

# Two ways to hear?

## The double perceptual boundary effect in L2 learners of Spanish



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### 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].

- Itemized lists
- Can also be nested
  - Like this
  - and this
    - \* and this
    - \* and this

#### 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

### Method

#### Materials

- Materials used
- Participants
- Stimuli
- Etc.

#### 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

#### Analysis

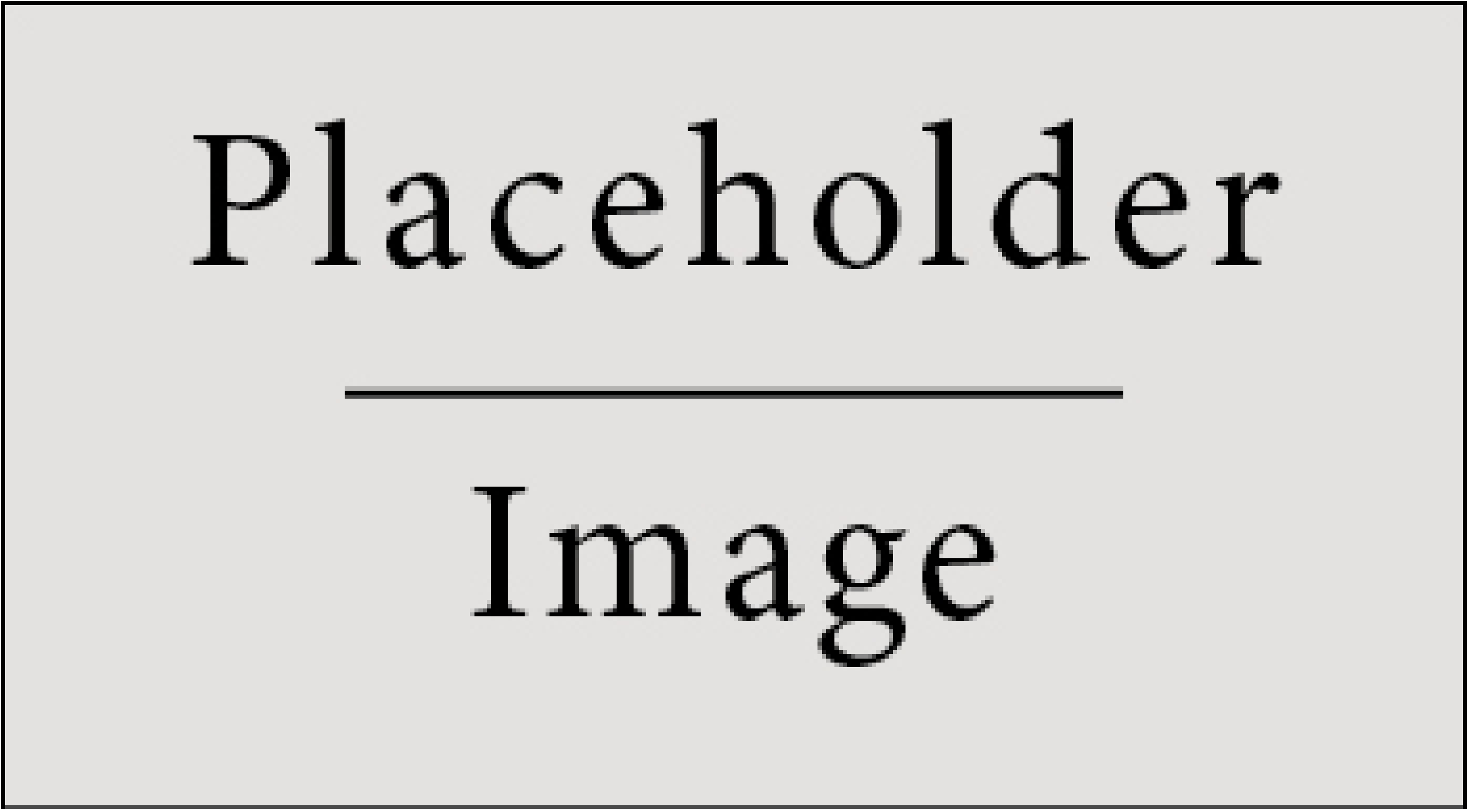
- The data were like this...
- This is how we analyzed it.
- Here is an example...

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

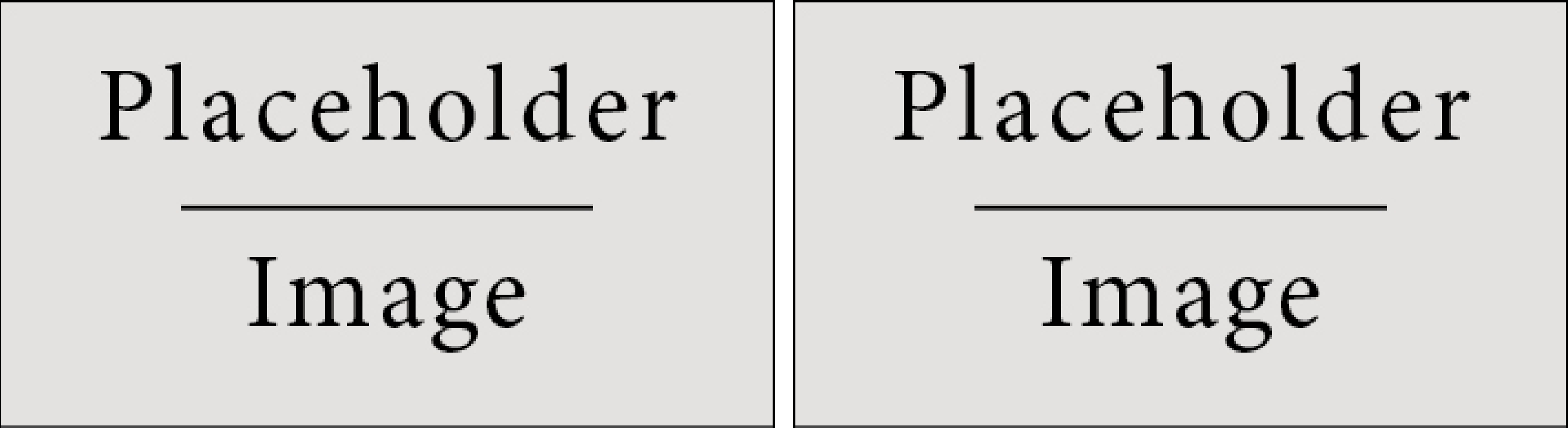
	Lead	Short-lag	Long-lag
English		/bdg/	/ptk/
Spanish	/bdg/	/ptk/	

### 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).



### 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.

### Acknowledgements

Somebody probably helped you. Thank them here. :)