



The University of Manchester

Child Language Seminar 2013

Programme and Abstracts

Renold Building

The University of Manchester

United Kingdom

24 – 25 June 2013

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WELCOME TO THE CHILD LANGUAGE SEMINAR 2013

A warm welcome to the Child Language Seminar 2013 from the Language Development and Disorders Research Group at The University of Manchester. The Seminar provides a forum for researchers and postgraduates across the fields of child language development and child language disorders and is held biannually in the UK.

We received nearly 300 proposals for paper and poster presentations. The Seminar programme consists of four keynote speeches from distinguished figures, six parallel paper sessions containing 63 individual presentations and over 120 posters.

We are very honoured to welcome our four keynote speakers, Professor Michael Tomasello (Max Planck Institute for Evolutionary Anthropology), Professor Catherine Snow (Harvard Graduate School of Education), Professor Julian Pine (University of Liverpool) and Dr Courtenay Frazier Norbury (Royal Holloway College, London). They represent the breadth of research and debate that we hope will be the focus of this year's Seminar.

Paper titles and authors are listed by session in this book along with the abstracts. These have been grouped into themes in order to promote cohesion and within-session discussion. Each parallel paper session will consist of three paper presentations of 20 minutes with a 15 minute slot for discussion at the end of each session. In order to allow the sessions to run smoothly we ask you to remain in your chosen session for the whole time and not to disturb others by moving between rooms. Posters will be presented on both days of the Seminar. A separate group of posters will be presented on each day. Posters will be available to view all day and will be staffed by their authors over the lunchbreak.

As an appreciation for the sheer number and quality of the posters that were submitted to the Abstract Committee, we have included all the poster abstracts in this Conference book. In order to orient yourself, take some time to study the Programme on page 12-13 of this book. Choices of parallel paper presentations are set out on pages 16-19. The list of posters and a map of where to find them are on pages 64-72.

Further practical information is included in this book. If you need assistance or directions, please ask one of the Committee or one of our students in purple sashes.

Jenny Freed, Elena Lieven and Catherine Adams

Child Language Seminar 2013 Organising Committee

THE CITY OF MANCHESTER AND THE UNIVERSITY OF MANCHESTER

The University of Manchester is located on the south side of Manchester city centre and comprises two main areas:

The Sackville Street area (including the Renold Building) - formerly the UMIST campus
The Oxford Road area - formerly The Victoria University of Manchester campus.

The central information point for all visitors to the University is the Visitors Centre (reference 37 on the campus map), located in University Place on Oxford Road. The Visitors Centre web page contains details of the campus and videos of a virtual visit:

<http://www.manchester.ac.uk/aboutus/travel/centre/>

We are the largest single-site university in the UK, with almost two-thirds of our research ranked by the last Research Assessment Exercise as world-leading or internationally excellent. Twenty-five Nobel Prize winners have worked or studied here. And more than nine out of ten of our graduates go straight into employment or continued studies. We are ranked 40th in the world, seventh in Europe and fifth in the UK in the 2012 Shanghai Jiao Tong World Ranking.

Manchester is a city and metropolitan borough in North West England with an estimated population of 503,000. It lies within the United Kingdom's third largest urban area which has a population of 2,240,230. Manchester is situated in the south-central part of North West England, fringed by the Cheshire Plain to the south and the Pennines to the north and east. Inhabitants of Manchester are referred to as Mancunians or colloquially as Mancs. The city is notable for its architecture, culture, music scene, media links, scientific and engineering output, social impact and sporting connections. Manchester's sports clubs include Premier League football teams, Manchester City and Manchester United. Manchester was the site of the world's first railway station, and the place where scientists first split the atom and developed the first stored-programme computer. It has the country's third largest urban economy. Manchester is also the third-most visited city in the UK by foreign visitors, after London and Edinburgh, and the most visited in England outside London.

VisitManchester offers a comprehensive guide to transport, hotels, restaurants, events and attractions: Manchester Visitor Information Centre, Piccadilly Plaza, Portland Street, Manchester, M1 4BT +44 (0)871 222 822. Or go to www.visitmanchester.com

For other recommendations of places to visit see:

<http://www.timeout.com/manchester/features/405/10-great-things-to-do-in-manchester>

CHILD LANGUAGE SEMINAR 2013 ORGANISING COMMITTEE

Jenny Freed, Elena Lieven and Catherine Adams

ABSTRACT REVIEW COMMITTEE

Catherine Adams	Nadiia Denheovska	Elaine Lockton
Stephanie Ainsworth	Jenny Freed	Stacey Mcknight
Sarah Beazley	Jac Gaile	Kamila Polisenska
Ryan Blything	Coralie Hervé	Ludovica Serratrice
Thea Cameron-Faulkner	Anne Hesketh	Zoe Simkin
Anna Collins	Henna Lemetyinen	Anna Theakston
Gina Conti-Ramsden	Elena Lieven	

Presentation Chairs

Presentation Assistants

Student Assistants

Catherine Adams	Stephanie Ainsworth	Ruth Belshaw
Ben Ambridge	Rachel Ashworth	Belinda Buckley
Colin Bannard	Ryan Blything	Claire Cullen
Sarah Beazley	Anna Coates	Jade Hassall
Thea Cameron-Faulkner	Anna Collins	Catherine Judge
Gina Conti-Ramsden	Nadia Denhovska	Lucy McFarlane
Anne Hesketh	Jac Gaile	Nilufar Patel
James Law	Coralie Hervé	Greg Whitehouse
Elena Lieven	Henna Lemetyinen	
Elaine Lockton	Maria Mammen	
Kamila Polisenska	Stacey Mcknight	
Ludovica Serratrice		
Anna Theakston		

THE LANGUAGE DEVELOPMENT AND DISORDERS RESEARCH GROUP AT THE UNIVERSITY OF MANCHESTER

<http://www.psych-sci.manchester.ac.uk/idd/>

We are multidisciplinary researchers working to develop our understanding of the factors, processes and mechanisms involved in successful language learning and in speech and language disorders. Interests of the group focus on the following main **research themes**:

Children's early language development and the linguistic environment: Research focuses on children's early understanding of pragmatic function, the interface between pragmatic understanding and syntax, and the acquisition of grammatical and morphological constructions from the simple to the more complex. The group develops functional, usage-based models of typically developing children's early communicative abilities, with an emphasis on pragmatic, syntactic, and morphological development in collaboration with the Max Planck Institute for Evolutionary Anthropology via our Manchester Child Study Centre.

Specific language impairment (SLI): Studies focus on underlying difficulties as well as overlaps with other disorders. Some researchers are working on the relationship between memory deficits and language abilities. Investigators are also examining commonalities and distinctiveness between SLI, autism spectrum disorders, and reading difficulties. Researchers are also particularly interested in how children with SLI develop, the challenges they face, and their educational, social and emotional outcomes in childhood, adolescence and early adulthood. We investigate the causes and associated difficulties of specific language impairment and have the largest longitudinal study of language disorders from childhood to early adulthood.

Social communication and pragmatics intervention research: Social communication and pragmatics intervention research draws on work examining underlying difficulties from a developmental perspective as well as what the children, their parents and teachers value about intervention. Researchers are also developing measures of change in functional social communication as well as ways of measuring the mediators of change as a result of intervention, such as development of meta-cognitive understanding of pragmatic difficulties. We lead on social communication, pragmatics and language comprehension intervention research and the development of speech and language therapy outcome measures and intervention methods for social communication intervention.

Phonological representations and developmental speech disorders: Studies focus on the role of phonological awareness and phonological representations in atypical speech development and speech change; the development of phonological representations in young children and their relationship to literacy skills; and the status of phonological representations via implicit and explicit tasks and their relationship with exposure to literacy. We explore the development and computational modelling of phonological representations in young children and examine factors contributing to and affecting developmental speech disorders.

CHILD LANGUAGE SEMINAR LOCATIONS AND ROOMS

All the keynote speeches, the welcome session and the concluding speeches will be held in the Main Auditorium – Lecture Theatre C2 of the Renold Building. This is adjacent to the main exhibition space.

Registration will take place in the entrance to the Renold Building (from Altrincham Street) on Monday morning. Registration at other times, posters, coffee and lunch will all be held in the main exhibition space on C floor of the Renold Building.

Parallel paper presentations will also be in the Renold Building. Signs are posted around the Renold Building to direct you. These are rooms C2 (the main auditorium), D7, E7 and F14 and are all lecture theatre style rooms. D7 is located on the floor above C floor immediately behind the lifts/stairs – follow the signs. Rooms E7 and F14 are located immediately above D7 on the two floors above D floor.

The Conference Dinner will be held in the Barnes Wallis Building, which is across the courtyard from the Renold Building.

The computer cluster is also in the Barnes Wallis Building.

Weather permitting, there is a lovely outdoor courtyard for refreshing breaks just outside the Renold Building (between it and the Barnes Wallis Building). Please note that all University of Manchester Buildings are designated as non-smoking.

A map of the Campus is included in your delegate pack. There is a map showing the Renold Building, Barnes Wallis Building, Halls of Residence, hotels and the Sackville Street Building on the back cover of the Abstract Book.

If you need any other information about locations for the Seminar, please ask at the Registration Desk.

PRACTICAL INFORMATION A-Z

ACCESS TO COMPUTING

If you requested IT access when you registered for the conference then you will be given log in details at the Registration Desk. These log-in details can be used for the duration of the conference only. If you have your own laptop/tablet then you can access Wifi in the Renold building on floors B-F. If you do not have a laptop/tablet then you can use the Barnes Wallis Computer Cluster (see map or ask for directions at the Registration Desk).

Please note that account details should only be used by the person to whom they have been allocated. The delegate is responsible for maintaining confidentiality of these details and for any misuse that results from access obtained by these credentials.

CAR PARKING

There is a multi storey car park available on Charles Street. Current charges are:

Up to 3 hours £3

Up to 6 hours £5

Up to 10 hours £8

Up to 24 hours £10

After 4pm and weekends £2

Drivers using this car park should collect a ticket on entry and pay at one of the machines prior to collecting their vehicle at the end of the day. Seminar attendees travelling to the venue via car are advised to enter M1 3BB in any SATNAV/route based systems. This will direct you to Charles Street, which runs adjacent to Sackville Street.

CLOAKROOM

There is a cloakroom for storage of coats and bags on B Floor concourse in the Renold Building – downstairs from the main exhibition and registration areas.

The cloakroom will be open each day during the registration period (Monday 8.15-8.45am, Tuesday 8.30-8.50am), the lunch break (1.15-2.45pm) and at the end of the day (Monday 5.30-5.45pm, Tuesday 5.45-6pm). If you would like to access the cloakroom at any other time, please speak to someone on the Registration Desk.

CONFERENCE DINNER

The conference dinner will be held in the Barnes Wallis Restaurant in the Barnes Wallis Building (across the courtyard from the Renold Building). Please note that you must be registered for the dinner in advance of the conference. We ask you to check in at the entrance to the Barnes Wallis Restaurant to receive a welcome drink before dinner starts. There will be after dinner entertainment from a ceilidh band and dancing.

DELEGATE LIST

A list of delegates and affiliations is included in your conference pack.

HELP AND INFORMATION DURING THE CONFERENCE

Please ask for help at the Registration Desk or stop one of the student assistants in purple sashes if you need any help during the conference.

LOCATION INFORMATION

A map showing the location of the Renold Building and the Barnes Wallis Building is available at the back of this book.

A map of The University of Manchester campus is included in your conference pack.

LUNCH AND REFRESHMENTS

Lunch is included in the conference fee and will be served in the main exhibition space at the time shown on the conference schedule. Please allow Poster Presenters (who have orange dots on their badge if they are presenting on Monday and blue dots if they are presenting on Tuesday) to get their lunches first so that they are free to stand next to their posters over the lunch break and into the scheduled poster sessions. There is a seating area to take your lunch adjacent to the exhibition space. Coffee and tea are provided for all conference participants at the times shown on the conference schedule. These will be served in the main exhibition space (C15).

REGISTRATION

On the morning of Monday 24th June, registration will take place at the main entrance to the Renold Building (C8). Later in the morning, registration will move into the main exhibition space in the Renold Building (C15). Follow the signs for CLS Registration Desk from Altrincham Street – for directions see the map showing the Renold and Sackville Street Buildings at the back of this book.

SPEAKERS AND CHAIRS FOR PARALLEL PAPER PRESENTATIONS

Please arrive at your designated rooms in good time to allow the presentations to be uploaded and to test any equipment that you have. An audio-visual technician will be available to assist you if necessary and each presentation session has a presentation assistant. Presentations will be strictly limited to twenty minutes each and warnings for over-running will be given.

CONFERENCE PROGRAMME

Main Venue: Renold Building, The University of Manchester

All Keynote lectures will be held in the Main Auditorium – C2 Renold Building

Sunday 23rd June 2013 Sackville Street Building

6.00-7.30 Welcome Reception

Monday 24th June 2013 Renold Building

8.15-8.45 Registration / Tea and Coffee (Main Exhibition Space C15)

8.45-9.00 Welcome (Main Auditorium C2)
Dr Jenny Freed, Conference Committee

9.00-10.00 Keynote 1 Professor Michael Tomasello
Title: **'Communication before language'**
Introduced by Professor Elena Lieven

10.15-11.30 Parallel Paper Presentation Session 1 (C2, D7, E7)

11.30-12.00 Tea and Coffee (Main Exhibition Space C15)

12.00-1.15 Parallel Paper Presentation Session 2 (C2, D7, E7)

1.15-2.45 Lunch (Main Exhibition Space C15)

1.45-2.45 Poster Session (Main Exhibition Space C15)

2.45-4.00 Parallel Paper Presentation Session 3 (C2, D7, E7)

4.00-4.30 Tea and Coffee (Main Exhibition Space C15)

4.30-5.30 Keynote 2 Professor Catherine Snow
Title: **'Learning to talk by talking'**
Introduced by Professor Gina Conti-Ramsden

5.30 Close for the day

6.30 Conference Dinner, Barnes Wallis Restaurant

PROGRAMME CONTINUED

Tuesday 25th June 2013 Renold Building

8.30-8.50 Registration / Tea and Coffee (Main Exhibition Space C15)

8.50-9.00 Opening (Main Auditorium C2)

9.00-10.00 Keynote 3 Professor Julian Pine
 Title: **'Building a constructivist model of early grammatical development'**
 Introduced by Professor Elena Lieven

10.15-11.30 Parallel Paper Presentation Session 4 (C2, D7, E7, F14)

11.30-12.00 Coffee (Main Exhibition Space C15)

12.00-1.15 Parallel Paper Presentation Session 5 (C2, D7, E7, F14)

1.15-2.45 Lunch (Main Exhibition Space C15)

1.45-2.45 Poster Session (Main Exhibition Space C15)

2.45-4.00 Parallel Paper Presentation Session 6 (C2, D7, E7, F14)

4.00-4.30 Tea and Coffee (Main Exhibition Space C15)

4.30-5.30 Keynote 4 Dr Courtenay Norbury
 Title: **'Language variation within the autism spectrum: Where it comes from and why it matters'**
 Introduced by Dr Catherine Adams

5.30-5.45 Closing remarks and poster award
 Professor Elena Lieven

PRIZE FOR BEST POSTGRADUATE POSTER

Cambridge University Press (CUP) have kindly donated two £50 book vouchers which we are giving as prizes for the best postgraduate poster in each of the two poster sessions. Postgraduate students who had a poster accepted were asked whether they would like to be considered for these prizes. We have a team of judges on each day to choose the best postgraduate poster. The two winners will be announced after the final keynote speech on Tuesday.

Poster Judges

Monday

Nicola Botting (City University)

Danielle Matthews (University of Sheffield)

Sue Roulstone (University of the West of England)

Tuesday

Dorothy Bishop (University of Oxford)

Kate Cain (University of Lancaster)

Caroline Rowland (University of Liverpool)

KEYNOTE SPEECH ABSTRACTS

MONDAY, 24th June

9am: **'Communication before language'**, Michael Tomasello, Max Planck Institute for Evolutionary Anthropology

Human infants use the pointing gesture spontaneously for at least three different functions from before language begins, two of them purely cooperative (sharing attitudes and providing others with helpful information). In all functions they use pointing sensitively in the context of various kinds of joint attentional interactions. The pointing gesture thus embodies many aspects of the human adaptation for cooperative communication involving shared intentionality, and so it serves as a crucially important precursor to the acquisition of language.

4.30pm: **'Learning to talk by talking'**, Catherine Snow, Harvard Graduate School of Education

Although the vast majority of research on child language has focused on developments during the first five years of life, radical changes in language knowledge and use occur after age five. A primary concern of educators is to facilitate development of oral language (as well as literacy) skills during the school years, in particular supporting the acquisition of sophisticated vocabulary, the academic register, and argumentation. Accumulating evidence confirms the role of classroom discussion in promoting these skills. Findings about how students aged 10 to 14 incorporate new lexical, grammatical, and discourse elements into their language, in the context of an intervention focused on promoting discussion, will be presented, drawing out the implications for theories of language development of educational research.

TUESDAY, 25th June

9am: **'Building a constructivist model of early grammatical development'**, Julian Pine, University of Liverpool

Constructivist models of early grammatical development have recently come under fire for ignoring sampling considerations in their analysis of children's early productivity. In the first half of this talk, I will show why the limited productivity of children's early speech cannot be explained away in terms of sampling considerations. In the second half, I will show how a computational model: MOSAIC, can simulate a number of features of the cross-linguistic data on early grammatical development that have traditionally been taken as evidence for more abstract accounts.

4.15pm: **'Language variation within the autism spectrum: Where it comes from and why it matters'**, Courtenay Frazier Norbury, Royal Holloway, University of London

Autism spectrum disorders (ASD) are characterised by profound deficits in social interaction and social communication, in addition to a restricted range of interests and behaviours. Both core deficits should present great challenges for language acquisition, yet many children with ASD are able to acquire age-appropriate structural aspects of language and impressive vocabularies. The great range of variation in language ability within the autism spectrum suggests that autism may not be sufficient to 'cause' structural language impairment, though communication will be inevitably compromised. A multifactorial approach to understanding language variation will be considered, outlining protective factors that may promote language development in some individuals with ASD. In addition, factors that likely increase risk for language impairment may be shared with other neurodevelopmental disorders and point to possible avenues for intervention.

Poster Presentations List

Monday 24th and Tuesday 25th June 2013

Posters A-H will be presented on Monday

Posters J-S will be presented on Tuesday

Please see pages 73-149 for poster abstracts

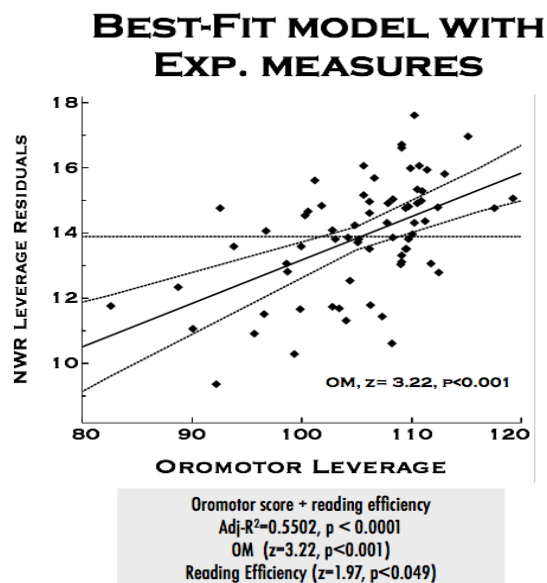
MONDAY POSTERS		
A1	Ginger Collins, Jan Norris & Paul Hoffman	An examination of errors of coherence in adolescent sentence combining
A2	Serpil Demir-Vegter & Rian Aarts	Precursors of school language development in early mother-child interactions
A3	Nina Dragon, Karin Berendes, Sabine Weinert, Birgit Heppt & Petra Stanat	Assessing academic language comprehension: Do primary school children ignore clause connectors?
A4	Susanne Ebert	Is the understanding of mental state language important for reading development?
A5	Kristine Jensen de López & Line Engel Clasen	Effects of Dialogical Reading in Danish monolingual, bilingual and language impaired preschool children
A6	Julia Knoepke, Tobias Richter, Maj-Britt Isberner, Johannes Naumann & Yvonne Neeb	Primary school children's use of morphological and syntactic information in auditory and written sentence processing in German
A7	Anna Llaurado & Liliana Tolchinsky	The relationship between syntax and lexical uses at school age: A corpus-based analysis of Catalan written texts
A8	Trelani Milburn, Kathleen Hipfner-Boucher, Luigi Girolametto, Elaine Weitzman, Janice Greenberg & Janette Pelletier	Exploring the emergent literacy skills that contribute to preschool children's invented spelling and writing across different writing tasks
A9	Nada Ševa & Jelena Radišić	Beliefs and practices on early literacy: Example of Serbian parents and children
A10	Katherine Strasser & Francisca del Río	Contribution of comprehension monitoring to reading and listening comprehension in first grade
A11	Li-Li Yeh, Joy Stackhouse, Bill Wells & Marcin Szczerbiński	Early literacy development in Mandarin-speaking children: The role of phonological awareness, rapid naming and spoken language skills
<hr/>		
B1	Svetlana Kapalkova & Kamila Polisenska	Reducing research bias and improving compliance in children's nonword repetition assessment: A novel presentation method of recorded stimuli to young children
B2	Saloni Krishnan, Annette Karmiloff-Smith & Frederic Dick	Children's oromotor skills and working memory may independently contribute to nonword repetition ability

B3	Maja Savić, Darinka Anđelković, Maša Popović & Shula Chiat	A cross-linguistic quasi-universal nonword repetition task: Evidence from Serbian typically developing children
B4	Sophie ter Schure	Infants' vowel learning from multimodal input
C1	Lisa Archibald, Thomas Olino, Janis Oram Cardy, Daniel Ansari & Marc Joanisse	Separable language and working memory factors predict academic performance in children
C2	Stéphanie Barbu, Ludivine Glas, Bahia Guellaï, Aurélie Nardy, Jean-Pierre Chevrot & Alban Lemasson	Family socioeconomic status and gender differences in early language acquisition: SES does not impact equally upon boys and girls
C3	Edith L Bavin, Fiona Mensah, Anne Castles, Margot Prior, Lesley Bretherton, Patricia Eadie & Sheena Reilly	Language and motor development in the ELVS sample
C4	Elise Brassart & Marie-Anne Schelstraete	What is the respective impact of structural or pragmatic modifications of parental language input on verbal interaction in typically developing preschoolers?
C5	Jean-Pierre Chevrot, Aurélie Nardy & Stéphanie Barbu	Language acquisition and sociolinguistic variation: A review and future directions
C6	Pascale M. J. Engel de Abreu, Anabela Cruz-Santos, Carlos J. Tourinho, Romain Martin & Ellen Bialystok	Bilingualism enriches the poor: Enhanced cognitive control in low-income minority children
C7	Milagros Fernández-Pérez	Metapragmatic resources in early language acquisition. A survey
C8	Bjarke Sund Kronqvist, Kristine Jensen de López & Pernille Donau	Language comprehension predicts mathematical performance better than verbal working memory
C9	James Law, Kath Frazer, Julie Carr & Sue Welsh	Predicting school readiness from a health visitor administered parental report of communication behaviours at one year of age: Implications for theory and practice
C10	Penny Levickis, Melissa Wake, Sheena Reilly, Luigi Girolametto & Obioha C Ukoumunne	Understanding maternal behaviours that promote early language acquisition: A population-based longitudinal study
C11	Tamara Patrucco-Nanchen, Laura Alaria & Pascal Zesiger	Does early vocabulary comprehension predict later language production?
D1	Annie Brookman & Dorothy Bishop	Motor deficits in language impairment and dyslexia: Same or different?
D2	Annemiek Hammer, Petra Bos, Nel de Jong, Monique Lamers & Martine Coene	The role of perceptual salience in the acquisition of verb morphemes by hearing impaired children
D3	Ciara Kelly, Danielle Matthews, Gary Morgan & Michael Siegal	Distinguishing between lies and mistakes: Deaf and hearing children's understanding of beliefs and intentions

Poster B2	Saloni Krishnan, Annette Karmiloff-Smith & Frederic Dick	Children's oromotor skills and working memory may independently contribute to nonword repetition ability
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Pronouncing a novel word for the first time requires the transformation of a newly encoded speech signal into a series of coordinated, exquisitely timed oromotor movements. This ability to repeat novel nonwords is also considered a sensitive marker of language impairment and to this end nonword repetition (NWR) is often used to test clinical populations. Phonological/auditory memory contributions to learning and pronouncing nonwords have been extensively studied, but much less is known about the contribution of children's oromotor skills to this process. We tested two independent cohorts of children (7-13 years, $N = 40$, and 6.9-7.5 years, $N = 37$) on a battery of linguistic and nonlinguistic tests, including NWR and oromotor tasks.

Results indicated that in both cohorts, individual differences in oromotor control were a significant contributor to NWR abilities; moreover, in an omnibus analysis including experimental and standardized tasks, oromotor control predicted the most unique variance in NWR. In a follow-up study, we tested a third cohort of children (5.5-8.5 years, $N = 36$), and included measures to test auditory-motor learning and short-term memory. Results indicated that oromotor control independently contributed to nonword repetition, over and above variance accounted for by short-term memory measures. These findings demonstrate that nonlinguistic oromotor skills contribute to children's NWR ability, and suggest that important aspects of language learning and consequent language deficits may be rooted in the ability to perform complex sensorimotor transformations.



Poster B3	Maja Savić, Darinka Anđelković, Maša Popović & Shula Chiat	A cross-linguistic quasi-universal nonword repetition task: Evidence from Serbian typically developing children
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The capacity to repeat nonwords is closely related to the ability to acquire novel phonological forms and word learning. These abilities are linked in the early childhood and across the life span (Gathercole and Baddeley, 1989; Avons, Wragg, Cupples and Lovegrove, 1998; Michas and Henry, 1994). Difficulties in repetition of multisyllabic nonwords are important indication of SLI, indicating possible deficit in phonological memory and representations (Gathercole and Baddeley, 1990).

We are presenting data compiled within the framework of COST Action IS0804 WG3 <http://www.bi-sli.org/> where a quasi-universal relatively language-free list of nonwords was constructed for the purpose of universal language assessment in bilingual children and children with SLI. In order to lay the ground for the future comparisons with children diagnosed with SLI, the list was presented to Serbian typically developing 3 to 6-year-olds (46 children at four age levels). The list consisted of two to five-syllable nonwords with CVCV internal structure and was presented in two conditions, with and without language specific (Serbian) prosody.

The results revealed that increasing length of nonwords affected repetition accuracy. The younger children tended to drop syllables in long nonwords, change their position, and make substitutions for consonants. A notable finding is that items without prosody were often repeated with language-specific prosody added.

Our results indicate that TD Serbian children's repetition of nonwords designed to be maximally neutral between languages does not rely exclusively on phonological processing skills. Relatively experienced learners use their knowledge of language-specific phonological structure in reproducing novel forms.