

Title
Fatherhood: A way of giving meaning to life

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This paper was meant to look into the meaning of fatherhood. By means of a direct experience with fathers, one tried to understand the meaning of such experience to find out the reason why a man has to have a son. To reach that goal we looked over the father's world, his way of living in order to find out the structures of his being alive. Following the principles indicated by phenomenology, we used as our research method, interviews with fathers who told us about their experience and they felt about it. The interpretation of such experience was presented in meaningful units in order to understand his time and space horizon and the relation he shared with other people in the world. It was concluded that fatherhood means the possibility a man has to reach into the future, going beyond his time, growing and enduring so that trying to overcome his time the father tries to disregard the finitude of his own existence. He was meant to that, that is it destiny and the son is both his means to overcome and his confirmation.

ABSTRACT FORM (Type single space. Use full width of frame)

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Developmental aspects in the perception of spoken words: an analysis of errors from a dichotic listening task

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Evidence of changes in the perception of speech in the course of preschool to school years and adulthood has recently accumulated. Which processes involved in speech perception undergo such modifications, and by virtue of which factors these arise, is an important question not only for the theorist but also for the educator.

We examined the responses from preliterate children to college students listening to concurrent words in a dichotic situation - where one word is presented to one ear while another, different word, is simultaneously presented to the other ear. This method allows the occurrence of perceptual errors known as blendings, assumed to reveal the automatic extraction of phonetic features, as well as of errors either restricted to a single phoneme or spanning to the whole syllable or word, assumed to depend on the ability to pay attention to the segmental structure of speech. Analysis of performance level and error patterns of four groups of 24 subjects each (ages 6, 9, 15 and 22), and two extra groups of kindergartners and first graders aged 6 and 7 (20 x 2) showed that: (a) accuracy increases with age and is associated with a lesser incidence of global errors (in whole syllables or words); (b) literacy, not schooling, leads to a higher proportion of segmental errors, namely those in the first consonant only; (c) phonetic feature blendings occur in all groups, but less in the 6-year old children.

Implications of these results for the ontogenesis of speech perception, considering the roles of data-driven automatic processes, and knowledge-driven attentional processes, are discussed.