

DEPARTMENT OF
SECOND LANGUAGE STUDIES

❁ English: Second Language Studies ❁

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Isabelle Darcy

- Associate Professor, Second Language Studies

Education

- Ph.D. 2003. Linguistics and Cognitive Science. Ecole des Hautes Etudes en Sciences Sociales, Paris, France and Johannes Gutenberg University, Mainz, Germany
- M.A. German and Romance Linguistics and Literature



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Research Interests

Second language phonology and processing; acquisition of phonology; accent; speech perception; word recognition.

Personal Statement

Isabelle Darcy is associate professor of Second Language Psycholinguistics in the Department of Second Language Studies. After completing a Franco-German Master's Degree in German and Romance Linguistics and Literature (for French and Spanish), she obtained a Ph.D. in Linguistics and Cognitive Science from the Ecole des Hautes Etudes en Sciences Sociales in Paris (France) and from the Johannes Gutenberg University in Mainz (Germany), for which she has been awarded an Outstanding Dissertation Award from the University of Mainz. She has worked as a postdoctoral research and teaching associate at the Universities of Potsdam and of Tübingen (Germany).

Isabelle Darcy's research in second language phonology emerges from the intersection of different disciplines in the general domain of cognitive sciences: Second Language Acquisition, Psycholinguistics and Linguistics. Her research focuses on the mechanisms and architecture underlying phonological processing and phonological acquisition - be it the native or a second language, adults or children, simultaneous or successive bilinguals; her work integrates different methods of investigation from speech perception and production, lexical access and word recognition. Her lab's (Second Language Psycholinguistics) research program covers all domains of phonology and how they are acquired and represented in the bilingual's mind: the individual sounds, but also more abstract levels like the syllable or sound combinations, higher-level dimensions like prosody and rhythm, and variability. At the moment, she is particularly interested in understanding how phonological knowledge interacts with word recognition and word encoding in a

second language, and in the factors underlying individual differences in L2 acquisition of phonology.

Please also visit Professor Darcy's [Lab Website](#).

Courses Recently Taught

- S 500 Foreign Accent
- S 600 Spoken Word Recognition in a Second Language
- T 500 Issues in Pronunciation Teaching: A pronunciation Cookbook
- L 541 Introductory Phonetics (for the Department of Linguistics)
- T 500 Second Language Speech Perception and Foreign Accent
- T 514 English Phonology for Teaching Pronunciation
- S 605 Second Language Speech Processing (with Professor Laurent Dekydtspotter)
- S 600 Learnability (with Laurent Dekydtspotter)
- S 512 Second Language Phonology
- S 600 Individual differences in second language acquisition
- S 600 Experimental Methods in Laboratory Phonology

Publications

Darcy, I., Park, H., & Yang, C.-L. (under review). Individual differences in L2 acquisition of English phonology: the relation between cognitive abilities and phonological processing.

Darcy, I., Daidone, D., & Kojima, C. (under review). Asymmetric lexical access and fuzzy lexical representations in second language learners.

Darcy, I. & Schaefer, V. (under review) Functional

prominence of lexically-contrastive pitch in L1 shapes cross-linguistic perception of Thai tones.

Gordon, J. & Darcy, I. (under review). Pronunciation instruction and comprehensibility: Effects of explicit pronunciation instruction on segmentals and suprasegmentals.

Darcy, I. & Feldhausen, I. (in press). Französisch. In M. Krifka, J. Blaszczak, A. Leßmöllmann, A. Meinunger, B. Stiebels, R. Tracy and H. Truckenbrodt (Eds.), *Das mehrsprachige Klassenzimmer* Springer Verlag. [French. In: *The multilingual classroom*].

Darcy, I. & Krüger, F. (2012). Vowel perception and production in Turkish children acquiring L2 German, *Journal of Phonetics*, 40, 568-581.

Darcy, I., Ewert, D. & Lidster, R. (2012). Bringing pronunciation instruction back into the classroom: An ESL Teachers' pronunciation "toolbox". In J. Levis & K. Lavelle (Eds.), *Proceedings of the 3rd Pronunciation in Second Language Learning and Teaching Conference*, Sept. 2011. (pp. 93-108). Ames, IA: Iowa State University.

Darcy, I. & Feldhausen, I. (in press). Französisch. In M. Krifka, J., Blaszak, A. Leßmöllmann, A. Meinunger, B. Stiebels, R. Tracy and H. Truckenbrodt (Eds.), *Das mehrsprachige Klassenzimmer*. Springer Verlag. [French. In: *The multilingual classroom*].

Darcy, I. Dekydtspotter, L., Sprouse, R. A., Glover, J., Kaden, C., McGuire, M., & Scott, J. H. G. (2012). Direct mapping of acoustics to phonology: On the lexical encoding of front

rounded vowels in L1 English-L2 French acquisition. *Second Language Research*, 28, 1-36.

Truckenbrodt, H., & Darcy, I. (2010). Object clauses, movement, and phrasal stress. In N. Erteschik-Shir & L. Rochman (Eds.), *The Sound Patterns of Syntax* (pp. 189-216). Oxford, New York: Oxford University Press.

Teichmann, M., Darcy, I., Bachoud-Lévi, A.-C., & Dupoux, E. (2009). The role of the striatum in phonological processing. Evidence from early stages of Huntington's disease. *Cortex*, 45(7), 839-849.

Darcy, I., Ramus, F., Christophe, A., Kinzler, K., & Dupoux, E. (2009). Phonological knowledge in compensation for native and non-native assimilation. In F. Kügler, C. Féry & R. van de Vijver (Eds.), *Variation and Gradience in Phonetics and Phonology* (pp. 265-309). Berlin, New York: Mouton de Gruyter.

Bartels, S., Darcy, I., & Höhle, B. (2009). Schwa Syllables Facilitate Word Segmentation for 9-month-old German-learning Infants. In J. Chandlee et al. (Eds.), *Proceedings of the 33rd annual Boston University Conference on Language Development* (Vol. 1, pp. 73-84). Somerville, MA: Cascadilla Press.

Darcy, I. (2008). Representation of Phonological Alternations in a First and a Second Language: *A Preliminary Report*. In *Selected Proceedings of the 2007 Second Language Research Forum*, ed. Melissa Bowles, Rebecca Foote, Silvia Perpiñán, and Rakesh Bhatt, 171-186, Somerville, MA: Cascadilla Proceedings Project. www.lingref.com, document #1743.

Darcy, I., Peperkamp, S. & Dupoux, E. (2007). Bilinguals play

by the rules. Perceptual compensation for assimilation in late L2-learners. In Cole, Jennifer and José I. Hualde (eds.). *Laboratory Phonology 9* (pp. 411-442). Berlin: Mouton de Gruyter.

Darcy, I., & Kügler, F. (2007). Phonological context effects for voicing and devoicing in French. In Trouvain, Jürgen and William J. Barry (eds.). *Proceedings of the 16th International Congress of Phonetic Sciences* (pp. 1257-1260). Saarbrücken.