological processing have been pointed out as the most relevant to explain success or failure in learning how to read. Nevertheless, these abilities are not enough to explain all the aspects related to the reading and writing deficits. Therefore, the main objective of this work was to analyze the contribution of visual and phonological processing skills in reading and writing performances on a sample of young children (1st to 5th grade) to better understand the contribution of these skills on the development of reading and writing. Our present sample is composed of 26 literate participants aged between 6 and 11 years ( $M = 8,27$ ,  $S.D. = 1,37$ ), from two Brazilian private schools. They were submitted to tests of words reading, spelling, phonological awareness, phonological short-term memory, visuospatial working memory, visual perception, and rapid automatized naming. One interesting result is rapid automatized naming emerging as the only good predictor for both reading and writing skills throughout the years. This supports its importance on the development of these skills, not only in the late stages and automation of these processes but also during the early years of learning to read and to write. We also discuss our main results in light of Frith's and Ehri's theories, examining the differences between the developmental stages of reading and writing during early school years.

Congress Session Theme: Language and cognition

**Regular Session 16. – **Speaker:** Language and Education: VARIA I**

**Regular Session 16.1 – **Speakers:** M. P. H Tinatin MAMATSASHVILI & Prof. Liana SAGINASHVILI**

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*Title: Psychosocial Influence of New Psychoactive Substances (NPS)*

*Abstract*

New psychoactive substances (NPS) are drugs, designed to replicate the effects of illegal substances like cannabis, cocaine and ecstasy whilst remaining legal – hence their previous name ‘legal highs’. NPS began to appear in the drug scene around 2008/09. They fall into four main categories: *Synthetic cannabinoids, Stimulant-type drugs, Downer’/tranquilliser-type drugs and Hallucinogenic drugs.*

The availability of New Psychoactive Substances (NPS) has posed a significant challenge over the last few years. The Government is determined to clamp down on the trade in NPS, or so called “legal highs”, since considering and having introduced the Psychoactive Substances Act 2016 unhelpfully to restrict the open retail of psychoactive substances by banning the sale, supply and importation of these drugs

The purpose of our research was identifying what young people think about New Psychoactive Substances and why they can use them. Seventy-eight people aged 18-30 were interviewed. Results of the analysis showed that almost 1/3 did not know about the harmful effects of new psychoactive substances. Among them nearly 50% said they had used an NPS at least once, but not surprisingly recent use was mainly males in this age group who also used at least one other illegal drug, consumed alcohol and to some extent were engaged with the night time economy. The rest 2/3 knew about the harmful effects of these substances, and that is why only 25% used it. These people, with a higher level

of drug use said that they mostly consume NPS as attending festivals and clubs, also students in student accommodation, adult prisoners and young offenders and the homeless.

So primary prevention is located very much within drug education in schools; it focuses on stopping children and young people using drugs in the first place. Nevertheless, attempts to prevent young people from using substances or significantly changing behavior of those who have started have been largely unsuccessful. This will set the bar for the value of drug education in schools unrealistically high and may lead to conclusions that conducting such work in schools is a waste of time and money unless we take other outcomes and benefits into account. It looked at two types of program; those which imparted consequences of risk ('if you take this, then that might happen') and those which took a social norms approach ('don't think that everybody is using drugs'). However, we should regard raising knowledge and awareness of the risks and consequences as a positive outcome. Governments and other agencies should ensure young people have access to timely, accurate and non-judgmental information on which to make informed decisions. Of course, the decision whether or not to experiment/use substances is not dependent on the information/knowledge imparted alone, but on a wide constellation of other personal, social, economic and environmental factors, which are outside the capacity of any one institution to significantly influence. There is concern that teachers (and professionals generally) need more access to information about NPS to prevent drug taking among young people.

Congress Session Theme: Persuasion in communication

**Regular Session 16.2 – Speaker: Prof. Elena KOVÁČIKOVÁ**

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*Title: Impact of micro-teaching techniques on students in English teaching programme*

*Abstract*

In order to teach English in Slovakia, teachers need to accomplish Master degree at universities. Pre-service teaching training of English comprises pedagogical and psychological theories, language proficiency, psycholinguistic paradigms as well as methodologies of English language teaching. Micro-teaching as an effective technique is often used in methodological courses. It provides multiple opportunities for bridging theories with practical outcomes in a safe environment. This paper analyzes micro-teachings of pre-service students of English teaching programme in Slovakia via AAA methodology and shows the possible impact of this technique in teacher training programmes.

Congress Session Theme: Language and Education. Psychopedagogy of language. Persuasion in communication and education

**Regular Session 16.3 – Speaker: Prof. Svetlana CHUGUNOV**

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*Title: Experimental Approach to Translation Adequacy*

*Abstract*

Translation adequacy remains a central concept in Translation studies. It is widely used, but there is no common agreed upon approach to its definition. Most linguists and Translation studies scholars acknowledge that adequate translation stands for acceptable translation. We relate adequate translation to an action, implying decision-making. Thus, translational decisions must fit the goal of the translation. Thus, adequate translation is process-oriented and goal-oriented (Reiss, 1983). The fundamental question is how to assess translation adequacy? Apart from intuition, there are no experiential tools. From the communicative perspective on the problems of interlingual communication, E. Nida (1991) distinguished between two requirements for translation adequacy – minimal and maximal, depending on the degree of cultural and linguistic differences between the source and the receptor texts. When cultural and linguistic differences are not crucially large, a maximal requirement is possible. It would mean that the readers of the translation would respond to the text both emotively and cognitively in the same way, as the readers of the original text would do. When cultural and linguistic differences are substantial, then equivalent responses are practically impossible, therefore, a minimal requirement for adequacy would make sense. Though English is a Germanic language, and Russian is a Slavic language and there are significant structural differences between them, let alone cultural differences because people, speaking these languages are separated from each other both territorially and historically, we still believe that with an English↔Russian translation certain concepts, practices and whole systems can be made comprehensible through translation. Thus, we have attempted to compare experimentally the emotive responses from 36 Russian university students, majoring in English ↔ Russian Translation, to original Russian texts of political slogans and their English translations.

We instructed the subjects to rate original and translated texts on 6 bipolar-adjective scales designed in the manner of Ch. Osgood's Semantic Differential (1957), i.e. measuring the connotative meanings of objects, events and concepts. We asked the subjects to assign positive, negative, or neutral values to the source texts and their translations. The hypothesis has been that the more similar the rates are, the more adequate the translation is. First, we instructed one group of subjects to rate 9 Russian originals on 6 bipolar-adjective scales and then translate them into English. Second, we instructed another group of subjects to rate the translations on the same 6 bipolar-adjectival scales. As a result, we added all the positive, negative, and neutral values together for every stimulus, both original and translated. We drew bar charts to show similarities and differences between the responses to the original and translated texts. Thus, the proposed experimental approach with the application of rating scales allows us to visualise a highly sophisticated notion of translation adequacy.

Congress Session Theme: Transnational/transcultural problems in modern society

Awareness, emotion, memory in communication



**Regular Session 16.4 – Speakers: Prof. Ana Cristina PELOSI & Antenor Teixeira de ALMEIDA JUNIOR (student)**

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*Title: Discourse and metaphor emergence: Reading practice with high school students  
[Emergência discursiva da metáfora: Reflexões baseadas numa prática de leitura]*

*Abstract*

The presentation is concerned with metaphor emergence in discourse produced after a silent reading activity from a viewpoint that considers metaphor as an embodied and socio-culturally situated discourse emergence. I delineate such a vision by focusing on the concept of attractor that translates according to Complex Adaptive Systems Theory (CAS) applied to discourse, inter/intra subjective motivations that direct the discourse flux and preference states of the system. In order to contextualize the presentation theme, I give a brief explanation of CAS Theory and the vision of discourse as CAS, which understands metaphor as system-phase stability (Larsen-Freeman and Cameron, 2008 and Morin, 2008). I illustrate CAS Theory concepts with linguistic metaphors and metonymies that emerged in talk during a classroom activity involving a silent reading session of an opinion article by high school students from a state government school in Santa Maria – Rio Grande do Sul – Brazil. A discourse event during, which participants engendered and negotiated meaning according to their own experiences follows the reading activity. The theoretic approaches to metaphor comes from Conceptual Metaphor Theory (CMT), in accordance to theorists such as Lakoff and Johnson (1980; 1999) and Metaphor-Led Discourse Analysis (Met-Led Discourse Analysis), Cameron et al. (2009) and Cameron and Maslen (2010). In line with such approaches, I understand the intrinsic relation between cognition and discourse as a two-way flux of complex interrelations involving dynamic *thought-and-talk* processes in which the use of hyphens in the

italicized expression indicates, according to Cameron (2003) and Larsen-Freeman and Cameron (2008), the inseparability between thought and language. To the extent that intentions and emotions evolve in the discursive flux, the dynamicity of the *thought-and-talk* process requires constant interpretation and adjustments of the other's word by the discourse event participants. Discourse topics, metaphor vehicles, metonymies and identification of systematic metaphors in participants' discourse were coded with the help of Atlas.ti.<sup>2</sup>, a software designed to the implementation of quanti-qualitative analysis. The discourse engendered by the research participants provides evidence of the assertion put forward which considers discourse a complex adaptive system in constant edge-of-chaos state. Moreover, from an applied psycholinguistic perspective, the reading practice which gave rise to the views presented here about discourse and metaphor emergence, allowed for a more dynamic and effective way to approach reading instruction in the classroom environment.

Congress Session Theme: Language and Cognition

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<sup>2</sup> <https://atlasti.com>

**Regular Session 16.5 – Speaker: Prof. Lilian Vieira FERRARI**

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*Title: Cognition and multimodality in conditional constructions*

*Abstract*

This work presents a cognitive and multimodal analysis of conditional constructions from a mental spaces perspective. Conditional constructions [If P, Q] have been claimed to build embedded mental spaces: the Foundation Space prompted by the “if” clause and the Expansion Space activated by the main clause (Fauconnier, 1994, Fauconnier, 1997). More specifically, cognitive analyses of English Conditionals (Sweetser, 1990; Dancygier & Sweetser, 2005) have pointed out that relations between conditional spaces may give rise to, at least, three different types of conditional constructions:

- (i) Content Conditionals, which conditionally present temporal and causal relations between two events/states in the world (e.g. “If you leave now, you’ll arrive at the airport on time”);
- (ii) Epistemic Conditionals, which relate events/states and conclusions (e.g., “If flights were cancelled, the weather has gone worse”), and
- (iii) Speech Act Conditionals, which conditionally present a speech act (e.g. If you’re leaving now, could you give me a ride?”).

Although this classification sheds light on the cognitive mechanisms associated to conditionals, the weakness of the proposal is its circularity. The point is that, on one hand, linguistic data is the starting point for the postulation of Content, Epistemic and Speech Act Conditionals; on the other hand, evidence for the existence of these cognitive categories is also linguistic. So, the present work proposes to deal with this problem by providing independent, non-verbal evidence for the classification proposed. Drawing on recent work on co-speech gesture and multimodal construction grammar (Cienki & Muller, 2008; Cienki 2015; Steen & Turner, 2013), the analysis relies on video-recorded

data extracted from archive and facilities of the Distributed Little Red Hen Laboratory, co-directed by Francis Steen and Mark Turner. In particular, we took examples of Brazilian Portuguese conditionals from broadcast news data from Red Hen, Brazil, co-directed by Ferrari, Avelar and Guedes. The analysis shows that gesture patterns, which co-occur with conditional constructions, metaphorically reflect content, epistemic and speech act relations. These results suggest that cognitive relations between conditional spaces express themselves not only verbally, but also gesturally.

Congress Session Theme: Language and Cognition

**Regular Session 16.6 – Speaker: Prof. Vladimir MEDVEDEV**

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*Title: Some translation features of works created by bilingual authors*

*Abstract*

Translation of literary works, created by bilingual authors, as a rule, is associated with the problem of the presence in the text units of the ethnic language, often affecting the interpretation of the content of the whole work.

The great Humboldt grounded the theoretical basis for the mutual influence of systems of contacting languages, putting forward the thesis that the individual cannot leave his native language by switching to communication in another language. In this respect, is indicative the translation into English of the historical novel "Jud Süß" by the German-speaking writer L. Feuchtwanger, made by Will and Edwin Muir. The knowledge by L. Feuchtwanger of Hebrew and Yiddish contributed to the appearance on the novels pages of vocabulary of ethnic origin, which in our opinion translation did not always adequately represent. Let us consider various cases of interlingual transformation of the above novel by L. Feuchtwanger.

Without special difficulties was carried out only the translation of *well-known biblicalisms* from the Old Testament: *Jaakobs zerrissene Zelte –riven tents of Jacob*.

A mean trick played the false friends of an interpreter: to the word 'Judenschul' it was chosen as an equivalent *not the lexeme synagogue, but the Jewish College/ Jewish Seminary*.

Unfortunately, translators ignore Yiddish lexicon possibilities, borrowed from English slang: German *schleppen* would be appropriate to translate as *shlep*; and to verbs based

on the lexeme *Ganev*, to simulate English verbs with the basis of *ganef*; die *Schickse* to transform not into the *wench*, but to represent it in the form of *shiksa* or *shikse*.

The conducted research allows drawing the following conclusions. Active involvement by bilingual authors in the creative process elements of the native language is often associated with the growth of the internal form of the word of the working language by an implicit connotation, which appears by transposing the particle of the content of such an element from its native language. The presence in the language of the original co-meaning, which is not always tangible monolingual, creates certain difficulties in the process of inter-lingual transformation. Thus, the necessary requirement of translation work with texts performed by bilingual authors is the establishment in the content structure of ethnically determined lexical elements, often hidden co-meanings, revealing the true content of the whole verbal content.

The next step is the selection, if possible, a corresponding ethnically filled equivalent in the translated language.

Equivalence in this case implies an ethnolinguistic correspondence between the elements of the creative and the translating languages, including the stylistic adequacy of the elements. The presence in the creative and translating languages of similar elements, explained by a single source of replenishment of their lexical fund, makes it possible to qualify the translation of L. Feuchtwanger's novel as an example of such an approach in translation activity.

Congress Session Theme: Bilingualism and multilingualism

**Regular Session 16.7 – **Speaker:** Prof. Anna DOLIDZE & Prof. Tamar SHARABIDZE**

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*Title: Psychosemiotics of a dream in Georgian Artistic Discourse*

*Abstract*

Georgian artistic dream phenomenon in discourse study is important, because: 1) dreaming represents typological universality, which has ethno-national realization specificity, enabling us understanding Georgian mentality peculiarity in relation with Western tradition; 2) dream semantics (in its broadest sense), as a cultural concept, encompasses typologically similar events (prophecies, visions, dreams, prognoses etc.); its function, in Georgian texts demands special study, as it represents a narrative structure provoking element.

The research goal is analyzing dreamy visions in Georgian artistic texts with various perspectives: exploring the dream phenomenon by uniting psychological and literary aspects as well as dreams Typology and its variations by Georgian realist and modernist writers.

Some peculiarities characterize realism attitude as a literary direction towards the dreams phenomenon in the writers' works of the 60s - Ilia Chavchavadze and Akaki Tsereteli - the dream, as well as literature in general, is one of the ways to influence the society. It is a mind-boggling event and accurately defines the situation.

The 80s writer Vazha Pshavela, who also shares realistic principles, resembles 60s dreamers. Vazha-Pshavela, in contrast, has a dreamlike vision that is not only related to

sleep, because it is one of the ways of accessing the irrational world through the dreamer's mystical-allegorical perception and myth.

Vazha's next generation of Georgian writers, who are fond of European culture began to master and develop the themes typical to modernism, and also to its theoretical principles. In his dream text, K. Gamsakhurdia focuses on the transitioning process to the surreal world, which he calls "steam." The writer incorporates mythical elements into a dream and offers them an artistic interpretation. Robakidze as Vazha and as Gamsakhurdia creates a dream and organizes it literally. "Dreaming" is not just a sleep-related process with Robakidze.

Dream making includes the following characteristics: A dream is created in the mind. It is thinking or remembering, or it may be the result of an indefinite state of affairs when it is impossible to draw a line between surrealism and reality, surreal becomes part of reality. It is impossible to represent all this without a mythical model. With Robakidze knowing is on the verge of clarity; this process starts with the furcation of a human being, In the darkness of the dream, both the activation of cognition and the transition to self-forgetfulness; a person refuses to give up, leaves behind the "past" life and reborn, bifurcated person replenishes.

A striking example of the modernist perception of the dream is Shengelaia's novel "Sanavardo" a complex structure of work with different layers, planes, faces, alternations of material and imagination, double-layered representation of the myth ending in the text and creating a complete picture through bonding text - dream-verbs. An analysis of the works of Gamsakhurdia, Shengelaia and Robakidze shows that Georgian writers at the beginning of the 20th century were following European literary processes, putting Georgian culture on the side of Europe.

Congress Session Theme: Psycholinguistic methodology for the analysis of literary texts



## Regular Session 17. VARIA II

### **Regular Session 17.1 – **Speakers:** Prof. Rieko MATSUOKA & Dr. Tadashi NAKAMURA**

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2<sup>nd</sup> *Submitter*

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*Title: Laughter in medical interaction*

*Abstract*

In *the Name of the Rose* (Eco, 1980), laughter functions as the central cause of serial murders. In reality, on the contrary, laughter has multiple benefits in human interaction involving medical contexts (Cousin, 1979). Regarding the physiological effects, some research studies (e.g., Mora-Ripoll, et al.) have provided health-related outcome of laughter as the therapeutic value. Therefore, this research examines the ways in which laughter generates, and each laughter enhances the quality of interaction between an expert physician and his patents with vertigo at his clinic.

Our previous research (Matsuoka and Nakamura, 2017) using RIAS analysis (Roter and Hall, 2006) and politeness theory (Brown and Levinson, 1983) suggests that rapport, which enhances the quality for medical practice (Bennet, 2003), could be established by laughter. While medical benefits of laughter have been proved in various sites (e.g., Cogan et al., 1985), the clinic was selected as our research site as the patients with vertigo are more likely to be affected by the psychological factors in interacting the physician (Nakamura, 2006).

We obtained the data by recorded audio from verbal interaction between an expert physician and his several patients. We gained the informed consent from each of them, and those audio data was transcribed word by word. The expert physician, well known as a vertigo specialist, appears on the newspaper because he has examined the greatest number of patients with vertigo as a single physician in Japan. Patients aged from 30's to 70's vary their occupations and genders.

We excerpted the parts of laughter from the transcribed data and examined the ways in which each laughter generated. People consider laughter as produced by the environmental, innermost factors or both. The data showed majority of laughter came from the physician's joking or humor. In other words, the physician seemed to try to generate laughter in his interaction with his patients by joking or using humor. Each joke using his humor was excerpted and discussed regarding how and why does it produce or not laughter. Then, we compared interactions with laughter and without laughter, and evaluated consequent process of medical practice.

In conclusion, laughter enhanced the quality of medical interaction between an expert physician and his patients, whereas the failure of generating laughter sometime ended up with the termination of patient's visit. Laughter facilitated the establishment of rapport and the interaction after laughter became efficient and effective; consequently, those patients recovered from vertigo in a shorter time than by other patients.

Congress Session Theme: Nonverbal components in communication

**Regular Session 17.2 – Speakers: Dr. María Eugenia FLORES TREVIÑO & Armando GONZÁLEZ SALINAS**

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*Title: Estrada's El Infierno: Social reality/non-fiction film discourse*

*Abstract*

The unsuspected, the unusual and unexpected, generate unprecedented aesthetic abilities in the human being, which lead him to use language in an original and extraordinary way. They originate a quite rich production of bordering texts whose characteristics are located on the boundaries between – the historical and the artistic, where semiotic unpredictability emerges (Lotman, 1999), the non-fiction. According to Markiewicz: "we treat events that are in clear contradiction with our empirical knowledge as fiction" (2010: 122). This complex re-significance occurs in the texts where facts and individuals are re-created as in the film *El Infierno*: "Hell" the movie (Luis Estrada, 2010), where there is a hybridization between social reality and the artistic expression which anticipates ruptures and interference between the artistic and social semiotic-sphere (Lotman, 1998). We study the relationship of the film of Mexican cinema, as a semiotic system, with the extra-system (Lotman, 1999), which is the political-social reality of Mexico, based on the intertextual relations manifested in the work. We review the explosion (Lotman, 1999), which is caused by incursions from heterogeneous sources to the system (such as crime, impunity, abuse of power, extreme corruption, unlimited transgression of the law). We explore the dialectic that is established between order and disorder (Lotman, 1996) and, we hope to show the functioning of the border (Lotman, 1996) in the inter-semiotic relationships projected in the modeling on contemporary Mexican society proposed in the film.

Lo insospechado, lo insólito e inesperado, generan en el ser humano capacidades estéticas inéditas, que le llevan al empleo del lenguaje de manera original y extraordinaria. Originan una riquísima producción de textos limítrofes cuyas características se ubican en la frontera entre lo histórico y lo artístico, en donde surge la imprevisibilidad semiótica (Lotman, 1999), la *no-ficción*. De acuerdo con Markiewicz: “tratamos como ficción los sucesos que están en clara contradicción con nuestros conocimientos empíricos” (2010:122). Esta compleja re-significación ocurre en los textos donde son re-creados los hechos y los individuos como la película “El infierno” (Luis Estrada, 2010) en la cual existe una hibridación entre la realidad social y la expresión artística que anticipa las rupturas e interferencias entre la *semiósfera* (Lotman, 1998) artística y la social. Estudiamos la relación del filme del cine mexicano, como un sistema semiótico, con el extra-sistema (Lotman, 1999): que es la realidad político-social de México, a partir de las relaciones intertextuales que en la obra se manifiestan. Revisamos la *explosión* (Lotman, 1999) ocasionada por las incursiones de fuentes heterogéneas al sistema (delito, impunidad, abuso de poder, extrema corrupción, transgresión ilimitada de la ley), exploramos la dialéctica que se establece entre el orden y el desorden (Lotman, 1996) y, esperamos mostrar el funcionamiento de la *frontera* (Lotman, 1996) en las relaciones intersemióticas proyectadas en la modelización sobre la sociedad mexicana contemporánea que en la película se propone.

Congress Session Theme: Semiotics and Psycholinguistics

**Regular Session 17.3 – Speaker: Dr. Armando GONZÁLEZ SALINAS**

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*Title: Un-predictable psycholinguistic, cultural semiotic signals in bilingual journalistic texts*

*Abstract*

This is the description of a research project (RP) to introduce 7<sup>th</sup> semester students, whose major is Translation, into the field of Semiotics, both (psycho-) linguistic and cultural, by reviewing predictable and unpredictable elements detected in translated texts in English and Spanish (E/S). These students have already taken a Psycholinguistics course so we refer some aspects that relate to it. The objectives for this RP are the following: 1. - To analyze the translation process from the translator's perspective, his linguistic and cultural knowledge that starts from his own interpretation of both texts content. 2. - To define and explain the predictability concept, conceived by Lotman (1999) as a *continuum* from the elements predictability involved in a logical process that may explain cultural cause and its logical effect on the translation possibilities selection. Then to reflect on and discuss about unpredictability elements that might represent a sudden/abrupt change, which he identifies as *explosion*, with both negative and positive effects on a selected text readers. 3. - To introduce the semiosphere concept applied to translatable texts where the cultural representation through/in language is perceived. This RP is based on a short Newsweek article published in E-S, whose title is: *Kuala Lumpur (KL) Capital without a past / KL, capital sin pasado*; this shows predictable and unpredictable elements to be considered and discussed by both E/S readers, *i.e.* KL was or was not the Capital once? We present KL conceived as an uncommonly known place to the students first and then the general layout of each article version: the number of sentences, paragraphs, columns and images. We discuss them starting from similarities - differences found to determine the predictable and unpredictable pre-reading effects, plus the detection of (un-) predictable (psycho-) linguistic and cultural aspects in both texts. The translated concept in Spanish: *previsibilidad/predictibilidad* is part of the discussion. The goal pursued is to help students' competence to practice translating +/- simple development. We present sample texts based on the above concepts to them and discuss both E/S versions.

Congress Session Theme: Semiotics and Psycholinguistics

**Regular Session 17.4 – Speaker: Alina Petrovna VASILEVA (Senior teacher)**

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*Title: Elements of national culture in the language consciousness*

*Abstract*

Under the conditions of the modern development of society, the tendencies toward understanding the image of the world as a universal mechanism for adapting an ethnos to the surrounding world, which is dictated by the cognitive-anthropological approach, through the prism of which the language-culture-ethnos complex is developed, are becoming increasingly relevant.

Today, in the Arctic regions in the context of globalization processes, the problem of preserving the national identity of a people, its traditions, customs and language is of particular importance. The understanding of national specificity and traditional culture of ethnic groups is updated, thereby developing ways to gain spirituality, preserve the national heritage, which will serve as an answer to the challenges of megatrends of modern industrial development, creating threats to the existence of a separate ethnic group.

Studying the processes taking place in the bowels of the language will reveal the national-cultural specificity of the language consciousness of the people. Since the way the ethnic group is in the world determines linguistic consciousness, it seems extremely interesting to study the elements of traditional culture in the linguistic consciousness of the Sakha people at the present stage of development of society. Revealing the specificity of the linguistic identity of the speakers of the modern Yakut language will allow us to understand the peculiarities of the mental vocabulary of the Yakut ethnic group and contribute to a clear understanding of their national-cultural identity.

Congress Session Theme: Culture and society effects on language Language and cognition

**Regular Session 17.5 – Speakers: Prof. Fanira Gabdullovna SAMIGULINA & Alisa Vladimirovna TUZLUKOVA (Graduate student)**

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*Title: Diagnosis of emotional stress in communication: non-verbal components*

*Abstract*

Due to implementation of antitumor and accompanying therapy intensive programs in the last decade, the overall life expectancy and relapse-free survival of children with cancer pathologies has significantly increased. This leads to the need for a study of features of their communication to diagnose problems with social adaptation and provide them with timely psychotherapeutic assistance in order to improve the quality of life in remission. Long-term treatment in a hospital, transfer to home schooling lead to loss of pupil's contact with peers, which leads to a decrease in his communicative competence. Communication with adults can become a significant factor in the development of his personality and affect social adaptation. We considered children 6-12 years old communication specificities under similar conditions in the "mother-child" dyad interaction framework. We used A. Tuzlukova's master study framework. We analyzed the ratio of verbal and non-verbal components of communication in emotional stress situations, caused by a serious children illness, their significance and role, during mother and child interaction in order to identify the diagnostic capabilities of nonverbalism in determining the optimal or non-optimal type of communication and the possibilities for

its subsequent correction. As a result, analyzing video recordings of communication between mother-child dyads, including joint drawing process observations, we distinguished three types of interaction: distant, kinesthetic-contact, visual-contact. They make it possible to evaluate from a psycholinguistic point of view the strategies implemented optimality by the participants in communication. For the distant type, a zero communication strategy is characteristic. Signs of this are the lack of verbal and minimal use of non-verbal marks aimed more at fulfilling a “task” than at interaction. In the group that implements the kinesthetic-contact type, the general communication strategy focuses on coordinated task execution. The most optimal strategy for the visual-contact type of interaction is to use verbal and non-verbal signs to create a comfortable environment for mothers to communicate with and, mainly, a non-verbal response from children supporting this environment, where we assign the drawing process the role of uniting communicants around joint activities. The non-verbalism has greater diagnostic value, prevailing in this case: visual, bodily contact, facial and gesture expression of emotions, spatial arrangement, symmetry of movements and postures, etc. Like the distant type of interaction, the kinesthetic-contact type is a sign of emotional stress, but less expressed. Visual-contact type of interaction is the most optimal: it implements the emotional support of the child from the mother, which meets the child's response. Consequence of this is the formation of a single communicative system, where the elements support each other, which is the basis for the successful social adaptation of the child after leaving cancer remission. An analysis of communication between the mother-child dyad demonstrates the importance of non-verbalism as a means of diagnosing the level of emotional tension experienced by children with cancer in remission and the need for therapeutic assistance.

Congress Session Theme: Nonverbal components in communication



**Regular Session 17.6 – Speakers: Dr. Ricardo Martínez RODRÍGUEZ & Dr. Rosa Ma. Gutiérrez GARCIA**

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*Title: La importancia de la formación integral en los alumnos universitarios*

*Abstract*

Las sociedades actuales poseen una forma de vida estresante y, con una marcada propensión materialista, por lo que esa visión desarrolla sujetos aislados; individuos que sólo están pendientes de cumplir con los sucesos de moda, acontecimientos, que, por demás, son tan efímeros, que no alcanzan a disfrutar de los objetos obtenidos, ni gozar de los momentos vividos o compartidos con otras personas. Por tal razón, consideramos que la cultura y el arte son procesos que mejoran las relaciones entre los sujetos de una sociedad, porque la comprensión de éstos, sensibiliza a los individuos, los hace mejores seres humanos.

En esta investigación, se pretende esclarecer el impacto de las acciones implementadas por la Secretaría de Difusión Cultural de la Facultad de Filosofía y Letras de la Universidad Autónoma de Nuevo León, a partir de los talleres artísticos y eventos culturales planeados por esta secretaría, y, en coordinación con los diversos colegios que integran la facultad; dichas actividades tienen el objetivo de apoyar la formación integral del estudiante, y así, fortalecer el desarrollo humanístico del alumno.

Por otra parte, esta investigación es importante en el ámbito educativo y social porque participan en la constitución de sujetos que son configurados, no sólo desde los procesos técnicos propios de cada carrera, sino que, además anexan la formación integral y

humanista, con la cual se educa a un sujeto que de manera consciente, interactúa, comprende, valora la cultura y la sociedad en la que está viviendo.

Para efecto de la fundamentación de esta investigación se tomarán diversas posturas teóricas, desde la interdisciplina y la transdisciplina, como lo son la semiótica de la cultura de Yuri D. Lotman (1996), Ferdinand de Saussure (1998), *El arte como experiencia* de J. Dewey (1934), *Psicología del Arte* de Lev S. Vigotsky (1924), entre otros.

Con respecto a la metodología que se utilizará, se fundará en un recuento de los alumnos que acuden, tanto a los eventos, como a los talleres artísticos, a los que se les aplicará el test (Cuestionario de apreciación para evaluar los eventos artísticos/culturales en Estudiantes de la Facultad de Filosofía y Letras de la Universidad Autónoma de Nuevo León), todo ello con la finalidad de medir el grado de impacto en los estudiantes, en relación a los factores, como la sensibilización lograda y el avance en la concientización acerca de los temas tratados en los eventos artístico/culturales, tales como representaciones escénicas, presentaciones artísticas, presentación de libros, conferencias, lecturas en atril, entre otros.

Congress Session Theme: Transnational/transcultural problems in modern society.

**Regular Session 17.7 – Speakers: Ângela FILIPE LOPES (student) & Prof. Emeritus Maria da Graça PINTO**

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*Title: Is a sentence correct or good? L2 Portuguese grammar complexity*

*Abstract*

What are the ingredients of a good sentence and what are the underlying processes in its making, specifically in a second language (L2)?

Assessing writing in a teaching-learning environment is often mistaken with pinpointing functional incorrections (Emig 1971; 1977). However, there are unequivocal differences between an acceptable sentence and one that causes the reader to appreciate its meaning, maybe double checking it as to its nuances, often pausing to re-read it, inferring alternative meanings, and eventually appropriating it. In higher levels of second language proficiency, CEFR (Council of Europe 2001) reminds us, students are expected to be fluent readers and writers, rather than just accurate since they are expected to be able to summarize and explain texts of all genres as they write about them.

In an attempt to understand the processes underlying good writing in Portuguese L2 in advanced levels, written production of a group of Portuguese L2 students was analysed as to its grammatical complexity ((Cheung & Kemper 1992; Small & Kemper 1997; Kemper 1999; Kemper et al 2001; Kemper & Kemtes 2002; Kemper & Herman 2003) and idea density (a measure used by Snowdon, Kemper et al (1996) e Snowdon, Greiner *et al.* (1999) in the Nun Study to assess the quality writing) while exploring the mechanisms and obstacles that may prevent a correct sentence from turning into an accurate, rich one.

Idea density is described by Snowdon, Kemper *et al.* (1996) as a measure of precision and richness in written language. Grammatical complexity is based on the premise that complex sentences are the ones that cause an extra load to working memory processing mechanisms, thus leading to slower comprehension or ambiguity of meaning in reading and simpler sentences in writing by, for example, avoiding embedding mechanisms (Cheung e Kemper 1992). The authors (Snowdon, Kemper *et al* 1996) analysed the last 10 sentences of autobiographical texts produced by a group of nuns as they joined their convents. This enabled the group of researchers to compare their idea density levels and the grammatical complexity with their language abilities in a later stage in life and predict effects of dementia. Lower idea density and lower grammatical complexity correlated with an earlier cognitive decline. This calls our attention to the importance of working on cognitive skills throughout life with students of all ages (see also Pinto 2010; 2014).

When it comes to assessing written production in a L2 teaching-learning environment these measures prove useful as they allow an insight into the ingredients of sentences and the mechanisms preferred by students. This on the other hand may lead us to understand how to enable less proficient writers to deepen their reading understanding and to enrichen their writing.

Two types of texts were assessed: a summary and a writing prompt. Both were writing tasks that depended on and followed reading and pre-writing stages in class.

**Workshop 18 – Prof. Diana TEREKHOVA & Galyna PETROVA (Lecturer)**

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***For both:***

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*Title: Ethno-cultural study of linguistic consciousness peculiarities*

Abstract

The field of the language consciousness images ethno-specificity investigations, encompassing different languages speakers occupies one of the leading places in modern psycholinguistics scholarly papers and still does not lose its topicality for it helps discovering and acquiring culture knowledge, mentality, national character, consciousness, particular ethnicities representatives' values in the multinational world

This paper is devoted to the linguistic consciousness investigation of the Eastern Slavic speakers aiming at identifying their world image general and specific features.

The theoretical and methodological background is based upon the activity theory, world image study (A. N. Leontiev, A. A. Leontiev), ethno-cultural language consciousness dependency study (A. A. Zalevska, A. A. Leontiev, N. V. Ufimtseva, E. F. Tarasov), the world national and language picture (V. H. Hak, I. A. Holubovska, M. P. Kocherhan, V. N. Manakin, O. A. Kornilov, J. P. Sokolovska, T. V. Tsivian) and nationality philosophic conceptions.

Our methodology is based on associative experiments materials, as associative dictionaries:

- (i) *Dictionary of Associative Norms of the Russian Language* (SANRY, 1977);
- (ii) *Russian Associative Dictionary* (RAS, 1994-1998);
- (iii) *Slavic Associative Dictionary* (SAS, 2004);
- (iv) *Dictionary of Ukrainian Associative Norms* (Butenko, 1979);
- (v) *Ukrainian Associative Dictionary* (Martinek, 2008);
- (vi) *Associative Dictionary of the Belarusian Language* (Tsitova, 1981).

This material provides an opportunity to investigate language consciousness at a particular time period and observe the alternations in the language consciousness images. The aim and tasks study encouraged us to conduct our own psycholinguistic experiments (free, directed) in 2000 and 2012, since the dictionary stimuli lists do not possess full correspondence and contain only some stimuli words necessary for studying the inner world of a human.

Closely related languages investigation requires utmost attention, for language development and functioning genetic closeness with historical and social factors blur the differences boundaries, which have been highlighted by researchers (L. V. Bubleinik, M. P. Kocherhan, V. N. Manakin, A. S. Melnichuk, M. P. Muravitska, N. Saburkina). In particular, L. V. Bubleinyk (1998, 2) emphasized that closely related languages specificity determines the comparative lexicological analysis issue. Therefore, one must investigate functional and semantic differences of lexical correlates in Slavic languages. We must also investigate the formal word-meaning relations characteristic, especially in closely related languages, since on the general community background they allow us to highlight particular semantic features, revealing a language dialect relation and thinking about words and their object, representing different views and world understanding. These words correspond fully to the linguistic consciousness study about closely related languages speakers.

The associative Gestalt method (Markovina, 2000) made available experimental tools. They enabled us obtaining a clear associative field structure, fixing major association directions, identifying the Gestalt zones quantitative and qualitative contents, representing the common and distinctive features, as well as highlighting over time changes in the studied languages native speakers' linguistic consciousness.

Congress Session Theme: Culture and society effects on language



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