

Oliveira, Ana Maria, Prof. Coordenadora, Escola Superior de Educação - Instituto Superior Politécnico de Viseu; Castro, São Luís, Prof. Associada, Faculdade de Psicologia e Ciências da Educação - Universidade do Porto; de Sousa, Liliana, Prof. Auxiliar, Instituto de Ciências Biomédicas Abel Salazar - Universidade do Porto, Verbal Information Processing in Bilinguals (Portuguese/French) in a Dichotic Listening Task (Bilingualism)

Different methods have been used to study verbal processing, namely for decoding. Since dichotic listening is a method suited to throw light onto processes of perception and lateralization for verbal stimuli, it may contribute towards the study of information processing differences between mono and bilingual subjects.

In this study, Portuguese and French monolinguals were given a dichotic listening task in their respective native languages. Bilingual participants performed three different tasks, the ones given to each group of monolinguals and an original one (mixed Portuguese/French) all made specifically for this purpose. In the mixed task, a word in one language was always paired with another word of the other language. Thus interference between dichotic stimuli also occurred at the level of the language itself.

The results provided no evidence for global differences between bilinguals and monolinguals. However, differences in information processing between monolinguals and bilinguals will be discussed on the basis of the analysis of type and relative frequency of errors.

Ortega, M.A. (Assist), Torres, Meritxell (Assist) & Triadó, C. (Prof.). Dep. Developmental Psychology and Education. University of Barcelona. **THE GESTURAL COMMUNICATION OF DEAF CHILDREN.** (Language disorders).

The principal aim of this work is to analyse the communicative gestures of deaf children. These children have difficulties in the acquisition of oral language, so they use mimetical gesticulation and facial expressions to communicate with others. At first, their gestures have similar traits to those used by hearing children who have not yet developed their first words. Later on, deaf children develop gestures that are not observed in hearing children.

**METHOD:** Our approach is based on an observational methodology. It consisted of the observation of two children videotaped from the age of 20 to 36 months. Both children have hearing parents and receive logopedic support in oral language. We have analysed the gestures using our own categorization model (Triadó, 1989, Eida, 1990), as well as the one presented by R.T.L. Saitz and E.J. Cervenka (1972).

**RESULTS AND CONCLUSIONS:** Although children receive logopedic support in oral language, they still develop gestures that allow them to express their needs and feelings. A great part of these gestures are understood by those adults surrounding them. Other gestures, though, are difficult to be understood by others as they lack a shared meaning. Therefore, our conclusion emphasizes the importance that deaf children and their parents use sign language, as this would lead to a more fluent communication between them.