

The name of the poster goes here

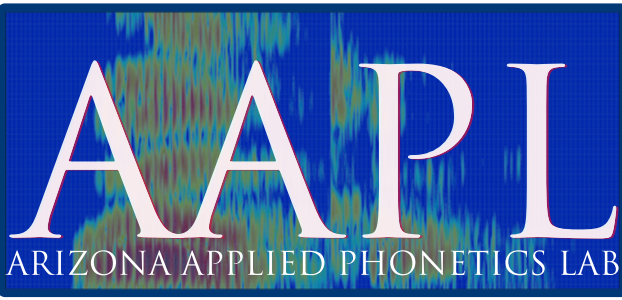
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Introduction

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].^a

- 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

^aIts 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. :)