

**FULL PROGRAM**  
**INTERNATIONAL CHILD PHONOLOGY CONFERENCE (ICPC) 2018**

**MONDAY, 18th June**

**ATRIUM**

08:00-09:00	REGISTRATION
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**CONFERENCE ROOM**

<b>OPENING REMARKS</b> 09:00-09:30	chair: <i>Elena Babatsouli</i>
<b>SPECIAL LECTURE</b> 09:30-10:30	chair: <i>Nicole Müller</i>
	<b>Typologies of Child Speech Disorder: A survey and possible synthesis</b> <i>Martin J. Ball</i> Bangor University
<b>SESSION 1</b> 10:30-11:45	chair: <i>Anna Sosa</i>
10:30-10:55	<b>Does maternal input explain differences in lexical selectivity in Danish and American English speaking toddlers with cleft palate?</b> <i>Elisabeth Willadsen<sup>1</sup>, Kathy Chapman<sup>2</sup>, Mary Hardin-Jones<sup>3</sup></i> <sup>1</sup> University of Copenhagen, <sup>2</sup> University of Utah, <sup>3</sup> University of Wyoming
10:55-11:20	<b>Word structure in typically-developing and primarily language-impaired children: Usage-based corpus analysis of Russian preschoolers</b> <i>Aleksandr N. Kornev<sup>1</sup>, Ingrida Balčiūnienė<sup>1,2</sup></i> <sup>1</sup> Saint-Petersburg State Pediatric Medical University, <sup>2</sup> Vytautas Magnus University
11:20-11:45	<b>How dyslexia and bilingualism interact in a nonword repetition task</b> <i>Maria Vender, Chiara Melloni</i> University of Verona
<b>BREAK/ LUNCH</b> 11:45-12:30	<b>ATRIUM</b>
<b>SPECIAL LECTURE</b> 12:30-13:30	chair: <i>Elena Babatsouli</i>
	<b>Prosodic development in infancy: Behavioral and neurophysiological evidence</b> <i>Barbara Höhle</i> University of Potsdam
<b>SESSION 2</b> 13:30-14:45	chair: <i>Naomi Yamaguchi</i>
13:30-13:55	<b>The prosody of recursively NPs in Japanese: Variation and acquisition</b> <i>Manami Hirayama<sup>1</sup>, Laura Colantoni<sup>2</sup>, Ana-Teresa Pérez-Leroux<sup>2</sup></i> <sup>1</sup> Seikei University, <sup>2</sup> University of Toronto
13:55-14:20	<b>Prosodic and language abilities in children with childhood apraxia of speech</b> <i>Maria Martzoukou, Vasiliki Milona, Anastasia Nousia</i> Technological Educational Institute of Epirus
14:20-14:45	<b>Segmental and suprasegmental changes in the speech of a Farsi-English bilingual child</b> <i>Nasim Fakoornia</i> University of Western Ontario

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<b>POSTERS I</b> 15:00-16:30	<b>ATRIUM - TITLES AND AUTHORS*</b>
<b>SESSION 3</b> 16:30-18:10	chair: <i>Angela Grimm</i>
16:30-16:55	<b>Voicing in 'voiced' 'stops' in Valley Zapotec: Adults and two-year-olds</b> <i>Joseph Paul Stemberger</i> University of British Columbia
16:55-17:20	<b>The acquisition of Arabic consonant contrasts by Arabic-English-speaking bilingual children living in Canada.</b> <i>Anwar Khudidi, Madeline Danielle Walker, Yasaman Rafat</i> Western University
17:20-17:45	<b>Case studies of bilingual children's phonological development: Six preschool-aged Russian-Finnish bilinguals</b> <i>Olga Nenonen</i> University of Tampere
17:45-18:10	<b>Spanish phonotactic constraints influence bilingual children's English coda segment productions</b> <i>Bethany Keffala<sup>1</sup>, Shelley Scarpino<sup>2</sup>, Carol Scheffner Hammer<sup>1</sup></i> <sup>1</sup> Columbia University, <sup>2</sup> Bloomsburg University of Pennsylvania
<b>SESSION 4</b> 18:10-19:50	chair: <i>Atalia Weiss</i>
18:10-18:35	<b>Linguistic outcomes and the role of phonology in typically developing and late talking toddlers</b> <i>Kakia Petinou<sup>1</sup>, Loukia Taxitari<sup>2</sup>, Chara Charoniti<sup>1</sup></i> <sup>1</sup> Cyprus University of Technology, <sup>2</sup> Cyprus Ministry of Education
18:35-19:00	<b>The acquisition of Polish consonant clusters at word edges: A markedness account</b> <i>Paulina Zydorowicz</i> Adam Mickiewicz University, Poznań
19:00-19:25	<b>French typical and atypical L1 acquisition: Compensatory strategies #sC clusters</b> <i>Typhanie Prince, Sandrine Ferré</i> Université de Tours, INSERM UMR930
19:25-19:50	<b>The production of palatal consonant clusters at 2-3 years in Greek</b> <i>Angeliki Athanasopoulou</i> University of Calgary
<b>WELCOME RECEPTION</b> 20:00-21:30	FOLK DANCING/CHILDREN IN CRETAN COSTUMES (20:00-20:30) - CONFERENCE ROOM SOCIAL HOUR (20:30-21:30) - ATRIUM

MONDAY, 18<sup>th</sup> June

\* POSTERS I (15:00-16:30) - ATRIUM

<p><b>1. Phonological development in Hebrew: A normative cross-sectional study</b> <i>Avivit Ben-David</i> Hadassah Academic College</p>
<p><b>2. Consonant singleton acquisition in Bulgarian preschoolers with typical and protracted phonological development</b> <i>B. M. Bernhardt<sup>1</sup>, D. Ignatova<sup>2</sup>, J. P. Stemberger<sup>1</sup>, S. Marinova-Todd<sup>1</sup>, W.K. Amoako<sup>1</sup>, M. Gagné<sup>1</sup>, K. Yokota<sup>1</sup></i> <sup>1</sup>University of British Columbia, <sup>2</sup>University of Sofia</p>
<p><b>3. Babbling and consonant production of babies with cleft palate: The impact of surgical timing and language exposure</b> <i>Kathy Chapman<sup>1</sup>, Elisabeth Willadsen<sup>2</sup>, Amy Finke<sup>1</sup>, Mary Hardin-Jones<sup>3</sup></i> <sup>1</sup>University of Utah, <sup>2</sup>University of Copenhagen, <sup>3</sup>University of Wyoming</p>
<p><b>4. Phonological variation impacts children's acquisition of morphology</b> <i>Karen Miller</i> Penn State University</p>
<p><b>5. Interlanguage phonology of bilingual children learning English (L1) and Greek (L2)</b> <i>Eleni Morfidi, Eleni Samsari</i> University of Ioannina</p>
<p><b>6. Phonological acquisition in Russian-Finnish bilinguals</b> <i>Olga Nenonen</i> University of Tampere</p>
<p><b>7. Reaction time as a predictor of uncertainty in judgements on consonant length contrast</b> <i>Tilda Neuberger, András Beke</i> Research Institute for Linguistics, Hungarian Academy of Sciences</p>
<p><b>8. Tracing the emergence and development of laterality in babble</b> <i>Florence Oxley, Tamar Keren-Portnoy, Eytan Zweig</i> University of York</p>
<p><b>9. Assessment of early phonological development in Brazilian Portuguese</b> <i>N. J. Scherer<sup>1</sup>, R. Yamashita<sup>2</sup>, A. P. Fukushiro<sup>2</sup>, D. N. Oliveira<sup>2</sup>, M. Keske-Soares<sup>3</sup>, D. Ingram<sup>1</sup>, L. Williams<sup>4</sup>, I. E. K. Trindade<sup>2</sup></i> <sup>1</sup>Arizona State University, <sup>2</sup>Hospital for Rehabilitation of Craniofacial Anomalies, University of Sao Paulo-Bauru, Brazil, <sup>3</sup>Federal University of Santa Maria, <sup>4</sup>East Tennessee State University</p>
<p><b>10. An articulatory analysis of CV co-production in Brazilian Portuguese</b> <i>Lidia Maurício da Silva, Aline Mara de Oliveira Vassoler, Elissa Cremasco, L.C. Berti</i> São Paulo State University</p>
<p><b>11. Therapeutic evolution of a subject with phonological disorder treated by the Empty Set with maximum distinction of distinctive features</b> <i>E. Silva, I. Assis, J. Alves, M. Bandeira, N. de Lucena, R. da Silva, Y. Maia, T. Saters, Vanessa Giacchini</i> Federal University of Rio Grande do Norte</p>
<p><b>12. Coda acquisition of Hebrew-speaking children with Childhood Apraxia of Speech</b> <i>Gila Tubul-Lavy</i> Ono Academic College</p>
<p><b>13. Motor speech analysis in children with phonological disorder</b> <i>Aline Mara de Oliveira Vassoler<sup>1,2</sup>, Luiza Polli<sup>1</sup>, Gabriely Vitória Veschi<sup>2</sup>, Cássio Eduardo Esperandino<sup>1</sup>, Larissa Cristina Berti<sup>1</sup></i> <sup>1</sup>São Paulo State University, <sup>2</sup>Federal University of Santa Catarina</p>
<p><b>14. Prosodic cues in contrastive focus in Spanish first language acquisition</b> <i>Laura Cristina Villalobos Pedroza</i> National Autonomous University of Mexico</p>
<p><b>15. Phonological development of Kuwaiti Arabic-speaking children with Down Syndrome</b> <i>Hadeel S. Ayyad<sup>1</sup>, Barbara May Bernhardt<sup>2</sup>, Sanaa A. AlBustan<sup>1</sup></i> <sup>1</sup>Kuwait University, <sup>2</sup>University of British Columbia</p>

**TUESDAY, 19<sup>th</sup> June**

**CONFERENCE ROOM**

<b>SESSION 5</b> 08:00-09:15	chair: <i>Gila Tubul-Lavy</i>
08:00-08:25	<b>The effect of receptive language abilities on stimulability treatment outcomes</b> <i>Ayşın Noyan Erbaş, Şadiye Bacık Tırnak, Esra Özcebe</i> Hacettepe University
08:25-08:50	<b>Phonological processing in children with and without cochlear implants</b> <i>Anne-Michelle Tessier<sup>1,2</sup>, Rennie Pasquinelli<sup>1</sup>, Jessica Kim<sup>1</sup>, Jane Brown<sup>1</sup>, Gregory Basura<sup>1</sup>, Teresa Zwolan<sup>1</sup>, Xiaosu Hu<sup>1</sup>, Ioulia Kovelman<sup>1</sup></i> <sup>1</sup> University of Michigan, <sup>2</sup> Simon Fraser University
08:50-09:15	<b>The acquisition of phonological awareness in children with mild general learning difficulties: Delayed or disordered development?</b> <i>Krisztina Zajdó, Enikő Csertán</i> Széchenyi István University
<b>SESSION 6</b> 09:15-10:30	chair: <i>Krisztina Zajdó</i>
09:15-09:40	<b>Do phonological contrasts emerge during the babbling period?</b> <i>Naomi Yamaguchi<sup>1</sup>, M. Canault<sup>2,3</sup>, N. Paillereau<sup>1,2</sup>, Ch. dos Santos<sup>4</sup>, Sophie Kern<sup>2</sup></i> <sup>1</sup> Laboratoire de Phonétique et Phonologie/UMR 7018 CNRS, <sup>2</sup> UMR 5596 CNRS, <sup>3</sup> Inst. des Sciences et Tech. de la Réadaptation, <sup>4</sup> UMR 1253-Université de Tours
09:40-10:05	<b>Cross-linguistic comparisons of babbling shapes in Korean- and English-learning infants</b> <i>Seunghye Ha<sup>1</sup>, Cynthia Johnson<sup>2</sup>, D. Kimbrough Oller<sup>3</sup></i> <sup>1</sup> Hallym University, <sup>2</sup> University of Illinois, <sup>3</sup> University of Memphis
10:05-10:30	<b>Lexical processing in typical and late-talking toddlers – A longitudinal ERP study</b> <i>Nina Niggemann, Christina Kauschke, Ulrike Domahs</i> University of Marburg
<b>SESSION 7</b> 10:30-11:45	chair: <i>Laura Colantoni</i>
10:30-10:55	<b>Distributional learning of novel phoneme categories in bilingual and monolingual infants</b> <i>Christopher Fennell</i> University of Ottawa
10:55-11:20	<b>Intrinsic motivation to sing and musical aptitude boost phonetic foreign language aptitude and working memory capacity in pre-school children</b> <i>Markus Christiner, Susanne Maria Reiterer</i> University of Vienna
11:20-11:45	<b>Lexical-Semantic organization in monolingual and bilingual Hebrew speaking children: Evidence from a Word Association Task</b> <i>Atalia Hai Weiss</i> Hadassah Academic College
<b>BREAK/ LUNCH</b> 11:45-12:30	<b>ATRIUM</b>
<b>SPECIAL LECTURE</b> 12:30-13:30	chair: <i>Elena Babatsouli</i> <b>Ingram's contributions to the study of first language acquisition, according to Ingram</b> <i>David Ingram</i> Arizona State University

TUESDAY, 19<sup>th</sup> June

CONFERENCE ROOM

<p><b>SYMPOSIUM IN HONOR OF DAVID INGRAM</b> 13:30-16:00</p>	<p>chair: <i>Elena Babatsouli</i></p>
<p>13:30-13:55</p>	<p><b>Seeking cross-linguistic interaction in French bilingual phonological development</b> <i>Margaret Kehoe</i> University of Geneva</p>
<p>13:55-14:20</p>	<p><b>Where phonology meets morphology in the context of rapid language change and universal bilingualism: The case of language development in Irish</b> <i>Nicole Müller<sup>1</sup>, Stanislava Antonijevic<sup>2</sup>, Sarah Ann Muckley<sup>2,3</sup></i> <sup>1</sup>University College Cork, <sup>2</sup>National University of Ireland Galway, <sup>3</sup>HSE West</p>
<p>14:20-14:45</p>	<p><b>Predicting short-term speech sound normalization in English speaking preschoolers using lexical-phonological profiling</b> <i>Anna Sosa, Anna Golombek, Haley St. Martin</i> Northern Arizona University</p>
<p>14:45-15:10</p>	<p><b>Ingram's PMLU and Nice's MLUw</b> <i>Dimitrios Sotiropoulos<sup>1</sup>, Elena Babatsouli<sup>2</sup></i> <sup>1</sup>Technical University of Crete, <sup>2</sup>Institute of Monolingual and Bilingual Speech</p>
<p>15:10-15:35</p>	<p><b>A taxonomy for phonological intervention</b> <i>Elise Baker<sup>1</sup>, A. Lynn Williams<sup>2</sup>, Sharynne McLeod<sup>3</sup>, Rebecca J. McCauley<sup>4</sup></i> <sup>1</sup>University of Sydney, <sup>2</sup>East Tennessee State University, <sup>3</sup>Charles Sturt University, <sup>4</sup>The Ohio State University</p>
<p>15:35-16:00</p>	<p><b>Bilingual child processing of consonant addition at vowel-initial words</b> <i>Elena Babatsouli</i> Institute of Monolingual and Bilingual Speech</p>
<p><b>SESSION 8</b> 16:00-17:15</p>	<p>chair: <i>Anne-Michelle Tessier</i></p>
<p>16:00-16:25</p>	<p><b>An evaluation of the relationship between syllabic intuition/awareness and literacy in Spanish</b> <i>Rubí Ceballos-Domínguez, Gabriela Silva-Maceda</i> Autonomous University of San Luis Potosí</p>
<p>16:25-16:50</p>	<p><b>Development of the whole-word structure in Russian children: A longitudinal study</b> <i>Ingrida Balčiūnienė<sup>1,2</sup>, Aleksandr N. Kornev<sup>2</sup></i> <sup>1</sup>Vytautas Magnus University, <sup>2</sup>Saint-Petersburg State Pediatric Medical University</p>
<p>16:50-17:15</p>	<p><b>Is transfer of learning related to phonological development? An acoustic study in 4 year-old and 8 year-old children</b> <i>Tiphaine Caudrelier<sup>1</sup>, Lucie Ménard<sup>2</sup>, Jean-Luc Schwartz<sup>1</sup>, Pascal Perrier<sup>1</sup>, Amélie Rochet-Capellan<sup>1</sup></i> <sup>1</sup>University of Grenoble Alpes, <sup>2</sup>University of Quebec Montreal</p>
<p><b>FREE</b> 17:15-17:45</p>	
<p><b>EXCURSION/ DINNER</b> 17:45-23:00</p>	<p>Coaches depart in front of the <i>Municipal Market-Agora</i> of Chania</p>

WEDNESDAY, 20<sup>th</sup> June

CONFERENCE ROOM

<b>SESSION 9</b> 08:00-09:15	chair: <i>Shari DeVeney</i>
08:00-08:25	<b>Investigating maternal behaviors in parents of children with Down syndrome, autism, developmental language disorders and typical language development</b> <i>Tuğçe Karahan Tığrak, Aysın Noyan Erbaş, Esra Özcebe</i> Hacettepe University
08:25-08:50	<b>Effect of early intervention on consonant inventory in toddlers with cleft palate</b> <i>Line Dahl Jørgensen, Elisabeth Willadsen</i> University of Copenhagen
08:50-09:15	<b>Speech sound development of toddlers with developmental language disorder (DLD): Does group intervention make a difference?</b> <i>Esther Ottow, Brigitta Keij</i> Royal Dutch Auris Group
<b>SESSION 10</b> 09:15-10:30	chair: <i>Avivit Ben-David</i>
09:15-09:40	<b>Identification of protracted phonological development across languages - The whole word match measure (Part 1)</b> <i>Joseph P. Stemberger, Barbara May Bernhardt et al.</i> University of British Columbia
09:40-10:05	<b>Identification of protracted phonological development across languages - Disambiguation of borderline cases through mismatch analysis (Part 2)</b> <i>Barbara May Bernhardt, Joseph P. Stemberger et al.</i> University of British Columbia
10:05-10:30	<b>Early diagnostic signs of autism: Preliminary findings for infant vocalizations</b> <i>Shari DeVeney<sup>1</sup>, Anastasia Kyvelidou<sup>2</sup></i> <sup>1</sup> University of Nebraska at Omaha, <sup>2</sup> Creighton University
<b>SESSION 11</b> 10:30-11:45	chair: <i>Karen Miller</i>
10:30-10:55	<b>Are there age of onset effects in vowel discrimination? Evidence from Turkish-German bilingual children</b> <i>Angela Grimm<sup>1</sup>, Julia Hübner<sup>2</sup></i> <sup>1</sup> Goethe University Frankfurt, <sup>2</sup> Osnabrück University
10:55-11:20	<b>Sensitivity to morphophonological cues in bilingual children</b> <i>Luca Cilibrasi, Elaine Schmidt, Ana I. Perez, Ianthi Maria Tsimpli</i> University of Cambridge
11:20-11:45	<b>The development of phonology in trilingual first language acquisition</b> <i>Marieke Einfeldt</i> University of Konstanz
<b>BREAK/ LUNCH</b> 11:45-12:15	ATRIUM
<b>SPECIAL LECTURE</b> 12:15-13:15	chair: <i>Margaret Kehoe</i> <b>The (un)predictable world of the bilingual child: Full and empty transfer and full acceleration</b> <i>Conxita Lleó</i> University of Hamburg

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CONFERENCE ROOM

<b>SESSION 12</b> 13:15-14:30	chair: <i>Yasaman Rafat</i>
13:15-13:40	<b>Effectiveness of L2 English pronunciation training in Czech schoolchildren</b> <i>Eliška Zaepernicková<sup>1</sup>, Martin Havlík<sup>2</sup></i> <sup>1</sup> Institute of Phonetics, Prague, <sup>2</sup> Czech Language Institute of the Czech Academy of Sciences
13:40-14:05	<b>Pronunciation of minimal pairs in French (L2) by Spanish-speaking children from Venezuela</b> <i>Ana Prato, Didier Demolin</i> Université Sorbonne Nouvelle, Paris 3
14:05-14:30	<b>Training primary school learners in L2 speech perception: Yes, we can!</b> <i>Dorota Lipińska, Monika Grotek</i> University of Silesia
<b>POSTERS II</b> 14:30-16:00	<b>ATRIUM - TITLES AND AUTHORS **</b>
<b>SESSION 13</b> 16:00-17:15	chair: <i>Chiara Melloni</i>
16:00-16:25	<b>Phonetic characteristics of filled pauses in the speech of Hungarian-English bilingual children</b> <i>Judit Bóna<sup>1</sup>, Ágnes Jordanidisz<sup>2</sup>, Anita Auszmann<sup>3</sup>, Ferenc Bunta<sup>4</sup></i> <sup>1</sup> Eötvös Loránd University, <sup>2</sup> Association for Educational Needs/NILD, <sup>3</sup> Hungarian Academy of Sciences, <sup>4</sup> University of Houston
16:25-16:50	<b>Evidence for the effects of 6-months exposure to one language only in a bilingual Greek-Japanese speaking child</b> <i>Eleftheria Geronikou, Emilia Michou</i> TEI Western Greece
16:50-17:15	<b>Early language experience and phonological development</b> <i>Jihye Seong</i> University of Buffalo
<b>BUSINESS MEETING &amp; CLOSING REMARKS</b> 17:15-17:45	chair: <i>Elena Babatsouli</i>

WEDNESDAY, 20<sup>th</sup> June

\*\* POSTERS II (14:30-16:00) - ATRIUM

<p><b>1. Does grapheme knowledge or phonological awareness determine detailed speech perception in preliterate children?</b> <i>Anne Bauch, Claudia K. Friedrich, Ulrike Schild</i> University of Tuebingen</p>
<p><b>2. Word embedding based method to measure grammatical development</b> <i>András Beke, Tilda Neuberger</i> Hungarian Academy of Sciences</p>
<p><b>3. Relation between speech production and perception in children with SSD</b> <i>Larissa Cristina Berti</i> São Paulo State University</p>
<p><b>4. Cross-linguistic predictors of consonant emergence</b> <i>Meg Cychosz</i> University of California, Berkeley</p>
<p><b>5. A qualitative retrospective study of multiple oppositions as an intervention option for children who are moderately to severely unintelligible</b> <i>Lynn K. Flahive</i> Texas Christian University</p>
<p><b>6. Developmental patterns of distorted sibilants in English-speaking preschool-aged children</b> <i>Anna Golombek, Anna Sosa, Haley St. Martin</i> Northern Arizona University</p>
<p><b>7. Dynamic screening of phonological awareness before literacy acquisition among Hungarian 5-6 years old children</b> <i>Ágnes Jordanidisz<sup>1</sup>, Katalin Mohai<sup>2</sup>, Orsolya Mihály<sup>3</sup></i> <sup>1</sup>NILD Hungary, <sup>2</sup>Eötvös Loránd University, <sup>3</sup>Áldás Utcai Ált. Iskola</p>
<p><b>8. On the prosodic characteristics of the discourse markers in child language</b> <i>Flóra Kondacs, Viktória Kovács</i> University of Szeged</p>
<p><b>9. Development of phrase-final lengthening and phonemic length contrast in Hungarian</b> <i>Valéria Krepesz, Viktória Horváth, Mária Gósy, Anna Huszár</i> Hungarian Academy of Sciences</p>
<p><b>10. Consonant production in babbling and words: Results from infants acquiring German</b> <i>Sigrun Lang<sup>1</sup>, Annette V. Fox-Boyer<sup>2</sup>, Klaus Willmes<sup>1</sup></i> <sup>1</sup>Aachen University, <sup>2</sup>European University of Applied Sciences Rostock</p>
<p><b>11. On heritage accents: Insights from VOT production by trilingual heritage speakers of Spanish</b> <i>Raquel Llama<sup>1</sup>, Luz Patricia López-Morelos<sup>2</sup></i> <sup>1</sup>Stockholm University, <sup>2</sup>University of Ottawa</p>
<p><b>12. Considerations for models of liaison acquisition: What can we learn from cochlear implanted children in connected speech?</b> <i>Geneviève Meloni<sup>1</sup>, Bénédicte Grandon<sup>2</sup></i> <sup>1</sup>Université de Montréal, <sup>2</sup>Université Grenoble Alpes</p>
<p><b>13. Acquisition of variable /s/ lenition in Spanish-speaking children</b> <i>Karen Miller</i> Penn State University</p>
<p><b>14. Phonological changes verified in children submitted to therapy based on minimum pairs</b> <i>E. Silva, I. Assis, J. Alves, M. Bandeira, N. de Lucena, R. da Silva, Y. Maira, T. Saters, Vanessa Giacchini</i> Federal University of Rio Grande do Norte</p>
<p><b>15. Phonological awareness skills in Hungarian-speaking kindergarteners and first graders</b> <i>Krisztina Zajdó<sup>1</sup>, Natália Dankovics<sup>2</sup>, Tünde Steierleinné Nagy<sup>1</sup></i> <sup>1</sup>Széchenyi István University, <sup>2</sup>University of Debrecen</p>