

Florence Bails

Current position: tenure-eligible lecturer at the University of Lleida, Catalunya, Spain (Serra Húnter program)

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Current projects

- The acquisition of oral pragmatic skills in a foreign language
- Syntactic, prosodic, and gestural marking of information structure in native and foreign language speakers
- music and embodied training for foreign language acquisition

Research interests

- Audiovisual prosody
- Acquisition of L2 prosody
- Prosodic prominence
- Pragmatic functions of prosody and gestures
- Multimodal learning and embodied cognition
- Gesture
- Individual differences in L2 learners
- Music and language

Education

09/2016 – 01/2022 **Ph.D. in Linguistics** Translation and Language Science Department, UPF, Barcelona

Doctoral dissertation:

Using the hands to embody prosody boosts phonological learning in a foreign language.

Supervised by Dr. **Pilar Prieto**, defended 01/2022 (mention *Cum Laude*)

09/2014 - 07/2016 **Master in Theoretical and Applied Linguistics**

Translation and Language Science Department, UPF, Barcelona

Master dissertation:

Producing pitch gestures enhances the acquisition of Mandarin Chinese tones.

Supervised by Dr. **Pilar Prieto**, defended 07/2016 (10/10 mention *excellent*)

02/2010 – 02/2012 **Applied Linguistics and TESOL (Postgraduate certificate)**

University of Portsmouth, UK

Major in Linguistics, Second Language Acquisition, Areas studies

09/1998 – 05/2003 **European B.A. in Applied Languages (international program)**

Université de Provence, Aix-en-Provence, France - Fachhochschule, Cologne, Germany - UNN, Newcastle-upon-Tyne, UK

Focus of Study: English and German Studies (Translation), International Trade and Law

Grants & Awards

- 2024 **Serra Húnter Grant (5 years)** Funded by the Generalitat de Catalunya
- 2023 **Margarita Salas Grant (2 years)**
Funded by European Union-NextGenerationEU, Ministry of Universities and Recovery, Transformation and Resilience Plan, through a call from Universitat Pompeu Fabra
- 2022 **Prominence Fellowship (8 months)**
Funded by the SIG 1252 "Prominence in Language" at the University of Cologne, Germany
- 2021 **Best Presentation Award** Funded by the University of Konstanz
- Baills, F. Alazard-Guiu, C., & Prieto, P. (2021). Training prosodic features with logatomes and hand gestures help learners improve oral reading pronunciation. Oral presentation at *TiPToP (Trends in pedagogical transmission of prosody)*. University of Konstanz. Oct. 12-13.
- 2016 **Ph.D. Research Grant (4,5 years)**
Funded by the Department of Translation and Language Science, UPF
- 2016 **Teaching Assistant Grant (3 months)**
Funded by the Agència de Gestió d'Ajuts Universitaris i de Recerca

Academic & Teaching-Related Work Experience

- 02-06/2024 **French Language, Audiovisual translation - Lecturer**
B.A.s in Spanish Philology, Catalan Philology, Applied Languages and Translation
Faculty of Arts, Universitat de Lleida
- 04-12/2023 **Multimodality: gesture-speech integration & how to study it**
M.A. in Linguistics, Institut für Linguistik-Phonetik, University of Cologne
- 09/2018 - 02/2021 **Collaborator Teacher (online) - M.A. Thesis**
M.A. in Learning Difficulties and Language Disorders,
Department of Psychology and Education Sciences, Universitat Oberta de Catalunya
- 09/2018 - 01/2020 **Phonetics and Phonology (in English) - Teaching Assistant (TA)**
M.A. in Theoretical and Applied Linguistics,
Department of Translation and Language Sciences, UPF
- 04/2016 - 07/2019 **French Language - Teaching Assistant (TA)**
B.A. in Translation and Interpretation; B.A. in Applied Language,
Department of Translation and Language Sciences, UPF
- 06/2015 - 07/2016 **Language Analyst (distance)**
Description of French morphology and hyphenation rules
Annotation of intonation patterns in conversational and scripted speech, Appen
- 02/2009 – 07/2014 **Freelance Language Instructor (French, English, & German)**
In company, Business, and Tourism
Online tutoring
Curriculum development and material design

Invited talks, thesis supervision, and thesis committee

2024

Inviter lecturer at the “séminaire du Laboratoire de NeuroPsychoLinguistique”. **Entraînements prosodiques incarnés : états des lieux et avenues de recherche**. Université de Toulouse Jean-Jaurès, February 9.

2023

Invited speaker at the 1st “colloque des doctorant.es du laboratoire SFL”. **Gestes pédagogiques et mouvements naturels : La prosodie multimodale au service de l'expression orale en langue étrangère**. Université de Paris 8, St-Denis, June 23.

Invited lecturer at the Hispanic Linguistics Dpt. **It's in your hands: Boosting L2 pronunciation through movement**. University of Massachusetts. Online talk, March 3.

Master's thesis co-supervisor. **The effects of pitch gestures on the production of Chinese tones**, by Zhao Zeng. Department of Translation and Language Sciences - Universitat Pompeu Fabra.

2022

Invited speaker at IATEFL's PronSIG webinar. **Embodied pronunciation instruction: empirical evidence and recent findings**. Online talk, Nov. 22. Available at: <https://www.youtube.com/watch?v=uu0avyZfx58>

PhD committee member. **Adquisición de la entonación de las oraciones interrogativas del español por parte de los sinohablantes: Patrones entonativos y propiedades fonético-acústicas**, by Peizhu Shang, supervised by Dr. Wendy Elvira-García and Dr. Paolo Roseano. Master in Cognitive Science and Language, Universitat de Barcelona.

Participation in projects

GEHM (Gestures and Head Movements in language)

Independent Research Fund Denmark with grant 9055-00004B
<https://cst.ku.dk/english/projects/gestures-and-head-movements-in-language-gehm/>

StoryTIC – una eina digital per potenciar la narrativa oral infantil

Agència de Gestió d'Ajuts Universitaris i de Recerca AGAUR – Generalitat de Catalunya; ref.: 2021 LLAV 00022) 2022-2023

Florit-Pons, J., Igualada, A., Valls-Ratés, Ì., Baills, F. & Prieto, P. (2023). StoryTIC – A digital tool for boosting children's oral narrative abilities. <https://storytic.upf.edu/>

Skills

Languages: French (native), English (fluent), Spanish (fluent), Catalan (fluent), German (high-intermediate), Japanese (low-intermediate)

Software: ELAN - multimedia annotation software, PRAAT - sound annotation software, Adobe Premiere Pro - video edition, IBM SPSS / R - statistical analysis, Microsoft Office Suite

Publications

Under review

Baills, F. & Baumann, S. (under review). Multimodal marking of information structure in the L2: the case of Catalan learners of French. *Language and Cognition*.

Xi, X., Li, P., **Baills, F.**, & Prieto, P. (under review). Appropriate gesture performance helps the pronunciation of nonnative segmental features more than gesture observation. *Studies in Second Language Learning and Teaching*.

Zhang, Y., Baills, F., & Prieto, P. (under review). Embodied music training may improve pronunciation skills. *Language Teaching*.

Accepted

Baills, F., & Esteve-Gibert, N. (to appear). Developing pragmatics in the L2: Teaching pronunciation through multimodal cues. In Pérez-Bernabeu, A., Galindo-Merino, M.M., & Bárkányi, Z. (Eds.), *La integración de la pronunciación en el aula de ELE*. John Benjamins.

2024

Li, P., **Baills, F.** Alazard-Guiu, C., Baqué, L., & Prieto, P. (2024). A pedagogical note on teaching L2 prosody and speech sounds using hand gestures. *Journal of Second Language Pronunciation*.

Li, P., **Baills, F.**, Xi, X., & Prieto, P. (in press). Gesture shape and gesture-speech alignment predict simultaneous L2 sound production accuracy. In Brown, A. & Eskildsen, S. W. (Eds). *Multimodality across epistemologies in second language research*. Routledge.

2023

Baills, F. & Prieto, P. (2021). Embodying rhythmic properties of a foreign language through hand-clapping helps children to better pronounce words. *Language Teaching Research*, 27, 1576-1606. <https://doi.org/10.1177/1362168820986716>

Li, P., Zhang, Y., **Baills, F.**, & Prieto, P. (2023). Musical perception skills predict speech imitation skills: differences between speakers of tone and intonation languages. *Language and Cognition, First Online*. <https://doi.org/10.1017/langcog.2023.52>

Zhang, Y., **Baills, F.**, & Prieto, P. (2023). Singing songs facilitated L2 pronunciation and vocabulary for Chinese adolescents ESL learners. *Languages*, 8(3), 219. <https://doi.org/10.3390/languages8030219>

Baills, F., Baumann, S. & Rohrer, P.L., (2023). The relation between pitch accent types, head movements and perceived prosodic prominence in L2 French. *Proceedings of the 20th International Congress of Phonetic Sciences*. Prague, Czech Republic. <https://www.icphs2023.org/programme/proceedings/>

2022

Baills, F., & Prieto, P. (2022). Els beneficis de la música en l'aprenentatge fonològic d'una llengua estrangera. *Llengua, societat i comunicació*, 20, 35-47. <https://doi.org/10.1344/LSC-2022.20.4>

Baills, F., Alazard-Guiu, Ch. & Prieto, P. (2022). Embodied prosodic training enhances L2 read speech pronunciation. *Applied Linguistics*, 43 (4), 776-804. <http://doi.org/10.1093/applin/amac010>.

Baills, F., Rohrer, P. -L., & Prieto, P. (2022). Le geste et la voix pour enseigner la prononciation en langue étrangère. *Mélanges Crapel*, 43 (1). https://www.atilf.fr/wp-content/uploads/publications/MelangesCrapel/Melanges_43_1_8_Baills_e_t_al.pdf

Baills, F., Mairano, P., Santiago, F., Prieto, P. (2022). The effects of prosodic training with logatomes and prosodic gestures on L2 spontaneous speech. *Proceedings of Speech Prosody 2022*, 802-806. <http://doi.org/10.21437/SpeechProsody.2022-163>

Li, P., Xi, X., **Baills, F.**, Baqué, L., & Prieto, P. (2022). Embodied prosodic training helps improve not only accentedness but also vowel accuracy. *Language Teaching Research*, first online. <https://doi.org/10.1177/02676583221124075>

Li, P., Zhang, Y., **Baills, F.**, & Prieto, P. (2022). Musical perception skills predict Catalan speakers' imitation abilities of unfamiliar languages. *Proceedings of Speech Prosody 2022*, 876-880. <http://doi.org/10.21437/SpeechProsody.2022-178>

Zhang, Y., **Baills, F.**, & Prieto, P. (2022). Training with embodied musical activities has positive effects on unfamiliar language imitation skills. *Proceedings of Speech Prosody 2022*, 723-727. <http://doi.org/10.21437/SpeechProsody.2022-147>

2021

Baills, F., Cheng, Y., Bu, Y., Zhang, Y., & Prieto, P. (2021). Listening to songs and singing benefitted initial stages of L2 pronunciation but not recall of word meaning. *Language Learning*, 71 (2), 369-413. <https://doi.org/10.1111/lang.12442>

Li, P., Xi, X., **Baills, F.** & Prieto, P. (2021). Training non-native aspirated plosives with hand gestures: Learners' gesture performance matters. *Language Cognition and Neuroscience*, 36 (10), 1313-1328. <https://doi.org/10.1080/23273798.2021.1937663>

2020

Li, P., **Baills, F.**, Prieto, P. (2020). Observing and producing durational hand gestures facilitates the pronunciation of novel vowel length contrasts. *Studies in Second Language Acquisition*, 42(5), 1015-1039. <http://doi.org/10.1017/S0272263120000054>

Zhang, Y., **Baills, F.**, & Prieto, P. (2020). Handclapping to the rhythm of newly learned words improves L2 pronunciation: Evidence from training Chinese adolescents with French words. *Language Teaching Research*, 24 (5), 666-689. <http://doi.org/10.1177/1362168818806531>

2019

Baills, F., Suárez-González, N., González-Fuente, S., & Prieto, P. (2019). Observing and producing pitch gestures facilitate the learning of Mandarin Chinese tones and words. *Studies in Second Language Acquisition*, 41 (1), 33-58. <http://doi.org/10.1017/S0272263118000074>

Yuan, C., González-Fuente, S., **Baills, F., & Prieto, P. (2019).** Observing pitch gestures favors the learning of Spanish intonation by Mandarin speakers. *Studies in Second Language Acquisition*, 41 (1), 5-32. <http://doi.org/10.1017/S0272263117000316>

Selection of presentations at international conferences

2023

Baumann, S. & Baills F. (2023). Head gestures and pitch accents as cues to information status in (L1 and L2) French. Workshop at the HDR defense of Cristel Portes, Laboratoire Parole et Langage, Aix-en-Provence, 1 December 2023.

Baills, F., Baumann, S., & Rohrer, P. (2023). The relation between pitch accent types, head movements, and perceived prosodic prominence in L2 French. Poster presentation at the 20th **ICPhS** conference. Prague, August 7-11.

Baills, F. & Baumann, S. (2023). Head movements and pitch accents as cues to information status in L2 French. Oral presentation at the 18th **International Pragmatics Conference**. Université Libre de Bruxelles, July 9-14.

Baills, F. & Baumann, S. (2023). The multimodal marking of information status in French as a foreign language: What can we learn about the use of prosodic and gestural cues in an interlanguage? Oral presentation at **Phonetics and Phonology in Europe 2023**. Nijmegen, June 2-4.

2022

Baills, F. & Baumann, S. (2022). El marcatge multimodal de l'estat de la informació dels referents en una L2: El cas dels aprenents catalans de francès. Oral presentation al **XIIIè Workshop de Prosòdia del Català**. Universitat de Barcelona. July 7.

Baills, F., Alazard-Guiu, C., & Prieto, P. (2022). The effects of prosodic training with logatomes and prosodic gestures on L2 spontaneous speech. Poster presentation at **Speech Prosody 2022**. University of Lisboa. May 23-26.

Baills, F., Mairano, P., & Satiago, F. (2022). Does prosodic training with phrasal-level hand gestures and logatomes help improve L2 segmental accuracy? Oral presentation at **New Sounds 2022**. University of Barcelona. April 20-22.

2021

Baills, F., Alazard-Guiu, C., & Prieto, P. (2021). Embodying prosody with hand gestures helps improve L2 oral reading. Oral presentation at the **1st International Conference on Tone and Intonation**. University of Southern Denmark, Sonderborg. Dec. 6-9.

Baills, F., Alazard-Guiu, C., & Prieto, P. (2021). Training prosodic features with logatomes and hand gestures help learners improve oral reading pronunciation. Oral presentation at **TiPToP (Trends in pedagogical transmission of prosody)**. University of Konstanz. Oct. 12-13.

Baills, F., Alazard-Guiu, C., & Prieto, P. (2021). Does embodied training of rhythmic and melodic features help learners improve L2 pronunciation? Oral presentation at **EUROSLA30**. Universitat de Barcelona. June 30 - July 1.

2019

Baills, F., Rohrer, P., & Prieto, P. (2019) Le geste et la voix pour enseigner la prononciation en langue étrangère. Oral presentation at the **2ème colloque international de l'enseignement du français parlé**. Université de Rouen Normandie: Rouen (France), Oct. 24-25.

Baills, F., Zhang, Y., Bu, Y., Cheng, Y., & Prieto, P. (2019) Listening to songs and singing benefit initial stages of L2 pronunciation. Poster presentation at **New Sounds 2019**. University of Waseda: Tokyo (Japan), Aug. 30 - Sept. 2.

Baills, F. & Prieto, P. (2018). Écouter de la musique et chanter peuvent-ils faciliter l'apprentissage de la prononciation et du vocabulaire dans une langue étrangère? Poster presentation at **2e journées d'étude: Dimension sonore et acquisition des L2**. Réseau d'Acquisition des Langues Secondes: Nantes (France), Dec. 6-7.

Baills, F. & Prieto, P. (2018). Clapping hands help children understand and reproduce the rhythm of a new language. Poster presentation at **EuroSLA28**. University of Münster: Münster (Germany), Sept. 5-8.

Baills, F., Zhang, Y., & Prieto, P. (2018). Hand-clapping to the rhythm of newly learned words improves L2 pronunciation: Evidence from Catalan and Chinese learners of French. Poster presentation at **Speech Prosody 9**. Adam Mickiewicz University: Poznań (Poland), June 13-16.

2017

Baills, F., Suárez-González, N., González-Fuentes, S., Prieto, P. (2017). Brief trainings with pitch gesture observation and production help learning Mandarin Chinese tones and words. Oral presentation at **L2 Phonetics and Phonology of L1 Romance Learners**. University of Turin: Turin (Italy), Nov. 16-17.

Baills, F. & Prieto, P. (2017). Do Catalan children improve their pronunciation in French after a short training with words and hand-clapping? Oral presentation at **L2 Phonetics and Phonology of L1 Romance Learners**. University of Turin: Turin (Italy), Nov. 16-17.

Baills, F., Suárez-González, N., González-Fuentes, S., Prieto, P. (2017). Observing and producing pitch gestures enhance tones and words learning in Mandarin Chinese. Oral presentation at **EuroSLA27**. University of Reading: Reading (UK), Aug. 30 - Sept. 2.

Baills, F. & Prieto, P. (2017). The effect of active musical training on learning the pronunciation of a foreign language. Oral presentation at **Eurosla27**. University of Reading: Reading (UK), Aug. 30 - Sept. 2.

Baills, F., Suárez-González, N., González-Fuentes, S., Prieto, P. (2017). Pitch gestures help learning Mandarin Chinese tones and words: a brief training study on perception and production.

Poster presentation at **Language as a form of Action**. Institute of Cognitive Sciences and Technologies (ISTC): Rome (Italy), June 21-23.

Baills, F., Suárez-González, N., González-Fuentes, S., Prieto, P. (2017). Perceiving and producing gestures mimicking the F0 curve of Mandarin lexical tones help learning Mandarin tones and words. Poster presentation at **Phonetics and Phonology in Europe 2017**. University of Cologne: Cologne (Germany), June 12-14.

2016

Suárez-González, N., Baills, F., González-Fuente, S. & Prieto, P. (2016) Observing and producing pitch gestures enhance the acquisition of Mandarin Chinese tones and words. Oral presentation at **New Sounds 2016**. Aarhus University: Aarhus (Denmark), June 10-12.