

## Enikő Ladányi, PhD

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### EDUCATION

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**PhD, Psychology, summa cum laude** 2018

Budapest University of Technology and Economics, Budapest, Hungary

Dissertation title: *Cognitive control and its contribution to language difficulties in children with Specific Language Impairment*

**M.A., Theoretical Linguistics** 2013

Eötvös Lorand University of Sciences, Budapest, Hungary

Thesis advisor: Dr. Zoltán Bánréti

Thesis title: *Összetett szavak megértésének és produkciójának kísérleti vizsgálata*

[Experimental investigation of compound word comprehension and production]

**M.Sc., Cognitive Science** 2012

Budapest University of Technology and Economics, Budapest, Hungary

Thesis title: *Gátlás és munkaemlékezet a vonatkozó mellékmondatok megértésében gyerekeknél*

[The role of inhibition and working memory in relative clause comprehension in children]

**B.A., Hungarian Literature and Linguistics** (Specialization in Applied Linguistics) 2009

Eötvös Lorand University of Sciences, Budapest, Hungary

### RESEARCH EXPERIENCE

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**Postdoctoral Fellow** 2019-present

Music Cognition Lab, Vanderbilt University Medical Center, Nashville, TN, USA

Supervisor: Dr. Reyna Gordon

#### PROJECTS

1. Family GAMEs project. *The Family GAMEs project investigates the relationships between parents' rhythm skills and their children's language skills with EEG and behavioral methods through a cross-sectional (4-8-year-old children and their parents) study and a longitudinal (6-12-month-old infants followed up until age 4 and their parents) study. I planned the study design, fine-tuned the paradigms, created analysis pipelines and wrote the IRB application with the supervision of Dr. Gordon for both studies. I am working collaboratively with our speech-language pathologist research coordinator to coordinate and oversee the project. I trained RAs and a PhD student to run EEG, collect behavioral measures and complete data processing on the cross-sectional study, while also supervising their work. I also collect data for the longitudinal study with infants. I am responsible for analyzing, interpreting, and presenting the data in and outside the lab, as well as organizing progress reports.*

2. Elaborating the Atypical Rhythm Risk Hypothesis. *At the beginning of the Family GAMEs project, we posited the Atypical Rhythm Risk Hypothesis with my colleague, Dr. Persici and with Dr. Gordon, proposing that children with poor rhythm skills are at a higher risk for speech-language disorders, and published a paper on it (Ladanyi, Persici et al., 2020). The longitudinal study aims to test this hypothesis by measuring rhythm skills at infancy with EEG, and expressive language skills as well as the presence/absence of speech-language disorders at age 3 and 4.*

3. Timing Study. *The Timing Study investigates the effect of music with a regular rhythm on various grammar tasks and the relationships between rhythm and language skills with behavioral and EEG paradigms in 6-12-year-old children. I am responsible for the study design, fine-tuning and creating new tasks, analysis pipelines and interpretation of the data. I am coordinating and overseeing the study in collaboration with our speech-language pathologist colleague. The study includes a collaboration with a lab from France, and I am responsible for coordinating this collaboration.*

Supporting grants: DP2 HD098859, R01 DC016977 to Dr. Reyna Gordon

4. Cognitive Quest. *The Cognitive Quest project is the senior design project of four engineer students from Vanderbilt University. In the summer of 2020, I learned that researchers from Vanderbilt can propose senior design project topics for engineers for the 2020-2021 school year. I am planning to work with game developers in the future to create tests to measure cognitive abilities in children in a video game format. To start to gain experience in developing games to measure cognitive abilities and in collaborating with software developers, I decided to propose a project on this topic for computer engineer students. My proposal was accepted, and since October, I am working with the students on developing a Unity Engine-based computer game that aims to measure linguistic and rhythm abilities. I have weekly meetings with the students, where we are discussing the details of the game and they report me their weekly progress. The game will be presented at a Senior Design Day at Vanderbilt in April.*



### Postdoctoral Fellow

2018-2019

Laboratoire Psychologie de la Perception, Université Paris Descartes–CNRS, Paris

Supervisor: Dr. Judit Gervain

### PROJECTS

1. Morphological development in French-learning infants. *Continuation of project started as an Early Stage Researcher (see below).*

2. Rhythmic priming in Hungarian children. *Continuation of project started as an Early Stage Researcher (see below).*

3. Rhythmic priming in French children. *The project aimed to test whether French children perform better on sentence and non-word repetition tasks if they are presented with regular rhythms before and during the task. The project was the master's thesis of a Speech-Language Pathology master's student I co-supervised with Dr. Gervain. I supervised the student's work in setting up the paradigm, analyzing and interpreting the data, and writing up the master's thesis.*

Supporting grants: Marie Skłodowska-Curie Grant Agreement No. 641858 (PredictAble project) to the PredictAble Consortium; ERC Consolidator Grant (773202 ERC-2017-COG "BabyRhythm") to Dr. Judit Gervain

**Marie Curie Early Stage Researcher**

2015-2018

Laboratoire Psychologie de la Perception, Université Paris Descartes–CNRS, France  
 (Research position as part of the Innovative Training Network to cover stipend held and augment research experience while completing PhD requirements)  
 Supervisor: Dr. Judit Gervain

*1. Morphological development in French-learning infants. The main aim of this work was to explore whether 15-month-old French learning infants are able to recognize the word stem in a suffixed word (e.g., sing in singing) with a head-turn preference procedure. I elaborated the research question, designed and programmed the experiment, tested ~100 infants, analyzed and interpreted the data, and presented it at several conferences.*

*2. Rhythmic priming in Hungarian children. The project aimed to test whether Hungarian children perform better on different linguistic and non-linguistic tasks after they were presented with a regular rhythm. I elaborated the research question, designed and programmed the experiments, organized the recruitment of children in Hungary, ran the tests on children with and without Specific Language Impairment in Hungary, and analyzed and interpreted the data. I presented the results at multiple conferences and submitted a paper on them (Ladanyi et al., under review).*

**Visiting Scholar, Multiple visits over the course of three years**

2015-2018

Cognitive Development Center, Central European University, Budapest, Hungary  
 Supervisor: Dr. Ágnes Melinda Kovács

**PROJECT**

*Morphological development in Hungarian-learning infants. The project is the Hungarian parallel of the study I ran in France with French infants. I created stimuli and programmed the Hungarian version of the task, and travelled to Hungary to collect data in two 4-week-long visits. I analyzed and interpreted the data that are now published in the journal *Infancy* (Ladanyi et al., 2020).*

Supporting grant: Marie Skłodowska-Curie Grant Agreement No. 641858 (PredictAble project) to the Predictable Consortium

**Visiting PhD Student**

2013

German Language and Linguistic Institute, Humboldt University, Berlin, Germany  
 Supervisor: Dr. Katharina Spalek

**PROJECT**

*Associations between cognitive control and language skills in German-speaking adults. I created the German version of four cognitive control and language paradigms and ran them on a group of German-speaking adults. I analyzed, interpreted and presented these data as a talk on the local PhD conference at the University of Technology and Economics, Budapest.*

Supporting grant: DAAD Short-Term Research Grant to Eniko Ladanyi

**PhD Student**

2012-2015

Department of Cognitive Science, Budapest University of Technology and Economics  
Budapest, Hungary  
Supervisor: Dr. Ágnes Lukács

## PROJECTS

1. Cognitive control in children with Specific Language Impairment and Typical Language Development. During this large-scale project, more than 100 children were tested on a range of cognitive measures. I was responsible for designing and programming several tasks, I was centrally involved in screening and testing children, processing and analyzing data from several tasks, and interpreting the results. My master's thesis, my doctoral dissertation as well as four of my publications (Lukacs et al., 2016; Ladanyi & Lukacs, 2016; Ladanyi et al., 2017; Ladanyi & Lukacs, 2019) are based on this work.

2. Associations between cognitive control and language skills in Hungarian-speaking adults. I designed and programmed behavioral linguistic and cognitive control tasks, and ran them with Hungarian-speaking adults. After processing, analyzing and interpreting the data, I presented them at several conferences.

**Junior Research Fellow**

2012-2015

Hungarian Academy of Sciences, Research Institute for Linguistics, Budapest, Hungary  
(Research position held in parallel with PhD studies)  
Supervisor: Dr. Zoltán Bánréti

## PROJECTS

1. Artificial grammar learning in adults with and without aphasia. I designed an artificial grammar learning task in collaboration with Dr. Bánréti and Dr. Kemény, a postdoctoral fellow. The behavioral version of the task was conducted with patients with aphasia, while adults with typical language skills completed a behavioral task combined with EEG and eye-tracking. I was responsible for analyzing the behavioral data, and presented these data at a conference.

2. Comprehension and production of compound words in patients with aphasia. This work was partly included to my master's thesis. After designing and programming the tasks, I was introduced to the leader of the Aphasia club. After a couple of visits, I built a good relationship with the members of the club and started to complete the tasks with them. This period lasted for about a year and gave me a great opportunity to learn about aphasia and the various difficulties people with aphasia are facing every day.

**Master's Student Research Assistant**

2011-2012

Department of Cognitive Science, Budapest University of Technology and Economics  
Budapest, Hungary  
Supervisor: Dr. Ágnes Lukács

*I assisted with data collection with children with typical and atypical language development in a project studying associations between cognitive control and language skills.*

**Master's Student Research Assistant**

2011

Department of Cognitive Science, Budapest University of Technology and Economics, Budapest, Hungary

Supervisor: Dr. Csaba Pléh

*I assisted with data collection for a gating paradigm in adults for studying morphological processing.*

**Master's Student Research Assistant**

2010-2013

Department of Theoretical Linguistics, Eötvös Lorand University of Sciences, Budapest, Hungary

Supervisor: Dr. Zoltán Bánréti

*I assisted with data collection with individuals with aphasia investigating comprehension and production of recursive structures.*

**MENTORING EXPERIENCE**

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- 2020-2021: Supervision of senior design project entitled *Cognitive Quest* of four computer engineer students (Jesse Feng, Reese Phillips, Kahero Harriott, Ray Zhou) at Vanderbilt University, Nashville.
- 2020-2021: Supervision of a research analyst (Alyssa Scartozzi) at the Music Cognition Lab, Vanderbilt University Medical Center
- 2019-2020: Supervision of research analysts' work (EEG data acquisition, analysis behavioral task development, data processing, presentation of results at conferences) at the Music Cognition Lab, Vanderbilt University Medical Center
- 2019-2020: E-supervision of the Gifted and Talented Research course work of a tenth-grade student at Marriotts Ridge High School in Marriottsville, Maryland (Cameron McLaren)
- 2019-2020: Supervision of an undergraduate intern double majoring in Neuroscience and Music (Maya Martin-Gonzalez) and summer interns (Elise Titiner, Sabrina Halavi) at the Music Cognition Lab, Vanderbilt University Medical Center
- 2018-2019: Supervision of an undergraduate intern (Agnieszka Argasińska) and co-supervision of a master's student's (Caroline Nallet) internship and thesis work with Dr. Judit Gervain at Laboratoire Psychologie de la Perception, Université Paris Descartes-CNRS
- 2017: Co-supervision of two master's students' (Anna Sudár, Csomó Annamária) data processing and analysis work with Dr. Ágnes Lukács

**TEACHING EXPERIENCE**

- 2020: Guest lecture together with Dr. Reyna Gordon at Virginia Tech on Weaving together music and science: New frontiers for our understanding of human rhythm and language skills (via Zoom)
- 2014-2015: Teaching Assistant, Budapest University of Technology and Economics, Budapest
- Master's level Psycholinguistics course
  - Delivered 4 lectures
- 2012-2014: Teaching Assistant, Budapest University of Technology and Economics, Budapest
- Undergraduate level Linguistics course
  - Delivered 1 lecture in each semester
- 2014: Teaching Assistant, Eötvös Lorand University, Budapest
- Master's level Neurolinguistics course
  - Delivered one lecture

**Thesis supervision** (June, 2019)

Caroline Nallet, Master's thesis in Speech and Language Pathology  
 Laboratoire Psychologie de la Perception, Université Paris Descartes–CNRS, France  
 (co-supervision with Judit Gervain)

**Thesis examiner** (June, 2018)

Fruzsina Józsa, Master's thesis in Cognitive Science  
 Budapest University of Technology and Economics, Budapest, Hungary

**TECHNICAL SKILLS, LANGUAGES**

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- Software: E-Prime, PsyScope, PsyCode, Open Sesame, SPSS, JASP, DataDesk, NetStation
  - Programming skills: R, MATLAB
  - Electrical Geodesics EEG system – with infants, children and adults
  - Languages: Hungarian - Native, English – Fluent, German-Basic, French-Basic

**PRIZES, SCHOLARSHIPS, AWARDS**

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- 2015-2018: Early Stage Researcher scholarship, Marie Skłodowska-Curie Actions, Innovative Training Network: PredictAble ([www.predictable.eu](http://www.predictable.eu))
- 2013: DAAD Short-Term Research Grant (1 month Visiting Scholar)  
 German Language and Linguistic Institute of Humboldt University, Berlin  
 Supervisor: Dr. Katharina Spalek
- 2012: ELTE-BTK Scientific Advancement Grant  
 Travel grant for participation on the NetWordS Summer School (2-6, July, 2012, Dubrovnik)
- 2011: 1st Place, Undergraduate Student Conference, Institutional Round, Cognitive Science section
- 2011: Awardee, Scientific Scholarship Competition, Faculty of Humanities, Eötvös Lorand University of Sciences, Budapest Hungary  
 (financial award and recommendation for publication)

## SERVICE

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- 2016-Present **Ad-hoc Peer Reviewer:**
- *Developmental Science*
  - *Cognition*
  - *Emotion*
  - *Music & Science*
  - *Psychology of Music*
  - *Infancy*
  - *Cognitive Science*
  - *Frontiers in Psychology*
- 2019: **Organizer:** summer journal club on artificial grammar learning and working memory, Music Cognition Lab, Vanderbilt University Medical Center
- 2019: **Organizer:** summer weekly team meetings, Music Cognition Lab, Vanderbilt University Medical Center
- 2019: **Member:** local organizing committee of the PredictAble closing conference, Jan 30 – Feb 1, 2019, Paris.
- 2017-2018: **Organizer:** weekly seminars of the Speech Research Group, Laboratoire Psychologie de la Perception, Université Paris, Descartes.
- 2016: **Member:** local organizing committee of the EUCDIS 2016 conference May 11-13, 2016, Budapest.

## Outreach

- Expert reviewer of a book entitled *The Musical Child* written by Joan Koenig to parents of young children on the importance of music
- Was a member of a Reddit Ask Me Anything panel on musicality, language, brain and genetics ([https://www.reddit.com/r/askscience/comments/iwy7wz/askscience\\_ama\\_series\\_we\\_are\\_the\\_vanderbilt\\_music/](https://www.reddit.com/r/askscience/comments/iwy7wz/askscience_ama_series_we_are_the_vanderbilt_music/))
- Interviewed for a VUMC Discover article featuring our recent review paper (Ladányi, Persici et al., 2020) and our work in the Music Cognition Lab (<https://discover.vumc.org/2020/05/studies-link-musical-rhythm-and-language/>). May 2020.
- Interviewed on Hungarian radio about early morphological development (<https://www.klubradio.hu/archivum/fulbevalo-2020-marcius-17-kedd-1300-9428>), March 2020.
- Presented Music Cognition Lab's research and performed demonstrations of music and language-related phenomena several times throughout the year. Adventure Science Center, 2019-present. Nashville, TN
- Wrote articles on research projects for the newsletter of the Babylabs of the Descartes University, Paris and the Central European University, Budapest. 2016-2018. (<https://baby.biomedicale.parisdescartes.fr/sites/default/files/newsletter/2018-09/Newsletter8.pdf>) (<https://babakutato.hu/document/newsletter2017.pdf>)

## PUBLICATIONS

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### *Articles in peer-reviewed journals*

**Ladányi, E.**, Persici, V., Fiveash, A., Tillmann, B., & Gordon, R.L. (2020). Is atypical rhythm a risk factor for developmental speech and language disorders? *WIREs Cognitive Science*, 11, e1528. <https://doi.org/10.1002/wcs.1528>

**Ladányi, E.**, Kovács, Á.M., & Gervain, J. (2020). How 15-month-old infants process morphologically complex forms in an agglutinative language? *Infancy*, Early view publication.  
<https://doi.org/10.1111/infa.12324>

**Ladányi, E.** & Lukács, Á. (2019). Word Retrieval Difficulties and Cognitive Control in Specific Language Impairment. *Journal of Speech Language and Hearing Research*, 62(4), 918-931.  
[https://doi.org/10.1044/2018\\_JSLHR-L-17-0446](https://doi.org/10.1044/2018_JSLHR-L-17-0446)

**Ladányi, E.**, Kas, B., & Lukács, Á. (2017). The role of cognitive control in anaphor resolution in children with specific language impairment. *Applied Psycholinguistics*, 38(5), 1173-1199.  
<https://doi.org/10.1017/S0142716417000091>

**Ladányi, E.**, & Lukács, Á. (2016). Lexical Conflict Resolution in Children with Specific Language Impairment. *Journal of Communication Disorders*, 61, 119-130.  
<https://doi.org/10.1016/j.jcomdis.2016.04.004>

Lukács, Á., **Ladányi, E.**, Fazekas, K., & Kemény, F. (2016). Executive Functions and the Contribution of Short-Term Memory Span in Children With Specific Language Impairment. *Neuropsychology*, 30(3), 296–303. <https://doi.org/10.1037/neu0000232>

**Ladányi, E.** (2012). A protonyelv lenyomatai afáziások beszédprodukcójában [Protolinguistic fossils in aphasic speech production]. *Magyar Pszichológiai Szemle*, 67(2), 357-367.  
<https://doi.org/10.1556/MPSzle.67.2012.2.6>

#### *Articles under review or revision*

**Ladányi, E.**, Lukács, Á., & Gervain, J. (under revision at *Developmental Science*). Does rhythmic priming improve grammatical processing in Hungarian-speaking children with and without Developmental Language Disorder?

Lense, M.D., Ladányi, E., Rabinowitch, T.-C., Trainor, L.J., & Gordon, R.L. (Under review at *Philosophical Transactions B*). Rhythm and timing as vulnerabilities in neurodevelopmental disorders.

Dobó, D.E., **Ladányi, E.**, Szöllősi, Á., Németh, K., Lukács, K.S., & Lukács, Á. (under review at *Clinical Linguistics & Phonetics*). The Contribution of Cognitive Control and Short-Term Memory to Lexical Conflict Resolution in Developmental Dyslexia.

#### *Published conference abstracts*

**Ladányi, E.**, Fazekas, K., Kemény, F., & Lukács, Á. (2014). Lexical deficits, working memory and cognitive control in specific language impairment. *Learning and Perception, Supplement 6*, 60-61.

**Ladányi, E.**, Zakariás, L., & Lukács, Á. (2013). Lexical selection and cognitive control in children with SLI. *Learning and Perception, Supplement 5*, 37.

Zakariás, L., **Ladányi, E.**, & Lukács, Á. (2012). Cognitive control processes in word retrieval. *Learning and Perception, Supplement 4*, 49.



*Book chapters*

**Ladányi, E.** (2016): Nyelvi nehézségek és végrehajtó funkciók Broca-területen sérült afáziásoknál. [Linguistic difficulties and executive functions in patients with a damage to their Broca's area] In: Kas Bence (szerk.): „Szavad ne feledd!” *Tanulmányok Bánréti Zoltán tiszteletére* [„Don't forget your words!” Studies in honor of Zoltán Bánréti], Magyar Tudományos Akadémia – Nyelvtudományi Intézet, Budapest, 2016. 257–266.

Lukács, Á., Kemény F., **Ladányi E.**, Csifcsák G., & Pléh Cs. (2014). A nyelv idegrendszeri reprezentációja [The neural representation of language] In: *Pszicholingvisztikai kézikönyv I-II.* [Handbook for Psycholinguistics I-II.], 1089-1134.

*Dissertation*

**Ladányi, E.** (2018). Cognitive control and its contribution to language difficulties in children with Specific Language Impairment. Unpublished doctoral dissertation

**PRESENTATIONS***Talks*

**Ladányi, E.**, Lukács Á. & Gervain J.: Rhythmic priming improves grammatical skills. RPPW (17-20 June, 2019, Traverse City, U.S.).

**Ladányi, E.**, Lukács Á. & Gervain J.: The effect of rhythmic priming in Hungarian-speaking children with SLI and with typical development. PredictAble Closing Conference (30 January-1 February, 2019, Paris, France).

**Ladányi, E.**, & Gervain J.: The acquisition of bound morphemes in Hungarian and French infants. PredictAble Summer School and Project Meeting (29 May-2 June, 2017, Barcelona, Spain).

**Ladányi, E.**, & Gervain J.: Phonological and lexical effects on word and morphology learning in children with low and high vocabulary: Evidence from Hungarian. PredictAble Summer School and Project Meeting (27 June-2 July, 2016, Potsdam, Germany).

**Ladányi, E.**, & Gervain J.: The acquisition of agglutinating morphology: segmentation in Hungarian. GDR neurosciences cognitives du développement (June 10, 2016, Paris, France).

**Ladányi, E.**, Kas B., & Lukács, Á.: Anaphor resolution and cognitive control in children with SLI. EUCLDIS (May 11-13, 2016, Budapest, Hungary).

Bánréti Z., Kemény, F., Kas, B., & **Ladányi, E.**: Syntactic and lexical paradigms for artificial grammar learning. Debrecen Symposium - With and without sounds. With and without words workshop (October 8-9, 2014, Debrecen, Hungary).

**Ladányi, E.**, & Lukács, Á.: Kognitív kontroll és lexikális előhívás specifikus nyelvfejlődési zavarban [Cognitive control and lexical retrieval in specific language impairment]. 12. Hungarian Scientific Conference of Vojvodinian Students (November 15-17, 2013, Novi Sad, Serbia).

**Ladányi, E.:** Az összetett szavak megértési folyamatai [Understanding compound words], 10. Hungarian Scientific Conference of Vojvodinian Students (November 24-27, 2011, Novi Sad, Serbia).

**Ladányi, E.:** A főnév-főnévi összetételek feldolgozásának dekompozíciós és integrációs folyamatai [Decomposition and integration in noun-noun compound processing]. Undergraduate Student Conference at Budapest University of Technology and Economics (November 16, 2011, Budapest, Hungary).

### *Poster presentations*

(Student/mentee contributions are underlined)

**Ladányi, E.,** Bush, C., Wang, Y., Woynaroski, T., Lense, M., & Gordon R.L. Family GAMES: a longitudinal study exploring the effect of infants' and their parents' rhythm skills on childhood speech/language development. Abstract accepted for poster presentation at the The Neurosciences and Music – VII (June 19-22, 2020, Aarhus, Denmark)

Gordon, R.L., **Ladányi, E.**, Novakovic, M., Scartozzi, A., Fromboluti, E.K., & McAuley, J.D. Are poor language skills associated with narrow entrainment region? Abstract accepted for poster presentation at the The Neurosciences and Music – VII (June 19-22, 2020, Aarhus, Denmark)

Scartozzi, A., **Ladányi, E.,** Wang, Y., Boorom, O., Persici, V., & Gordon, R.L. Meter processing and grammatical skills in school-aged children: an EEG study. Abstract accepted for poster presentation at the The Neurosciences and Music – VII (June 19-22, 2020, Aarhus, Denmark)

Wang, Y., **Ladányi, E.,** Bush, C., Woynaroski, T., Lense, M., & Gordon, R.L. Associations between neural and behavioral measures of rhythm processing and self-reported musicality in adults. Abstract accepted for poster presentation at the The Neurosciences and Music – VII (June 19-22, 2020, Aarhus, Denmark)

Nallet, C., **Ladányi, E.,** & Gervain, J. The effect of exposure to a regular rhythmic sequence on language processing in 4- to 6- year-old French children. Poster presented at the Rate and Rhythm in speech Recognition (R3) workshop (December 13, 2019, Nijmegen, Netherlands).

**Ladányi, E.,** Lukács, Á., & Gervain, J. Rhythmic Priming in Children With Developmental Language Disorder. American Speech-Language-Hearing Association Convention (November 21-23, 2019, Orlando, FL, U.S.).

Martin-Gonzalez, M., **Ladányi, E.,** Westphal-Fitch, G., Fitch, T., Gordon, R.L. Hierarchical processing as the Tie between Musical Rhythm and Grammar. Poster presented at the Vanderbilt Undergraduate Research Fair (September 19, 2019, Nashville, TN, U.S.).

**Ladányi, E.,** Lukács, Á., & Gervain, J. Rhythmic priming improves grammar processing in children with and without Specific Language Impairment. Meeting of the Society for Music Perception and Cognition (August 5-7, 2019, New York City, NY, U.S.).

**Ladányi, E.,** Kovács, Á. M., & Gervain, J.: The acquisition of agglutinating morphology in French and Hungarian infants. ICIS (June 30-July 3, 2018, Philadelphia, PA, U.S.).

**Ladányi, E.**, Kovács, Á.M., & Gervain, J.: Decomposition of morphologically complex forms in Hungarian and French infants. PredictAble Summer School 2018. “Life after PhD” (June 4-7, 2018, Jyväskylä, Finland).

**Ladányi, E.**, Kovács, Á.M., & Gervain, J.: The acquisition of agglutinating morphology in Hungarian infants. BCCCD (January 4-6, 2018, Budapest, Hungary).

**Ladányi, E.**, Németh, K., & Lukács, Á.: The role of cognitive control in garden path resolution and word production. AMLaP (September 7-9, 2017, Lancaster, UK).

Lukács, Á., Csomó, A., Sudár, A., & **Ladányi, E.**: Lexical selection and cognitive control in children with SLI, ASD and ADHD. AMLaP (September 7-9, 2017, Lancaster, UK).

**Ladányi, E.**, Fazekas, K., Kemény, F., & Lukács, Á.: The role of non-linguistic impairments in lexical problems of children with Specific Language Impairment. Experimental Psycholinguistic Conference (October 1-3, 2014, Madrid, Spain).

**Ladányi, E.**, & Lukács, Á.: Lexical selection and cognitive control in children with Specific Language Impairment. IASCL (July 14-18, 2014, Amsterdam, Netherlands).

**Ladányi, E.**, Fazekas, K., Kemény, F., & Lukács, Á.: Lexical deficits, working memory and cognitive control in Specific Language Impairment. VI. DuCog (May 22-24, 2014, Dubrovnik, Croatia).

**Ladányi, E.**: Lexical selection and cognitive control in children with SLI. V. DuCog (May 16-19, 2013, Dubrovnik, Croatia).

## INTERNAL TALKS

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*Do musical parents have children with better grammar? – A preregistered study.* Joint Lab meeting of the Music Cognition Lab, February 17<sup>th</sup>, 2020, Nashville.

*Morphological decomposition in Hungarian infants.* Cognitive Development Center’s team meeting at the Central European University, May 17<sup>th</sup>, 2018, Budapest.

*The acquisition of bound morphemes in Hungarian and French infants.* Lab meeting of the Laboratoire Psychologie de la Perception, February 28<sup>th</sup>, 2017, Paris.

*Cognitive control and short-term memory in children with Specific Language Impairment.* SPOT - Student and Post-dOc-Talks at the Laboratoire Psychologie de la Perception, December 11<sup>th</sup>, 2015, Paris.

*Relationships between word retrieval and cognitive control abilities in children with specific language impairment.* Lab meeting of the Laboratoire Psychologie de la Perception, November 17<sup>th</sup>, 2015, Paris.

*Relationship between cognitive control and the ability to recover from a garden-path during sentence comprehension.* Doctoral Students’ Conference of the Department of Cognitive Science, Budapest University of Technology and Economics, June 19<sup>th</sup>, 2015, Budapest.

*Conflict resolution in word retrieval and the role of cognitive control.* Doctoral Students' Conference of the Department of Cognitive Science, Budapest University of Technology and Economics, June 20<sup>th</sup>, 2014, Budapest.

*Kognitív kontroll és lexikális előhívás specifikus nyelvfejlődési zavarban* [Cognitive control and lexical retrieval in Specific Language Impairment]. Doctoral Students' Conference of the Department of Cognitive Science, Budapest University of Technology and Economics, June 21<sup>st</sup>, 2013, Budapest.