

Golubeva-Monatkina, Natalia, Dr.Prof., Linguistic University of Moscow. Bilingualism and National Self-Consciousness of Russian Immigrants in France and Canada. (Bilingualism)

At present in France and Canada there are five generations of French/Canadians citizens of Russian origin belonging to four 'waves' of migration. Some representatives of the real first generation of the 'first wave' (after 1917) are still safe and sound, but older than 90, their French/English-Russian bilingualism is sometimes Russian-dominant and they consider themselves as Russians. Owing to the activities of this first generation, a unique cultural phenomenon named 'Russia Abroad' existed in 1920-1939. The representatives of the second generation were born in Russia, now they are older than 70, their bilingualism is Russian- or French/English-dominant. They consider themselves as Russians, several persons as bicultural. The third generation were born 'beyond the borders', sometimes from mixed marriages, their bilingualism is French/English-dominant and they realize this fact. Several persons consider themselves as Russians, others as 'Russians living in France/Canada' or 'Frenchmen/Canadians of Russian origin'. The Russian language is often their occupation. The representatives of the fourth generation are bilingual only in very rare cases.

Gomes, Inês, Doctoral Student, and Castro, São Luís, Assoc. Prof., University of Porto, R. do Campo Alegre, 1055, 4150 Porto, Portugal, Language processing in Portuguese children aged 4 to 10 years (Child language acquisition).

The aim of the present study is to assess specific components of the language system in pre-school and school children that are native speakers of European Portuguese. It is based on a neuropsychological perspective of language as a complex system consisting of different operations of mental processing; these operations are organized in partly autonomous modules, that are interconnected and communicate with each other. Eighty kindergarten children (half with 4-year-olds, and half with 5-year-olds) and four groups of school-age children from the 1st to the 4th grade, aged from 6 to 10 years, participated in this study. A set of 10 psycholinguistic tasks dealing with reading and spelling, sentence comprehension, and auditory processing were used. These tasks were adapted to Portuguese from the PALPA battery (Psycholinguistic Assessments of Language Processing in Aphasia), developed by Kay, Lesser and Coltheart (1992). On the whole, results show that the tasks used were sensitive to an increasing mastery of spoken language by kindergartners and of written language by school-age children. Older children progressed in their mastery of the basic skills of reading, namely letter knowledge. A significant effect of schooling was found in the different tasks that probe letter discrimination, letter naming and letter sounding; in contrast, in the sentence repetition task, the significant differences occur between 4- and 5-year-olds, with no important progress over the next school years. An analysis of errors was also performed. The sources of different types of errors across schooling level and age will be discussed.

Kay, J., Lesser, R., & Coltheart, M. (1992). Psycholinguistic assessments of language processing in aphasia: PALPA. London: Lawrence Erlbaum Associates.