

SANTIAGO ARRÓNIZ-PARRA
CURRICULUM VITAE

Ph.D. Candidate
Department of Spanish & Portuguese
Department of Linguistics
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RESEARCH STATEMENT

My research involves (1) the investigation of a compensatory allophony process through the use of a compensatory voiced fricative [v, ð, ɣ] in Western Andalusian Spanish, (2) the phonological investigation of suprasegmental aspects of Spanish, specifically the role of pitch height in the interpretation of sentence meaning, and (3) natural language processing, in particular automatic speech processing and classification of intonation and speaker variation. I work mainly with Andalusian, Castilian, and Caribbean Spanish. Other areas of interest include second language phonology, language attitudes, the phonology-syntax interface in constructions, dependency parsing, corpus analysis, and machine learning for natural language processing.

EDUCATION

Indiana University, Bloomington, IN (United States)
Double Ph.D., Hispanic Linguistics & Computational Linguistics, August 2019 - Present
Master of Arts, Hispanic Linguistics, May 2018

University of Seville, Seville (Spain)
Master of Arts, Linguistics, Literature, and Cultural Studies, June 2019
Bachelor of Arts, English Studies, June 2015

Manchester Metropolitan University, Manchester (United Kingdom)
Erasmus Exchange Program, Faculty of Languages, Linguistics and TESOL, Academic year 2013 - 2014

RESEARCH PROGRAM

DISSERTATION

More than Friction: The role of duration, voicing, and aspiration in compensatory voiced fricatives in Western Andalusian Spanish

My dissertation explores how duration, voicing, and aspiration affect three novel allophones of /s/ + /b, d, g/ → [v, ð, ɣ] in Western Andalusian Spanish (WAS). These allophones arise from the interaction of two phonological processes: debuccalization of /s/ and spirantization of /b, d, g/. I conducted two pilot experiments presented at major conferences: one on perception and one on production. Findings from perceptual discrimination tasks indicated that Andalusian speakers perceived a fricative realization of /b, d, g/ as plural, implying an elided /s/. Furthermore, a speech and information gap production task showed that most tokens had observable frication in higher frequencies. Preliminary data from my dissertation shows that duration and voicing are two acoustic cues that are used by WAS listeners to distinctively categorize the approximant vs. the compensatory allophonic fricative sound. This novel /s/ resolution strategy has significant implications for Western Andalusian Spanish's phonological system, resulting in three distinct allophonic realizations—occlusive, approximant, and fricative—when /s/ is elided.

OTHER PROJECTS

The perception of suprasegmental features of Spanish: categorizing sentence meaning

This project addresses the categorization of sentence meaning using pitch alignment,

tonal rise, and final falls as perceptual cues. This study takes a Laboratory Phonology approach in which a perceptual experiment was developed to observe how speakers of different dialects of Spanish make use of different intonational cues to convey sentence meaning. Specifically, this project compares Andalusian (southern Spain) and Puerto Rican speakers.

The role of pitch height in the interpretation of sentence meaning

This preliminary study focuses on the role of pitch as the only perceptual cue for conveying up to three possible sentence meanings in Peninsular Spanish. A perceptual experiment was developed in which different modifications of the same word were included. The only change was the pitch height of the stressed syllable. The results seem to show that a low pitch is associated with a broad focus statement, and a high pitch with an echo yes/no question. However, a third category (narrow focus statement) located in the middle of the tonal range shows some variation among speakers.

SEÑAL: Computational Assessment of L2 Spanish compositions

SEÑAL is an ongoing collaborative project intended to evaluate different components of essays written by students of Spanish as a second language. Among other functions, currently SENAL can provide a lexical-syntactic analysis of the complexity of an L2 essay, information about the frequency of various grammatical forms (such as nouns, adjectives, adverbs, and various verb tenses), a spelling and grammatical agreement checker, and a text classifier using machine learning techniques.

EXPERIENCE

Associate Instructor - Department of Spanish & Portuguese

Indiana University (Bloomington, IN) 2016 - 2018; 2019 - Present

Teaching assignments:

- HISP S-150: Elementary Spanish II (Fall 2016)
- HISP S-200: Second-year Spanish I (Fall 2017; Spring 2018)
- HISP S-250: Second-year Spanish II (Spring 2017; Fall 2019)
- HISP S-280: Spanish Grammar in Context (Spring 2020)
- HISP S-281: Spanish Grammar in Context for Heritage Speakers (Spring 2022)
- HISP S-308: Composition and Conversation in Spanish (Fall 2022, Spring 2023)
- HISP S-315: Spanish in the Business World (Fall 2021)
- HISP S-317: Spanish Conversation and Diction-Service Learning in the Dominican Republic (Summer 2023)
- HISP S-326: Introduction to Hispanic Linguistics (Fall 2020; Spring 2021)

IUHPFL Language Instructor

IU Honors Program in Foreign Languages Summer 2022

Financial Coordinator, Linguistics Instructor. León, Spain.

Research Assistant - Department of Spanish & Portuguese

Prof. Erik Willis (Indiana University) Summer 2022

Different tasks related to the phonetic analysis of different aspects of Spanish.

Online Course Translator

Eppley Institute Summer 2021

Translation into Spanish of the different modules that constitute the course for play-ground maintenance in the State of Indiana offered by the Eppley Institute for Parks and Public Lands.

Research Assistant - Department of Spanish & Portuguese
Prof. Erik Willis (Indiana University) Summer 2020
Different tasks related to the phonetic analysis of different aspects of Spanish.

English Language Instructor
Kids&Joy Language School (Morón de la Frontera, Spain) 2018 - 2019
Teaching assignments (CEFR):
- A1/A2: Elementary English for children (2 sections)
- B1: Low Intermediate English for teenagers (3 sections)
- B1: Low Intermediate English for adults (4 sections)
- B2: Upper Intermediate English for teenagers (2 sections)

IUHPFL Language Instructor
IU Honors Program in Foreign Languages Summer 2018
Public Relations Coordinator, Literature Instructor. León, Spain.

Internship at the Office of International Services
University of Seville (Seville, Spain) 2015 - 2016
Tasks included administrative work, attention to international students, email management and technical support.

Internship at the Spanish Association for the Effects of Cancer Treatment
AEETC (Seville, Spain) 2014 - 2015
Tasks included the production and preparation of adapted materials for oncological children, as well as the development of a predictive text tool directed to those students in the scope of secondary education.

AWARDS

MIND (Motivación, Inspiración, Dedicación) Award for Impactful Teaching - Sigma Delta Pi
Indiana University, Bloomington (2023)

Outstanding Associate Instructor Teaching Award
Indiana University, Bloomington (2023)
Awarded by the Department of Spanish and Portuguese for outstanding teaching.

Agapito Rey - Departmental Travel Award
Indiana University, Bloomington (2022)
Awarded to attend *NWAV50* conference.

Scholarship - Ministerio de Educación
Gobierno de España, Spain (2011-2015)
Awarded to study an undergraduate degree.

CAMPUS & COMMUNITY SERVICE

Spanish Phonetics Working Group
Indiana University, Bloomington (2022-2023)
Founder and Current Organizer

La Gaceta Internacional
Indiana University, Bloomington (2022)
Editorial Committee

Graduate Student Advisory Committee (GSAC)
Indiana University, Bloomington (2020-2021)
Co-chair.

18th Diálogos Graduate Student Conference
Indiana University, Bloomington (February 26-27, 2021)
Conference organization.

17th Diálogos Graduate Student Conference
Indiana University, Bloomington (February 28-29, 2020)
Panel moderator.

**SERVICE TO
THE
PROFESSION**

14th Conference Recent Advances in Natural Language Processing
Varna, Bulgaria.
Manuscript reviewer (2023).

Enciclopedia Concisa de los Dialectos del Español
Edited by Manuel Díaz-Campos and Juan Manuel Hernández-Campoy, London: Wiley-Blackwell Bloomington, Indiana.
Chapter reviewer (2023).

The 16th Linguistic Annotation Workshop
Co-located with LREC, Marseille, France.
Program Committee Member/Manuscript reviewer (2022).

The Handbook of Usage-Based Linguistics
Edited by Manuel Díaz-Campos and Sonia Balasch.
Chapter reviewer (2022).

Coyote Papers
Department of Linguistics, *The University of Arizona*, Tucson.
Manuscript reviewer - 2022.

Congreso Retorno al Español del Caribe REALEC 2020
Hosted via Zoom. Pontificia Universidad Católica Madre y Maestra, Santiago, Dominican Republic (November 4-7, 2020).
Co-host and technical support.

IULC Working Papers in Linguistics
Indiana University, Bloomington.
Manuscript reviewer - 2019, 2020.

3rd International Conference of the American Pragmatics Association
Indiana University, Bloomington (November 4-6, 2016)
Technical and organizational support.

**LANGUAGE
EXPERIENCE**

Spanish: Native/Experience with the linguistic structure.
English: Near-native/Experience with the linguistic structure.
Portuguese: Intermediate/Experience with the linguistic structure.
Catalan: Beginner.
French: Beginner.
German: Beginner.
Italian: Beginner.

Imperial Old Tibetan: Experience with the linguistic structure/Translation.
Latin: Experience with the linguistic structure/Translation.
Ancient Greek: Experience with the linguistic structure/Translation.

COMPUTER SKILLS

Programming Languages: Python, R, L^AT_EX, SQL, NoSQL.
Operating Systems: Unix, Linux, macOS, Windows.
Data Analysis: Praat, AntConc, RStudio, Qualtrics, phonic.ai, scikit-learn, TensorFlow, Keras, flair.

PUBLICATIONS

2023

Arróniz, S. and Willis, E. (2023). How to resolve the question? Dialectal variation of utterance types in Andalusian and Puerto Rican Spanish. In *University of Pennsylvania Working Papers in Linguistics: Selected Papers from New Ways of Analyzing Variation (NWAY 50)*.

Arróniz, S. and Kuebler, S. (2023). Was that a question? Automatic Classification of Discourse Meaning in Spanish. In *Proceedings of 14th Conference Recent Advances in Natural Language Processing*. Edited by Galia Angelova, Maria Kunilovskaya, and Ruslan Mitkov. INCOMA Ltd., Shoumen, Bulgaria.

Arróniz, S. (invited, submitted 2022). La variación gramatical-léxica del español de Filipinas. In Díaz-Campos, M. & Hernández-Campoy, J. M. (Eds.) *Enciclopedia Concisa de los Dialectos del Español*. London: Wiley-Blackwell.

2022

Arróniz, S. and Padilla Cruz, M (2022). Joke identification, comprehension and appreciation by Spanish intermediate ESL learners: an exploratory study. *The European Journal of Humour Research*, 10 (1), 108-133.

2019

Arróniz, S. (2019). Joke comprehension by Spanish B2 level learners of English. *Master's Thesis*. Universidad de Sevilla, Sevilla.

WORKING PAPERS

2021

Arróniz, S., & Coulter-Kern, M. D. Who's motivated to trill?: A sociolinguistic study on the acquisition of Spanish trills in heterosyllabic sequences. *IULC Working Papers*, 21(1).

Coulter-Kern, M. D., & Arróniz, S. Teaching Responses to Invitations through Face-To-Face and Computer-Mediated Communication in the Spanish Classroom. *IULC Working Papers*, 21(2).

MANUSCRIPTS

2020

Arróniz, S. Computer-Assisted Language Learning: Testing Morphological Structures in L2 Spanish. (*not submitted for publication*)

Arróniz, S. and Coulter-Kern, M. Who is motivated to trill? A cross-sectional sociolinguistic study investigating the acquisition of trills following heterosyllabic consonants. (*not submitted for publication*)

Arróniz, S. Intonation and attitudes: Examining language attitudes toward Catalan by Peninsular Spanish speakers. (*not submitted for publication*)

- Arróniz, S.** High, or super-high, that is the question: Examining the role of pitch range in Peninsular Spanish (*not submitted for publication*)
- 2019** **Arróniz, S.** The acquisition of intonation by L2 Spanish students (Proposal). (*not submitted for publication*)
- 2018** **Arróniz, S.** Intonational Patterns and Perception: A Contrastive Analysis between Peninsular and Puerto Rican Spanish. (*not submitted for publication*)
- Arróniz, S.** Inovação linguística na poesia de Mário de Sá-Carneiro. (*not submitted for publication*)
- Arróniz, S.** Estrategias de descortesía en el aula de español como L2. (*not submitted for publication*)
- 2017** **Arróniz, S. and Coulter-Kern, M.** A study of the production of trills after heterosyllabic consonants in non-native Spanish learners. (*not submitted for publication*)
- Arróniz, S.** Africación de los grupos /st/, /kt/ y /pt/: Una evolución de la post-aspiración en Andalucía. (*not submitted for publication*)
- Arróniz, S. and Coulter-Kern, M.** Fortición de la consonante palatal sonora: Un estudio exploratorio. (*not submitted for publication*)
- 2016** **Arróniz, S.** Aspiración de /s/ en Posición Inicial de Sílabas: Un Estudio Sociolingüístico en el Habla Regional del Sur de España. (*not submitted for publication*)
- Arróniz, S.** Giving response to gratitude expressions in bilingual contexts: A contrastive analysis between American English and Spanish. (*not submitted for publication*)

PRESENTATIONS

- 2023** **Arróniz, S., and Willis, E.** Fricativization of /bdg/ as a compensatory allophony in Western Andalusian Spanish. *Presented at the Hispanic Linguistics Symposium*. Hosted by Brigham Young University. Provo, UT. October 2023.
- Arroniz, S., and Kuebler, S.** Was That a Question? Automatic Classification of Discourse Meaning in Spanish *Presented at Recent Advances in Natural Language Processing*. Varna, Bulgaria. July 2023.
- Restrepo Ramos, F., and Arroniz, S.** SEÑAL, The Computational Assistant for the Analysis and Assessment of Spanish Second Language Writing. *Presented at the Computer Assisted Language Instruction Consortium Conference*. Hosted by University of Minnesota. Minneapolis, MN. June 2023.
- Arróniz, S., and Willis, E.** From one fricative to another: a perception experiment of coda /s/ and voiced phonemic stops as fricatives in Western Andalusian Spanish. *Presented at Congreso Internacional de Fonética Experimental*. Hosted by Universidad de Vigo. Vigo, Spain. June 2023.
- 2022** **Arróniz, S., and Willis, E.** Some questions about questions and where is the coda /s/. *Presented at PhlegMe*. Hosted via Zoom. Bloomington, IN. Spring 2022.

Arróniz, S., and Willis, E. How to resolve the question? Dialectal variation of utterance types in Andalusian and Puerto Rican Spanish. *New Waves of Analyzing Variation 50*. Hosted by Stanford University. San José, CA. October 2022.

2021 **Arróniz, S.** Computer-Assisted Language Learning: Testing Morphological Structures in L2 Spanish. *13th Annual Graduate Portuguese and Hispanic Symposium*. Hosted via Zoom. Georgetown, DC. February 2021.

Arróniz, S. and Restrepo, F. Text Classification for L2 Spanish Compositions. *18th Diálogos Graduate Student Conference*. Bloomington, IN. February 2021.

Arróniz, S., & Amaral, P. On prosody and constructions: A phonological description of the Spanish reduplicative-topic construction. Poster presentation at *Hispanic Linguistics Symposium*. Hosted via Zoom. Wake Forest University, NC. October 2021.

2020 **Arróniz, S., Hanson, S. and Lurito, A.** Perception of Intonation in Peninsular Spanish: a pilot study. *Project proposal presented at PhlegMe*. Hosted via Zoom. Bloomington, IN. October 2020

2018 **Arróniz, S. and Coulter-Kern, M.** Fortición de la consonante palatal sonora: Un estudio explotatorio. *15th Diálogos Graduate Student Conference*. Bloomington, IN. March 2018.

Arróniz, S. Africación de los grupos /st/, /kt/ y /pt/: Una evolución de la post-aspiración en Andalucía. *15th Diálogos Graduate Student Conference*. Bloomington, IN. March 2018.

Arróniz, S. Estrategias de descortesía en el aula de español como L2. *II Congreso internacional del español hablado* Valencia, Spain. October 2018.

2017 **Arróniz, S.** Giving response to gratitude expressions in bilingual contexts: A contrastive analysis between American English and Spanish. *14th Diálogos Graduate Student Conference*. Bloomington, IN. March 2017

INVITED TALKS

2023 **Arróniz, S.** Sounds from the South: Fricativization of /bdg/ in Western Andalusian Spanish. *Brown Bag Series at the Department of Spanish and Portuguese at Indiana University*. Invited Talk. November 17th., 2023.

Arróniz, S. Being Productive: Writing/Editing. *Professionalization Workshop Series at the Department of Spanish and Portuguese at Indiana University*. Invited Talk. November 3rd., 2023.

2022 **Arróniz, S.** What to Expect from MA/PhD Exams and Oral Defenses. *Professionalization Workshop Series at the Department of Spanish and Portuguese at Indiana University*. Invited Talk. December 2nd., 2022.

Arróniz, S. Academic Writing as you Finish the Semester. *Professionalization Workshop Series at the Department of Spanish and Portuguese at Indiana University*. Invited Talk. November 4th., 2022.

- 2021** **Arróniz, S.** Implementing Machine Learning techniques for the analysis of language. *Two sessions as part of the course on NLP for Spanish offered by Prof. Restrepo-Ramos at the Department of Spanish and Portuguese Studies at University of Florida.* Invited Talk. Hosted via Zoom. July 27th. and 29th., 2021.
- Arróniz, S.** How to use Qualtrics surveys for linguistic data collection. *Oral presentation as part of the course on Laboratory Phonology offered by Prof. Willis at the Department of Spanish and Portuguese at Indiana University.* Invited Talk. October 21st., 2021.
- Arróniz, S.** Using Qualtrics surveys to practice the International Phonetic Alphabet Chart and Transcriptions in the Spanish L2 classroom. *Active Learning Fair at the Department of Spanish and Portuguese at Indiana University.* Invited Talk. December 1st., 2021.

PROFESSIONALIZATION

- 2023** **ChatGPT and AI in Teaching and Learning: Opportunities and Challenges.** Center for Teaching and Learning. IUPUI.
- 2022** **Introduction to High Performance Computing (HPC).** University Information Technology Services - IT Training. Indiana University Bloomington.
- 2021** **Implementing Peer Review Practices.** Center for Innovative Teaching and Learning. Indiana University Bloomington.
- 2020** **Writing a Diversity Statement.** Center for Innovative Teaching and Learning. Indiana University Bloomington.
Creating a Teaching Portfolio. Center for Innovative Teaching and Learning. Indiana University Bloomington.
Professionalization Workshop Series. Department of Spanish & Portuguese. Indiana University Bloomington.
- 2014** **Formación del Proyecto Sinergia.** Encouraging multidisciplinary cooperative work and the spirit of entrepreneurship. University of Seville.