

PROGRAMME

Wednesday, 8 MAY (AM)		
8:30-9:00	REGISTRATION - Room: Philology Building, 1 st floor	
9:00-9:30	CONFERENCE OPENING - Aula Magna (Interfaculty Building)	
9:30-10:30	PLENARY TALK - Aula Magna Chair: Francisco Gallardo-del-Puerto <p style="text-align: center;">Juli Cebrián</p> <p style="text-align: center;">Can L2 pronunciation difficulty be predicted by perceived similarity? The role of cross-linguistic perception in L2/FL learning</p>	
10:30-11:00	COFFEE BREAK	
PAPER SESSION 1 (Philology Building, 1 st floor)		
	Session 1: Vowels	Session 2: Prosody
11:00-13:00	Room 5F Chair: Jose A. Mompean	Room 6F Chair: Nuria Gavaldá
11:00-11:30	<p style="text-align: center;">Jessi Jacobse, Svetlana Pinet & Clara D. Martin</p> <p style="text-align: center;">Elicitation procedure affects Spanish speakers' production of English vowels</p>	<p style="text-align: center;">Šárka Šimáčková, Václav Jonáš Podlipský, Jana Kořínková & Andrea Ramešová</p> <p style="text-align: center;">Student-directed speech produced by non-native teacher trainees: adjusting pitch range and tempo to students' age</p>
11:30-12:00	<p style="text-align: center;">Celia Veiga-Pérez</p> <p style="text-align: center;">A longitudinal study on the perception and production of English vowel phonemes in the SA learning context</p>	<p style="text-align: center;">Ewa Kusz, Kate Challis & Zoë Zawadzki</p> <p style="text-align: center;">Are you asking me, or what? Uptalk in L2 English: the perception of final declaratives rises in Polish EFL</p>
12:00-12:30	<p style="text-align: center;">Francisco Gallardo-del-Puerto & Marta Gómez Martínez</p> <p style="text-align: center;">The PIEP project: English pronunciation in primary education in Spain</p>	<p style="text-align: center;">Katherine Fraser, Joan Carles Mora & Natalia Fullana</p> <p style="text-align: center;">L2 Speech Rhythm: comparing vowel reduction ratios and rhythm metrics as predictors of comprehensibility and accentedness ratings</p>
12:30-13:00	<p style="text-align: center;">Alejandra Pesantez</p> <p style="text-align: center;">The effect of non-native input on L2 vowel pronunciations across semesters: A longitudinal study</p>	
13:00-15:00	LUNCH	

Wednesday, 8 MAY (PM)		
PAPER SESSION 2 (Philology Building, 1 st floor)		
	Session 1: Intelligibility, Comprehensibility/T beliefs (i)	Session 2: Perception and production
15:00-16:30	Room 5F Chair: Francisco Gallardo-del-Puerto	Room 6F Chair: Pedro Humánez-Berral
15:00-15:30	<p style="text-align: center;">Núria Gavaldá, Cristina Aliaga-García, Mireia Ortega & Ingrid Mora-Plaza</p> <p style="text-align: center;">Exploring Speaking Fluency and L1 Listener Familiarity: Insights into Intelligibility in L2 English Pronunciation</p>	<p style="text-align: center;">Jose A. Mompean & Jonás Fouz-González</p> <p style="text-align: center;">The role of phonetic symbols and keywords as response labels in perceptual training paradigms: effects on production</p>

15:30-16:00	Sylvain Coulange, Tsuneo Kato, Solange Rossato & Monica Masperi Dynamic Approach to Comprehensibility Assessment in Foreign Language Pronunciation Training	Josh Frank Is High Variability superior to Low Variability Phonetic training? The interacting role of auditory processing
16:00-16:30	Karin Richter Prepared to rescue Cinderella? Exploring EFL student teachers' beliefs about pronunciation learning and teaching	Lucila M. Pérez Fernández, Julia T. Williams-Camus & Esther Gómez-Lacabex English consonant imitation skills in CLIL and EFL Spanish (L1) schoolchildren
16:30-17:00	COFFEE BREAK	
PAPER SESSION 3 (Philology Building, 1 st floor)		
17:00-18:30	Session 1: Teachers' beliefs (ii) Room 5F Chair: Marta Nowacka	Session 2: Pronunciation teaching Room 6F Chair: Cristina Aliaga-García
17:00-17:30	Kristýna Červinková Poesov & Emma Jirsová Czech primary teachers' approach to pronunciation teaching	Graeme Couper Evidence in favour of a conceptual approach to teaching pronunciation
17:30-18:00	Leticia Quesada Vázquez Does training influence teachers' beliefs in pronunciation instruction? A study of English as a foreign language teacher at secondary schools in Spain	Edna F. Lima Empowering Pronunciation Mastery: Leveraging ChatGPT for American English Learning and Teaching
18:00-18:30	Anastazija Kirkova-Naskova Teachers' reflections on their formal pronunciation training and its effect on their teaching practices	Sidsel Holm Rasmussen, Birgitte Poulsen & Ocke-Schwen Bohn Evaluating L2 Pronunciation of English /z/after perceptual training
19:00	Bus to Magdalena Palace (departure: Interfaculty Building)	
20:00	Reception at Magdalena Palace	

Thursday, 9 MAY (AM)

8:30-9:00	REGISTRATION - Room: Philology Building, 1st floor	
PAPER SESSION 4 (Philology Building, 1 st floor)		
9:00-10:30	Session 1: Accent Room 5F Chair: Mireia Ortega	Session 2: Pronunciation and technology (ii) Room 6F Chair: Jonás Fouz
9:00-9:30	Alex Baratta & Nicola Halenko Perceptions of EFL students regarding teachers' regional accents	Laura Rupp & Alice Henderson Pronunciation features which MOOC users notice: Linguistic vs subjective saliency
9:30-10:00	Aimée-Elizabeth Lewis Regional English accent perception in source and translated Film and Comedy	Marta Nowacka Self-study of the MOOC How to Teach Pronunciation: effectiveness, usefulness and attractiveness (quantitative method)
10:00-10:30	Ingrid Mora-Plaza, Mireia Ortega, Cristina Aliaga-Garcia & Joan Carles Mora Exploring the impact of L2 accent imitation training on L2 oral stops,	Paul John, Carol Johnson & Walcir Cardoso On Google Translate ASR as a source of confirmative and corrective pronunciation feedback

	comprehensibility and accentedness	
10:30-11:00	COFFEE BREAK	
11:00-12:00	POSTER PRESENTATION Room: Philology building, 1st floor	
12:00-13:00	PLENARY TALK- Aula Magna Chair: Alice Henderson <p style="text-align: center;">Małgorzata Baran-Łucarz</p> The mediating role of IDs in pronunciation learning and teaching: In search for the missing puzzle piece	
13:00-15:00	LUNCH	

Thursday, 9 MAY (PM)

15:00-16:00	PLENARY TALK- Aula Magna Chair: Esther Gómez Lacabex <p style="text-align: center;">Radek Skarnitzl</p> Modifications of learners' prosody: why and how?	
16:00-16:30	COFFEE BREAK	
PAPER SESSION 5 (Philology Building, 1 st floor)		
16:30-17:00	Session 1: Individual differences Room 5F Chair: Joan C. Mora	Session 2: Room 6F Chair: Graeme Couper
16:30-17:00	Guillermo Rodríguez-Pages, Pedro Humánez-Berral & Antonio Hermán-Carvajal Pronunciation and Accent in Interpreting Practice: An Exploratory Study on Interpreting Trainees' Perspectives	Saandia Ali, Marie Garnier & Linda Terrier A Scoping Review of 25 Years of Experimental Research in L2 English Pronunciation
17:30-17:30	Gisela Sosa-López, Joan Carles Mora & Joan C. Mora & Małgorzata Baran-Łucarz The effect of emotional and cognitive factors on L2 speaking fluency	Rias van den Doel "Myn dier hosban": investigating the features of historical Dutch-accented English in the United States
17:30-18:00	Pedro Humánez-Berral & Alice Henderson Exploring English Pronunciation Anxiety in Primary Education	Mateusz Pietraszek Live or leave! Vowel length and vowel quality in advanced English speakers: production and international intelligibility
20:00	Conference Dinner at Santander Casino	

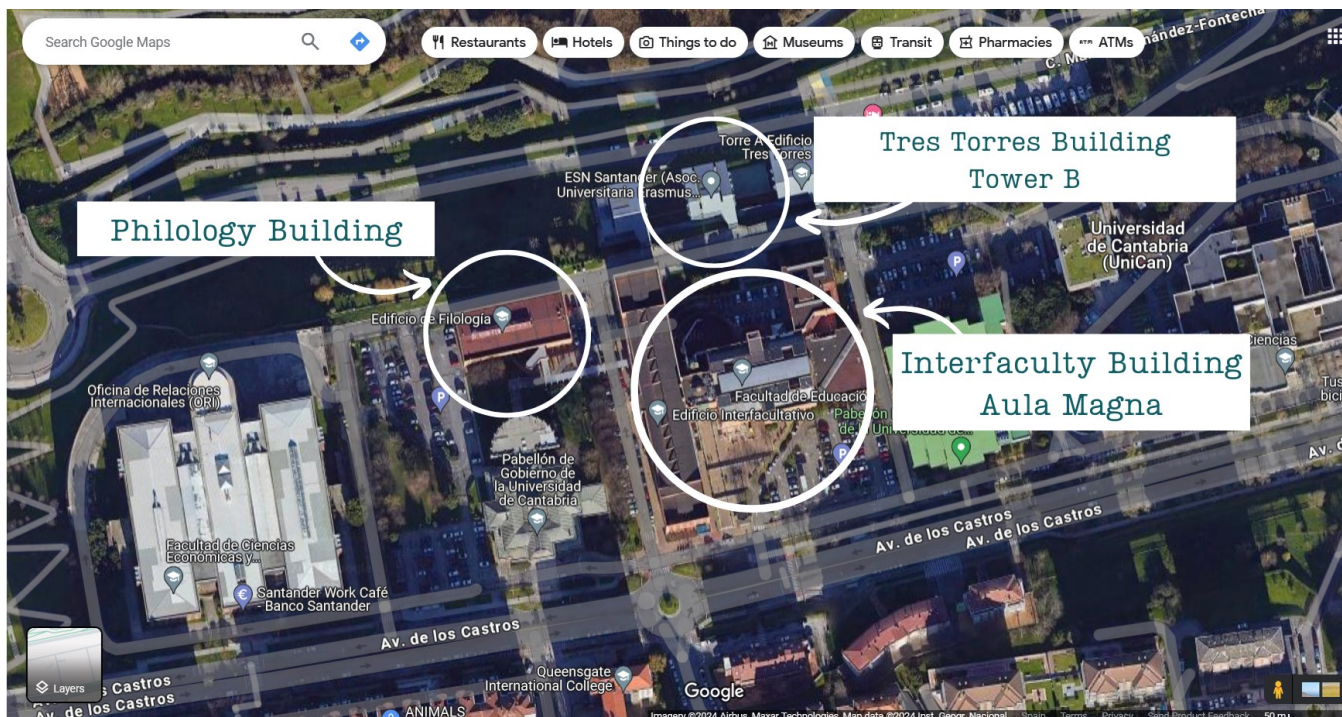
Friday, 10 MAY (AM)

8:30-9:00	REGISTRATION - Room: Philology Building, 1st floor	
PAPER SESSION 6 (Philology Building, 1 st floor)		
9:00-10:30	Session 1: Pronunciation in the classroom (i) Room 5F Chair: Lucila Pérez Fernández	Session 2: Pronunciation teaching techniques Room 6F Chair: Ingrid Mora-Plaza
9:00-9:30	Anna Jarosz & Veronica G. Sardegna On the effectiveness and usefulness of teaching English linking to adolescent EFL learners	Esther Gómez-Lacabex & Francisco Gallardo-del-Puerto Perception and production of English codas after two years of CLIL
9:30-10:00	Miren Adrian & Joan Carles Mora L2 Pronunciation Instruction for EFL High-school students: Methodological	Ana Rosa Sánchez-Muñoz, Jonás Fouz-González & Pilar Mompeán Guillamón Exploring the Efficacy of Shadowing to

	Considerations	Improve Spanish EFL Learners' Pronunciation
10:00-10:30	Agnieszka Bryła-Cruz The (negligible) role of pronunciation in the assessment of listening skills in the Polish matura exam	Xavier Martin-Rubió Spontaneous description versus storyreading: the impact of task function on prosody, fluency and pronunciation accuracy
10:30-11:00	COFFEE BREAK	
PAPER SESSION 7 (Philology Building, 1 st floor)		
11:00-12:00	Session 1: Pronunciation in the classroom (ii) Room 5F Chair: Alice Henderson	Session 2: Phonetic Training Room 6F Chair: Anna Jarosz
11:00-11:30	Noémi Gyurka & Ágnes Piukovics Exploring pronunciation teaching practices in the Hungarian secondary educational context	Valerie White-Hautzinger, Miriam Fiala, Marija Djenadic, Anita Ghoreshi & Carolin Rumpler The effects of explicit pronunciation instruction. A developmental study of advanced EFL students at the University of Vienna
11:30-12:00	Claudia de la Iglesia Sanjuán Attitudes Towards General British and General American by Spanish EFL University Students	
12:00-13:00	PLENARY TALK - Aula Magna Chair: Anastazija Kirkova-Naskova Martha Pennington Research into Practice for the Teaching of Pronunciation in a Second Language	
13:00-13:15	CONFERENCE CLOSING- Aula Magna (Interfaculty Building)	

POSTER PRESENTATIONS

Title	Author(s)
EPIP8 website: a new resource with authentic audiovisual materials for the teaching and learning of English phonetics and pronunciation	Celia Gorba, Juli Cebrian & Núria Gavaldà
EFL learners' attitudes to connected speech processes in native speech: An exploratory study	Ivana Duckinoska-Mihajlovska
Choosing a model accent. EFL student teachers' self-perception vs. production	Miriam Fiala, Marija Djenadic, Anita Ghoreshi, Carolin Rumpler & Valerie White-Hautzinger
The perception of English phonemic contrasts by L1 French students specialising in English	Paolo Mairano, Caroline Bouzon, Anne Tortel & Gabor Turcsan



SPONSORS

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