



Annual Presentation of B.Sc. (Speech & Hearing Sciences) Final Year Dissertations

You are cordially invited to attend the Annual Dissertation Presentation Day in Speech & Hearing Sciences at The University of Hong Kong. This year we will have over 45 presentations from our final year B.Sc. students on projects spanning a wide range of topics in speech and hearing sciences and disorders. We are also proud to have Professor Elana Plante from University of Arizona to give a keynote on language intervention. The abstracts of their presentations and the preliminary program are attached.

Each year the Presentation Day brings together researchers, clinicians, and students in the field of Speech and Hearing Sciences and generates exciting interactions and discussions on new findings, new directions, and clinical applications of research results during the oral and poster presentation sessions. Registration is free. We hope you can join us on this fun day.

Please see below for the registration information.

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| Date | <i>18th May 2018 (Friday)</i> |
| Time | <i>10:00 a.m. – 5:00 p.m.</i> |
| Venue | <i>Rayson Huang Theatre, The University of Hong Kong</i> |
| Organizers | <i>Division of Speech and Hearing Sciences, Faculty of Education, The University of Hong Kong</i> |
| Registration | <i>Online registration</i> http://webapps.edu.hku.hk/event/may18.php |
| Enquiries | <i>Ms Alice Lo</i> <i>Tel: 2241 5985 Fax: 2559 0060 Email: ayclo@hku.hk</i> |



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Tentative Program Schedule

| TIME | SESSION |
|-----------------------------------|--|
| 09:45 – 10:00 | Registration |
| 10:00 – 10:15 | Opening remarks Professor Thomas Klee Head, Division of Speech and Hearing Sciences, Faculty of Education, HKU |
| Plenary 1 10:15 – 12:15 | Chair: Dr Karen Chan Student Oral Presentation |
| <i>12:15 – 13:30 Light Lunch</i> | |
| Plenary 2 13:30 – 14:30 | Chair: Dr Elizabeth Barrett Student Poster Presentation I Odd-numbered poster presentation |
| Plenary 3 14:30 – 15:30 | Chair: Dr Pusan Wong Student Poster Presentation II Even-numbered poster presentation |
| Plenary 4 15:30 – 16:30 | Chair: Dr. Anita Wong Implicit learning in individuals with Developmental Language Disorders (DLD) Dr. Elena Plante Professor of Speech, Language and Hearing Sciences, University of Arizona Fellow of American Speech-Language-Hearing Association |
| 16:30 – 17:00 | Presentation of Best Student Presentation Awards & Cake-cutting Ceremony |



**Annual presentation of B.Sc. (Speech & Hearing Sciences)
Final year dissertations: Oral presentation**

(Each oral presentation will be 15 minutes long (12 mins presentation + 3 mins Q&A)

List of Oral Presentations

| Time | Title | Presenter |
|-------------|---|----------------------------|
| | <u>Plenary 1 - Student Oral Presentation I (10:15– 12:15)</u> <i>Chair: Dr Karen Chan</i> | |
| 10:15 | Respiratory muscle strength training on Cantonese singers: effects on maximum phonation time, airflow, lung volume and voice range profile | Leung Wing Sum |
| 10:30 | The effect of biofeedback frequency on acquisition and retention of swallowing maneuver in healthy adults | Mo Sin Ying |
| 10:45 | Cross-situational learning in expressive vocabulary intervention for Cantonese late talkers | Ng Shing Yan |
| 11:00 | The effects of dysphonic voices on speech intelligibility in Cantonese-speaking adults | Tse Man Sin Mandy |
| 11:15 | Vowel characteristics associated with alaryngeal speech of Cantonese | Woo Hong Ki |
| 11:30 | Validating normative performance on a video-based narrative task of Cantonese speakers aged 50 or above | Chan Yuen Sum Samuel |
| 11:45 | <i>Validating discourse production performance of two sequential picture descriptions by Cantonese-speaking population aged 50 or above</i> | Yeung Tsz Ying Kristine |



Annual presentation of B.Sc. (Speech & Hearing Sciences) Student Poster Presentation

List of Poster Presentations

| No. | Title | Presenter |
|-----|---|-------------------------|
| | <u>Plenary 2 – Student Poster Presentation I (13:30 – 14:30)</u> Odd-numbered poster presentation <i>Chair: Dr Elizabeth Barrett</i> | |
| 01 | Resolved or maintained? A follow-up study of the speech development of Putonghua-Cantonese bilingual children in Hong Kong | Chan Pik Chu |
| 03 | Lexical tone perception, production and awareness in Chinese children with developmental dyslexia | Cheng Wai Yan |
| 05 | Treatment effect of Core Vocabulary approach on speech intelligibility in children with speech sound disorder: A systematic review | Cheung Ka Lam Karen |
| 07 | Development of Cantonese monosyllabic tone of typically-developed 7 to 10-year-old children | Chung Hiu Yan Yannes |
| 09 | The effectiveness of transcutaneous Neuromuscular Electrical Stimulation (NMES) on adults with post-stroke dysphagia: a systematic review | Kam Hoi Hei |
| 11 | Revisiting the optimal cut-off value of Intelligibility in Context Scale for Cantonese-speaking children | Kok E-Ching |
| 13 | The effect of musical experience and linguistic background on pitch accent language learning | Lai Hoi Ying Gloria |
| 15 | Evaluating the efficacy of a Chinese Reading Comprehension Strategy Instruction Program for typically-developing kindergarten 3 students | Lam Tsz Ting Krystal |
| 17 | Cantonese-learning infants' perception of Mandarin tones | Lau Wing Tung |
| 19 | An ERP study of the effect of L1-L2 distance on word translation: Evidence from Cantonese-English and German-English bilinguals | Lee Lok Yiu |
| 21 | Green Voice for School: Promoting knowledge of healthy voice use in primary school students | Leung Kim Hin Harry |
| 23 | A corpus-based study of the acquisition of post-verbal particles by Cantonese-speaking children aged 2;5-5;8 | Leung Wing Shuen Winkie |
| 25 | An application of multi-level analytic approach to picture sequence description | Li Wai Tai |
| 27 | Discourse production of healthy Cantonese speakers: An application of a multi-level analytic approach | Lo Lai Fan |



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|-----|---|-----------------------|
| | <u>Plenary 2 – Student Poster Presentation I (13:30 – 14:30)</u> Odd-numbered poster presentation <i>Chair: Dr Elizabeth Barrett</i> | |
| 29 | Effects of oral language intervention on oral language skills and reading comprehension: A randomized controlled trial | Mak Ching Man |
| 31 | Video-based delivery of a preventive parent-implemented language program: A feasibility study | Ng Wing Heen |
| 33 | A corpus-based study of reduplication in Cantonese-speaking children aged 1;10 to 6;0 | Shao Suet Yiu Shirley |
| 35 | Linguistic awareness skills of Chinese-speaking children with hyperlexia | Tai Yin Ting |
| 37 | Understanding the roles of theory of mind and receptive prosody in pragmatic language comprehension among Chinese children with autism spectrum disorders | Wong Kai Yee |
| 39 | The effects of vocal fatigue on vowel articulation in Cantonese-speaking females | Yeung Ying Ying |



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| No. | Title | Presenter |
|-----|--|----------------------------|
| | <u>Plenary 3 - Poster Session II (14:30 – 15:30)</u> Even-numbered poster presentation <i>Chair: Dr Pusan Wong</i> | |
| 02 | The prevalence of voice problems in wind instrumentalists, singers and general public | Chan Sze Chung Joyce |
| 04 | Foreign Language Anxiety (FLA) in Cantonese-English Speakers | Cheung Chun Pui |
| 06 | Chinese morphological processing: An event-related potential study on developmental dyslexia using homophone verification task | Chu Pak Fai Derek |
| 08 | Accuracy in English vowel production associated with proficient and less proficient Cantonese adult ESL learners | Ho Sze Ming |
| 10 | The neuro-electrophysiological basis of reading in Chinese children with dyslexia: An ERP study investigating phonological processing using delayed naming task | Kam Po Yee Bowie |
| 12 | The neurobiology of developmental dyslexia in Chinese: An ERP study. Investigating visual-orthographic processing using a repetition detection task | Kwok Hoi Ching Jacy |
| 14 | Evidence-based systematic review: oral-motor therapy and sensory stimulation as a treatment for feeding and swallowing disorder for children with cerebral palsy | Lai Man Ling |
| 16 | Perception in autism spectrum disorders: Is face processing difficulty domain-specific or domain-general? | Lau Cheuk Hay |
| 18 | English vowel pronunciation training in Cantonese-speakers learning English as a second language: A comparison between full-set focused training and full-set non-focused training | Lee Ho Ching |
| 20 | Does interactive book reading help children with developmental language disorder (DLD) learn new words? | Leung Hoi Kiu |
| 22 | Vowel Characteristics associated with Cantonese Speakers of Parkinson's Disease: An Acoustic Study | Leung Wing Shan Natalie |
| 24 | A corpus-based study of the development of interjections in Cantonese-speaking children aged two to five | Li Sau Lai Katie |
| 26 | A corpus-based study of the acquisition of sentence final particles in Cantonese-speaking children aged 2;0 to 5;11 | Lim Lok Yeung Flora |



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| | <u>Plenary 3 - Poster Session II (14:30 – 15:30)</u> Even-numbered poster presentation <i>Chair: Dr Pusan Wong</i> | |
| 28 | English vowel perceptual training in Cantonese-speakers learning English as a second language: A comparison between purely auditory full-set training and auditory plus visual and articulatory input full-set training | Lui Kwan |
| 30 | Auditory statistical learning and tone perception of Hong Kong children with developmental dyslexia | Ng Mei Shuen |
| 32 | Do children with dyslexia have general auditory or speech-specific deficits? | Ngan Yeuk Sze Cecilia |
| 34 | Treatment effect of expiratory muscle strength training as an adjunct treatment for improving swallowing functions in nasopharyngeal cancer survivors: a randomized controlled trial | Siu Long Ying |
| 36 | Relationship between brain connectivity and language deficits: A diffusion (dMRI) and resting-state functional (rsfMRI) MRI study | Wu Ka Ming |
| 38 | What determines Cantonese speech rhythm? | Yip Yan Lam Stephanie |



Plenary 4 (15:30 - 16:30) Chair: Dr Anita Wong

Implicit learning in individuals with Developmental Language Disorders (DLD)

Dr Elena Plante

Professor of Speech, Language and Hearing Sciences, University of Arizona

Fellow of American Speech-Language-Hearing Association

Abstract

The grand challenges for the field of Developmental Language Disorder are why these individuals fail to learn language like their normal peers and what can be done about it. From much of the history of speech-language pathology, treatment was seen as a form of teaching, where children were taught to use language structures and content they did not use. Although this approach produced many treatment studies, the results have been modest and results often did not generalize. Refocusing on learning as an implicit mechanism has the potential to lead to very rapid learning that does generalize. This session will consider evidence that children with language disorders can show strong learning, when the properties of the input are optimized. I will end the session by illustrating how this can be done.

About the speaker

Dr. Elena Plante is a Professor of Speech, Language, and Hearing Sciences at the University of Arizona and is a Fellow of the American Speech-Language-Hearing Association. Her work has explored the biological and behavioral foundations of Developmental Language Disorder in children and adults. This has led to over 100 publications on the brain basis of this disorder, its behavioral presentation, assessment validity, and treatment methods. Her most recent work integrates statistical learning theory with brain imaging, and translates this work to test methods for improving treatment outcomes in children.