Current Approaches to Spanish & Portuguese Second Language Phonology
University of South Carolina
February 16-18, 2012

Sponsored by:
The USC Linguistics Program; Department of Languages, Literatures, and Cultures; Ph.D. Program in Spanish; Hispanic Literatures and Cultures Lecture Series; Latin American Studies Program; Communication Sciences and Disorders; Office of the Provost; Office of the Vice President for Research and Graduate Education; Center for Digital Humanities; and Cengage Learning.

Organized by D. Eric Holt, Paul Malovrh and Nina Moreno

http://www.cas.sc.edu/ling/activities/CASPSLP2012/
Current Approaches to Spanish and Portuguese Second Language Phonology
University of South Carolina
February 16-18, 2012

Welcome! We are excited to host CASPSTap 2012 and look forward to very stimulating workshops, main and poster session presentations, and much collegial interaction. The organizers would like to express our heart-felt thanks to everyone who played a role in the organization of the conference. (Please forgive any oversights and omissions.) –Eric, Paul and Nina

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- The USC Linguistics Program
- Department of Languages, Literatures, and Cultures
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- Office of the Provost
- Office of the Vice President for Research and Graduate Education
- Center for Digital Humanities
- Cengage Learning

Workshop leaders: Julius Fridriksson, Dirk den Ouden, Kevin Roon and Erik Willis.

Session moderators: Dirk den Ouden, Daniel Fogerty, Emily O. Garnett, Burcu Gökgöz-Kurt, Sandra Keller, Mila Tasseva-Kurkchchieva and Kat Wilson. (And, of course, the main and poster session presenters, as well as all other participants and attendees.)

Graduate student oral and poster session evaluators: Tim Face, Cindy Kilpatrick, Gillian Lord, Paul Malovrh and Mary Zampini.

For various conference arrangements, we thank Dee Dee Cronise, Kay Glorioso, Terri Lucas, Catherine Moring, Barbara Wachob and several student assistants; as well as Koffi Agba, Kat Wilson, Paul Coats and other members of the Graduate Students in Linguistics (GSLING).

We likewise thank the Daniel-Mickel Center, Dr. Duncan Howe and USC School of Medicine Ultrasound Institute, the Foreign Language Learning Center (Bill Fairchild and staff), the McCausland Center at Richland Memorial Hospital and the Department of Psychology.

For lodging, meals and catering, we thank the Inn at USC, the McCutchen House, Top of Carolina, Drip Coffee and Carolina Catering.

Special thanks to Bekah Rice for conference poster design, Kat Wilson for booklet cover art, Zach White for help designing the conference website and Paul Coats for help with maintenance.

Congratulations to Elizabeth M. Kissling (Georgetown University) and Rebecca Ronquest (Indiana University), recipients of the awards for best oral and poster presentations (respectively) by a graduate student.
Conference chronology

University of South Carolina, February 16-18, 2012 (organized by D. Eric Holt, Paul Malovrh and Nina Moreno)

University of Florida, February 4–6, 2010 (organized by Gillian Lord)

University of Minnesota, February 22-23, 2008 (organized by Timothy Face and Kimberly Geeslin)

Workshops

Introduction to fMRI research and applications to L2 phonology
Dirk den Ouden & Julius Fridriksson
University of South Carolina

Thursday 2:00-3:00pm (Room 855)
Thursday 3:00-5:00 (excursion to McCausland Center for sample experiment)
Friday 4:45pm (presentation of procedure, results, discussion; Room 855)

This workshop will provide an introduction to functional MRI, with an emphasis on research designs that are relevant and applicable to the study of second-language acquisition of phonology. For the latter part of the workshop, a limited number of participants will visit the MRI scanner at the McCausland Center of Richland Memorial Hospital (a short shuttle ride from campus) and conduct a sample fMRI experiment in the field of Spanish L2 acquisition. The analysis and results of this experiment will be presented at the end of the day Friday.
Workshop on Praat for research and teaching
Erik W. Willis
Indiana University, Bloomington
ewwillis@indiana.edu

1. INTRODUCTION SETUP AND BRIEF REVIEW 8:30-9:00
   - Praat basics (open, play, edit, zoom)
   - Stereo to Mono conversion
   - Recording with Praat
   - Open all script (script)

2. PRAAT AND TEXTGRIDS 9:00-9:30
   - Create a TextGrid
   - Marking and types
   - Phonetic symbols
   - Binary files
   - Extract text from Textgrid (script)
   - Demonstration of chop labeled Textgrid into small files

3. LOGGING 9:30-10:30
   - Overview
   - Duration
   - Formants
   - Pitch
   - Intensity

BREAK (FACULTY LOUNGE)

4. DRAWING 10:45-11:15
   - Vowel charts (script)
   - Draw picture (script)

5. TEACHING WITH PRAAT—UNDERGRADUATE 11:15-12:45
Simple illustrations of sounds
Undergraduate assignments
   - Orthographic transcriptions
   - Recording
   - VOT assignment
   - Vowel plotting
   - Phonetic transcriptions
   - Segment or feature identification with textgrids
   - Dialectal identification

LUNCH BREAK – MCCUTCHEN HOUSE ON USC’S HISTORIC HORSESHOE 12:45-2:00PM

6. PITCH MANIPULATION 3:30-4:00
   - Settings
   - Pitch manipulation

7. CURRENT PROJECT ON LATERALS 4:00-4:30
   - Analysis
   - Normalization

8. REVIEW AND INDIVIDUAL QUESTIONS 4:30-5:15
How is an adult language learner supposed to figure out how to produce speech sounds of a language that are not produced in his/her native language? The technologically simple—and therefore most common—approach is for the learner to listen to pronunciations of a native speaker and to try to figure out how to produce those sounds based on how well the acoustics he/she produces match the native speaker. The learner can also rely on proprioceptive feedback, provided specific information on articulation is provided to the learner, but this introspection is difficult for many people.

This workshop will introduce participants to how the real-time visual feedback during speech production that ultrasound provides can be used as a learning tool in teaching Spanish and Portuguese pronunciation. The first half hour of the workshop will be an introduction to how ultrasound works and a discussion of the benefits of using it for studying speech sounds, with live, concurrent demonstrations throughout the introduction.

The second half hour of the workshop will focus on how this ultrasound feedback can help overcome two types of problems encountered specifically by learners of Spanish and Portuguese:

1) Articulation of speech sounds that simply do not exist in the learner’s native language:
   - production of the Spanish fricative /s/
   - Spanish trilled /r/
   - the high, back, unrounded Iberian Portuguese vowel /u/

2) Getting rid of articulatory “baggage” that the learner’s native phonology brings to the language being learned:
   - producing vowels like /e/ without the off-glides that is obligatory in English
   - producing Portuguese nasal vowels without any following coronal “n”-gesture

There will be 3 ultrasound machines available for use by workshop participants. In the last half hour of the workshop, participants will break into smaller groups for interactive, hands-on use of the ultrasound machines. The goals will be for participants to gain a better understanding of how ultrasound works and what it can show, to visualize what the articulations of various speech sounds look like, and to explore and discuss how ultrasound can be used to help in overcoming pronunciation challenges the participants face in the classroom.
# CASPSLaP 2012 Program

**Main Session Papers (Daniel-Mickel Center, Thursday-Friday, BA building room 855; Saturday, Room A)**

<table>
<thead>
<tr>
<th>Day/Time</th>
<th>Title</th>
<th>Session topic /moderator</th>
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</thead>
<tbody>
<tr>
<td>Thursday 2/16</td>
<td><strong>Workshops:</strong></td>
<td></td>
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<tr>
<td>8:30-12:45</td>
<td>• Praat with applications for research and teaching</td>
<td>Erik W. Willis</td>
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<tr>
<td>12:45-2:00</td>
<td><strong>Lunch at McCutchen House (USC Historic Horseshoe)</strong></td>
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<tr>
<td>2:00-3:00</td>
<td>• Introduction to fMRI research and applications to L2 phonology: overview</td>
<td>Dirk den Ouden &amp; Julius Fridriksson</td>
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<tr>
<td>3:00-5:00</td>
<td>• Visit to MRI scanner at McCausland Center, Richland Memorial Hospital (space limited; pre-confirmed participation; transportation provided)</td>
<td>Erik W. Willis</td>
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<tr>
<td>3:30-5:00</td>
<td>• Praat workshop continuation (optional)</td>
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<td>5:30</td>
<td><strong>Opening Reception – Faculty Lounge (8th floor Daniel-Mickel Center)</strong></td>
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<tr>
<td>Friday 2/17</td>
<td><strong>Workshop:</strong></td>
<td>Kevin Roon</td>
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<tr>
<td>9:00-10:30</td>
<td>• The use of ultrasound in teaching non-native speech sounds</td>
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<tr>
<td>10:30-10:45</td>
<td><strong>Break (outside 855)</strong></td>
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<tr>
<td>10:45</td>
<td>Acquisition of /s/ by second language learners of Spanish</td>
<td>Segments</td>
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<td></td>
<td>Mandy Menke &amp; Timothy L. Face</td>
<td>Burcu Gokyoz-Kurt</td>
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<tr>
<td>11:15</td>
<td>Acquisition of Spanish Voiceless Stops in Extended Stays Abroad</td>
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<td></td>
<td>Mary Crane &amp; Scott M. Alvord</td>
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<tr>
<td>11:45</td>
<td>Cross-linguistic influence in the production of Spanish /l/ by native English learners</td>
<td>Erik W. Willis, Megan E. Solon &amp; Kimberly L. Geeslin</td>
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<tr>
<td>12:15-2:00</td>
<td><strong>Lunch at Top of Carolina (Capstone Building)</strong></td>
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<tr>
<td>2:00</td>
<td>Patterns of learning among Spanish speakers of Portuguese</td>
<td>Mila Tasseva-Kurktchieva</td>
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<td>Antônio R. M. Simões &amp; Sarah Ashby</td>
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<tr>
<td>2:30</td>
<td>Degree of lenition as a measure of language transfer in the acquisition of L3 phonology</td>
<td>Stephen Barnes</td>
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<tr>
<td>3:00</td>
<td>Portuguese nasal vowels: Native and non-native acoustic realizations</td>
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<tr>
<td>3:30-3:45</td>
<td><strong>Break (outside 855)</strong></td>
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<tr>
<td>3:45</td>
<td>A variationist approach to the Speech Learning Model: Bilingual voice onset time in Panama</td>
<td>heritage/bilingual</td>
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<td></td>
<td>Delano S. Lamy</td>
<td>Kat Wilson</td>
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<tr>
<td>4:15</td>
<td>Discrepancy between the perception and production of stop consonants</td>
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<td></td>
<td>Ji Young Kim</td>
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<tr>
<td>4:45</td>
<td>fMRI study results and video of procedure</td>
<td>fMRI results</td>
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<td></td>
<td>Dirk den Ouden &amp; Julius Fridriksson</td>
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**Free evening**
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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Classroom learners' perception of foreign accent in Spanish: the role of 2 linguistic cues</td>
<td>Elena Schoonmaker-Gates</td>
</tr>
<tr>
<td>9:30</td>
<td>Native speaker perception of L2 connected speech in Spanish</td>
<td>D. Eric Holt &amp; Paul E. Reed</td>
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<tr>
<td>10:00</td>
<td>Degree of foreign accent in second language Spanish speech</td>
<td>Mary Zampini</td>
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<tr>
<td>10:30-10:45</td>
<td>Break - Faculty Lounge</td>
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<tr>
<td>10:45</td>
<td>What do Spanish learners stand to gain from phonetics lessons added to the FL curriculum?</td>
<td>Elizabeth M. Kissling (winner of prize of best oral presentation by graduate student)</td>
</tr>
<tr>
<td>11:15</td>
<td>Fostering the acquisition of L2 Spanish segments through online community collaborations</td>
<td>Gillian Lord &amp; Stasie Harrington</td>
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<tr>
<td>11:45</td>
<td>Focusing attention on L2 pronunciation: Does it help?</td>
<td>David Counselman</td>
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<tr>
<td>12:15</td>
<td>Lunch - Faculty Lounge</td>
<td></td>
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<tr>
<td>12:45-2:00</td>
<td>Poster session (outside Room A)</td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td>Diphthongs and focused instruction in Spanish syllabification</td>
<td>Cynthia Kilpatrick, Justin Fuller &amp; Lori McClain Pierce</td>
</tr>
<tr>
<td>2:30</td>
<td>Factors affecting the off-gliding of mid vowels by intermediate-level adult learners of Spanish with L1 English</td>
<td>Holly Nibert</td>
</tr>
<tr>
<td>3:00</td>
<td>An exemplar-based cross treatment comparison of learners' acquisition of the Spanish vowel space</td>
<td>Paul E. Reed</td>
</tr>
<tr>
<td>3:30-3:45</td>
<td>Break - Faculty Lounge</td>
<td></td>
</tr>
<tr>
<td>3:45</td>
<td>Acquiring variable forms in a L2: Perception of Spanish aspirated-/s/ across task types</td>
<td>Lauren Schmidt</td>
</tr>
<tr>
<td>4:15</td>
<td>The acquisition of Spanish resyllabification by L2 speakers</td>
<td>Daniel Scarpaces</td>
</tr>
<tr>
<td>4:45</td>
<td>Confusion in the L2 perception of Spanish segments: The role of stress in the (mis)identification of Spanish [t], [ð] and [s] in word-final syllables</td>
<td>Rob Bedinghaus</td>
</tr>
<tr>
<td>5:15</td>
<td>Closing remarks</td>
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<tr>
<td>5:30-8:00</td>
<td>Conference Banquet - Faculty Lounge</td>
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</tbody>
</table>

**Poster session, Saturday 2/18/12, 12:45-2:00pm**

<table>
<thead>
<tr>
<th>Speaker(s)</th>
<th>Title</th>
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<tbody>
<tr>
<td>Bean, Ariel</td>
<td>Leaving the dark to find the light: English light and dark // transfer to L2 Spanish</td>
</tr>
<tr>
<td>Cabrelli Amaro, Jennifer</td>
<td>The stop-spirant alternation in L2 Spanish: An Optimality-Theoretic account</td>
</tr>
<tr>
<td>Henriksen, Nicholas</td>
<td>Chicagoland heritage and native Mexican Spanish intonation: Three contact phenomena</td>
</tr>
<tr>
<td>Linford, Bret G.</td>
<td>The perception of stress in Spanish by L2 hearers: What influences accuracy in perception?</td>
</tr>
<tr>
<td>Long, Avizia Yi</td>
<td>Bimodal perception of Spanish back vowels</td>
</tr>
<tr>
<td>Rogers, Brandon</td>
<td>Spirantization of L2 Spanish /b,d,g/: Factors influencing a gradient phenomenon</td>
</tr>
<tr>
<td>Ronquest, Rebecca</td>
<td>The effect of speech style on the acoustic analysis of Heritage Spanish vowels (winner of prize of best poster presentation by graduate student)</td>
</tr>
<tr>
<td>Tanner, Joshua</td>
<td>Factors affecting VOT in L2 Spanish voiceless stops</td>
</tr>
<tr>
<td>Zarco, Ixchel</td>
<td>Perception of voiceless stops by L2 learners of Spanish</td>
</tr>
</tbody>
</table>
CASPSLaP 2012
University of South Carolina
List of workshop leaders, presenters and organizers

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