

# The name of the poster goes here

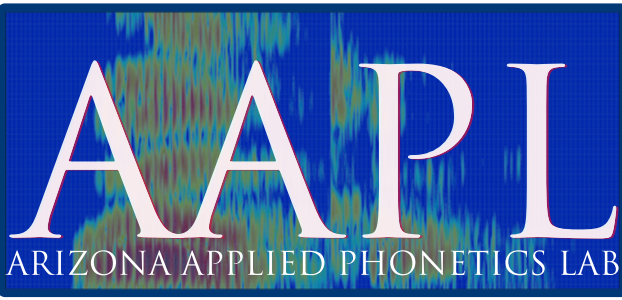
First Author, Second Author, Third Author

University of Arizona

Tucson, Arizona, U.S.A.



{author1, author2, author3}@email.arizona.edu



## Introduction

### Present study:

- This is an itemized list
- It can contain as many
- items as you like

### Previous studies:

References are cited as numbers. Here are a few examples. Previous studies found that certain things happen [1]. Another person found that another thing happened [2], but some people don't agree with the results [3].<sup>a</sup>

- Itemized lists
- Can also be nested
  - Like this
  - and this
    - \* and this
    - \* and this
- And back out
- again

### Research Questions:

1. We can also make numbered lists
2. Which can also be nested
  - (a) These are good for your hypotheses
  - (b) another item
3. Im trying to take up space
4. SO more items

<sup>a</sup>Its better not to use a lot of text, like this. This footnote is not a number so that it isn't confused with a reference. References look like this [4].

## Method

### Materials

- Materials used
- Participants
- Stimuli
- Etc.
- item

### Procedure

- This is what we did
- This is how we did it
- So and so did it this way too
- Some examples here would be handy
- item

### Analysis

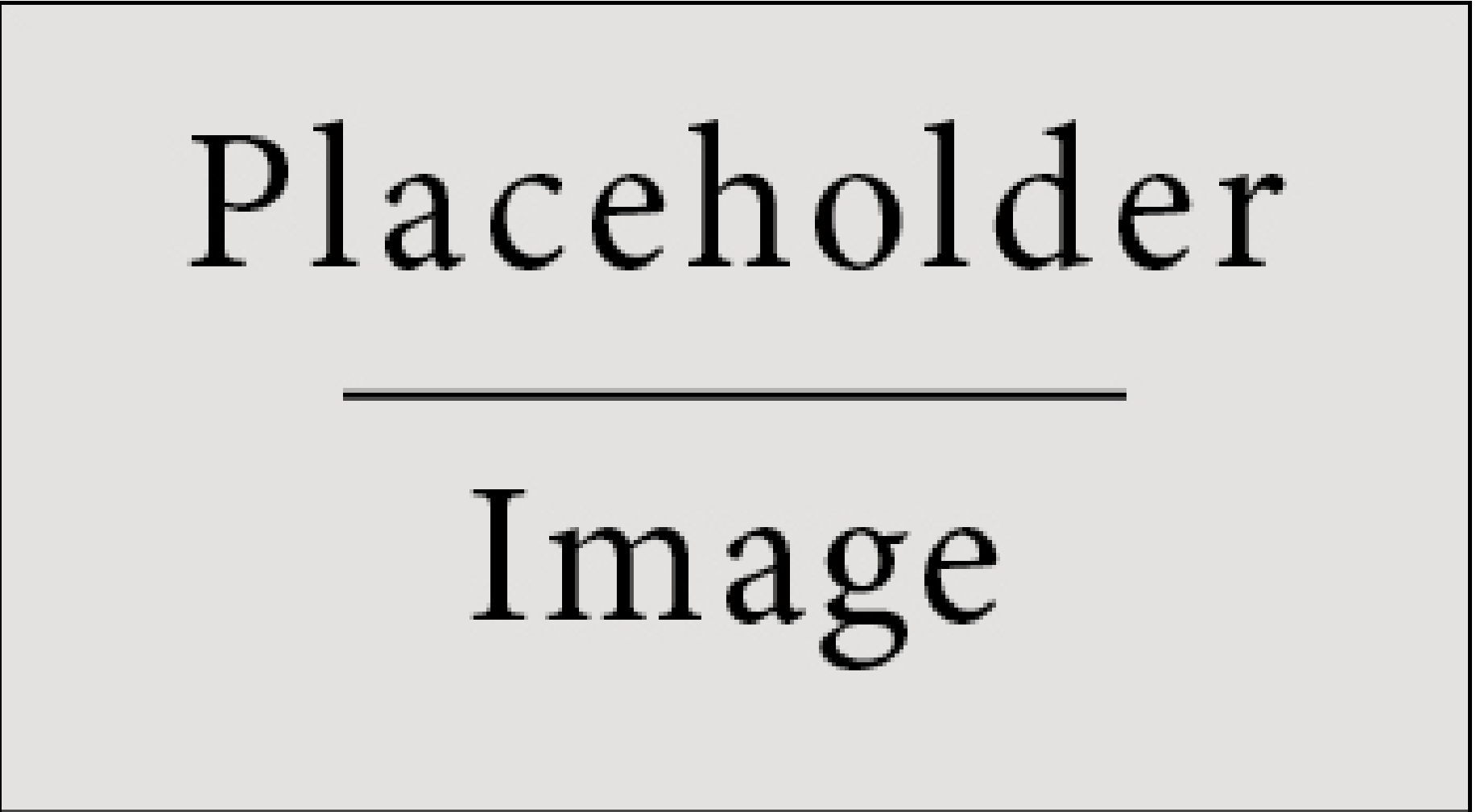
- The data were like this...
- This is how we analyzed it.
- So and so did this too
- This is the best way
- Here is an example...

**Table 1:** This is a table caption.

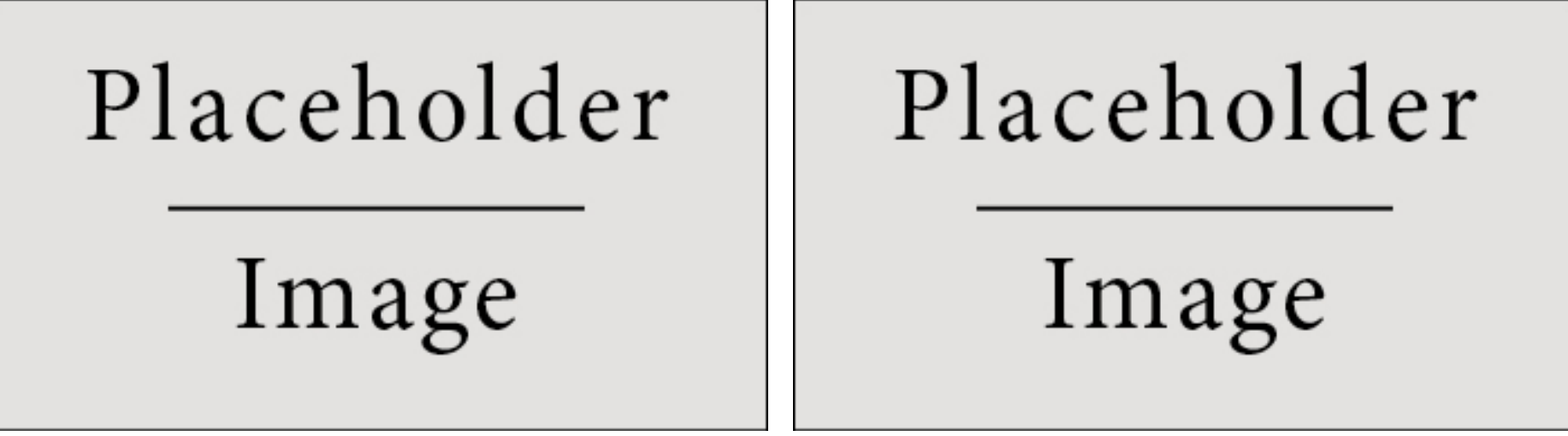
	Lead	Short-lag	Long-lag
English		/bdg/	/ptk/
Spanish	/bdg/	/ptk/	

## Results

**Figure 1:** Here is a figure caption. Figure captions can span more than one line. The width and justification is taken care of by the *caption* package (in the preamble).



**Figure 2:** You can place two figures side-by-side. Refer one picture (left) and then to the other (right).



- Put some numbers here
- (F(1,15) = 14.34; p < 0.05)
- Everything was significant
- item
- item

## Conclusion

### Summary

- The analysis showed A
- The analysis showed B too.
- And don't forget about C, which was also important.

### Conclusion

- We learned X, Y, and Z.
- This research is in align with A and B
- But differs from what this other guy found
- Future research should do more things

## Selected references

- [1] Cho, T and McQueen, J and Cox, E. Prosodically driven phonetic detail in speech processing: The case of domain-initial strengthening in English. *Journal of Phonetics*, 35:210–243, 2007.
- [2] Guion, S. The vowel systems of Quichua-Spanish bilinguals. *Phonetica*, 60:98–128, 2003.
- [3] Amengual, M. Interlingual influence in bilingual speech: Cognate status effect in a continuum of bilingualism. *Bilingualism: Language and Cognition*, 15:517–530, 2012.
- [4] Lisker, L and Abramson, A. Some effects of context on Voice Onset Time in English stops. *Language and Speech*, 10:1–28, 1967.

## Acknowledgements

Somebody probably helped you. Thank them here. :)