

**6<sup>th</sup> International Conference on English Pronunciation: Issues and Practices (EPIP 6)**  
**17<sup>th</sup>-18<sup>th</sup> May 2019**

**Conference Programme**

**FRIDAY, MAY 17<sup>th</sup>, 2019**

8.30-9:40	<b>Registration (open all day)</b>	<b>Venue: Faculty Hall</b>
9:45-10.00	<b>Conference Opening</b> <b>Aneta Dučevska</b> , Dean of Blaže Koneski Faculty of Philology <b>Rajna Koška</b> , Head of the Department of English Language and Literature <b>Anastazija Kirkova-Naskova</b> , Conference Chair	<b>Room: A3</b>
Plenary session	<b>Keynote speech</b>	<b>Room: A3</b>
10.00-11:00	<b>John Levis</b> Iowa State University, USA Connecting the dots between pronunciation research and practice Chair: Anastazija Kirkova-Naskova	

**11:00-11:30 BREAK - snacks and coffee/tea**

Parallel sessions 11:30-13:30	<b>Room: A3</b> Chair: Anastazija Kirkova-Naskova	<b>Room: A1</b> Chair: Ivana Duckinoska	<b>Room: P4</b> Chair: Anna Jarosz
11:30-12:00	<b>Pavel Trofimovich, Sara Kennedy, Josée Blanchet, Juliane Bertrand</b> Development of learners' self-assessment of comprehensible speech in an instructed setting: A focus on second language French	<b>Veronika Vonzová, Radek Skarnitzl</b> Effectiveness of teaching English prosodic features in Czech children	<b>Jarosław Weckwerth</b> An apparent-time study of /t/-glottalization in the British royal family
12:00-12:30	<b>Elina Terguheff</b> L2 English: Oral proficiency vs. comprehensibility and accentedness	<b>Évelyne Cauvin</b> Prosodic criterial feature methodology: in search of native intonation phrase models	<b>Jolanta Szpyra-Kozłowska, Agnieszka Bryła-Cruz</b> Stop insertion in educated southern British English pronunciation

12:30-13:00	<b>Bettina Beinhoff</b> Intelligibility and comprehension between foreign language speakers of English: Investigating proficiency levels	<b>Tatjana Paunović</b> Focus on Focus: Prosodic signals of utterance-level information structure in L1 English, L1 Serbian, and Serbian L2 English	<b>Kyle S. Jones</b> Pronunciation of English stops by three groups of bilinguals in Israel Jones Kyle S.
13:00-13:30	<b>Dan Frost</b> The IP-CAFES project: reactions to foreign accented English academic discourse	<b>Ana Rosa Sánchez Muñoz</b> First Language Interference in Spanish EFL Learners' Intelligibility: English Rhythm in the Spotlight	<b>Dominika Walczak</b> /ʌaɪ/ or /waɪ/? Investigating the status of the voiceless labiovelar fricative as used in American English variety

**13:30-14:30 LUNCH Venue: Faculty restaurant**

Plenary session	<b>Keynote speech</b>	<b>Room: A3</b>
14.30-15:30	<p><b>Kazuya Saito</b> University College London, UK</p> <p>Assessing, developing and teaching second language comprehensibility as a multifaceted phenomenon: The role of listener and speaker individual differences</p> <p>Chair: Pavel Trofimovich</p>	

**15:30-15:45 BREAK - snacks and coffee/tea**

Parallel sessions 15:45-17:45	<b>Room: A3</b> Chair: Tatjana Paunović	<b>Room: A1</b> Chair: Radek Skarnitzl	<b>Room: P4</b> Chair: Alice Henderson
15:45-16:15	<b>Charles C. Mann</b> 'deter-mine' ['di:-ta-main] and 'exa-mine' ['ɛg-za-main] as sociolinguistic variables in contemporary English pronunciation among educated South Africans	<b>Vicky Papachristou</b> Comparison between L1 Greek and L1 English vowels: how similar or different are they and what are the teaching implications?	<b>Małgorzata Baran-Łucarz</b> Pronunciation feedback and assessment in Polish secondary schools: From the perspective of the students
	<b>Klementina Jurančič Petek, Dominika</b>	<b>Leticia Quesada Vázquez, Joaquín Romero</b>	<b>Sylwia Scheuer, Céline</b>

16:15-16:45	<b>Podvratnik</b> Some phonotactic statements regarding production of English vowel sounds across Slovenian dialect regions	Raters' judgments and acoustic analysis: Challenges for the assessment of foreign language pronunciation research	<b>Horgues</b> Corrective feedback and unintelligibility: do they work in tandem during tandem interactions?
16:45-17:15	<b>Öner Özçelik</b> Second language acquisition of stress by learners with stressless L1s	<b>Nuzha Moritz, Fayssal Bouarourou</b> Formant frequencies and duration of /ɪ/ vs /i:/: English vowels produced by native French speakers in normal and fast speaking rates	<b>Ivana Lučić Rehman, Anne Barriuso Taylor, Alif Silpachai, Evgeny Chukharev-Hudilainen, John Levis</b> Learner awareness of their segmental errors when listening to a model voice
17.15-17.45			<b>Anastazija Kirkova-Naskova</b> Critical listening and type of corrective feedback in a large-group classroom: Students' preferences and views

**20:00**

**CONFERENCE DINNER**  
**Venue: Restaurant "DUKAT"**  
**(ask our volunteers for directions)**

**SATURDAY, MAY 18<sup>th</sup>, 2019**

Plenary session	Keynote speech	Room: A3
9:00-10:00	<p><b>Pamela Rogerson-Revell</b> University of Leicester, UK Revisiting some myths and misconceptions in pronunciation teaching</p> <p>Chair: Alice Henderson</p>	

**10:00-11:30 BREAK - snacks and coffee/tea+ POSTER PRESENTATIONS + WORKSHOP**

Poster session	Poster presentations	Room: Faculty Hall
10:00-11:30	<p><b>Hideki Abe</b> Examining the interplay of individual learner differences and comprehensibility in L2 pronunciation</p> <p><b>Ivana Duckinoska</b> Vowel reduction in English function words: The case of Macedonian EFL learners</p> <p><b>Alan S. Kennedy and Maria McCormack</b> Comprehensibility of international teaching assistants at a U.S. university</p> <p><b>Yulia Lavitskaya and Antonina Zagorodniuk</b> Production of English (L2) and Russian (L3) consonant clusters by Chinese learners</p> <p><b>Aleksandra Lazoroska and Agata Guskaroska</b> Macedonian teachers' perspectives on English pronunciation teaching in EFL context</p> <p><b>Ágnes Piukovics,</b> To what extent do phonological and non-phonological factors affect Hungarian learners' perception and production of English word stress patterns?</p> <p><b>Anne Tortel, Sophie Herment</b> The intonation contour of non-finality revisited: implications for ESL teaching</p>	

Sponsored session	<b>Workshop for ELTAM participants only</b>	<b>Room: English Library</b>
10:00-11:30	<p style="text-align: center;"><b>Alice Henderson</b> University of Grenoble-Alpes, France A framework for including pronunciation work in English lessons</p> <p>Introduction: Anastazija Kirkova-Naskova <span style="float: right;">Sponsored by: English Language Teachers' Association of Macedonia (ELTAM)</span></p>	

Parallel sessions 11:30-13:00	<b>Room: A3</b> Chair: Małgorzata Baran-Łucarz	<b>Room: A1</b> Chair: Alice Henderson	<b>Room: P4</b> Chair: Agnieszka Bryła-Cruz
11:30-12:00	<b>Alma Vančura, Draženka Molnar</b> EFL learners' and teachers' attitudes towards teaching English pronunciation	<b>Sinem Sonsaat, Evgeny Chukharev-Hudilainen, Ivana Lučić Rehman, Alif Silpachai, Guanlong Zhao, ShaojinDing, Christopher Liberatore, John Levis, Ricardo Gutierrez-Ossuna</b>  Golden speaker builder, an interactive tool for pronunciation training: User studies	<b>Jonás Fouz-González, José Antonio Mompean</b> Exploring the potential of phonetic symbols for perceptual training
12:00-12:30	<b>MarionPesty</b> French primary school teachers and secondary school teachers of English: Pedagogical practices and training in pronunciation teaching	<b>Nadia Kebboua, Joaquín Romero</b> The effect of explicit web-based pronunciation instruction to improve students' perception and production skills: Designing and implementing a pronunciation course to teach word and sentence stress	<b>Mireia Ortega, Joan C. Mora, Ingrid Mora-Plaza</b> The role of visual monitoring in training L2 vowels
12:30-13:00	<b>Kristýna ČervinkováPoesová, Klára Lancová</b> Emergent language attitudes of Czech pre-service EFL teachers	<b>Agata Guskaroska</b> Automated Speech Recognition (ASR) as a tool for providing feedback for vowel pronunciation practice for Macedonian learners	<b>Joan C. Mora, Ingrid Mora-Plaza</b> Phonetic training effects on the lexical encoding of L2 English vowel contrasts

**13:00-14:00 LUNCH Venue: Faculty restaurant**

Plenary session	<b>Keynote speech</b>	<b>Room: A3</b>
14:00-15:00	<p style="text-align: center;"><b>Tanja Angelovska</b>  University of Salzburg, Austria  When a psycholinguist enters the multilingual classroom:  Bridging the gap between psycholinguistics and pronunciation teaching</p> <p>Chair: Angela Hahn</p>	

**15:00-15:15 BREAK - snacks and coffee/tea**

Parallel sessions 11:30-13:30	<b>Room: A3</b> Chair: Elina Tergujeff	<b>Room: A1</b> Chair: Jonás Fouz-González	<b>Room: P4</b> Chair: José Antonio Mompean
15:15-15:45	<b>Pekka Lintunen</b> Contextual and individual variation in pronunciation learning strategies	<b>Ingrid Mora-Plaza, Mireia Ortega, Joan C. Mora</b> Training L2 English vowels in noise: the role of auditory selective attention	<b>Congchao Hua, Bin Li</b> Acquisition of prosodic marking of information status by Mandarin-speaking learners of English: Phonological vs. phonetic properties
15:45-16:15	<b>Magdalena Szyszka</b> Activity-based pronunciation learning strategies – how effective are they?	<b>Alejandra Pesantez Pesantez, Elisa Pellegrino, Volker Dellwo</b> Learning English as a foreign language: The effect of the amount of exposure to English on the production of vowels by university learners from different levels	<b>Lucrecia Rallo Fabra, Karen Jacob</b> Cognate and task effects on English pronunciation by Spanish-Catalan learners at intermediate levels
16:15-16:45	<b>Anna Jarosz</b> Incidental pronunciation strategies development. A secondary school case study	<b>Puisan Wong</b> Effectiveness of auditory training on improving English vowel identification in Cantonese-speaking learners	<b>Majlinda Nuhui</b> The influence of L1 Albanian on L2 English vowel pronunciation

**16:45-17:30 CONFERENCE CLOSING CEREMONY Room: A3**