

## FULL PROGRAM - ISMBS 2019

**TUESDAY, 27 August**

### ATRIUM

08:00-09:00	REGISTRATION
<b>CONFERENCE HALL</b>	
<b>OPENING REMARKS</b> 09:00-09:15	Chair: <i>Elena Babatsouli</i>
<b>SESSION 1</b> 09:15-10:30	Chair: <i>Brechtje Post</i>
09:15-09:40	<b>Natural Growth Theory of Acquisition (NGTA): Evidence from (mor)phonotactics</b> <i>Katarzyna Dziubalska-Kolaczyk, Magdalena Wrembel</i> Adam Mickiewicz University, Poznań
09:40-10:05	<b>Phonology/morphology interaction: A general model of word-structure tested on Danish</b> <i>Hans Basbøll</i> University of Southern Denmark
10:05-10:30	<b>Acquiring sociophonetic variation in contexts of internal migration: Testing vowel production and perception of Italian schoolchildren</b> <i>Chiara Meluzzi</i> University of Pavia
<b>SESSION 2</b> 10:30-11:45	Chair: <i>Katarzyna Dziubalska-Kolaczyk</i>
10:30-10:55	<b>Non-uniform prosodic development in a multisystemic model of bilingual acquisition</b> <i>Brechtje Post, Aike Li</i> University of Cambridge
10:55-11:20	<b>Subject-Verb code-switching between French and Spanish: Putting strong pronouns to the test</b> <i>Juana M. Liceras<sup>1,2</sup>, Estela García Alcaraz<sup>1</sup>, Cassandra Ayala-Nájera<sup>1</sup></i> <sup>1</sup> University of Ottawa, <sup>2</sup> Universidad Nebrija
11:20-11:45	<b>Online phonetic training improves L2 word recognition</b> <i>Gerda Ana Melnik, Sharon Peperkamp</i> ENS- PSL University, EHESS, CNRS
<b>PLENARY TALK</b> 11:45-12:45	<b>Cross-linguistic influence and task-effects in the acquisition of L2 intonation</b> <i>Laura Colantoni</i> University of Toronto
<b>BREAK/ LUNCH</b> 12:45-13:30	ATRIUM
<b>SESSION 3</b> 13:30-14:45	Chair: <i>Juana M. Liceras</i>
13:30-13:55	<b>Prosodic features in anaphora resolution: A comparative study on Italian and Swedish</b> <i>Chiara Gargiulo, Mechtild Tronnier, Petra Bernardini</i> Lund University
13:55-14:20	<b>The perception of prosodic boundaries in L2</b> <i>Elaine Schmidt<sup>1,2</sup>, Ana Perez<sup>2</sup>, Ianthi Tsimpli<sup>2</sup></i> <sup>1</sup> Queen Mary University London, <sup>2</sup> University of Cambridge
14:20-14:45	<b>A multimodal approach to (Dis)fluency in L1 and L2 discourse</b> <i>Loulou Kosmala, Maria Candea, Aliyah Morgenstern</i> Paris III Sorbonne Nouvelle University

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**CONFERENCE HALL**

<b>POSTERS I</b> 14:45-16:00	<b>ATRIUM - TITLES AND AUTHORS*</b>
<b>SESSION 4</b> 16:00-17:15	Chair: <i>F. Hülya Özcan</i>
16:00-16:30	<b>The Part-of-Speech Profile as a mirror for the syntactic development: A comparative study of narratives in 4- and 6-year-old children</b> <i>Ingrida Balčiūnienė<sup>1,2</sup>, Aleksandr N. Kornev<sup>1</sup></i> <sup>1</sup> St.Petersburg State Pediatric Medical University, <sup>2</sup> Vytautas Magnus University
16:30-17:00	<b>OVS sentence processing in German L1 and German-Italian 2L1 pre-schoolers: Exploring bilingual effects</b> <i>Chiara Boila, Tom Fritzsche, Barbara Höhle</i> Universität Potsdam
17:00-17:30	<b>Acquiring a moving target</b> <i>Linda Evenstad Emilsen</i> Østfold University College
<b>SESSION 5</b> 17:15-18:30	Chair: <i>Jelske Dijkstra</i>
17:15-17:40	<b>The development and expansion of noun phrases in spontaneous production data from Swedish children</b> <i>Maria Rosenberg</i> Umeå University
17:40-18:05	<b>Pronunciation of minimal pairs in French (L2) by Spanish-speaking children from Venezuela</b> <i>Ana Prato, Didier Demolin</i> CNRS-UMR 7018, Université Sorbonne Nouvelle, Paris 3
18:05-18:30	<b>Development of word structure production skills: A comparative study of narratives in 4- and 6-year-old children</b> <i>Aleksandr N. Kornev<sup>1</sup>, Ingrida Balčiūnienė<sup>1,2</sup></i> <sup>1</sup> St.Petersburg State Pediatric Medical University, <sup>2</sup> Vytautas Magnus University
<b>PLENARY TALK</b> 18:30-19:30	<b>Acquiring two languages in early childhood: The role of the input</b> <i>Annick De Houwer</i> University of Erfurt
<b>WELCOME RECEPTION</b> 19:30-20:30	<b>ATRIUM</b>

TUESDAY, 27 August

\* POSTERS I - ATRIUM

14:45-16:00
<b>1. Quantity distinctions in L2 speech and L1 listeners' perception process</b> <i>Åsa Abelin<sup>1</sup>, Elisabeth Zetterholm<sup>2</sup></i> <sup>1</sup> University of Gothenburg, <sup>2</sup> Linköping University
<b>2. Microstructure analysis in the analysis of personal narratives</b> <i>Androulla Athanasiou, Christina Giannika, Kikia Petinou</i> Cyprus University of Technology
<b>3. Double literacy effects on language and reading skills in Italian-English primary school children</b> <i>Francesca Costa, Maria Teresa Guasti</i> Università degli Studi di Milano Bicocca
<b>4. As far as the eye can see: Event conceptualization in German and Korean native speakers and second language learners</b> <i>Alexandra Kroiss<sup>1</sup>, Florian Goller<sup>1</sup>, Jeong-Ah Shin<sup>2</sup>, Ulrich Ansorge<sup>1</sup>, Soonjia. Choi<sup>1,3</sup></i> <sup>1</sup> University of Vienna, <sup>2</sup> Dongguk University, <sup>3</sup> San Diego State University
<b>5. Segmental production by Polish learners of English: The case of the FOOT and GOOSE vowels</b> <i>Dorota Lipinska</i> University of Silesia
<b>6. Building an acquisition model of Japanese syntax structures: Connecting the Rich Tree information of JMOR-based Kusunoki Treebank with CHILDES speech data</b> <i>Susanna Miyata<sup>1</sup>, Alastair Butler<sup>2</sup></i> <sup>1</sup> Aichi Shukutoku University, <sup>2</sup> Hirosaki University
<b>7. Rhotics degemination in Roman Italian: Between production and perception</b> <i>Rosalba Nodari<sup>1</sup>, Chiara Meluzzi<sup>2</sup></i> <sup>1</sup> Università degli Studi di Siena, <sup>2</sup> Università degli Studi di Pavia
<b>8. Multicultural and linguistic contexts, mixing and switching languages: First approaches on Portuguese, English and Mandarin early speakers</b> <i>Ana Margarida Nunes, Miriam Akiomay</i>
<b>9. Does orthographic depth modulate L1 phonological transfer? Evidence from the L2 speech of Farsi- and Korean-English-speaking bilinguals living in Canada</b> <i>Yasaman Rafat<sup>1</sup>, Veronica Whitford<sup>2</sup>, Marc Joannisse<sup>1</sup>, Mercedeh Mohaghegh<sup>1</sup>, Natasha Swiderski<sup>1</sup>, Celina Valdivia<sup>1</sup>, Parastoo Nasrollahzadeh<sup>1</sup>, Leila Habibi<sup>1</sup></i> <sup>1</sup> Western University, <sup>2</sup> University of Texas at El Paso
<b>10. Characteristics of Japanese young children's word accent assignment when reading</b> <i>Shino Sakono<sup>1</sup>, Isao Ueda<sup>2</sup></i> <sup>1</sup> Japan Society for the Promotion of Science, <sup>2</sup> Nagoya University of Foreign Studies
<b>11. Prosody, focus, and non-verbal IQ</b> <i>Joanna Śmiecińska</i> Adam Mickiewicz University, Poznań
<b>12. Articulatory features for pronunciation error detection and feedback</b> <i>Xing Wei, Catia Cucchiaroni, Helmer Strik</i> Radboud University, Nijmegen

**WEDNESDAY, 28 August**

**CONFERENCE HALL**

<b>SESSION 6</b> 08:00-09:15	Chair: <i>Olga Nenonen</i>
08:00-08:25	<b>The use of referential expressions by a trilingual German-Spanish-Catalan child</b> <i>Angelika Golegos</i> University of Konstanz
08:25-08:50	<b>A usage-based perspective on the “tense-aspect hypothesis” in French-English bilingual children</b> <i>Alice Brunet, Aliyah Morgenstern</i> Université Sorbonne Nouvelle – Paris 3
08:50-09:15	<b>Narrative skills of bilingual school-aged English-Greek children: Preliminary results</b> <i>Eleftheria Geronikou, Emilia Michou, Vasiliki Kyriazis</i> TEI Western Greece
<b>SESSION 7</b> 09:15-10:30	Chair: <i>Satomi Mishina-Mori</i>
09:15-09:40	<b>Japanese learners' interactional deployment of English <i>I don't know</i> and Japanese <i>wakannai</i> in classroom discussions for language learning</b> <i>David Aline and Yuri Hosoda</i> Kanagawa University
09:40-10:05	<b>Literate and linguistic features of Chinese EFL learners' narrative versus expository writing</b> <i>Xiangyu Jiang<sup>1</sup>, Liang Chen<sup>2</sup>, Qin Zhou</i> <sup>1</sup> Harbin Institute of Technology at Weihai, <sup>2</sup> University of Georgia
10:05-10:30	<b>The homogenization of ethnic differences in Singapore English: A consonantal production and perception study</b> <i>Kastoori Kalaivanan, Firqin Sumartono, Ying-Ying Tan</i> Nanyang Technological University
<b>SESSION 8</b> 10:30-11:45	Chair: <i>Hans Basboll</i>
10:30-10:55	<b>The initial learning of intonation patterns in a novel dialect of English by monolinguals and bilinguals</b> <i>Laura Spinu<sup>1</sup>, Yasaman Rafat<sup>2</sup></i> <sup>1</sup> City University of New York-Kingsborough, <sup>2</sup> University of Western Ontario
10:55-11:20	<b>Applying the Perceptual Assimilation Model to the L2 Acquisition of Japanese Pitch Patterns</b> <i>Tim Laméris</i> University of Cambridge
11:20-11:45	<b>Laterals in the pronunciation of L1 Bosnian under the influence of L2 German</b> <i>Carolin Schmid</i> Austrian Academy of Sciences
<b>PLENARY TALK</b> 11:45-12:45	<b>Acquisition outcomes in the sound systems of heritage speakers</b> <i>Tanja Kupisch</i> University of Konstanz
<b>BREAK/ LUNCH</b> 12:45-13:30	<b>ATRIUM</b>
<b>EXCURSION</b> 14:00-22:00	Departure in front of the <i>Municipal Market-Agora</i> of Chania

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**CONFERENCE HALL**

<b>SESSION 9</b> 08:00-09:15	Chair: <i>Sunny Park-Johnson</i>
08:00-08:25	<b>Influence of reading acquisition on the choice of referring expressions in children's narratives</b> <i>Camille Dupret</i> Université Sorbonne Nouvelle - Paris 3
08:25-08:50	<b>The acquisition of dislocation and the topic-comment relation: A developmental study of French</b> <i>Morgane Jourdain<sup>1,2</sup>, Emmanuelle Canut<sup>2</sup></i> <sup>1</sup> KU Leuven, <sup>2</sup> University of Lille
08:50-09:15	<b>The acquisition of voicing/length contrast of stops in a trilingual child</b> <i>Marieke Einfeldt</i> University of Konstanz
<b>SESSION 10</b> 09:15-10:30	Chair: <i>Kakia Petinou</i>
09:15-09:40	<b>Early Grammatical Development in Cyprus: A CDI study</b> <i>Loukia Taxitari</i> Cyprus University of Technology
09:40-10:05	<b>MySpeechTrainer: speech training system, data collection and innovative research</b> <i>Catia Cucchiarini, Helmer Strik</i> Radboud University, Nijmegen
10:05-10:30	<b>Phonological skills across child populations: How bilingualism and dyslexia interact</b> <i>Maria Vender, Denis Delfitto, Chiara Melloni</i> University of Verona
<b>SESSION 11</b> 10:30-11:45	Chair: <i>Maria Vender</i>
10:30-10:55	<b>Targeting speech intelligibility in Greek-speaking preschoolers through phonologically dense speech stimuli</b> <i>Kakia Petinou, Eleni Theodorou</i> Cyprus University of Technology
10:55-11:20	<b>Age of implantation and role of the hearing device in adult pathological speech</b> <i>Massimo D'Aco, Chiara Meluzzi</i> University of Pavia
11:20-11:45	<b>Speech and language development in children with cochlear implants: A longitudinal study</b> <i>Sophie Fagniant<sup>1</sup>, Brigitte Charlier<sup>3,4</sup>, Véronique Delvaux<sup>1,2</sup>, Anne Huberlant<sup>3</sup>, Kathy Huet<sup>1</sup>, Myriam Piccaluga<sup>1</sup>, Bernard Harmegnies<sup>1</sup></i> <sup>1</sup> University of Mons, <sup>2</sup> FNRS-Belgium, <sup>3</sup> Comprendre et Parler" Center-Brussels, <sup>4</sup> Free University of Brussels
<b>PLENARY TALK</b> 11:45-12:45	<b>Dysarthria across languages: Contrastivity and the vocal tract</b> <i>Nicole Müller<sup>1</sup>, Martin J. Ball<sup>2</sup></i> <sup>1</sup> University College Cork, <sup>2</sup> Bangor University
<b>BREAK/ LUNCH</b> 12:45-13:30	<b>ATRIUM</b>

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**CONFERENCE HALL**

<b>SESSION 12</b> 13:30-14:45	Chair: <i>Asa Abelin</i>
13:30-13:55	<b>Conceptual transfer in connecting events in Japanese-English bilingual teenagers' narratives</b> <i>Satomi Mishina-Mori<sup>1</sup>, Yuki Nakano<sup>1</sup>, Yuri Jody Yujobo<sup>2</sup></i> <sup>1</sup> Rikkyo University, <sup>2</sup> Tamagawa University
13:55-14:20	<b>Perception and production of Mandarin consonants by English learners of Chinese</b> <i>Xinchun Wang, Jidong Chen</i> California State University, Fresno
14:20-14:45	<b>Applying the Native Language Magnet Theory to an L2 setting: Insights into the GC adult perception of L2 English</b> <i>Elena Kkese, Sviatlana Karpava</i> University of Central Lancashire, Cyprus
<b>SESSION 13</b> 14:45-16:00	Chair: <i>Yasaman Rafat</i>
14:45-15:10	<b>Problems in speaking English in the perception of younger and older adults learning the language as an L2</b> <i>Monika Grotek</i> University of Silesia, Katowice
15:10-15:35	<b>Expressive illocutionary acts in multilingual communities: Case study in UTA Gagauzia</b> <i>Gina Aurora Necula</i> University of Galati
15:35-16:00	<b>Investigating the production of Italian palatals by English-speaking learners: An acoustic study</b> <i>Giulia Cortiana</i> University of Western Ontario
<b>SESSION 14</b> 16:00-17:15	Chair: <i>Elisabeth Zetterholm</i>
16:00-16:25	<b>Mobility turns for achieving mutual orientation: Lingua Franca interaction in an Asian campus tour</b> <i>Yuri Hosoda, David Aline</i> Kanagawa University
16:25-16:50	<b>Bidirectional grammatical stress in a free lexical stress system</b> <i>Beata Łukaszewicz, Janina Molczanow</i> University of Warsaw
16:50-17:15	<b>Processing correlates of verb semantic complexity</b> <i>Tun Scarlett Hao</i> The University of Hong Kong
<b>SESSION 15</b> 17:15-18:30	Chair: <i>Chiara Meluzzi</i>
17:15-17:40	<b>Foreign language acquisition of Polish (mor)phonotactic consonant clusters by Russian and Ukrainian speakers</b> <i>Alona Kononenko</i> Adam Mickiewicz University, Poznań
17:40-18:05	<b>Hemispheric asymmetries in the processing of opaque compounds: A cross-modal priming evidence from Polish (L1) and English (L2)</b> <i>Hanna Kędzierska, Krzysztof Hwaszcz</i> University of Wrocław
18:05-18:30	<b>Effects of simultaneous bilingual acquisition on filled pauses in French speech</b> <i>Justin J.H. Lo</i> University of York

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**CONFERENCE HALL**

<b>SESSION 16</b> 18:30-19:45	Chair: <i>Xinchun Wang</i>
18:30-18:55	<b>Perceiving morpho-syntactic elements of complex sentences when speakers reduce these</b> <i>Nicola Schmidt-Renfree, Alan Garnham</i> University of Sussex
18:55-19:20	<b>The acquisition of new and similar fricatives by novice Bulgarian learners of Modern Greek</b> <i>Milena Milenova</i> Sofia University
19:20-19:45	<b>Addressing the indexical role of facial and vocal expressions</b> <i>Mario A. S. Fontes, Sandra Madureira</i> Pontifical Catholic University of São Paulo
<b>BANQUET</b> 20:45-	<b>SYMPOSIUM DINNER WITH ENTERTAINMENT IN HARBOR RESTAURANT</b>

**FRIDAY, 30 August**

**CONFERENCE HALL**

<b>SESSION 17</b> 08:00-09:15	Chair: <i>Chiara Melloni</i>
08:00-08:25	<b>Acquisition of morphology of an English-Greek infant bilingual and early talker</b> <i>Photini Coutsougera</i> University of Toronto
08:25-08:50	<b>How do family language practices impact bilingual children's vocabulary development?</b> <i>Cathy Cohen<sup>1</sup>, Anna Ghimenton<sup>2</sup>, Efstathia Soroli<sup>3</sup></i> <sup>1</sup> Lyon 1 University, <sup>2</sup> Lyon 2 University, <sup>3</sup> Lille University
08:50-09:15	<b>Naming proficiency among English-Hebrew bilingual schoolchildren</b> <i>Atalia Hai Weiss</i> Hadassah Academic College
<b>SESSION 18</b> 09:15-10:30	Chair: <i>Sharon Peperkamp</i>
09:15-09:40	<b>The role of language activities in the early acquisition of bilingual Frisian-Dutch vocabulary</b> <i>Jelske Dijkstra</i> Mercator Research Centre on Multilingualism and Language Learning, Leeuwarden
09:40-10:05	<b>Disjunction in L1 Japanese imperatives</b> <i>Mana Asano, Yoichi Miyamoto</i> Osaka University
10:05-10:30	<b>Palatal patterns in acquisition of English and French</b> <i>Sophie Wauquier</i> University Paris 8 Vincennes-StDenis
<b>SESSION 19</b> 10:30-11:45	Chair: <i>Sophie Wauquier</i>
10:30-10:55	<b>Cross-linguistic influence in bilingual children: From syntax to prosody</b> <i>Stephen Matthews</i> University of Hong Kong
10:55-11:20	<b>Interaction between Spanish-English speaking bilingual children, evidence from gliding</b> <i>Miriam Rodríguez, Leah Fabiano-Smith, Sonia Colina</i> University of Arizona
11:20-11:45	<b>Language development and choice by emergent bilinguals in immersion preschool setting</b> <i>Sunny Park-Johnson, Carolina Barrera-Tobón</i> DePaul University
<b>PLENARY TALK</b> 11:45-12:45	<b>The acquisition of Chinese in bilingual and multilingual contexts</b> <i>Virginia Yip</i> Chinese University of Hong Kong
<b>BREAK/ LUNCH</b> 12:45-13:30	<b>ATRIUM</b>



**FRIDAY, 30 August**

**CONFERENCE HALL**

<b>SESSION 20</b> 13:30-14:45	Chair: <i>Atalia Weiss</i>
13:30-13:55	<b>First words in the early lexical development: Evidence from Turkish</b> <i>F. Hülya Özcan</i> Anadolu University
13:55-14:20	<b>Cross-sectional study of phonetic inventories in Russian-Finnish bilingual children</b> <i>Olga Nenonen</i> Tampere University
14:20-14:45	<b>Socioeconomic status and the development of monolingual and bilingual preschoolers' German plural marking</b> <i>Jessica A. Willard, Lilly-Marlen Bihler, Alexandru Agache, Katharina Kohl, Birgit Leyendecker</i> Ruhr-Universität Bochum
<b>POSTERS II</b> 14:45-16:00	<b>ATRIUM - TITLES AND AUTHORS**</b>
<b>SESSION 21</b> 16:00-17:40	Chair: <i>Stephen Matthews</i>
16:00-16:25	<b>What constitutes “a good artwork presentation” in a foreign language?</b> <i>Jitsuko Kitsuno<sup>1</sup>, Yoko Kobayashi<sup>2</sup></i> <sup>1</sup> Tokyo Polytechnic University, <sup>2</sup> International Christian University
16:25-16:50	<b>An examination of the effect of input quality on subject realization in Japanese-English bilingual children</b> <i>Yuki Nakano, Satomi Mishina-Mori</i> Rikkyo University
16:50-17:15	<b>Children’s online processing and offline interpretation of anaphoric personal pronouns: Evidence from an eye tracking study</b> <i>Ina Lehmkuhle</i> University of Osnabrück
17:15-17:40	<b>Child speech errors in anticipation and perseveration</b> <i>Elena Babatsouli<sup>1,2</sup></i> <sup>1</sup> University of Louisiana at Lafayette, <sup>2</sup> Institute of Monolingual & Bilingual Speech
<b>CLOSING</b> 17:40- 18:00	<b>STUDENT AWARD &amp; CLOSING REMARKS</b>

**FRIDAY, 30 August**

**\*\* POSTERS II - ATRIUM**

<b>14:45-16:00</b>
<b>1. How children with SLI use co-speech gestures to communicate</b> <i>Corrado Bellifemine</i> Université Sorbonne Nouvelle - Paris 3
<b>2. A longitudinal study of the emergence of polysemous verbs in Mandarin child speech</b> <i>Jidong Chen, Xinchun Wang</i> California State University, Fresno
<b>3. The mesa: A phonetic analysis of English/Spanish code-switched Determiner Phrases</b> <i>Rodrigo Delgado</i> University of Illinois at Chicago
<b>4. Language proficiency of a bilingual English-Greek person with aphasia compared to her healthy sibling</b> <i>Christina Eleni<sup>1</sup>, Eleftheria Geronikou<sup>1</sup>, and Maria Kambanaros<sup>2</sup></i> <sup>1</sup> T.E.I. of Western Greece, <sup>2</sup> Cyprus University of Technology
<b>5. A longitudinal acoustic study of a phonetic disorder affecting the production of voiced stops</b> <i>Sophie Fagnier<sup>1</sup>, Véronique Delvaux<sup>1,2</sup>, Kathy Huet<sup>1</sup>, Myriam Piccaluga<sup>1</sup>, Bernard Harmegnies<sup>1</sup></i> <sup>1</sup> University of Mons, <sup>2</sup> FNRS, Belgium
<b>6. Codeswitching in Spain and Gibraltar: Gender in the spotlight</b> <i>Tamara Gomez Carrero<sup>1</sup>, Raquel Fernandez Fuertes<sup>1</sup>, Alejandro Martinez<sup>1</sup>, Juana M. Liceras<sup>2,3</sup></i> <sup>1</sup> University of Valladolid, <sup>2</sup> University of Ottawa, <sup>3</sup> Universidad Nebrija
<b>7. The influence of native language phonological competence on novel lexical tone perception in young and old bilinguals</b> <i>Kastoori Kalaivanan, S.H. Annabel Chen, Alice H.D. Chan, Francis C.K. Wong</i> Nanyang Technological University, Singapore
<b>8. An investigation of articulatory skill in monolingual and bilingual speakers</b> <i>Laura Spinu, Beckie Dugaillard</i> The City University of New York - Kingsborough Community College
<b>9. Is there a Midway Always? SPR evidence for the absence of partial selective access in Hindi-English bilinguals</b> <i>Vasundhara Srivastava, Bidisha Som</i> IIT Guwahati
<b>10. The interrelation between social gender and grammatical gender across languages</b> <i>Olga Steriopolo</i> Leibniz-Zentrum Allgemeine Sprachwissenschaft (ZAS), Berlin
<b>11. Does early language support in bilinguals bring sustainable effects on literacy acquisition in school?</b> <i>Nathalie Topaj, Sophia Czapka, Natalia Gagarina</i> Leibniz-Zentrum Allgemeine Sprachwissenschaft (ZAS), Berlin
<b>12. Effects of acoustic characteristics of vowel sounds on dysarthric speech intelligibility</b> <i>Wei Xue, Catia Cucchiari, Helmer Strik</i> Radboud University, Nijmegen