

# BOOK OF ABSTRACTS

# 13<sup>th</sup>

## International Congress of ISAPL

Hosted by

Centro de Linguística | Centre for Linguistics

UID/00022/2025

Faculdade de Letras | Faculty of Arts and Humanities

Universidade do Porto, Porto, Portugal



June 11 to 13, 2026



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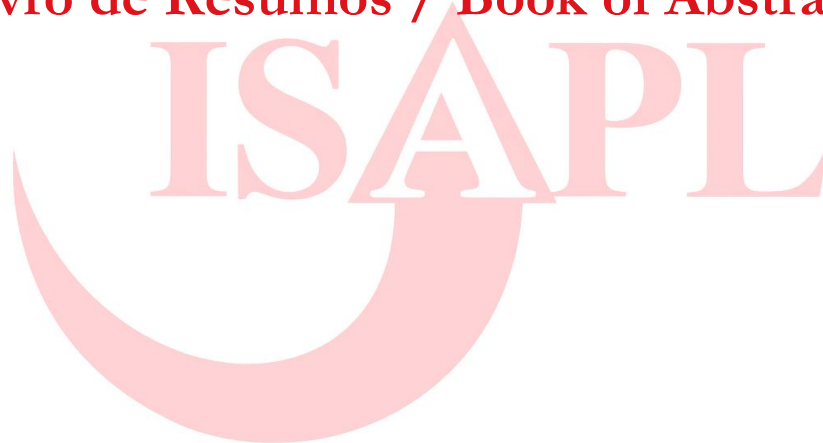
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Centre for Linguistics (CLUP), UID/00022/2025  
Faculty of Arts and Humanities (FLUP)  
Universidade do Porto  
Porto, Portugal, June 11 to 13, 2026

# 13<sup>th</sup> International Congress of ISAPL

Livro de Resumos / Book of Abstracts



*organized by the*

***INTERNATIONAL SOCIETY OF APPLIED PSYCHOLINGUISTICS***

*Hosted by Centro de Linguística | Centre for Linguistics, UID/00022/2025*

*Faculdade de Letras | Faculty of Arts and Humanities*

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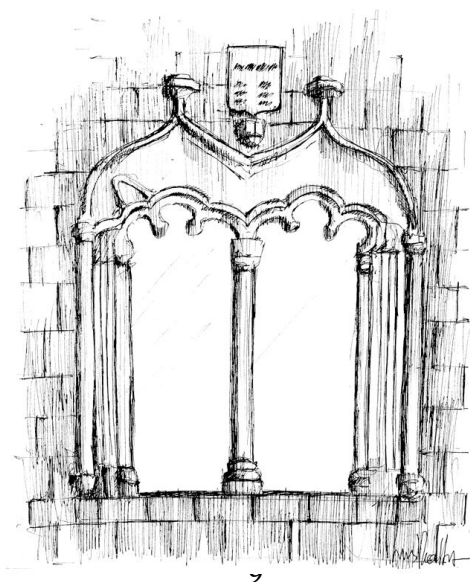
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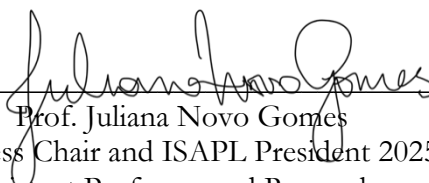
## 13<sup>th</sup> INTERNATIONAL CONGRESS OF ISAPL – WELCOME LETTER

Almost **30 years later**, the International Congress of the **International Society of Applied Psycholinguistics (ISAPL)** returns to the **Centre for Linguistics (CLUP) of the Faculty of Arts and Humanities of the University of Porto**, in **Porto, Portugal**, continuing the exceptional and visionary work of the founders of this international scholarly society.

The **13<sup>th</sup> International Congress of the International Society of Applied Psycholinguistics (ISAPL 2026)** will take place from **11 to 13 June 2026**, with a Pre-Congress (10 June) and Post-Congress (14 June) with academic and social activities, bringing together researchers, faculty members, and students from around the world to discuss recent developments in the field of Applied Psycholinguistics and related areas.

The 13<sup>th</sup> International Congress is centred in 19 Symposia from 34 Symposia organizers; 17 online oral communications presentations from 30 presenters in the Pre-Congress; 65 in person oral communications presentations from 125 presenters; totaling 150 presenters; with the contribution of 13 countries (Australia, Bangladesh, Brasil, Germany, Hungary, Indonesia, Iran, Netherlands, Norway, Portugal, Russia, Ukraine, USA). **ISAPL 2026** aims to foster interdisciplinary exchange and provide a dynamic forum for both **established scholars and early-career researchers**, strengthening international collaboration in the field of Applied Psycholinguistics.

We look forward to welcoming **in person** the international research community at **the Faculty of Arts and Humanities of the University of Porto**, in **Portugal**, for five days of academic discussion, research exchange, social events and the development of new perspectives on language and its applications.



Prof. Juliana Novo Gomes  
13<sup>th</sup> Congress Chair and ISAPL President 2025-2028  
Assistant Professor and Researcher  
Centre for Linguistics (CLUP), Faculty of Arts and Humanities (FLUP)  
Universidade do Porto, Portugal

Porto, May 4<sup>th</sup>, 2026.



## 13<sup>th</sup> INTERNATIONAL CONGRESS OF ISAPL – REGISTRATION FEES (EARLY BIRD)

ISAPL Membership (Annual Fee) + 13<sup>th</sup> Congress of ISAPL Registration:



As ISAPL is a non-profit organization, we have established a modest registration fee in order to encourage broad and inclusive participation. We kindly invite you to complete your registration at your earliest convenience by following the instructions available on the Congress website: [Serviço de Informática - Faculdade de Letras da Universidade do Porto](http://Serviço de Informática - Faculdade de Letras da Universidade do Porto):

[www.lettras.up.pt/si/subscriptions?event=154](http://www.lettras.up.pt/si/subscriptions?event=154)

- Faculty and Researchers: €90
- Students: €40
- Non-Presenting Participants: €10

Informations concerning registration, payments and receipts, please contact: [uecre@lettras.up.pt](mailto:uecre@lettras.up.pt)

For further information, please contact: [isapl.board@gmail.com](mailto:isapl.board@gmail.com)

[13<sup>th</sup> International Congress of ISAPL](#)



## 13<sup>th</sup> INTERNATIONAL CONGRESS OF ISAPL – ABSTRACT SUBMISSIONS

The symposia selected by the Scientific Committee were open for **Abstract Submissions**, and researchers were invited to submit contributions that engage directly with the themes proposed within each symposium.

Submissions were asked to present recent research and clearly articulate the **theoretical framework, research questions, methodology, and main findings or expected contributions**. We particularly welcome work that promotes dialogue between **theoretical and applied perspectives**, including experimental research at the interface between linguistic theory and applied psycholinguistics.

The submission portal were open in April 2026 and are now closed. Abstracts may be written in **English or Portuguese** and must be submitted in **anonymized PDF format**. Each submission should include one A4 page of main text, with the option to add one additional page for supplementary materials such as examples, figures, or references.

- Submission of **individual symposium presentations**: April 5, 2026
- Notification of **accepted symposium presentations**: April 25, 2026
- Submission of **posters**: April 5, 2026
- Notification of **accepted posters**: April 25, 2026

[13<sup>th</sup> International Congress of ISAPL](#)



## 13<sup>th</sup> INTERNATIONAL CONGRESS OF ISAPL – SYMPOSIUM PROPOSALS

The International Congress 2026 of the International Society of Applied Psycholinguistics (ISAPL) will be held in person at the **Faculty of Arts and Humanities** of the **University of Porto** (FLUP), **Portugal**, from **June 10 to 14, 2026**.

As part of the Congress's scientific programme, the ISAPL Programme Committee reviewed and accepted proposals for **Organized Symposia**, which bring together coherent sets of presentations exploring shared themes within the field of Applied Psycholinguistics.

Organized symposia provide a valuable forum for both individual researchers and research groups to present, discuss, and critically engage with ongoing work from theoretical, empirical, interdisciplinary, and pedagogical perspectives. The Committee particularly encouraged the participation of **early-career researchers**, promoting dialogue between established scholars and emerging voices in the discipline.

The symposia included in this volume were selected based on their thematic cohesion and the clarity and coherence with which the proposed sessions articulated a unified research focus.

Together, these symposia reflect the breadth, diversity, and vitality of current research in **Applied Psycholinguistics and related areas**, highlighting both established lines of inquiry and innovative approaches that advance our understanding of language in use.

[13<sup>th</sup> International Congress of ISAPL](#)



## 13<sup>th</sup> INTERNATIONAL CONGRESS OF ISAPL – VENUE



**Local:** Anfiteatro Nobre e Salas de Reuniões, Faculdade de Letras, Universidade do Porto, Via Panorâmica, s/n, 4150-564, Porto, Portugal.

**Venue:** *Main Auditorium and Meeting Rooms, Faculty of Arts and Humanities, Universidade do Porto, Via Panorâmica, n/n, 4150-564, Porto, Portugal*

The 13<sup>th</sup> International Congress of ISAPL is once again hosted by the [Centre for Linguistics \(Centro de Linguística, CLUP\)](#) at the [Faculty of Arts and Humanities \(Faculdade de Letras\)](#) of the Universidade do Porto, R&D Unit FCT 00022, Porto, Portugal. Chaired by Prof. Juliana Novo Gomes, the Congress Programme is structured around 19 parallel symposia. The plenary sessions and some symposia will be held in the main auditorium (*Anfiteatro Nobre*), with additional sessions taking place in two meeting rooms (*Sala de Reunião 1 and 2*) at the Faculty of Arts and Humanities. A range of social events has been scheduled before, during and after the Congress, fostering interaction among participants over five engaging days in the beautiful and historic city of Porto, Portugal.



## ISAPL – BRIEF HISTORY

The International Society of Applied Psycholinguistics (ISAPL) was founded on November 1982 during the 1<sup>st</sup> 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.



## INTERNATIONAL CONGRESSES OF ISAPL – COMPREHENSIVE HISTORY 1982-2026

by Prof. Emeritus **Leonor Scliar-Cabral**

Universidade Federal de Santa Catarina, Brasil

**ISAPL was founded** on November 2<sup>nd</sup>, 1982, in a meeting, organized during a break of The First International Conference of the ‘Association Internationale de Linguistique Appliquée’ (AILA) Commission on Psycholinguistics, which took place at Milano, on November 1<sup>st</sup> to 3<sup>rd</sup>, organized by Profs. Tatiana Slama-Cazacu and Renzo Titone. The members of the Founding Committee were: President: Tatiana Slama-Cazacu (Romania); Vice-Presidents: Renzo Titone (Italy), Els Oksaar (West Germany), Wilga Rivers (USA), A. A. Leontiev (USSR); Secretary General: Hans W. Dechert (West Germany); Secretary-Treasurer: Miguel Siguan Soler (Spain); Committee Members (CM) (for the period 1982-1988): J. P. Bronckart (Switzerland), D. Bruce (Great Britain), L. Scliar-Cabral (Brazil) and A. Tabouret-Keller (France). According to the approved first Statutes, “its first Committee will function for a period of three years (until the end of 1985). At this time, elections will be held”.

The **1<sup>st</sup> International Congress of ISAPL** took place at Barcelona, on June 15-20, 1985, organized by Prof. Miguel Siguan Soler and Ignasi Vila at the University of Barcelona. The new board elected for the period 1985-1988 was President: Renzo Titone (Italy); Vice-Presidents: J. Beaudichon (France), I. Kurcz (Poland), S. Savic (Yugoslavia) and M. M. Siguan Soler (Spain); Secretary General: Hans W. Dechert (West Germany) and Secretary-Treasurer: K. Butler (USA); Committee Members (CM), for the period 1982-1988: J. P. Bronckart (Switzerland), E. Oksaar (Germany), Jan Průcha (Czechoslovakia), L. Scliar-Cabral (Brazil) and A. Tabouret-Keller (France); for the period 1985-1991: N. Waterson (Great Britain), S. Whalen (Canada) and E. Oksaar (Germany). On the occasion, Prof. T. Slama-Cazacu was elected Honorary President.

The **2<sup>nd</sup> International Congress of ISAPL** took place at Kassel (West Germany), on July 27-31, 1987, organized at Gesamthochschule Kassel Universität by Prof. Hans W. Dechert, who asked for anticipating the Congress on 1987 instead of 1988, due to “Documenta” activities in Kassel that year, enabling him to get funds for the Congress. So, there were no elections for the new board,



which took place on June 1988, during the 2<sup>nd</sup> International Conference of the AILA Commission on Psycholinguistics in collaboration with ISAPL, at the Univ. di Roma “La Sapienza”, being its organizer Prof. Renzo Titone. The board elected for the period 1988-1991 was: Advisory Council (AC): Honorary President T. Slama-Cazacu; Board of Officers (BO), President: Renzo Titone (reelected); Vice-Presidents: J. Beaudichon (France), H. W. Dechert (Germany), Przetacznik-Gierowska (Poland) and M. Siguan Soler (Spain); Secretary General: M. Danesi (Canada) and Secretary-Treasurer: J. P. Lantolf (USA); Committee Members (CM) until 1991: N. Waterson (Great Britain); reelected for the period 1988-1994: Jan Průcha (Czechoslovakia), L. Scliar-Cabral (Brazil); elected for the period 1988-1994: P. Ilieva-Baltova (Bulgary), Georges Lüdi (Switzerland), K. Meng (Germany) and M. da Graça Pinto (Portugal). On the occasion, Prof. R. Titone was elected Honorary President. The Proceedings were entitled *A case for psycholinguistic cases*, G. Appel and H. W. Dechert (Eds.). Amsterdam: J. Benjamins, 1991.

The **3<sup>rd</sup> International Congress of ISAPL** took place at Toronto, on July 16-22, 1991, organized by Profs. M. Danesi and Renzo Titone at the University of Toronto, Victoria College. The board elected for the period Jan 1, 1992 – Dec 31, 1994 was: Advisory Council (AC): Honorary Presidents T. Slama-Cazacu and R. Titone; Board of Officers (BO), President: Leonor Scliar-Cabral (Brazil); Vice-Presidents: Morio Kohno (Japan), Maria da Graça Pinto (Portugal), Jan Průcha (Czechoslovakia) and Marc Spoelders (Belgium); Secretary General: Stefania Stame (Italy); Secretary-Treasurer: Miguel Siguan Soler (Spain); Committee Members (CM), until 1994: Penka Ilieva-Baltova (Bulgary), Georges Lüdi (Switzerland), Katharina Meng (Germany); until 1997: Stig Eliasson (Sweden), Eliane Koskas (France), Ernst Moerk (USA) and S. Vasić (Yugoslavia).

The **4<sup>th</sup> International Congress of ISAPL** took place at Bologna and Cesena, on June 23-27, 1994, organized by Prof. S. Stame at the Univ. Degli Studi di Bologna. The board elected for the period Jan 1, 1995 – Dec 31, 1997 was: Advisory Council (AC): Honorary Presidents T. Slama-Cazacu and R. Titone; Board of Officers (BO), President (reelected): Leonor Scliar-Cabral (Brazil); Vice-Presidents: M. Kohno (Japan), E. Koskas (France), I. Markovina (Russia), and J. Morais (Belgium); Secretary General: M. da Graça Pinto (Portugal); Secretary-Treasurer: C. Triadó (Spain). Committee Members (CM), until 1997: Stig Eliasson (Sweden), Eliane Koskas (France), Ernst Moerk (USA) and S. Vasić (Yugoslavia). Jan. 1995 – Dec. 2000: P. Ilieva-Baltova (Bulgary), H. Dechert (Germany), Jan Průcha (Czechoslovakia) and S. Stame (Italy). On the



occasion, Prof. L. Scliar-Cabral was elected Honorary President. An important contribution was the publication of Stame, S. (Ed.). *Psycholinguistics as a multidisciplinary connected science. Proceedings of the 4<sup>th</sup> ISAPL International Congress, June 23-27, 1994.* Università Degli Studi di Bologna. Cesena: "Il Ponte Vecchio", 1996. That year, the number of ISAPL members was around 500.

The **5<sup>th</sup> International Congress of ISAPL**, centred on the theme 'Psycholinguistic on the threshold of the Year 2000' (*A Psicolinguística no limiar do ano 2000*), took place at Porto, on June 25-27, 1997, organized by Prof. Maria da Graça Pinto at the Faculty of Arts and Humanities and at the Rectorate of the University of Porto. It was another remarkable event. According to the Organizing Committee, the mornings of the three days of the Congress were occupied with plenary sessions, led by the following invited speakers: Tatiana Slama-Cazacu (University of Bucharest, Romania), Leonor Scliar-Cabral (Federal University of Santa Catarina, Brazil), Ernst L. Moerk (California State University, El Fresno, United States), Stefania Stame (University of Bologna, Italy), Frédéric François (Université René Descartes CNRS, France), Katharine G. Butler (Syracuse University, United States), Remo Job (University of Padua, Italy), Giuseppe Mininni (University of Bari, Italy), José Morais (Free University of Brussels, Belgium) and Renzo Titone (Universities "La Sapienza", Rome, Italy, and Toronto, Canada). These sessions took place in the Auditorium of the Rectorate of the University of Porto, given the lack of an auditorium with sufficient capacity for all participants in the meeting at the Faculty of Arts and Humanities.

On the first and last mornings (Rectorate Auditorium), in addition to the plenary sessions, there was the opening session and the closing session, respectively, as well as, on the last morning, the General Assembly of ISAPL. At the opening session, which was attended by representatives from the University, the Faculty, the Linguistics Center of the University of Porto, and the French Institute of Porto, Prof. Maria da Graça Pinto, as chair of the congress, expressed her welcome to all those present, and also made some scientific remarks on the central theme of the meeting. Finally, the session included a musical performance by a group of students from the University of Porto Choir. The afternoons were reserved for oral presentations (parallel sessions, distributed as follows: day 25 - 12 sessions; day 26 - 5 sessions, divided into two parts each; day 27 - 14 sessions), posters (last two days) and workshops (first two days). All these sessions took place at the Faculty of Arts of Porto. Due to the high number of accepted papers, the



organization had to split the afternoon sessions into parallel sessions that occupied an entire floor of the Faculty during the three days of the Congress. This reflected the wide variety of areas and themes covered by the papers admitted to the Congress and created a very stimulating pace for all the congress participants present.

The final program of the Congress brought together 256 works of high scientific level (their selection was the responsibility of a Reading Committee composed of Professors Tatiana Slama-Cazacu, Renzo Titone and Maria da Graça Pinto), which reflected the main trends in contemporary Psycholinguistics, as was indeed the intention of this meeting expressed in its central theme ("Psycholinguistics on the threshold of the year 2000"). This total of 256 works included 11 plenary sessions (although only the ten invited speakers mentioned above attended the Congress), 176 oral presentations, 46 posters and 23 contributions to the 5 workshops included in the works, thus totaling 306 authors and co-authors. To attend the meeting, the Organizing Committee received 251 registrations from participants from 25 countries (Germany, Belgium, Brazil, Bulgaria, Canada, Chile, Spain, United States, Estonia, Finland, France, Hungary, Iran, Italy, Japan, Mexico, Poland, Portugal, United Kingdom, Czech Republic, Romania, Russia, Serbia, Sweden and Taiwan).

As always happens in events of this kind, the scientific program of the Congress was complemented by a social program. The aim was to provide all Congress participants with opportunities for interaction and socializing that went beyond mere professional and academic relationships, as well as to offer some moments of pause to compensate somewhat for the strain of the Congress work. Finally, the organization aimed to introduce everyone to a little of the city of Porto. This social program began on the eve of the start of the Congress itself, on June 24<sup>th</sup>, with a welcome reception for all participants, preceded by the distribution of the Congress documentation. This reception took place at the Faculty of Arts of Porto. Among the various events of the social program, highlights include a Porto d'Honra, a port wine reception offered by the President of the Porto Municipal Chamber to the congress participants in the charming setting of the gardens of *Casa do Roseiral* at *Palácio de Cristal* (with the honorable presence of Councillor Dr. Ernestina Miranda); the closing dinner at Caves Taylor's (enriched by a brilliant performance by the Choir of the Faculty of Arts and Humanities of the University of Porto) and a guided tour of the city's historic center, also offered by the Municipal Chamber, on the morning of Saturday, June 28<sup>th</sup>.



On the last day of the 5<sup>th</sup> International Congress, June 27<sup>th</sup>, at the end of the morning, the General Assembly meeting took place in the Rectorate Auditorium, where the new members of the ISAPL Board of Directors were publicly presented, and the decisions of the meeting on the 24<sup>th</sup> were communicated to all members. This was followed by a period of discussion on various matters of interest to the Society. The board elected for the period Jan 1<sup>st</sup>, 1998 – Dec 31, 2000 was: Advisory Council (AC), Honorary Presidents: T. Slama-Cazacu, R. Titone and L. Scliar-Cabral; Board of Officers (BO), President: J. D. Drévilleon (France); Vice-Presidents: M. da Graça Pinto (Portugal), I. Markovina (Russia), E. Moërk (USA) and J. Morais (Belgium); Secretary General: D. Ponterotto (Italy); Secretary-Treasurer: M. Suenobu (Japan); Committee Members (CM), 1994-2000: H. Dechert (Germany), P. Ilieva-Baltova (Bulgary), S. Stame (Italy) and S. Vasić (Yugoslavia); 1998-2004: J. M. Kohno (Japan), J. M. Poersch (Brazil) and A. Salinas (France). One important scientific product was the publication of Pinto, M. da Graça Pinto, João Veloso, and Belinda Maia (Eds.). *Psycholinguistics on the Threshold of the Year 2000 – Proceedings of the 5<sup>th</sup> International Congress of the International Society of Applied Psycholinguistics*. Porto: Faculdade de Letras da Universidade do Porto, 1999. The international psycholinguistic community thus gained a valuable working tool where can be consulted the results of research in the various fields covered by this international congress on applied psycholinguistics.

The **6<sup>th</sup> International Congress of ISAPL** took place at Caen, France, on June 28 – July 1<sup>st</sup>, 2000, organized by J. D. Drévilleon, Jean Vivier and Agnès Salinas, at the University of Caen. The 6<sup>th</sup> Congress fulfilled its promises and had the honor of hosting researchers from 25 countries, who presented 250 communications, oral or poster papers, symposia, and plenary sessions. It was another important event. The board elected for the period Jan 1, 2001 – Dec 31, 2003 was: Advisory Council (AC), Honorary Presidents: T. Slama-Cazacu, R. Titone and L. Scliar-Cabral; Board of Officers (BO), President: B. Spillner (Germany); Vice-Presidents: J. Arabski (Poland); K. Butler (USA), E. Koskas (France). J. Vivier (France); Secretary General: D. Ponterotto (Italy); Secretary-Treasurer: Maria da Graça Pinto (Portugal); Committee Members (CM), 1998-2003: J. M. Kohno (Japan), J. M. Poersch (Brazil) and A. Salinas (France); 2001-2006. E. Brosig (Germany), M. Gulea (Romania), I. Nebesta (Czech Republic) and S. Stame (Italy). An important contribution was the publication of Jean Drévilleon, Jean Vivier, and Agnès Salinas (Eds.). [Psycholinguistics – a multidisciplinary connected science. What implications? What applications?](#)



[Proceedings of the 6<sup>th</sup> International Congress of the International Society of Applied Psycholinguistics \(ISAPL\)](#). Paris: Europia, 2004, ISBN 2-909285-25-1 - 526 Pages.

The **7<sup>th</sup> International Congress of ISAPL** was agreed to be in Germany, on 2003, organized by B. Spillner, but he withdrew the charge and the Congress ended up being held in Cieszyn, on September 06-09, 2004, sponsored by the Univ of Silesia, Katowice and organized by J. Arabski and Prof. Danuta Gabryś-Barker. The board elected for the period Jan 1, 2005 – Dec 31, 2008 was: Advisory Council (AC), Honorary Presidents: T. Slama-Cazacu, R. Titone, L. Scliar-Cabral; Board of Officers (BO), President: M. da Graça Pinto (Portugal); Vice-Presidents: J. Arabski (Poland), M. Paradis (Canada), D. Ponterotto (Italy); Secretary General: C. Préneron (France); Secretary-Treasurer: J. M. Poersch (Brazil); Committee Members (CM): S. Stame (Italy), Coordinator, E. Brosig (Germany), D. Gabryś-Barker (Poland), M. Kohno (Japan), E. Koskas (France), L. Piotrovskaya (Russia) and J. Veloso (Portugal). The Proceedings of the 7<sup>th</sup> International Congress of ISAPL were entitled “Challenging tasks for psycholinguistics in the new century”, edited by Janusz Arabski, Katowice: University of Silesia, 2007, 662 pages, ISBN 9788360743072. The full Proceedings were also published on a CD-ROM, entitled “Challenging tasks for psycholinguistics in the new century, Proceedings of the 7<sup>th</sup> International Congress of International Society of Applied Psycholinguistics”.

The **8<sup>th</sup> International Congress of ISAPL** took place at the Pontifícia Universidade Católica do Rio Grande do Sul (PUCRS), Porto Alegre, on November 18-22, 2007. Due to health problems, Dr. Poersch was obliged to quit from the position of President of the 8<sup>th</sup> International Congress of ISAPL and Dr. Regina Lamprecht, coordinator of the Graduate Course on Linguistics of PUCRS, took the position. Both Dr. Regina Lamprecht and Prof. Scliar-Cabral wrote the project to apply to the Brazilian agencies CNPq and CAPES in order to get the necessary funds for the Congress. The Scientific Committee evaluated 149 abstracts, besides the round tables. The Welcome Address was delivered by the Honorary President of ISAPL, Prof. Emeritus L. Scliar-Cabral. A warm welcome for all attendants was also given by the Vice-Rector of PUCRS, Prof. Dr. Brother Evilázio Teixeira, on behalf of the Rector. Teixeira conveyed best wishes for all the invited guests and participants in this major academic event. Teixeira emphasized the importance of the Congress for the University and expressed his thanks for the organizational efforts made and help offered by the authorities of PUCRS. Other speakers were Dr. Solange Ketzer, Pro-Rector of the under-graduate courses of PUCRS; Dr. Regina Lamprecht the chair of the 8<sup>th</sup>



ISAPL Congress; Dr. Maria Eunice Moreira, Director of the Faculty of Letters of PUCRS. Brief messages sent by Prof. Dr. T. Slama-Cazacu, Honorary President of ISAPL and by M. da Graça Pinto, ISAPL's president (2004-2007), both impeded to attend the Congress for health reasons, were read to the audience. Thirty five selected papers from the 8<sup>th</sup> International Congress were published in the Journal of Proceedings, titled '[Psycholinguistics Scientific and technological challenges](#)', edited by the Honorary President Prof. Emeritus Leonor Scliar-Cabral (Ed.). Porto Alegre: Editora Universitária da PUCRS (ediPUCRS), 2010, 407 pages, ISSN 2177-8825.

The board elected for the period Jan 1, 2008 – Dec 31, 2010 was: Advisory Council (AC), Honorary Presidents: T. Slama-Cazacu, R. Titone, L. Scliar-Cabral and, according to the Statutes ammends, not as HP, M. da Graça Pinto and S. Stame; Board of Officers (BO), President: G. Mininni (Italy); Vice-Presidents: J. Arabski (Poland), Penka Ilieva-Baltova (Bulgary) and J. M. Poersch (Brazil); Secretary General: J. Veloso (Portugal); Secretary-Treasurer: H.-M. Sarter (Germany); Committee Members (CM), Until 2010: E. Brosig (Germany), D. Gabrys-Barker (Poland), E. Koskas (France); Until 2013: A. Manuti (Italy), Coordinator, Iraida Condrea (Rep. of Moldova), L. Nadrag (Romania), K. Petrova (Bulgaria).

The **9<sup>th</sup> International Congress of ISAPL** was held at Bari, on June 28 – July 1<sup>st</sup>, 2010, organized by G. Mininni, at the Univ. of Bari. The board elected for the period Jan 1, 2011 – Dec 31, 2013 was: Advisory Council (AC), Honorary Presidents: T. Slama-Cazacu, R. Titone, L. Scliar-Cabral, M. da Graça Pinto and S. Stame; Board of Officers (BO), President: N. Ufimtseva (Russia); Vice-Presidents: J. Arabski (Poland), K. Hummel (Canada), G. Mininni (Italy) and H. M. Sarter (Germany); Secretary General: D. Ponterotto (Italy); Secretary-Treasurer: O. Georgieva (Bulgaria); Committee Members (CM), 2011-2013: D. Gabrys-Barker (Poland), E. Koskas (France), A. Manuti (Italy), R. Kyutchkova (Bulgaria), I. Markovina (Russia), A. Monção (Portugal) and B. E. Wong (Malaysia).

On April, the 5<sup>th</sup>, 2011, one of ISAPL founders and its most important ideator, first Honorary President, Prof. Tatiana Slama-Cazacu passed away. Among the many hommages tributed, we may cite a whole ISAPL Bulletin, v. XIX, n. 1, April 2011- v. XIX, n. 2, Sept. 2011, edited *in memoriam*.

On October 4<sup>th</sup>, 2012, in Macerata (Italy), the new ISAPL statutes were approved by a board meeting to be submitted to members for discussion and referendum, during the **10<sup>th</sup> International Congress of ISAPL**. It took place at Moscow, hosted by The Peoples Friendship



Univ. of Russia and Institute of Linguistics of Russian Academy of Sciences on June 26-29, 2013, organized by Natalia Ufimtseva and it was another memorable event. The Assembly General began on June 27, at 7 o'clock PM. On the occasion the statutes changes proposed by the board at the Macerata meeting were approved. The main changes consisted in: 1<sup>st</sup>: allowing that ISAPL members could indicate candidates for the elective offices and the site for future International Congresses; 2<sup>nd</sup>: ensuring direct elections and right to vote for members who have paid dues; 3<sup>rd</sup>: the Advisory Council (AC) starts to be an advisory organ, without executive functions. In consequence, the following was the board elected for the period Jan 1, 2013 – Dec 31, 2016: ISAPL Board, President: D. Gotsiridze (Georgia); Vice-Presidents: N. Ufimtseva (Russia), G. Mininni (Italy), J. Arabski (Poland) and K. Hummel (Canada); Secretary General: A. Manuti (Italy); Secretary-Treasurer: L. Zhukova (Russia); Committee Members (CM), 2013-2019: D. Ponterotto (Italy), H.-M. Sarter (Germany), O. Georgieva (Bulgaria) and O. L. Heinig (Brazil). Another important contribution was the publication of the proceedings of the [ISAPL 10<sup>th</sup> International Congress of the International Society of Applied Psycholinguistics](#) – Editors: Natalia V. Ufimtseva, Anna A. Stepanova, Denis V. Makhovikov, Larisa S. Zhukova – Moscow: RUDN – Institute of Linguistics RAN – MIL, 2013, – S. 474. Researchers from 26 countries contributed to this volume.

On February 6, 2013, another ISAPL founder and, also, with Prof. T. Slama-Cazacu, its ideator, Prof. Renzo Titone passed away. Prof. M. Danesi wrote in his honor a note at the journal *Italia*, 91(1), available at here and I wrote his obituary on the ISAPL Bulletin v. XXI, n. 1, April 2013 – v. XXI, n. 2, Sept. 2013.

An old aspiration of ISAPL members was to have its **Statutes registered**. This goal was finally achieved, thanks to the efforts of the Italian colleagues A. Manuti, G. Mininni, M. A. Pinto, D. M. Ponterotto and S. Stame. The Statutes approved by the Assembly General, during the 10<sup>th</sup> International Congress of ISAPL had to be adapted to the legal requirements of the Italian notary Michele Labriola and translated into Italian. An interim Executive Board has been chosen, for the purpose of the registration, since all should be Italian, as follows: President: D. M. Ponterotto; Vice-President: M. A. Pinto; Secretary-Treasurer: A. Manuti; Executive Board Members: S. Stame and G. Mininni. The Honorary Presidents were officially designated as Honorary Members, as follows: Prof. T. Slama-Cazacu (*in memoriam*), Prof. R. Titone (*in*



*memoriam*); Prof. L. Scliar-Cabral (Florianópolis, Brazil), altogether with Prof. M. da G. Pinto (Porto, Portugal).

The **11<sup>th</sup> International Congress of ISAPL** was held at the Faculty of Humanities, Ivane Javakhishvili, Tbilisi State University, Georgia, on June 27-10, 2016, organized by G. Mininni, at the Univ. of Bari. On June 29 elections took place, during the Ordinary General Meeting. The board elected for the period Jan 1, 2017 – Dec 31, 2019 was: ISAPL Board, President: D. Ponterotto (Italy); N. Ufimtseva (Russia); Vice-President: G. Mininni (Italy); Secretary-Treasurer: A. Lyda (Poland); Advisors: D. Gotsiridze (Georgia), K. Hummel (Canada), A. Manuti (Italy), B. E. Wong (Malaysia), H.-M. Sarter (Germany), N. Mosiashvili (Georgia) and O. L. Heinig (Brazil). The 12<sup>th</sup> International Congress of ISAPL site was also chosen, offered by Andrzej Łyda: University of Silesia at Sosnowiec, Poland. Since 2021, the official website is [www.isapl.com.br](http://www.isapl.com.br).

The **12<sup>th</sup> International Congress of ISAPL**, due to unexpected cancellations and to the Corona virus pandemic, we were forced to programme the Congress online, from June 3 – 5, 2021. The Congress was organized by Prof. Marcus Maia, Universidade Federal do Rio de Janeiro, with an extraordinary success. Participated in the organizing Committee Prof. Emeritus Leonor Scliar-Cabral (Brasil), Prof. Emeritus Maria da Graça Pinto (Portugal), Prof. Ângela Maria Vieira Pinheiro (Brasil), Prof. Douglas de Araújo Vilhena (Brasil, Board of Directors Advisor), and Prof. Rosângela Gabriel (Brasil). In total, participants from 22 countries (Argentina, Belgium, Brazil, China, France, Georgia, Germany, India, Italy, Japan, Kazakhstan, México, Poland, Portugal, Republic of Adygea, Republic of Bashkortostan, Republic of Sakha Yakutia, Romania, Russia, Slovakia, Ukraine, and Vietnam) contributed with an oral communication. One important scientific product was the [Book of Abstracts](#) of the 12<sup>th</sup> International Congress of ISAPL, organized by Prof. Emeritus Leonor Scliar-Cabral, Prof. Ângela Pinheiro, and Prof. Douglas Vilhena, published by Faculdade de Filosofia e Ciências Humanas da Universidade Federal de Minas Gerais, 2021, with 247 pages, under the ISBN 978-65-86989-14-4.

In 2022, the special volume of the [Journal Signo, 88\(47\)](#), ISSN 1982-2014, published the Proceedings the of 12<sup>th</sup> International Congress of ISAPL, organized by Prof. Emeritus Leonor Scliar-Cabral, Prof. Emeritus Maria da Graça Pinto, & L. Zasyekina. The volume was composed by submitted, evaluated, accepted and reviewed articles, product of the best communications and conferences presented at the Online 12<sup>th</sup> International Congress of ISAPL ‘[New perspectives in psycholinguistic research: language, culture, technologies](#)’, June 3 to 5, 2021. Nineteen full



articles, from 22 authors, represented nine countries (Belgium, Brazil, France, Georgia, Poland, Portugal, Romania, Russia, and Ukraine).

Due to the 12<sup>th</sup> Congress successive date transfers, in whose Ordinary Meeting the new Board of Directors should be elected, it made vacant the most decisive ISAPL Board of Directors positions, the President and the Secretary-Treasurer, an untenable situation, at that moment. So, we were obliged to trigger the electoral process for online elections. This had to be done at an Extraordinary Meeting, which took place online, on March 1<sup>st</sup>, 2021, at 1pm (Lisbon zone time), at the ZOOM Platform, room 556 960 208. The meeting was convened, at the request of more than 50 members, communicated to the ISAPL Board of Directors, on February 22, 2021, as required by the ISAPL Statutes.

According to the new Statutes, the suggested names, after a previous poll, for the ISAPL Board of Directors 2021-2024 mandate, the following names were proposed: President: Prof. Marcus Maia (Brazil); Vice-president: Dr. Jacques Coulardeau (France); Vice-president Advisors: Prof. Kirsten Hummel (Canada), Prof. Heidemarie Sarter (Germany) and Prof. Natalia Ufimtseva (Russia); Secretary-Treasurer: Prof. Rosângela Gabriel (Brazil); Secretary-Treasurer Advisor: Prof. Angela Maria Vieira Pinheiro (Brazil); Board of Directors Advisors: Dr. Simona Anastasio (France), Prof. Penka Ilieva-Baltova (Bulgaria) and Prof. Mônica Ziegler (Argentina), and Dr. Douglas de Araújo Vilhena (Brasil). We then developed an intense campaign among ISAPL members: 65 e-mails sent with 5 returns (wrong address). The elections were automated, due to the pandemic situation, and the process took place successfully online.

Elections for the ISAPL Board of Directors for the period 2025–2027 took place Online, on October 16, 2024, for: Advisory Council (AC), Honorary Presidents: Prof. T. Slama-Cazacu (*in memoriam*), Prof. R. Titone (*in memoriam*), Prof. Emeritus L. Scliar-Cabral (UFSC, Brasil), Prof. Emeritus Maria da Graça Pinto (UPorto, Portugal), Prof. S. Stame (Italy), Prof. Marcus Maia (Brasil); Board of Directors, President: Juliana Novo Gomes (UPorto, Portugal); Vice-Presidents: Carmen Parafita Couto (Portugal and Netherlands); Secretary-Treasurer: Elena O. Preuss (Brasil); Committee Members: Board of Director's Advisor 1: Ângela Maria Vieira Pinheiro (Brasil), Board of Director's Advisor 2: Márcio Martins Leitão (Brasil), Board of Director's Advisor 3: Ingrid Finger (Brasil); Vice-President's Advisor 1: Montserrat Comesaña Vila (Portugal), Vice-President's Advisor 2: Svitlana Lyubymova (Ukraine), Vice-President's Advisor 3: Jacques Coulardeau (France); Secretary-Treasurer's Advisor: Douglas de Araújo Vilhena (Brasil).



The **13<sup>th</sup> International Congress of ISAPL**, chaired by Prof. Juliana Novo Gomes, marks another important milestone in ISAPL history, as the Congress returns after 30 years to the Centre for Linguistics of the Faculty of Arts and Humanities of the University of Porto, in Porto, Portugal. This continues the exceptional and visionary work of the Founders of the International Society of Applied Psycholinguistics. The 13<sup>th</sup> International Congress is centred in 19 Symposia from 34 Symposia organizers; 17 online oral communications presentations from 30 presenters in the Pre-Congress; 65 in person oral communications presentations from 125 presenters; totaling 150 presenters; with the contribution of 13 countries (Australia, Bangladesh, Brasil, Germany, Hungary, Indonesia, Iran, Netherlands, Norway, Portugal, Russia, Ukraine, USA). An inclusive and intense social schedule were carefully planned to provide as many moments as possible for ISAPLers to interact.

Between the 12<sup>th</sup> and 13<sup>th</sup> International Congresses of ISAPL, the community sadly bid farewell to several distinguished scholars and esteemed colleagues whose contributions left a lasting mark on our society. We honor their memory with deep gratitude and respect: Prof. David Zurab Gotsiridze (ISAPL President 2013–2016, Tbilisi State University, Georgia, *in memoriam*, 1952–2022), Prof. Georges Lüdi (ISAPL Committee 1988–1994, Université de Bâle, Switzerland, *in memoriam*, 1943–2022), Prof. Bernd Spillner (ISAPL President 2001–2003, University of Duisburg-Essen, Germany, *in memoriam*, 1941–2023), Prof. Ida Kurcz (ISAPL Vice-President 1985–1988, University of Warsaw, Poland, *in memoriam*, 1930–2024), and Prof. Ivana Marková (ISAPL Vice-President 1998–2000, University of Stirling, UK, *in memoriam*, 1938–2024).



## 13<sup>th</sup> INTERNATIONAL CONGRESS OF ISAPL – ORGANIZING COMMITTEE 2026 – ISAPL BOARD OF DIRECTORS AND ADVISORS 2025–2027



### Board of Directors

Chair and President: Prof. **Juliana Novo GOMES** (Portugal, Centro de Linguística da Faculdade de Letras da Universidade do Porto)

Vice-president: Prof. **Carmen Parafita COUTO** (Netherlands & Spain, Leiden University Center for Linguistics & Universidade de Vigo)

Secretary-Treasurer: Prof. **Elena Ortiz PREUSS** (Brasil, Universidade Federal de Goiás)

### Board of Director's Advisor

Board of Director's Advisor 1: Prof. **Ângela Maria Vieira PINHEIRO** (Brasil, Universidade Federal de Minas Gerais)

Board of Director's Advisor 2: Prof. **Márcio Martins LEITÃO** (Brasil, Universidade Federal da Paraíba)

Board of Director's Advisor 3: Prof. **Ingrid FINGER** (Brasil, Universidade Federal do Rio Grande do Sul)

### Vice-President's Advisor

Vice-President's Advisor 1: Prof. **Montserrat Comesaña VILA** (Portugal, Universidade do Minho)

Vice-President's Advisor 2: Prof. **Svitlana LYUBIMOVA** (Ukraine, South Ukrainian National Pedagogical University)

Vice-President's Advisor 3: Prof. **Jacques COULARDEAU** (France)

### Secretary-Treasurer's Advisor





**U. PORTO**  
FLUP FACULDADE DE LETRAS  
UNIVERSIDADE DO PORTO

CLUP  
Centro de  
Linguística da  
Universidade do  
Porto



**Centre for Linguistics (CLUP), UID/00022/2025**  
**Faculty of Arts and Humanities (FLUP)**  
**Universidade do Porto**  
**Porto, Portugal, June 11 to 13, 2026**

Secretary-Treasurer's Advisor: Prof. **Douglas de Araújo VILHENA** (Brasil, Ambassador of University of Porto)



## 13<sup>th</sup> INTERNATIONAL CONGRESS OF ISAPL – SCIENTIFIC COMMITTEE 2026



The Scientific Committee deserves our sincere gratitude for its dedication, discernment, and unwavering commitment to academic excellence of the 13<sup>th</sup> International Congress of ISAPL. Through their careful work in shaping the programme and ensuring the highest scholarly standards, they have made an essential contribution to the intellectual quality of the Congress. Their generous service helps sustain the spirit of rigorous inquiry and international dialogue that has defined ISAPL since its foundation.

- 1) **Dr. Amelia MANUTI** – Italy, 9<sup>th</sup> ISAPL Congress Secretary and ISAPL Council Advisor 2016-2019
- 2) **Prof. Ângela Maria Vieira PINHEIRO** – Brasil, ISAPL Council Advisor 2021-2024 and Board of Director's Advisor 2025-2027, Universidade Federal de Minas Gerais
- 3) **Prof. Danuta GABRYŚ-BARKER** – Poland, ISAPL Committee 2005–2013, *Emeritus* University of Silesia
- 4) **Dr. Douglas VILHENA** – Brasil, ISAPL Committee Advisor 2021-2024 and Secretary-Treasurer Advisor 2025-2027
- 5) **Prof. Giuseppe MININNI** – Italy, ISAPL Vice-president 2013-2016 and 9<sup>th</sup> ISAPL Congress Chair
- 6) **Prof. Heidemarie SARTER** – Germany, ISAPL Vice-President 2011-2013 and Council Advisor 2021-2024
- 7) **Dr. Jacques COULARDEAU** – France, ISAPL Vice-President 2021-2027
- 8) **Prof. Kirsten HUMMEL** – Canada, ISAPL Vice-president 2013-2016 and Council Advisor 2021-2024
- 9) **Prof. Leonor SCLIAR-CABRAL** – Brasil, ISAPL Founding and Honorary Member, *Emeritus* Universidade Federal de Santa Catarina
- 10) **Prof. Marcus MAIA** – Brasil, ISAPL President 2021-2024 and Honorary Member, Universidade Federal do Rio de Janeiro
- 11) **Prof. Maria Antonietta PINTO** – Italy, ISAPL Interim Vice-President 2014
- 12) **Prof. Maria da Graça PINTO** – Portugal, 5<sup>th</sup> ISAPL Congress Chair and ISAPL Honorary Member, *Emeritus* Universidade do Porto
- 13) **Prof. Mónica Beatriz ZIEGLER** – Argentina, ISAPL Council Advisor 2021-2024
- 14) **Prof. Montserrat Comesaña VILA** – Portugal, ISAPL Vice-President Advisor 2025-2027, Universidade do Minho
- 15) **Prof. Natalia UFIMTSEVA** – Russia, ISAPL Vice-president 2013-2016, 10<sup>th</sup> ISAPL Congress Chair, and ISAPL Council Advisor 2021-2024
- 16) **Dr. Natela MOSIASHVILI** – Georgia, 11<sup>th</sup> ISAPL Congress Secretary
- 17) **Dr. Otilia Lizete HEINIG** – Brasil, ISAPL Council Advisor 2013-2019
- 18) **Prof. Penka ILIEVA-BALTOVA** – Bulgaria, ISAPL Vice-President (2008-2010) and Council Advisor, 2021-2024
- 19) **Prof. Rosângela GABRIEL** – Brasil, ISAPL Secretary-Treasurer 2021-2024, Universidade Santa Cruz do Sul
- 20) **Dr. Simona ANASTASIO** – France, ISAPL Council Advisor 2021-2024
- 21) **Prof. Stefania STAME** – Italy, 4<sup>th</sup> ISAPL Congress Chair and ISAPL Honorary Member



## ISAPL – FOUNDING BOARD OF DIRECTORS AND COMMITTEE MEMBERS 1982

Founded in Milano in 1982, ISAPL stands as a testament to the vision, dedication, and intellectual generosity of its Founding Board of Directors and Committee. These distinguished scholars, coming from diverse linguistic, cultural, and academic traditions, united around a shared commitment to advancing the study of applied psycholinguistics and fostering international collaboration.

With profound respect, we honor the memory of those who are no longer with us, whose pioneering work and enduring influence continue to shape the field. Their legacy lives on in every congress, every dialogue, and every new generation of researchers inspired by their path. We also extend our deepest gratitude to those whose presence among us remains a living bridge to that founding moment. Together, the members of the 1982 Committee laid the foundations of a truly global and interdisciplinary community—one that continues to thrive, guided by the same spirit of curiosity, rigor, and human connection that first brought them together.

- Founding President:
  - **Tatiana Slama-Cazacu** (Romania, ISAPL Honorary President, University of Bucharest, *in memoriam*, 1920–2011)
- Founding Vice-Presidents:
  - **Renzo Titone** (Italy, ISAPL Honorary President, University of Rome La Sapienza, *in memoriam*, 1925–2013)
  - **Els Oksaar** (Germany, University of Hamburg, *in memoriam*, 1926–2015)
  - **Wilga Rivers** (USA, Harvard University, *in memoriam*, 1919–2007)
  - **Alexey Alekeevich Leontiev** (Russia, Lomonosov Moscow State University, *in memoriam*, 1936–2004)
- Founding Secretary-General:
  - **Hans-Wilhelm Dechert** (Germany, Kassel Universität, *in memoriam*, 1929–2003)
- Founding Secretary-Treasurer:
  - **Miguel Siguan Soler** (Spain, University of Barcelona, *in memoriam*, 1918–2010)
- Founding Committee Members:
  - **Jean-Paul Bronckart** (Switzerland, *Emeritus* University of Geneva)
  - **David Bruce** (England, *Emeritus* Cambridge University)
  - **Leonor Scliar-Cabral** (Brasil, ISAPL Honorary President, *Emeritus* Universidade Federal de Santa Catarina)
  - **Andrée Tabouret-Keller** (France, Université Louis Pasteur, *in memoriam*, 1929–2020)



## ISAPL – INTERNATIONAL CONGRESSES 1982–2026

A timeline of international collaboration in Applied Psycholinguistics

	EDITION	CITY	COUNTRY	CHAIR	DATES
1982	0	 Milan	 Italy	Tatiana Slama-Cazacu <sup>†</sup> & Renzo Titone <sup>◇†</sup>	 01–03 November 1982
1985	1 <sup>st</sup>	 Barcelona	 Spain	Miguel Soler <sup>†</sup> & Ignasi Vila	 15–20 June 1985
1987	2 <sup>nd</sup>	 Kassel	 Germany	Hans-Wilhelm Dechert <sup>†</sup>	 27–31 July 1987
1991	3 <sup>rd</sup>	 Toronto	 Canada	Marcel Danesi & Renzo Titone <sup>◇†</sup>	 16–22 July 1991
1993	3 <sup>½</sup>	 Florianópolis	 Brasil	Leonor Scliar-Cabral <sup>◇</sup>	 04–22 January 1993
1994	4 <sup>th</sup>	 Bologna/Cesena	 Italy	Stefania Stame <sup>◇</sup>	 23–27 June 1994
1997	5 <sup>th</sup>	 Porto	 Portugal	Maria da Graça Pinto <sup>◇</sup>	 25–27 June 1997
2000	6 <sup>th</sup>	 Caen	 France	Jean Drévillon <sup>†</sup>	 28–01 June 2000
2004	7 <sup>th</sup>	 Cieszyn	 Poland	Janusz Arabski <sup>†</sup>	 06–09 September 2004
2007	8 <sup>th</sup>	 Porto Alegre	 Brasil	José Marcelino Poersch <sup>†</sup> & Regina Lamprecht	 18–22 November 2007
2010	9 <sup>th</sup>	 Bari	 Italy	Giuseppe Mininni	 23–26 June 2010
2013	10 <sup>th</sup>	 Moscow	 Russia	Natalia Ufimtseva	 17–19 May 2013
2016	11 <sup>th</sup>	 Tbilisi	 Georgia	David Gotsiridze <sup>†</sup>	 27–30 June 2016
2021	12 <sup>th</sup>	 Online	 Brasil	Marcus Maia <sup>◇</sup>	 03–05 June 2021
2026	13 <sup>th</sup>	 Porto	 Portugal	Juliana Novo Gomes	 11–13 June 2026
2029	14 <sup>th</sup>				 June 2029

<sup>†</sup> in memoriam

<sup>◇</sup> Elected Honorary President



*Celebrating 45 years of international exchange,  
 scholarly excellence and global collaboration.*



## INTERNATIONAL CONGRESSES OF ISAPL 1982–2026

Since its foundation in 1982 in Milan, Italy, ISAPL has maintained a strong tradition of organizing international congresses that foster scholarly exchange across diverse cultural and academic contexts. Held every three years, ISAPL Congresses are itinerant in nature and have taken place in thirteen cities across ten countries worldwide, reflecting the Society's enduring commitment to international collaboration, intellectual mobility, and the advancement of applied psycholinguistics. The 13<sup>th</sup> International Congress of ISAPL, chaired by Prof. Juliana Novo Gomes and hosted by the *Centro de Linguística* (CLUP) of the Faculty of Arts and Humanities of the University of Porto, R&D Unit FCT 00022, marks a significant return to Porto after 30 years.

*Table with details of all International Congresses of ISAPL, with location, Chair Presidents, and dates.*

#	City	Country	Chair	Day	Month	Year
0	Milan	Italy	Tatiana Slama-Cazacu <sup>◇†</sup> & Renzo Titone <sup>◇†</sup>	01–03	November	1982
1 <sup>st</sup>	Barcelona	Spain	Miguel Soler <sup>†</sup> & Ignasi Vila	15–20	June	1985
2 <sup>nd</sup>	Kassel	Germany	Hans-Wilhelm Dechert <sup>†</sup>	27–31	July	1987
3 <sup>rd</sup>	Toronto	Canada	Marcel Danesi & Renzo Titone <sup>◇†</sup>	16–22	July	1991
3½	Florianópolis	Brasil	Leonor Scliar-Cabral <sup>◇</sup>	04–22	January	1993
4 <sup>th</sup>	Bologna/Cesena	Italy	Stefania Stame <sup>◇</sup>	23–27	June	1994
5 <sup>th</sup>	Porto	Portugal	Maria da Graça Pinto <sup>◇</sup>	25–27	June	1997
6 <sup>th</sup>	Caen	France	Jean Drévilion <sup>†</sup>	28–01	June	2000
7 <sup>th</sup>	Cieszyn	Poland	Janusz Arabski <sup>†</sup>	06–09	September	2004
8 <sup>th</sup>	Porto Alegre	Brasil	José Marcelino Poersch <sup>†</sup> & Regina Lamprecht	18–22	November	2007
9 <sup>th</sup>	Bari	Italy	Giuseppe Mininni	23–26	June	2010
10 <sup>th</sup>	Moscow	Russia	Natalia Ufimtseva	17–19	May	2013
11 <sup>th</sup>	Tbilisi	Georgia	David Gotsiridze <sup>†</sup>	27–30	June	2016
12 <sup>th</sup>	Online	Brasil	Marcus Maia <sup>◇</sup>	03–05	June	2021
<b>13<sup>th</sup></b>	<b>Porto</b>	<b>Portugal</b>	<b>Juliana Novo Gomes</b>	<b>10–14</b>	<b>June</b>	<b>2026</b>
14 <sup>th</sup>			Board 2028-2030		June	2029

<sup>†</sup> *in memoriam*, <sup>◇</sup> Elected Honorary President.



## ISAPL – BOARD OF DIRECTORS (PART I)

Table with details of all ISAPL Presidents and Vice-Presidents

#	Year		President	Country	Vice-Presidents	Country
	From	To				
1	1982	1985	Tatiana Slama-Cazacu <sup>◊†</sup>	Romania	Renzo Titone <sup>◊†</sup> Els Oksaar <sup>†</sup> Wilga Rivers <sup>†</sup> Alexey A. Leontiev <sup>†</sup>	Italy Germany USA USSR
2	1985	1988	Renzo Titone* <sup>◊†</sup>	Italy	Janine Beaudichon <sup>†</sup> Ida Kurcz <sup>†</sup> Smiljka Vasić <sup>†</sup> Miguel Siguan Soler <sup>†</sup>	France Poland Yugoslavia Spain
3	1988	1991			Janine Beaudichon <sup>†</sup> Hans-Wilhelm Dechert <sup>†</sup> M. Przetacznik-Gierowska <sup>†</sup> Miguel Siguan Soler <sup>†</sup>	France Germany Poland Spain
4	1992	1994	Leonor Scliar-Cabral* <sup>◊</sup>	UFSC, Brasil	Morio Kohno Maria da Graça Pinto <sup>◊</sup> Jan Průcha Marc Spoelders	Japan Portugal Czechoslovakia Belgium
5	1995	1997			Morio Kohno Eliane Koskas Irina Markovina José Morais	Japan France Russia Belgium
6	1998	2000	Jean Drévillon <sup>†</sup>	France	Maria da Graça Pinto <sup>◊</sup> Ivana Marková <sup>†</sup> Ernst Moerk <sup>†</sup> José Morais	Portugal United Kingdom USA Belgium
7	2001	2003	Bernd Spillner <sup>†</sup>	Germany	Janusz Arabski <sup>†</sup> Katharine Butler <sup>†</sup>	Poland USA
	2003	2004	Janusz Arabski <sup>†</sup>	Poland	Eliane Koskas Jean Vivier	France France
8	2005	2008	Maria da Graça Pinto <sup>◊</sup>	Portugal	Janusz Arabski <sup>†</sup> Michel Paradis Diane Ponterotto	Poland Canada Italy
9	2008	2010	Giuseppe Mininni	Italy	Janusz Arabski <sup>†</sup> Penka Ilieva-Baltova José Marcelino Poersch <sup>†</sup>	Poland Bulgary Brasil
10	2011	2013	Natalia Ufimtseva	Russia	Janusz Arabski <sup>†</sup> Kirsten Hummel Giuseppe Mininni Heidemarie Sarter	Poland Canada Italy Germany
11	2013	2016	David Gotsiridze <sup>†</sup>	Georgia	Natalia Ufimtseva Giuseppe Mininni Janusz Arabski <sup>†</sup> Kirsten Hummel	Russia Italy Poland Canada
12	2017	2019	Diane Ponterotto Natalia Ufimtseva	Italy Russia	Giuseppe Mininni	Italy
13	2021	2024	Marcus Maia <sup>◊</sup>	Brasil	Jacques Coulardeau	France
14	2025	2027	Juliana Novo Gomes	Portugal	Carmen Parafita Couto	Portugal
15	2028	2030	<b>Election of the Board of Directors at the Ordinary General Meeting</b>			
<b>13<sup>th</sup> International Congress of ISAPL</b>						

† *in memoriam*, ◊ Elected Honorary President, \*Reelected, #Advisor.

## ISAPL – BOARD OF DIRECTORS (PART II)

*Table with details of all ISAPL Secretary-General and Secretary-Treasurers*

#	Year		Secretary-General	Country	Secretary-Treasurer	Country
	From	To				
1	1982	1985	Hans-Wilhelm Dechert* <sup>†</sup>	Germany	Miguel Siguan Soler <sup>†</sup>	Spain
2	1985	1988			Katharine G. Butler <sup>†</sup>	USA
3	1988	1991	Marcel Danesi	Canada	James Lantolf	USA
4	1992	1994	Stefania Stame <sup>◊</sup>	Italy	Miguel Siguan Soler <sup>†</sup>	Spain
5	1995	1997	Maria da Graça Pinto <sup>◊</sup>	Portugal	Carme Triadó	Spain
6	1998	2000	Diane Ponterotto*	Italy	Mineo Suenobu	Japan
7	2001	2004			Maria da Graça Pinto <sup>◊</sup>	Portugal
8	2005	2008	Christiane Préneron	France	José Marcelino Poersch <sup>†</sup>	Brasil
9	2008	2010	João Veloso	Portugal	Heidemarie Sarter	Germany
10	2010	2013	Diane Ponterotto	Italy	Olga Georgieva	Bulgaria
11	2013	2016	Amelia Manuti	Italy	Larisa Zhukova	Russia
12	2017	2019	Advisor: Simona Anastasio Advisor: Penka Ilieva-Baltova Advisor: Mônica Ziegler	France Bulgaria Argentina	Andrzej Łyda	Poland
13	2021	2024	Advisor: Douglas Vilhena	Brasil	Rosângela Gabriel	Brasil
14	2025	2027	-	-	Elena Preuss Advisor: Douglas Vilhena	Brasil Brasil

<sup>†</sup> *in memoriam*, <sup>◊</sup> Elected Honorary President, \*Reelected.



## ISAPL – COMMITTEE MEMBERS (PART I)

*Table with details of all elected Committee Members (1982-2010...)*

#	Year		Elected Committee Members	Country
	From	To		
1	1982	1985	Jean-Paul Bronckart	Switzerland
			David Bruce	Great Britain
			Els Oksaar †	Germany
2	1985	1988	Jan Průcha	Czechoslovakia
			Leonor Scliar-Cabral <sup>◊</sup>	Brasil
			Andrée Tabouret-Keller †	France
			Natalie Waterson †	Great Britain
3	1985	1991	S. Whalen	Canada
			Els Oksaar †	Germany
			Jan Průcha*	Czechoslovakia
4	1988	1994	Leonor Scliar-Cabral* <sup>◊</sup>	Brasil
			Penka Ilieva-Baltova	Bulgary
			Georges Lüdi †	Switzerland
			Katharina Meng	Germany
			Stig Eliasson	Sweden
5	1994	1997	Eliane Koskas	France
			Ernst Moerk †	USA
			Smiljka Vasić †	Yugoslavia
			Hans-Wilhelm Dechert †	Germany
6	1995	2000	Penka Ilieva-Baltova	Bulgary
			Morio Kohno	Japan
			José Marcelino Poersch †	Brasil
			Agnès Salinas	France
			Jan Průcha	Czechoslovakia
			Stefania Stame <sup>◊</sup>	Italy
7	1998	2003	Smiljka Vasić †	Yugoslavia
			Morio Kohno	Japan
			José Marcelino Poersch †	Brasil
			Agnès Salinas	France
8	2001	2006	Elly Brosig	Germany
			Michaela Gulea	Romania
			Iva Nebesta	Czech Republic
			Stefania Stame <sup>◊</sup>	Italy

† *in memoriam*, <sup>◊</sup>Elected Honorary President, \*Reelected.

## ISAPL – COMMITTEE MEMBERS (PART II)

*Table with details of all elected Committee Members (...2011-2026)*

#	Year		Elected Committee Members	Country
	From	To		
9	2005	2008	Stefania Stame <sup>o</sup>	Italy
			Elly Brosig	Germany
			Danuta Gabrys-Barker	Poland
			Morio Kohno	Japan
			Eliane Koskas	France
			Larisa Piotrovskaya	Russia
10	2008	2010	João Veloso	Portugal
			Elly Brosig	Germany
			Danuta Gabrys-Barker	Poland
11	2011	2013	Eliane Koskas	France
			Danuta Gabrys-Barker	Poland
			Amelia Manuti	Italy
			Iraida Condrea	Moldova
			Lavinia Nădrag	Romania
			Krasimira Petrova	Bulgaria
			Rossitsa Kyutchukova	Bulgaria
			Irina Markovina	Russia
			Ana Monção	Portugal
			Bee Eng Wong	Malaysia
12	2013	2019	Diane Ponterotto	Italy
			Heidemarie Sarter	Germany
			Olga Georgieva	Bulgaria
			Otilia Lizete Heinig	Brasil
13	2017	2019	David Gotsiridze <sup>†</sup>	Georgia
			Kirsten Hummel	Canada
			Amelia Manuti	Italy
			Bee Eng Wong	Malaysia
			Heidemarie Sarter	Germany
			Natela Mosiashvili	Georgia
Otilia Lizete Heinig	Brasil			

<sup>†</sup> *in memoriam.*



ISAPL † *IN MEMORIAM*

With deep respect and gratitude, ISAPL honors the memory of distinguished scholars and colleagues whose enduring legacy continues to shape the field of Applied Psycholinguistics.

*'Only a moment you stayed, but what an imprint your footprints have left on our hearts.'* – Dorothy Ferguson

- **Maria Przetacznik-Gierowska** (Poland, ISAPL Vice-President 1988–1991, University of Silesia, [in memoriam](#), 1920–1995)
- **Hans-Wilhelm Dechert** (Germany, ISAPL Founding Secretary General 1982–1988, Vice-President 1988–1991, Committee 1995–2000, and 2<sup>nd</sup> Congress Chair, Kassel Universität, [in memoriam](#), 1929–2003)
- **Alexey Alekseevich Leontiev** (Russia, ISAPL Founding Vice-President 1985–1988, Moscow State University, [in memoriam](#), 1936–2004)
- **Ernst Moerk** (USA, ISAPL Vice-President 1998–2000 and Committee 1994–1997, California State University, [in memoriam](#), 1937–2004)
- **Wilga Rivers** (USA, ISAPL Founding Vice-President 1982–1985, Harvard University, [in memoriam](#), 1919–2007)
- **Smiljka Vasić** (Yugoslavia, ISAPL Founding Vice-President 1985–1988 and Committee 1994–2000, University of Belgrade, [in memoriam](#), 1919–2008)
- **Janine Beaudichon** (France, ISAPL Vice-President 1985–1991, Université Paris V (René Descartes), [in memoriam](#), –2009)
- **Miguel Siguan Soler** (Spain, ISAPL Founding Secretary-Treasurer 1982–1985 / 1992–1995, Vice-President 1985–1991 and 1<sup>st</sup> Congress Chair, University of Barcelona, [in memoriam](#), 1918–2010)
- **Tatiana Slama-Cazacu** (Romania, ISAPL Founding 1982–1985 and Honorary President, University of Bucharest, [in memoriam](#), 1920–2011)
- **José Marcelino Poersch** (Brasil, ISAPL Vice-President 2008–2010, Treasurer 2005–2008, Committee 1995–2003, [in memoriam](#), –2011)
- **Renzo Titone** (Italy, ISAPL Founding Vice-President 1982–1985, President 1985–1991, Honorary President, and 1<sup>st</sup> and 3<sup>rd</sup> Congress Chair, University of Rome *La Sapienza*, [in memoriam](#), 1925–2013)
- **Els Oksaar** (Germany, ISAPL Founding Vice-President 1982–1985 and Committee 1985–1991, Universidade de Hamburgo, [in memoriam](#), 1926–2015)
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# BOOK OF ABSTRACTS

# 13<sup>th</sup>

## International Congress of ISAPL

Hosted by

Centro de Linguística | Centre for Linguistics

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Porto, Portugal, June 11 to 13, 2026

**13<sup>th</sup> INTERNATIONAL CONGRESS OF ISAPL –  
SYMPOSIUM ABSTRACTS**



*Symposium 1: Educational Psycholinguistics in Infodemic Times***Marcus Maia**

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Contemporary societies face an unprecedented cognitive challenge: citizens must learn to navigate an informational environment that is simultaneously dense, fast-paced, and structurally noisy. Digital platforms massively increase access to scientific knowledge and high quality journalism, but they also amplify disinformation, misinformation, conspiracy narratives, and strategically packaged “bullshit” in the Frankfurtian sense (cf. Frankfurt, 2005). In this context, epistemic vigilance (cf. Sperber et al., 2010) is constantly taxed: readers must exercise recursive metacognition (cf. Mahdavi, 2014; Curry, 2025) and decide, many times a day, not only about the main information from a text, the gist extraction (cf. Maia, 2022), but crucially, which sources to trust, how to weigh conflicting claims, and when apparently plausible statements are in fact logically or empirically empty.

From the perspective of cognitive architecture, this environment pressures attention, working memory, and executive functions. Instead of careful analytical evaluation, agents are pushed towards heuristic shortcuts guided by emotion, group identity, and surface cues such as fluency or rhetorical style. When this pattern becomes an automatic routine, the very capacity for slow, reflective thinking is under-exercised. If educational systems fail to address this more superficial pattern of reasoning, they risk reinforcing what could be called a “vulnerability profile to the infodemic.” Research developed in the field of psychology, which has sought to understand and outline the profile of people most susceptible to believing in fake news, has shown that, despite being a complex issue involving multiple factors (Zhou, Shen L., 2025), there are certain common characteristics, all related to a low capacity for analytical thinking on the part of readers (cf. Pennycook, Rand, 2017, 2021).

The capacity for linguistic analysis is an important cognitive tool for intellectual self-defense in a society of disinformation. However, language teaching practices frequently fail to connect grammatical instruction with students’ broader communicative and analytical needs. The traditional way of teaching grammar, based on the conception of random, non-simplex rules, or the alternative of banning grammatical thinking from basic education, often prevents the development of deeper linguistic analytical capacities.



In a seminal text on the relationship between psycholinguistics and education, Carton and Castiglione (1976) question **the responsibility of psycholinguists to help students develop the innate potential of their minds independently, rather than allowing themselves to be passively molded by educational systems.** The authors initially assess that the field they call Educational Psycholinguistics could be better understood by the analogy between Botany and Horticulture. While the former fundamentally studies the general processes that govern phenomena in the plant world, the latter applies different criteria, separating, for example, what is desirable from what is undesirable. There would be a purpose or intentionality that would seek to ensure that horticultural seeds exhibit better germination and flowering rates than those left to chance. The authors then propose a pioneering agenda for Educational Psycholinguistics which, according to their assessment, would have much to offer early childhood education, second language teaching, the intellectual improvement of students, and, more specifically, the development of reading skills, which could be impacted by experimental studies of processing, offering important insights into reading.

In seeking solutions to this infodemic challenge, we welcome contributions from ongoing psycholinguistic applied research and experiences currently being developed in universities and basic-education schools, in the line of the seminal call of Carton & Castiglione (1976).

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## Plain Language for Whom? Metaconcepts and Cognitive Autonomy in Language Education

*Symposium 1: Educational Psycholinguistics in Infodemic Times*

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This paper critically reassesses contemporary plain language initiatives from a biolinguistic and cognitive perspective. It argues that human language is not merely a vehicle for information transfer but a structure-generating system that organizes reasoning and inference. Drawing on the three-factor model of language design (Chomsky, 2005), the notion of simplicity (Berthoz, 2009), and recent empirical work on linguistic metaconcepts as threshold concepts (van Rijt & Nygård, 2026), the paper questions whether simplification policies may inadvertently (or not) reduce opportunities for the development of executive functions, metacognition, epistemic vigilance, and, crucially, the generation of metacognitive structural insight. The central claim is that a distinction must be maintained between superficial textual complexity and structural complexity. While the former can and should be reduced in contexts requiring accessibility, the latter is constitutive of human cognition. Systematic exposure only to simplified texts risks promoting passive consumption rather than analytic engagement, potentially weakening the capacity to deal with ambiguity, hierarchical relations, and inferential processes in real-world discourse. Within this framework, linguistic metaconcepts such as structural dependency, compositionality, and argument structure are treated as threshold concepts that reorganize learners' understanding of language. Their acquisition triggers qualitative cognitive shifts whereby learners become able to explicitly represent and manipulate hierarchical structures, monitor competing interpretations, and reflect on the processes underlying comprehension. This process gives rise to what we define as metacognitive structural insight: the capacity to perceive, evaluate, and control the structural organization of linguistic input in real time. Evidence from eye-tracking studies supports this perspective by showing that skilled readers actively engage in structural reanalysis, reflected in regression patterns during reading. Such processes are not failures but indicators of cognitive work. Explicit instruction in metaconcepts thus fosters metacognitive structural insight by training readers to detect ambiguity, compare structural hypotheses, and regulate interpretation under conditions of uncertainty. The paper concludes



that educational policies should not replace complexity with simplification but should instead promote “simplicity”: the capacity to manage complexity efficiently. An educational agenda centered on structural metaconcepts offers a pathway toward cognitive autonomy, insofar as it cultivates metacognitive structural insight and strengthens epistemic vigilance in infodemic contexts characterized by misinformation and discursive manipulation.

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## Grammar as a Cognitive Tool: Merge, Metacognition, Linguistic Education, and the Active Linguistic Learning Experience

*Symposium 1: Educational Psycholinguistics in Infodemic Times*

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In increasingly complex and information-rich communicative environments, grammatical thinking can function as a cognitive tool for critical reasoning by enabling learners to understand how meaning is structured and manipulated in language. When taught explicitly and reflectively, grammar fosters metacognitive control, recursive reasoning, and epistemic vigilance. However, both traditional grammar instruction, centered on decontextualized rules, and approaches that reject grammatical analysis often fail to develop these structure-sensitive capacities. Insights from the cognitive sciences, particularly the view of language as an innate, hierarchical, and computational syntactic system organized by the operation Merge—support a renewed perspective on language pedagogy. This study aims to articulate the theoretical integration of Merge, simplicity, and metacognition in linguistic education, to propose a pedagogical model grounded in these concepts, and to empirically evaluate the effectiveness of the Active Linguistic Learning–Gramaticoteca approach in comparison with traditional grammar instruction. The study combines theoretical and experimental approaches. Sixteen participants were assigned to two groups: an Active Learning (ALA) group and a Traditional instruction group (N = 8 each). Both groups completed pre- and post-tests measuring accuracy in subject–verb agreement in Portuguese under two linguistic conditions: agreement and no-agreement. The Traditional group received explicit instruction based on textbook activities, whereas the ALA group engaged in interactive, metacognitively oriented tasks using Gramaticoteca materials, including the Grammatical Spinner. These activities operationalized subject–verb agreement through two principles: agreement with the syntactic head of the subject and agreement based on the semantic interpretation of the subject noun phrase. Participants evaluated sentence grammaticality and manipulated subject–verb combinations. Additionally, an eye-tracking experiment (Tobii Pro X2-30) was conducted in a school setting to examine learners’ attentional patterns and processing strategies under both instructional conditions. Post-test performance was analyzed using descriptive statistics and an analysis of covariance (ANCOVA), with post-test



accuracy as the dependent variable, instructional condition as the fixed factor, and pre-test accuracy as the covariate. The results indicate that the ALA group consistently outperformed the Traditional instruction group across conditions. Descriptive analyses revealed greater gains for ALA in both agreement and no-agreement conditions, with the largest improvement observed in the no-agreement condition. In raw performance terms, the ALA group improved from 69 to 79 correct responses (14.5% gain), whereas the Traditional group showed only a marginal increase from 60 to 61 correct responses (1.7% gain). Inferential analysis using ANCOVA revealed a marginal effect of instructional condition on post-test accuracy,  $F(1, 13) = 4.11$ ,  $p = .064$ , indicating a trend favoring the ALA approach. The pre-test covariate was not significant,  $F(1, 13) = 0.63$ ,  $p = .44$ , suggesting that post-test differences were not driven by initial group differences. Eye-tracking data further suggest that ALA promotes more structured attentional patterns and deeper engagement with syntactic relations. Overall, these findings provide convergent theoretical and empirical support for the effectiveness of Active Linguistic Learning and reinforce the relevance of a generative-cognitive framework for linguistic education, particularly in more cognitively demanding linguistic contexts.

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**Who are the readers, and how do they read? What does reading on screens seem to suggest? An analysis of the reading profile of Brazilian students graduating from elementary school**

*Symposium 1: Educational Psycholinguistics in Infodemic Times*

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In Brazil, students' reading skills are often criticized for both quantity and quality at all educational levels. International tests that assess reading, such as PISA, consistently place Brazil at the bottom, revealing a significant gap in basic education. However, these metrics, while valuable, group participants broadly and obscure individual differences that may affect performance. Thus, social factors such as gender, age, family structure, and the number of people with whom the student lives can influence the development of reading skills, as can the preferred reading medium (books, cell phones, tablets, etc.), access to reading materials (the internet, bookstores, libraries, etc.), and the amount of time spent each week on reading activities. Psycholinguistic studies that have considered these factors have, for the most part, done so independently, without measuring the degree of association between them, nor the impact of each factor and the combination of factors on the observed aspects of reading and the reader. This study focuses precisely on this point. Using a multivariate statistical tool, we sought to outline a reader profile of students completing Brazilian elementary school. A sample of 130 students completed a profile questionnaire whose questions addressed various factors related to reading. Multiple correspondence analysis was then applied to the response data, allowing for the generation of graphs that illustrate the degree of association between these factors, as well as the determination of each factor's weight in the overall picture. This presentation highlights, in particular, the association between reading medium and reading speed. The results of the analyses suggest that readers who primarily use digital reading devices (computers, tablets, and



cell phones) tend to read more quickly to complete the task in the shortest possible time, focusing primarily on what they consider to be most important — that is, the gist. The association between two questions that specifically address the variables of reading medium and reading time explains 28% of the results, which indicates the relevance of these variables, considering that the profile questionnaire consists of 17 questions. It can therefore be concluded that differences in reading performance are associated with varying reader profiles and that unrestricted—and at times almost exclusive—access to digital media has not proven effective in fostering reading skills, which may contribute to a decline in observed performance. This study invites reflection on alternative approaches regarding possible interventions aimed both at improving reading proficiency among those who exhibit some degree of deficiency and at consolidating that proficiency among those who meet the expected standards for their level of schooling.



*Symposium 2: Recent Trends in Polyglot Studies***Grigory Kazakov**

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Modern science views the human brain as a model for the highly efficient organization of cybernetic processes. The study of language and other sign systems plays a special role in this. In this regard, it seems entirely natural for researchers to turn to the phenomenon of polyglots, whose outstanding abilities must have a cognitive explanation. Understanding the nature of this phenomenon would have a direct application in the practice of teaching foreign languages and other areas of applied linguistics.

The starting point for the study of polyglottery is the recognition of the objective fact that there are people who possess a high level of proficiency in multiple languages as a result of deliberate study. It has now become common practice in research literature to distinguish *polyglottery*, understood as consciously achieved individual multilingualism, from *multilingualism* (unconscious acquisition of several languages in childhood) and *polyglossia* (coexistence of multiple languages in society). In this light, a polyglot can be defined as an individual who has a functional proficiency in at least five foreign languages learnt after puberty.

Understanding the cognitive processes that enable polyglots to achieve their outstanding results is of significant value for addressing pressing issues in language education. Introducing such data into academic discourse and correlating it with existing information on the fundamental mechanisms of language learning could, at a theoretical level, serve to clarify and harmonize the main models of language acquisition, and at an applied level, to develop methodological recommendations for the educational process. In contemporary studies, this approach has come to be known as *polyglot modelling*, which is considered a branch of applied psycholinguistics (Sternin et al., 2021, pp. 104–105).

Once regarded as a mysterious phenomenon, polyglottery is now a rapidly developing field of research. Since the 12<sup>th</sup> ISAPL Congress in 2021, which included a symposium entitled “Psycholinguistic Study of Polyglottery and its Application for Language Learning” (Scliar-Cabral et al., 2021, pp. 181–188), polyglot studies have been discussed annually at five international psycholinguistics conferences and three specialized seminars in Russia. From 2021



to 2025, there was also a special section devoted to this topic in the journal *Linguistics & Polyglot Studies* (vol. 7, no. 4, vol. 8, no. 3, vol. 9, no. 3, vol. 10, no. 3, vol. 11, no. 3), whose name (used from vol. 7, no. 4 to vol. 12, no. 1) alone demonstrates recognition of polyglottery as a discipline. Literature on polyglottery, comprised of polyglot memoirs and research publications, now amounts to more than 130 titles, including two successfully defended doctoral dissertations (for bibliography, see Kazakov, 2025).

The present symposium summarizes the research results in this field in recent years and introduces the latest findings regarding the cognitive and motivational nature of polyglottery, AI-based experimental language learning, polyglots' language of thought, and hyperpolyglots' study experiences.

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## Cognitive and motivational nature of polyglottery

### *Symposium 2: Recent Trends in Polyglot Studies*

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One of the central problems of modern science is understanding the mechanisms of brain function and modelling them in technology, which implies a focus on the study of language as the main human sign system. To this end, understanding the nature of language acquisition and polyglottery as its highly efficient form seems to be of fundamental importance.

Polyglottery, which is understood as consciously achieved individual multilingualism, should be distinguished from multilingualism (unconscious acquisition of multiple languages in childhood) and polyglossia (simultaneous use of multiple languages in society). In this light, a polyglot can be defined as an individual who possesses functional proficiency in at least five foreign languages learnt after puberty.

Sources of data on polyglottery include polyglot memoirs (first-person accounts by polyglots themselves), research literature (studies from an outside observer's perspective), and materials of the modern polyglot movement, primarily talks from the annual Polyglot Conferences and Polyglot Gatherings (Kazakov, 2021). An analysis of these sources allows one to put forward the following hypothesis:

1. Polyglots' linguistic achievements are based on universal principles of highly efficient brain function (cognitive skills).
2. This efficiency is ensured by the brain's ability to specialize to solve priority tasks.
3. The development and strengthening of specialized neural connections occurs through the elaboration and regular practice of polyglots' own self-study algorithms.
4. Resources for this kind of regular practice are drawn from a stable internal motivation for language learning.

All this leads one to think that volitional aspects of personality, particularly motivation, are decisive for achieving polyglottery, which makes polyglots similar to expert performers in other fields (Kazakov, 2023, 2024).



The problem of motivation has no single solution in psychology. One model explaining this concept is the self-determination theory (Deci & Ryan, 2008), which posits that intrinsic motivation is determined by basic human needs for autonomy (feeling that you are the cause of your own actions), competence (a sense of achievement), and relatedness (a sense of belonging). This model appears to be quite consistent with the data on polyglots.

For example, polyglot Martin Bragalone, based on his own experience, demonstrates that learning languages enables the fulfillment of psychological needs such as the need for certainty, variety, significance, connection with others, personal growth, and contribution to society (Bragalone, 2015). Polyglots also cite as their motives the desire for mutual understanding with native speakers of other languages, an interest in other cultures, the enjoyment of speaking foreign languages, self-improvement, and the expansion of their cognitive abilities (Pellegrini, 2020, p. 161). Dina Nikulicheva comes to similar conclusions, linking polyglots' goal-setting with the needs of creative self-identification, self-development and self-expression (Nikulicheva, 2009, pp. 133–136). Thus, it can be said that the source of motivation for polyglots is perceiving language as a tool for self-fulfillment.

The priority of motivation is also confirmed by data from psychology and foreign language teaching methodology. Larisa Khokhlova, in her doctoral dissertation, notes that a lack of predisposition to language learning can be compensated for by a high level of motivation, whereas a lack of motivation hinders the full realization of the existing cognitive potential (Khokhlova, 2017, pp. 6, 13). Stephen Krashen, analyzing existing methods of teaching foreign languages, concludes that the most effective ones are those that focus on removing the affective filter (psychological barrier), i.e. reducing anxiety and increasing motivation (Krashen, 1995, pp. 144–146).

In light of the above, one has to acknowledge the insufficiency of the cognitive perspective, in the narrow sense of the word, for understanding the essence of polyglottery and to state the need for a holistic psychological description of this phenomenon. All this returns us to Aristotle's idea of cognition and will as two intrinsic faculties of the soul and allows one to propose a volitional (volitional-cognitive) model of polyglottery to explain known facts.

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## Entering Conversational Practice in German Through AI Tutors: The Hyperintensive Method N=1 Study

*Symposium 2: Recent Trends in Polyglot Studies*

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Recent advances in large language models and speech-based AI systems have renewed the question of whether conversational ability in a foreign language can be developed from zero primarily through interaction with artificial tutors rather than human teachers. Building on the hyperintensive method and the Student Operated Lesson approach, this study investigated whether a learner could reach an operational threshold of spontaneous conversational ability in German using only AI tutors. The target outcome was “entry into conversational practice,” defined as the ability to sustain an unscripted conversation with an unfamiliar native speaker for at least 30 minutes without critical communicative breakdowns.

The study used a two-month self-experimental design (N=1) conducted from December 2024 to January 2025. No textbooks, grammar handbooks, or human teachers were used during the learning phase. The intervention combined hyperintensive waves of study with a personalized ecosystem of 21 AI tutors deployed across ChatGPT, Google AI Studio, Claude, and ElevenLabs. Ten tutors were designed for academically oriented instructional dialogue and eleven for informal conversational practice. The learner managed lesson content and progression, while the AI tutors supplied linguistic input, feedback, and role-based interaction. Total study time was 131 hours, including 52.5 hours of targeted conversational practice with AI agents. Progress was monitored through session logging, transcript collection, expert observation, and quantitative linguistic analysis.

Spoken and written interaction data were transcribed and analyzed with custom software built on spaCy and Textstat. The analysis tracked lexical growth, number of unique lemmas, lexical diversity, sentence length, syntactic dependency depth, hesitation markers, and readability



measures. Outcome validation relied on multiple sources: (a) spontaneous final conversations with six unfamiliar German speakers, (b) independent expert evaluation by German-language specialists, and (c) a delayed follow-up conversation three months after the end of the intervention to test retention.

The study reached the target threshold within 62 days, earlier than the original 100-day plan. In the final validation stage, six spontaneous conversations with unfamiliar German speakers lasted over 40 minutes each and were judged by the interlocutors, as well as by two independent experts, to be approximately B1 in speaking performance. Quantitative analysis showed the active use of 1,060 unique lemmas in spontaneous speech, increasing syntactic complexity as reflected in dependency depth, fewer hesitation markers over time, and lower readability scores consistent with more complex utterances. The achieved level showed stability in a follow-up conversation three months later, despite a break in German practice.

The findings suggest that under highly intensive, carefully structured conditions, AI tutors can support the emergence of functional conversational ability in a foreign language without direct teacher involvement during the learning phase. At the same time, the study identified important constraints, including strong demands on learner self-discipline and psycholinguistic effects associated with prolonged AI interaction, including an uncanny-valley-like sense of emotional emptiness or mechanistic exchange. Because the design is limited to a single highly motivated and experienced learner, the results are not directly generalizable. Nevertheless, the study contributes evidence to an underexplored area of second-language acquisition research: fully AI-mediated development of speaking from zero. The results support further controlled studies on scalability, individual differences, long-term retention, and optimal hybrid combinations of AI tutors and human instruction.

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## The link between polyglottery and mentalese: the process of grammatical construction acquisition by polyglots

*Symposium 2: Recent Trends in Polyglot Studies*

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One of the goals of polyglot studies is how to increase the efficiency of language acquisition and improve language education in general [2]. In this paper we analyse one way to improve it – by considering the link between polyglottery and mentalese [1]. Mentalese is taken to be the fundamental system underlying our ability to think, which employs abstract concepts and ideas. The existence of this system is postulated based on observations of linguistic communication, such as when a person fails to come up with a particular word despite fully comprehending the concept that they wish to express. According to the paper author's personal experience as a polyglot, and according to the testimonies of other polyglots, in the process of acquiring the grammar structures of a new language, polyglots are able to avoid building their understanding off of the grammar structures of a known language, and instead associate the new grammar structures with basic concepts. In this paper we present a literature review in order to conclude whether mentalese can account for such an approach to grammar structure acquisition. In one of the studies a polyglot describes how words from different grammatical classes can evoke associations with distinct abstract ideas [3]. In the same paper they present a model of conceptual thinking where Language is located in the subconscious and the unconscious. Mentalese communicates with Language in the subconscious and gives the output to the conscious. On this view, polyglots acquire new grammar structures with less effort due to a greater link between mentalese and the conscious, which would enable one to associate new grammar structures with mentalese concepts directly, bypassing a previously known language as an intermediary. This model provides a description of how polyglottery arises, which, in turn, could point a vector towards further investigations and could allow individuals to attain polyglottery more easily.



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## Navigating the Linguistic Spectrum: A Qualitative Exploration of Hyperpolyglots' Acquisition, Retention, and Attrition Experiences

*Symposium 2: Recent Trends in Polyglot Studies*

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This qualitative study investigated how internal and external forces interact in language acquisition, loss, and maintenance among hyperpolyglots, with particular attention to the sociocultural, psychological, and methodological elements that shape their linguistic trajectories. Semi-structured interviews provided rich insights into the lived experiences of hyperpolyglots, revealing the complex motivations that fuel their language learning, the creative and flexible strategies they adopt, and the identity-related processes that sustain advanced multilingualism. Participants also reported challenges such as cross-linguistic interference, limited time, emotional fatigue, and pressures associated with cultural integration, all of which they managed through individualized and iterative strategies. To ensure conceptual clarity and methodological rigor, the study adopted a precise definition of hyperpolyglotism, requiring participants to speak six or more languages. Additional inclusion criteria required the use of Arabic or English to facilitate interaction, as well as an active digital presence or publicly available linguistic output. Classification accuracy was strengthened through questionnaire items verifying the number of languages spoken and any prior proficiency or intelligence testing, alongside collaboration with the International Association of Polyglots (HYPIA), which applies rigorous standards in validating multilingual profiles. The qualitative sample was selected through purposive sampling and included 34 participants from diverse geographical and cultural backgrounds, ranging in age from 17 to 64. Their linguistic repertoires spanned widely spoken global languages as well as less common ones such as Yoruba, Pidgin, and Creole, reflecting the linguistic richness central to the study's aims. The findings contribute to a deeper understanding of hyperpolyglotism and offer implications for pedagogical and policy models that support advanced multilingual development.

*Keywords:* Hyperpolyglot; Language retention and attrition; Qualitative methodology; language acquisition; factors.

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*Symposium 3: Grammatical Gender and Gender Stereotypes in First and Second Language**Processing: Psycholinguistic and Social-Cognitive Perspectives***Montserrat Comesaña<sup>1</sup> & Juliana Novo Gomes<sup>2</sup>**

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Grammatical gender is a pervasive feature of many languages and plays a central role not only in morphosyntactic agreement but also in shaping cognitive representations and social inferences. Beyond its structural function, grammatical gender has been shown to interact with conceptual knowledge, stereotype activation, and social cognition. For second language (L2) learners, particularly those whose first language (L1) encodes gender differently—or does not encode it at all—acquiring and processing grammatical gender constitutes a substantial linguistic and cognitive challenge.

This symposium brings together psycholinguistic research examining how grammatical gender is processed in both L1 and L2, with particular emphasis on its interaction with implicit and explicit gender stereotypes. We aim to address the following questions: How does grammatical gender influence real-time language comprehension and production? To what extent does it activate or modulate gender-related stereotypes? How do cross-linguistic differences in gender systems shape these processes? And how does prior linguistic experience constrain or facilitate gender processing in L2?

Drawing on evidence from behavioral experiments, eye-tracking, electrophysiological measures (e.g., ERPs), and cross-linguistic designs, the symposium will explore the cognitive mechanisms underlying grammatical gender processing across different populations and language backgrounds. Special attention will be given to transfer effects from L1 to L2, developmental trajectories in gender acquisition, and the role of proficiency in modulating stereotype activation.

By integrating perspectives from psycholinguistics, bilingualism research, and social cognition, this symposium seeks to advance theoretical and empirical discussions on the interface between grammatical structure and social meaning. Ultimately, it aims to shed light on how linguistic systems both reflect and potentially reinforce—or challenge—gender stereotypes, contributing to broader debates on language, cognition, and society.



## A bridge between grammar and social cognition: the influence of stereotypes on grammatical gender processing

*Symposium 3: Grammatical Gender and Gender Stereotypes in First and Second Language Processing: Psycholinguistic and Social-Cognitive Perspectives*

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This project examines whether abstract grammatical gender is shaped by social cognition, focusing on the possible influence of sex-based stereotypes during real-time lexical access. Although grammatical gender is a formal property of language, it may interact with speakers' sex-based reality, creating asymmetries in how masculine and feminine nouns are processed. The study compares Portuguese, a two-gender system, with German, a three-gender system, in which neuter may weaken the masculine–feminine contrast.

To test these hypotheses, the project uses a gender categorization task and a lexical decision task in European Portuguese, plus two parallel tasks in German. Response times are the main dependent measure, allowing the detection of possible processing differences between congruent and incongruent stereotype–gender pairings (see Table 1). The design also makes it possible to explore whether effects vary as a function of participant sex and sociocognitive factors (e.g., gender identity, sexism).

Data collection is currently ongoing. Preliminary observations suggest a robust gender-stereotype congruency effect in both languages, supporting the idea that abstract grammatical gender is not processed in isolation, but may interact with socially grounded conceptual knowledge. The final dataset will help refine models of lexical access by incorporating extra-linguistic influences into the architecture of gender processing.

**Table 1.** *Examples of the experimental conditions*

	Gender-stereotype congruency	
	Congruent	Incongruent
<b>Portuguese</b>	A saia (skirt: feminine, related to females)	A gravata (tie: feminine, related to males)
<b>German</b>	Der Bohrer (drill: masculine, related to males)	Der Rock (skirt: masculine, related to females)

A previous norming study was conducted to select the stimulus list. Both German ( $n = 40$ ) and Portuguese ( $n = 40$ ) participants rated nouns according to how strongly they were associated with males or females. Nouns rated as extremely male- or female-related were chosen for the experimental condition.



## Beyond grammar: Gender stereotypes in sentence processing in European Portuguese

*Symposium 3: Grammatical Gender and Gender Stereotypes in First and Second Language*

*Processing: Psycholinguistic and Social-Cognitive Perspectives*

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Language comprehension involves more than decoding grammatical structure; it is shaped by readers' sociocultural knowledge and expectations. Within the Constructionist Theory of discourse processing (Graesser et al., 1994; Carreiras et al., 1996), comprehenders build situation models by integrating linguistic input with world knowledge, including gender stereotypes. These stereotypes act as predictive cues, guiding expectations about upcoming information and influencing real-time processing (Oakhill et al., 2005). While such effects are well documented in languages such as Spanish, it remains unclear to what extent they generalize across closely related linguistic and cultural contexts. European Portuguese provides a useful testing ground, as previous work points to cross-cultural variation in the strength of gender stereotypes (Leitão et al., 2022). In addition, the role of individual differences, such as participant gender, remains underexplored.

The present study examines how gender stereotype congruency shapes online and offline sentence processing in European Portuguese. Ninety-nine native speakers of EP (67 female; mean age = 23.61) took part in a self-paced reading task combined with an acceptability judgment task. The design followed a  $3 \times 2 \times 2$  factorial structure, manipulating stereotype type (masculine, feminine, neutral), pronoun gender (masculine, feminine), and participant gender (male, female), yielding congruent, incongruent, and neutral conditions. For example, “*A Telma reparou no Rúben enquanto ele pregava o prego...*” (congruent) contrasts with “*O Rúben reparou na Telma enquanto ela pregava o prego...*” (incongruent). Critical segments were defined at the point where stereotype-relevant information was introduced.

Reaction time analyses showed that stereotype effects were modulated by both pronoun gender and participant gender. Male participants displayed a clear congruency effect, with faster reading times for congruent sentences, whereas female participants showed no reliable differences. Offline judgment, however, revealed a complementary pattern: female participants were more sensitive to stereotype violations, showing lower acceptance rates for masculine pronouns in feminine and neutral contexts, while male participants were less sensitive. These findings support the Constructionist account by showing that gender stereotypes are rapidly integrated into sentence processing. Importantly, they also



highlight the role of individual differences, with distinct patterns emerging across participant gender. Overall, the results suggest that stereotype effects are not uniform, but are shaped by both sociocultural context and individual variability.

**Keywords:** gender stereotypes; sentence processing; European Portuguese; self-paced reading; Constructionist Theory

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## Influência de estereótipos de gênero e da sintaxe no processamento de frases ambíguas

*Symposium 3: Grammatical Gender and Gender Stereotypes in First and Second Language  
Processing: Psycholinguistic and Social-Cognitive Perspectives*

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O estudo da influência de estereótipos de gênero no processamento da linguagem insere-se no debate entre abordagens que privilegiam informações linguísticas e aquelas que incorporam conhecimentos de mundo (Rayner, 1998). Enquanto modelos bottom-up enfatizam o papel de informações formais, abordagens construcionistas destacam a atuação de inferências e do conhecimento sociocultural. Nesse contexto, os estereótipos de gênero constituem um tipo de conhecimento que pode orientar expectativas e influenciar a interpretação linguística (Acuña Luongo & Adames Valencia, 2021; Alves, 2014). O presente estudo investiga a influência desses estereótipos no processamento linguístico em Português Brasileiro (PB), articulando dados de julgamento (offline) e de processamento online. Inicialmente, foi realizado um experimento de julgamento com escala Likert de cinco pontos, no qual participantes avaliaram sintagmas verbais quanto à sua associação a estereótipos masculinos, femininos ou neutros. Esse levantamento teve como objetivo construir um corpus normativo para experimentos subsequentes com técnicas online, como o rastreamento ocular, voltados à análise de estruturas ambíguas (Leitão et al., 2022). Os resultados do PB mostram uma tendência à neutralização dos julgamentos. Os participantes evitam classificações categóricas, privilegiando valores intermediários da escala, o que indica maior flexibilidade na avaliação dos estereótipos. Essa tendência é particularmente evidente na condição neutra, na qual não há diferenças entre homens e mulheres. Nas condições de estereótipos masculinos e femininos, homens brasileiros tendem a julgamentos mais extremos do que mulheres, embora ambos os grupos ainda apresentem preferência por respostas menos categóricas. Além disso, os tempos de decisão mais longos no PB sugerem um processamento mais deliberativo, possivelmente refletindo menor automatização no acesso a essas associações. Os dados de rastreamento ocular evidenciam o papel dos estereótipos no processamento online de estruturas ambíguas. Em sentenças com ambiguidade de correferência, observa-se que estruturas neutras são processadas mais rapidamente do que aquelas associadas a estereótipos masculinos ou femininos. Há ainda interação entre estereótipo de gênero e posição sintática dos antecedentes, indicando que o processamento integra informações estruturais e socioculturais. Quando há convergência entre estereótipo e gênero do antecedente em posição preferencial, o processamento e as decisões são facilitados; em casos de incongruência, há maior custo, refletido em tempos de leitura e nas decisões sobre o respectivo antecedente. No PB, a tendência à



neutralização observada nos julgamentos parece se refletir no processamento online, reduzindo a força das expectativas estereotipadas. Ainda assim, os resultados indicam que esses estereótipos permanecem ativos e influenciam o curso temporal da compreensão. Em síntese, os dados mostram que os estereótipos de gênero podem influenciar julgamentos e processamento online no PB, mas de forma menos categórica e mais flexível, reforçando a necessidade de modelos que integrem informações linguísticas e socioculturais.

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## The gender congruency effect in bilinguals' L1: Evidence from pronoun production in L1 Polish L2 German learners

*Symposium 3: Grammatical Gender and Gender Stereotypes in First and Second Language*

*Processing: Psycholinguistic and Social-Cognitive Perspectives*

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Previous research has investigated language co-activation in bilinguals through the lens of gender congruency (Sá-Leite, 2020) and of cognate facilitation effects (Foryś-Nogala et al., 2026). The present study examines whether these effects extend to pronoun production and whether they emerge in bilinguals' L1 as a function of L2 proficiency. Fifty late, unbalanced Polish-German bilinguals completed a pronoun production task, in which they produced third-person singular pronouns in their L1 Polish in response to visually presented Polish bare nouns. The stimulus set included 132 inanimate nouns, manipulated for cross-linguistic gender congruency and cognateness. Participants also completed a control gender assignment task and a background questionnaire. L2 proficiency was measured using the Dialang test. We analysed participants' response times in L1 Polish using linear mixed-effects models. Trials involving nouns with unknown gender in L2 German were excluded from the analysis. The results showed that pronoun production in bilinguals' L1 was not affected by cognateness with the L2. However, we found a significant gender congruency effect in the L1, with faster responses to nouns congruent in gender with L2 German than to incongruent ones. Importantly, this effect was limited to masculine and feminine nouns, showing that even when the antecedent noun is inanimate, the pronouns *on* ('he') and *ona* ('she'), can activate conceptual representations of maleness or femaleness, grounded in embodied experience and social categorisation. In addition, the gender congruency effect in the L1 decreased with increasing L2 proficiency. We also observed a main effect of gender, with facilitated pronoun production for the feminine relative to the masculine and neuter genders. The study is the first to explore whether lexical gender and cognate effects in bilingual language production extend beyond nouns to agreeing elements such as pronouns. It also contributes to the underexplored areas of bilinguals' L1 production and L2 effects on L1.



The findings provide novel evidence that pronoun production depends on the lexico-syntactic, but not the formal, properties of the antecedent noun. Moreover, the results demonstrate stronger cross-language activation in the L1 at lower L2 proficiency levels, offering support for parasitic models of the bilingual mental lexicon.

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*Symposium 4: The Interface Between Experience and Linguistic Structure in Psycholinguistic Research*

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This symposium aims to bring together research in Psycholinguistics that investigates the dynamic relationship between speakers' individual and sociocultural experience and linguistic structure, with particular emphasis on the interfaces between pragmatics, culture, and grammar/syntax. We start from the assumption that language processing cannot be fully understood without taking into account broad experiential factors — such as in sensory experience, world knowledge, social stereotypes, pragmatic expectations, discourse context, and cultural norms — in constant interaction with formal linguistic representations.

Classical and contemporary experimental studies have shown that extragrammatical information — such as thematic roles associated with stereotypes, pragmatic expectations, and culturally shared knowledge, or prosody linked to syntactic processing in congenitally blind individuals — systematically influences sentence comprehension, the resolution of syntactic ambiguities, the interpretation of pronouns and anaphoric expressions, as well as acceptability and truth-value judgments. Evidence from a wide range of methodologies, including self-paced reading and listening, eye-tracking, timed judgments, and decision tasks, indicates that such information can be integrated early and incrementally during language processing, thereby challenging strictly modular models or approaches based exclusively on formal structure.

In this context, the symposium proposes a forum for dialogue between theoretical and empirical approaches that examine how individual, pragmatic, and cultural factors — including gender stereotypes, sensory experience, social expectations, encyclopedic knowledge, and discourse patterns — interact with grammatical and syntactic principles in real-time processing. Contributions are particularly welcome that explore: (i) the influence of sociocultural experience on syntactic interpretation; (ii) interfaces between pragmatics, prosody, semantics, and syntax in processing; (iii) the effects of stereotypes and social expectations on comprehension and judgment tasks; (iv) experimental evidence informing constraint-based models; and (v) studies across different languages and populations, extending the discussion beyond hegemonic linguistic contexts.

By bringing together contributions grounded in diverse theoretical and methodological traditions, the symposium seeks to foster an integrated discussion of how experience and structure are articulated within



the cognitive architecture of language. Its central goal is to strengthen our understanding of the psycholinguistic mechanisms underlying the interface between linguistic knowledge and world knowledge, thereby contributing to the development of more comprehensive and empirically grounded models.

We invite researchers in Psycholinguistics, as well as related fields, to submit their work and participate in this symposium. We welcome submissions presenting experimental results, theoretical discussions, or critical reviews addressing the interface among experience, pragmatics, culture, and linguistic structure within Psycholinguistics. Our aim is to promote a plural and productive space for scientific exchange, strengthening contemporary debates on the scope and limits of models of language processing.

 ISAPL

## From Physical Discovery to Mental Self-Awareness: Polysemous 'find' and English 'find oneself' Compared to Russian 'найти себя'

*Symposium 4: The Interface Between Experience and Linguistic Structure in Psycholinguistic Research*

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### BACKGROUND AND AIM

This paper argues that the semantic development of English *find* can be modeled as a gradient path from prototypical discovery to reflexive self-awareness. Starting from the basic event of locating an object, the study asks how a verb of discovery comes to license *find oneself*, a construction that profiles unplanned self-location, self-observation, and emergent awareness. The analysis treats the polysemy of *find* as a cognitive-semantic interface between event structure and mental construal, and more broadly between experience and linguistic structure. It also shows that English *find oneself* is not fully equivalent to Russian *найму себя*, which more readily evokes achieved identity or stable self-definition.

### DATA AND METHOD

The materials combine dictionary definitions and corpus examples from COCA and НКРЯ. The analysis compares controlled and uncontrolled discovery, tracks changes in agency, transitivity, referential status, and examines how reflexivization reorganizes the discovery schema.

### ARGUMENT

In prototypical uses, *find* encodes a resultative event with an external object and in case of controlled discovery presupposes prior search. At this stage, the verb organizes a discovery schema involving a seeker, a target, and a resulting match between intention and outcome. In uncontrolled-discovery uses, the search component is defocused and the encounter component comes to the foreground: the subject discovers something while doing something else, and the event is marked by surprise and reduced control.

This reweighting of event components prepares the bridge to *find oneself*. The subject and object become co-referential, but the discovery schema is not lost; it is internalized. The speaker no



longer finds an external entity; rather, the speaker becomes aware of the self in a place, state, or activity that was not fully intended. Expressions such as *find oneself in a hospital bed*, *find oneself running down the street*, or *find oneself unable to act* show that the construction combines eventive placement with reflective awareness. This intermediate status helps explain why *find oneself* stands between transitive discovery and mental-state predicates. English *find oneself* diverges from Russian *найти себя*: the English construction foregrounds contingent self-location and reflective awareness, whereas the Russian expression more canonically profiles successful self-definition and personal orientation.

#### CONTRIBUTION TO PSYCHOLINGUISTICS

The paper makes two contributions: it proposes a cognitive taxonomy of *find* centered on shifts in agency, control, and referential structure across the verb's polysemous network; second, it shows that *find oneself* occupies an intermediate zone between transitive discovery and mental-state predicates: it retains the event structure of discovery while profiling self-observation and self-awareness. Moreover, it shows that the contrast between English *find oneself* and Russian *найти себя* is psycholinguistically revealing, where Russian implies achieved identity, or self-definition. More broadly, the study argues that abstract introspective uses of *find* are motivated by systematic semantic reorganization, making the proposal directly relevant to psycholinguistic debates on the interface between experience and linguistic structure.

*Keywords:* polysemy; psycholinguistics; cognitive semantics; reflexivity; self-awareness; find; find oneself; Russian 'найти себя'.



**Implicit learning of temporal morphemes: a visual world eye tracking study***Symposium 4: The Interface Between Experience and Linguistic Structure in Psycholinguistic Research***Mayara de Sá Pinto, Lorrane da Silva Neves Medeiros Ventura, Lais Lima de Souza, Daniela Cid Garcia**Laboratory of Experimental Psycholinguistics (*Laboratório de Psicolinguística Experimental – LAPEX*),

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Implicit statistical learning is key to understanding language acquisition. Studies have shown that some aspects, such as animacy distinction [1], thematic roles [2 - 4], definite article and pronouns [5], and far/near distinction [4], are possible to be learned without any instruction. Conversely, aspects such as foreground/ background [2] and relative/intrinsic size of objects [4] are not possible to be learned incidentally. This difference may be explained by the interaction between the novel meanings and participants' existing linguistic knowledge. The current study addressed this hypothesis by testing the implicit learning of temporal verbal features, which had not yet been tested, in Brazilian Portuguese for its rich verbal temporal morphology.

In a world-visual paradigm test, 32 participants were exposed to a novel grammatical component, replacing the verbal morphology of the future tense (in the future condition) and present tense (in the present condition), without being informed of its meaning (Fig. 1). Learning testing is shown in Figure 2. Results on participants' online interpretation of test sentences revealed no significant time window in which conditions differed significantly (Fig. 3A). However, responses to a post-experiment form showed that some participants were able to explicitly report the meaning of the novel grammatical word (10/32). New analysis revealed two time windows where conditions differ significantly for this group (Fig. 3B). No significant differences for the remaining participants were found. Our results provided evidence that learning was limited to those who developed some degree of awareness of the target meanings. It is argued that concepts are differentially available to implicit language learning processes, and this may be mediated by some individual differences.



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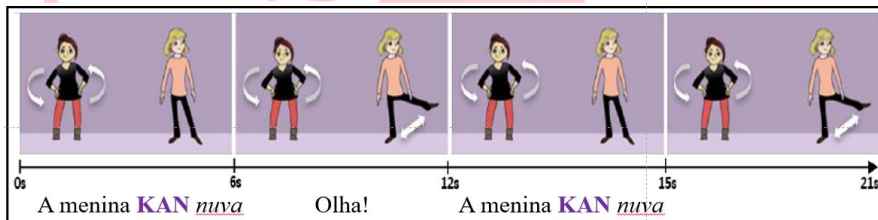
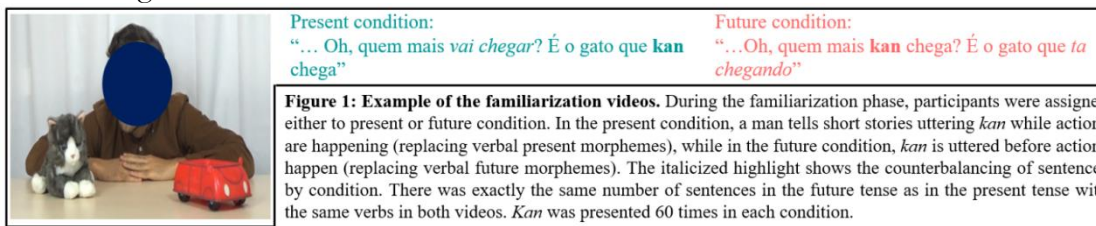


Figure 2: Example of the time course of a video stimulus presented in the first test phase. The girl on the left illustrates an ongoing novel action performed through the entire trial. The girl on the right illustrates an action that “takes place in the future”, by lifting her leg only after the novel verb is uttered. Participants saw a total of 4 trials, with a different novel verb in each trial.

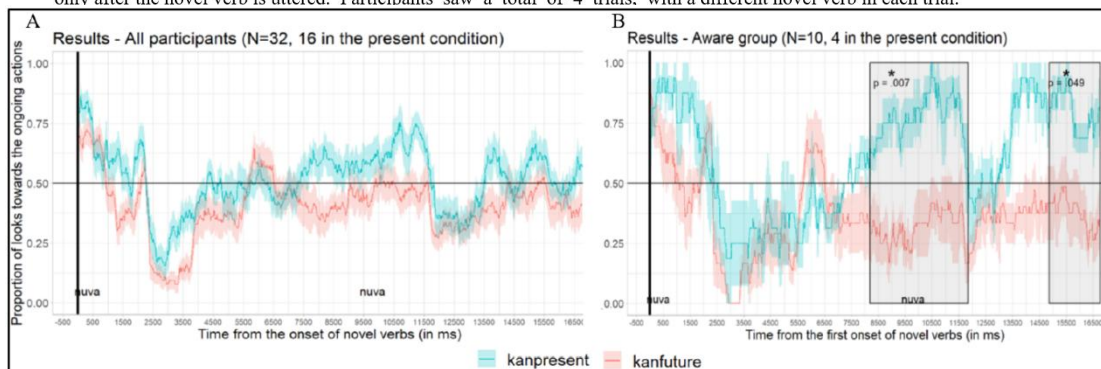


Figure 3 A-B: (A) Proportion of looks to the ongoing action during the test phase for all participants in the future tense (salmon curve) and in the present tense condition (green curve). A cluster-based permutation analysis revealed no significant time-window with an effect of condition. (B) Proportion of looks to the ongoing action during the test phase for the group of participants that demonstrated awareness of the meaning of the novel grammar word, *kan*, in the future tense and in the present tense condition. A cluster-based permutation analysis revealed two significant time-windows with an effect of condition (from 8200 to 11841ms, \* $p=0.007$ , and from 14860 to 16761ms, \* $p=0.049$ , after the first onset of the novel verb).



**Prosodic Cue Use in Garden-Path Sentence Processing: Evidence from Congenitally  
Blind and Sighted Adults***Symposium 4: The Interface Between Experience and Linguistic Structure in Psycholinguistic  
Research***Emily Silvano & Marina Bedny**

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**INTRODUCTION:** Congenitally blind individuals can offer valuable insights into the role of experience in language processing. People born blind show an advantage in processing complex sentences when subtle prosodic cues are available [1]. One hypothesis is that experience with text-to-speech technology frequently used by blind people may improve the identification of prosodic cues (e.g., pauses). To investigate this hypothesis, sentences with and without garden paths were analyzed.

**METHODS:** 15 congenitally blind individuals and 15 sighted controls participated in a sentence listening experiment. The sentences were recorded using Amazon Polly®, an AI voice-generation service that converts written text into speech. The stimuli were created and manipulated to contain three conditions: garden-path sentences without pauses, garden-path sentences with pauses, and non-garden-path sentences [2]. To create the three desired conditions, after the ambiguous, optionally transitive verb in garden-path sentences, the stimulus in the text could include a comma or not. The presence of the comma acts as a prosodic pause in the AI's output. Participants listened to sentences and, after each one, answered a yes/no comprehension question using a button box. After that, they advanced to the next sentence by pressing a button. Fillers were added to minimize strategic adaptation. Offline accuracy and log-transformed reaction times (RTs) were analyzed using mixed-effects models.

**RESULTS:** Garden-path sentences were associated with lower accuracy relative to non garden-path sentences across groups. The model revealed a significant effect of condition, with higher accuracy in NGP compared to GP sentences ( $B = 0.99$ ,  $SE = 0.37$ ,  $p = 0.007$ ), but no main effect of group ( $B = -0.64$ ,  $SE = 0.46$ ,  $p = 0.16$ ; Blind mean: GP\_COMMA = 74%, SD: 0.24%; GP\_NO\_PAUSE = 69.4%, SD = 0.27%; NGP = 86.1%, SD = 0.17%; Sighted mean: GP\_COMMA = 64.4%, SD: 0.24%; GP\_NO\_PAUSE = 47.5%, SD = 0.23%; NGP = 66.7%,

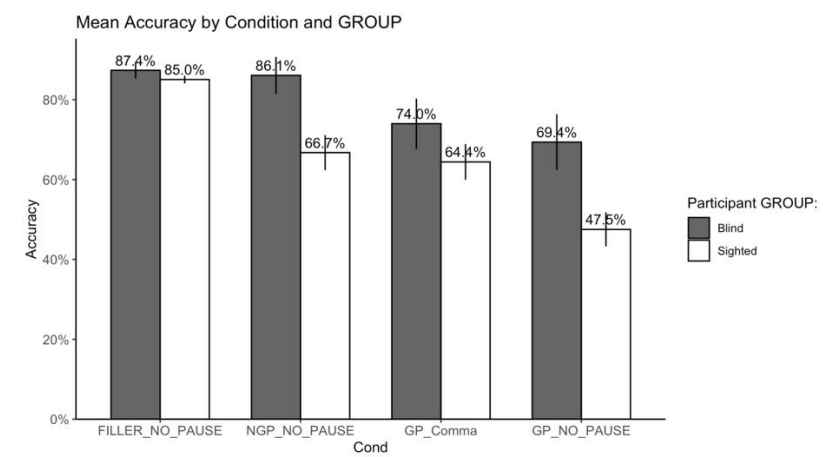


SD = 0.23%); (Fig.1). Critically, there was a significant interaction between condition and group for both GP\_NO\_PAUSE ( $B = -0.71$ ,  $SE = 0.30$ ,  $p = 0.019$ ) and NGP ( $B = -0.90$ ,  $SE = 0.34$ ,  $p = 0.007$ ), indicating that the effect of condition differed between blind and sighted participants. Blind participants were slower overall than sighted participants across all conditions ( $B = -0.13$ ,  $SE = 0.06$ ,  $t = -2.32$ ,  $p = 0.024$ ); Blind mean: GP\_NO\_PAUSE = 2703ms, SD = 1290ms; GP\_COMMA: 2454ms, SD = 1017ms; NGP: 2804ms, SD = 1434ms; Sighted mean: GP\_NO\_PAUSE = 2304 ms, SD = 724ms; GP\_COMMA = 2204ms, SD = 730ms; NGP = 2298ms, SD = 718ms) (Fig. 2). There was also a main effect of condition, with faster responses in NGP compared to GP sentences ( $B = -0.10$ ,  $SE = 0.03$ ,  $t = -2.85$ ,  $p = 0.004$ ). Importantly, there was a significant interaction between condition and group for NGP sentences ( $B = 0.06$ ,  $SE = 0.03$ ,  $t = 1.97$ ,  $p = 0.049$ ), suggesting that the condition effect differed across groups, while the interaction for GP\_NO\_PAUSE was not significant ( $p = 0.44$ ).

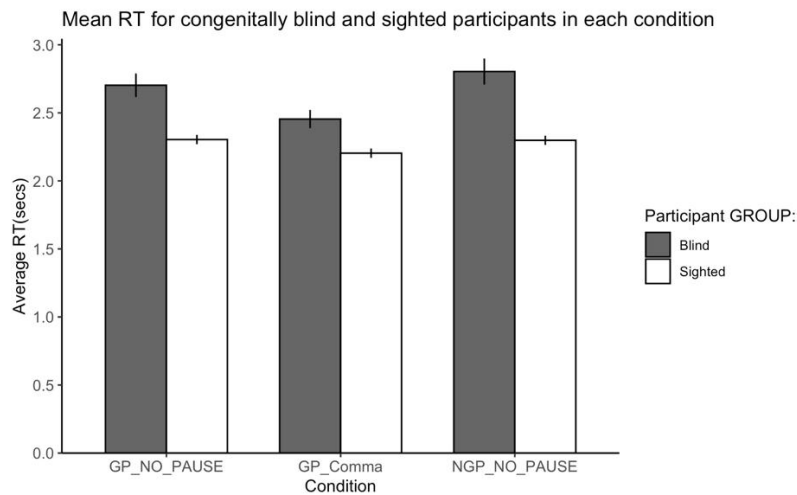
**CONCLUSION:** Both blind and sighted participants are sensitive to garden-path structure, as reflected in reduced accuracy and increased processing costs for ambiguous sentences. Crucially, however, the interaction between condition and group suggests that blind and sighted individuals do not rely on the same information to the same extent when resolving ambiguity. While the presence of a prosodic cue modulated performance, this modulation did not eliminate garden-path effects, indicating that prosodic information alone is insufficient to fully guide parsing. The overall pattern is consistent with the view that congenitally blind individuals may weigh prosodic cues differently during sentence processing, potentially because of their greater reliance on auditory input in everyday language use. At the same time, the persistence of garden-path effects across groups suggests that core parsing mechanisms are shared, with experience shaping how different sources of information are integrated during comprehension.



**Fig. 1: Yes/No Question Accuracy.** Congenitally blind group in grey and sighted controls in white. Error bars show SEM.



**Fig. 2: Yes/No Question Reaction Time.** Congenitally blind group in grey and sighted controls in white. Error bars show SEM.



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## A aquisição de itens lexicais concretos e abstratos por crianças brasileiras de 2 anos: um estudo com rastreamento ocular

*Symposium 4: The Interface Between Experience and Linguistic Structure in Psycholinguistic  
Research*

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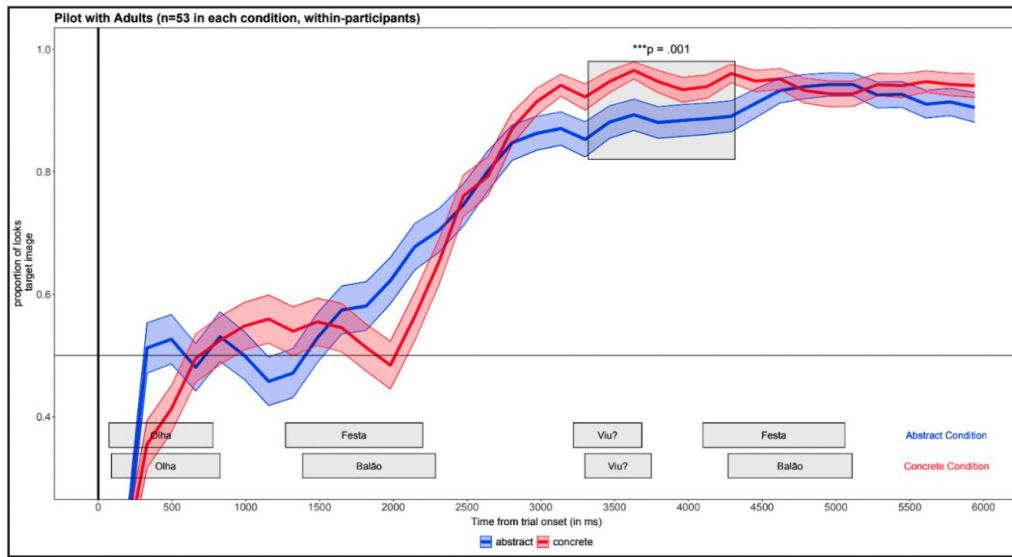
Compreender como bebês extraem significado do fluxo contínuo da fala é um problema central da aquisição da linguagem. Muitas palavras não designam referentes diretamente observáveis e, portanto, dependem de integração de conhecimento de mundo, experiência sociocultural e inferências pragmáticas para serem compreendidas. Conceitos abstratos dependem mais de integração contextual, inferência baseada em conhecimento de mundo e cognição social, enquanto conceitos concretos se beneficiam de maior acoplamento a experiências sensório-motoras (Paivio, 1990; Crutch; Connell; Borghi; Binkofski, 2014; Brennan, 2022). Assim, a distinção entre itens concretos e abstratos permite investigar como experiências sensório-motoras e sociocognitivas se integram ao processamento linguístico. Assumindo que o acesso a representações mentais é, por natureza, abstrato, esta pesquisa investigou diferenças na aquisição e processamento de palavras concretas e abstratas por crianças brasileiras entre 24 e 30 meses. Para a seleção dos estímulos, foi realizada uma readaptação do Children Development Inventory para o português brasileiro, respondida por 56 responsáveis, e um questionário de categorização de concretude/abstração respondido por 445 adultos. A partir do cruzamento desses dados, foram selecionadas 24 palavras-alvo. Utilizando o paradigma do Olhar Preferencial, os participantes foram expostos a duas imagens pareadas (ex.: uma pizza e um pijama) e ouviram um estímulo auditivo correspondente a uma dessas imagens na condição concreta (ex.: “Olha! Pizza!” vs. “Olha! Pijama!”) ou na condição abstrata (ex.: “Olha! Fome!” vs. “Olha! Sono!”). Em seguida, foi realizado um experimento-controle com 53 adultos e o experimento principal com 52 crianças, aplicados remotamente na plataforma Lookit (MIT). Os resultados indicaram que adultos e crianças são capazes de acessar itens concretos e abstratos, com vantagem para palavras concretas. No experimento adulto, a análise por Cluster Permutation revelou um cluster significativo entre 3000 e 4000 ms. No infantil, diferenças significativas foram observadas entre 2500 e 3000 ms, também em favor de itens concretos. Os achados apontam que palavras abstratas já fazem parte do repertório interpretável de crianças brasileiras aos 24 meses de vida, mas seu processamento difere do de itens concretos. O estudo oferece evidências experimentais inéditas, provenientes de um país WILD (Alves, 2022), para o mapeamento do vocabulário



infantil e demonstra a viabilidade do uso da plataforma Lookit para pesquisas remotas sobre o desenvolvimento cognitivo.

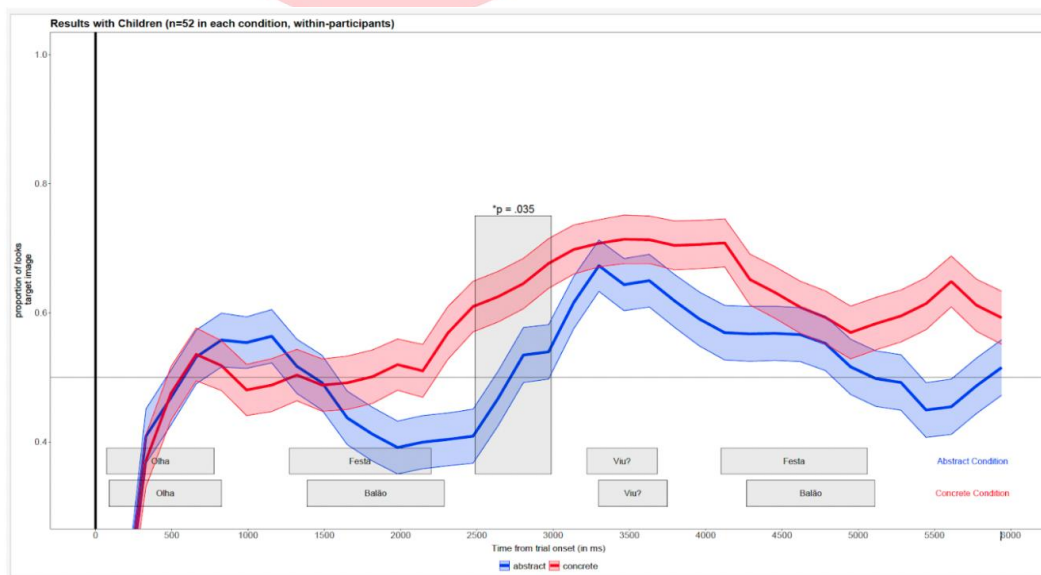
### Materiais Suplementares

Gráfico 1 - Diferenças temporais nos padrões de fixação ocular entre a condição concreta e a abstrata (*Cluster Permutation*) — experimento adulto



Fonte: autores (2025)

Gráfico 2 - Diferenças temporais nos padrões de fixação ocular entre a condição concreta e a abstrata (*Cluster Permutation*) — experimento infantil



Fonte: autores (2025)



## On the status of low *não* in Brazilian Portuguese: Evidence from speeded acceptability judgments

*Symposium 4: The Interface between Experience and Linguistic Structure in Psycholinguistic Research*

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Low *não* is a recently attested construction in Brazilian Portuguese (BP), in which the negative marker *não* ‘not’ appears between the inflected verb and a non-finite verb in verbal periphrases (Cyrino, 2023, 2025). Although existing syntactic analyses of negation appear to accommodate this emerging pattern, only a small number of corpus attestations has been identified (*ibid.*). Its apparent low frequency and limited distribution raise the question of whether low *não* is indeed a fully licensed but infrequent variant in BP, or whether it reflects a pattern whose grammatical status is not yet stable across speakers.

To address this, the present study employed a speeded acceptability judgment task to examine whether speakers treat low *não* as acceptable, and whether its acceptability profile aligns more closely with predictions from generative or usage-based approaches to grammar. Generative approaches predict that grammatically licensed constructions should be generally accepted, with reductions in ratings or increases in reaction times (RTs) reflecting processing pressures rather than structural violation (*cf.* Sprouse, 2015). Usage-based models, in turn, predict that low-frequency constructions, as expected for novel patterns, may receive lower acceptability ratings and exhibit slower RTs due to weaker entrenchment, while still differing from clearly ungrammatical sentences (*cf.* Bybee, 2006; Divjak, 2017).

Thirty-seven BP speakers read 46 short dialogues and had 5,000ms to rate their last sentence on a Likert-like scale ranging from 1 to 5. Sentences included low *não*, canonical *não*, and grammatical, variable, and ungrammatical distractors. Participants also answered a yes/no



interpretation question about the rated sentence. Results (Appendix A) show that low *não* received intermediate acceptability ratings, lower than canonical *não* and grammatical/variable distractors, but higher than ungrammatical items. Reaction times for low *não* were slower than for grammatical and variable distractors and comparable to canonical *não* and ungrammatical distractors, indicating increased evaluation effort. High accuracy on interpretation questions suggests that participants computed the intended meaning despite lower ratings. Ratings also showed substantial interspeaker variability, greater than for canonical *não* or grammatical distractors, which may reflect differences in prior experience with low *não*. Exploratory correlations, though not significant, indicate that participants who rated low *não* higher tended to respond faster ( $r = .246$ ,  $p = .142$ , 95% CI [-.08, .53]), consistent with experience-based accessibility effects.

The combination of gradient acceptability, slower RTs, and variability across participants findings are better explained by differential exposure and entrenchment than by structural constraints or uniform processing pressures (Bybee, 2006; Dąbrowska, 2015, 2018; Divjak, 2017), supporting a usage-based interpretation. While generative accounts remain compatible with the structural licensing of low *não*, and structural constraints continue to shape acceptability even alongside frequency effects (cf. Christensen & Nyvad, 2024), the observed patterns underscore the role of speaker experience in modulating both acceptability and processing speed of novel structures. As such, structural and usage-based explanations may therefore be better understood as complementary rather than mutually exclusive (cf. Rastelli, 2025).

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### Appendix A – Results

Context	Mean ratings (SD)	Mean RT (SD)	Accuracy
Low <i>não</i>	3.15 (1.39)	3,284ms (829)	92.3%
Canonical <i>não</i>	4.55 (.86)	3,211ms (814)	93.5%
Grammatical distractors	4.72 (.70)	2,969ms (809)	95.6%
Variable distractors	4.42 (1.03)	3,034ms (825)	87.5%
Ungrammatical distractors	2.64 (1.57)	3,317ms (767)	88.9%

Table 1. Mean ratings, mean reaction time, and accuracy by experimental context.

Predictor	$\beta$	SE	z-score	p-value
Canonical <i>não</i>	2.40	.37	6.55	<.001*
Grammatical distractors	2.93	.35	8.28	<.001*
Variable distractors	2.24	.35	6.47	<.001*
Ungrammatical distractors	-.82	.34	-2.42	.015*

Table 2. Cumulative link mixed model output with ratings. Note: low *não* is the reference level.

Predictor	$\beta$	SE	t-value	p-value
(intercept)	.19	.14	1.43	.157
Canonical <i>não</i>	-.08	.16	-.53	.599
Grammatical distractors	-.38	.15	-2.53	.015*
Variable distractors	-.31	.15	-2.10	.042*
Ungrammatical distractors	-.03	.15	-.21	.834

Table 3. Linear mixed-effects model output with reaction times.



*Symposium 5: Bilingual and multilingual language processing***Ingrid Finger & Elena Ortiz Preuss**UFRGS, [finger.ingrid@gmail.com](mailto:finger.ingrid@gmail.com)UFG, [elena@ufg.br](mailto:elena@ufg.br)

Over the past three decades, the study of bilingual and multilingual language processing has moved from the margins to the center of contemporary psycholinguistic research. Once viewed as exceptional or peripheral, bilingual speakers are now recognized as providing critical insight into the fundamental architecture of the human language system. Converging evidence from behavioral experiments, eye-tracking, electrophysiology, and neuroimaging has reshaped our understanding of how multiple languages are represented, accessed, and controlled. A central and robust finding across this body of research is that bilingual language processing is characterized by *coactivation*: both languages are activated in parallel, even when only one language is contextually relevant.

Psycholinguistic studies of visual word recognition, spoken word comprehension, and lexical production consistently demonstrate cross-linguistic interaction. Cognates, homographs, and phonologically overlapping words reveal facilitation or interference effects, indicating that the bilingual lexicon is integrated rather than compartmentalized. Importantly, such coactivation is not restricted to low-proficiency speakers or laboratory-induced code-switching contexts; it is observed even in highly proficient bilinguals operating in strictly monolingual environments. These findings challenge earlier models that assumed language-selective access and instead support interactive activation frameworks in which lexical candidates from both languages compete for selection.

The constant need to regulate competition between simultaneously active language systems places unique demands on cognitive control mechanisms. Research inspired by frameworks such as those discussed by Kroll and Bialystok (2013) highlights how bilingual speakers engage domain-general executive processes—including inhibition, monitoring, and task switching—to manage cross-language interference. While debate continues regarding the scope and generalizability of bilingual cognitive advantages, there is broad agreement that language control and executive control are closely intertwined in bilingual processing. This intersection has opened new avenues for examining how linguistic and cognitive systems interact in the mind and brain.

Crucially, bilingual and multilingual language processing is not uniform; it is shaped by experience-dependent factors. Proficiency, age of acquisition, frequency of use, language dominance, and sociolinguistic context all modulate the degree and nature of cross-language activation. Early bilinguals may show more automatic integration across languages, whereas late learners may rely more heavily on control mechanisms during lexical access. Similarly, immersive environments, habitual code-switching,



and balanced proficiency profiles influence patterns of activation and competition. These findings underscore that bilingualism is not a categorical variable but a dynamic spectrum of experiences that continuously reshapes the language system.

This symposium brings together leading scholars investigating bilingual and multilingual processing across modalities, populations, and methodologies. By integrating evidence from lexical access, syntactic processing, predictive mechanisms, and neurocognitive control, we aim to advance a comprehensive account of how multiple languages coexist within a single cognitive architecture. Particular attention will be paid to emerging theoretical models that reconceptualize language processing as inherently interactive and adaptive, reflecting the realities of multilingual experience worldwide.

Understanding bilingual and multilingual language processing is not only essential for refining psycholinguistic theory but also for informing education, clinical assessment, and language policy. As multilingualism becomes increasingly normative in global societies, elucidating the mechanisms underlying language coactivation is critical for capturing the true complexity of human language processing.



## Acquisition of Emotionality in L2 French

*Symposium 5: Bilingual and multilingual language processing.*

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### Introduction

Learning a second language (L2) involves more than grammatical accumulation, it also requires the acquisition of affective meaning. Emotionality in L2, or physiological responses to emotion-laden (EL) words, is thought to be consistently reduced compared to the L1. While the existence of this reduction is accepted (e.g., Pavlenko, 2008; Pavlenko, 2012), there is inconsistency of findings across studies, with some showing equivalent autonomic responses (pupillometry, skin conductance) in L1 and L2 (e.g., Vanek & Tovalovich, 2022), and others showing the L2 deficit (e.g., Thoma et al., 2023). Given this, L2 emotionality (L2E) may be better understood as an acquisition process modulated by numerous factors.

### Objective

Borrowing from Sociocultural Theory (SCT; Swain & Lapkin, 2013), which treats the affective and the cognitive as unified and developmental, the present study investigates whether skin conductance responses (SCR) to French EL words changes longitudinally in learners enrolled in a 5-week study abroad program compared to learners not studying abroad, and which specific L2 activities during that period correlate with SCR change.

### Methods

Participants were undergraduate students (N = 23; 13 abroad, 10 domestic) enrolled in a 5-week summer study abroad program in western France or continuing domestic coursework at two Southeastern US universities. SCR was collected pre- and post-program (or semester) using a Mindfield eSense device, while participants completed a lexical decision task presenting 10 positive, 10 negative, and 10 taboo French EL words, alongside 30 neutral fillers. All stimuli were sourced from the FANCat corpus (Syssau et al., 2021) and matched on arousal, imageability, frequency, and syllable count, with the exception of valence. SCR data was analyzed using continuous decomposition analysis (Benedek & Kaernbach, 2010) and the iSCR (calculation of duration and intensity of response) scores were collected per stimulus. Participants also completed a bi-daily survey of 55 French language activities across speaking, listening, reading, writing, and thinking categories (log-transformed and z-scored). Proficiency was assessed via the LexTale-FR (Brysbaert, 2013).

### Results



Data collection and analysis are still ongoing, but preliminary results reveal some trends. An independent samples t-test was run and showed that the abroad group had significantly higher differences in their taboo scores ( $p = .034$ , figure 1), though no other category showed this difference. For the whole group, there was a significant correlation ( $p = .028$ ,  $r = .37$ , figure 2) between taboo change and independent usage L2 activities (e.g., count, watch a tutorial, think). Proficiency (categorical and continuous) and age of acquisition ( $M = 11$ ) did not correlate significantly with any word category change in SCR. The preliminary results offer evidence that L2E acquisition is sensitive to the context of input rather than fixed factors like proficiency and provides an impetus for the continued data collection (planned for Summer 2026). Future planned analysis includes linear mixed models which will control for proficiency and have participants as random intercepts.

### Supplementary Materials

Figure 1 Taboo change by abroad vs. domestic

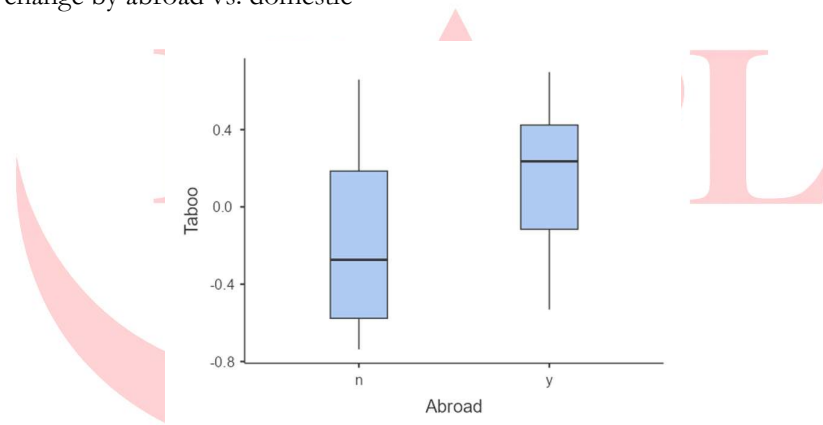
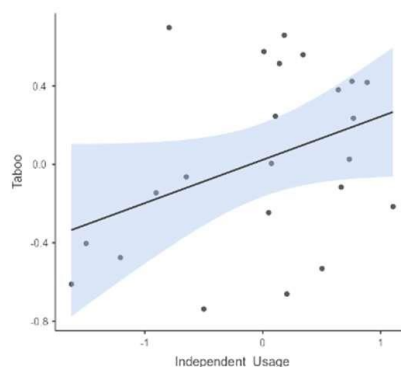


Figure 2 Scatterplot between Taboo Change and Independent-Usage Activities



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## Artificial Intelligence and the Multilingual World: Between Technological Progress and Digital Colonization

*Symposium 5: Bilingual and multilingual language processing.*

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### *Abstract*

- 1- There cannot be any AI in any language if, in the chosen language, 3 trillion data points are not collected in their individual LLM.
- 2- How many languages can have such an LLM? Between six and twelve.
- 3- What can the other 7,500 languages do? It can get integrated into the LLM of one of the happy few via translation of all the data points of this unlucky language by an AI-translating machine working < with the LLM of the chosen happy language.
- 4- This integrating procedure transforms this LLM, and it does not correspond to the language it is supposed to work with and for. New and different concepts, new and different concatenation rules, new and different functional positions, new and different vision of time. How can ergativity and agglutinativity be integrated into English?
- 5- Either these different elements are reduced to those of the hosting language that the AI considers similar, equivalent, or compatible. But are they? Or these different elements are integrated into the LLM of the hosting language, so changing it into an LLM+ of the hosting language.
- 6- Can we think of a bilingual or multilingual LLM? How could it work within a statistical and probabilistic general rule? Who could use it?
- 7- Some countries or languages are from multilingual and/or multidialectal contexts.
  - a- China. How do they do it, with their multilingual and multidialectal reality?
  - b- Arabic. How do they do it, with their multidialectal reality?
  - c- The Muslim world. How do they do it, with their multilingual, multi-religious traditions, and multidialectal reality, and the existence of one language declared canonical (is it for all traditions or only some)?



d- Buddhism. How do they do it, with their multi-religious traditions, their multilingual reality, and the existence of one language declared canonical, at least in Theravada Buddhism?

8- Either we start working on these assumptions with hard research, and a lot of time is needed for it. Or we accept all digital AI in the world will and shall (by technical diktat) work with 6 to 12 languages. Why not only one?

9- Conclusion: That sounds like Franz Fanon, *Peau Noire, Masques Blancs*

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## Anaphora Resolution at the Syntax–Discourse Interface in L2 English: The Role of Working Memory and L1 Variation

*Symposium 5: Bilingual and multilingual language processing*

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Anaphora resolution (AR) constitutes a key domain of sentence processing, requiring the integration of syntactic and discourse-level information. In second language (L2) acquisition, phenomena at the syntax–discourse interface have been argued to pose persistent challenges, even at advanced proficiency levels. Sorace’s Interface Hypothesis (IH) predicts that such phenomena remain unstable in L2 grammars due to their reliance on multiple sources of information. While previous research supports this claim, less attention has been paid to how cognitive factors and fine-grained L1 variation may modulate these effects. The present study investigates AR in L2 English among speakers of European Portuguese (EP) and Brazilian Portuguese (BP), testing the predictions of the IH. It examines whether residual optionality at the syntax–discourse interface persists across proficiency levels and whether this instability is modulated by linguistic factors (L1 background, proficiency, syntactic context) and cognitive factors, namely Working Memory Capacity (WMC). By comparing EP and BP learners—two closely related but distinct L1 varieties—the study also explores whether subtle cross-linguistic differences affect interface processing. Participants include L2 English learners from EP and BP backgrounds at three proficiency levels (intermediate, advanced, near-native), as well as native control groups (English, EP, BP). Data are collected through experimental and individual-differences measures. AR is tested using a self-paced reading task manipulating contextual bias (biased vs. neutral) and syntactic configurations relevant to antecedent accessibility, followed by comprehension questions. Participants also complete an Operation Span (OSpan) task and a standardized proficiency test. Data will be analyzed using mixed-effects regression models to assess the effects of WMC, L1 background, proficiency, and syntactic context on reading times and comprehension accuracy. It is expected that learners will exhibit persistent variability in contexts requiring integration of syntactic and discourse information, even at higher proficiency



levels. However, those with higher WMC are predicted to show greater sensitivity to structural constraints. Differences between EP and BP learners may further indicate distinct L2 processing patterns. Overall, this study contributes to a more nuanced understanding of the IH by integrating cognitive and cross-linguistic dimension.

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## Impactos da alternância de código (code-switching) no processamento cognitivo e desempenho escolar: Uma análise psicolinguística em contexto escolar guineense

*Symposium 5: Bilingual and multilingual language processing*

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A Guiné-Bissau apresenta um cenário linguístico complexo onde a Língua Guineense<sup>1</sup> (LG) atua como língua de unidade nacional e primeira língua (L1) para a vasta maioria da população, enquanto o Português permanece como a única língua oficial e de instrução (L2). Esta investigação foca no fenómeno da alternância de código (code-switching) no ambiente de sala de aula, analisando-o não apenas como uma estratégia sociolinguística, mas como um mecanismo psicolinguístico de facilitação cognitiva para a construção de conceitos complexos. O quadro teórico baseia-se no Modelo de Inibição Adaptativa (Green, 1998) e na hipótese do Interdependência Linguística (Cummins, 1979), explorando como o bilingue gere o esforço cognitivo ao alternar entre sistemas linguísticos com estruturas gramaticais distintas. A questão central de investigação busca compreender se o uso estratégico da LG durante a explicação de conteúdos em Português reduz a sobrecarga cognitiva dos alunos e melhora a retenção de informações a longo prazo. A metodologia proposta segue uma abordagem de métodos mistos. Quantitativamente, realizou-se a observação de aulas em escolas de Bissau, categorizando as funções da alternância de código (clarificação, gestão de sala, expressão emocional). Qualitativamente, aplicou-se um protocolo de "pensar em voz alta" (think-aloud protocol) com alunos do ensino básico para identificar os processos mentais subjacentes à tradução mental imediata. Os resultados preliminares sugerem que a alternância de código atua como um "andaime" cognitivo essencial. Em vez de prejudicar a aquisição do Português, o code-1 Crioulo guineense switching parece acelerar a ativação de esquemas mentais pré-existentes, permitindo que o aluno ancore novos conhecimentos científicos na sua base linguística mais robusta (L1). Conclui-se que políticas educativas que ignoram a realidade psicolinguística do falante guineense podem gerar barreiras no processamento da informação, enquanto a integração controlada do bilinguismo na prática pedagógica favorece o desenvolvimento metalinguístico e o sucesso escolar.



**Palavras-chave:** Psicolinguística Aplicada; Guiné-Bissau; Alternância de Código; Bilinguismo; Processamento Cognitivo.

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## Neural correlates of phonological awareness and language lateralization in bilingual children (portuguese-english): An fNIRS study

*Symposium 5: Bilingual and multilingual language processing*

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Parents and guardians have become increasingly willing to enroll their children in bilingual schools. Although Brazilian legislation establishes the teaching of English as mandatory in lower secondary education and encourages the inclusion of an additional language, there is no requirement to offer a second language in primary education (Brazil, 2017). Despite existing guidelines, such measures are often seen as insufficient to meet the growing demand for meaningful exposure to additional languages, which has contributed to increasing interest in bilingual schools in Brazil, even though they remain relatively limited in number. These institutions integrate two languages as the medium of instruction across the curriculum, most commonly Portuguese and English, but also including languages such as German, French, and Tupi. Thus, bilingual schools play a central role in fostering biliteracy, understood as the ability to read and write in more than one language; however, its development depends on balanced and continuous literacy practices in both languages, since approaches that prioritize only oral skills or one dominant language may lead to uneven outcomes (García, 2009; Hornberger, 2003). Phonological awareness, defined as the ability to recognize and manipulate the sound structures of language, such as syllables, rhymes, and phonemes (Ehri, 2005), plays a crucial role in literacy development and can be enhanced across languages in bilingual contexts. The development of phonological awareness in English may positively contribute to phonological awareness in Portuguese as a first language, as it involves metalinguistic abilities that are transferable between languages (Cummins, 1979, 2000; Bialystok, 2001). Also, bilingualism has been associated with differences in brain organization, particularly regarding hemispheric lateralization and neural activation during language processing. Compared to monolinguals, who typically show stronger left-hemisphere dominance for language, bilinguals exhibit more distributed and bilateral activation patterns (Kroll & Tokowicz, 2001; Hernandez, 2009; Marian & Spivey, 2003). This broader recruitment includes both classical language areas and executive control regions, indicating increased neural flexibility. The present study aims to analyze phonological and neural differences between children aged 6-10 from regular schools and from bilingual Portuguese–English schools. The specific objectives of this study are: (i) to assess whether students enrolled in Portuguese–English bilingual schools are expected to show higher levels of phonological awareness in Portuguese than their peers in regular schools in Brazil, based on the hypothesis that increased exposure to an additional



language enhances sensitivity to phonological structure; (ii) to examine patterns of hemispheric lateralization for language in both groups, under the hypothesis that children in bilingual programs exhibit more bilateral neural organization; and (iii) to investigate neural activation patterns across groups, with the expectation that children in bilingual schools recruit language-related neural networks more extensively than those in monolingual settings. Data will be collected on handedness (Oldfield, 1971), language experience (Marian et al., 2007), and non-verbal intelligence (Raven, 2000). Brain activity will be recorded using fNIRS while children perform an adapted version of the Bilingual Metaphonological Assessment Battery (Azevedo et al., 2024). Behavioral performance will be analyzed in terms of accuracy, alongside individual variables, using multiple linear regression to examine predictors of phonological awareness. fNIRS data will be preprocessed to remove physiological noise and analyzed for changes in oxygenated and deoxygenated hemoglobin, with a focus on hemispheric lateralization and bilateral engagement. Behavioral and neural data will then be integrated to provide a comprehensive view of how bilingual children process metaphonological tasks. Although data collection has not yet been completed, the study is expected to contribute to bilingual language development, cognitive neuroscience, and educational psychology by elucidating the relationships among bilingual experience, brain organization, and literacy-related skills.

*Keywords:* Bilingualism; Phonological awareness; fNIRS; bilingual children.

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## Animacy and the processing of relative clauses by Brazilian Portuguese (L1) / English (L2) bilinguals

*Symposium 5: Bilingual and multilingual language processing*

**R. B. Guedes, M. M. Leitão & J. N. Gomes, Brasil / Portugal**

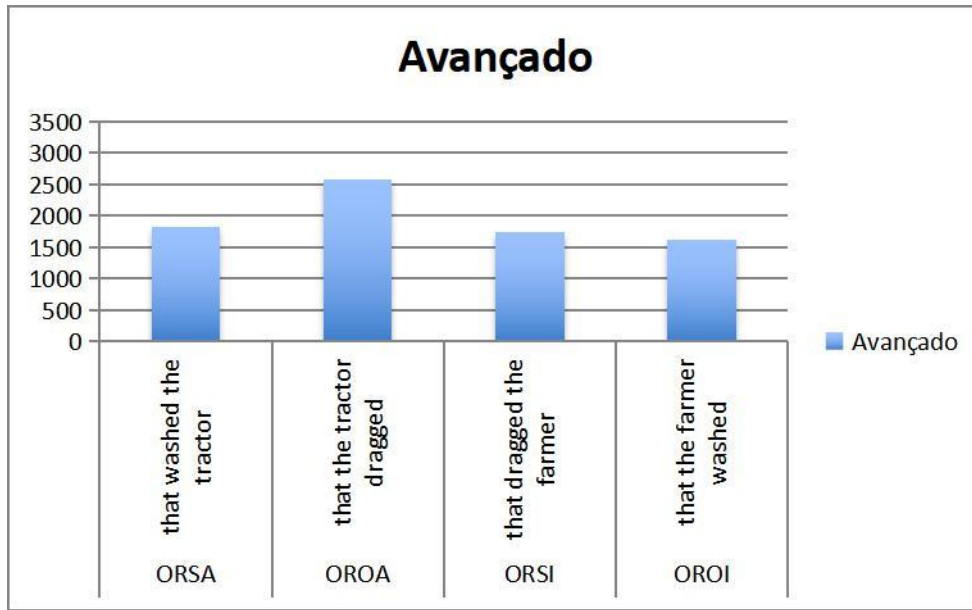
[ramon.guedes@ifpb.edu.br](mailto:ramon.guedes@ifpb.edu.br), [profleitao@gmail.com](mailto:profleitao@gmail.com), [JNGomes@letras.up.pt](mailto:JNGomes@letras.up.pt)

Due to their structural complexity, relative clauses have often been an object of study in psycholinguistics. Traditionally, subject relative clauses have been deemed easier to process than object relative clauses. This difference was supposedly due to the latter's greater syntactic complexity. However, when the animacy in such structures is controlled, differences in processing cost between both types of relative clause diminish or disappear, which brings into question the idea that only syntactic factors are accessible to the parser during the initial stages of language processing. It is still not clear whether these results hold true in the case of second language processing. We decided to investigate if animacy interferes in the processing of English relative clauses by non-native speakers, in this case Brazilians who speak Portuguese as their mother tongue and English as their second language. Furthermore, we explored whether these participants' English proficiency level would have any effect on the processing of relative clauses. With this goal in mind, we used a self-paced reading experiment with 32 Portuguese (L1)/English (L2) bilinguals, equally divided between two groups according to their proficiency level in the L2 (intermediate or advanced). The stimuli that we used were subject and object relative clauses, with either animate or inanimate referents, which generated four experimental conditions. The results that we obtained were compared with our corpus of English relative clauses. We observed the disappearance of the processing asymmetry between subject and object relative clauses in the case of highly proficient speakers, as well as a clear correlation between the sentence types most easily processed by this group and the most common types of relative clauses in our corpus. Different data were gathered from the intermediate-level participants, which could suggest non-syntactic factors are not as readily available to them during the processing of their L2.

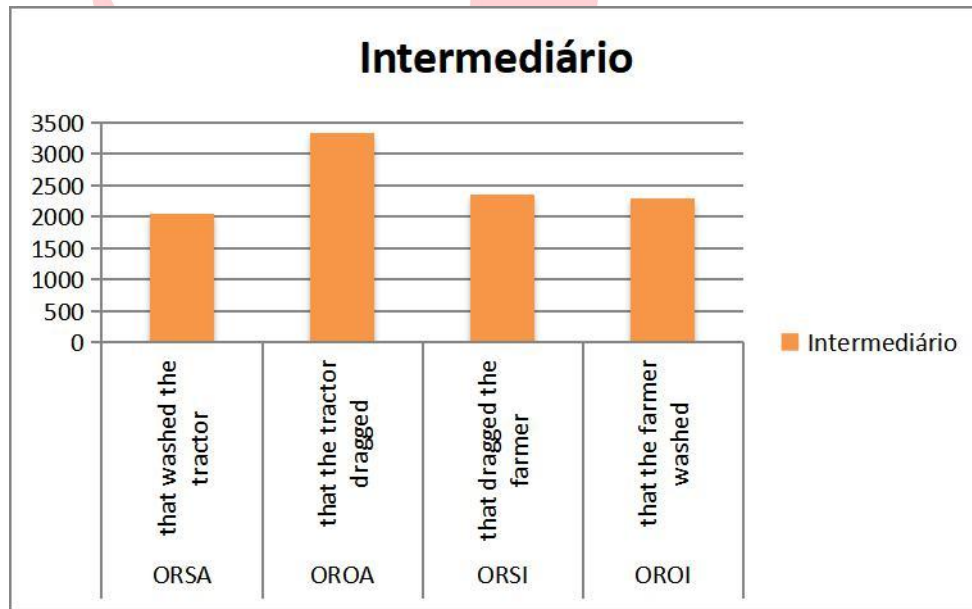
Keywords: language processing; bilingualism; relative clauses; animacy.



Reading times of relative clauses by nonnative speakers according to their proficiency levels



Advanced learners: reading times of the critical segment.



Intermediate learners: reading times of the critical segment.



## Metacognition, reading and executive functions: interconnected study with university students

*Symposium 5: Bilingual and multilingual language processing*

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Metacognition, defined as the awareness and regulation of cognitive processes, plays a key role in reading through the intentional use of strategies. Furthermore, previous research suggests links between reading proficiency in both first (L1) and second (L2) language and executive functions (EF) components, such as working memory, inhibition, and cognitive flexibility. The study aimed to identify which factor best explains metacognitive performance in first-language (Brazilian Portuguese - BP) reading: reading proficiency in L1(BP) and L2 (English), bilingual status, or executive functions. A total of 54 university students (mean age 25.8) were divided into 4 mutually exclusive groups based on high and low reading proficiency in both languages. Participants completed a) the self-report likert scale of Mokthari and Reichard (2002) – MARS – Metacognitive Awareness of Reading Strategies Inventory, b) the comprehension test and evaluation of the use of strategies designed by the author, from a verbal written retrospective protocol; c) EFs tasks: Digit Span (WECHSLER, 1997), Wordspan (FONSECA; SALES; PARENTE, 2009); (WESCHLER, 1997) and Trail Making Test (RABELO et al, 2010). Correlation was observed between MARS and strategies in L1 and L2 reading proficiency, as well as between strategies and EFs, but not between MARS and EFs. Reading proficiency in L1 and L2 showed more impact than EFs on metacognition in reading in L1. Results are discussed in line with assumptions based on conceptual frameworks and literature reviews. The results may contribute to highlight the importance of raising metacognitive awareness of reading processes in classes and of developing reading proficiency in the mother tongue.



**Cognates vs. false cognates: evidence of facilitation and interference effects  
in the lexico-syntactic processing of L1 European Portuguese and L2  
English speakers**

*Symposium 5: Bilingual and multilingual language processing*

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The organization of the mental lexicon in the bilingual and second language domains is based on two perspectives that predominate in the field of psycholinguistics and are reflected in divergent models of how languages are accessed and stored in the mind (hierarchical models vs. interactive models). On the one hand, the hypothesis is that lexical access is selective, meaning that information from each language is accessed separately and activated in a specific way, with no interlinguistic interaction (Potter, So, von Eckardt & Feldman, 1984; Smith, 1997). On the other hand, the hypothesis of non-selective lexical access emerges, that is, access that co-activates information from different languages in an integrated and simultaneous manner, resulting in mutual interlinguistic interferences (Van Heuven, Dijkstra & Grainger, 1998; Dijkstra & Van Heuven, 1998). Based on the framework presented, the present study sought to investigate lexical access in two groups of speakers with different proficiency levels (intermediate vs. advanced) in English (EN) as a second language (L2) and with European Portuguese (EP) as a first language (L1). As objectives, we aimed to understand how proficiency might impact the processing of cognates (e.g. projeto in EP; project in EN) and false cognates (e.g. recipiente in EP, meaning container; recipient in EN, meaning beneficiary in EP and not container) that are nouns or verbs, embedded in sentence contexts (e.g. Jane launched a project for the products of the company), and to verify possible influences of L1 transfer on the processing of these words in L2, which share similarities in their orthographic representations across the two languages tested. To achieve the outlined objectives, a web-based experience was developed on the PCIBex platform (Zehr & Schwarz, 2018) involving the participation of 50 L2 speakers. The experimental task consisted of priming L1 words, followed by self-paced reading of L2 sentences and comprehension questions. The reading times (RTs) of the critical segments of the sentences and the participants' lexical judgments were recorded and subsequently analysed and interpreted.

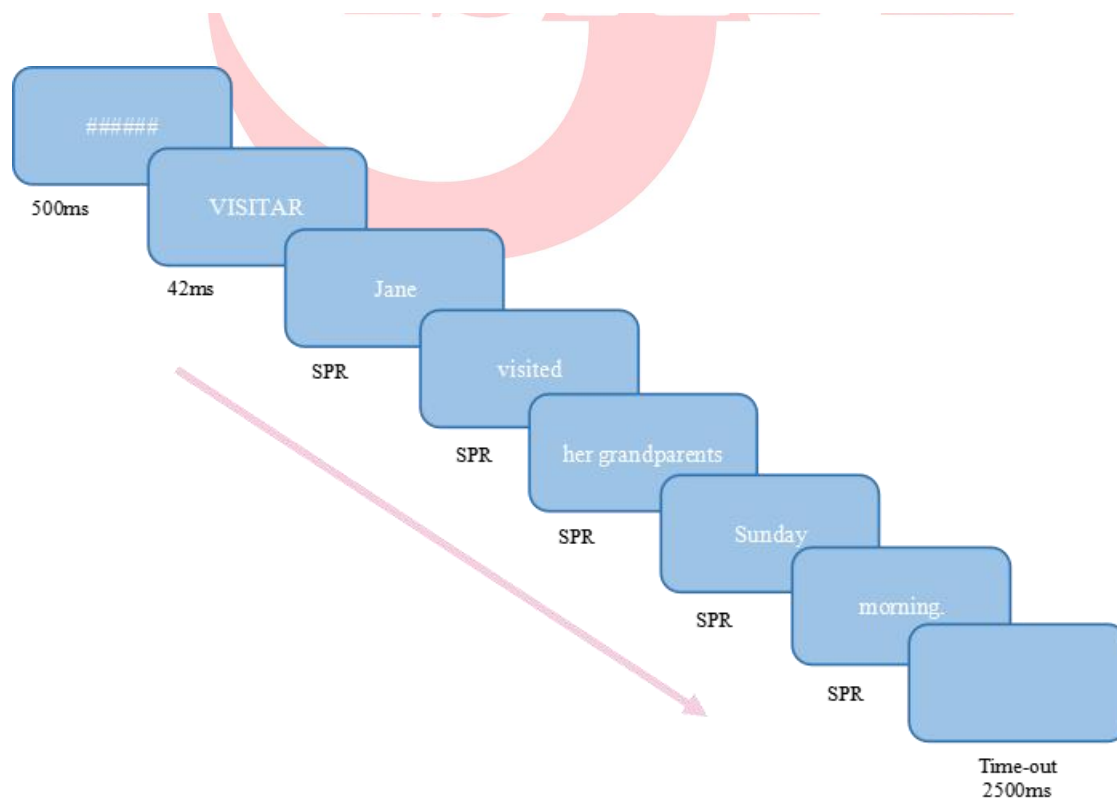


The results lean towards non-selective lexical access, supported by the observation of cross-linguistic effects in the recognition of the target words: the processing of cognates appears to have resulted in a facilitation effect (shorter RTs), while the processing of false cognates seems to have produced an interference effect (longer RTs). The L2 sentence contexts do not appear to have restricted the observed effects, possibly because L1 word priming enhanced the co-activation of lexical candidates across languages, helping with the interpretation of sentences with cognates and making it more difficult to interpret the sentences with false cognates. Lexical category (nouns vs. verbs) and the position of critical sentence segments particularly affected the processing of intermediate speakers in the false cognate conditions, resulting in longer RTs and a lower number of correct answers.

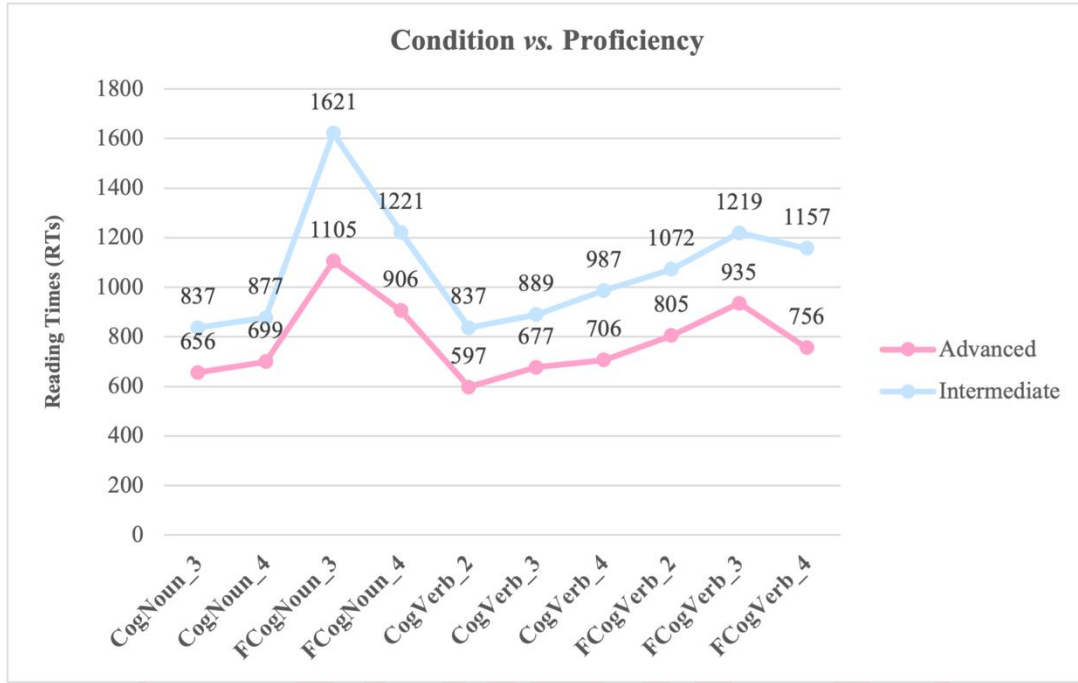
**Keywords:** Bilingual lexical access, Processing in second languages, Cognates, False cognates, Cross-linguistic effects, Priming, Self-paced reading.

#### Supplementary materials:

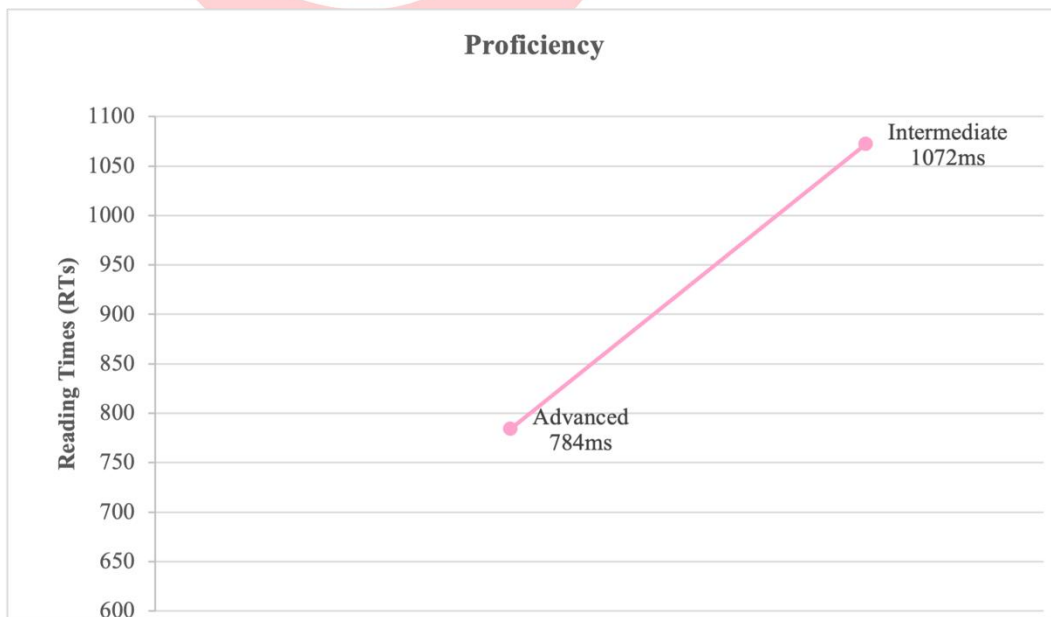
**Figure 1:** Sequence of the study's experimental events



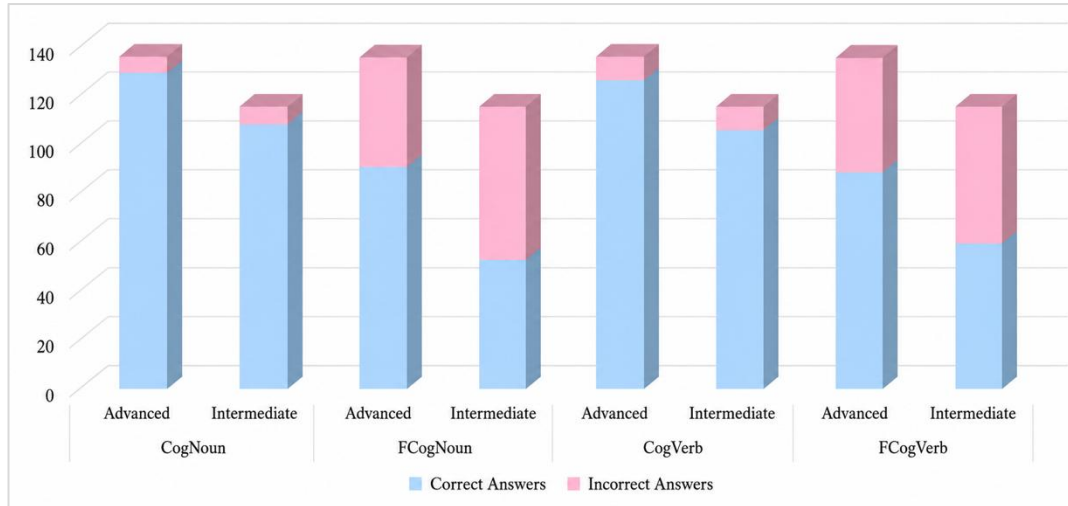
**Graphic 1:** Distribution of average RTs by condition (type of word and sentence segment: cognate which is a noun (CogNoun) or verb (CogVerb); false cognate which is a noun (FCogNoun) or verb (FCogVerb)) and proficiency level



**Graphic 2:** Distribution of the average RTs by proficiency level (advanced proficiency group vs. intermediate proficiency group)



**Graphic 3:** Record of number of correct and incorrect answers (generalized linear mixed model applied to the effects of condition  $\times$  proficiency)



Source of supplementary materials: Authors' own work

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**Masked Priming em Bilingues de Português e Mirandês***Symposium 5: Bilingual and multilingual language processing***Ana Ana Afonso, Bárbara Viegas, Francisca Zagalo, Guendalina****Gianfranchi, Joana Abreu, Vitor Pellissari Zardo**

Centro de Linguística da Universidade do Porto, Portugal

O estudo do processamento de cognatos e falsos cognatos viabiliza o entendimento do funcionamento da memória bilingue. Os cognatos são vantajosos nos processos de translanguagem, isto é na seleção e combinação de repertórios linguísticos existentes entre diferentes línguas dominadas. O mesmo não se aplica aos falsos cognatos, uma vez que existem unidades fonologicamente iguais, mas semanticamente distintas. Assim, as palavras cognatas podem considerar-se um catalisador de relevo no acesso ao léxico de segundas línguas para falantes bilingues e multilingues. Tendo por base a literatura relevante nesta área, analisaremos no presente trabalho a forma como os falsos cognatos poderão, ou não, ter repercussões no processamento linguístico de falantes bilingues portugueses e mirandeses com recurso a um teste composto por 5 condições: palavras homónimas em português e mirandês (ID), *prime* mirandês e alvo em português (FM), *prime* português e alvo mirandês (FP), *prime* não palavras e alvo com palavras reais (TN) e *prime* com palavras reais e alvo não palavra (TP). Este teste foi aplicado a 2 grupos distintos, um que abrange falantes nativos de português a aprender mirandês e outro que abrange falantes nativos de mirandês e português. Os resultados obtidos neste estudo, em que se apurou que o efeito de *priming* é efetivamente superior para palavras cognatas, realçam o papel facilitador destas palavras e corroboram o postulado na hipótese sublexical, ou seja, que o processamento diferencial para as palavras cognatas é resultado da combinação de fatores semânticos, ortográficos e fonológicos.

The study of cognate and false cognate processing makes it possible to understand the functioning of bilingual memory. Cognates are advantageous in translanguaging processes, in other words, in the selection and combination of existing linguistic repertoires between different mastered languages. The same does not apply to false cognates, since there are phonologically identical but semantically distinct units. Thus, cognate words can be considered an important catalyst when it comes to accessing the lexicon of second languages for bilingual and multilingual speakers. Based on the relevant literature in this area, we shall analyse here how false cognates may or may not have in impact on the linguistic processing of bilingual speakers of Portuguese and Mirandese using a test with 5 conditions: homonymous words in Portuguese and Mirandese (ID), Mirandese false cognates, Mirandese prime with Portuguese target (FM), Portuguese prime with Mirandese target (FP), nonword prime with real word target (TN) and real word



prime with a nonword target. This test was applied to two distinct groups, one comprised of native speakers of Portuguese who learn Mirandese and another comprised of native Mirandese and Portuguese speakers. The results obtained in this study, in which it was found that the priming effect is effectively superior to cognate words, they highlight the facilitating role of these words and corroborate what is proposed in the sublexical hypothesis, that is, the differential processing for cognate words is the result of the combination of semantic, orthographic and phonological factors.

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## Processamento bilíngue de predicados psicológicos com o verbo gostar em espanhol

*Symposium 5: Bilingual and multilingual language processing*

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As distinções na estrutura argumental dos verbos gostar (português) e gustar (espanhol) abrangem tanto o ordenamento sintático preferencial das frases quanto a atribuição de papéis temáticos. Em português brasileiro, a estrutura frasal preferencial com o verbo gostar é a SVO (sujeito-verbo-objeto), sendo o sujeito um experienciador. Em espanhol, o sujeito é o tema (causa do estado emocional) e a estrutura sintática preferencial é a OVS (objeto-verbo-sujeito). De acordo com o modelo de competição (MacWhinney, 2007, 2022), pistas linguísticas, como ordenamento das palavras, animacidade, entre outras, guiam a compreensão de frases na L2, mas interferências interlinguísticas podem ocorrer. Sob essa perspectiva, esta comunicação apresenta os resultados de um estudo que objetiva analisar o processamento de frases com o verbo gostar por bilíngues português-espanhol em uma tarefa de leitura não cumulativa e automonitorada (Self-paced reading), observando pistas que interferem na compreensão de predicados psicológicos com esse verbo. Os resultados possibilitam identificar custos de processamento relacionados ao ordenamento frasal e ao traço de animacidade do sujeito e compreender como as distinções sintático-semânticas afetam o processamento bilíngue de frases com o verbo gostar.

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## A diversidade da experiência linguística e a regulação das línguas na mente bilingue

### *Symposium 5: Bilingual and multilingual language processing*

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Falantes bilingues negociam ativamente a competição entre suas línguas uma vez que as duas línguas de um bilingue estão continuamente ativas, mesmo em contextos que demandam o uso de apenas uma delas (Kroll & Dussias, 2024). Essa coativação linguística pode alterar a forma como as línguas do bilingue são processadas e armazenadas. Como esse processo ocorre e as consequências que dele resultam têm sido um foco ativo de pesquisa na Psicolinguística nas últimas três décadas. Embora a competição entre línguas tenha sido observada em todos os pares de línguas e em diferentes estágios de proficiência, somente recentemente se demonstrou que a variação na experiência bilingue determina como os falantes bilingues passam a controlar o uso de cada língua. Nesse contexto, a presente pesquisa compara o desempenho de falantes bilingues inglês-espanhol como língua de herança com outros bilingues cujas histórias linguísticas são mais semelhantes às relatadas na literatura anterior, a saber, estudantes internacionais falantes de mandarim e inglês, também residentes na Califórnia, e aprendizes brasileiros de inglês residentes no Brasil. A coleta de dados envolveu uma série de tarefas cognitivas e linguísticas, incluindo a Fluência Verbal para avaliar dominância de língua, a Nomeação de Figuras para avaliar o acesso lexical (duas condições: uma língua x mistura de línguas), uma tarefa de Descrição de Figuras para avaliar a conectividade discursiva e o AX-CPT para mensurar o controle cognitivo. Análises preliminares confirmam as hipóteses iniciais do estudo, indicando que os falantes de inglês e espanhol, que vivem em um contexto interacional de constante code-switching, não tiveram custo de mistura de línguas, ao passo que os estudantes internacionais e os brasileiros foram mais rápidos tanto em mandarim/ português quanto em inglês nas condições de língua única do que em condições de mistura de línguas, revelando maior custo de processamento na condição de mistura de línguas. Tais resultados revelam a dinamicidade da experiência bilingue e sugerem que a diversidade da experiência linguística traz consequências para a cognição bilingue.

Palavras-chave: coativação linguística, experiência bilingue, regulação linguística.

KROLL, J.F.; DUSSIAS, P.E. Beyond Transfer: Language Processing in Bilinguals Is Shaped by Competition and Regulation. *Language Teaching Research Quarterly*, v.44, p.55-70, 2024.



## Stress Interaction in English Loanwords Used in Kusaal

*Symposium 5: Bilingual and multilingual language processing*

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The British colonial legacy has had a lasting linguistic impact across the African continent, resulting in extensive lexical borrowing and phonological adaptation of English words into numerous indigenous languages. One such language is Kusaal, a Mabia (Gur) language spoken in northeastern Ghana, as well as parts of Burkina Faso and Togo (Eddyshaw 2024). This study investigates how native Kusaal speakers perceive lexical stress in English loanwords and examines whether their perception of stress correlates with second-language (L2) English proficiency, word frequency, syllable count and phoneme length. This investigation further explores the phenomenon of “stress deafness,” previously observed among fixed-stress language speakers such as French (Dupoux et al. 1997, 2001), and considers its applicability within a tonal language context, a field in which research remains limited. An auditory lexical decision task was conducted with four native speakers of Kusaal. The experimental stimuli consisted of 40 English loanwords documented in Sandow (2021), paired with stress-altered pseudo-word counterparts (e.g., [ˈɛndʒɪn] vs. [ɛnˈdʒɪn]) and 20 phoneme-based control pairs (e.g., [bɪˈtwi:n] vs. [bɪˈpwi:n]). All stimuli were recorded by three native speakers of British English and presented via the PCIBex web-based experimental platform (Zehr & Schwarz 2018). Participants judged lexicality via keypress responses and completed both a self-assessment questionnaire and the LexTALE proficiency test (Lemhöfer & Broersma 2012) to evaluate English proficiency levels. Results show that participants demonstrated high accuracy in identifying real English words, particularly in the stress condition, possibly due to a natural alignment between English stress patterns and Kusaal tonal contours. However, pseudo-words with incorrect stress were frequently accepted as real, indicating a diminished perceptual sensitivity to stress contrasts. Conversely, phonemic deviations were more easily detected, suggesting that segmental differences remain more salient than suprasegmental ones for Kusaal speakers. English proficiency predicted faster reaction times but did not significantly affect accuracy, while word frequency, syllable count and phoneme length exerted little significant influence. These findings provide empirical evidence for prosodic transfer effects in bilingual perception and underscore the reduced salience of stress cues in speakers of tonal languages. The study contributes to



ongoing discussions in phonology and psycholinguistics regarding cross-linguistic influence, prosodic typology and perceptual adaptation. More broadly, it offers a novel insight into the interaction between stress and tone in African languages, expanding our understanding of how tonal phonological systems engage with the prosodic features of borrowed lexical material.

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## O papel do tamanho do vocabulário na proficiência oral de falantes de herança do português brasileiro

*Symposium 5: Bilingual and multilingual language processing*

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Este estudo investiga a proficiência linguística de falantes de herança do português brasileiro, com foco na relação entre o tamanho do vocabulário e a produção oral. A avaliação da proficiência nessa população tem frequentemente se baseado em medidas subjetivas ou em instrumentos não validados experimentalmente, o que levanta questões quanto à confiabilidade dos resultados. Diante disso, esta pesquisa busca contribuir para o desenvolvimento de medidas mais objetivas e robustas, examinando o papel do conhecimento lexical como preditor da proficiência oral. Para atingir esse objetivo, foram utilizados dois instrumentos principais: o Teste de Verificação Lexical do Português Brasileiro (TVLPB), baseado em níveis de frequência lexical, para estimar o tamanho do vocabulário dos participantes, e uma versão adaptada da Entrevista de Proficiência Oral (Oral Proficiency Interview – OPI), desenvolvida especificamente para falantes de herança, a fim de avaliar a produção oral. Adicionalmente, foram analisadas métricas de complexidade gramatical extraídas de amostras de fala, incluindo medidas relacionadas à estrutura sintática e à densidade de sintagmas nominais, com o objetivo de examinar sua contribuição relativa para o desempenho oral. Os resultados revelam, em primeiro lugar, um padrão consistente com o modelo de frequência lexical, no qual palavras de alta frequência são reconhecidas com maior precisão do que palavras de baixa frequência. Em segundo lugar, análises estatísticas indicam uma correlação positiva significativa entre o tamanho do vocabulário e a proficiência oral, demonstrando que participantes com maior conhecimento lexical tendem a apresentar melhor desempenho em tarefas de produção oral. Modelos de regressão mostram que o tamanho do vocabulário emerge como o preditor mais forte da proficiência oral, explicando uma parcela substancial da variância nos escores obtidos. Embora medidas de complexidade gramatical também apresentem associações positivas com o desempenho oral, sua contribuição é mais limitada e, em alguns casos, apenas marginalmente significativa. Além disso, os resultados indicam que o tamanho do vocabulário é capaz de diferenciar níveis de proficiência entre falantes de herança, evidenciando seu potencial como



medida diagnóstica. Participantes com maior domínio lexical apresentam desempenho significativamente superior em avaliações de proficiência oral, o que reforça o papel central do léxico no uso eficaz da língua. Em conjunto, os achados deste estudo contribuem para a literatura sobre aquisição e avaliação de línguas de herança, ao fornecer evidências empíricas sobre a relação entre conhecimento lexical e desempenho oral. Ademais, os resultados destacam a importância de instrumentos objetivos, validados e de fácil aplicação, como o TVLPB, para a avaliação da proficiência linguística. Por fim, o estudo sugere que o desenvolvimento do vocabulário desempenha um papel fundamental na organização do sistema linguístico e na capacidade de comunicação de falantes bilíngues, abrindo caminhos para futuras pesquisas sobre os mecanismos subjacentes à proficiência em línguas de herança.



## Executive functions in L2 reading under informational interference: evidence from a pilot study

*Symposium 5: Bilingual and multilingual language processing*

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Research on second language (L2) reading has traditionally emphasized linguistic knowledge as a central component of comprehension (Grabe, 2009; Perfetti, 2007). However, in large-scale educational and assessment contexts, reading tasks frequently require learners to process competing information under time constraints, thereby imposing additional cognitive demands on comprehension. Within this context, recent research has increasingly highlighted the contribution of domain-general cognitive processes, particularly executive functions such as inhibitory control and working memory (Diamond, 2013). These mechanisms are likely to play a critical role in situations involving informational interference, where readers must suppress irrelevant information while maintaining task-relevant content during processing. Building on this perspective, the present study aims to investigate the role of executive functions in L2 reading under varying levels of informational interference. More specifically, the study addresses two research questions: (i) whether texts with higher informational interference increase processing costs and reduce comprehension accuracy, and (ii) whether individual differences in inhibitory control and working memory modulate reading performance across conditions. To address these questions, the study is being conducted as an ongoing pilot (N = 38), forming part of a larger doctoral research project, and adopts a quasi-experimental design combining experimental manipulation with correlational measures. The experimental component consists of a reading comprehension task in which participants read short texts in English under two conditions: low and high informational interference. The two versions of each text share the same content but differ in the inclusion of non-essential information that competes for the reader's attention. The different versions of the texts are distributed across participants using a counterbalanced design. After reading each text, participants answer a multiple-choice comprehension question, and performance is measured through accuracy, reading time, and response time. In addition to the experimental manipulation, executive functions are independently assessed through a computerized Simon Task (inhibitory control) and a backward digit span task (working memory), enabling the examination of how individual differences modulate performance across conditions. Preliminary results from this ongoing pilot study will be presented to evaluate the feasibility of the design and identify initial performance patterns. It is expected that higher informational interference will be associated with lower comprehension accuracy and increased processing time, reflecting greater cognitive demands. Furthermore, individual differences in executive functions are expected to modulate performance,



particularly under high-interference conditions. Taken together, these findings are expected to contribute to current discussions on the cognitive underpinnings of L2 reading by highlighting the role of executive control in managing competing information during comprehension. Methodologically, the study advances a controlled and replicable approach to manipulating informational interference in reading tasks. From a pedagogical perspective, it offers insights into how variations in cognitive demand may shape learners' performance, with implications for the design of instructional materials and reading assessments in L2 educational contexts.



*Symposium 6: Morphology in Generative Grammar and Language Processing***Isabella Lopes Pederneira**

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The term *Morphology* immediately evokes the notion of a *word*; however, defining what constitutes a word is far from straightforward. Its boundaries and explanations vary across different areas of grammar, and the answers can be highly diverse. Indeed, one might even question whether a single, universally accepted definition of “word” is possible.

This Thematic Symposium aims to provide a comprehensive perspective on Morphology, bringing together research from both theoretical and applied domains, including the interface with Word Processing. Contributions addressing Morphology, Morphophonology, Morphosemantics, and the interaction between Morphology and Word Processing will be considered. Additionally, studies exploring connections between Morphology and Language Acquisition, Teaching, or other applied areas are welcome.

Within the generative grammar framework, we particularly anticipate research that:

- Investigates the internal structure of words and the processes involved in word formation;
- Describes and analyzes phenomena linking words to argument structure;
- Explores interfaces between Morphology and other grammatical modules.

Both approaches—studying words in isolation and examining words as structures with internal mechanisms analogous to those of sentences—will be considered.

The symposium’s central theoretical focus is a formalist perspective on the word and its various interfaces with natural and artificial languages. This includes engagement with emerging topics driven by advances in Artificial Intelligence, which are increasingly relevant to linguistic research.



## Produtividade prefixal no português brasileiro: composicionalidade, idiomaticidade e sincronia

*Symposium 6: Morphology in Generative Grammar and Language Processing*

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Este trabalho tem como objetivo investigar a produtividade de prefixos no português brasileiro, observando se se tratam de morfemas derivacionais ativos sincronicamente na língua. A proposta é motivada por questionamentos levantados em contexto de discussão acadêmica a partir de Alves (2024) acerca de idiomaticidade em camadas tardias, no qual palavras como *comprometer* foram analisadas, evidenciando a opacidade semântica de morfemas tradicionalmente reconhecidos como prefixo, tais como *com-* e *pro-*. Nesse sentido, busca-se averiguar se tais partículas ainda podem ser consideradas prefixos produtivos ou se, sincronicamente, correspondem a elementos reanalisados pelos falantes, em função da perda da composicionalidade. Adota-se como referencial teórico os modelos da Morfologia Distribuída – MD – (Halle e Marantz, 1993; Marantz, 1997) e da Exoesqueletal – XS – (Borer, 2005a; 2005b; 2013), na qual a sintaxe é o único componente do sistema computacional responsável por manipular hierarquicamente itens linguísticos, inclusive no interior da palavra. Pederneira (2010), fundamentada na MD, relacionou verbos denominais prefixados no português brasileiro, com dados de significado irregular, à reanálise estrutural, de modo que uma nova raiz é criada, com a primeira sílaba semelhante ao prefixo por questões fonológicas (como *arrumar* e *rumo*). No entanto, em vez de se concentrar em itens lexicais isolados, este trabalho propõe uma investigação mais ampla do comportamento de prefixos como *re-*, *in-*, *des-*, *pro-* e *com-*. Alves (2025), baseando-se na XS, argumentou que não seria necessário postular reanálises, uma vez que a estrutura sintática não depende da semântica. Tal perspectiva permitiria explicar como tais partículas ainda podem ser consideradas prefixos mesmo aparecendo em contextos idiomáticos. Diante disso, quais propriedades são necessárias para que um prefixo seja produtivo na língua. Para responder tal questão, a metodologia desta pesquisa organiza-se em três etapas. Primeiramente, será analisado um conjunto de palavras com os prefixos em questão a fim de classificá-las quanto à composicionalidade (como *refazer*, *infeliz*, *desfazer*) e à idiomaticidade (tais como *prometer*, *recorrer*, *comprovar*), buscando verificar em que medida há decomposição morfológica no contexto sincrônico. Em seguida, busca-se analisar palavras novas no português com empréstimos de forma e de significado, coletados em redes sociais, (como o X), observando formações como *intankável*, *descancelar*, *reupar*, com o objetivo de identificar quais prefixos participam da criação de novas palavras na língua e se são composicionais nesses dados. Por fim, a última etapa tem como proposta a aplicação de um teste de aceitabilidade com falantes nativos, no qual serão apresentadas diferentes formações prefixais possíveis a



partir de uma mesma base lexical de empréstimos do inglês, (como *flopar*: *reflopar*, *desflopar*, *conflopar*, *proflopar* e *inflopável*), permitindo comparar a produtividade observada em uso com a intuição dos falantes. A hipótese é que o prefixo *com-* não é produtivo sincronicamente no português brasileiro, uma vez que não participa de processos regulares de formação de palavras novas nem apresenta contribuição semântica identificável em grande parte das ocorrências. Espera-se, assim, contribuir para o debate acerca do comportamento de prefixos, bem como para o debate sobre o papel do significado na arquitetura da gramática.

**Palavras-chave:** Produtividade de prefixos; Sincronia; Composicionalidade e idiomatidade; Formação de palavras.

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O estatuto do estágio de uma palavra na aquisição: uma análise comparativa entre  
Cartografia Sintática e Morfologia Distribuída

*Symposium 6: Morphology in Generative Grammar and Language Processing*

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Este trabalho se propõe a investigar o estatuto do chamado estágio holofrástico na aquisição da linguagem, tradicionalmente descrito como a fase em que a criança produz enunciados compostos por uma única palavra. Esse estágio, juntamente com os estágios telegráfico e de combinações múltiplas, é comumente apresentado na literatura como parte do desenvolvimento da linguagem infantil (Quadros, 2007; Radford, 1988; Brown, 1973). Tal caracterização levanta questões teóricas relevantes, sobretudo no que diz respeito à definição de palavra e ao papel da sintaxe nas produções iniciais. A partir da comparação entre duas abordagens da Teoria Gerativa — a Cartografia Sintática (CS) e a Morfologia Distribuída (MD) — e do contraste entre perspectivas lexicalistas e não lexicalistas, propõe-se uma rediscussão da fase holofrástica. Enquanto descrições tradicionais tendem a tratá-la como um momento possivelmente pré-sintático, abordagens não lexicalistas, como a MD, questionam essa interpretação, uma vez que a fase holofrástica não pode ser definida como um estágio sem sintaxe, já que a criança produziria sintaxe desde os seus primeiros enunciados (Resende, 2021). Na CS (Rizzi, 1997, 2004), à luz de evidências da aquisição, como a produção de infinitivos em sentenças independentes (Tsimplici, 1991; Rizzi, 1994), tais produções podem ser interpretadas como estruturas sintáticas reduzidas, nas quais categorias funcionais ainda não estariam plenamente projetadas. Nesse sentido, a própria definição de “uma palavra” no estágio holofrástico torna-se dependente do quadro teórico adotado. Se, por um lado, descrições tradicionais tendem a tomar a palavra como uma unidade primitiva de análise, por outro, abordagens como a MD e a CS permitem questionar esse estatuto, ao oferecerem ferramentas para interpretar tais produções em termos estruturais. Metodologicamente, o trabalho adota uma abordagem qualitativa de natureza teórica, baseada na análise de dados clássicos da literatura sobre aquisição da linguagem. Selecionamos produções holofrásticas com valor proposicional, com foco especial em ocorrências de verbos isolados (“dormir”, “cair”, “comer”), a fim de comparar como esses dados seriam interpretados no quadro da CS e da MD. A relevância da comparação entre esses dois modelos reside no fato de que ambos partem de pressupostos distintos quanto ao estatuto da palavra e ao papel da sintaxe



na gramática. Ao colocar essas duas abordagens em confronto, o trabalho busca contribuir, a partir de interpretações distintas de um mesmo conjunto de dados, para o entendimento mais amplo acerca das produções iniciais da linguagem infantil. Espera-se que a comparação entre CS e MD revele que, embora partam de pressupostos distintos quanto ao estatuto do léxico e da palavra, ambas as abordagens evidenciam contra a interpretação do estágio holofrástico como pré-sintático: enquanto na CS tais produções são interpretadas como projeções funcionais ainda não plenamente realizadas, na MD questiona-se o estatuto da palavra como unidade primitiva da derivação.



*Symposium 7: Agreement in oral and sign languages***Celda Morgado & Ana Maria Brito**

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Agreement is a relationship between at least two linguistic elements. In oral languages, it consists of the compatibility of certain grammatical morphemes, which makes it possible to lexically and syntactically relate and identify agreeing words (Martinez, 1999). In sign languages, agreement is defined in much broader terms, because it involves three-dimensional space, movement, and hand orientation (Liddell, 2003). It does not necessarily have a surface morphological realization and does not display the typical affixal agreement found in oral languages (e.g., Padden, 1988; Lillo-Martin & Meier, 2011).

In oral languages, nominal agreement occurs when number or gender morphemes are repeated on the noun head and on other constituents within the nominal phrase, although their presence may vary depending on the inflectional richness of the language (e.g., Costa et al., 2006). Verbal agreement is also found in some languages, involving person and number agreement between the subject of a finite clause and the first verb of the verbal phrase in that clause, whether it is a lexical verb, a copular verb, or an auxiliary or semi-auxiliary verb (e.g., Raposo, 2020).

In sign languages, since agreement is not essentially a segmental or affixal morphological category, it is primarily linked to the use of real or conceptual space. It may manifest between the head of a constituent and other elements of the clause, be repeated at different points in the discourse, and it takes semantic values, phonological forms, and highly varied functions (Liddell, 2003; Aronoff, Meir & Sandler, 2005). For example, at the verbal level, there are verbs that involve directional movement between referents and loci, with either argument or non-argument functions, as is the case of the so-called agreement verbs (Padden, 1990).

This symposium aims to provide a forum for discussion on the topic of agreement in oral and sign languages. We therefore invite researchers working on the various aspects of agreement, whether within a language modality or in different modalities, to submit proposals. Topics that may be proposed include:



- (i) the nature of agreement (morphological, syntactic, semantic, or other?) and its distinction, for example, from semantic compatibility and category variation;
- (ii) nominal agreement;
- (iii) verbal agreement;
- (iv) forms of agreement marking;
- (v) inter and intra linguistic variation in agreement.

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## Reassessing the subject-verb agreement of unaccusative verbs in European Portuguese

*Symposium 7: Agreement in oral and sign languages*

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**Background.** Unaccusative verbs are characterized by having an internal argument but lacking an external argument. According to the Unaccusative Hypothesis [1, 2], the internal argument originates in the object position and subsequently moves to the subject position. As a result, the subject of unaccusative verbs exhibit syntactic properties that make them close to the objects of transitive verbs. This parallel also applies to neurolinguistic research, in which the processing of unaccusative and transitive verbs activates similar brain regions [3]. In European Portuguese (EP), the cooccurrence of third-person singular with an overt plural subject in the context of unaccusative verbs, thereby violating subject-verb agreement, has been frequently attested [4,5]. This phenomenon appears to be syntactically driven, with postverbal subjects favoring agreement violations. One possible explanation is that, despite being the subject, it is an internal argument and is produced after the verb, as it happens with (non-moved) objects. Speakers may interpret it as an object, which can lead to the absence of subject-verb agreement. We test this hypothesis by investigating whether native EP speakers interpret the postverbal subject of unaccusatives as an object, thereby licensing the absence of agreement, or whether they recognize it as a subject and thus reject agreement violations. Given the parallelism between the subject of unaccusatives and the direct object of transitives, our study also includes transitive SVO structures with a null subject whose reference is established in the preceding clause (Table 1). Further, since the lack of agreement has been attested in oral discourse [5], we designed two tasks comparing oral and written modes. This dual approach tests whether focusing on the written mode influences the acceptability of phenomena typically found in more colloquial (oral) discourse [6]. We address two research questions: (i) How do native speakers of EP rate structures in which postverbal subjects occur with unaccusative verbs in two contexts - with and without subject-verb agreement?; (ii) Does the mode of presentation (written vs. oral) impact on the acceptability of subject-verb agreement violations in EP?

**Method.** Thirty-four participants were tested in Experiment 1 (oral) and thirty-seven participants were tested in Experiment 2 (written). All participants were native speakers of European Portuguese (mean age



= 29.9; SD = 7.6). In both experiments, we contrasted three syntactic constructions: unaccusative VS with subject-verb agreement, unaccusative VS without subject-verb agreement, and transitive SVO with null subjects co-referring to the subject of the preceding clause (Table 1). Participants were instructed to rate the presented sentences on a 5-point Likert scale, ranging from 1 (completely unacceptable) to 5 (completely acceptable). Acceptability ratings were analysed with mixed-effects ordinal logistic regression with maximal random effects structures. All contrasts were treatment-coded with oral condition (Experiment 1) and the transitive SVO with null subject condition as baselines.

**Results and discussion.** Participants' behaviour was consistent across experiments: the highest ratings given to the transitive SVO with a null subject, followed by the unaccusative VS with subject-verb agreement, and the lowest ratings given to the unaccusative VS without subject verb agreement (Figure 1). All differences were statistically significant. A marginal effect of Experiment was observed, with Written (Experiment 2) yielding overall lower ratings ( $p$ .value = 0.05). However, no significant interactions between Experiment and Condition were found. Overall, our results suggest that native speakers of EP are sensitive to subject-verb agreement violations with unaccusative verbs in VS contexts and tend to reject the absence of this agreement, although this is attested in the literature. Further, the fact that unaccusative VS structures with subject-verb agreement obtained lower scores than transitive SVO with null subject challenges the idea that speakers interpret postverbal subjects as objects in unaccusative contexts, suggesting that syntactic functions are not necessarily determined by external Merge. Finally, the marginal effect of the type of Experiment points to potential differences in acceptability across oral and written contexts, highlighting the importance of considering mode of presentation when investigating linguistic phenomena [6].

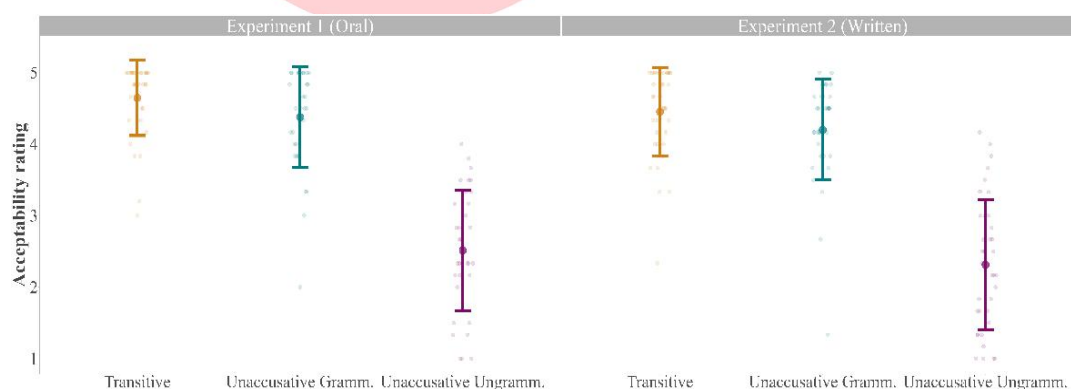
**Table 1.** Sample sentences in the three conditions. In total, 18 experimental items (plus 36 fillers with different degrees of acceptability) were presented in a Latin Square design. Importantly, the same sentences were used in Exp. 1 (written) and Exp. 2 (oral).

Condition	Sample sentence
Context sentence (similar across conditions)	<p><i>O Pedro foi à Gulbenkian no</i>  DET.M.SG Pedro go-PST.3SG to-DET.F.SG Gulbenkian  on-DET.M.SG  <i>sábado</i>  Saturday.</p>



Transitive	<p><i>Na livraria, comprou os dicionários de inglês</i></p> <p>In-DET.F.SG bookshop buy-PST.3SG DET.M.PL [dictionaries of English</p> <p><i>da Oxford.</i></p> <p>of-DET.F.SG Oxford]3PL</p>
Unaccusative Grammatical	<p><i>Na livraria, caíram os dicionários de inglês</i></p> <p>In-DET.F.SG bookshop fall-PST.3PL DET.M.PL [dictionaries of English</p> <p><i>da Oxford.</i></p> <p>of-DET.F.SG Oxford]3PL</p>
Unaccusative Ungrammatical	<p><i>Na livraria, caiu os dicionários de inglês</i></p> <p>In-DET.F.SG bookshop fall-PST.3SG DET.M.PL [dictionaries of English</p> <p><i>da Oxford.</i></p> <p>of-DET.F.SG Oxford]3PL</p>

**Figure 1.** Acceptability ratings per condition for Experiment 1 (oral) and Experiment 2 (written). Dots represent the mean rating by-condition across participants, and error bars show +/- 1 standard deviations. Each point represents the mean rating for each participant.



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## Subject-verb agreement in LGP: just a morphosyntactic relationship? Concordância sujeito-verbo em LGP: apenas uma relação morfossintática?

*Symposium 7: Agreement in oral and sign languages*

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A concordância, nas línguas orais, tem sido definida como uma relação entre pelo menos duas palavras, consistindo na compatibilidade de certos morfemas gramaticais, o que permite relacionar e identificar lexicamente e sintaticamente as palavras concordantes (cf. para o Espanhol, Martinez 1999, p. 2697). No caso da concordância verbal, em línguas altamente flexionais, a concordância entre o sujeito de uma oração finita e o primeiro verbo do sintagma verbal dessa oração, seja ele um verbo pleno, um verbo copulativo ou um verbo auxiliar ou semiauxiliar, realiza-se pela presença de morfemas específicos de pessoa e número (cf. Raposo 2020, p. 2415).

E o que acontece nas línguas gestuais? Enquanto numa língua flexional rica como o Português Europeu a concordância sujeito-verbo acontece com a generalidade dos verbos (não considerando casos especiais), nas línguas gestuais é tradicionalmente assumido que a concordância verbal é sensível à tipologia verbal (cf. Padden, 1988; 1990). Segundo esta autora, para a American Sign Language (ASL), os verbos são classificados em três tipos: *i) plain verbs* (DREAM, THINK, LOVE, FORGET); *ii) agreement verbs* ou *inflecting verbs* (GIVE, SAY, OFFER); *iii) spatial verbs* (PUT, GO, COME). Esta tipologia, tendo sido útil para o início da exploração da gramática das línguas gestuais, tem levado a diversas reflexões no sentido de questionar os critérios que dividem os verbos de forma tão estanque, em várias línguas gestuais.

Nesta comunicação, iremos centrar-nos nos chamados verbos simples e verbos de concordância na LGP. Em Choupina *et al* (2016) e Morgado e Brito (2020), os verbos de ingestão em LGP foram analisados enfatizando a relação com o objeto (COMER MAÇÃ/COMER HAMBÚRGUER, BEBER ÁGUA/BEVER VINHO) e mostrando que são altamente icónicos e complexos, permitindo incorporar informação gramatical num único gesto ou sequência de gestos. Por outro lado, os verbos considerados simples naquela tipologia não são uniformes na LGP, podendo exibir algum tipo de variação em função de traços do sujeito (pelo menos humano/não animado), o que leva ao questionamento de noções tradicionais de concordância, especificamente morfossintática. Focalizaremos, em complemento, a relação de alguns verbos, em LGP, com o sujeito, o que nos permitirá questionar a natureza da relação sujeito-



verbo. Os dados apontam para uma relação mais ampla e complexa do que uma possível noção morfossintática de concordância geralmente sugere.

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## Sobre concordância de número no sintagma nominal no Português de Angola-variante do Cuito-Bié

*Symposium 7: Agreement in oral and sign languages*

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O português Europeu é uma língua flexional, de concordância mista no sintagma nominal (SN) (veja-se as minhas lindas meninas, aqueles velhos livros). No entanto, quer no Português Brasileiro (PB) quer no Português Angolano (PA) foi notada a tendência para um enfraquecimento da concordância no SN, que se exprime sobretudo pela ausência de marca de plural no nome e a sua presença nos determinantes e quantificadores (cf. Scherre 1988, Costa & Figueiredo Silva 2006, Inverno 2009, Gonçalves 2013, Hagemeyer 2016, entre outros).

Pessela (2020) desenvolveu uma investigação que teve como objetivo confirmar essa tendência no Português de Angola-variante do Cuito-Bié. Assim, a partir de dados obtidos através de uma entrevista a 95 informantes falantes dessa variante e de um questionário baseado em juízos de gramaticalidade, aplicado a 30 informantes (grupo de controlo) e a 120 informantes (grupo experimental), foi possível encontrar os seguintes exemplos:

- (1) a) **Os livro** que eu gosto de ler é matemática e história.  
b) No total, **cinco pessoa** vivem na minha casa.
- (2) a) ... lavar **os prato**.  
b) Depois... terminar **os meus estudo**.  
c) Tenho **nove disciplina**.  
d) Tenho **muitos livro**.

Com base nos dados anteriores podemos concluir que: (i) os falantes do PA-variante do português de Cuito-Bié optam, em geral, por uma marcação que pode afetar mais do que um constituinte do SN (artigo e possessivo, em particular); (ii) mas há também uma tendência de marcação do plural no constituinte mais à esquerda do SN (determinantes e quantificadores). Assim sendo, parece existirem gramáticas em competição marcada por fatores sociais (idade, língua materna e zona de residência). A hipótese sobre a influência das línguas de substrato bantu nas formas de marcação de plural nos SNs no PA não foi confirmada pelo nosso estudo, pois as



línguas bantu faladas no Cuito-Bié têm um sistema de concordância múltiplo e uniforme, feita por prefixação. A função sintática dos SNs parece ser irrelevante na concordância de número (veja-se os exemplos (1), em que os SNs em causa são sujeitos frásicos, e (2), em que os SNs são OD); mas a estrutura interna do SN, nomeadamente a natureza do Quantificador ou do Numeral, tem relevância sobre a marcação do plural no SN, confirmando propostas para o PB e para o PA.

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## Nome e concordância em género: reflexões científicas e científico-pedagógicas

*Symposium 7: Agreement in oral and sign languages*

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O Nome é definido como uma classe de palavras caracterizável, do ponto de vista semântico, pelo seu potencial de referência (Brito, 2003; Duarte & Oliveira, 2003), isto é, pela capacidade de denotar classes de indivíduos com propriedades complexas e relativamente constantes, como pessoas, animais, coisas, lugares, entre outros (Veloso & Raposo, 2013). Para além desta dimensão semântica, a sua definição requer que se tenha em consideração critérios morfológicos, lexicais e sintáticos. Neste quadro, salienta-se a flexão em número e a variação em género do nome. O género, categoria nominal que assumirá destaque nesta comunicação, é uma propriedade inerente aos nomes que desencadeia mecanismos de concordância das palavras, tanto nos sintagmas, como nas frases (Villalva, 2000; 2003). O seu carácter estruturante na organização sintática observa-se em particular no adjetivo, enquanto classe variável, que copia o valor de género do nome com que se relaciona, sendo essa concordância necessária para a gramaticalidade do sintagma ou da frase. Note-se, ainda, que a marcação do género linguístico não decorre de um único processo, verificando-se uma diversidade de mecanismos de atribuição e marcação de género, nem corresponde necessariamente a uma distinção de sexo (Costa & Choupina, 2011). Portanto, trata-se de uma categoria assistemática e sincronicamente arbitrária, em que não existe obrigatoriedade de contraste e de marca morfológica, nem se assiste a uma sistematicidade na realização. Esta comunicação propõe uma reflexão científica e científico-pedagógica centrada, particularmente, na concordância nominal em género, identificando fragilidades existentes no ensino e sugerindo estratégias que promovam uma abordagem mais consciente e fundamentada da categoria nominal em estudo, bem como valorizando propostas pedagógicas científica e pedagogicamente adequadas. A referida reflexão baseia-se nos dados recolhidos através de uma análise de conteúdo de materiais didáticos (manuais escolares e cadernos de atividades) de Português do 1.º ao 4.º ano de escolaridade do Ensino Básico. Os



dados confirmam a importância de se recentrar o ensino na compreensão do funcionamento da concordância, ultrapassando práticas direcionadas, quase exclusivamente, na identificação e na classificação, assim como de reforçar a preponderância de uma formação (inicial e contínua) de docentes sólida em termos de conhecimentos científicos e científico-pedagógicos, que acompanhe, inclusivamente, a investigação mais recente no âmbito da Linguística Aplicada e da Didática do Português.

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*Symposium 8: A centralidade do conhecimento linguístico no ensino do português nos 1.º e 2.º*

CEB

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A formação do professor de Português exige um conhecimento (meta)linguístico sólido, sustentado em áreas variadas no âmbito das Ciências da Linguagem. Ser um utilizador proficiente da língua é também uma condição essencial, mas não suficiente, uma vez que é importante o professor possuir saberes científicos atualizados que fundamentem a sua prática pedagógica e lhe permitam promover o desenvolvimento de falantes, leitores e escreventes competentes (Duarte, 2001; Choupina, Baptista & Costa, 2014).

Assim, a articulação entre o conhecimento (meta)linguístico e a investigação revela-se decisiva para o exercício da profissão docente, considerando os diversos domínios em que se exerce (leitura, escrita, educação literária, oralidade e gramática), com particular enfoque no ensino da língua portuguesa nos seis primeiros anos de escolaridade, por se tratar da fase de instalação e desenvolvimento de competências fundamentais para o crescimento de cidadãos informados, críticos e socialmente ativos.

A centralidade da sólida formação científica do professor de Português em diferentes áreas dos estudos linguísticos é inquestionável. A intervenção ao nível das dificuldades evidenciadas pelos alunos na leitura, na escrita e até na oralidade (Costa, 2007) beneficia da investigação em fonologia, morfologia, sintaxe e semântica (Gombert, 1992; Rego & Buarque, 1997; Cain & Oakhill, 2006; Serra et al., 2013). A construção de percursos didáticos apoiados em usos autênticos da língua (enquanto sistema modelizante primário e sistema modelizante secundário) permite levar os alunos a explorar as suas potencialidades e a compreender como funciona a gramática nos textos (Duarte, 2010; Coutinho, 2012), favorecendo, de igual modo, as suas competências de compreensão e produção textual. Concomitantemente, o estudo da língua sob perspetivas psicológicas, sociológicas, cognitivas e históricas, plasmado em diferentes disciplinas das Ciências da Linguagem, traz informações fundamentais para a formação do professor, que ganha uma consciência mais plena e estruturada daquele que é, em simultâneo, objeto e meio de ensino (Fonseca, 1994), contribuindo, ainda, para a construção de um modelo pedagógico de ensino da gramática efetivo e inovador (Rodrigues & Silvano, 2019), que não se apoie apenas em estratégias menos habituais, mas sobretudo em formas mais (in)formadas de apropriação pedagógica do conhecimento científico.



Neste simpósio, convidamos os participantes a apresentar trabalhos de natureza teórica, empírica ou aplicada sobre práticas pedagógicas nos 1.º e 2.º Ciclos do Ensino Básico que evidenciem a relação existente entre o conhecimento linguístico do professor de língua, nas suas múltiplas formas, e o desenvolvimento de competências dos alunos ao nível da linguagem oral e da linguagem escrita. O nosso principal propósito é, assim, promover uma reflexão sobre a centralidade do conhecimento linguístico e metalinguístico na formação de um professor de Português, de forma a tornar mais produtivas e significativas as práticas de ensino da língua nos primeiros anos de escolaridade.

#### Possíveis eixos temáticos:

- Consciência fonológica e aprendizagem da leitura e da escrita;
- O papel da consciência morfosintática na compreensão da leitura;
- Estratégias de organização do léxico mental e ensino do léxico;
- O ensino da gramática no(s) texto(s);
- Critérios linguísticos e não linguísticos subjacentes ao ensino da ortografia;
- O conhecimento linguístico no centro da inovação pedagógica.

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## O caminho fonológico para ler com sentido no 1.º Ciclo do Ensino Básico

*Symposium 8: A centralidade do conhecimento linguístico no ensino do português nos 1.º e 2.º*

CEB

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A consciência fonológica consiste na capacidade para discriminar e manipular diferentes unidades linguísticas numa sequência oral, através da perceção dos sons da fala independentemente dos seus significados (Ribeiro et al., 2016; Sim-Sim, 2006). Portanto, trata-se do conhecimento da estrutura sonora da linguagem, desempenhando um papel fundamental no desenvolvimento linguístico das crianças. Considerando que aprender a ler não é um processo natural como o de aprender a falar, na sua aprendizagem é necessário refletir sobre a oralidade e treinar a capacidade de segmentação da cadeia da fala (Sim-Sim, 2009). Neste quadro, a consciência fonológica assume-se como um dos principais preditores do sucesso na aprendizagem da leitura, facilitando a descoberta do princípio alfabético (Freitas, Alves & Costa, 2007; Vale, 2020). Contudo, conforme advogam alguns autores (Velo, 2003; Sim-Sim, 1998), as crianças apresentam um fraco desenvolvimento desta consciência, particularmente do nível fonémico, à entrada no ensino formal. Tal evidência corrobora a necessidade de promoção desta competência desde tenra idade, dado que o seu treino sistemático potencia a aquisição e o progresso na leitura (Ferraz, Pocinho & Fernandes, 2018). Nesta comunicação, o principal objetivo é demonstrar a importância do treino da consciência fonológica para o desenvolvimento de competências prévias e simultâneas à aprendizagem da leitura. Por isso, partindo de um enquadramento teórico centrado no sistema fonológico da Língua Portuguesa e nos diferentes níveis da consciência fonológica, designadamente silábica, intrassilábica e fonémica, analisa-se o seu desenvolvimento progressivo nas crianças e a sua relação com a aprendizagem da leitura. Simultaneamente, estabelece-se uma articulação com documentos orientadores, nomeadamente as Aprendizagens Essenciais de Português do 1.º Ciclo do Ensino Básico, evidenciando a pertinência de práticas pedagógicas intencionais e regulares neste domínio. Num plano de aplicação ao ensino, apresenta-se uma proposta de intervenção didático-pedagógica que procura promover o desenvolvimento da consciência fonológica e das competências de leitura de alunos do 1.º ano de escolaridade, centrando-se na identificação, na segmentação e na manipulação de



unidades fonológicas. A proposta valoriza a aprendizagem através de estratégias lúdicas que permitem a descoberta orientada dos níveis da consciência fonológica, encontrando-se organizada em torno de um tema comum e favorecendo o envolvimento ativo dos alunos. Pode concluir-se, a partir do trabalho desenvolvido, que a promoção deliberada e contínua da consciência fonológica, através de estratégias pedagógicas significativas e contextualizadas, 1 2 contribui para a construção de bases sólidas no processo de aprendizagem da leitura, nomeadamente ao nível da descodificação, reforçando, assim, a qualidade das aprendizagens.

**Palavras-chave:** Consciência fonológica; aprendizagem da leitura; 1.º Ciclo do Ensino Básico.

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## A ARQUITETURA DA PALAVRA: Os morfemas derivacionais como alicerces do ensino da língua

*Symposium 8: A centralidade do conhecimento linguístico no ensino do português nos 1.º e 2.º*

CEB

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O desenvolvimento da competência lexical é um dos propósitos do ensino da língua nos primeiros anos de escolaridade. A sua concretização passa não só pelo trabalho sobre o léxico associado a diferentes áreas, mas também pela reflexão sobre processos de formação de palavras. Neste âmbito, a derivação assume um papel crucial, na medida em que constitui um instrumento de criação e expansão do léxico (Rio-Torto, 1993; Villalva, 2000 e 2008). Deste modo, o estudo dos morfemas derivacionais torna-se produtivo por duas razões essenciais: permite, por um lado, explorar as suas potencialidades linguísticas, visíveis na criação de novas palavras na língua, ao contrário dos afixos especificadores e dos flexionais (Villalva, 2008), e, por outro lado, valorizar as suas potencialidades pedagógicas, que se traduzem em estratégias de promoção do desenvolvimento lexical dos alunos pela exposição orientada aos diferentes paradigmas morfolexicais da língua. Assim, esta apresentação estrutura-se em três momentos principais. Inicialmente, procuramos caracterizar os morfemas derivacionais disponíveis em português, do ponto de vista morfológico, sintático, semântico e pragmático (Rio-Torto, 1993; Villalva, 2000 e 2008) e considerando, oportunamente, certas particularidades associadas à história da língua e que contribuem para a compreensão do seu funcionamento (Silva, 2006; Viaro, 2007). Numa segunda etapa, abordamos o valor pedagógico do estudo sistemático da morfologia derivacional, evidenciando os contributos para o desenvolvimento da consciência morfológica dos alunos e, conseqüentemente, da sua competência lexical e metalinguística (Santos, 2014), sem esquecer os benefícios ao nível das competências de leitura e escrita (Carlisle, 2000; Zhang et al, 2020). Finalmente, exploramos vias de abordagem educativa dos morfemas derivacionais, traçando um retrato breve do modo como são explorados em materiais pedagógicos e apresentando uma proposta didática destinada ao 2.º Ciclo do Ensino Básico. As estratégias presentes em recursos didáticos envolvem preferencialmente a identificação e classificação dos referidos morfemas, mas



torna-se fundamental ir além desse enfoque taxonómico e promover uma reflexão metalinguística que conduza o aluno a descobrir regularidades e a (re)organizar o seu léxico mental de forma produtiva a partir de paradigmas morfológicos relevantes, através de uma metodologia laboratorial (Duarte, 1992) que promove a descoberta orientada e a sistematização. É, assim, possível levar os discentes a perscrutar a estrutura interna das palavras, a sua arquitetura, para compreender as inúmeras potencialidades que encerra. Procuramos, adicionalmente, com esta proposta, ilustrar vias de diálogo entre o ensino do léxico e o ensino da morfologia, dando conta das múltiplas redes que se estabelecem entre as palavras (Choupina et al, 2013) e de como podem assumir um papel preponderante no desenvolvimento de competências lexicais nas etapas iniciais do Ensino Básico.

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## Musical Practice and Early Literacy: Exploring Shared Cognitive Processes through a Psycholinguistic Perspective

*Symposium 8: A centralidade do conhecimento linguístico no ensino do português nos 1.º e 2.º*

CEB

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The relationship between music and language has been widely studied, particularly regarding the contribution of musical practice to the development of phonological awareness and early literacy skills (Gordon et al., 2015; Frischen et al., 2021). Within this framework, this study explores how writing activity and musical practice may involve shared cognitive and metalinguistic processes, with implications for pedagogical practices in the first years of schooling. This study aims to demonstrate that writing activity and musical practice, especially in early stages, mobilize similar cognitive processes by focusing on four aspects: the exploration of the physiological qualities of sound; the fostering of abstraction, symbolization and classification processes; the development of reading skills; and the enhancing of motor control (Girolami-Boulinier, 1988; Pinto, 2017; Levitin et al. 2018; Busse et al., 2020). To examine whether our assumptions were on the right track, 11 semi-structured interviews were conducted with teachers of Early Music Education (Iniciação Musical) (5 participants; M=41; DP=6,0; 3 female) and teachers of the 1st Cycle of Basic Education (6 participants; M=48; SD=10,1; 6 female) with varying levels of teaching experience. A content analysis was conducted, through which types of exercises, strategies, processes and students' main difficulties were identified. Our findings indicate an overlap between both contexts, making it possible to identify several similarities in the collected data with regard to the four aforementioned aspects involved in writing and musical practice. In fact, the testimonies gathered from both groups of teachers reveal similarities and overlaps across four main categories: the exploration of the physiological qualities of sound; the fostering of abstraction, symbolization, and classification processes; the attribution of a prominent role to reading; and the enhancement of motor aspects. These findings suggest that writing activity and musical practice may share a mutual and beneficial influence, potentially contributing to improved performance in both domains. They also indicate that musical practice may promote skills closely related to those required for the development of writing. These results highlight the potential of integrating musical activities into pedagogical practices as a means of supporting teachers in fostering students' linguistic and metalinguistic development. This



work is thus intended as a first step towards the development of an experimental approach that brings psycholinguistics into the educational field, contributing to more effective, linguistically informed pedagogical practices. By fostering a collaborative research agenda, our aim is, in future work, to experimentally test how musical practice can impact reading and writing skills, particularly those related to phonological awareness, orthography, and decoding processes involved in the development of both reading and writing activities. Ultimately, this line of research seeks to inform pedagogical practices that support the development of written language skills in early education while also contributing to the understanding of the relationship between language and music, thereby helping researchers to further understand how these two domains draw on shared neurocognitive resources.

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*Symposium 9: Input in Second Language Acquisition and Second Language Instruction:  
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The key relevance of learners' exposure to target-language input for second language acquisition (SLA) has been clearly acknowledged by even strongly competing SLA theories (e.g. White, 2003; Mitchell, Myles and Marsden, 2013; DeKeyser, 2015; Ellis & Wulff, 2015; Ullman, 2015; VanPatten, 2015; Ellis, 2019). Granted the emphasis placed on input differs significantly among theories, ranging from a minimal trigger role in generative views to a central and highly decisive role in usage-based models, and not all theories consider the relevance of all types of input (implicit, explicit, positive, negative) either, there is, notwithstanding, a general consensus in the field regarding the assumption that a learner will be unable to acquire a second language if not exposed to a minimal threshold of target-language input.

Input is also among the few variables within the SLA process that instructors can directly manipulate. This cannot be said of other key variables, such as learners' cognitive processes or the sociolinguistic setting in which SLA occurs. Furthermore, since the goal of second language instruction (SLI) is to optimise the SLA process as much as possible (Long, 2011), it can be argued that instructional efforts will benefit from aligning with principles rooted in SLA theories (Martins et al., 2022). Even so, SLA theories and SLI approaches have developed largely independently over the past decades; therefore, consideration of the role of input in both domains may help bridge this divide.

This symposium welcomes contributions that examine how input can be exploited as a pedagogical resource, in light of different theoretical accounts of SLA (or learners' interlanguage development). Given the vibrant theoretical debate in the field and the absence of a general consensus on how SLA actually occurs, can optimal benefit be derived from following instructional exploitations of input based on multiple theoretical perspectives, in an attempt to



harvest the best of all worlds, or is it best to adopt an instructional approach particularly aligned with a specific SLA theory?

In this context, reflecting on the role of input as a link between theory and practice requires a detailed analysis of how theoretical concepts are translated into practical instructional decisions. This involves examining the nature of the input offered to learners, the conditions under which it is processed, how it can favour the development of interlanguage, and the amount of exposure to the target language. Against this background, the following key topics outline the central themes for symposium presentation proposals:

- Roles of subtypes of input (implicit, explicit, positive, negative) at different stages of interlanguage development.
- Input and incidental acquisition through language based activities.
- Contribution of authentic materials to meaningful and communicatively relevant input.
- Use of the target language as primary instructional medium vs. pedagogical use of learners' full linguistic repertoire.

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## The role of input in the initial stage of second language acquisition: a review of SLA theories and their implications for instruction

*Symposium 9: Input in Second Language Acquisition and Second Language Instruction:*

*Bridging Theory and Practice*

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Second language instruction (SLI) aims to optimise second language acquisition (SLA) (Long, 2011), despite the absence of a unified theoretical account of how acquisition unfolds. Of the many variables involved in SLA, input is one of the very few factors that can be systematically controlled in instructional contexts. However, SLA theories significantly diverge in their interpretation of the role of input, particularly with regard to the relative importance of implicit versus explicit input, and the pedagogical relevance of different input types in the early stages of learning.

This presentation examines how major SLA theoretical frameworks conceptualise input, discussing their implications for beginner-level instruction. Drawing on a qualitative review of key theoretical models, including generative approaches, Usage-based theories, the Input Processing Model, Skill Acquisition Theory and the Declarative-Procedural Model, the study analyses areas of convergence and divergence concerning the role of input in the initial stages of SLA. While Generative and Usage-based approaches emphasise the importance of positive implicit input (N. Ellis, 2019; Trahey & White, 1993), other models attribute a facilitative, or even central, role to explicit input, particularly in contexts of adult learning. The Input Processing Model occupies an intermediate position, emphasising the importance of structured input and supporting learners in establishing form-meaning connections (VanPatten, 1996, 2002).

In light of these competing perspectives, we argue against adopting a single theoretical stance in instructional practice. Instead, we propose an integrative approach combining complementary insights from different models, particularly in the early stages of acquisition when learners encounter substantial processing and knowledge limitations. Five pedagogical principles are then advanced based on this synthesis to guide the use of input in beginner-level SLI.

These principles include: (1) providing abundant, varied, and contextualized positive implicit input to promote incidental learning; (2) designing tasks that enhance the salience of form-meaning connections; (3) using authentic and multimodal input, modified when necessary to ensure comprehensibility; (4)



integrating implicit and explicit input strategically to support both meaning-focused communication and attention to form; and (5) maximizing exposure to the target language while allowing for the principled use of learners' prior linguistic knowledge to facilitate comprehension.

The proposed framework aims to bridge the gap between SLA theories and pedagogical practice by offering instructors working with beginner learners a flexible and theoretically grounded set of guidelines. By emphasising the importance of different input types and their complementary functions, this study contributes to the ongoing debate about designing effective instructional environments in the absence of a theoretical consensus.

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## A Review of Implicit and Explicit Focus on Form: Pedagogical Implications for Teaching Portuguese Grammar to Chinese Learners

*Symposium 9: Input in Second Language Acquisition and Second Language Instruction:  
Bridging Theory and Practice*

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Focus on Form (FonF) is a foundational construct in second language acquisition that has undergone considerable theoretical development since its original formulation. Initially conceptualized as incidental, implicit attention to linguistic form during meaning-focused communication (Long, 1991, 2000), FonF has since been extended to encompass planned, explicit instructional interventions involving metalinguistic explanation and targeted practice (Ellis, 2016; Ellis et al., 2002; Long, 2015). These approaches occupy positions along a continuum of explicitness, ranging from subtle salience enhancement to structured, deliberate form-focused episodes, a continuum that carries significant implications for instructional outcomes (Doughty & Williams, 1998).

While a substantial body of research has compared implicit and explicit FonF across diverse languages and learning contexts, their differential applicability to Chinese instructional settings remains limited in scope and declining in output, with existing domestic studies yet to address how implicit and explicit techniques might be adapted to specific contexts (Gao, 2024). The Chinese-Portuguese teaching context, in particular, represents a notable gap. Drawing on a narrative review of theoretical frameworks and empirical studies, this paper examines the relevance of implicit and explicit FonF for Chinese university learners of Portuguese.

This review first considers the sociocultural conditions shaping language education in China's basic schooling system, where education tends to be conceived as knowledge accumulation rather than its immediate application (Littlewood, 2014), which may pose challenges to the adoption of communicative and task-based approaches, and by extension FonF-oriented methodologies, in such contexts (Ellis, 2016). University-level Portuguese programs, however, present a distinct context, one oriented toward national strategic priorities in economic, cultural,



and diplomatic domains, fundamentally vocational in nature and expecting graduates to deploy language skills immediately upon entering the workforce (Cai, 2022), an expectation closely aligned with FonF's communicative orientation.

A critical synthesis of the empirical literature further supports a preference for explicit over implicit FonF. Implicit techniques have been shown to be less consistently effective in eliciting learner noticing and producing measurable gains in linguistic accuracy (Alanen, 1995; Bowles, 2003; Han, 2007; Lyster, 2004), whereas explicit form-focused instruction has demonstrated consistent and significant improvements in morphosyntactic development across a range of learner populations (Culman et al., 2009; VanPatten et al., 2013; Wong & VanPatten, 2004).

The paper concludes by outlining preliminary pedagogical directions for explicit FonF instruction tailored to the needs of this learner population. Building on these theoretical and empirical foundations, this study argues that Consciousness-Raising tasks, which engage learners in rule discovery and metalinguistic reflection through communicative interaction (Ellis, 2002), offer a pedagogically well-suited example of such directions, addressing both the need for explicit grammatical understanding and the communicative competence goals central to professional language use.

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*Symposium 10: Using Artificial Intelligence to Support Academic Writing: Learning,  
Research, and Assessment*

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The symposium will focus on academic writing and how current AI tools and methods can support it. It will begin with a theoretical introduction that frames academic writing as a process of enunciation, polyphony and authorial responsibility, which highlights academic writing as a socially situated and accountable act of knowledge construction.

Building on this foundation, the session introduces AI as a learning and feedback tool for academic writing, that supports revision and self-regulation by providing rubric-based feedback on clarity, argumentation, source integration, cohesion, and academic register. AI is presented not as a substitute for the author, but as a scaffold that supports reflection, revision, and the development of stronger writing practices.

This symposium will also introduce an AI tool created to aid in literature reviews, through the use of large language models for data extraction and visualization in the form of mind maps. Techniques such as retrieval-augmented generation (RAG) and structured prompting will be discussed as a way to help extract key information from scientific texts (e.g., names, dates, methods, and results) and organize it into structured formats.

Finally, the session explores AI for question generation and its application in preparing students for national Portuguese exams, using methods like RAG and prompt-engineering. The goal of this approach is to support both teaching and learning by helping students develop reading comprehension, analytical reasoning, and metalinguistic awareness, while also assisting educators in designing pedagogically sound assessment materials.



## Scaffolded Literature Review Practices with Generative AI in Higher Education

*Symposium 10: Using Artificial Intelligence to Support Academic Writing: Learning, Research, and Assessment*

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This paper presents a case study on the use of generative artificial intelligence (GenAI) to scaffold literature review writing with first-year master's students in higher education. The pedagogical design aimed to support students in moving from an initial research question to a more structured, critical, and conceptually grounded review of the literature.

Grounded in scaffolding theory (van de Pol et al, 2010, Rapp & Kauf, 2018), the intervention positioned GenAI as a form of contingent support that helped students move from research-question formulation to concept generation, search-query design, and synthesis, while progressively transferring responsibility for interpretation and writing back to the learner. This approach also aligns with self-regulated learning (Wijaya, 2021, Jin et al., 2025), as students used iterative prompting to plan, monitor, and improve their literature-review process. In line with recent scholarship on large language models in education (Kasneci et al, 2023, Adeshola & Adepoju, 2024, Ma et al., 2024) and considering the sharp rise in students' use of AI tools, as reported in the *Student Generative AI Survey 2025* (Freeman, 2025), GenAI was treated not as a substitute for authorship, but as a collaborative peer (Song & Song, 2023), requiring critical judgment, fact-checking, and human oversight. Each student began with a research question directly connected to a corpus or dataset they had previously collected or analysed. ChatGPT was then used to generate a hierarchical list of key concepts, subtopics, and micro-concepts associated with the question, which served as the basis for constructing academic search queries using operators such as AND, OR, quotation marks, and parentheses. Students searched for relevant scientific literature using Consensus, selecting at least ten articles across empirical, review, and methodological studies, while recording titles, DOIs, and key insights. Based on the themes emerging from these readings, they then used ChatGPT to generate a mind map in



PlantUML format, visually organizing the main branches of the literature. This process supported the writing of literature reviews that went beyond description by encouraging comparison across studies, identification of convergences and divergences, and articulation of conceptual gaps, frameworks, approaches, and empirical evidence in relation to students' own research. Student feedback suggests that the experience strengthened their ability to write literature reviews, formulate effective prompts, and use AI critically as a pedagogical and academic support tool rather than as a substitute for human judgment. The case highlights the potential of GenAI as a scaffold for developing research literacy, autonomy, and critical thinking in postgraduate education.

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## Automating Structured Data Extraction from Scientific Papers for Systematic Literature Reviews Using Retrieval-Augmented Generation

*Symposium 10: Using Artificial Intelligence to Support Academic Writing: Learning,  
Research, and Assessment*

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Systematic literature reviews (SLRs) require the accurate extraction of structured information from large volumes of scientific publications, a process that is typically time-consuming and cognitively demanding. This study investigates the use of retrieval-augmented generation (RAG) combined with one-shot prompting as an approach to automate structured data extraction from scientific papers in the context of SLRs. The proposed approach leverages large language models enhanced with external document retrieval to improve the precision and contextual relevance of extracted information. A one-shot prompting strategy is employed to guide the model in identifying and extracting predefined data fields, including bibliographic information, key entities, and numerical values. The system is evaluated using a corpus of scientific articles, with performance assessed through accuracy and qualitative error analysis. Results indicate that the combination of RAG and one-shot prompting achieves high accuracy in extracting structured elements such as dates, author names, and numerical data. The approach demonstrates robustness in handling semi-structured sections of scientific texts, particularly abstracts and methodological descriptions. However, limitations are observed in the extraction of long and context-dependent textual information, suggesting challenges in maintaining coherence across extended passages. These findings highlight the potential of combining retrieval-based methods with prompt engineering techniques to support and accelerate data extraction in systematic review workflows. The study contributes to ongoing efforts in automating research processes by demonstrating how advanced language technologies can enhance efficiency and reduce manual workload in evidence synthesis.

**Keywords:** systematic literature review; structured data extraction; retrieval-augmented generation; prompt engineering; natural language processing.



*Symposium 11: Linguistic Annotation Across Theory, Corpora and NLP***Ana Luísa Fernandes & Purificação Silvano**

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Linguistic annotation refers to the process of associating descriptive or analytical labels with linguistic data, enabling the systematic representation of linguistic structures and phenomena. Historically, the annotation of language data emerged as a methodological practice aimed at supporting the development and evaluation of linguistic theories, later becoming closely associated with the rise of corpus linguistics (Ide, 2017). Over time, annotated corpora have become a central resource not only for empirical linguistic research but also for the development and evaluation of computational models in a wide range of Natural Language Processing (NLP) tasks (Pustejovsky and Stubbs, 2012; Pustejovsky et al., 2017; Levi and Shenhav, 2022).

Beyond its role in enabling data-driven approaches, manual linguistic annotation also plays a crucial part in the formalisation and testing of theoretical assumptions. By translating theoretical concepts into operational categories applied to real data, annotation provides a structured environment in which linguistic hypotheses can be systematically explored and empirically assessed (Hovy and Lavid, 2011). For this reason, the design of robust and coherent annotation schemes is of fundamental importance. Effective annotation schemes should ensure systematicity, consistency, interoperability, and adequate coverage of the linguistic phenomena under analysis. At the same time, they must allow for the precise representation of complex linguistic structures grounded in theoretical frameworks, while remaining sufficiently transparent and practical to be applied reliably by human annotators (Beck et al., 2020).

This symposium aims to bring together researchers working on different aspects of linguistic annotation. Topics of interest include, but are not limited to: the design and evaluation of annotation schemes; methodologies for manual and automatic annotation; the development and assessment of annotation tools and frameworks; the representation and modelling of linguistic data and annotations; and theoretical challenges that arise from the practice of annotating linguistic data.

By fostering dialogue between theoretical linguistics, corpus linguistics, and computational approaches, the symposium seeks to advance current methodologies and promote new perspectives on the role of annotation in linguistic research.

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## Relações temporais em frases com orações infinitivas: o caso das orações completivas e das orações temporais

*Symposium 11: Linguistic Annotation Across Theory, Corpora and NLP*

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As formas não finitas dos verbos, nomeadamente os infinitivos, têm sido encarados como elementos inteiramente desprovidos de informação temporal (Silvano & Cunha, 2020). No entanto, diversos estudos, como Cunha & Silvano (2006) e Silvano & Cunha (2020), têm vindo a demonstrar que estas formas veiculam informação temporal, embora permaneça ainda pouco claro de que forma estas estruturas condicionam essa informação. Nesse sentido, este trabalho tem como objetivo analisar de que forma são estabelecidas as relações temporais em frases com orações infinitivas. Procuraremos investigar quais os elementos linguísticos, assim como quais as diferentes propriedades semânticas, que contribuem para a inferência de relações temporais em frases nas quais estas formas ocorrem. Iremos focar a nossa análise em orações completivas com verbos introdutórios, como *afirmar* e *dizer* na oração matriz, uma vez que são verbos que não influenciam a localização temporal da situação representada na frase encaixada, sendo vistos como verbos “neutros”, e em orações subordinadas adverbiais temporais introduzidas por *antes de* e *depois de*. Para concretizar estes objetivos foram selecionados exemplos do corpus CetemPúblico. Ao contrário dos estudos anteriores, este trabalho apresenta uma análise empírica baseada em corpus e propõe uma comparação sistemática entre diferentes tipos de construções, destacando a importância do papel da classe aspetual das predicções na inferência de relações temporais. Numa folha Excel, para cada exemplo, foi anotado o tempo verbal do verbo principal da frase matriz, a classe aspetual da situação veiculada pelo verbo principal da frase infinitiva, a relação temporal que se estabelece entre a frase infinitiva e a frase principal e o respetivo ponto de perspetiva temporal (Kamp & Reyle, 1993). Posteriormente, procedeu-se à comparação do papel do Infinitivo Simples no que diz respeito à inferência de relações temporais nas diferentes estruturas. A análise dos resultados permitiu concluir que em frases completivas introduzidas por verbos como *afirmar* e *dizer* e em orações subordinadas adverbiais temporais introduzidas por *depois de*, a classe aspetual da predicação veiculada pela frase infinitiva influencia, de maneira significativa, a interpretação temporal do Infinitivo Simples. Pelo contrário, em orações subordinadas adverbiais temporais introduzidas por *antes de*, parece não haver qualquer influência



da classe aspetual da frase infinitiva na inferência de relações temporais, corroborando os resultados apresentados em trabalhos como Cunha & Silvano (2006) e Silvano & Cunha (2020), nos quais é defendido o papel central da classe aspetual na interpretação das relações temporais entre a situação descrita na frase infinitiva e a situação descrita na frase matriz, nomeadamente no que diz respeito às orações completivas com verbos como *afirmar* e *dizer*. Para além disso, o que é descrito no trabalho de Silvano & Cunha (2015), mais concretamente a possibilidade de estabelecer em simultâneo, em frases subordinadas adverbiais temporais introduzidas por *depois de*, dependendo do contexto, uma relação de anterioridade temporal da situação descrita na frase infinitiva relativamente à situação descrita na frase matriz e uma relação de simultaneidade, é também atestado neste estudo.

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## On the Linguistic Challenges of Extending Multilayer Semantic Annotation to Multilingual Literary Narrative Texts

*Symposium 11: Linguistic Annotation Across Theory, Corpora and NLP*

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Adapting semantic annotation schemes across languages and text types remains a central challenge at the intersection of linguistic theory, corpus construction, and natural language processing. For this reason, this study investigates the applicability of the Text2Story multilayer semantic annotation scheme originally developed for European Portuguese news texts to a literary narrative in a multilingual setting. To this end, an excerpt from the first chapter of Harry Potter and the Philosopher's Stone was annotated in European Portuguese (EP), British English (EN), and European Spanish (ES). The annotation was carried out by three annotators working across language pairs, following a four stage methodology covering events and temporal relations, participants, spatial relations, and semantic roles. Two annotation strategies were implemented, one sequential and one parallel, allowing for the observation of the scheme's behavior under different annotation conditions. The results show that the scheme is generally applicable to a more complex narrative genre, although with a substantial increase in annotation density. In the English version, comprising 1194 words, 306 events, 374 participants, and up to 1676 semantic relations were identified, alongside a high number of temporal and participant relations. Inter-annotator agreement is overall strong for events and participants, with F1 scores ranging from 0.78 to 0.90, but displays greater variability for temporal expressions and, in particular, for attribute annotation, where Cohen's Kappa values vary considerably across categories and languages. The analysis highlights some sources of difficulty for the annotation process. First, annotation consistency is affected by structural differences between languages, which seem to reflect deeper cross linguistic differences in how semantic information is encoded. In particular, aspectual distinctions are expressed differently across the three languages, with English relying more heavily on progressive constructions, while EP and ES tend to encode imperfectivity primarily through verbal morphology. This asymmetry does not reflect a limitation of the annotation scheme, but rather different linguistic strategies for encoding equivalent semantic distinctions across languages. Differences are also observed in the realization of



participants, with EN and ES showing a higher frequency of pronominal forms, in contrast to the more frequent use of nominal expressions in EP, impacting coreference annotation and participant classification. While the scheme successfully captures these distinctions, the results highlight the importance of accounting for language-specific realizations during annotation. In addition, the use of modality labels grounded in EP (Poder, Dever, Ter\_de, and Ser\_capaz\_de) reveals the difficulty of designing linguistically neutral annotation schemes, pointing to the need for more abstract or language-adaptive representations. These issues underscore a fundamental tension between cross linguistic interoperability and linguistic adequacy. Moreover, the narrative nature of the text introduces additional challenges. Compared to news texts, the literary excerpt exhibits a higher frequency of overlapping events, including relations of simultaneity and inclusion, as well as more complex referential structures. These factors increase the difficulty of consistently identifying and classifying temporal and semantic relations. Overall, the findings indicate that the Text2Story annotation scheme can be extended to multilingual narrative texts, but also point to the need for targeted refinements, particularly at the level of attributes, in order to better accommodate cross-linguistic variation and reduce annotation ambiguity. These results contribute to ongoing discussions on the development of interoperable annotation frameworks and the creation of robust annotated corpora for NLP applications involving narrative extraction and modeling (Silvano et al., 2021, 2023, 2024). At the same time, the analysis also showed that annotating participants and/or events in isolation is not always sufficient to capture their full semantic contribution. Therefore, ongoing developments within the Text2Story framework (see, for example, Citilink (Campos et. al., 2026)) show a clear trend towards greater linguistic sensitivity, leading to richer annotation units, including the adoption of full-span markables for participants (o Presidente da Câmara Municipal de Aveiro) and events (o melhor momento desde o início da época), and the introduction of empty markables to account for null or expletive subjects. These refinements suggest that robust semantic annotation schemes must evolve iteratively, informed by both empirical annotation work and theoretical linguistic insights.

**Keywords:** Semantic annotation, multilingual NLP, narrative texts, corpus annotation, Text2Story.

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## An Iterative Methodology for Annotating Temporal and Clinical Information in Portuguese Medical Reports

*Symposium 11: Linguistic Annotation Across Theory, Corpora and NLP*

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Manual annotation constitutes a cornerstone of both linguistic research and natural language processing (NLP) (cf. Snow et al., 2008; Bhardwaj et al., 2010; Flickinger et al., 2017), enabling the systematic investigation of linguistic phenomena while providing “gold-standard” data for training and evaluating models across a wide range of NLP tasks (Pustejovsky and Stubbs, 2012; Pustejovsky et al., 2017; Levi and Shenhav, 2022). Beyond its role in supporting data-driven approaches, manual annotation also contributes to the formalization of linguistic theories by establishing structured frameworks for empirical validation (Hovy and Lavid, 2010). In this context, the development of robust annotation schemes and well-defined guidelines is essential for producing high-quality annotated datasets that can effectively bridge linguistic inquiry and computational applications.

This work presents a case study proposing a methodology for the design and development of an annotation scheme and its associated guidelines, specifically targeting the representation of morphosyntactic and semantic information related to temporal features, alongside domain-specific medical information in clinical reports written in Portuguese (Fernandes et al., 2025). The proposed methodology follows a multi-phase, iterative process encompassing: (i) foundational preparation, including a critical review of existing annotation frameworks; (ii) design and specification of the annotation model; (iii) empirical validation through annotation experiments; and (iv) consolidation and refinement based on observed results.

To validate the proposed approach, a pilot annotation experiment was conducted to assess both the reliability and practical applicability of the annotation scheme and its guidelines. In this experiment, two annotators independently annotated a patient’s medical record comprising six clinical documents, using the proposed model, while a curator was responsible for establishing a reference annotation (ground truth). The analysis of inter-annotator agreement, combined with a qualitative examination of annotation discrepancies, enabled the identification of systematic sources of human variation. These findings provided critical insights for the iterative refinement of both the annotation scheme and its



guidelines, highlighting the role of annotator disagreement not merely as a limitation, but as a valuable resource for improving the clarity, consistency, and adequacy of the model.

Overall, this study contributes to ongoing methodological discussions in linguistic annotation and clinical NLP by advancing an empirically grounded, iterative framework that leverages human variation as a central component in the development of robust annotation resources.

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*Symposium 12: Stereotyping in the social media influencers' discourse***Svitlana Lyubymova**

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The unprecedented popularity of social networks has accelerated the rise of social media influencers. Digital creators, who establish themselves as experts in specific areas, social media influencers build the devoted audience, which counts their opinions, follow their advices and act in accordance with them. Social media influencing has emerged as a worldwide phenomenon, characterized by discernible data that encompasses social norms, conformity, and cultural trends, along with linguistic occurrences, patterns, and trends observed in social media communication. The phenomenon of social media influencing has drawn attention of the large variety of scientists. Most extensively, it has been examined in the context of consumer behavior with the particular focus on the decision-making processes and consumers' actions, as well as the psychological, social, and emotional factors that influence these processes (Brown & Hayes, 2008; Cheung et al., 2021; Liu et al., 2024; etc.). Shaping the social values and attitudes, influencers contribute to appearance of age-based, gender, ethnic, and social stereotypes. Stereotyping is a cognitive process of evaluative categorization, grounded in affective feelings and attitudes (Pickering, 2015; Lyubymova, 2022, 2024). Within the social media discourse, influencers function as key agents in the process of stereotyping: they direct public attention to certain features of individuals or social groups, highlighting them, making them prominent, and evaluating them according to the dominant values of society. Spread in persistent societal convictions in communication (Sawin, 1991; Billings & Parrott, 2020), stereotypes manifest through specific configuration of popular narrative formulas and categorical schemas. This symposium offers an interdisciplinary approach to stereotyping in pro-life influencers' discourse.

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## Stereotypes in influencers' food advertising discourse

*Symposium 12: Stereotyping in the social media influencers' discourse*

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This paper explores the mechanisms through which social media influencers construct, reinforce, and disseminate food-related stereotypes in contemporary digital communication in Ukrainian, English, and Modern Greek in 2025-2026. As influencer-mediated marketing increasingly shapes public perceptions of nutrition, health, body norms, and lifestyle aspirations, the linguistic and visual strategies embedded in such content become a powerful mechanism of persuasion. Situated at the intersection of critical discourse analysis (Fairclough, van Dijk), psycholinguistics, and digital media studies, the research offers a holistic examination of how stereotype-laden messages are produced and internalized by audiences, particularly younger users who rely on influencers as behavioural models.

The research is driven by the following questions: which types of stereotypes (gendered, body-centred, socio-economic, cultural) most frequently appear in food-related influencer discourse; how are these stereotypes linguistically constructed through lexical choices, evaluative adjectives, generalizations, imperatives, and affective framing; how do visual and multimodal elements (body imagery, staged environments, aestheticized food representations) reinforce the verbal construction of such stereotypes; what psycholinguistic effects may these discursive patterns produce, especially regarding identity formation and health-related beliefs.

TikTok, Instagram, and YouTube were selected as primary data sources because they represent the dominant ecosystems through which food content circulates and acquires social meaning. TikTok's short-form, emotionally charged videos favour rapid stereotype transmission; Instagram's aesthetic orientation reinforces ideals of beauty, health, and lifestyle; and YouTube's long-form narratives (vlogs, "What I Eat in a Day", mukbangs) enable the sustained construction of food-related identities. Together, these platforms form a complementary environment for observing how influencers embed persuasive food narratives within everyday visual culture.

Methodologically, the study employs a qualitative multimodal discourse analysis. Linguistic coding focuses on identifying stereotype-related markers such as moralizing adjectives ("clean", "guilt-free"), body-normative descriptors ("fit", "skinny"), social prestige labels ("premium", "clean eating"), and generalized claims that normalize gendered or class-based food expectations. Imperatives ("Try this now", "Don't eat this if you want results") and affective framing ("I feel amazing after this meal") are analysed as key components of psycholinguistic framing, linking food choices to emotional states, self-worth, or discipline.



The multimodal dimension draws on social semiotics to analyse how verbal messages are reinforced by body presentation, colour palettes, camera angles, and aestheticised representations of food. These visual cues amplify linguistic frames, creating coherent persuasive narratives that naturalize narrow ideals of attractiveness, healthiness, or social success. The psycholinguistic component interprets how these verbal-visual combinations influence cognitive processing and emotional priming, shaping implicit attitudes toward food, bodies, and identity.

Preliminary findings show that influencer food advertising systematically promotes gendered binaries (e.g., low-calorie meals as “feminine” versus protein-rich or fast-food items as “masculine”), body-normative ideals (thinness or muscularity as aspirational goals), class-coded representations (expensive “clean food” as discipline and prestige), and cultural simplifications that commodify diverse cuisines. These patterns are embedded in emotionally charged narratives such as “summer-body preparation”, “guilt-free eating”, or “healthy luxury living”, subtly steering consumer behaviour.

The study demonstrates that influencer discourse operates as a potent mechanism of stereotype circulation and contributes to normalizing restrictive and sometimes harmful ideas about food, health, and identity. It also underscores the need for ethical guidelines in influencer marketing and for media-literacy initiatives that help audiences critically evaluate persuasive digital content.

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*Symposium 13: How to overcome low literacy levels*

**Profa. Emérita Leonor Scliar Cabral, Otilia Lizete de Oliveira Martins**

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O Simpósio discutirá por que os níveis de letramento continuam são tão baixos no Brasil. Os dados mais recentes, de maio de 2025, do Indicador de Alfabetismo Funcional (Inaf) indicam que 29% da população brasileira entre 15 e 64 anos é considerada analfabeta funcional. Considera-se que a causa principal para dados tão alarmantes está no atraso científico dos fundamentos das políticas públicas de alfabetização. Na realidade, tais fundamentos carecem dos avanços da linguística, da psicolinguística, da sociolinguística, da neuropsicologia e da neurociência da leitura. Essa carência impede o planejamento para a formação eficiente do magistério, para a elaboração e adoção do material didático.

Como proposta para melhorar o quadro desolador no Brasil, a Profa. Emérita Leonor Scliar Cabral, colaboradora da Pós-Graduação em Linguística da Universidade Federal de Santa Catarina, concebeu o projeto Sistema Scliar de Alfabetização (SSA).

Baseada nos resultados desastrosos, divulgados pelo Inep (2017), obtidos na Avaliação Nacional de Alfabetização (ANA) de 2016 de 2.160.601 alunos ao término do terceiro ano do EF, quando somente 12,99% atingiram o nível desejável (4) em leitura e apenas 8,28% o desejável (5) em escrita e, ainda, segundo os quais, Sergipe se colocou em último lugar, com escassos 3,02% de alunos no nível desejável em leitura e em penúltimo em escrita, com apenas 1,84% e pelos quais São José da Laje (Alagoas), ainda se saiu pior em leitura, com somente 1,39% e, em escrita, com somente 0,31%. O SSA consistiu na elaboração do material (todos pela Ed. Lili) teórico de fundamentação para o professor (Sistema Scliar de Alfabetização - Fundamentos, 2013 e Fundamentos para a escrita, 2022) e o de Roteiros, 2018 com as atividades a serem desenvolvidas em sala de aula. Os livros de leitura para os alfabetizandos foram Aventuras de Vivi, Livro 1, 2018 e Aventuras de Vivi no mundo da escrita, 2019, enquanto os de exercícios foram SSA Caderno de Atividades: Módulo 1, Leitura, 2020 e Módulo 2 - Escrita, 2023.

Como proposta para melhorar o quadro desolador no Brasil, a Profa. Emérita Leonor Scliar Cabral, colaboradora da Pós-Graduação em Linguística da Universidade Federal de Santa Catarina, concebeu o projeto Sistema Scliar de Alfabetização (SSA).

Foram ministrados Cursos presenciais e à distância para os alfabetizadores, mas destaco a Semed de Lagarto em Sergipe e a escola municipal Raimunda Reis, com a professora Jaqueline da Silva Nascimento,



com duas turmas; a escola múltipla Manoel de Paula com a professora Patrícia Vieira Barbosa Faria com uma turma.

Foram, ainda, convidadas para participar da formação, pessoas vitais para o êxito do projeto: a secretária adjunta de educação, Silvânia Santana dos Santos, o pesquisador e mestre Rogério Reis Benedito, Diretor junto à Câmara Municipal de Vereadores da escola do Legislativo de Lagarto (Elege) e as Coordenadoras Pedagógicas das duas escolas, Maria da Piedade S. Oliveira e Luzinema Matias dos Santos.

Em agosto, foi firmado o acordo entre mim e a Semed, para a Dra Mariléia Reis, da UFS, coordenar o projeto, renomeado “Alfabetização com excelência em Lagarto”. Via Skype, eu realizava quinzenalmente, aos sábados, a formação de toda a equipe: 70 crianças que cursaram três turmas do primeiro ano, findo o ano de 2017, passaram para o segundo ano, sabendo ler com fluência.

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The Symposium will discuss why literacy levels remain so low in Brazil.

The most recent data, from May 2025, from the Functional Literacy Indicator (INAF), shows that 29% of the Brazilian population between 15 and 64 years old is considered functionally illiterate. It is believed that the main cause for such alarming data lies in the scientific lag in the foundations of public literacy policies.

In reality, these foundations lack advances in linguistics, psycholinguistics, sociolinguistics, neuropsychology, and the neuroscience of reading. This deficiency hinders planning for the efficient training of teachers and for the development and adoption of teaching materials. Also invited to participate in the training were vital people for the success of the project: the deputy secretary of education, Silvânia Santana dos Santos, the researcher and master Rogério Reis Benedito, Director at the Lagarto Legislative School (Elege) at the Municipal Council of Aldermen, and the Pedagogical Coordinators of the two schools, Maria da Piedade S. Oliveira and Luzinema Matias dos Santos. Via Skype, I conducted bi-weekly training sessions for the entire team on Saturdays: 70 children who were in three first-grade classes, by the end of 2017, had moved on to the second grade, knowing how to read fluently.

I would like to highlight the one offered by the Lagarto Municipal Education Department in Sergipe, at the Raimunda Reis Municipal School, with teacher Jaqueline da Silva Nascimento, with two classes; The Manoel de Paula multi-purpose school with teach Via Skype, I conducted bi-weekly training sessions for the entire team on Saturdays: 70 children who were in three first-grade classes, by the end of 2017, had moved on to the second grade, knowing how to read fluently.



## A literacia: uma relação dinâmica entre o organismo e o meio

*Symposium 13: How to overcome low levels of literacy*

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Um leitor menos passivo do romance “James” de Percival Everett (2025) e atento às múltiplas políticas e intervenções tendentes a minorar níveis de literacia pouco recomendáveis sentirá como um magneto a imagem que figura na capa do livro com o mesmo título publicado em Portugal: um lápis já meio usado, de ponta afiada, seguro pelos dedos de uma mão de pele negra. E o desvelar do significado do lápis desenrola-se à medida que o leitor se familiariza com algumas rotinas do escravo James. O chamamento para a leitura leva-o, por exemplo, a infiltrar-se às escondidas na biblioteca do juiz Thatcher, acabando por incautamente deixar livros fora do sítio. Mais: esse pendor para a leitura, afinal para a linguagem, acaba por despertar a escrita, razão pela qual manteve consigo em segredo um caderno e um lápis durante a sua fuga para a liberdade porque queria deixar a sua história escrita, não relatada.

Ficção é ficção. Sem dúvida. Tenham-se, sem embargo, em conta as vivências que a nutrem, designadamente neste particular as literácitas que ecoam nos marcadores aduzidos: biblioteca, livros, leitura, lápis, caderno, escrita. Toda uma envolvência estribada na escrita que, quando existe em grau razoável, permite que se desenhe sem grande risco um prognóstico favorável a quem entra no mundo da escrita, no processo de alfabetização, alicerce afinal da literacia.

Em matéria de aquisição/aprendizagem da linguagem oral e escrita, a envolvência não sendo suficiente revela-se, todavia, necessária. A interação entre o meio e o organismo impõe-se assim em detrimento da fixação exclusiva ou no meio, em linha com o empirismo, ou no organismo, em sintonia com o inatismo. É que sem a existência de um modelo não se pode verificar a acomodação de uma estrutura existente a uma situação nova de forma a gerar estruturas novas e

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distintas. A acomodação, particularizante na sua essência, não se afasta da imitação, de um conhecimento figurativo só admissível no quadro de um conhecimento operativo, de uma operatividade que corresponde a um aspeto estruturante generalizável da inteligência, mais consonante com o processo da assimilação. O equilíbrio entre assimilação e acomodação, entre conhecimento operativo e figurativo, compagina-se com a aludida interação entre organismo e meio, ou seja, com uma posição em que, para que se registre o saudável equilíbrio adaptativo entre os dois processos, não devem prevalecer nem a assimilação, conducente a um exagero de simbolização por via de uma absorção cega de dados do meio a estruturas existentes por generalização, nem a acomodação, favorável a uma colagem indesejada de estruturas ao modelo por mera imitação.

Na aquisição/aprendizagem da linguagem oral ou escrita, nada se processa casualmente. Mercê também da interação entre o organismo e o meio, o desenvolvimento da linguagem necessita tanto de bases biológicas compatíveis com as suas diversas etapas, como de modelos/métodos que intervenham para as ativar nas várias fases.

Partindo de Pinto (2025), é objetivo desta comunicação ilustrar como variadas ofertas do meio podem desencadear nos diferentes ciclos de vida do organismo atitudes que preparam seguramente bons futuros falantes, leitores críticos, escritores proficientes e finalmente cidadãos com níveis de literacia imprescindíveis na sociedade atual.

**Palavras-passe:** literacia; organismo; meio; relação dinâmica.

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## Construção e validação de instrumento de avaliação da compreensão leitora de adultos com escolaridade superior

*Symposium 13: How to overcome low literacy levels*

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Na perspectiva de que a superação dos baixos índices de leitura e escrita de estudantes brasileiros requer projetos educacionais que incluam todos os níveis de formação, desde os básicos (Ensino Fundamental e Médio) até os especializados (graduação e pós-graduação), a pesquisa que ora se apresenta visa à avaliação da compreensão leitora de adultos típicos com nível de escolaridade superior. Em razão da experiência com o ambiente educacional e também das demais vivências supostamente letradas da vida, espera-se desses sujeitos condição e desempenho leitores acima do básico, ou seja, produção de sentido a partir do escrito que inclua e ultrapasse a base textual, alcançando processos formulativos sustentados no texto e nos conhecimentos prévios e autorizados pelo que o texto contém não apenas em sua explicitude. Especificamente nesta apresentação, destacam-se aspectos da construção e validação de instrumento de avaliação da compreensão leitora, acessando três dimensões da compreensão inferencial: integração, sumarização e elaboração, conforme classificação de Gagné e colaboradores (1993). O teste se constitui por três unidades, cada uma composta por um artigo acadêmico que não requer conhecimento de domínio de área de especialidade (Shanahan, 2009), ajustado para fins de avaliação, e por 12 itens cujos formatos (preenchimento de lacunas, múltipla escolha simples e múltipla complexa – verdadeiro-falso e seleção de alternativas) e níveis de dificuldade (escala de seis pontos) variam. A perspectiva de compreensão leitora na qual se baseia o desenvolvimento do instrumento provém de aportes teóricos psicolinguísticos (Kintsch; van Dijk, 1978; Kintsch, 1998; Kintsch; Rawson, 2013; Gagné et al., 1993), e a de avaliação da compreensão leitora se respalda no estudo de Carvalho (2012). Quanto à validação, buscou-se evidência de validade de construto, de conteúdo e de estrutura interna das medidas. A primeira rodada de testagem do instrumento na população alvo foi realizada na Universidade Federal de Santa Catarina, no âmbito da pesquisa de Niehues (em andamento), tendo-se obtido resultados positivos quanto à qualidade linguística e psicométrica das medidas desenvolvidas.



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## Bateria de Testes de Leitura no Português Brasileiro

*Symposium 13: How to overcome low literacy levels*

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A Bateria de Testes de Leitura avalia escolares brasileiros do Ensino Fundamental. Atualmente, é composta por cinco medidas de avaliação do desempenho de leitura: 1. Teste de Leitura: Compreensão de Sentenças (TELCS); 2. Escala de Avaliação da Competência em Leitura pelo Professor (EACOL); 3. Teste de Reconhecimento de Palavras (TRP); 4. Teste de Reconhecimento de Palavras de Pseudopalavras (TRPp); 5. Teste de Taxa de Leitura (RRT). Todos estes instrumentos possuem manuais técnicos completos, com a apresentação dos referenciais teóricos, as propriedades psicométricas e as orientações detalhadas sobre a aplicação e correção dos escores bruto para Percentil e classificação de desempenho. Os instrumentos podem ser utilizados por profissionais da área da saúde e da educação. **Objetivo.** Prover fontes de evidências psicométricas para cada instrumento da Bateria de Testes de Leitura. **Método.** Participaram da amostra geral dos estudos de normatização até 1289 alunos e 72 professores do 2º ao 5º ano do Ensino Fundamental, falantes nativos do Português Brasileiro, selecionados de forma randomizada, de oito a 16 Escolas Estaduais estratificadas nas regionais em Belo Horizonte, Minas Gerais. Apenas seis alunos de cada sala de aula (que variou de 75 a 102) foram sorteados, a partir da lista de presença, para participar nos estudos. Na EACOL, TELCS, TRP e TRPp, a capacidade cognitiva geral dos alunos, avaliada por meio das Matrizes Progressivas Coloridas de Raven, situou-se em média no Percentil 76, classificado como média superior. Os estudos tiveram a aprovação do Comitê de Ética em Pesquisa da Universidade Federal de Minas Gerais. **Resultados.** Todos os testes da bateria demonstraram evidências de fidedignidade e de validade satisfatórias. A EACOL, TELCS, TRP e TRPp apresentam normas. **Conclusão.** A bateria propicia uma forma fidedigna, válida e rápida de avaliar as habilidades básicas de leitura de escolares. Oferece ainda suporte para o diagnóstico clínico da dislexia do desenvolvimento.

**Palavras-chave:** avaliação psicológica e educacional, medidas de leitura, dislexia, psicométrica.



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## Interação entre oportunidades educativas e cognição na compreensão de textos

*Symposium 13: How to overcome low literacy levels*

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A habilidade de ler e compreender textos exerce um papel decisivo no desenvolvimento educacional, social e cognitivo dos indivíduos. Trata-se de uma competência que não se desenvolve de forma espontânea, exigindo ensino sistemático ao longo da trajetória escolar. A leitura envolve a articulação de diferentes funções e processos, que permitem a construção de uma representação mental coerente com o conteúdo do texto (Abusamra et al., 2020). Neste trabalho, apresenta-se um estudo em andamento que investiga a compreensão leitora de estudantes do ensino médio e superior no estado de Goiás (Brasil), região que tem apresentado desempenho abaixo da média nacional em avaliações de larga escala voltadas à leitura e à compreensão de textos no ensino médio (Goiás, 2023). A pesquisa tem como objetivo examinar as interações entre processos cognitivos e fatores contextuais na eficácia e na compreensão leitora. Para a coleta de dados, são utilizados os seguintes instrumentos: (1) Teste Coletivo de Eficácia Leitora (TECLE); (2) questões de compreensão leitora em língua portuguesa do Exame Nacional do Ensino Médio (ENEM); e (3) questionário sobre oportunidades educativas. Em consonância com os achados de Abusamra et al. (2020), parte-se da hipótese de que a compreensão leitora resulta da interação entre fatores cognitivos e as oportunidades educativas disponíveis aos estudantes. Compreender essa relação é essencial para subsidiar práticas pedagógicas e a formulação de políticas públicas baseadas em evidências no campo do ensino da leitura.

**Palavras-chave:** Compreensão leitora; Eficácia leitora; Oportunidades educativas.



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*Symposium 14: Language in face of schizophrenia: interdisciplinary approaches***Cilene Rodrigues, Monica de Freitas Frias Chaves, & João Victor de  
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Schizophrenia spectrum disorders (SZ) are characterized by a range of symptoms typically categorized as positive (e.g., hallucinations, delusions, disorganized speech), negative (e.g., alogia, anhedonia, affective flattening), and disorganized (e.g., deficits in executive function, memory, and verbal fluency) (APA, 2013). These symptoms broadly affect cognition, manifesting with varying degrees of severity and diverse combinations, which contribute to the complexity of SZ diagnosis. SZ appears to affect different components of grammar, from phonology to pragmatics, interfering with speech production and comprehension, as well as with thought processes. Patients with SZ exhibit impairments in both the propositional and referential functions of language, reflecting disruptions in the underlying processes involved in the proper construction of grammatical structures. Importantly, these linguistic deficits do not appear to vary substantially across languages. Thus, language anomalies are strong candidates for SZ biomarkers, as recently highlighted. Nevertheless, we have not yet pinpointed exactly how SZ affects grammar. Moreover, approaches to language in schizophrenia have recently diversified, requiring interdisciplinary investigations that bring together psychiatry, neuroscience, computer science, and both theoretical and experimental linguistics. The symposium we propose falls within this interdisciplinary framework. Seeking to foster a more fine-grained investigation, it is particularly oriented toward the following questions:

- (a) How does schizophrenia affect the combinatorial system of human language?
- (b) How does this impairment relate to other cognitive symptoms of the disorder?
- (c) Is this effect a trait – a biological predisposition to the disorder, or a state – changes occurring during the course of the disorder?
- (d) How can Natural Language Processing (NLP) and computational modeling approaches help us build reliable linguistic markers of SZ?
- (e) Languages differ from one another in their grammatical systems. Does this variation affect the way SZ impacts grammar?



*Symposium 15: Documentation, Revitalization, and Acquisition of Endangered and  
Minoritized Languages*

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The Symposium on the *Documentation, Revitalization, and Acquisition of Endangered and Minoritized Languages* is dedicated to showcasing and disseminating insights from active projects centered on the documentation, description, and preservation of ancestral, indigenous, and minoritized languages across the globe (Amaral, 2021; Seifart et al., 2018). The critical value of efforts to sustain global linguistic diversity is, of course, emphasized by the United Nations' proclamation of the ongoing International Decade of Indigenous Languages (2022–2032).

This event aims to underscore interdisciplinary endeavors in endangered language documentation and their linkages with psycholinguistics, experimental and applied linguistics, and indigenous language pedagogy or revitalization — especially within small-scale and minoritized speech communities, as well as in communities of non-European heritage languages that have been (wholly or) partly displaced through forced migration.

Contemporary scholarship indicates that successful revitalization approaches increasingly depend on cross-disciplinary partnerships among linguists, educators, and activists to devise tailored training attuned to the unique requirements of Indigenous communities (Woods, 2022).

The symposium aims to convene international scholars, including Indigenous community members, Indigenous educators and language activists, students, and researchers worldwide engaged in research on endangered and minoritized languages (Henne-Ochoa et al., 2020; Shulist, 2023). Contributions are solicited across diverse topics pertaining to the world's endangered languages, including:

- Language documentation and its contributions to language maintenance
- Psycholinguistic research on endangered languages and its relevance for revitalization
- Research on language transmission and acquisition in indigenous, native, or ancestral speech communities
- Work on multilingualism and language contact in minoritized speech communities and linked processes of language endangerment or language emergence
- Work on community-led programs and strategies for language instruction, maintenance, revitalization, or reclamation of dormant or extinct ancestral languages



- Research into language maintenance and revitalization among (forcefully) displaced populations and speech communities

Submissions are particularly welcomed that feature co-authorship between community-internal and external academics, linguists and educators, on one side, and community representatives, educators, or language activists, on the other, thereby fostering connections between conventional language documentation research and local revitalization practices.

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## Metaconcepts as Cognitive Threshold Operators: From Karaja Epilinguistic Activities to Interlingua Restructuring in Language Education

*Symposium 15: Documentation, Revitalization, and Acquisition of Endangered and Minoritized Languages*

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This paper proposes an integrated account of linguistic metaconcepts as cognitive threshold operators that mediate the transition from epilinguistic activity to metalinguistic awareness and ultimately to the restructuring of interlingua systems in bilingual language development. Building on Haspelmath's (2021) notion of comparative concepts as explicitly defined analytical tools enabling cross-linguistic comparison, and on van Rijt and Nygård's (2026) empirical identification of metaconcepts as threshold concepts, we argue that these constructs are not only epistemological instruments of linguistic science but also internal cognitive operators that reorganize learners' representational systems. Metaconcepts such as constituency, dependency, argument structure, and compositionality enable a shift from linear to hierarchical representations of language, thus supporting the emergence of structurally grounded linguistic reasoning (Cf. Roeper, Maia and Pilati, 2020). The argument is grounded in pedagogical and experimental work developed in Maia (2022, 2023), where microstructural epilinguistic reflection activities based on Karajá data (including declarative, focus, and topic constructions) are used as a starting point for macrostructural metalinguistic generalization. These activities are initially presented through interlinear glosses and non-literal translations and subsequently through eye-tracking fixation maps collected from Karajá teachers. The results show how learners move from implicit sensitivity to explicit structural insight. This progression exemplifies the threshold nature of metaconcepts: once acquired, they reorganize the learner's cognitive system, enabling integration across syntactic, semantic, and discourse levels, and fostering what has been described as a "linguist's mindset." We further integrate these findings with evidence from bilingual processing discussed in Maia (2005; cf. also Section 6.2.2), where transfer of word order patterns from a head-final L1 to a head-initial L2 reveals the persistence of underlying grammatical representations. Rather than treating such transfer as error, we propose that these patterns reflect structured interlingua systems, shaped by parameter settings and processing routines. In this view, interlingua is not a deficient approximation of the target language, but a dynamic and rule-governed



system that evolves through successive restructuring stages. Crucially, making these patterns explicit through contrastive analysis enables learners to engage metacognitively with metaconcepts such as constituency and parameter setting, facilitating the reorganization of their grammatical representations. The pedagogical implication is that language education should move beyond both prescriptive correction and generic metacognitive training, incorporating explicit work with metaconcepts as threshold operators that make structural relations visible and cognitively manipulable. By aligning the epistemological foundations of linguistics with the cognitive processes of learning, this approach provides a unified framework for understanding how learners develop advanced linguistic competence, bridging theoretical linguistics, psycholinguistics, and educational practice.

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## The first dictionary of the Nalik language of New Ireland Province, Papua New Guinea

*Symposium 15: Documentation, Revitalization, and Acquisition of Endangered and  
Minoritized Languages*

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With 840 living indigenous languages in a population of approximately ten million, Papua New Guinea is the world's most multilingual country. The vast majority of these languages are still poorly documented, with only a minority having a dictionary (Eberhard, Simons, & Robinson, 2026). This presentation discusses a collaborative project to compile the first dictionary of the Nalik language, an Austronesian language spoken by approximately 4000 to 6000 people in the Bismarck Archipelago (Volker 2026). With universal bilingualism in Tok Pisin, the pidgin-creole national lingua franca, and exposure to English as the language of formal education, there is a rapid shift to Nalik being a language of lesser power relative to these languages (Anderson, 2015). An orthography was established for Nalik in 1990. Since then, a grammar for the language has been published, and some literature has been produced in Nalik, including children's books, literacy materials, an HIV awareness comic book, and translations of Bahā'ī and Christian scripture. The community as a whole supports the documentation and description of the language, including the compilation of a dictionary. The Nalik dictionary is being compiled as a collaborative and community-based lexicographic project between a non-indigenous resident linguist and community members, mainly elders. This approach is grounded in ongoing consultation and in the development of lexical resources that respond to local cultural, linguistic, and educational goals (Trotter et al., 2023). One evening a week, the linguist hosts a coffee night for interested persons, who meet for two to four hours to discuss dictionary entries. The evenings provide a space for sharing cultural knowledge and a language learning environment in which they can deepen their understanding of their own language. In this project, the responsibility of the L1 speakers is to ensure that both the core meaning of words and the cultural knowledge used to expand their definitions are accurate, while the trained linguist is responsible for eliciting the grammatical and semantic information needed for each entry and for



formatting the dictionary according to acceptable lexicographic standards. In this way, the dictionary emerges through an extended process of community consultation rather than as the product of a single compiler (Trotter et al., 2023). A number of issues have arisen as the dictionary has developed. While an orthography has been established, there are still differences regarding word divisions. A second question was whether to make the dictionary bilingual (Nalik – English), trilingual (Nalik – Tok Pisin – English) or monolingual Nalik. A Nalik-English format was chosen, with indexes of English equivalents and of semantic groupings referring back to the main Nalik entries. Another issue has been the degree to which commonly used words from other languages, especially Tok Pisin and English, should be included. The impact of colonialism has resulted in the loss of Nalik culture as well as of often related ethnobiological knowledge. This has meant that for many words, a more encyclopaedic than a purely lexicographic approach is preferable, with explanations of the cultural context of a concept, plant, or animal being given. This is especially relevant where a word has become rare or obsolete. As with all PNG languages, the near total collapse of book distribution systems in rural PNG, together with the absence of national or provincial government support for lexicographic or other language revitalisation or documentation work means that the printing of books has to be self-funded. With the rapid spread of smartphones and the popular practice of free file sharing by Bluetooth technology, it has therefore been decided to publish the dictionary online instead of in print, with the dictionary being hosted on an Australian library Pressbooks website that allows for open access viewing online or free downloading in a pdf format by the public. This has the advantage that a draft working copy can already be placed online for community comment and correction as the final version is being developed. A sample entry has already been placed online for community comment. Drafts of different parts of the dictionary will be uploaded after having been proofread by community elders at the end of 2026, with a final version envisioned for 2028.

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**Documentation, Digitalization, and Preservation of the Brahui  
Language of Rudbar-e Jonub in Iran: A Severely Endangered Language  
Minority**

*Symposium 15: Documentation, Revitalization, and Acquisition of Endangered and  
Minoritized Languages*

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The Brahui language, a member of the Dravidian language family, represents a unique linguistic anomaly due to its geographical isolation from other Dravidian languages and its primary presence in Balochistan, Pakistan, with smaller speaker communities in Iran. It is considered endangered, with limited intergenerational transmission and increasing pressure from dominant regional languages. This study focuses on the Brahui-speaking community of Rudbar-e Jonub in southeastern Iran, where a small population—estimated at fewer than 1,000 speakers—maintains the language under conditions of sociolinguistic marginalization. The research aims to document, digitize, and preserve the linguistic and cultural heritage of this community through a multidisciplinary approach that integrates field linguistics, digital humanities, and community-based participation. The methodology involves the collection of audio-visual data from natural discourse, oral traditions, and everyday interactions, followed by transcription, annotation, and translation into Persian and English. A digital corpus is developed alongside a lexicon of culturally significant terms, with particular attention to rituals, traditional knowledge, and material culture. The project also explores the creation of accessible digital archives and tools to support long-term preservation and community engagement. By integrating digital technologies with language documentation practices, this research contributes to safeguarding an underrepresented linguistic heritage and underscores the importance of localized efforts in global language preservation initiatives.



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## Indigenous Language Revitalization through Interdisciplinary Art Education Workshops

*Symposium: 15. Documentation, Revitalization, and Acquisition of Endangered and  
Minoritized Languages*

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One of the persistent challenges in linguistics and education is understanding how teaching, learning, and cultural expression intersect, particularly in the context of endangered or minoritized languages. The project aligns with Symposium 15: Documentation, Revitalization, and Acquisition of Endangered and Minoritized Languages, highlighting its contribution to language documentation, learning, and revitalization practices.

The project was developed as part of the author's master's research at the Núcleo Interdisciplinar para o Desenvolvimento Social (NIDES), of the Federal University of Rio de Janeiro (UFRJ). With a background in Visual Arts Education from the Escola de Belas Artes (EBA UFRJ) and professional experience as a bilingual school teacher, the project involved stop-motion workshops with students of the Ensino Fundamental II at EMI Guarani Para Poty Nhe'ë Ja, a public Indigenous school located in Aldeia Mata Verde Bonita, São José do Imbassá, Maricá RJ. It aimed to develop educational resources that integrate visual arts and language learning to support the teaching and acquisition of Guarani Mbya, promoting interdisciplinary learning, documenting linguistic knowledge and culture, while exploring collaborative approaches to education in an Indigenous context. Students worked together to create a stop-motion video illustrating the Guarani Mbya alphabet, translating oral and written linguistic knowledge into educational media and combining participatory methods with the integration of arts and linguistics.

The resulting video serves both as a didactic resource and a form of documentation, supporting the teaching and acquisition of a minoritized language, that supports both Guarani Mbya students in literacy development and non-Indigenous teachers and students in learning about



Guarani Mbya language and culture, facilitating language acquisition and intercultural understanding. The project demonstrates how interdisciplinary approaches can merge participatory methods with linguistic and cultural learning, translating Indigenous knowledge into accessible and culturally relevant educational resources. Through stop-motion, students translated oral and written Guarani Mbya knowledge into educational media, combining traditional knowledge with an animation filmmaking technique. The workshops encouraged student autonomy, providing a new creative skill to support the expression and documentation of their language and culture. This approach emphasized engagement while supporting language learning in a culturally grounded, participatory way.

Therefore, this work has the potential to contribute to language revitalization procedures, aligning directly with the theme of Documentation, Revitalization, and Acquisition of Endangered and Minoritized Languages.

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Figure 1. Student working on a stop-motion animation to represent the Guarani Mbya word *Petyngua*.



## Linguistic Enclaves at the Border: Skou Language Resilience Among a Minority of Skou Speakers in a Migrant-Dominant Market

*Symposium: 15. Documentation, Revitalization, and Acquisition of Endangered and  
Minoritized Languages*

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In high language contact at the border market between Indonesia and Papua New Guinea – indigenous languages face significant pressure from national languages and trade languages of both countries. According to Ethnologue (2026), Skou is classified as “an endangered language of Indonesia”; its users are “older adults only”. Recently, language maintenance is seen in which the language has now been taught at Skouw Mabo Elementary School (Personal communication, Msiren, March 2026). One of the reasons contributing to Skou language endangerment are modern “development”, says Yans Mahil Malo (60), ondoafi, customary leader of Skouw Mabo (Damarjati, 2018). Modern border market at Skouw has brought both countries’ lingua francas and cultures into contact. The bulk of the marketers at Skouw Market are “Indonesian migrants” (Rumawak, 2025) from various “linguistic groups” (Siegel, 1985) compared to indigenous Skou sellers who are minority in their indigenous land, while the buyers from Papua New Guinea also come from a variety of linguistic communities (Rumawak, 2026). Research on linguistics at the Skouw Market is under researched. In 2020, I delivered a talk on Batas (Border) Communication then in 2025 I researched language contract and Papua New Guinean customers’ language use at Skouw Market. However, I have not studied indigenous languages yet, especially Skou language thus I plan to research language resilience among a minority of Skou speakers amidst dominant migrant marketeers. My primary research question is “How do indigenous marketeers (Skouw speakers), maintain their heritage language within the highly multilingual and migrant-dominant environment of the Skouw Market?” In my research I am to contribute to use of Skou language at Skouw border market by Skou minority speakers. My research will focus on a qualitative study of five Skou speakers at the Skou Market—including the head of the local ojek (motorcycle) team and four market sellers. From these informants, I believe there are two older people who



speak the language, but I am not sure with their children — I need to do my research on that. It is a fascinating but urgent context, as these speakers are now a small "linguistic island" surrounded by a majority of Indonesian migrant sellers and neighbouring Mosso speakers. I want to explore how they use Skou as a tool for identity and social cohesion in such a high- contact environment. This study completion is approximately two months: April 2026 to May 2026 at the Skouw Market. Following the data collection, recordings will be transcribed and results will be analysed to know the use of Skou language at Skouw border market by Skou minority speakers. This study will show Skou Language Resilience Among a Minority of Skou Speakers in a Migrant-Dominant Market.

**Keywords:** Skou language resilience, language contact, borders studies, language maintenance, Indonesia-PNG Border.



Image 1: At a Skou Marketeer's stall at Skouw Market, taking a photograph after interviewing a Papua New Guinean customer on 25 November 2025 at Skouw Market



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**Gramaticoteca and Indigenous Language Education: grammatical  
systematization and pedagogical practices in the experience with the Karajá  
(Iny) people**

*Symposium: 15. Documentation, Revitalization, and Acquisition of Endangered and  
Minoritized Languages*

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This work presents an experience report on the development and implementation of Gramaticoteca in the context of Indigenous language education. The linguistic diversity of Indigenous peoples in Brazil demands initiatives that articulate grammatical description, teaching, and sociolinguistic valorization policies. In this context, Gramaticoteca is configured as a theoretical-methodological device aimed at organizing and making linguistic knowledge available for pedagogical purposes. It is grounded in assumptions from Sociolinguistics and Generative Grammar, particularly the view of language as an innate, hierarchical, and computational syntactic system organized according to formal principles. This perspective allows for a structured and explicit treatment of grammatical knowledge while maintaining sensitivity to language use in social contexts. In the context of the Karajá (Iny) people, whose language faces processes of language shift due to the hegemony of Portuguese, it becomes essential to develop actions that promote the maintenance and strengthening of language use in both school and community settings. The Gramaticoteca proposal therefore seeks to integrate linguistic description and pedagogical practice while respecting Indigenous epistemologies and fostering intercultural language education. The objectives of this study are to systematize grammatical aspects of the Karajá language based on empirical data, to develop contextualized teaching materials for bilingual and intercultural education, to support the linguistic and pedagogical training of Indigenous teachers, and to contribute to the maintenance and valorization of the Karajá language. The research adopts a qualitative, collaborative, and participatory approach, grounded in action research and linguistic ethnography, and is carried out in partnership with teachers and speakers from the Karajá community, ensuring the centrality of local knowledge in



the construction of materials. The methodological procedures include the collection and analysis of linguistic data at morphosyntactic and lexical levels; the organization of these data into a Gramaticoteca structured by grammatical categories and discursive uses; the development of pedagogical materials such as didactic sequences, language analysis activities and digital resources. The materials emphasize an especial approach to grammar, integrating form, use, and meaning, and valuing discursive practices specific to the community, while also incorporating formal insights from generative analysis in the organization of syntactic patterns. The results indicate progress in the descriptive systematization of the Karajá language as well as in the production of pedagogical materials aligned with local sociocultural practices. There is greater integration between linguistic knowledge and teaching, which supports the use of the Indigenous language in formal educational activities. Furthermore, the findings highlight the strengthening of teacher autonomy in the development and adaptation of materials, as well as increased student engagement with the Karajá language. Gramaticoteca has proven to be an effective tool for mediating between linguistic description and pedagogical practice, contributing to the consolidation of intercultural language education and to the valorization of Indigenous identity.

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## Indigenous Languages Grammar textbooks: The ProDoclin Experience in Brazil

*Symposium: 15. Documentation, Revitalization, and Acquisition of Endangered and  
Minoritized Languages*

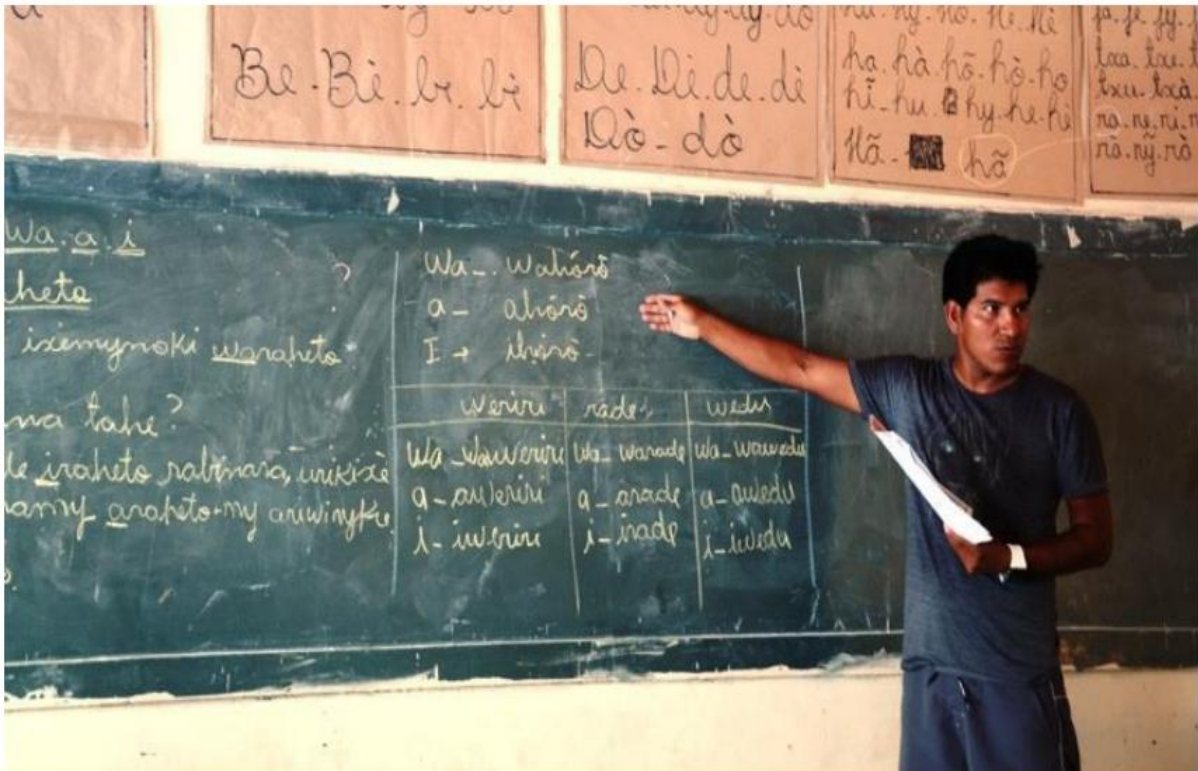
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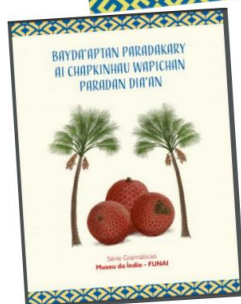
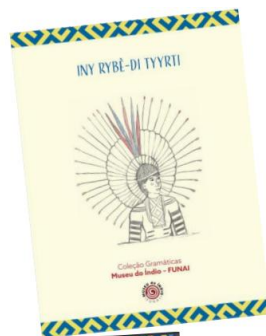
In one more response to UNESCO's International Decade of Indigenous Languages (2022– 2032) call, the National Museum of Indigenous Peoples, part of Brazil's National Foundation for Indigenous Peoples (FUNAI), in partnership with UNESCO, developed the Grammar Collection: a series of Indigenous Languages Grammar textbooks designed for use in schools in indigenous territories. The collection focuses on the indigenous languages of the Ikpeng (Karib, MT), the Karajá (Macro-Jê, TO), the Kawaiweté (Tupi-Guarani, MT), the Wapichana (Aruak, RR), the Kotiria and the Wa'ikhana (Tucano Oriental, AM) people, which face varying degrees of vitality and endangerment. Grounded in contemporary approaches to additional language teaching, these grammars adopt a communicative methodology that prioritizes contextualized language use and minimizes metalinguistic terminology. Each volume integrates extensive practice activities, promoting active engagement with grammatical phenomena. A distinctive feature of the project is its participatory research model, which brings together work teams made up of academic linguists and indigenous researchers, mostly teachers working within their own communities. This collaboration ensures both scientific rigor and cultural relevance, while fostering capacity-building among Indigenous participants through training in linguistic research, transcription, translation, and text production. Such reciprocal knowledge exchange contributes to strengthening linguistic awareness and supports language maintenance and revitalization efforts. This presentation will outline the project's methodological framework, with particular emphasis on workshop-based collaboration, and discuss key outcomes, including published materials and community feedback. It will also reflect on challenges encountered and propose future directions for similar initiatives aimed at safeguarding Indigenous languages.

**Keywords:** Indigenous languages; grammar textbooks; language revitalization; participatory research; Brazil.





Oficina de Gramática Pedagógica Karajá na aldeia Hawalò



*Symposium 16: 20+ years and counting: neurophysiology studies in Portuguese*

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The proposed symposium aims to celebrate 20+ years of electrophysiology of language in Brazil. The simple act of recognizing and producing words and then joining them into sentences involves a series of subtle cognitions that until recently could not be assessed in depth.

The ACESIN (Syntactic Access) Laboratory was founded in 2006, and has since investigated the neurophysiological foundations of language acquisition, lexical access, and sentence processing, studying the syntactic, morphophonological, and semantic aspects of the process.

ACESIN employs online psycholinguistic protocols and event-related brain potential (EEG/ERP), a pioneer of its kind in Brazil.

The proposed symposium aims to celebrate the trajectory of the lab and the influence it continues to have on scientific production in the field, being one of the few groups in the world to produce neurocognitive research in Portuguese.

We invite current researchers of the lab as well as alumni working in both national and international universities and their students to present their work. We propose that the symposium be online or hybrid.



## Análise do Mismatch Negativity (MMN) como índice de discriminação dialetoal

*Symposium 16: 20+ years and counting: neurophysiology studies in Portuguese*

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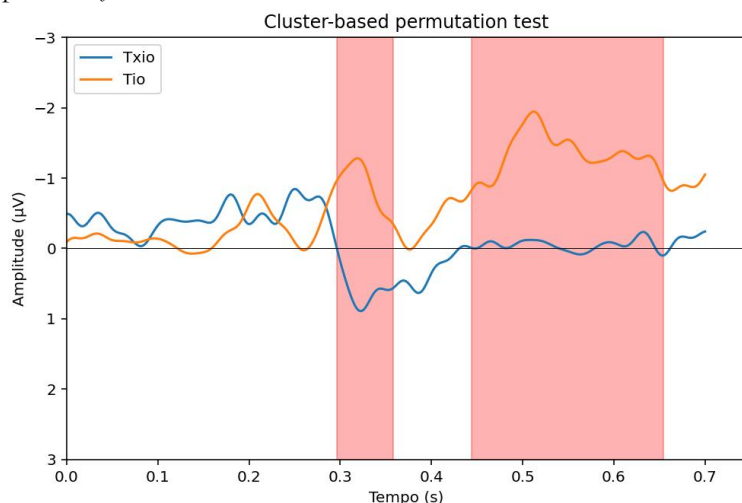
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A percepção linguística é um tópico estudado em diversas disciplinas. No caso da Sociolinguística Variacionista, enfoca-se não puramente a percepção dos sons, mas o que está associado a eles: o significado social. Para entender, de modo *on-line*, como a percepção sociolinguística de diferentes dialetos ocorre, esta pesquisa fez uso de Eletroencefalografia (EEG), com a metodologia Potenciais Relativos a Eventos (ERP), de modo a analisar se a apresentação de estímulos sociolinguisticamente variáveis no paradigma chamado de *oddball*, com sujeitos nativos do Rio de Janeiro, elicitaria o componente bioelétrico *Mismatch Negativity* (MMN). O fenômeno linguístico variável analisado foi a palatalização das oclusivas alveolares /t, d/ diante de /i/, na palavra *tio*, que possui uma variante saliente e não utilizada na comunidade de fala do Rio de Janeiro. Como controle, utilizou-se o fenômeno da nasalização pretônica variável na palavra *canal*, cujas variantes coexistem na cidade do Rio de Janeiro. Como resultado, identificamos um pico inicial entre 200 e 300 ms correspondente ao MMN clássico, que não foi modulado pela alteração da variante durante o cálculo do MMN de identidade (iMMN). Porém, dois outros picos foram identificados: um em 296–358 ms, existente nos dois fenômenos analisados (palatalização e nasalização), e outro mais tardio e distribuído em 444–654 ms, que só aconteceu no caso da palatalização, o que foi interpretado como a percepção mais tardia de que a variante não pertence à comunidade de fala do Rio — o que é representado nos gráficos 1 e 2. Embora o pico mais tardio não tenha sido modulado por informações sociais captadas do participante após o experimento de EEG, o pico compartilhado entre os dois fenômenos foi modulado por *ter amigos que usam a variante de fora do Rio*, sugerindo que ter afeto positivo por pessoas que falam assim aumentaria a capacidade de percepção do estímulo quando está na posição desviante. Em suma, esses dados revelam uma temporalidade do acesso às informações sociolinguísticas que dá base a novas pesquisas que façam interface entre Sociolinguística e Neurociência, além de oferecer evidência de que a informação sociolinguística é acessada posteriormente à informação linguística do input auditivo. Assim, esta pesquisa expande o campo de interface entre as duas áreas e o entendimento sobre como o cérebro lida com a linguagem humana.



## Materiais suplementares

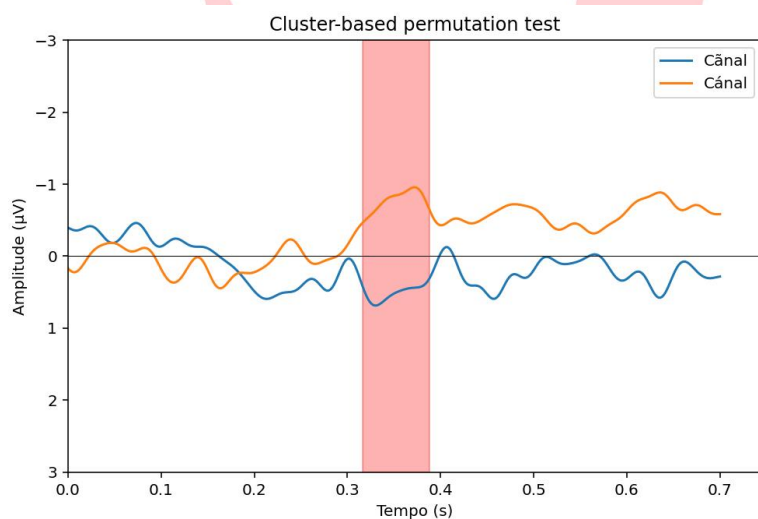
Gráfico 1 — iMMN da palatalização das oclusivas alveolares + regiões significativas com base no teste de permutação baseado em *clusters*



Fonte: autores (2026).

Legenda: regiões marcadas em vermelho mostram os picos em que há diferença significativa entre a variante não palatalizada (Tio; de fora do Rio de Janeiro) e a palatalizada (Txio; usada no Rio de Janeiro). O pico do MMN clássico, que ocorre entre 200 e 300 ms, não sobrevive ao cálculo do iMMN, refletindo que o MMN clássico não é afetado por informações sociolinguísticas.

Gráfico 2 — iMMN da nasalização pretônica + regiões significativas com base no teste de permutação baseado em *clusters*



Fonte: autores (2026).

Legenda: a região marcada em vermelho mostra o pico em que há diferença significativa entre a variante oral (Cáanal) e a variante nasal (Cãnal). Percebe-se a negatividade maior para a variante oral. O pico do MMN clássico, que ocorre entre 200 e 300 ms, não sobrevive ao cálculo do iMMN, refletindo que o MMN clássico não é afetado por informações sociolinguísticas.



## Potenciais cerebrais eliciados por agramaticalidade em PB como evidência de processamento morfossintático automático

*Symposium 16: 20+ years and counting: neurophysiology studies in Portuguese*

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Um debate que atravessa domínios teóricos e experimentais da linguística, dentre os quais a neurociência da linguagem, é a natureza do processamento morfossintático: ao escutarmos frases, computamos suas estruturas via mecanismos de parsing com base em um conhecimento morfossintático abstrato? Neste experimento de eletroencefalograma, apresentamos auditivamente pequenos sintagmas em paradigma multifeature com tarefa de escuta passiva (Näätänen et al, 2004) com o objetivo de observar se respostas eletrofisiológicas independentes de atenção, como o mismatch negativity sintático (Pulvermüller; Shtyrov, 2003, 2006), seriam moduladas pelo número de violações nos estímulos. Tem-se por hipótese que o processamento ocorre via mecanismos de segmentação e combinação de traços morfossintáticos presentes nas sentenças, o que se evidenciaria caso a amplitude da resposta eletrofisiológica aumentasse conforme o número de violações morfossintáticas nos estímulos (ou seja, um efeito cumulativo). Três sintagmas foram incluídos no estudo: gramatical (“eu adoto”), com 1 violação (“eu \*adota”, violação de concordância de pessoa) e com 2 violações (“eu \*adotam”, violação de concordância de número e de pessoa). Os resultados revelaram um quadro complexo, mas aparentemente favorável à hipótese: os potenciais cerebrais eliciados parecem refletir um efeito cumulativo e sustentado de processamento morfossintático que são modulados pelo número de violações, com possível contribuição do efeito MMN mas que sugerem também processamento automático diretamente gramatical (i.e., não intermediado pelo MMN). A topografia dos efeitos parece mostrar um acúmulo de efeitos morfossintáticos-semânticos, ainda que a resposta cumulativa precoce significativa apenas na região anterior esquerda (150-250ms) e na região fronto-central (250-450ms) possam refletir processos especificamente morfossintáticos. Sugerimos, a partir de nossos achados, que empregamos conhecimento morfossintático abstrato no curso do processamento de sentenças via parsing de forma automática e independente de atenção, ainda



que limitações do estudo tornem replicações prementes para apontamentos mais fortes sobre os mecanismos que subjazem as respostas eletrofisiológicas.

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## Inhibition in language and in the brain: From a Granularity Mismatch

### Problem to neural oscillations

*Symposium 16: 20+ years and counting: neurophysiology studies in Portuguese*

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With a long history in neuroscience, physiology and, more recently, psychology, inhibition is a concept/construct so widely stretched that some have argued we need to be more specific — or choose new terms. Neurologically, inhibitory-excitatory dynamics are crucial for the overall functioning of the brain, whereas disruptions in this balance are commonly associated with diverse human conditions or impairment, such as autism, epilepsy, and language disorders (Sánchez-Meléndez *et al.*, 2024; Soto-Icasa *et al.*, 2024). Some have proposed a global mechanism for inhibition (Wessel & Anderson, 2014), while others argue in favor of domain-specific inhibition. Language appears to recruit inhibition in several instances, e.g., lexical competition, word production, syntax, pragmatics, language switching, and so on. I argue that, while some language-related processes may rely on a general-domain inhibition network such as the proposed above-mentioned, not all inhibitory processes in language can be explained by such models. Inhibition in language processing accurately illustrates Granularity Mismatch and Ontological Incommensurability Problems (GMP and OIP; Poeppel & Embick, 2005; Embick & Poeppel, 2014). Hence, and in line with Rey-Mermet, Gade, Oberauer (2018), I call into question inhibition as a single psychometric construct. I present an ongoing research on inhibitory (sub)processes of language comprehension in Brazilian Portuguese (BP) that holds two broad goals: (i) to verify how the term 'inhibition' has been recently used in neuro- and psycholinguistics; and (ii) to experimentally contrast linguistic and non-linguistic inhibition to assess to which extent they rely on the same neural network and dynamics. Following a scoping review to be discussed in terms of GMP and OIP, the study was conceived with two experimental stages: first, I measure response times (RT) in a semantic violation paradigm aiming at reproducing in BP the inhibition of predicted words in sentence endings when the prediction is violated, as reported in studies with other languages; the second and critical experiment adopts



a dual-task design to contrast the same linguistic task with a stop-signal task while collecting EEG data. Crucially, in addition to behavioral measures (RT), Experiment 2 was designed for the analysis of both ERP and cortical beta band oscillations — pointed by Wessel & Anderson (2024) as a possible signature of domain-general inhibition. This interdisciplinary study may have a handful of theoretical and practical implications, including: adding empiric evidence to a productive debate on the nature of inhibition and the interplay between language and other cognitive faculties; placing Portuguese as an additional reference for comparative studies; adding to the research effort in language-related neural oscillations in Portuguese, which is currently flourishing in Brazil; contributing to a better understanding of cognitive processes which often appear unbalanced in language disorders, autism, Parkinson's and a number of conditions.

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## Restaurant to restore? An EEG study on the neurophysiological path of diachrony in lexical access

*Symposium 16: 20+ years and counting: neurophysiology studies in Portuguese*

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When Brazilian Portuguese speakers enter in a restaurant, they don't realize they are about to restore ourselves. In fact, while it is true that the word *restaurant* comes from *to restore*, speakers probably don't realize that anymore. Could it be, however, that our faculty of language keeps some memory of that linguistic relationship that was transparent in past centuries, but that today has become opaque? If that's the case, when we present the words *to restore* to a participant in a priming experiment, accessing the word *restaurant* subsequently should be easier than accessing a non-related word. Thus, in the present work, we evaluated the lexical access of words that are, today, semantically opaque in relation to those that originated them. Our goal is to verify whether these words maintain a relation of morphological identity with each other -- or if it is the case that the diachronic distance between the two makes us adjust their roots and, thus, open different entries in our mental lexicon (Stockall, Marantz, 2006; França et al., 2008).

We carried out both a behavioral and a neurophysiological experiment with EEG, so both behavior and the processing cost that follows the milliseconds of understanding the onset of a word could be evaluated. Having a lexical decision set as the experimental task, we used a multimodal priming paradigm with a long SOA, as these conditions inhibit decompositional access to semantically opaque targets (Heyer, Kronishova, 2018). As dependent variables, we had the behavioral response time, the accuracy rate of the behavioral response and the wave amplitudes of the neurophysiological component N400 (300 to 500ms after onset of the target). As independent variables, we had i) the type of relationship between prime and target: intact morphological relationship (*restaurar-restauração*), morphological but semantically unclear relationship (*restaurar-restaurante*) or no relationship (*restaurar-navegar*); and ii) the number of



morphological layers of the targets: 1 layer (*restaurar-restaurante*) or 2 layers (*restaurar-restaurantezinho*).

Both our behavioral and neurophysiological results pointed to a higher cost of lexical access for the word *restaurante*, when compared to *restaurar*, suggesting that these words do not have morphological identity in the current speaker's mind. We interpret this result as denoting a kind of lexical Garden Path: the speaker can be taken at first to raise the hypothesis of identity between prime and target, but soon has to adjust the bet to another semantic contract. We make use of the theory of Distributed Morphology (Halle, Marantz, 1993) to explain these results: the inheritance of the prime fails and, when our parser perceives the Garden Path, it returns to the Encyclopedia to renegotiate the meaning of the new root.

Regarding the processing cost of words with different amounts of morphological layers, we obtained contrasting results for the behavioral and neurophysiological measures. Behaviorally, i.e., when word wrap-up processing is what is evaluated, we found a word size effect: the more layers a word had, the more expensive its lexical access was, as predicted by the Affix Stripping hypothesis (Taft, Forster, 1975). However, neurophysiologically there was no difference in the processing of words with one or two morphological layers when these words shared a derivational history, that is, when they shared the merge between the root and the first categorizing morpheme. Such merge characterizes what we know as the point of Saussurian arbitrariness and, thus, the sharing of this point characterizes the status of lexical identity.

**Table 1. Example of experimental conditions**

#	Condition	Prime (oral)	Target (written)
MI1	Morphological Identity 1 layer	Professor (teacher) Profess+or	Professor (teacher) Profess+or
MI2	Morphological Identity 2 layers	Professor (teacher) Profess+or	Professoril (professorial) Profess+or+il
MO1	Morphological Opaqueness 1 layer	Professor (teacher) Profess+or	Professar (to profess) Profess+ar
MO2	Morphological Opaqueness 2 layers	Professor (teacher) Profess+or	Professado (professed) Profess+a+do
SR1	Semantic Relationship 1 layer	Professor (teacher) Profess+or	Ensinar (to teach) Ensinar
SR2	Semantic Relationship 2 layers	Professor (teacher) Profess+or	Educação (education) Educ+a+ção

**Image 1. RTs of the behavioral lexical decision task**

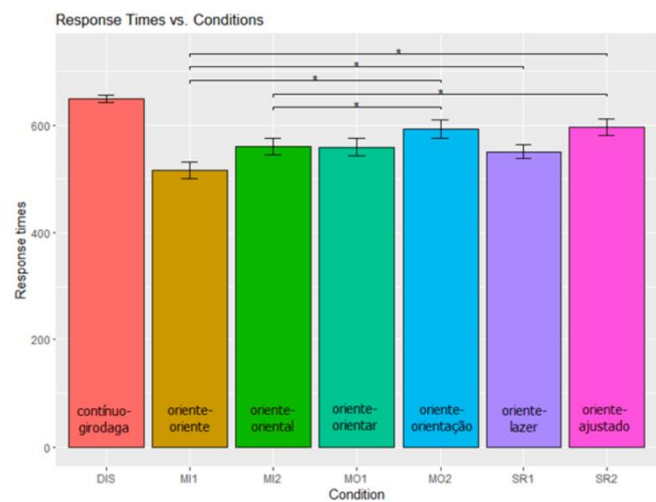
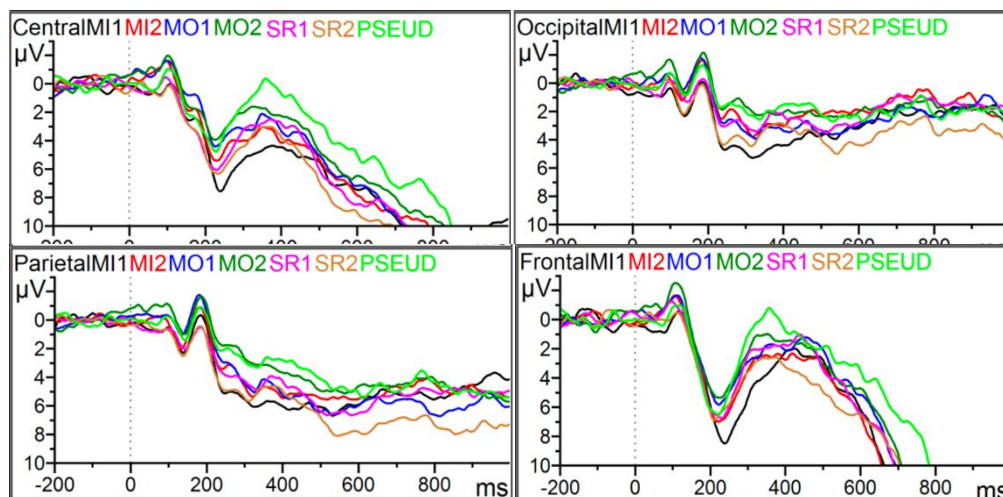


Image 2. Brain wave amplitudes for all experimental conditions, in four electrode areas:  
Central, Occipital, Parietal and Frontal.



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## **Análise da avaliação do desenvolvimento da linguagem (ADL II) em crianças com paralisia cerebral hemiplérgica: um estudo psicolinguístico**

*Symposium 16: 20+ years and counting: neurophysiology studies in Portuguese*

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**INTRODUÇÃO** - A linguagem é um processo mental complexo e por isso, ao longo dos anos, diversas teorias abordam a forma como é adquirida. Devido à complexidade deste processo, além do crescimento e desenvolvimento do indivíduo, a maturação cerebral, aprendizagem, aspectos psíquicos e sociais são essenciais 1 . Quaisquer alterações cerebrais que ocorram nos primeiros anos de vida, portanto, podem comprometer os estágios de desenvolvimento e causar danos irreversíveis 2 . Uma dessas alterações no desenvolvimento é a Paralisia Cerebral (PC). Na classificação de Rosenbaum (2007), a hemiplegia espástica é descrita como comprometimento de um membro inferior e um superior do mesmo lado, e lesão cerebral no trato piramidal contralateral, que gera aumento do tônus muscular e rigidez 3 . No que diz respeito à avaliação da linguagem, o protocolo ADL II 4 vem sendo utilizado como guia de compreensão do desenvolvimento linguístico dessa população e retrata, em linhas gerais, quais habilidades linguísticas estão possivelmente alteradas.

**OBJETIVO** - Esta pesquisa busca analisar o desenvolvimento linguístico de pré-escolares com diagnóstico de paralisia cerebral.

**METODOLOGIA** - Estudo qualitativo e quantitativo, observacional descritivo de levantamento de dados retrospectivos compilados em prontuário eletrônico, iniciado em Janeiro/2020 e finalizado em Agosto/2023 (CAAE 54996721.0.0000.0022). Ao final da triagem de todos os critérios de inclusão e exclusão, foram incluídos na pesquisa 22 participantes que foram divididos em 2 grupos, de acordo com os dados sobre a cognição descritos em prontuário. Após a classificação dos participantes em seus respectivos grupos e subgrupos, conduzimos uma análise estatística para observar a prevalência dos resultados encontrados.

**RESULTADOS** - Observamos que no grupo sem alteração cognitiva (A) 73% participantes apresentaram comunicação verbal inteligível e 27% apresentaram comunicação verbal ininteligível. No grupo com alteração cognitiva (B), nenhum participante apresentou comunicação verbal inteligível, enquanto 86% apresentaram comunicação verbal ininteligível e 14% apresentaram comunicação não-verbal. Os dados mostraram diferença significativa entre os grupos A e B para as variáveis relacionadas à comunicação ( $p < 0.005$ ). No nosso estudo, observamos que a presença de atraso na cognição pode indicar piores índices de comunicação. A análise do ADL II evidenciou alterações específicas de compreensão da linguagem no



grupo sem atraso da cognição (nas provas de compreensão de orações adjetivas; identificação de relação espacial; conceito da palavra "diferente"; e quantidade numérica).

CONCLUSÃO – O estudo aponta que o desenvolvimento linguístico em crianças com paralisia cerebral está fortemente relacionado ao desempenho cognitivo, sendo observadas maiores dificuldades comunicativas dos participantes com alteração da cognição. Mesmo no grupo sem comprometimento cognitivo, foram identificadas alterações específicas na compreensão da linguagem, evidenciando que a PC pode impactar especificamente o desenvolvimento da linguagem. Esses achados reforçam a importância de avaliações padronizadas, como o protocolo ADL II, para a identificação precoce das dificuldades e para o direcionamento de intervenções terapêuticas mais adequadas ao perfil de cada criança.

PALAVRAS-CHAVE: Aquisição de linguagem; Paralisia Cerebral; Psicolinguística.

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*Symposium 17: L2 acquisition at linguistic interfaces: Rethinking the Interface Hypothesis***Joana Teixeira**

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Over the past decades, a central question in second language (L2) acquisition research has been whether or not the ease of acquisition of a given phenomenon depends on the specific domain or interface between domains involved. According to the Interface Hypothesis, difficulties affecting grammar-internal domains tend to diminish or disappear as L2 proficiency increases, whereas performance at the syntax–discourse interface remains persistently unstable, irrespective of the specific L1–L2 pairing (Sorace, 2011). On this view, the syntax–discourse interface constitutes a particularly vulnerable area in L2 acquisition. The instability observed at this interface has been attributed to processing inefficiencies in the real-time integration of grammatical and extragrammatical information, considered a by-product of bilingualism (Sorace, 2011, 2016).

While numerous studies have provided empirical support for the predictions of the Interface Hypothesis (see Sorace, 2011, 2016), others have challenged its core claims. Some have shown that L2 learners can achieve target-like performance with respect to phenomena at the syntax–discourse interface (e.g., Slabakova, 2015; Teixeira, Fiéis & Madeira, 2025), whereas others have demonstrated that grammar-internal interfaces may also give rise to persistent difficulties (e.g., Madeira, Fiéis & Teixeira, 2024; Paradis, 2019). There is some evidence that factors not fully accounted for by the Interface Hypothesis – such as properties of the learners’ L1 and the frequency of relevant constructions in the input – may significantly modulate the degree of difficulty associated with interface phenomena (see Slabakova, 2015; Teixeira, 2020; Teixeira, Fiéis & Madeira, 2025).

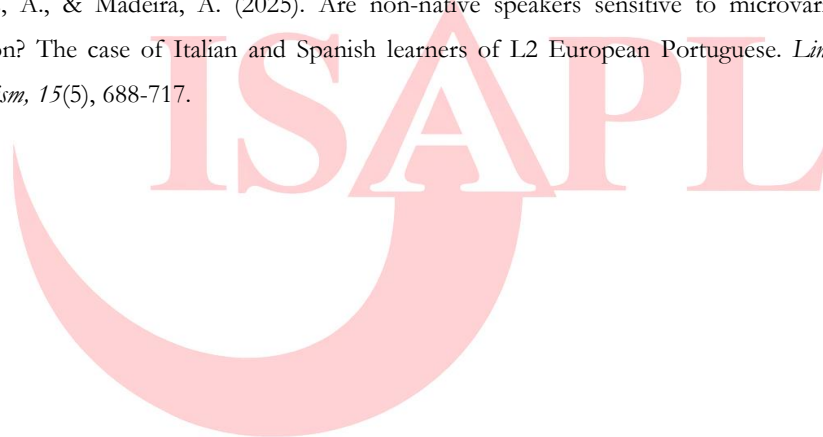
By bringing together researchers working on L2 acquisition at linguistic interfaces, this symposium seeks to advance the debate on several questions that remain open in the literature:

- (i) Are strictly syntactic phenomena, or those involving interfaces internal to grammar, easier to acquire in a L2 than phenomena at the syntax–discourse interface, as proposed by the Interface Hypothesis?
- (ii) Is the syntax–discourse interface necessarily a locus of permanent optionality in L2 acquisition?
- (iii) To what extent are difficulties at linguistic interfaces modulated by factors such as L1 influence and properties of the L2 input?
- (iv) In cases of permanent problems at the interfaces, are these problems attributable to processing inefficiencies, or do they reflect underlying representational deficits?



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## Clefts in focus: L2 acquisition of the syntax-discourse properties of European Portuguese clefts

*Symposium 17: L2 acquisition at linguistic interfaces: Rethinking the Interface Hypothesis*

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In European Portuguese (EP), *é-que* clefts (ECs) and standard clefts (SCs) can both mark left-peripheral focus. However, they do not consistently convey the same reading (Lobo, 2006; Lobo et al., 2016). While ECs are specifically associated with contrastive focus (CF), SCs are acceptable in both information focus (IF) and CF contexts. ECs are unique in EP, whereas SCs seem to have equivalence in languages like English and Italian. In Italian, clefts are more frequently associated with CF (Roggia, 2009), while IF's dedicated syntactic position is in the vP periphery (Belletti, 2015). Despite the lack of consensus on the nature of Mandarin clefts, we assume a focus position below vP following Paul and Whitman (2008). Thus, the syntactic configuration of SCs in EP resembles that of Italian more than Mandarin, while their discourse properties differ. In L2/LnA, the Interface Hypothesis (IH) (e.g., Sorace, 2011) claims that the syntax-discourse interface presents persistent challenges, even when the L1 and L2/Ln share similar features. This study examines 1) whether the syntax-discourse properties of EP clefts challenge learners even at the near-native level, as predicted by the IH, and 2) whether L1 background and proficiency modulate sensitivity to discourse constraints.

We conducted a contextualized acceptability judgment task to investigate the felicity of subject ECs and SCs bearing CF and IF, with the stimuli presented visually and auditorily. A baseline experiment first assessed the acceptability of cleft structures in CF contexts, and only learners with a mean rating of at least 2 out of 3 for subject ECs entered the analysis of the main experiment. The final sample, therefore, consisted of 40 EP native speakers, 37 L1-Mandarin learners, and 31 L1-Italian learners ranging from higher intermediate to near-native proficiency.

Results from CLMM analyses and planned contrasts of odd ratios (OR) using emmeans indicated a clear asymmetry between structures. SCs were rated highly by all groups in both contexts with no significant group differences. By contrast, native speakers strongly disfavoured ECs bearing IF ( $p < .001$ ) and robustly preferred ECs bearing CF to EC in IF contexts (OR =



99.0,  $p < .01$ ). While L1-Italian learners showed no reliable structural preference after Holm adjustment (no significant differences between EC and SC in ratings in either focus context), L1-Mandarin learners preferred SCs in both contexts ( $ps < .01$ ). Between L1-Italian and L1-Mandarin speakers, no significant difference of ratings or of the proficiency slopes were found, while proficiency positively modulated the ratings of *é-que* clefts in both contexts only in the L1-Mandarin group. Near-natives, in turn, no longer differed from the natives on ECs bearing CF, but they rated ECs bearing IF significantly higher (MAN-PT: OR = 31.27,  $p = .003$ ; ITA-PT: OR = 8.98,  $p = .046$ ).

In sum, while SCs seemed to converge early, the use of EC in CF contexts was acquired as proficiency advanced in the L1-Mandarin group, whereas learners remained insensitive towards its infelicity in IF contexts even at the highest proficiency level, regardless of the characteristics of the L1. Despite the fact that Italian allows for focus preposing, which resembles in many aspects EC, L1-Italian learners displayed non-native-like preferences across discourse contexts; L1-Mandarin learners showed preferences for SCs across the board. Such findings are thus consistent with the IH, while highlighting that both convergence and persistent divergence are selective in terms of structures and of discourse contexts.



Example of the Main Experiment

Replay

O menino está a tocar flauta em casa?



A. Não, é a menina que está a tocar flauta em casa.

0 1 2 3

B. Não, a menina é que está a tocar flauta em casa.

0 1 2 3

Replay

Quem está a tocar guitarra na rua?



A. É o menino que está a tocar guitarra na rua.

0 1 2 3

B. O menino é que está a tocar guitarra na rua.

0 1 2 3

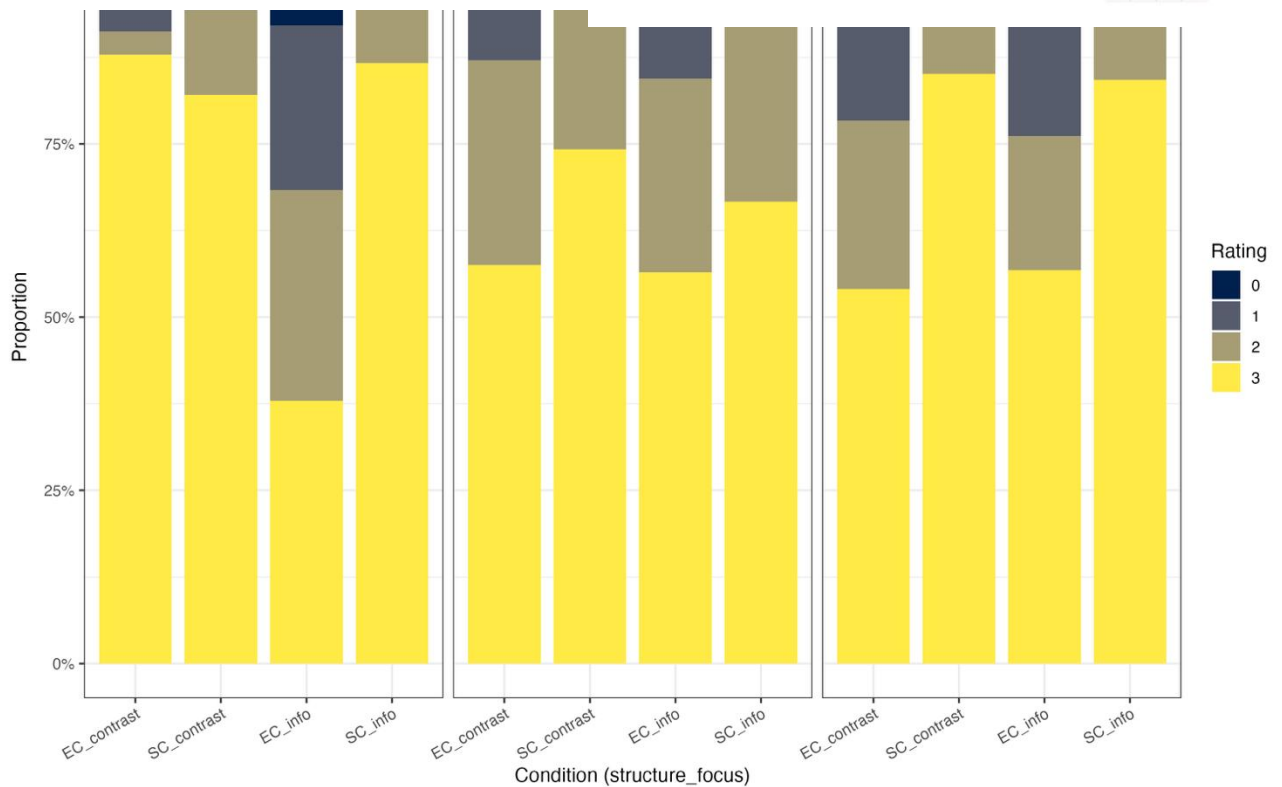


Figure 1 Proportions of ratings by condition × language group

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## SER, ESTAR and FICAR in EP L2: oral production insights into the Interface Hypothesis

*Symposium 17: L2 acquisition at linguistic interfaces: Rethinking the Interface Hypothesis*

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**Introduction:** This study investigates the acquisition of copular constructions in European Portuguese (EP) by native speakers of Chinese within the Interface Hypothesis (IH) framework (e.g. [1]; [2]; [3]; [4]; [5]; [6]; [7]; [8]). The IH posits that linguistic interfaces are particularly vulnerable in adult L2 acquisition, resulting in delays and residual optionality. Subsequent research further suggests that interface difficulty is not uniform, with the syntax-pragmatics interface posing greater challenges than the syntax-semantics interface ([5]; [7]). Given that semantics is mediated by syntax, syntax-semantics properties are predicted to be more accessible than syntax-pragmatics ones, yet still more complex than narrow syntax due to an added layer of integration ([9]). Copular constructions offer an optimal testing ground for the syntax-semantics interface, as they exhibit considerable cross-linguistic variation in the encoding of semantic features within the sentence skeleton (functional and/or lexical heads).

In EP locative contexts of mobile and non-mobile objects, copular selection is determined by the semantic properties of the located entity: *estar* is used with mobile entities when no change of location is implied (1), whereas *ficar* is licensed when a change of location is entailed ((2), [10]). Non-mobile entities may be located with either *ser* or *ficar* (3). Thus, whereas *estar* is restricted to mobile entities and *ser* to non-mobile, *ficar* may appear in both contexts, creating an ambiguous input. By contrast, Chinese employs the coverb *zài* ‘be at’ to introduce locative phrases, without encoding the copular distinctions observed in EP (4). Previous L2 research has identified a difficulty hierarchy, whereby locating objects with *estar* is the less demanding stage ([11]; [12]; [13]).

**Research questions:** (i) Are Chinese learners sensitive to the semantic features associated with EP copular verbs, enabling accurate verb selection in the location of objects? (ii) Do learners rely on a default copular verb?



**Hypotheses:** H1: learners successfully use *estar* to locate mobile entities not involving change of location; H2: learners alternate between *ser* and *ficar* when locating non-mobile entities; H3: learners overgeneralize *estar* as a default copula in locative constructions ([11], [12], [13]).

**Method:** Participants included 36 intermediate and 36 advanced Chinese learners of EP, as well as a control group of 30 native speakers. Data were collected through an oral production task consisting of 12 target items, 6 eliciting the location of mobile entities not involving change of location (1) and 6 eliciting the location of non-mobile entities (2), along with 22 filler items.

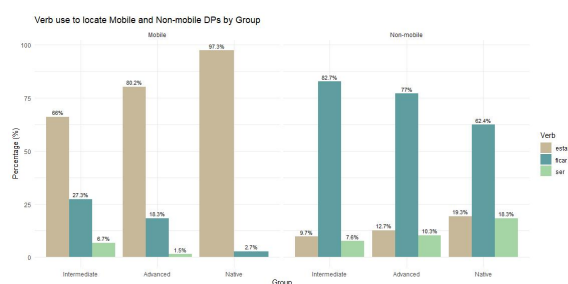
**Results:** Although Chinese learners identify *estar* as the preferred copula for locating mobile entities without change of location, its use is not categorical. Both Intermediate ( $\chi^2 = 50.80$ ,  $p < .001$ ) and Advanced learners ( $\chi^2 = 22.83$ ,  $p < .001$ ) differ significantly from natives, with reduced  $\chi^2$  values indicating developmental progress but no full convergence. Standardised residuals reveal a strong underuse of *estar* (-7.11) and overuse of *ficar* (6.05) and *ser* (3.21) at the Intermediate level, with attenuated but persistent deviations in the Advanced group (-4.77, *estar*; 4.49, *ficar*). For Non-mobile DPs, group differences are weaker (Intermediate:  $\chi^2 = 15.36$ ,  $p < .001$ ; Advanced:  $\chi^2 = 7.63$ ,  $p = .022$ ), with smaller residuals overall. Intermediate learners still overuse *ficar* (3.89) and underuse *ser* (-2.79), whereas Advanced learners approximate the native norm more closely, showing only mild overuse of *ficar* (2.73) and slight underuse of *ser* (-2.01).

**Conclusion:** Overall, the findings indicate that Chinese learners of EP are sensitive to the semantic constraints governing copular selection, but their performance reveals persistent non-target variability, particularly in contexts involving mobile entities. While H1 is partially confirmed, the non-categorical use of *estar* and its systematic underuse suggest that learners have not fully acquired the relevant syntax-semantics mappings. H2 receives support insofar as learners alternate between *ser* and *ficar* with non-mobile entities, although this variability decreases with proficiency, pointing to developmental progress. Contrary to H3, however, learners do not overgeneralize *estar* as a default copula; instead, they show a tendency to overextend *ficar*, likely due to its broader distribution and ambiguity in the input. Overall, the findings support the IH in revealing residual optionality at the syntax-semantics interface, while suggesting that ambiguity in the input and competing form-meaning mappings play a key role in delaying full convergence.



**Examples:**

- (1) [O relógio]<sub>[+mobile]</sub> *está na parede.*  
'The clock is on the wall.'
- (2) *Afinal, [o carro]<sub>[+mobile]</sub> ficou na garagem.*  
'In the end, the car stayed in the garage.'
- (3) [A montanha do Pico]<sub>[+non-mobile]</sub> *é/fica nos Açores.*  
'Pico mountain is in the Azores.'
- (4) Ta zài xuéxiào.  
'He is at school' (Sun 2006: 157)

**Results:****References**

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## Internal interfaces in L2 English: Dative alternation in L1 European Portuguese speakers

*Symposium 17: L2 acquisition at linguistic interfaces: Rethinking the Interface Hypothesis*

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The Interface Hypothesis (IH) predicts that linguistic phenomena at internal interfaces (e.g., syntax–semantics and syntax–morphophonology) are not systematically vulnerable in second language acquisition, even when the target language (English) and the first language differ in their syntactic patterns. However, variability has been reported in near-native grammars (e.g., Sorace & Filiaci, 2006; Belletti et al., 2007), and recent accounts suggest that such effects may reflect processing demands rather than representational deficits. This study examines whether advanced L1 European Portuguese (EP) learners of L2 English show native-like sensitivity to interface-based constraints on English dative alternation.

The study addresses three questions: (1) Do advanced and near-native L2 speakers show sensitivity to syntax–semantics and syntax–morphophonology constraints governing dative alternation? (2) Do they exhibit native-like structural priming effects across verb classes? (3) Do they maintain these constraints under conditions that favour non-target-like structures? We predict that highly proficient learners will show target-like behaviour and resist producing non-target-like structures in mismatch conditions.

In English, dative events can be expressed through the Double Object Construction (DOC) (John gave Mary a book) and the Prepositional Dative (PD) (John gave a book to Mary). The acquisition of dative alternation has been widely discussed in terms of semantic constraints and argument structure (e.g., Pinker, 1989; Gropen et al., 1989). Previous research on L2 English shows that learners are sensitive to semantic and structural constraints, although variability persists depending on proficiency and L1 background (e.g., Pinker, 1989; Gropen et al., 1989). As EP lacks a direct equivalent of the DOC (Brito, 2022), it provides an appropriate testing ground for these issues.

Interface-based constraints arise from interactions between syntax and semantics, and between syntax and morphophonology. At the syntax–semantics interface, alternation depends on the thematic properties of arguments (animate recipient vs. inanimate goal). At the syntax–morphophonology interface, Latinate polysyllabic verbs are restricted to the PD, unlike native monosyllabic verbs, which freely alternate.

We use a  $2 \times 3$  syntactic priming design crossing prime structure (DOC vs. PD) and verb type (core dative verbs, non-core dative verbs, Latinate non-alternating verbs). Prime and target verbs always differ lexically but generally belong to the same verb class. A critical mismatch condition introduces DOC primes with non-alternating verbs, allowing us to test whether learners extend DOC structures beyond their permitted domain. Structural priming is a well-established method for investigating syntactic representations (e.g., Bock, 1986; Pickering & Ferreira, 2008; Branigan et al., 2000). Participants are advanced and near-native L2 English speakers, whose proficiency was established using an adapted screening procedure for near-native attainment following Sorace and Filiaci (2006).

Participants read a prime sentence, complete a picture-matching task, and describe a target picture using a verb cue. Preliminary results show sensitivity to interface constraints: core verbs display structural priming effects, non-core verbs reflect semantic restrictions, and Latinate verbs yield predominantly PD responses.

Data collection is ongoing and will be completed before the conference. Crucially, this study tests whether interface constraints are robust enough to resist experimentally induced pressure towards non-target-like structures. The findings contribute to debates on ultimate attainment and the status of internal interfaces in L2 acquisition within the framework of the Interface Hypothesis.



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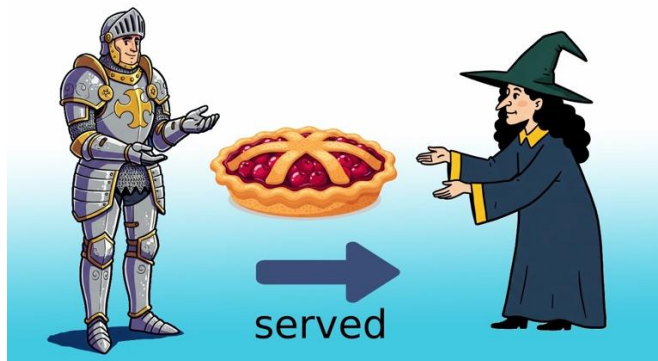
### Appendix - Stimulus Example

Condition: Core dative verb v. DOC

*Prime sentence:* The knight served the witch the pie.

*Expected target production:* The king offered the judge the chair.

*Prime image:*



*Target image:*



## L1 influence in L2 acquisition at the syntax–discourse interface: Evidence from subject pronoun production in L2 Spanish

*Symposium 17: L2 acquisition at linguistic interfaces: Rethinking the Interface Hypothesis*

A. Fiéis, A. Madeira & J. Teixeira

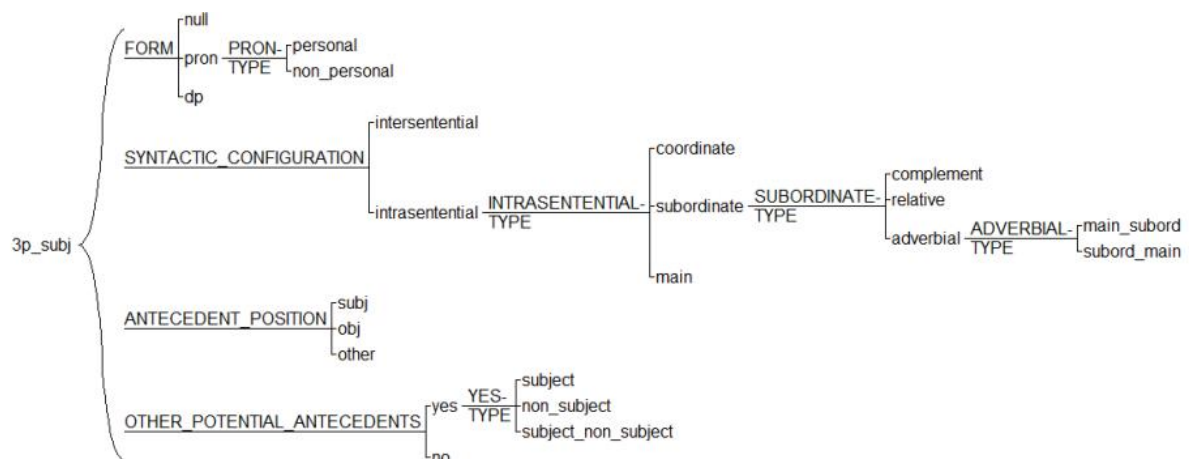
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One of the central claims of the Interface Hypothesis (IH) (Sorace, 2011) is that performance at the syntax-discourse interface remains persistently unstable in L2 acquisition, regardless of the specific L1-L2 pairing. Empirical support for this claim has largely been drawn from studies examining the interpretation and production of subjects in contexts where both the L1 and the L2 are null subject Romance languages (NSRLs) (cf. Sorace, 2016). However, recent research has revealed significant microvariation among these languages (Contemori & Di Domenico, 2021; Fiéis et al., 2022; Filiaci et al., 2014). In particular, work on Ibero-Romance (Fiéis et al., 2022) shows that Spanish and European Portuguese (EP) pattern alike with respect to overt pronouns only when all potential antecedents are animate, in which case both languages favour object antecedents – although this preference is weaker in Spanish. When the object is inanimate, the two languages diverge: Spanish shows a preference for subject antecedents, whereas EP maintains a consistent object bias. Differences also emerge with null subjects, as EP strongly favours subject antecedents, while Spanish exhibits no clear preference. Despite these differences, microvariation has often been overlooked in L2 research. A recent study by Teixeira et al. (2025) on the interpretation of pronominal subjects shows that Spanish speaking learners of EP exhibit persistent instability only in contexts where the L1 and L2 diverge. It remains unclear, however, whether similar patterns obtain in production. Another open question concerns the directionality of transfer: whether, as proposed by Romano (2019), transfer occurs mainly from the language with more flexible preferences (e.g., Spanish) to the language with more categorical preferences (e.g., EP) or whether it operates independently of specific L1-L2 properties. To address these gaps, this study investigates the production of subject pronouns in the CEDEL2 corpus (Lozano, 2022). The participants were 30 L1 speakers of EP, 30 L1 speakers of Spanish, and 90 L1 EP – L2 Spanish learners (30 at the upper intermediate level, 30 at the lower advanced level, and 30 at the upper advanced level). All participants completed the same written



production task, summarising a short clip from Chaplin’s *The Kid* in at least 400 characters. The corpus was annotated with the UAM Corpus Tool 3.3x (O’Donnell, 2021) using the tagset in Figure 1. Given the marginal percentage of inanimate referents in each subcorpus (0% to 1.24%), only animate referents were considered. The statistical analysis was carried out using Chi-square tests generated by the UAM Corpus Tool. The results show that L1 speakers of Spanish and EP perform alike regarding overt pronominal subjects: both display an asymmetry between personal pronouns, which preferentially recover subject antecedents (a pattern that differs from the one observed in the comprehension study by Ficiés et al., 2022), and demonstrative pronouns, which tend to recover object antecedents. However, the two languages differ with respect to null subjects. EP speakers display a significantly stronger bias towards assigning null subjects to subject antecedents than Spanish speakers, but only in contexts with one potential antecedent. Crucially, L1 EP-L2 Spanish learners display difficulties only in those domains where microvariation is attested in the production data. Even at the upper-advanced level, these learners resort to null subjects to refer back to subject antecedents significantly more than L1 Spanish speakers, thus maintaining their L1 preference. By contrast, in the use of overt subjects – an area that Sorace (2016) proposes to be persistently difficult in an L2, irrespective of the L1-L2 pairing – learners perform target-like. Overall, the findings suggest that microvariation generates persistent difficulties in the alternation between overt and null subjects, regardless of L1-L2 combinations (contra Romano, 2019), and challenge the claim of the IH that the L1 plays a minor role in L2 acquisition at the syntax-discourse interface, in general, and in the acquisition of subjects, in particular.

Figure 1. Tagset



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*Symposium 18: The Real-Time Comprehension of Filler–Gap Dependencies Gaps vs.  
Resumptive Pronouns in Incremental Processing*

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Long-distance dependencies sit at the heart of grammatical theory and real-time language use. In canonical cases (e.g., wh-movement, relativization, topicalization), comprehenders must link a displaced constituent (the *filler*) to a structurally licensed gap position, often across intervening material. However, many languages — and some constructions within languages — permit or require a **resumptive pronoun** in the position where a gap might otherwise occur.

The availability of both strategies raises fundamental questions for models of incremental comprehension:

- Are gaps and resumptive pronouns processed via the same dependency-formation mechanism?
- Does the parser actively predict a gap, and how is this expectation modulated when a resumptive pronoun appears?
- Do resumptive pronouns alleviate memory demands, or do they introduce additional processing costs?
- Are the structural constraints governing gaps (e.g., locality, island effects) reflected similarly in real-time comprehension when a resumptive pronoun is present?
- Do resumptives repair, mask, or alter island violations in online processing?
- What do timing differences reveal about retrieval, prediction, and integration processes?

By directly comparing gap-based and resumptive-based realizations of filler dependencies, this symposium seeks to clarify whether resumptive pronouns are processed as true dependency markers, as referential elements, or as hybrid objects engaging distinct mechanisms.

Submissions that explicitly contrast gap and resumptive configurations, or that test competing theoretical predictions about their processing, are especially encouraged, including experimental work at the interface between linguistic theory and applied linguistics.



*Symposium 19: Individual Differences in L2 Speech Learning***Anabela Alves dos Santos Rato**

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A central challenge in research on second language (L2) speech learning is explaining the considerable variability observed among learners in their ability to acquire non-native speech sounds. Even under comparable conditions of language exposure and experience, learners differ in their success in developing accurate L2 pronunciation. Increasing attention has therefore been directed toward the role of learner-internal factors in explaining this variability.

Recent research suggests that experiential, affective, cognitive, and auditory processing factors may interact in complex ways across learners, shaped by individual learning styles, instructional contexts, and training conditions. Consequently, explaining the sources of inter-learner variation in L2 speech and determining the relative contribution of these learner-internal factors remain major empirical challenges (Mora, 2025). In this regard, a growing body of research suggests that domain-general auditory processing and cognitive abilities may play a particularly important role in shaping L2 speech learning outcomes (e.g., Mora & Darcy, 2023; Saito et al., 2024; Saito et al., 2020).

The symposium brings together experimental research examining how domain-general auditory processing, cognitive abilities, and aptitude-related factors contribute to individual differences in L2 speech learning. It also explores how these learner-internal differences influence the extent to which learners benefit from language exposure, pronunciation instruction, and phonetic training.

By bringing together work examining the role of auditory processing, cognitive abilities, and aptitude in L2 phonological acquisition, the symposium aims to advance understanding of learner variability and to inform both theoretical models of L2 speech learning and pedagogical approaches to pronunciation instruction.

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*Symposium 20: Visual word processing in distinct linguistic and neurocognitive profiles***Armanda Costa**

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When reading a printed text, the reader must deal with a linear sequence of symbols and graphic cues in order to arrive at a specific meaning that the writer has encoded using a given writing system. In the typical adult reader, the processes involved from decoding to comprehension are carried out so fluently that their complexity remains largely hidden and reading appears simple and cognitively effortless.

Extensive research in the field of reading and comprehension shows that processing written language requires complex linguistic knowledge as well as specific perceptual and cognitive skills, generally within the range of typical cognitive functioning. However, this knowledge and these skills may be compromised in individuals with specific linguistic or neurocognitive profiles, such as those with language impairments, reading disorders such as dyslexia, or severe to profound deafness. Bilingualism, aging, and other conditions may also influence written language processing.

In this symposium, the focus will be on one level of language processing within one communication modality: the **visual processing of words**.

The printed word is a linguistic unit whose form and meaning must be recognised based on visual and orthographic characteristics, phonological properties, internal morphological structure, syntactic category, and surrounding context. What is the role and relative importance of each of these sources of linguistic information for efficient word recognition? How do they interact to support fast and automatic processing? Do they operate interactively or sequentially? Does word recognition occur exclusively in a bottom-up manner, or do lexical representations stored in the mental lexicon interact dynamically to facilitate rapid recognition? These questions are addressed by several influential theoretical models of visual word processing.

From the perspective of the reader, additional questions arise. As mentioned above, specific perceptual and cognitive skills are required to move from print to meaning. The ability to rapidly perceive and identify the form of a word, distinguishing it from neighbouring words; to convert an orthographic form into its corresponding phonological representation; to infer the meaning of unfamiliar words from their morphological structure or contextual information; and to access the mental lexicon and associate stored



representations with visually presented words—these are skills that not all readers possess to the same degree.

In this symposium, we invite the submission of research papers focusing on visual word processing, with particular attention to the lexical dimension under investigation and to moderating factors that may influence the skills required for efficient word recognition. Experimental research on visual word processing involving specific populations—across different stages of language development, as well as groups with language disorders, dyslexia, deafness, bilingualism, among others—is particularly welcome.

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## O processamento fonológico e ortográfico no reconhecimento pré-lexical da palavra escrita em adultos surdos com diferentes níveis de leitura

*Symposium 20: Visual word processing in distinct linguistic and neurocognitive profiles*

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De acordo com numerosas pesquisas, os baixos níveis de leitura da população surda relacionam-se com a falta de input auditivo necessário ao desenvolvimento de detalhadas representações fonológicas essenciais para a descodificação do sinal escrito, sobretudo num sistema de escrita alfabético (e.g., Mayer & Trezek, 2014; Paul & Algraini, 2019; Perfetti & Sandak, 2000). No entanto, estudos relativamente recentes, com recurso ao paradigma de masked priming, sugerem que, contrariamente ao que se verifica na população normo ouvinte, as dificuldades ou a proficiência da leitura dos indivíduos surdos não são determinadas pelo acesso à informação fonológica durante o reconhecimento visual das palavras (RVP) (Bélanger et al., 2012; 2013; Costello et al., 2021; Fariña et al., 2017; Gutierrez-Sigut et al., 2018). Neste estudo de masked priming, investigou-se a ativação de códigos ortográficos e fonológicos na fase inicial do RVP em dois grupos de adultos surdos com diferentes níveis de proficiência de leitura, com perda auditiva severa/profunda que usa a língua gestual portuguesa como meio principal de comunicação. O estudo foi conduzido em Português Europeu (PE), língua com uma ortografia de profundidade intermédia, e incluiu também um grupo de leitores ouvintes. Foi administrada uma tarefa de decisão lexical sob diferentes condições, de acordo com a sobreposição ortográfica e fonológica entre o prime e o seu target, e com duas durações de prime, 40 e 64ms, com vista a captar a sequência de dois tipos de processamento de informação - do ortográfico ao fonológico - na fase pré-lexical do RVP (modelo BIAM, Diependaele et al., 2010). Com um priming de duração mais curta, não se detetaram efeitos de priming no RVP em nenhum dos grupos de leitores. Aos 64ms de prime, os leitores mais proficientes, surdos e ouvintes, ativaram códigos fonológicos. A ativação de códigos ortográficos foi significativa para os leitores ouvintes e marginalmente significativa para os leitores surdos mais proficientes. Os resultados do presente estudo, confrontados com os obtidos noutras ortografias, sugerem que a ativação de códigos fonológicos e ortográficas no RVP pode variar de acordo com o nível de opacidade ortográfica da língua em que se lê. Apontam, também, para uma possível relação entre o nível de leitura dos leitores surdos e o acesso a representações fonológicas suficientemente precisas durante o reconhecimento pré-lexical da palavra escrita no PE.



## Visual Word Processing Across Neurocognitive Profiles: Eye-Movement and Cognitive Predictors of Dyslexia and ADHD-I

*Symposium 20: Visual word processing in distinct linguistic and neurocognitive profiles*

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### Introduction:

Developmental dyslexia (DD) and attention-deficit/hyperactivity disorder - inattentive subtype (ADHD-I) frequently co-occur (25–40%) and share overlapping behavioural manifestations in reading. However, converging evidence suggests that these conditions rely on distinct neurocognitive mechanisms. Traditional single-deficit accounts are insufficient to explain this overlap, supporting instead a multiple cognitive deficit framework in which reading difficulties emerge from the interaction of domain-specific and domain-general processes.

### Objectives:

This study investigates whether cognitive and eye-movement measures jointly predict diagnostic group (DD, ADHD-I, typical readers) and examines whether these groups exhibit dissociable visual word processing signatures. Specifically, we ask: 1) which neuropsychological and oculomotor variables best discriminate between groups, and 2) how these variables contribute to reading performance.

### Methods:

Participants included 59 Portuguese children (mean age =  $9.08 \pm 0.68$  years), attending the 4<sup>th</sup> grade, divided into typical readers ( $n = 19$ ), DD ( $n = 19$ ), and ADHD-I ( $n = 21$ ). Assessment comprised a comprehensive neuropsychological and linguistic battery (e.g., WISC-III, ALEPE, O Rei) and a silent reading task with controlled lexical manipulation (word frequency and length). Eye movements were recorded at 1250 Hz. Multinomial logistic regression and linear regression models were used to evaluate the predictive contribution of cognitive and eye-tracking variables.

### Results:

The integrated model achieved a classification accuracy of 81.4% (see Table 1). Distinct neurocognitive and oculomotor profiles emerged. The probability of a DD diagnosis was significantly predicted by Backwards Digit Span (working memory) and fixation counts on long, low-frequency words (L+LF\_FC), suggesting increased reliance on effortful decoding mechanisms. In contrast, the ADHD-I profile was predicted by Vocabulary and Coding subtests (WISC-III), reflecting deficits in lexical knowledge and processing speed rather than oculomotor dysfunction. Furthermore, children with ADHD-I exhibited higher rates of word skipping (see Figure 1). Linear models confirmed that Total Fixation Time (TFT) and Second Pass Reading Time (SPRT) are key predictors of reading fluency.



**Conclusions:**

These findings support the multiple cognitive deficit hypothesis, showing that DD and ADHD-I reflect distinct cognitive architectures underlying superficially similar reading difficulties. Integrating real-time eye-tracking data with neuropsychological measures enhances diagnostic precision and enables the identification of differential processing mechanisms. This approach has direct implications for the development of targeted screening tools and personalized interventions in applied psycholinguistic and educational contexts.

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Table 1 - Multinomial logistic regression coefficients for predicting DD and ADHD-I groups.

Model fitting criteria			Coefficients				Classification		
Likelihood ratio tests			B	$X^2_{Wald}$	Sig.	OR	% Correct		
$X^2$	df	Sig.							
46.77	8	0.00	Dyslexia	Intercept	5.558	1.523	0.217	81.4	
				Backwards digit span	-1.331	4.700	0.030		0.264
				Vocabulary	-0.142	0.551	0.458		0.868
				Coding	0.255	1.193	0.275		0.775
			L+LF_FC	0.107	5.641	0.018	1.113		
			ADHD I	Intercept	16.349	8.513	0.004		
				Backwards digit span	-1.266	3.709	0.054		0.282
				Vocabulary	-0.702	7.059	0.008		0.496
				Coding	-0.794	5.763	0.016		0.452
				L+LF_FC	0.077	2.692	0.101		1.081

Abbreviations: df. – degrees of freedom; Sig. – significance; OR – Odds Ratio.

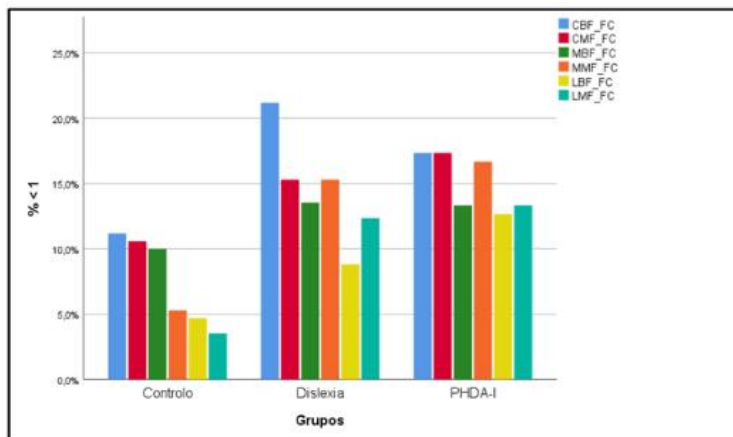


Figure 1 - Percentage of skipped target words across neurocognitive groups and lexical conditions.



*Symposium 21: Discourse Relations in Language and Cognition: Challenges for Theory and Processing*

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Discourse relations (DRs) constitute a fundamental mechanism through which coherence and meaning are established in natural language discourse. By connecting textual segments through semantic and pragmatic relations, discourse relations enable speakers and writers to organize information, express reasoning, and guide interpretation. Consequently, the study of discourse relations has become central across several disciplines, including semantics, psycholinguistics, pragmatics, computational linguistics, and natural language processing (NLP).

In linguistic theory, discourse relations have been investigated within different frameworks, such as Rhetorical Structure Theory (Mann & Thompson, 1988), the Penn Discourse Treebank framework (Prasad et al., 2008), and Segmented Discourse Representation Theory (Asher & Lascarides, 2003). In psycholinguistics, research has explored how readers and listeners process discourse relations and how different linguistic cues influence comprehension (Sanders et al., 1992; Sanders, 2005; Scholman et al., 2017). In computational linguistics, the identification and interpretation of discourse relations have become an important topic for improving tasks such as summarization, question answering, and text generation.

Despite the significant advances made in these areas, many fundamental questions regarding discourse relations remain unresolved. One of the central challenges concerns how discourse relations are processed and inferred during comprehension. While explicit discourse markers (e.g., because, although, therefore) can guide interpretation, many discourse relations are implicit and must be inferred based on semantic, syntactic, and contextual information. Understanding how the cognitive mechanisms that underlie this inferential process work remains one of the major research questions. Closely related to this issue is the question of which factors determine the inference of a particular discourse relation. Research has shown that multiple cues interact in this process, including lexical semantics, world knowledge, aspectual and temporal information, syntactic structure, and pragmatic expectations. In this context, the role of discourse markers also raises important theoretical and empirical questions. Although discourse markers are often treated as reliable signals of specific relations, many markers are polyfunctional and can signal different discourse relations depending on context. For instance, the same connective may express



causal, explanatory, or argumentative relations, making the mapping between markers and relations far from straightforward. Understanding how language users interpret these cues and resolve such ambiguities remains an important topic for both linguistic theory and psycholinguistic research.

This symposium aims to provide a forum for interdisciplinary discussion on these unresolved issues and others. We invite contributions from researchers working within different theoretical frameworks and methodological traditions, including corpus-based studies, experimental approaches, computational modeling, and cross-linguistic analyses. By bringing together perspectives from linguistics, psycholinguistics, and computational approaches, the symposium seeks to advance our understanding of how discourse relations are represented, interpreted, and processed in natural language.

Topics of interest (including but not limited to):

- Theoretical approaches to discourse relations across frameworks (RST, PDTB, SDRT, and others)
- Cognitive and psycholinguistic processing of discourse relations
- Directionality and asymmetry in discourse relations
- Factors influencing the inference of discourse relations
- Explicit vs. implicit discourse relations in comprehension
- The role and interpretation of discourse markers
- Polyfunctionality and ambiguity of discourse connectives
- The interaction between temporal, aspectual, and discourse relations
- Cross-linguistic perspectives on discourse relations
- Experimental and computational approaches to discourse processing

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**Author Identification Tasks Using Great-Average and Part-Whole  
Relationship-Based Mathematical Methods: A Computational  
Psycholinguistic Approach to Conceptual Frameworks.**

*Symposium 21: Discourse Relations in Language and Cognition: Challenges for Theory and  
Processing*

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Author identification tasks in computational psycholinguistics presuppose an underlying conceptual identity of a given state of human consciousness as reflected in linguistic structures [1]. The mathematical patterns left behind in written texts by a person's current state of consciousness may represent characteristic features of such states, provided that an appropriate correlational dataset is available [2]. In clinical settings, linguistic patterns are “emerging as powerful, non-invasive biomarkers for monitoring mental health” [3], similarly to corpus-linguistic patterns identified in written datasets.

The present study investigates more than 260,000 German-language text samples consisting of spontaneous online blog entries and comments written by 300 anonymous authors. The texts were collected and mined using web scraping and natural language processing techniques. It concludes that the first layer of mathematical-statistical analysis – based on highly context-independent, author-specific indicators [4] – achieves an identification accuracy of 95 percent. This result is obtained through methods relying on great-averages and primitive distributional patterns in grouped text samples, using more than 30 linguistic-statistical indicators, dogmatism dictionaries, suffixes associated with abstractness, and morphosyntactic phenomena based on token-level quantification and described through mathematical formalism [5].

A second analytical layer enables an identification accuracy of more than 99 percent based on hierarchical probability structures. After presenting the corpus-linguistic research design and the empirical results of the computational analysis conducted in Python using predefined statistical indicators and carefully engineered linguistic features, the study draws theoretical conclusions regarding the underlying nature of human conceptual frameworks [6].



These efforts are intended to contribute to the ongoing inquiry into the relationship between the CNS (central nervous system) and the cns (conceptual nervous system) [7], understood here in a biolinguistic sense: “The story I am going to tell is that of biolinguistics in the narrow sense, that is, linguistic theory understood as a part of natural science” [8].

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## Contribuições das relações aspectuais e discursivas em orações temporais para o ensino de português

*Symposium 21: Discourse Relations in Language and Cognition: Challenges for Theory and  
Processing*

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Este trabalho tem como objetivo demonstrar como noções da Semântica Formal podem auxiliar professores a promoverem reflexões mais aprofundadas sobre orações subordinadas adverbiais temporais, evidenciando níveis de significado que podem compor o período composto. A escolha do tema justifica-se pela necessidade de compreender as interações entre fenômenos gramaticais-semânticos no período composto. Gramáticas tradicionais de uso muito recorrente, como Bechara (2015), Cunha e Cintra (2012) e Rocha Lima (2011), abordam as orações adverbiais temporais sob uma perspectiva sintática, como a função de adjunto adverbial, e focam na classificação das conjunções. Como este trabalho integra uma pesquisa de doutorado em andamento que busca contribuir com o ensino de língua materna, constatou-se também que, em livros didáticos do 8º e 9º ano do Ensino Fundamental, como os de Beltrão e Gordilho (2022) e Cereja e Vianna (2022) – obras adotadas em escolas de currículo reconhecido no Brasil –, a abordagem tende a simplificar o assunto, reduzindo-o à ideia de que tais orações indicam o “momento em que ocorre a situação da oração principal” e, como nas gramáticas citadas, com enfoque na classificação das conjunções.

No entanto, como mostram os exemplos em (1), as conjunções ‘quando’ e ‘enquanto’ não são semanticamente equivalentes: ambas situam os eventos em um intervalo temporal, mas ‘enquanto’ sugere simultaneidade (cf. (1a)), já ‘quando’(cf. (1b)) pode gerar interpretações mais amplas – ou neutras como propõe Cunha, (2000) – como habitualidade generalizada (Sempre que Maria arruma casa, ela ouve música), posterioridade (Depois que Maria arruma a casa, ela ouve música) ou enquadramento (Uma das coisas que Maria faz quando arruma a casa é ouvir música), a depender do contexto.

(1) a. Maria ouve música enquanto arruma a casa.

b. Maria ouve música quando arruma a casa.



Além disso, como se vê em (2), a ordenação de ocorrência de eventos também pode variar: em (2a), a interpretação mais comum é a de que a louça foi lavada depois da chegada de Maria; em (2b), entende-se que o susto ocorreu após a entrada de Maria; em (2c), o divórcio ocorreu dentro do período em que Maria cursava o doutorado. Argumenta-se, neste trabalho, que fatores gramaticais e lexicais influenciam essas distinções e apresentam desdobramentos retóricos (Cunha & Silvano, 2009).

- (2) a. A Maria lavou a louça quando chegou em casa.  
b. A Maria se assustou quando entrou no quarto.  
c. A Maria se divorciou quando estava cursando o doutorado.

Conjunções como ‘enquanto’ impõem restrições mais rígidas: em (3b), a coesão com esse conectivo torna a construção pouco natural com o evento ‘cheguei’, diferentemente de (3a), com o evento de arrumar a casa. Isso também pode ser explicado por fatores aspectuais, como será investigado neste texto.

- (3) a. A Maria fez o almoço enquanto eu arrumei a casa.  
b. ?A Maria fez o almoço enquanto eu cheguei.

No entanto, casos como (4) são aceitáveis em português a partir de um licenciamento pragmático contrastivo, conforme se pretende discutir também neste trabalho.

- (4) A Maria ficou em casa enquanto o João saiu (para o bar).

Esses exemplos mostram que uma análise meramente sintática ou centrada exclusivamente na conjunção não é suficiente para explicar os efeitos interpretativos envolvidos. É necessário adotar uma abordagem linguística que admita que fenômenos semânticos (aspectuais) contribuem para a construção do sentido do período composto. Para isso, defende-se o uso de uma metodologia que tome o funcionamento interno do sistema linguístico como ponto de partida, favorecendo a análise da composição semântica das sentenças articuladas a camadas contextuais e discursivas.

Para discutir e preencher essa lacuna, o arcabouço teórico deste trabalho fundamenta-se na Semântica Formal partindo da discussão de como tempo, aspecto e conjunções temporais interagem e influenciam na interpretação do período composto por subordinação adverbial temporal (Klein, 1994; Sæbø, 2011; Vendler, 1957). Além disso, busca-se analisar como essas noções corroboram para as relações retóricas no período composto (Silvano, 2011; Silvano, 2015). Como o objetivo final, busca-se apresentar uma proposta didática que contempla os assuntos teóricos discutidos nesta pesquisa com base em atividades epilinguísticas (Franchi, 1987)



que desenvolvam o conhecimento prévio (Lobato, 2015; Pilati, 2017, 2024) e o raciocínio científico dos estudantes (Pires de Oliveira & Quarezemin, 2016).

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**Estruturas cognitivas da polissemia em idiomatismos somáticos no português brasileiro e europeu**  
*Symposium 21: Discourse Relations in Language and Cognition: Challenges for Theory and Processing*

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Esta comunicação investiga as estruturas cognitivas subjacentes à polissemia em idiomatismos formados por lexemas somáticos no português do Brasil e no português europeu. Enquadrado na Linguística Cognitiva, o estudo parte do pressuposto de que o significado emerge da experiência corporal, social e cultural, em oposição a abordagens formalistas centradas na correspondência entre linguagem e mundo (LANGACKER, 1987; LAKOFF; JOHNSON, 1999). Neste enquadramento, a polissemia é entendida como um processo de categorização conceptual organizado em redes radiais prototípicas (ROSCH, 1978; IBARRETXE ANTUÑANO, 2010), estruturadas por mecanismos cognitivos como a metáfora e a metonímia. O objetivo central consiste em analisar a forma como idiomatismos que integram lexemas como cabeça, olhos, boca, nariz e orelhas são conceptualizados e interpretados nas duas variedades do português, identificando padrões de extensão semântica e de variação. Parte-se da hipótese de que os sentidos idiomáticos se organizam em torno de núcleos prototípicos corporizados, a partir dos quais se projetam extensões sistemáticas para domínios abstratos, como a cognição, a emoção e a interação social, verificando-se diferenças relevantes no grau de convencionalização entre o português do Brasil e o português europeu. Metodologicamente, trata-se de uma investigação de natureza mista, de carácter descritivo explicativo, que combina análise linguística com dados de elicitación junto de falantes nativos. O procedimento analítico envolve: (i) a identificação dos diferentes significados associados aos lexemas somáticos em estudo; (ii) a análise dos sentidos em contexto oracional, de modo a avaliar o papel do contexto na sua interpretação; (iii) a determinação das motivações cognitivas subjacentes à produção de significado, nomeadamente através de processos metafóricos e metonímicos; e (iv) a construção de redes semânticas que representam as relações entre os diferentes sentidos, evidenciando a sua organização radial. Os resultados apontam para a existência de padrões cognitivos partilhados entre as duas variedades, bem como diferenças ao nível da frequência, fixidez e seleção lexical das expressões. Verifica-se que a variação não



compromete a estrutura conceptual subjacente, mas reflete diferentes trajetórias de convencionalização e usos discursivos. Conclui-se que a abordagem da Semântica Cognitiva oferece um quadro explicativo robusto para a descrição da polissemia idiomática e contribui não apenas para os estudos do léxico, mas também para a análise do discurso, ao evidenciar como os idiomatismos funcionam como recursos de construção de sentido em contexto. Em particular, o estudo demonstra que a ativação de diferentes extensões semânticas está intrinsecamente ligada à organização discursiva, participando na expressão de atitudes, na gestão da interação e na construção de inferências, o que reforça a relevância da polissemia somática para a compreensão das relações discursivas.

**Palavras-chave:** polissemia; idiomatismos; lexemas somáticos; Linguística Cognitiva; variação linguística.

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## The impact of explicit and implicit (dis)continuous discourse relations during online reading comprehension

*Symposium 21: Discourse Relations in Language and Cognition: Challenges for Theory and Processing*

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Background: discourse relations (DRs) can be expressed explicitly, through the use of a discourse marker (such as a connective), or implicitly, where such a marker is absent. However, whether a DR is explicit or implicit is not random; it depends on certain discourse factors. For example, some authors, based on the ‘continuity’ hypothesis [1], suggest that continuous relations are more naturally implicated because they align with the expectations of listeners: events in discourse tend to follow a linear temporal order, with continuity spanning multiple dimensions (time, space, action progression, and perspective) [2]. In fact, the continuity hypothesis has been supported by findings from various studies. Corpus-based research indicates that discontinuous relations, such as Contrastive DRs, are more often explicitly expressed than continuous relations, such as Cause [3]. Experimental evidence suggests that explicit DRs—those conveyed with an explicit connective—are easier to process [4], and this advantage is especially noticeable when the connective conveys discontinuous relations [5]. In the present study, we examined, for European Portuguese, the effects of (dis)continuity in explicit and implicit DRs across three types: (i) a causative reading of de facto ‘indeed’, where the second argument provides a subjective cause for the first (continuous); (ii) a confirmation reading of de facto ‘indeed’, with the first argument reflecting an external perspective and the second the speaker’s perspective (discontinuous); and (iii) a contrastive reading of na verdade ‘in fact’ that combines both perspective shift and negative polarity (discontinuous). We proposed the following hypotheses: H1 – implicit DRs are more difficult to process than explicit DRs; H2 – discontinuous DRs are more difficult to process than continuous DRs; H3 – implicit-discontinuous DRs are more difficult to process than implicit-continuous DRs; H4 – Contrastive DRs, due to their negative polarity, are harder to process than Cause and Confirmation DRs. Method: two self-paced



reading experiments: Experiment 1 (N=100), testing implicit and explicit Cause and Confirmation DRs (32 items/64 fillers); Experiment 2 (N=120), testing implicit and explicit Cause, Confirmation, and Contrastive DRs (36 items/72 fillers). The participants read segmented sentences, such as (1a), (2a), or (3a), either with the connective (Explicit) or without it (Implicit), followed by sentence (b), and then answered a ‘yes/no’ comprehension question, such as (4). [Analyses: LMMs with maximal structure (simplified when needed). Implicitness of the connective: coded as Explicit (-0.5) and Implicit (+0.5). DR type: coded as Cause (-0.5) and Confirmation (+0.5), in Exp1; coded with treatment contrast (Cause as the baseline), in Exp2.] Results and discussion: The results (Figure 1 and Table 1) of both experiments show that: (i) Explicit DRs are consistently easier to process, leading to lower RTs, confirming H1; (ii) Cause DRs (continuous) are easier to process, yielding lower RTs and confirming H2; (iii) implicit-continuous DRs (Cause) are easier to process, showing lower RTs than implicit-discontinuous DRs (Confirmation and Contrastive), supporting H3; (iv) however, our results do not confirm H4, as Contrastive DRs show RTs comparable to Confirmation DRs, differing only from Cause DRs. This lack of effect suggests that Contrast is a multi-form relation [6, 7, 8].

Stimuli	
Cause (Sentence 1)	(1a) <i>O Pedro / deve estar / a desenvolver-se / de forma saudável. / (De facto)... /</i> ‘Pedro must be developing healthily. (CONNECTIVE)...’
Confirmation (Sentence 1)	(2a) <i>A Sofia / esperava / que o Pedro / estivesse mais alto. / (E de facto)... /</i> ‘Sofia expected Pedro to be taller. (CONNECTIVE)...’
Contrastive (Sentence 1)	(3a) <i>A Sofia / pensava / que o Pedro / estava da mesma altura. / (Na verdade)... /</i> ‘Sofia thought Pedro was the same height. (CONNECTIVE)...’
(Sentence 2)	(b) <i>...o rapaz cresceu [Critical] / muito nos últimos meses [Post-Critical] / deste verão. [Wrap-up]</i> ‘the boy has grown a lot in the last months of this summer.’
Question	(4) <i>O Pedro engordou no final deste verão?</i> ‘Did Pedro gain weight at the end of this summer?’



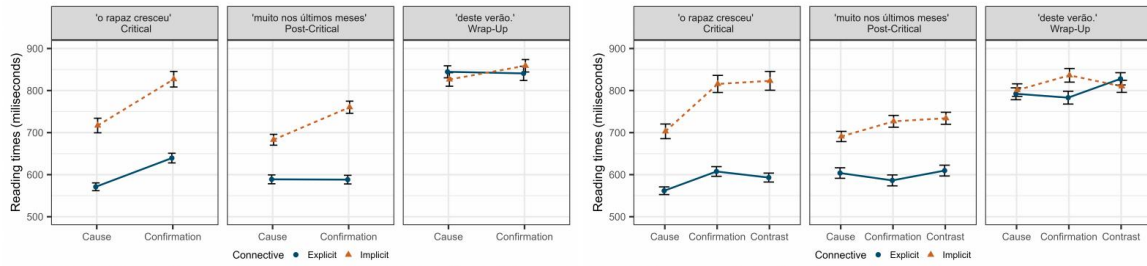


Figure 1: Reading times in Experiment 1 (left panel) and Experiment 2 (right panel). [Filled line: Explicit connective; Dashed line: Implicit connective]

		Critical		Post-Critical		Wrap-Up	
		Est (SE)	t-value	Est (SE)	t-value	Est (SE)	t-value
Experiment 1	(Intercept)	6.419 (0.025)	260.777	6.386 (0.025)	253.469	6.632 (0.032)	207.079
	DR	0.116 (0.022)	<b>5.204</b>	0.051 (0.015)	<b>3.478</b>	0.017 (0.018)	0.952
	Connect	0.174 (0.027)	<b>6.410</b>	0.204 (0.017)	<b>11.869</b>	0.001 (0.014)	0.071
	DR:Connect	0.028 (0.035)	0.803	0.087 (0.025)	<b>3.456</b>	0.054 (0.030)	1.827
Experiment 2	(Intercept)	6.270 (0.022)	289.000	6.300 (0.029)	215.000	6.580 (0.033)	197.000
	DRConf	0.066 (0.021)	<b>3.210</b>	-0.022 (0.019)	-1.180	-0.020 (0.019)	-1.020
	DRContr	0.048 (0.023)	<b>2.090</b>	0.008 (0.019)	0.394	0.041 (0.021)	<b>1.970</b>
	Impl	0.156 (0.029)	<b>5.360</b>	0.154 (0.021)	<b>7.330</b>	0.011 (0.019)	0.590
	DRConf:Impl	0.069 (0.028)	<b>2.470</b>	0.060 (0.025)	<b>2.410</b>	0.062 (0.025)	<b>2.480</b>
	DRContr:Impl	0.083 (0.030)	<b>2.760</b>	0.037 (0.025)	1.470	-0.028 (0.025)	-1.140

Table 1: LMM results of log(RTs) of Experiment 1 and Experiment 2 (bold represent p-values lower than 0.05).

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## Processing Discourse Relations in European Portuguese: A Psycholinguistic Study

*Symposium 21: Discourse Relations in Language and Cognition: Challenges for Theory and  
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Psycholinguistic research on sentence processing has highlighted the role of discourse in comprehension, particularly the role of discourse relations (DRs) established between described situations (Zufferey & Degand, 2024). This study investigates the processing of DRs in European Portuguese (EP) from a semantic perspective grounded in Segmented Discourse Representation Theory (Asher & Lascarides, 2003), combining formal linguistic analysis with experimental psycholinguistic methods. By experimentally testing predictions derived from semantic theory, the study adopts an explicitly interdisciplinary approach to the study of language, at the interface between Formal Semantics and Psycholinguistics. We focus on DRs introduced by the lexically neutral connective *quando* (Cunha, 2000), investigating the directionality of the relation, that is, which situation serves as the starting point for the DR (Silvano, 2010). Four relations were selected - Narration, Inverted Narration, Explanation, and Result - differing in temporal or causal basis and in clause order (SubMain vs. MainSub). Based on previous literature (Mak & Sanders, 2013; Scholman et al., 2022), we hypothesize that processing is facilitated both by clause order and by type of DR. To test our hypotheses, we conducted a self-paced reading and forced-choice experiment (113 participants,  $M_{age} = 32.58$ ,  $SD = 12.34$ ; 71 women; 101 right-handed), using 140 experimental items and 49 distractors. Linear mixed-effects models revealed a preference for causal relations: Inverted Narration showed longer reading times than Explanation, and Narration longer than Result. Higher incremental processing costs in SubMain conditions suggest that the DR is established immediately after processing the *quando*-clause. Importantly, causality appears to be conveyed by sentence-level compositional semantics rather than by the connective itself. Overall, DRs seem to significantly affect processing across sentence segments. However, unlike previous findings, causality alone does not fully explain the



observed effects. These results provide preliminary insights into the processing of non lexically marked temporal and causal relations in EP. A second phase using eye-tracking is currently underway to compare these conditions with lexically marked counterparts (*porque, assim que*) and with different temporal relations (successivity vs. overlap) to further examine processing and directionality.

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**13<sup>th</sup> INTERNATIONAL CONGRESS OF ISAPL –  
REGULAR SESSION ABSTRACTS**



## Language and culture as fundamental components of linguistic consciousness

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The relationship between language, culture, and thought remains a central concern in contemporary linguistics. In the early twenty-first century, this issue not only retains its relevance but also acquires new dimensions in the context of globalization and evolving socio-political realities. More than a century ago, this interconnection was highlighted by Oleksandr Potebnia, the founder of the Kharkiv Linguistic School, whose ideas were notably ahead of his time. He argued that “...civilization itself has generated a force hostile to the higher interests of humanity, since the national striving to preserve ethnic distinctions, in opposition to leveling civilization, inevitably turns into unjust partiality toward one’s own, ignorance of others, and even contempt and hostility toward them” (Potebnia, 1992, p. 105). Potebnia identified education, the study of national culture, and openness to other cultures as key pathways for addressing this challenge. Against this backdrop, the present study seeks to explore the ethnocultural specificity of Ukrainian linguistic consciousness in comparison with that of other cultures. Such a comparative perspective enables the identification of both universal patterns and ethnospecific features, while also providing deeper insight into the mental and cultural particularities of different ethnic groups.

The findings highlight the ethnocultural characteristics of Ukrainian linguistic consciousness—primarily among younger speakers—based on a psycholinguistic analysis of associative experiment data collected between 2000 and 2026, both in Ukraine and internationally. The empirical material consists of associative responses to a set of stimulus words related to the individual’s inner world and carrying ethnophilosophical and ethnocultural significance.

From this perspective, the associative field of a word may be viewed not only as a model of knowledge about a fragment of reality but also as a means of self-reflection for the individual, the social group, and the nation as a whole. As Potebnia observed, “...language develops only within society, not merely because a human being is always part of a larger whole – to which they belong, namely their tribe, nation, or humanity—not only due to the necessity of mutual



understanding as a condition for social interaction, but also because a person comes to understand themselves by testing the comprehensibility of their own words on others” (Potebnia, 1892, pp. 30–31).

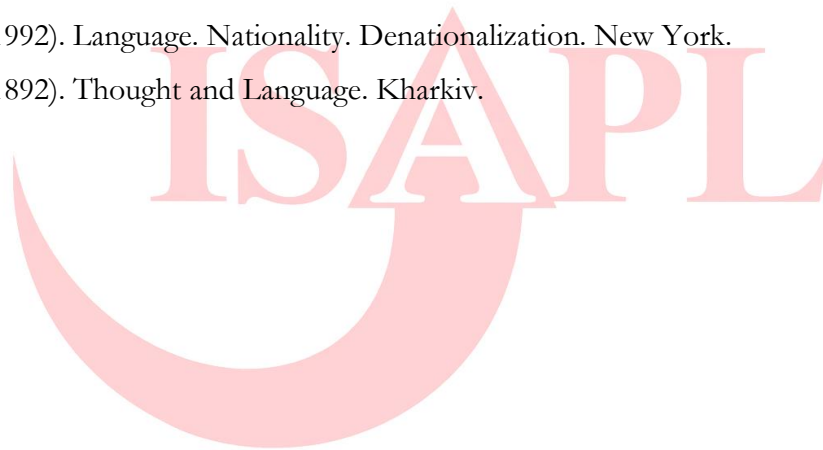
Such an approach is particularly effective for examining the inner world of the individual as a representative of a specific ethnos, for understanding the nature of human consciousness through the lens of ethnoculture, and for identifying the value potential of ethnocultural communities. Moreover, it contributes to fostering mutual understanding in intercultural communication and supports the development of humanitarian diplomacy.

**Keywords:** associative experiment; intercultural communication; culture; ethnos; mentality.

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## Psycholinguistic approach to the classification of functionally-centered languages

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There is no completed and universally recognized functional classification of the world's languages today, capable of satisfying the scientific intentions of most researchers. Therefore, the psycholinguistic-functional classification of languages, proposed in this study, may be of interest for the further successful development of modern psycholinguistics, as we imagine, due to its ability to reflect a person's functional-linguistic competence – the ability to use social language means inherent in functionally-centered languages (professional language, second language, scientific language, metalanguage, business language, etc.) when generating speech. The use by a person of the full repertoire of language in its various functions is a special – functional-linguistic – competence of a person, which, being a psycholinguistic reality, has not been studied and described in psycholinguistics properly until now. Until now, language competence has been treated as a single, indivisible phenomenon, without due consideration of its possible sub-competences. One such sub-competence, as evidenced by the linguistic evolution of modern humans, is precisely functional-linguistic competence. These abilities are among the most complex of all linguistic capacities – namely, the ability to use an ethnolanguage (or multiple ethnolanguages) in their various functional types and styles. As shown in Fig. 1, at the center of the model is the functional speech linguistic sub-competence of the speaker of any national language. This psychological property determines the speaker's ability to use ethnolanguages in various functions: simpler functions, represented in the first concentric circle, and more complex functions, shown in the second and third circles. Naturally, each functionally centered language can be represented by different – specific and distinctive – linguistic means within each particular ethnolanguage. The most complex in terms of their cognitive and communicative indicators are the functional-linguistic abilities to use languages in the status of: business language, language of



profession, language of science, metalanguage, language of translation, language of specialty, professional language. The paradigm we propose is based on generative processes – speaking and listening (Kalmykova et al., 2020). Universal human criteria are put forward as the basis for grouping languages. *The speaker, his functional speech-linguistic ability to use the languages of the world in various functions in individual everyday communicative practice, appears as a new basis for the functional classification of languages.*

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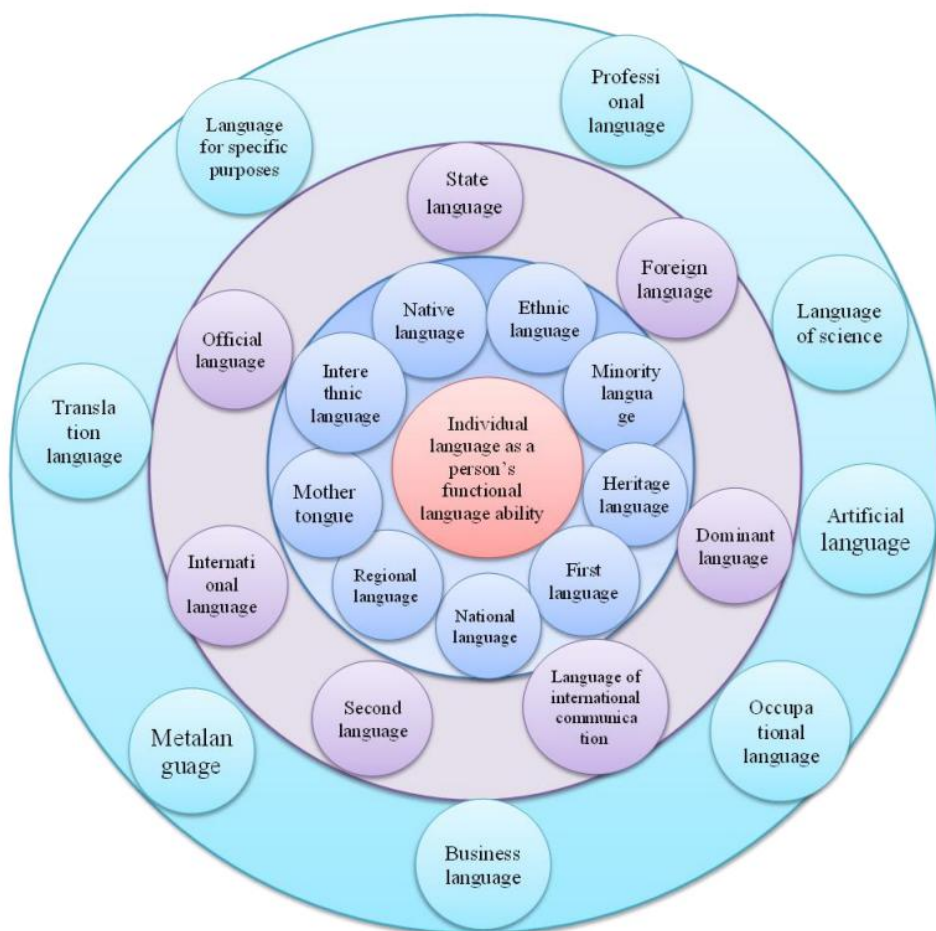


Fig. 1. Theoretical model of the classification of functionally centered languages based on the psycholinguistic criterion of “functional-linguistic capacity”



## Speaking and listening as communicative-linguistic processes: A psycholinguistic model of communication “from meaning to word”

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The need for a systematic psycholinguistic analysis of communication issues, and in particular of internal speech within the communicative-linguistic – psycholinguistic – aspect is justified exclusively by the current state of research into communicative acts, according to which most of the recent studies in this field concerned only the external-speech (explanatory) side of communication. At the same time, the internal speech aspect of communicative interaction, which determines the success of the senders' utterances and their comprehension by the recipients, remains largely overlooked by researchers. The data obtained in the study through meta-analysis (Kalmykova, et al., 2020) provide grounds for confirming the formulated hypothesis that in most of the analyzed generative models of communication and speech processes (both speaking and listening), the common intra-speech component for externalization and internalization is “meaning”. The generative process begins from meanings at the stage of internal speech – the construction of an utterance. By transforming meaning into linguistic meaning, the addressee's utterance is deployed, which is subsequently carried out (according to different models) using different strategies and schemes. At the same time, meaning in these models remains a constant intra-speech component. Decoding of meaning in inner speech also ends the process of verbal perception and understanding of the utterance by the addressee, which undergoes a transformational path through a number of thought-generating stages: from heard utterances to decoding the meaning formed by the addressee. And in this impressive generative process, meaning in the vast majority of studies remains a constant value of inner speech. Thus, the communication process appears as a two-way process of semantic interaction between the recipient and the sender. As the model shows, through direct interaction the communicant engages in verbal perception and internalization of the utterance heard. At the



stage of internal speech, the recipient transforms the grammatically structured sentences and words selected by the speaker into internal speech structures, performing operations of semantic syntactic structuring and selection of linguistic meanings. As a result, the communicant decodes the semantic structure of the sentence constructed by the speaker. In the subsequent internal generative process, semantic syntactic structuring and the selected linguistic word meanings are transformed into operations of meaning-level syntactic structuring and selection of meanings. Thus, the communicator decodes the internal (semantic) program of the communicator's perceived utterance. Having formed and understood the meanings, the communicator provides feedback, assuming the role of communicator. The change of roles in communication supports a continuous communicative process limited by a certain time and provides verbal interaction without going beyond this circle. The model also illustrates that internal speech plays a central role in generating communicative processes and in their interconnection within the bidirectional dynamics of communication via mechanisms of direct and feedback interactions.

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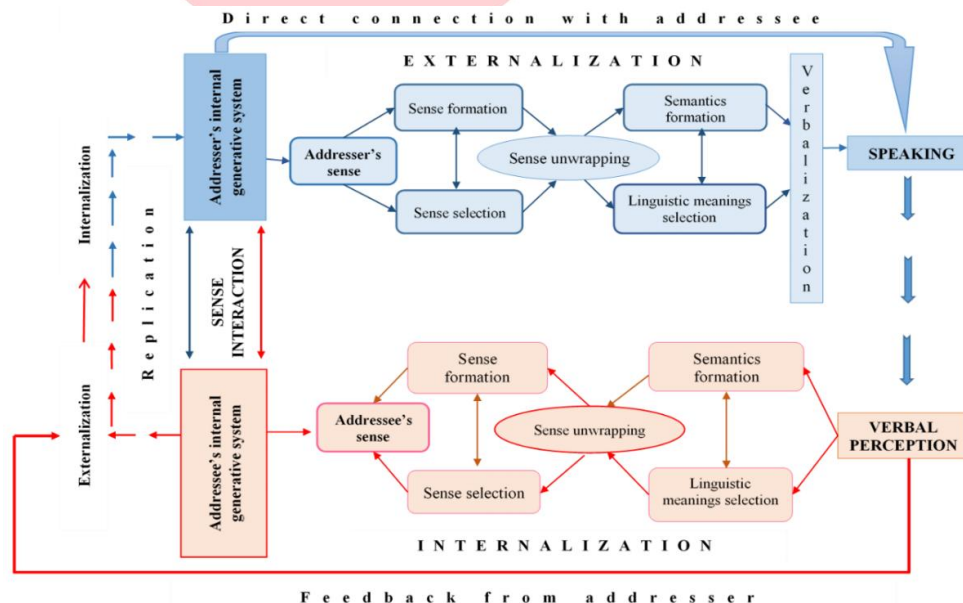


Fig. 1. Psycholinguistic Model of Subject Communication: “From Meaning to Meaning”



## Contraste entre dados de aquisição de aspecto por crianças com TDL brasileiras e portuguesas: dados preliminares

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De acordo com a *Growing Trees Hypothesis* (Friedmann; Belletti; Rizzi, 2021), a aquisição das projeções funcionais no *Forefield* e no *Middlefield* ocorre de forma seriada. Entre as projeções aspectuais que compõem o *Middlefield*, três serão objeto de estudo nesta pesquisa em andamento: o aspecto progressivo, o aspecto prospectivo e o aspecto completivo. À luz da *Growing Trees Hypothesis*, espera-se que a aquisição dos aspectos alocados em projeções mais baixas na árvore sintática preceda a aquisição daqueles alocados em projeções mais altas nessa hierarquia: AspProgressivoP > AspProspectivoP > AspCompletivo(II)P (Cinque, 1999; 2006, adaptado). O aspecto progressivo refere-se a uma situação que ocorre em um determinado ponto no tempo dentro de um intervalo temporal mais amplo (“Ana está cantando no bar agora” (português brasileiro) / “Ana está a cantar no bar agora” (português europeu)); o aspecto prospectivo refere-se a uma situação que marca um ponto anterior ao início de um evento (“O cachorro quase comeu o bolo”); e o aspecto completivo refere-se a uma situação télica concluída, isto é, uma situação em que o ponto final foi alcançado (“O cachorro comeu o bolo todo”). Uma forma de investigar categorias funcionais é por meio da análise de dados de aquisição atípica da linguagem, como no caso de crianças com Transtorno do Desenvolvimento da Linguagem (TDL). Esse transtorno afeta o neurodesenvolvimento, prejudicando tanto a produção quanto a compreensão linguística nos indivíduos afetados (Cáceres-Assenço *et al.*, 2020). Hermont e Morato (2014) apontam para um déficit sintático na camada flexional no TDL. Assim, o objetivo deste estudo é investigar a aquisição do conhecimento funcional dos aspectos progressivo, prospectivo e completivo, propostos por Cinque (1999; 2006), por crianças com TDL adquirindo o português brasileiro (PB), de um lado, e o português europeu (PE), de outro lado. A hipótese é de que o desempenho em completivo será melhor que o desempenho em progressivo e prospectivo. Ainda, justifica-se tal hipótese com base na hierarquia dos sintagmas funcionais do *Middlefield*, em que AspCompletivo(II)P encontra-se mais abaixo que os outros



sintagmas funcionais investigados, e com base nas previsões da *Growing Trees Hypothesis*. Serão aplicados dois testes linguísticos, um de produção e outro de compreensão. Os dados de produção serão coletados por meio de uma tarefa de produção eliciada (Grolla; Silva, 2014), na qual 12 estímulos são apresentados na forma de ilustrações, sendo quatro imagens destinadas a eliciar a produção de cada tipo de aspecto investigado. A criança verá uma imagem por vez e será solicitada a descrevê-la. Para a coleta de dados de compreensão, será desenvolvida e aplicada uma tarefa de seleção de figuras (Grolla; Silva, 2014). Essa tarefa consiste em a criança indicar, entre três imagens apresentadas em uma folha de papel, aquela que corresponde à sentença produzida pelo pesquisador, a qual veicula um dos três aspectos investigados. Neste trabalho, serão apresentados e contrastados os resultados coletados de uma criança com TDL nativa de PB e uma criança com TDL nativa de PE. Espera-se que os resultados sustentem a hipótese proposta.

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**13<sup>th</sup> INTERNATIONAL CONGRESS OF ISAPL –  
POSTER ABSTRACTS**



## Ergatividade na Língua Kaingang – um Estudo Psicolinguístico

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**Resumo:** Este trabalho tem dois objetivos no que diz respeito à presença de ergatividade na língua kaingang (subfamília Jê, da família Macro-Jê), falada nos três estados do sul do Brasil e no estado de São Paulo. O primeiro dos objetivos é um breve histórico da descrição da ergatividade na língua, algo que é apontado desde descrições mais antigas, como de Wiesemann (1974, 2002) a descrições mais recentes, como Santos (2002), na sua descrição de orações relativas; e Nascimento (1998), em que fala da marcação morfológica de caso e concordância verbal ergativa, coisa que é contestada por autores como D'Angelis (2004). Seguindo o que é proposto em Nascimento, Damulakis e Lima (2023), parece haver duas possibilidades de interpretação de estruturas cuja forma verbal é a chamada “forma plural” (formada comumente pela duplicação da raiz): i) a leitura de multiplicidade do objeto, portanto uma concordância com o objeto ou com o sujeito de uma oração intransitiva (portanto, uma concordância ergativa); e ii) a leitura iterativa, de ação múltipla. O presente estudo buscará demonstrar se há uma preferência de leitura através de uma tarefa de leitura automonitorada com uma seleção de imagens após as frases, na qual o participante terá de selecionar a que melhor descrever o que acabou de ler. Na tarefa, controlar-se-ão a forma verbal usada (singular ou plural), a animacidade do argumento e a sua função (se é sujeito de um verbo intransitivo ou objeto). Parte da relevância deste trabalho se dá pelo fato de ainda haver uma escassez de trabalhos que lidam com o processamento de línguas non-WEIRD (Western, Educated, Industrialized, Rich, Democratic), mesmo sendo tais estudos peças fundamentais para o entendimento da linguagem humana como um todo.

**Palavras-chave:** ergatividade. kaingang. jê. leitura automonitorada. não-WEIRD. processamento.

**Abstract:** This study has two objectives regarding the presence of ergativity in the Kaingang language (Jê subfamily, Macro-Jê family), spoken in the three states in southern Brazil and in the state of São Paulo. The first objective is to provide a brief history of the description of ergativity in the language, a feature noted in earlier descriptions, such as those by Wiesemann (1974, 2002), and in more recent ones, such as Santos (2002), in her description of relative clauses; and



Nascimento (1998), in which she discusses morphological case marking and ergative verbal agreement, a point contested by authors such as D'Angelis (2004). Following the proposal put forward by Nascimento, Damulakis and Lima (2023), there appear to be two possible interpretations of structures whose verbal form is the so-called 'plural form' (commonly formed by doubling the root): i) the reading of object multiplicity, that is to say an agreement with the object or with the subject of an intransitive clause (therefore, an ergative agreement); and ii) the iterative reading, of multiple action. The present study will seek to demonstrate whether there is a reading preference through a self-paced reading task with a selection of images following the sentences, in which the subject will have to select the one that describes better what they just read. During the task, the verb form used (singular or plural), the animacy of the argument and its function (whether it is the subject of an intransitive verb or the object) will be controlled. Part of the relevance of this work stems from the fact that there is still a scarcity of studies dealing with the processing of non-WEIRD (Western, Educated, Industrialised, Rich, Democratic), even though such studies are fundamental keys to understand human language as a whole.

**Keywords:** ergativity. kaingang. self-paced reading. non-WEIRD. Processing.

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## A Large Normative Database of Explicit and Implicit Emotional Sentence Pairs in Spanish

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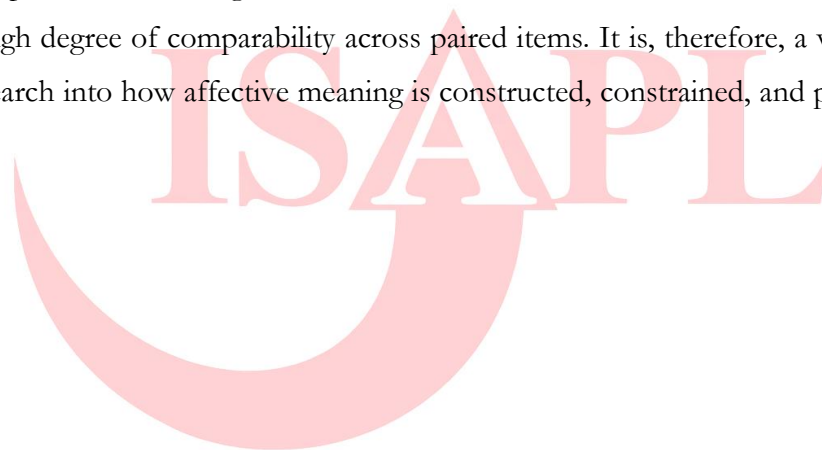
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Research on language and emotion has predominantly focused on individual words, supported by extensive normative datasets for affective variables such as valence and arousal. In contrast, affective norms at the sentence-level remain comparatively scarce, despite their importance for studying emotional meaning in context and under more ecologically valid conditions. This study presents a large normative database of Spanish sentence pairs designed to support research into emotional language beyond the single-word level. The database comprises 724 minimal pairs (1448 sentences) of emotional and neutral sentences evaluated by over 1000 participants. It includes both explicit and implicit emotional/neutral sentences. In explicit sentences, emotional meaning is conveyed directly through an overtly emotional word, as in 'Fiona encontró al violador/concejal en el parque' ('Fiona found the rapist/councilman in the park'). Contrarily, in implicit sentences, emotional meaning does not emerge from an overtly emotional word, but rather from the situation or inference generated by a neutral word. For example, 'La nadadora vio una aleta/pinza en el agua' ('The swimmer saw a fin/clothespin in the water'). In each pair, the two sentences are identical except for one critical word, thus, allowing for a precise manipulation of affective meaning while maintaining syntactic structure and overall propositional content. The sentences were rated on plausibility, predictability, cloze probability, emotional valence, and arousal, as well as five discrete emotions: happiness, sadness, disgust, anger, and fear. A major strength of the dataset is the degree of control achieved over paired items. The two sentences in each pair were almost identical in their scores for plausibility, predictability, and cloze probability. At the same time, the matched sentences clearly differ in valence, arousal and scores on the five discrete emotions. This combination of strong emotional differentiation and tight control over dimensions unrelated to emotion makes them particularly suitable for experimental research. In addition, we collected data on individual differences from participants, including age, gender, and personality scores on the Big Five dimensions: extraversion,



agreeableness, emotional stability, openness to experience, and conscientiousness. These variables were incorporated into the analyses to examine between-individual differences in sentence ratings. The sentence ratings reproduce some of the patterns observed at the single-word level. For example, a familiar boomerang-shaped relationship was observed between valence and arousal: highly positive and highly negative sentences were associated with higher arousal than neutral ones. In terms of the highest discrete emotion scores for the explicit emotional sentences, happiness scored highest on 38.9% of the rated sentences; sadness on 21.1%; disgust on 12.4%; anger on 13%; and fear on 14.6%. For the implicit emotional sentences, happiness scored highest on 23.4% of the rated sentences; sadness on 19.9%; disgust on 23.8%; anger on 5.6%; and fear on 27.3%. This database offers several applied advantages. It provides a comprehensive stimuli selection resource for studies involving reading, memory, and affective disorders. Compared with existing sentence-level affective norms, its main contributions lie in its size and the high degree of comparability across paired items. It is, therefore, a valuable tool for advancing research into how affective meaning is constructed, constrained, and processed within a sentence.



# Efeitos da equivalência idiomática no processamento: um estudo de leitura automonitorizada e de rastreamento ocular em falantes de Português Europeu (L1) com níveis variáveis de dominância em Inglês (L2)

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## Introdução

As expressões idiomáticas são expressões que se **difundem amplamente** na nossa **linguagem quotidiana** (Cieślicka, 2015), estimando-se que os falantes, em média, produzem **quatro expressões com sentido figurado por minuto** no seu discurso (Pollio et al., 1997).

Devido à sua elevada frequência de uso no discurso, as expressões idiomáticas constituem-se como um **objeto de estudo de interesse no desenvolvimento lexical de segundas línguas (L2)**, sendo um **tópico de ênfase** na literatura e, concretamente, em **modelos de acesso lexical**, que defendem que o processamento de itens lexicais numa L2 depende de um processo de mediação com itens equivalentes da primeira língua (L1) (Kroll & Stewart, 1994).

Além disso, as expressões idiomáticas são consideradas unidades lexicais de **difícil aquisição**, sobretudo para falantes L2, pelo facto de dependerem dos **sistemas lexical e conceptual que estabeleceram na sua L1 para adquirirem o léxico de uma L2** - sendo as **expressões idiomáticas parte desse repertório lexical**.

## Objetivos

O objetivo é comparar **expressões idiomáticas inglesas e portuguesas com equivalência total** (*to break the ice* – quebrar o gelo), **equivalência parcial** (*to kick the bucket* – bater as botas), **sem equivalência** (*to bite the bullet*) e **traduções literais** (*\*to burn the eyelashes* – queimar as pestanas), inseridas em contextos frásicos para:

- Perceber se a **equivalência metafórica conceptual e estrutural** em expressões idiomáticas é uma variável que pode gerar **diferenças estatísticas significativas** no processamento;
- Compreender se o **nível de dominância na L2 face à L1 interfere no processamento** e no **grau de aceitabilidade** dos diferentes tipos de **expressão idiomática** em foco.

## Metodologia

A elaboração do estudo envolverá **duas experiências** baseadas nos **métodos de leitura automonitorizada e rastreamento ocular**:

- Na primeira experiência, elaborada na plataforma PCIBex (Zehr & Schwarz, 2018), os **tempos de leitura** dos participantes, durante a leitura segmentada de frases com expressões idiomáticas inglesas, serão registados;
- Na segunda experiência, os **movimentos oculares** dos participantes na leitura das mesmas frases serão medidos e monitorizados.

Antes da realização das experiências, os participantes responderão a um **questionário sociolinguístico** e julgarão a **aceitabilidade das expressões idiomáticas** inseridas nas frases.

## Revisão da literatura

As expressões idiomáticas são expressões lexicalizadas e reproduzidas como um todo, formadas por mais do que uma palavra, com um significado que não deriva da soma do significado individual de cada elemento que as constitui, mas sim da expressão como um único bloco de sentido.

Existem modelos de processamento idiomático em L2 que estudam a interação da equivalência e do contexto no processamento (Liontas, 2002), o papel da decomposicionalidade e familiaridade das expressões idiomáticas (Abel, 2003) e a saliência dos sentidos literais face aos sentidos figurados (Cieślicka, 2006).

Teorias modernas sobre o processamento de expressões idiomáticas convergem num paradigma simultaneamente composicional e não-composicional, defendendo que estas expressões são armazenadas como unidades únicas mas que os significados individuais das palavras são reconhecidos e analisáveis.

Pesquisas anteriores têm obtido resultados que demonstram que **expressões idiomáticas com sobreposição na metáfora conceptual e na forma entre a L1 e a L2** são mais **facilmente identificáveis e recuperadas da memória** (Titone et al., 2015; Pritchett et al., 2016), além de gerarem um **efeito de facilitação** em tarefas de compreensão e produção *offline* (Laufer, 2000; Charteris-Black, 2002) e também em experiências *online* (Carrol, Conklin & Gyllstad, 2016). Outras pesquisas têm demonstrado que **falantes com menor dominância na L2 em comparação com a L1 demoram mais tempo a identificar os sentidos figurados das expressões**, além de **julgarem expressões sem equivalência com menor acurácia**, e que a **tradução de expressões da L1 para a L2**, mesmo quando não existe equivalência direta, **facilita a interpretação e produz tempos de resposta mais rápidos** (Wolter & Gyllstad, 2011; Yamashita & Jiang, 2010).

## Resultados preliminares

Com base nos dados já encontrados, prevê-se que:

- O processamento de **expressões idiomáticas equivalentes e traduzidas literalmente da L1 para a L2** seja **mais rápido** do que o **processamento das expressões parcialmente equivalentes e não equivalentes**, podendo o grau de dominância na L2 modular os tempos de leitura e os movimentos oculares dos participantes;
- As **expressões com equivalência entre as duas línguas** sejam **mais aceitáveis**, enquanto as **restantes expressões**, sobretudo quando os **níveis de dominância entre a L1 e a L2 dos participantes são discrepantes**, sejam menos aceitáveis.

## Conclusão

A partir da área da Psicolinguística, **torna-se possível fazer inferências sobre a cognição humana através da medição do efeito de diferentes variáveis no processamento linguístico**.

Assim, torna-se altamente eficaz investigar a complexidade das expressões idiomáticas, esperando-se **1) observar o modo como falantes com diferentes níveis de dominância na L2 processam estas expressões com graus de equivalência distintos, 2) verificar se há influências da L1 na interpretação destas expressões ao nível sintático em L2 e 3) aprofundar a literatura com contributos inovadores para o estudo do processamento e transferência dos significados figurados no âmbito bilingue entre Português Europeu e Inglês**.



# BOOK OF ABSTRACTS

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