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Currently in Kazakhstan there are over 126 languages in use. The research applies semantic differential to identify the relationship to Kazakh, Russian and English languages. The sample consists of 67 college students (34 Kazakhs and 33 Russians). 85% ethnic bilingual Kazakhs perceive Kazakh language as a native and formal language for communication; the majority of the respondents characterize it as "positive", "good" and "nice". Attitudes among the Russian bilingual speakers about Kazakh language are similar. However, an interesting fact was discovered that Russian language is presented in the students' minds as it is "funnier" and "warmer" and "more informal". 60% of respondents of Russian nationality note both Kazakh and Russian languages as native ones. In the assessment of English respondents stress three main characteristics of it as being "strong", "independent" and "foreign". The monolingual students note that English language feels as "cold", "independent" and "energetic."

P1982

Psychological entrenchment of morphemic entities in concatenation-induced obstruent voicing

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The present study investigated the cognition of voice alternation for the first consonant of the final morpheme of nominal compounds in Japanese. In a paper-based survey, 176 young L1 speakers answered whether /s/ or its voiced cognate /z/ would be more appropriate at the morpheme-onset. Their responses to the concatenation-induced obstruent voicing phenomenon showed that a rate of choosing the voiced /z/ for existing words did not match that for each word's dictionary forms, but did agree with the average over all the entries comprising that final morpheme. Next, those dependencies were observed for pseudo-words that contained the same final morphemes as the existing words in question. Those results suggest under the present conditions that the L1 speakers' cognition of obstruent voicing applies holistically to final morphemes based on lexical schema rather than directly refers to individual compound words in the mental lexicon.

P1983

Mental simulation during comprehension of English and Japanese action sentences in English learners

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From the embodied cognition view, action sentences are thought to be comprehended by mental simulations in the sensorimotor system. Although many studies have supported this view, mental simulation during foreign language comprehension is still not well understood. We conducted behavioral and functional magnetic resonance imaging (fMRI) experiments to compare the activated mental simulation while comprehending Japanese and English action sentences in Japanese students. The participants performed a sensible judgment task for action and mental sentences in both the studies. The behavioral study showed that in the both languages, the reaction times to mental sentences were longer than those to action sentences. The fMRI study revealed that specific neural regions were activated while reading English action sentences and other regions were activated in response to both the languages. This suggests similar mental simulation occurs in common brain areas during comprehension of foreign-language and native-language sentences.

P1984

An examination of Japanese infants' perception of morae as speech sounds.

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Although previous studies have investigated infants' ability to detect phonetic differences among speech sounds, they have rarely examined whether infants can segment words into syllables. This study examined the ability of Japanese infants to segment Japanese words whose phonological unit is based on the mora. Using the intermodal preferential looking paradigm, we familiarized children aged 6–24 months (classified into three age groups) to conditions in which the numbers of sounds and visual objects were matched. We then tested whether they could match the number of morae in Japanese words to the number of objects. All groups of infants looked significantly longer at numerically matched conditions (e.g., three morae and three objects) than non-matched conditions (e.g., two morae and three objects). Given that the number of morae in the current Japanese words also matched the number of syllables, infants may universally possess an earlier-than-expected ability to segment speech sounds.

P1985

The time course and magnitude of Stroop effect in bilinguals

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Cognitive control abilities and lexical access speed in Stroop performance with SOA paradigm were investigated in sixty-one Chinese-English bilinguals in their first and second languages. Our hypothesis is that if bilinguals have cognitive control advantages, the reaction time of interference effect would be the largest on smaller values of SOA in second language. If there was a lexical access disadvantage, bilinguals' interference effect in first language would have a longer reaction time comparing to the second language. We found no evidence for a bilingual cognitive advantage, but we found evidence for the bilingual lexical disadvantage. Moreover, second language learning may reduce the lexical access of the bilinguals' mother tongue. **Keywords:** Stroop, bilingualism, lexical access, cognitive control

P1986

The understanding of utterances from context in children with Language Impairment (LI)

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The research was part of a bigger project which was contained within a study on understanding some aspects of expression by children with LI, and evaluation of their pragmatic behaviour. According to DSM-V, language impairment is a dysfunction defined by difficulties in acquiring the native language. The main objective of this study was to understand if children with LI interpret contextual clues (such as visual clues) in the same way as children with typical development. The study was conducted using an authored method. The clinical group consisted of 76 children with language impairment (LI) aged 4; 0 to 6; 11 years of age. The control group consisted of 181 children of the same age. In interpreting statements of the speaker, subjects with LI consider semantic contextual elements to a lesser extent than children with typically developed speech, while they focus on visual context indicators more intensely than their peers.

P1987

The effect of handedness and word-frequency on explicit memory performance and motor performance

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Previous research has reported a left-handedness advantage and a high-frequency