

MARTA ORTEGA-LLEBARIA

Linguistics Department
2830 Cathedral of Learning
University of Pittsburgh
Pittsburgh PA 15260
mao61@pitt.edu

EDUCATION

| | |
|-----------|---|
| 1998-2001 | Post-Doctorate, Speech Perception, University College London, UK |
| 1992-1997 | Ph.D. in Linguistics (Spanish/English), Indiana University, Bloomington, US |
| 1995-1997 | M.A. in Speech and Hearing Sciences, Indiana University, Bloomington, US |
| 1990-1992 | M.A. in Theoretical Linguistics, Indiana University, Bloomington, US |
| 1986-1990 | B.A. in Romance Philology, University of Barcelona, Spain |

ACADEMIC POSITIONS

| | |
|--------------|---|
| 2011-present | Assistant Professor, Linguistics Dept., Univ. of Pittsburgh, USA |
| 2015-present | Affiliate Faculty, Department of Hispanic Languages and Literatures, Un. of Pitt |
| 2017 (Fall) | Visiting Scholar, Brainlab, Dept of Neurosciences, University of Barcelona, Spain |
| 2014 (Fall) | Visiting Scholar, LRDC, University of Pittsburgh, USA |
| 2010-2011 | Visiting Professor, Linguistics Dept., University of Pittsburgh, USA |
| 2004-2009 | Assistant Professor, Spanish and Port. Dept., University of Texas at Austin, USA |
| 2002-2004 | Assistant Professor, Hispanic Studies Dept., University of Northern Colorado, USA |

GENERAL RESEARCH INTERESTS AND REPRESENTATIVE PUBLICATIONS

- **Tone and intonation**
Ortega-Llebaria, M., *Nemoga, M., Presson, N. (2017). "Long-term experience with a tonal language shapes the perception of intonation in English words: How Chinese–English bilinguals perceive “Rose?” vs. “Rose”." *Bilingualism: Language and Cognition* 20(2), pp. 367-383.
- **L2 prosody.**
Ortega-Llebaria, M. and Colantoni, L. (2014). “The L2 acquisition of English intonation: form-meaning associations and maintenance of auditory resolution to acoustic cues.” *Studies in Second Language Acquisition* 36, pp. 331-353.

Ortega-Llebaria, M., Hong, G., Fan, Y. (2013). “English speakers' perception of Spanish lexical stress: Context-driven L2 stress perception.” *Journal of Phonetics* 41 (3-4), pp. 186-197.
- **Stress and Accent: The prosodic systems of Catalan, English and Spanish**
Ortega-Llebaria, M., Olson, D., Tuninetti, A. (2018). Explaining cross-language asymmetries in prosodic processing: The Cue-Driven Window Length hypothesis. *Language and Speech*

PUBLICATIONS

Peer-Reviewed Journal Articles and Book Chapters

Asterisk on a name, i.e., *Smith, denotes student co-authors

1. **Ortega-Llebaria, M.**, Olson, D., Tuninetti, A. (2018). Explaining cross-language asymmetries in prosodic processing: The Cue-Driven Window Length hypothesis. *Language and Speech*
2. **Ortega-Llebaria, M.**, *Nemoga, M., Presson, N. (2017). "Long-term experience with a tonal language shapes the perception of intonation in English words: How Chinese-English bilinguals perceive "Rose?" vs. "Rose"." *Bilingualism: Language and Cognition* 20(2), pp. 367-383.
3. *Wu, Z. and **Ortega-Llebaria, M.** (2017). "Pitch shape modulates the time course of tone vs. pitch accent processing in Mandarin Chinese." *Journal of the Acoustical Society of America* 141 (3), pp. 2263-2276.
4. Zhang, J., *Meng, Y., *Fan, X., **Ortega-Llebaria, M.**, Jeong, S.L (2017). "Stress Typicality Effect in Chinese Advanced and Intermediate ESL Learners." *Educational Psychology* (37), pp. 1-16.
5. *Terán, V. and **Ortega-Llebaria, M.** (2017). "A description of Tucumán Spanish intonation." *Open Linguistics* 3 (1), pp. 456-490.
6. **Ortega-Llebaria, M.** and Bosch, L. (2015). "Cues to dialectal discrimination in early infancy: A look at prosodic, rhythmic and segmental properties". In Joaquin Romero and Maria Riera (Eds.), *The Phonetics-Phonology Interface. Representations and methodologies*. Current Issues in Linguistic Theory. 2015: Amsterdam/Philadelphia, pp. 55-71.
7. **Ortega-Llebaria, M.** and Colantoni, L. (2014). "The L2 acquisition of English intonation: form-meaning associations and maintenance of auditory resolution to acoustic cues." *Studies in Second Language Acquisition* 36, pp. 331-353.
8. **Ortega-Llebaria, M.**, *Hong, G., *Fan, Y. (2013). "English speakers' perception of Spanish lexical stress: Context-driven L2 stress perception." *Journal of Phonetics* 41 (3-4), pp. 186-197.
9. **Ortega-Llebaria, M.** and Prieto, P. (2011). "Acoustic correlates of stress in Central Catalan and Castilian Spanish." *Language and Speech* 54(1), pp. 1-25.
10. **Ortega-Llebaria, M.**, Prieto, P. and *Vanrell, M. (2010). "Catalan speakers' perception of word stress in unaccented contexts." *Journal of the Acoustical Society of America* 127 (1), pp. 462-471.
11. **Ortega-Llebaria, M.** and Prieto, P. (2009a). "Perception of word stress in Castilian Spanish. The effects of sentence intonation and vowel type." In M. Vigário, S. Frota and M.J. Freitas. (Eds). *Interactions in Phonetics and Phonology*¹, John Benjamins: Amst./Philad., pp. 35-50.
12. Prieto, P. and **Ortega-Llebaria, M.** (2009b). "Do complex pitch gestures induce syllable lengthening in Catalan and Spanish." In M. Vigário, S. Frota and M.J. Freitas. (Eds.). *Interactions in Phonetics and Phonology*¹, John Benjamins: Amste. /Philadelphia, pp. 51-70.

1. 8.8 % acceptance rate

13. *Manolescu, A., *Olson, D., **Ortega-Llebaria, M.** (2009) “Cues to contrastive focus in Romanian.” In M. Vigário, S. Frota and M.J. Freitas. (Eds.). *Interactions in Phonetics and Phonology*¹, John Benjamins: Amsterdam/Philadelphia, pp. 71-90.
14. **Ortega-Llebaria, M.** and Prieto, P. (2007) “Disentangling stress from accent in Spanish: Production patterns of the stress contrast in de-accented syllables.” In Prieto, Pilar, Joan Mascaró & Maria-Josep Solé (Eds.) *Segmental and prosodic issues in Romance Phonology*². (Series: Current Issues in Linguistic Theory), John Benjamins, pp. 155-176.
15. Hazan, V., Sennema, A, Faulkner, A., **Ortega-Llebaria, M.**, Iba, M., Chung, Y. (2006) “The use of visual cues in the perception of nonnative consonants.” *Journal of the Acoustical Society of America* **119** (3), pp. 1740-1751.
16. **Ortega-Llebaria, M.** (2004) “Interplay between phonetic and inventory constraints in the degree of spirantization of voiced stops: Comparing intervocalic /b/ and intervocalic /g/ in Spanish and English.” In Timothy Face (Ed.) *Laboratory Approaches to Spanish Phonology*, Mouton de Gruyter, Berlin-New York. pp. 237-255.
17. **Ortega-Llebaria, M.**, Faulkner, A. and Hazan, V. (2001) “Auditory-visual L2 speech perception: effects of visual cues and acoustic-phonetic context for Spanish learners of English.” *Speech, Hearing and Language: UCL Work in Progress, vol. 13*, pp. 39-41.
18. **Ortega-Llebaria, M.**, Hazan, V., Huckvale, M. (2000) “Automatic cue-enhancement of natural speech for improved intelligibility.” *Speech, Hearing and Language: UCL Work in Progress, vol. 12*, pp. 42-56.

2. 11.5% acceptance rate

Journal Articles under review and in preparation

Asterisk on a name, i.e., *Smith, denotes student co-authors

Ortega-Llebaria, M. and *Wu, Z. (submitted). How do Mandarin speakers of English process pitch in their L1 and L2 words and non-words?: Lexicality effects on pitch processing in tonal speakers of English. *Language & Speech*.

Bhide, A., Ortega-Llebaria, M., Fraundorf, S., Perfetti, C. (submitted). “The contribution of individual differences and orthographic support to the learning of non-native phonemic contrasts.” *Applied Psycholinguistics*

Ortega-Llebaria, M., Costa-Faidella, J. Escera, C. (in preparation). “Lexical prediction error modulates low-level acoustic processing.”

Peer-Reviewed Conference Proceedings

Asterisk on a name, i.e., *Smith, denotes student co-authors

19. *Olson, Daniel and **Ortega-Llebaria, M.** (2010). "Perceptual relevance of code switching and intonation in creating narrow focus." In Marta Ortega-Llebaria (Ed.) *Selected Proceedings of the 4th Conference on Laboratory Approaches to Spanish Phonology*, Cascadilla Proceedings Project, Cascadilla Press, Somerville, MA., pp. 57-68.
20. **Ortega-Llebaria, M.**, Prieto, P. and *Vanrell, M. (2007) "Perceptual evidence for direct acoustic correlates of stress in Spanish." In Jürgen Trouvain and William J. Barry (Eds.) *Proceedings of the XVth International Congress of Phonetic Sciences*, (p.155-166), Saarbrücken, Germany, 6-10 August 2007.
21. **Ortega-Llebaria, M.** (2007) "Comparing the 'magnifying lens' effect of stress to that of contrastive focus in Spanish." In Laura Colantoni and Jeffrey Steele (Eds.) *Selected Proceedings of the 3rd Conference on Laboratory Approaches to Spanish Phonology*, Cascadilla Proceedings Project, Cascadilla Press, Somerville, MA., pp. 155-166.
22. **Ortega-Llebaria, M.** (2006) "Phonetic cues to stress and accent in Spanish." In Manuel Diaz-Campos (Ed.) *Selected Proceedings of the 2nd Conference on Laboratory Approaches to Spanish Phonology*, Cascadilla Proceedings Project, Cascadilla Press, Somerville, MA., pp. 104-118.
23. **Ortega-Llebaria, M.** (2003) "Effects of phonetic and inventory constraints in the spirantization of intervocalic voiced stops: Comparing two different measurements of energy change." In M.-J. Solé, D. Recasens & J. Romero (Eds.), *Proceedings of the XVth International Conference of Phonetic Sciences* (volume 2, pp. 767-770). Causal Productions: Barcelona.
24. **Ortega-Llebaria, M.**, Faulkner, A., Hazan, V. (2001) "Auditovisual L2 speech perception: for Spanish learners of English." *Proceedings of the International Conference of Auditory- Visual Speech Processing* (pp. 149-154) Aalborg, Denmark.
25. **Ortega-Llebaria, M.**, Hazan, V. (1999) "Enhancing acoustic cues to aid L2 speech perception." In *Proceedings of the XIVth International Congress of Phonetic Sciences (ICPhS'99)*, August 1-7, San Francisco, USA, 1999.
26. **Ortega-Llebaria, M.** (1998) "The role of the Sonority Cycle in L2 phonologies." *Proceedings of the GALA'97 International Conference of Language Acquisition*, Edinburgh, Scotland

Edited Book

27. **Ortega-Llebaria, M.** (2010). *Selected Proceedings of the 4th Conference on Laboratory Approaches to Spanish Phonology*, Marta Ortega-Llebaria (Ed.) Cascadilla Proceedings Project, Cascadilla Press, Somerville, MA. <http://www.lingref.com/cpp/lasp/4/>

Book Reviews

28. **Ortega-Llebaria, M.** (2009) Review of *Guide to the phonetic symbols of Spanish*, Face, T., Cascadilla Press, 2008, in *Studies in Hispanic and Lusophone Linguistics*.
29. **Ortega-Llebaria, M.** (2004) Review of *Phonetics*, P. Roach, Oxford: Oxford University Press, 2001, in *Studies in Second Language Acquisition* **26**, pp. 141-141.
30. **Ortega-Llebaria, M.** (2002) Review of *Consonant Strength: Phonological Patterns and Phonetic Manifestations*, L. Lavoie's in the **LINGUISTLIST**, vol. 13-125.

Abstracts

31. **Ortega-Llebaria, M.** (2009). "On-line perception of lexical stress in English and Spanish: The effects of sentence intonation and vowel reduction." *Journal of the Acoustical Society of America* **125** (A) 2755.

SCHOLARLY PRESENTATIONS

Invitations

32. Ortega-Llebaria, M. (2017). Speech sounds and FFRs. Invited speaker at Brainlab Series, University of Barcelona, January 24, 2017.
33. Ortega-Llebaria, M. (2016). How does L1 tone affect L2 intonation: pitch representation in the lexicon of Chinese-English bilinguals. Phondi: Linguistics Colloquium at Michigan State University, October 28, 2016.
34. Ortega-Llebaria, M. (2016). How do Chinese-English speakers represent pitch in their bilingual lexicon? LRDC, University of Pittsburgh, September 23, 2016.
35. Ortega-Llebaria, M. (2014). On-line perception of stress and accent in English and Spanish. Hispanic Linguistics Colloquium at Ohio State University, Columbus, Ohio, March 21 2014.
36. Ortega-Llebaria, M. (2014). Perception of English intonation by proficient Chinese ESL speakers, LRDC Research Meeting, University of Pittsburgh, February 28 2014.
37. Ortega-Llebaria, M. (2013). Information flow in the processing of prosody: Cross-language word stress perception, Linguistics Department Colloquium, University of Pittsburgh, December 6 2013.
38. Ortega-Llebaria, M., Davis, B. and Yang, J. (2009). Emergent Complexity in Speech Acquisition: Applications to Evolution of the Speech Capacity. *Conference: "What is Evolution? Bicentennial of Charles Darwin's Birth,"* Kyoto University. Kyoto, Japan. October 15-19 2009.
39. Ortega-Llebaria, M. (2009). The phonetic content of stress: data from Central Catalan and Castilian Spanish. Linguistics Colloquium at University of Texas, Austin. May 4, 2009.
40. Ortega-Llebaria, M. (2007) Vowel reduction and prominence. The Pennsylvania State University. College Station, Pennsylvania.
41. Ortega-Llebaria, M. (2004) Perception of features, contrasts and syllabic constraints in voicing. University Autònoma de Barcelona. Barcelona, Spain.

Conference presentations (accepted after a selection process)

Asterisk on a name, i.e., *Teran, denote student co-authors

42. Costa-Faidella, J., Ortega-Llebaria, M. and Escera, C. (2018). Lexical prediction errors affect low-level acoustic processing. *MMN2018: The Mismatch Negativity Conference*. Helsinki, Finland, June 12-15.
43. *Teran, V and Ortega-Llebaria, M. (2016). Prosodic variation in Tucuman Spanish: What is phonological in intonation? *Hispanic Linguistic Symposium*. Georgetown University, Washington D.C. October 7-9.
44. Ortega-Llebaria, M. and *Muth, K. (2016). How do Chinese speakers of English process pitch variation in English words? An ERP study. *Tone and Intonation in Europe*. University of Kent, U.K. September 1-3.
45. *Teran, V and Ortega-Llebaria, M. (2016). Documenting the prosody of Tucuman Spanish. *Tone and Intonation in Europe*. University of Kent, U.K. September 1-3.
46. *Wu, Z. and Ortega-Llebaria, M. (2016). Pitch shape modulates the time course of tone versus pitch accent processing in Mandarin Chinese. *29th Annual CUNY Conference in Human Sentence Processing*. Gainesville, Florida, March 3-5, 2016.
47. *Craft, J., and Ortega-Llebaria, M. (2015). The intonation of declaratives and absolute interrogatives in Valencian Spanish. *Acoustical Society of America (ASA)*. Jacksonville, Florida, November 2-6 2015.
48. Ortega-Llebaria, M. (2015). How do Chinese-English bilinguals process pitch in English words: Incorporating pitch into bilingual word-recognition models. *SLRF*, University of Georgia, Atlanta, October 28-3 2015
49. Ortega-Llebaria, M. and *Nemoga, M (2014). Sentence intonation processing by 6 and 9 yr. old children. *INTOSPAN2014*, UMass, Amherst, October 10-11 2014.
50. *Nemoga, M. and Ortega-Llebaria, M. (2014) L2 perception of Spanish intonation: absolute interrogative and declaratives. *INTOSPAN2014*, UMass, Amherst, October 10-11.
51. *Nemoga, M. and Ortega-Llebaria, M. (2014). Perception of L2 English intonation by Chinese and Spanish speakers. *Conferencia Lingüística del Español*, San Juan, Puerto Rico, March 8-10.
52. *Martin, K. and Ortega-Llebaria, M. (2014). Spanish diphthongization is productive and gradient: Evidence from L2 learners. *Current Approaches to Spanish and Portuguese Second Language Phonology (CASPSLaP)*. Georgetown University, Washington D.C. March 14-16.
53. Ruiz, E., Plascencia, A., Ortega-Llebaria, M. (2013). Training Heritage Speakers to differentiate the stressed syllable. *AATSP*, San Antonio TX, July 11-13.
54. *Roger, C. and Ortega-Llebaria, M. (2012). “From Lexical tone to sentence intonation: Training Mandarin speakers of English”. *Georgetown University Round Table on Languages and Linguistics (GURT 2012)*, Georgetown University, Washington DC.
55. Ortega-Llebaria, M. and Bosch, L (2011). “Cross-dialect versus Cross-language Discrimination in Early Infancy: A Look at Rhythmic and Segmental Properties”. *Ilse Lehiste Memorial Symposium*, Ohio State University, Columbus, OH.

56. Ortega-Llebaria, M. and Bosch, L (2011). "Cues to dialectal discrimination in early infancy: A look at rhythmic and segmental properties in utterances from two Catalan dialects". *Phonetics and Phonology in Iberia*, Universitat Rovira i Virgili, Tarragona, Spain.
57. Ortega-Llebaria, M. Colantoni, L, and *Roger, Ch. (2011). "Mapping meaning to form in L2 intonation: Sentence-focus by Mandarin and Spanish speakers of English." *International Symposium on Bilingualism*, Oslo, Norway.
58. Ortega-Llebaria, M. (2009) "On-line perception of lexical stress in English and Spanish: the effects of sentence intonation and vowel reduction." *Acoustical Society of America (ASA). Special Workshop on Speech. Cross-Language Speech Perception and Variations in Linguistic Experience*, Portland, OR.
59. Ortega-Llebaria, M. (2009) "On-line perception of lexical stress in Spanish." *Linguistic Symposium on Romance Languages*. University of Arizona, Tucson, AZ.
60. *Olson, D. and Ortega-Llebaria, M. (2008)" Code-switching and intonation: The interaction of two methods of creating focus." *Laboratory Approaches to Spanish Phonology*, University of Texas at Austin, Austin, TX.
61. Ortega-Llebaria, M. and Prieto, P. (2008) "The phonetics of stress in Catalan and Spanish." *Workshop on Information Structure and Prosody*. Studiecentrum Soeterbeeck, Soeterbeeck, Netherlands.
62. Ortega-Llebaria, M. and Prieto, P. (2007) "Perception of stress in de-accented syllables." *International Conference of Phonetic Sciences*, Saarbrücken, Germany.
63. Ortega-Llebaria, M., Prieto, P. and *Vanrell, M. (2007) "Perception of stress in Catalan and Spanish." *Phonetics and Phonology in Iberia*, Braga, Portugal.
64. Prieto, P. and Ortega-Llebaria, M. (2007) "Pitch contours and duration." *Phonetics and Phonology in Iberia*, Braga, Portugal.
65. *Manolescu, A., *Olson, D., Ortega-Llebaria, M. (2007) "Contrastive Focus in Romanian." *Phonetics and Phonology in Iberia*, Braga, Portugal.
66. Ortega-Llebaria, M. (2007) "Perception of stress in Spanish by English speakers." *International Symposium in Bilingualism*, Hamburg, Germany.
67. Ortega-Llebaria, M. and *Meiners, S. (2006) "Accent without stress in Mexican Spanish." *Linguistic Symposium of Romance Languages*, Rutgers University, New Brunswick, NJ.
68. Ortega-Llebaria, M., Prieto, P. (2006) "Stress is independent of accent and vowel reduction." *Chicago Linguistic Society*, University of Chicago, Chicago, IL.
69. Ortega-Llebaria, M. (2006) "Speakers' strategies in implementing stress and accent in Spanish." *Laboratory Approaches to Spanish Phonology*, University of Toronto, Toronto, Canada.
70. Ortega-Llebaria, M. (2005) "Lexical stress with no pitch accents in Spanish" *Linguistic Symposium in Romance Languages*, University of Texas at Austin, Austin, TX.
71. Ortega-Llebaria, M. and Prieto, P. (2005) "Stress and focus in Spanish and Catalan: patterns of duration", *Phonology and Phonetics in Iberia*, Universitat Autònoma de Barcelona, Barcelona, Spain.
72. Ortega-Llebaria, M. and Lewis, A. (2005) "Vowels in contact: Toward the quantification of reduction in Spanish V•V sequences" *Linguistic Symposium in Romance Languages*, Salt Lake City, UT.
73. Ortega-Llebaria, M. (2004) Is lenition in Spanish a cue to speech segmentation?" *Laboratory Approaches to Spanish Phonetics and Phonology*, Bloomington, IN.

74. Ortega-Llebaria, M. (2003) "Effects of phonetic and inventory constraints in the spirantization of intervocalic voiced stops: Comparing two different measurements of energy change." *International Conference of Phonetic Sciences*, Barcelona, Spain.
75. Ortega-Llebaria, M. (2003) "Stress, inventory constraints and speaker variability in the duration of spirantized intervocalic voiced stops in English and Spanish." *LASSO XXV*, Edinburgh TX.
76. Ortega-Llebaria, M. (2003) "The Effect of Suprasegmental Constraints in the Perception and Processing of Acoustic Features." Northeast Linguistic Society (*NELS*), State University of New York at Stony Brook, Stony Brook, NY.
77. Ortega-Llebaria, M. (2002) "Interplay between phonetic and inventory constraints in the degree of spirantization of voiced stops: Comparing intervocalic /b/ and intervocalic /g/ in Spanish and English." *Laboratory Approaches to Spanish Linguistics*, University of Minnesota. Minneapolis, MN.
78. Ortega-Llebaria, M., Faulkner, A. and Hazan, V. (2001) "Auditory-Visual L2 speech perception: Effects of visual cues and acoustic-phonetic context for Spanish learners of English," *The International Conference of Auditory-Visual Speech Processing*, Scheelsminde, Denmark.
79. Ortega-Llebaria, M. (2000) "La percepción del rasgo de sonoridad en las obstruyentes del español," *Modern Language Association Conference*, Washington D.C., VA.
80. Ortega-Llebaria, M. and Hazan, V. (1999) "Cue-enhancement to aid L2 speech perception," *The International Conference in Phonetic Sciences*, San Francisco, CA.
81. Ortega-Llebaria, M. (1998) "Competing formalizations of sonority: Evidence from L2 acquisition," *Kentucky Foreign Language Conference*, Lexington, Kentucky.
82. Ortega-Llebaria, M. (1998) "Spanish accented English: is it intelligible?" *48th Mountain Interstate Foreign Language Conference*, Blacksburg, VA.
83. Ortega-Llebaria, M. (1997) "The role of the Sonority Cycle in L2 phonologies," *Generative Approaches to Language Acquisition (GALA)* Edinburgh, Scotland.
84. Ortega-Llebaria, M. (1996) "A usable intelligibility test for Spanish ESL speakers," *Seventh Biennial Northeast Regional Meeting of the American Association of Teachers of Spanish and Portuguese*, Univ. Massachusetts, Amherst, MA.
85. Ortega-Llebaria, M. (1996) "Description of the Spanish ESL phonological system," *The Linguistic Association of the Southwest*, *LASSO XXV*, Baton Rouge, LA.
86. Ortega-Llebaria, M. (1995) "The perception of American English consonants by Spanish speakers of English," *Mountain Interstate Foreign Language Conference*, Radford, Virginia.

RESEARCH GRANTS

External Funding

2012-2014, Social Sciences and Humanities Research Council of Canada Research Grant

PIs: Laura Colantoni and Marta Ortega-Llebaria

Project title: "Learning L2 prosody: the meaning as a filter hypothesis"

Amount: Canadian \$ 130,204. Declined

2010-2012, National Science Foundation

Dissertation Award to Daniel Olson

PIs: Marta Ortega-Llebaria and Jacqueline Toribio.

Amount: \$10,000

1999-2002, Engineering and Physical Sciences Research Council (EPSRC), UK

University College London

PI: Valerie Hazan, Andrew Faulkner; Research Fellows: Marta Ortega-Llebaria, Anke Senema

Project title: "Acoustic and visual enhancement of speech for computer-based auditory training."

Amount: £193,717

Internal Funding

2015 CRDF Grant

Office of Research

Amount: 11,000

2015 Type II Research Grant

Dietrich School of Arts and Sciences

Amount: 2,700

2015 Hewlett Grant

University Center for International Studies

Amount: 1,500

2013, Third Term Research Stipends.

Faculty Research Grant Competition.

Amount: \$4,000.

2012, (with Katherine Martin), University of Pittsburgh

Faculty Research Scholarship Program to fund the SLRF Conference

Amount: \$10,000

2010, College of Arts and Sciences, University of Pittsburgh

Research Grant

Amount: \$5,000

2009-10, Office of the Vice President for Research, University of Texas at Austin

Special Research Grant

Amount: \$750

2009-10, College of the Liberal Arts, University of Texas at Austin

Instructional Technology Grant

Amount: \$10,170

Fall 2008, College of Liberal Arts, University of Texas at Austin
Undergraduate Research Apprenticeship Program Award
Amount: \$2,000

Fall 2007, College of Liberal Arts, University of Texas at Austin
Dean's Fellowship
Amount: \$2,000

2006, College of the Liberal Arts, University of Texas at Austin
Research Grant Competition
Amount: \$3,700

2005, College of Liberal Arts, University of Texas at Austin
Instructional Technology Services
Collaborators: D. Koike and O. Kelm
Project title: "Characterization of stress in Spanish: Production patterns
Amount: \$13,000

TEACHING

Courses

University of Pittsburgh:

LING 1000: Introduction to Linguistics (undergrad)

[30 students] Lower-level requirement for Linguistic majors offered every semester. This class exposes students to the basic tenets of the main linguistic disciplines – i.e., phonetics, phonology, morphology, syntax and semantics -- by training them to solve problems with different types of speech data– i.e., sounds, words, sentences, discourse -- and in at least 30 different languages. I have taught this course for two semesters.

LING 1578: Phonetics and Phonemics (undergrad)

[16-31 students] Upper-level requirement for Linguistics majors that shows students how speech sounds are seen from articulatory, acoustic and perceptual perspectives. Students learn the anatomy of the vocal tract, ear and central nervous system together with acoustic physics in order to explain the production and perception of sounds in the world's languages. I taught this course since 2013.

LING 1579: Phonology (undergrad)

[26-35 students] Required upper-level course for Linguistics majors. Students are exposed to the different sound systems in the languages of the world. By solving problems based on real data, students gain an understanding of possible and impossible grammars and how they may account for language diversity and different speech pathologies. I have taught this course every Spring term barring those semesters when I have been on leave.

LING 2578: Phonetics and Phonemics (graduate)

[5-8 students] A required core course for master's and doctoral students in Linguistics. Students gain (1) a solid understanding of how sound perception and production work across languages via laboratory hands-on practices with Praat, free software to record, edit, measure and manipulate sound and (2) learn how this knowledge is tested experimentally in actual research by reading current research on a topic of their interest and presenting it in class. I have taught this course every Fall term barring the semesters when I have been on leave.

LING 2391: Phonology of Spanish (graduate)

[4-7 students] Required core course for Hispanic Linguistics (HL) majors taught entirely in Spanish. Through the lens of sound and phonological theory, students are exposed to the scientific study of the dialectal and language diversity found within the Spanish speaking world. This diversity ranges from understudied varieties of Latin American Spanish (Tucuman Spanish, Tonadilla Cordobesa) to indigenous American languages (Mayan contact with Spanish), Spanish-based creoles (Palenquero), and other peninsular languages like Catalan, Galician, and Astur-Leones. I taught this course in Fall 2012 and Spring 2016.

LING 2397: Topics in Hispanic Linguistics: L2 Phonetics (graduate)

[5 students] Required seminar for HL graduate students in which Spanish is used for academic discussions on L2 phonetics. This seminar comes after the HL core courses (LING 2391 and LING 2394), where students refine their oral and written academic Spanish. The objective of this course is to gain a scientific understanding of why the speech of those who acquire a language as their second tongue is (almost always) noticeably different from those who have acquired it as their first language. By reading current research on second language systems with special reference to Spanish as an L2, we explore accentedness as part of the complex interactions that comprise the second language phonological system, interactions between speech motor skills, auditory perception, and a host of facets of higher level categorization and grammatical functioning. I taught this course in Spring 2012 and 2014.

LING 2397: Topics in Hispanic Linguistics: Intonation of Spanish (graduate)

[5 students] Like the *L2 Phonetics* course, this *Topics in Hispanic Linguistics: The Intonation of Spanish* is a required seminar for Hispanic Linguistics (HL) graduate students. In this course we study intonation, which is the “melody of a language” conveyed by alternating prominences and rhythmic patterns that occur in the course of a spoken sentence. The course’s goal is to understand how intonation works by combining a hands-on approach with theory. In the practical part of the course students transcribe intonation using ToBI in Spanish and the Atlas of Spanish Intonation (<http://prosodia.upf.edu/atlasentonacion/index.html>) while exploring the meanings and acoustic cues of the intonation units they transcribe. This hands-on approach is combined with theory by reading research articles on topics such as the theory of intonation, intonation processing, L2 intonation, and recent criticism of established models. I taught this course in Spring 2013 and 2015.

LING 3578: New course: Seminar on Advanced Phonetics: Intonation across languages (graduate)

Advanced phonetics course offered to graduate students in Linguistics to study intonation across languages. The first part of the course focuses on American English (AE) by transcribing AE and its different dialects with the ToBI system while eventually using Spanish as a point of comparison. In the second part of the course we work on the intonation system of tonal languages like Chinese, of pitch-accent languages like Japanese and Basque, and of creoles like Palenquero. We combine this practical transcription component with theory on intonation by reading articles on the intonation of those languages, on intonation theory, and on approaches critical to current models. I will teach it on Fall 2017.

The University of Texas at Austin:

SPAN 346: Practical Phonetics (undergrad)

SPAN 327: Grammar and Composition (undergrad)

SPAN 383N: Seminar in Spanish Phonology/Phonetics (graduate)

SPAN 398K: Catalan Language and Linguistics (graduate)

SPAN 383N: Seminar on the Intonation of Spanish (graduate)

SPAN 383N: Fonética Experimental del Español (graduate)

SPAN 385L: Conference Course: Exploring intonation in Romance languages (graduate)

University College London

Tutorial, Speech Perception to Speech Therapists and Audiologists

Co-teaching, Speech Perception to Graduate Audiologists

Indiana University

C400: Catalan language and linguistics

S300: Composition and Writing

S275: Hispanic Culture and Civilization

S250: Spanish Language

S200: Spanish Language

Spanish for Travelling, Continuing Education Program

Supervision of Students

Graduate Students, Ph.D. Dissertations and M.A. Thesis since 2011:

****Director, **Committee Member***

Linguistics Department, University of Pittsburgh

Laura Lenardon, **Ph.D. Dissertation (in progress), Linguistics Dept., University of Pittsburgh

Wu, Zhaohong, **Ph.D. Dissertation, (2017), Psychology Lingu. Dept., Univ. of Pittsb

Jeske, Andy, **Ph.D. Dissertation, (2016), Linguistics Dept., Univ. of Pittsburgh

Wang, Ping, **Ph.D. Dissertation, (2015), Linguistics Dept., Univ. of Pittsburgh

Sarah Pearman, *M.A. paper, (2014), Linguistics Dept., University of Pittsburgh

Mike Olsen, **Ph.D. Dissertation, (2013), Linguistics Dept., Univ. of Pittsburgh

Nausica Marcos, **Ph.D. Dissertation, (2013), Linguistics Dept., Univ. of Pittsburgh

Carrie Bonilla, **Ph.D. Dissertation, (2012), Linguistics Dept., Univ. of Pittsburgh

Andrew Jeske, *M.A. thesis, (2012), Linguistics Dept., University of Pittsburgh

Meghan Dobworski, *M.A. thesis, (2012), Linguistics Dept., University of Pittsburgh

LRDC, University of Pittsburgh

Bhide, Adeete, **Ph.D. Dissertation, (2017), Psychology Dept., Univ. of Pittsburgh

Tuninetti, Alba, **Ph.D. Dissertation, (2015), Psychology Dept., Univ. of Pittsburgh

Spanish Department, University of Texas at Austin

Dan Olson, *Ph.D. dissertation, (2011), Spanish Dept., UT-Austin (PI: NSF award)

Graduate Students, Comprehensive Papers since 2011:

****Director, **Co-Director, *** Committee Member***

Linguistics Department, University of Pittsburgh

Virginia Teran, *Comps paper 2, (Fall 2016), Linguistics Dept. Univ. Pittsburgh

Zhaohong Wu, *Comps paper 2, (Fall 2015), Linguistics Dept. Univ. Pittsburgh

Laura Lenardon, *Comps Paper 1, (Fall 2015), Linguistics Dept., Univ. Pittsburgh

Li-Fang Li, ***Comps 2(Fall 2015), Linguistics Dept., University of Pittsburgh

Noriyasu Li, ***Comps paper 2, (Spring 2015), Linguistics Dept., University of Pittsburgh

Zhaohong Wu, ***Comps 1, (Spring 2015), Linguistics Dept., University of Pittsburgh

Martiza Nemoga, * Comps paper 1 (Fall 2014), Linguistics Dept. Univ. Pittsburgh

Andy Jeske, *Comps Paper 1, (Fall 2014), Linguistics Dept., University of Pittsburgh

Virginia Teran, ***Comps paper 1, (Fall 2014), Linguistics Dept., University of Pittsburgh
 Jim Fitzpatrick, ***Comps 2, (Spring 2014), Linguistics Dept., University of Pittsburgh
 Andy Jeske, ***Comps paper 2, (Spring 2014), Linguistics Dept., University of Pittsburgh
 Katherine Martin, *Comps Paper 2, (Fall 2013), Linguistics Dept., University of Pittsburgh
 Jim Fitzpatrick, ** Comps Paper 1, (Spring 2013), Linguistics Dept., Univ. of Pittsburgh
 Holman Tse, ***Comps Paper 1, (Fall 2012), Linguistics Dept., University of Pittsburgh
 Nausica Marcos, ** Comps 2, (Spring 2012), Linguistics Dept., University of Pittsburgh
 Carrie Bonilla, ***dissertation proposal, (Spring 2012), Linguistics Dept., University of Pittsb
 Mike Olsen, ***Comps Paper 2, (Spring 2012), Linguistics Dept., Univ. of Pittsburgh
 Ping Wang, ***Comps Paper 1, (Fall 2011), Linguistics Dept., University of Pittsburgh
 Nausica Marcos, ***Comps Paper 1, (Fall 2011), Linguistics Dept., University of Pittsburgh
 Mike Olsen, ***Comps Paper 1, (Fall 2011), Linguistics Dept., University of Pittsburgh
 Adrienne Washington, ***Comps Paper 1, (Fall 2011), Linguistics Dept., Univ. of Pittsburgh
 Christopher Geda, ***Comps 2, (Fall 2011), Linguistics Dept., University of Pittsburgh
 Carrie Bonilla, ***Comps Paper 2, (Spring 2011), Linguistics Dept., University of Pittsburgh

LRDC, University of Pittsburgh

Alba Tuninetti, ***Comps Paper 1, (Spring 2013), Psychology Dep., University of Pittsburgh

Director of Undergraduate Brackenridge Awardees' Projects

Charlotte Roger, Project Title: "From Lexical tone to sentence intonation: Training Mandarin speakers of English". Presented at *Georgetown University Round Table on Languages and Linguistics (GURT 2012)*, Georgetown University, Washington DC.

Claire Chu, Project Title: "Attitudes toward and perception of Chinese accented English".

Directed Research to Undergraduate Students since 2011

| | | |
|-------------------|-----------------|-----------------|
| Claire Cishaun Wu | Patrick Geraci | Alexa Grazio |
| Maddison O'Brien | Huda Algassas | Charlotte Roger |
| Ryan Doran | Chantel Furbert | Kat Kolumban |
| Elaine Cimino | Toni Heinz | Anita Rao |
| Jennie Duquette | Toni Cusimano | Julia Sandoval |
| Alina Quach | Erika Latham | |

SERVICE

Service to the Profession

Editorial Board Member

Catalan Review (2011-present); The Linguistics Journal 2012-2014

Ad-hoc Journal Article Reviewer

Bilingualism: Language and Cognition

Catalan Review

Cognition

Journal of the Acoustical Society of America

Journal of Phonetics

Journal of Hispanic and Lusophone Linguistics

Laboratory Phonology

Language and Speech

Lingua

Language Learning

Speech Communication

Southwest of Journal Linguistics

Ad-hoc Grant Reviewer

National Science Foundation (Linguistics)

Conference Reviewing

Hispanic Linguistic Symposium, Laboratory Approaches to Spanish Phonology, Phonetics and Phonology in Iberia, Phonetics and Phonology in Europe, Tone and Intonation in Europe, Linguistic Symposium of Romance Languages, Laboratory Phonology.

Service to the University of Pittsburgh

Linguistics Department

Director of the Hispanic Linguistic Area (2011-present):

Recruitment & Advising of Graduate Students in Hispanic Linguistics

Curriculum Development

Served as liaison between Hispanic Languages and Literatures and Linguistics

Member of Search Committees for 3 new Assistant Professor positions (2014, 2015, 2016)

Member of Graduate Admissions Committee (2011, 2012, 2013, 2014, 2015, 2016)

Director of Graduate Students (2017-2018)

Undergraduate Advisor (2015-2016)

Department Colloquium Coordination (2016-2017)

Created Speech Perception Lab

Department of Hispanic Languages and Literatures

Member of Coordination Meetings (2011-2013)

Collaborated in searches for Language Co-ordinator position (2013, 2014, 2015, 2018)

Dietrich School of Arts and Sciences and University of Pittsburgh

CLAS Language Learning Fellowship (2013)

Hewlett Award reviewer (2014)

CDRF grant reviewer (2017)

Member of Peer Mentoring Group for Faculty Success

Member of the HLP, the Hispanic and Latino Association at Pitt

LANGUAGES

Catalan (native)

Chichewa (intermediate)

Classical Greek (intermediate reading and writing)

Classical Latin (advanced reading and writing)

English (native-like)

French (intermediate reading ability)

Hungarian (advanced beginner)

Spanish (native)