

Ingrid Vilà-Giménez

CONTACT INFORMATION

Universitat de Girona
Department of Subject-Specific Education / Departament de
Didàctiques Específiques
Faculty of Education and Psychology / Facultat d'Educació i
Psicologia
Pl. Sant Domènec 9, Campus Barri Vell
17004, Girona (Catalonia, Spain)



E-mail: ingrid.vila@udg.edu

Personal website: www.ingridvilagimenez.com

ORCID ID: [0000-0001-7347-8839](https://orcid.org/0000-0001-7347-8839); **Researcher ID:** [S-1621-2018](https://orcid.org/S-1621-2018); **Scopus Author ID:** [57201458164](https://orcid.org/57201458164); **Profile on Google Scholar:** [Profile on Google Scholar](https://orcid.org/57201458164); **Profile on ResearchGate:** [Profile on ResearchGate](https://orcid.org/57201458164)

RESEARCH INTERESTS

- Language acquisition and development (in typical and atypical populations)
- Gesture-speech development
- The multimodal integration of gesture, speech, and prosody
- Multimodal learning/communication and embodied cognition
- The development of children's oral narrative and other linguistic/cognitive abilities
- Language and cognition

EDUCATION

Ph.D. in Language Sciences (Cognitive Science & Linguistics),

2016–2020

Excellent Cum Laude with International Mention

Department of Translation and Language Sciences

Universitat Pompeu Fabra (Barcelona, Catalonia, Spain)

Thesis: Non-referential beat gestures as a window onto the development of children's narrative abilities

Advisor: Dr. Pilar Prieto

M.A., Theoretical and Applied Linguistics, 9.18/10

2015–2016

Department of Translation and Language Sciences

Universitat Pompeu Fabra (Barcelona, Catalonia, Spain)

Thesis: Does training with beat gestures favour children's narrative discourse abilities?

Advisor: Dr. Pilar Prieto

Specialization: Acquisition and Learning

M.A., Teacher training in Obligatory Secondary and Upper Secondary School Education, Vocational Training and Languages, 9.3/10 **2014–2015**
Universitat de Barcelona (Barcelona, Catalonia, Spain)

Thesis: Com les noves tecnologies poden contribuir a millorar l'ensenyament a secundària

Advisor: Dr. M^a Pilar Perea Sabater

Specialization: Catalan Language and Literature

B.A., Catalan Language and Literature, 8.78/10 **2010–2014**
Universitat de Girona (Girona, Catalonia, Spain)

Thesis: La lògica dels errors de la parla espontània en llengua catalana

Advisor: Dr. Blanca Palmada

Specialization: Phonetics and Phonology

POSITIVE ASSESSMENTS

Tenure-eligible lecturer (“Professorat Lector”), since 2021
 by the Catalan University Quality Assurance Agency (AQU) / Agència per a la Qualitat del Sistema Universitari de Catalunya (AQU)

PROFESSIONAL APPOINTMENTS

Lecturer **Feb. 2021**
Facultat de Ciències de la Salut/Socials de Manresa de la UVic-UCC, Fundació Universitària del Bages (Manresa)

Adjunct Professor **Sept. 2020–present**
(“Professora Associada” in the Catalan system)
Department of Subject-Specific Education, Universitat de Girona (Girona)

Classroom Coordinator **Sept. 2019–present**
 M.A., Learning Difficulties and Language Disorders
Faculty of Psychology and Education Sciences, Universitat Oberta de Catalunya (Barcelona)

Collaborator Teacher **March 2018–present**
Faculty of Psychology and Education Sciences,
 Universitat Oberta de Catalunya (Barcelona)

Predoctoral Researcher **Sept. 2016–June 2020**
Prosodic Studies Group (GrEP)
Department of Translation and Language Sciences, Universitat Pompeu Fabra (Barcelona)

Predoctoral Visiting Researcher **March 2017–June 2017**
Goldin-Meadow Laboratory
Department of Psychology, University of Chicago (Chicago, Illinois, USA)

Research Fellow**October 2013–June 2014***Phonetics and Phonology**Department of Philology and Communication, Universitat de Girona (Girona)***TEACHING EXPERIENCE (GRADUATE LEVEL)**

Applied Linguistics for Speech Therapy**Feb. 2022**

Main instructor; Language: Catalan and Spanish

B.A., Speech Therapy

Universitat de Vic–Universitat Central de Catalunya/Universitat Oberta de Catalunya

Psychology of Language**Sept. 2021**

Collaborator Teacher; Language: Catalan

B.A., Psychology

*Faculty of Psychology and Education Sciences, Universitat Oberta de Catalunya***English: Competency-based learning****Sept. 2021**

Main Instructor; Language: English

B.A., Primary School Education; Dual B.A., Early Childhood Education/Primary School Education

*Department of Subject-Specific Education, Universitat de Girona***Psychology of Language****Feb. 2021–July 2021**

Collaborator Teacher; Language: Catalan

B.A., Psychology

*Faculty of Psychology and Education Sciences, Universitat Oberta de Catalunya***Oral and written communication****March 2021–June 2021**

Main instructor; Language: Catalan

*Department of Philology and Communication, Universitat de Girona***Supervision of Practicum and BA thesis****Feb. 2021–June 2021**

Language: English and Catalan

B.A., Primary School Education; Dual B.A., Early Childhood Education/Primary School Education

*Department of Subject-Specific Education, Universitat de Girona***English: Competency-based learning****Sept. 2020–Feb. 2021**

Main Instructor; Language: English

B.A., Primary School Education; Dual B.A., Early Childhood Education/Primary School Education

*Department of Subject-Specific Education, Universitat de Girona***Oral Expression Techniques****Sept. 2019–Dec. 2019**

Teaching Assistant; Instructor: Dr. Elisenda Bernal; Language: Catalan and Spanish

B.A., Translation and Interpreting

Department of Translation and Language Sciences, Universitat Pompeu Fabra

Linguistics**April 2019–June 2019**

Teaching Assistant; Instructor: Dr. Josep Maria Fontana; Language: Catalan and English
 B.A., Applied Linguistics
Department of Translation and Language Sciences, Universitat Pompeu Fabra

Catalan Language**Sept. 2018–April 2019**

Teaching Assistant; Instructor: Dr. Alba Milà
 B.A., Translation and Interpreting
Department of Translation and Language Sciences, Universitat Pompeu Fabra

Sounds and Intonation**April 2018–June 2018**

Teaching Assistant; Instructor: Dr. Pilar Prieto; Language: Catalan
 B.A., Applied Linguistics
Department of Translation and Language Sciences, Universitat Pompeu Fabra

Catalan Language**Sept. 2017–March 2018**

Teaching Assistant; Instructor: Dr. Joan Costa
 B.A., Translation and Interpreting
Department of Translation and Language Sciences, Universitat Pompeu Fabra

Mentor in Catalan Language**January 2016–June 2016**

B.A., Translation and Interpreting; B.A., Applied Linguistics
Department of Translation and Language Sciences, Universitat Pompeu Fabra

TEACHING EXPERIENCE (POSTGRADUATE LEVEL)**Supervision of MA thesis****March 2018–present**

Collaborator Teacher; Language: Catalan and Spanish
 M.A., Learning Difficulties and Language Disorders
Faculty of Psychology and Education Sciences, Universitat Oberta de Catalunya

Phonetics and Phonology**Sept. 2019–Dec. 2019**

Teaching Assistant; Instructor: Dr. Pilar Prieto; Language: English
 M.A., Theoretical and Applied Linguistics
Department of Translation and Language Sciences, Universitat Pompeu Fabra

Phonetics and Phonology**Sept. 2018–Dec. 2018**

Teaching Assistant; Instructor: Dr. Pilar Prieto; Language: English
 M.A., Theoretical and Applied Linguistics
Department of Translation and Language Sciences, Universitat Pompeu Fabra

PARTICIPATION IN RESEARCH PROJECTS**GEHM: Gestures and Head Movements in language, 2019-2023**

Principal Investigator: Dr. Patrizia Paggio, University of Copenhagen
 Independent Research Fund Denmark (IRFD); ref. 9055-00004B

Multimodal Language Learning (MLL): Prosodic and Gestural Integration in Pragmatic and Phonological Development, 2019-2021*Principal Investigator:* Dr. Pilar Prieto

Spanish Ministry of Science, Innovation and Universities; ref.: PGC2018-097007-B-100

Grup de Recerca Consolidat (GRC) to the Group of Prosodic Studies (GrEP), 2018-2021*Principal Investigator:* Dr. Pilar Prieto

Pla de Recerca de Catalunya, Catalan Government Generalitat de Catalunya; ref.: 2017 SGR_971

Intonational and gestural meaning in language, 2016-2018*Principal Investigator:* Dr. Pilar Prieto

Spanish Ministry of Economy and Competitiveness (MINECO/FEDER); ref.: FFI2015-66533-P

Grup de Recerca Consolidat (GRC) to the Prosodic Studies Group (GrEP), 2014-2016*Principal Investigator:* Dr. Pilar Prieto

Pla de Recerca de Catalunya, Catalan Government Generalitat de Catalunya; ref.: 2014 SGR_925

PEER-REVIEWED JOURNAL ARTICLES**UNDER REVIEW/SUBMITTED/IN PREPARATION**

FLORIT-PONS, J., VILÀ-GIMÉNEZ, I., ROHRER, P. L., & PRIETO, P. (in preparation). Multimodal development in children's narrative speech: A longitudinal study of referential and temporal aspects of co-speech gesture.

PRONINA, M., HÜBSCHER, I., VILÀ-GIMÉNEZ, I., & PRIETO, P. (in preparation). Tracking the development of pragmatic prosody in Catalan preschool and school-aged children.

ROHRER, P. L., FLORIT-PONS, J., VILÀ-GIMÉNEZ, I., & PRIETO, P. (under review). Non-referential gestures mark new referents in children's narrative discourse. *Frontiers in Psychology*.

PUBLISHED

LLANES-COROMINA, J., VILÀ-GIMÉNEZ, I., KUSHCH, O., BORRÀS-COMES, J., & PRIETO, P. (2018). Beat gestures help preschoolers recall and comprehend discourse information. *Journal of Experimental Child Psychology*, 172(8), 168–188. doi: [10.1016/j.jecp.2018.02.004](https://doi.org/10.1016/j.jecp.2018.02.004)

[Journal Impact Factor 2018, Clarivate Journal Citation Reports: **2.98**; 5-Year Impact Factor: **3.366**. CiteScore 2018: **4.8**. SJR 2018, Journal Metrics: **1.978**. h5-index Google Scholar Metrics: **46**. ISI Ranking 2018: 18/76 (Q1 Psychology, Developmental); 19/88 (Q1 Psychology, Experimental). CiteScore rank 2018: 38/314 (Q1 Psychology, Developmental and Educational Psychology); 30/137 (Q1 Psychology, Experimental and Cognitive Psychology). Google Scholar Metrics: 13th (Child & Adolescent Psychology).]

PRONINA, M., HÜBSCHER, I., VILÀ-GIMÉNEZ, I., & PRIETO, P. (2021). Bridging the Gap Between Prosody and Pragmatics: The Acquisition of Pragmatic Prosody in the Preschool Years and Its Relation With Theory of Mind. *Frontiers in Psychology*, 12:662124. doi: [10.3389/fpsyg.2021.662124](https://doi.org/10.3389/fpsyg.2021.662124)

VILÀ-GIMÉNEZ, I., DOWLING, N., DEMIR, Ö. E., PRIETO, P., & GOLDIN-MEADOW, S. (in press, 2021). The predictive value of non-referential beat gestures: Early use in parent-child interactions predicts narrative abilities at 5 years of age. *Child Development*. doi: [10.1111/cdev.13583](https://doi.org/10.1111/cdev.13583)

[Journal Impact Factor 2019, Clarivate Journal Citation Reports: **4.891**; 5-Year Impact Factor: **5.686**. CiteScore 2020: **9.4**. SJR 2018, Journal Metrics: **3.103**. h5-index Google Scholar Metrics: **64**. ISI Ranking 2019: 3/60 (Q1 Psychology, Educational); 4/77 (Q1 Psychology, Developmental). CiteScore rank 2020: 9/1319 (Q1 Social Sciences, Education); 4/294 (Q1 Medicine, Pediatrics Perinatology and Child Health); 9/332 (Q1 Psychology, Developmental and Educational Psychology). Google Scholar Metrics: 3rd (Child & Adolescent Psychology); 17th (Psychology).]

VILÀ-GIMÉNEZ, I., IGUALADA, A., & PRIETO, P. (2019). Observing storytellers who use rhythmic beat gestures improves children's narrative discourse performance. *Developmental Psychology*, *55*(2), 250–262. doi: [10.1037/dev0000604](https://doi.org/10.1037/dev0000604)

[Journal Impact Factor 2019, Clarivate Journal Citation Reports: **3.063**; 5-Year Impact Factor: **4.371**. CiteScore 2019: **5.7**. SJR 2019, Journal Metrics: **2.258**. h5-index Google Scholar Metrics: **62**. ISI Ranking 2019: 15/77 (Q1 Psychology, Developmental). CiteScore rank 2019: 1/104 (Q1 Social Sciences, Demography); 26/327 (Q1 Psychology, Developmental and Educational Psychology); 5/53 (Q1 Social Sciences, Life-span and Life-course Studies). Google Scholar Metrics: 4th (Child & Adolescent Psychology).]

VILÀ-GIMÉNEZ, I., & PRIETO, P. (2020). Encouraging kids to beat: Children's beat gesture production boosts their narrative performance. *Developmental Science*, *23*(6), 1–14. doi: [10.1111/desc.12967](https://doi.org/10.1111/desc.12967)

[Journal Impact Factor 2019, Clarivate Journal Citation Reports: **3.722**, 5-Year Impact Factor: **4.397**. CiteScore 2019: **6.9**. SJR 2019, Journal Metrics: **2.425**. h-5 index Google Scholar Metrics: **51**. ISI Ranking 2019: 11/77 (Q1 Psychology, Developmental); 10/87 (Q1 Psychology, Experimental). CiteScore rank 2019: 16/327 (Q1, Psychology, Developmental and Educational Psychology); 15/95 (Q1, Neuroscience, Cognitive Neuroscience). Google Scholar Metrics: 9th (Child & Adolescent Psychology).]

VILÀ-GIMÉNEZ, I., & PRIETO, P. (2021). The value of non-referential gestures: A systematic review of their cognitive and linguistic effects in children's language development. *Children*, *8*(2):148. doi: [10.3390/children8020148](https://doi.org/10.3390/children8020148)

[Journal Impact Factor 2019, Clarivate Journal Citation Reports: **2.078**. 5-Year Impact Factor: **n/a**. h-5 index Google Scholar Metrics: **28**. ISI Ranking 2019: 50/128 (Q2 Pediatrics).]

PEER-REVIEWED CONFERENCE PROCEEDINGS

FLORIT-PONS, J., **VILÀ-GIMÉNEZ, I.**, ROHRER, P. L., & PRIETO, P. (2020). The development and temporal integration of co-speech gesture in narrative speech: A longitudinal study. *Proceedings of the 7th Gesture and Speech in Interaction (GESPIN)*. KTH Speech, Music & Hearing and Språkbanken Tal. Stockholm, Sweden.

PRIETO, P., CRAVOTTA, A., KUSHCH, O., ROHRER, P. L., & **VILÀ-GIMÉNEZ, I.** (2018). Deconstructing beat gestures: a labelling proposal. In K. Klessa, J. Bachan, A. Wagner, M. Karpiński, & D. Śledziński (Eds.), *Proceedings of the 9th International Conference on Speech Prosody* (pp. 201–205). Poznań, Poland. doi: [10.21437/SpeechProsody.2018-41](https://doi.org/10.21437/SpeechProsody.2018-41)

PRONINA, M., HÜBSCHER, I., **VILÀ-GIMÉNEZ, I.**, & PRIETO, P. (2019). A new tool to assess pragmatic prosody in children: Evidence from 3- to 4-year-olds. In S. Calhoun, P. Escudero, M. Tabain, & P. Warren (Eds.), *Proceedings of the 19th International Congress of Phonetic Sciences, Melbourne, Australia 2019* (pp. 3145–3149). Canberra, Australia: Australasian Speech Science and Technology Association Inc.

ROHRER, P. L., **VILÀ-GIMÉNEZ, I.**, FLORIT-PONS, J., ESTEVE-GIBERT, N., REN, A., SHATTUCK-HUFNAGEL, S., & PRIETO, P. (2020). The MultiModal MultiDimensional (M3D) labelling

scheme for the annotation of audiovisual corpora. *Proceedings of the 7th Gesture and Speech in Interaction (GESPIN)*. KTH Speech, Music & Hearing and Språkbanken Tal. Stockholm, Sweden.

VILÀ-GIMÉNEZ, I., DEMIR-LIRA, Ö. E. , & PRIETO, P. (2020). The role of referential iconic and non-referential beat gestures in children's narrative production: Iconics signal oncoming changes in speech. *Proceedings of the 7th Gesture and Speech in Interaction (GESPIN)*. KTH Speech, Music & Hearing and Språkbanken Tal. Stockholm, Sweden.

VILÀ-GIMÉNEZ, I., & PRIETO, P. (2018). Encouraging children to produce rhythmic beat gestures leads to better narrative discourse performances. In K. Klessa, J. Bachan, A. Wagner, M. Karpiński, & D. Śledziński (Eds.), *Proceedings of the 9th International Conference on Speech Prosody* (pp. 704–708). Poznań, Poland. doi: [10.21437/SpeechProsody.2018-143](https://doi.org/10.21437/SpeechProsody.2018-143)

OTHER PUBLICATIONS

RODRÍGUEZ HERRADA, P., & **VILÀ GIMÉNEZ, I.** (2015). *Carticaturitzant un personatge famós*. Dipòsit digital de la Universitat de Barcelona. OMADO (Objectes i MAterials DOcents). <<http://diposit.ub.edu/dspace/handle/2445/67843>>

VILÀ-GIMÉNEZ, I. (2020). *Non-referential beat gestures as a window onto the development of children's narrative abilities* [Doctoral dissertation, Universitat Pompeu Fabra]. Tesis Doctorals en Xarxa. <<http://hdl.handle.net/10803/669319>>

OSF PROJECTS

Pronina, M., Hübscher, I., Vilà-Giménez, I., & Prieto, P. (2021, June 30). The Audiovisual Pragmatic Test (APT): A New Tool to Assess Pragmatic Prosody in Children. Retrieved from osf.io/pyc34

ROHRER, P. L., **VILÀ-GIMÉNEZ, I.**, FLORIT-PONS, J., GURRADO, G., GIBERT, N. E., REN, P., ... PRIETO, P. (2021, February 24). The MultiModal MultiDimensional (M3D) labeling system. <<https://doi.org/10.17605/OSF.IO/ANKDX>>

VILÀ-GIMÉNEZ, I., FLORIT-PONS, J., ROHRER, P. L., GURRADO, G., MUÑOZ, S., & PRIETO, P. (2021, June 1). Catalan children's multimodal development in narrative discourse. Retrieved from osf.io/npz3w

INVITED TALKS

VILÀ-GIMÉNEZ, I. (2019, April 26). *My exciting journey as a predoctoral researcher: The link between gesture and storytelling in children* [Keynote address]. Congrés d'Estudiants de Grau de Llengües Modernes i Aplicades (CELMA), Universitat Pompeu Fabra, Barcelona.

VILÀ-GIMÉNEZ, I. (2019, March 30). *Gestos rítmics i desenvolupament narratiu: un estudi d'entrenament amb nens de 5 i 6 anys* [Oral presentation]. II Jornada Trastorns de la Comunicació i de la Deglució, Universitat Oberta de Catalunya, Barcelona.

VILÀ-GIMÉNEZ, I. (2018, May 18). *Beat gestures and narrative performance: two training studies with children* [Oral presentation]. UR-Ling Workshop, Universitat Pompeu Fabra, Barcelona.

CONFERENCE PRESENTATIONS (ORAL)

FLORIT-PONS, J., ROHRER, P. L., MUÑOZ, S., **VILÀ-GIMÉNEZ, I.**, & PRIETO, P. (2021, July 24). *El marcatge prosòdic i gestual del grau de novetat dels referents en el discurs narratiu de nens/es: Un estudi longitudinal* [Oral presentation]. Escola d'Estiu de Lingüística Catalana (EDELIC). Universitat de les Illes Balears.

PRONINA, M., HÜBSCHER, I., **VILÀ-GIMÉNEZ, I.**, & PRIETO, P. (2021, July 15). *Anàlisi del desenvolupament de la prosòdia en nens i nenes catalanoparlants de 3 a 8 anys* [Oral presentation]. XIIè Workshop sobre la prosòdia del català, Universitat de Barcelona i Universitat de les Illes Balears.

FLORIT-PONS, J., ROHRER, P. L., MUÑOZ, S., **VILÀ-GIMÉNEZ, I.**, & PRIETO, P. (2021, July 15). *Desenvolupament del marcatge prosòdic i gestual dels referents en el discurs: un estudi longitudinal* [Oral presentation]. XIIè Workshop sobre la prosòdia del català, Universitat de Barcelona i Universitat de les Illes Balears.

VILÀ-GIMÉNEZ, I., DOWLING, N., DEMIR-LIRA, Ö. E., PRIETO, P., & GOLDIN-MEADOW, S. (2021, June 21-23). *The important discourse-pragmatic and prosodic properties of children's early spontaneous non-referential beat gestures in predicting later narrative structure* [Oral presentation]. 4th Phonetics and Phonology in Europe conference, Universitat Pompeu Fabra, Barcelona.

PRONINA, M., HÜBSCHER, I., **VILÀ-GIMÉNEZ, I.**, & PRIETO, P. (2021, April 29-May 1). *Acquiring pragmatic prosody: Evidence from 3- to 4-year-old Catalan speaking children* [Oral presentation]. Linguistic Symposium on Romance Languages (LSRL), University of Illinois, Illinois, USA.

FLORIT-PONS, J., **VILÀ-GIMÉNEZ, I.**, ROHRER, P. L., & PRIETO, P. (2021, January 27-29). *Referent's information status, pitch accentuation, and gestural marking in children's narratives: A longitudinal perspective* [Oral presentation]. 18th Old World Conference on Phonology (OCP), University of the Balearic Islands, Eivissa, Illes Balears.

VILÀ-GIMÉNEZ, I., DOWLING, N., DEMIR-LIRA, Ö. E., PRIETO, P., & GOLDIN-MEADOW, S. (2021, January 27-29). *Predicting children's narrative structure: The value of non-referential beat gestures and their concomitant prosodic prominence in spontaneous interactions* [Oral presentation]. 18th Old World Conference on Phonology (OCP), University of the Balearic Islands, Eivissa, Illes Balears.

PRONINA, M., HÜBSCHER, I., **VILÀ-GIMÉNEZ, I.**, & PRIETO, P. (2021, January 27-29). *Bridging the gap between prosody and pragmatics: Preschoolers' prosodic profiles and Theory of Mind abilities* [Oral presentation]. 18th Old World Conference on Phonology (OCP), University of the Balearic Islands, Eivissa, Illes Balears.

VILÀ-GIMÉNEZ, I., DEMIR-LIRA, Ö. E., & PRIETO, P. (2021, January 4-8). *Referential iconic vs. Non-referential beat gestures performed in children's narratives: The predictive value of iconic gestures* [Oral presentation]. Budapest CEU Conference on Cognitive Development, Cognitive Development Center CEU, Budapest, Hungary.

FLORIT-PONS, J., **VILÀ-GIMÉNEZ, I.**, ROHRER, P. L., & PRIETO, P. (2021, January 4-8). *The development of non-referential gestures and the ability to mark IS in narrative speech: A longitudinal study* [Oral presentation]. Budapest CEU Conference on Cognitive Development, Cognitive Development Center CEU, Budapest, Hungary.

VILÀ-GIMÉNEZ, I., DEMIR-LIRA, Ö. E. , & PRIETO, P. (2020, September 7-9). *The role of referential iconic and non-referential beat gestures in children's narrative production: Iconics signal oncoming changes in speech* [Oral presentation]. 7th Gesture and Speech in Interaction (GESPIN), KTH Speech, Music & Hearing and Språkbanken Tal, Stockholm, Sweden.

ROHRER, P. L., **VILÀ-GIMÉNEZ, I.**, FLORIT-PONS, J., ESTEVE-GIBERT, N., REN, A., SHATTUCK-HUFNAGEL, S., & PRIETO, P. (2020, September 7-9). *The MultiModal MultiDimensional (M3D) labelling scheme for the annotation of audiovisual corpora* [Oral presentation]. 7th Gesture and Speech in Interaction (GESPIN), KTH Speech, Music & Hearing and Språkbanken Tal, Stockholm, Sweden.

FLORIT-PONS, J., **VILÀ-GIMÉNEZ, I.**, ROHRER, P. L., & PRIETO, P. (2020, September 7-9). *The development and temporal integration of co-speech gesture in narrative speech: A longitudinal study* [Oral presentation]. 7th Gesture and Speech in Interaction (GESPIN), KTH Speech, Music & Hearing and Språkbanken Tal, Stockholm, Sweden.

VILÀ-GIMÉNEZ, I. (2019, July 15). *El rol pragmàtic i predictiu dels gestos rítmics: Un estudi longitudinal* [Oral presentation]. XIè Workshop sobre la prosòdia del català, Universitat Pompeu Fabra, Barcelona.

PRONINA, M., HÜBSCHER, I., **VILÀ-GIMÉNEZ, I.**, & PRIETO, P. (2019, July 15). *El desenvolupament de la prosòdia i la pragmàtica en nens catalanoparlants* [Oral presentation]. XIè Workshop sobre la prosòdia del català, Universitat de Barcelona, Barcelona.

VILÀ-GIMÉNEZ, I., IGUALADA, A., & PRIETO, P. (2019, July 10-12). *Children's narrative performance: Training children with observing and producing beat gestures* [Oral presentation]. Child Language Symposium 2019, University of Sheffield, Sheffield, UK.

VILÀ-GIMÉNEZ, I. & PRIETO, P. (2019, April 10-13). *Embodied enactment during storytelling with beat gestures leads to better narrative performance in 5- to 6-year-old children* [Oral presentation]. XIV International Symposium of Psycholinguistics, Universitat Rovira i Virgili (URV), Tarragona, Catalonia, Spain.

VILÀ-GIMÉNEZ, I. & PRIETO, P. (2018, November 14). *Efectos de mejora en la estructura y fluidez de los discursos narrativos de niños a través de la producción de gestos rítmicos* [Oral presentation]. 1º Congreso Internacional sobre didáctica de la lengua infantil, Universidad del País Vasco (UPV/EHU), Leioa, Bizkaia, País Vasco.

VILÀ-GIMÉNEZ, I. & PRIETO, P. (2018, June 28). *Motivar els nens a produir gestos rítmics millora l'estructura i la fluïdesa dels discursos narratius* [Oral presentation]. Xè Workshop sobre la prosòdia del català, Universitat de Barcelona, Barcelona.

PRIETO, P., CRAVOTTA, A., KUSHCH, O., ROHRER, P. L., & **VILÀ-GIMÉNEZ, I.** (2018, June 28). *Una proposta d'etiquetatge de la prominència gestual i prosòdica: els gestos rítmics* [Oral presentation]. Xè Workshop sobre la prosòdia del català, Universitat de Barcelona, Barcelona.

PRONINA, M., HÜBSCHER, I., **VILÀ-GIMÉNEZ, I.**, & PRIETO, P. (2018, June 28). *Avaluació d'habilitats pragmàtiques i prosòdiques dels nens en edat preescolar* [Oral presentation]. Xè Workshop sobre la prosòdia del català, Universitat de Barcelona, Barcelona.

VILÀ-GIMÉNEZ, I., IGUALADA, A., & PRIETO, P. (2017, July 4). *Els efectes positius de l'observació i la producció de gestos rítmics en les habilitats narratives de nens de 5 i 6 anys* [Oral presentation]. IXè Workshop sobre la prosòdia del català, Universitat de Barcelona, Barcelona.

VILÀ-GIMÉNEZ, I. (2017, April 12). *Do beat gestures favor children's narrative discourse abilities?* [Oral presentation]. Goldin-Meadow Laboratory meeting, University of Chicago, Chicago, IL, USA.

VILÀ-GIMÉNEZ, I., IGUALADA, A., & PRIETO, P. (2017, February 2-3). *Does training with beat gestures favour children's narrative discourse abilities?* [Oral presentation]. iGesto'17, International Conference on Gesture and Multimodality, Universidade do Porto, Porto, Portugal.

VILÀ-GIMÉNEZ, I., IGUALADA, A., & PRIETO, P. (2016, July 4). *Efectes de l'entrenament amb prosòdia i gestos rítmics en les habilitats narratives de nens de 5-6 anys* [Oral presentation]. VIIIè Workshop sobre la prosòdia del català, Universitat Pompeu Fabra, Barcelona.

CONFERENCE PRESENTATIONS (POSTER)

VILÀ-GIMÉNEZ, I., DOWLING, N., DEMIR-LIRA, Ö. E., PRIETO, P., & GOLDIN-MEADOW, S. (2021, July 15-21). *Early children's use of non-referential beat gestures predicts narrative abilities at 5 years of age* [Poster presentation]. 15th International Congress for the Study of Child Language, University of Pennsylvania, Philadelphia, PA, USA.

DOWLING, N., **VILÀ-GIMÉNEZ, I.**, DEMIR-LIRA, Ö. E., PRIETO, P., & GOLDIN-MEADOW, S. (2021, July 15-21). *Non-referential beat and flip gestures follow distinct developmental trajectories of function* [Poster presentation]. 15th International Congress for the Study of Child Language, University of Pennsylvania, Philadelphia, PA, USA.

PRONINA, M., HÜBSCHER, I., **VILÀ-GIMÉNEZ, I.**, & PRIETO, P. (2019, August 5-9). *A new tool to assess pragmatic prosody in children: Evidence from 3- to 4-year-olds* [Poster presentation]. International Congress of Phonetic Sciences (ICPhS), Melbourne Convention and Exhibition Centre, Melbourne, Australia.

VILÀ-GIMÉNEZ, I., & PRIETO, P. (2019, June 17-19). *Producing rhythmic beat gestures while retelling a story: positive effects of a gesture-based training session on children's narrative performance* [Poster presentation]. 3rd Phonetics and Phonology in Europe conference, Hotel Tiziano, Lecce, Italy.

PRONINA, M., HÜBSCHER, I., **VILÀ-GIMÉNEZ, I.**, & PRIETO, P. (2019, June 17-19). *Assessing pragmatic prosody in 3- to 4-year-old children* [Poster presentation]. 3rd Phonetics and Phonology in Europe conference, Hotel Tiziano, Lecce, Italy.

VILÀ-GIMÉNEZ, I., & PRIETO, P. (2019, June 6-7). *Beat gestures and narrative development: Training children in producing rhythmic hand gestures promotes immediate gains in their discourse performances* [Poster presentation]. LingCologne2019, University of Cologne, Köln, Germany. **[1st Place Best Poster Award]**

VILÀ-GIMÉNEZ, I., & PRIETO, P. (2018, June 13-16). *Encouraging children to produce rhythmic beat gestures leads to better narrative discourse performances* [Poster presentation]. 9th Speech Prosody Conference, Adam Mickiewicz University, Poznań, Poland.

PRIETO, P., CRAVOTTA, A., KUSHCH, O., ROHRER, P., & **VILÀ-GIMÉNEZ, I.** (2018, June 13-16). *Deconstructing beat gestures: a labelling proposal* [Poster presentation] 9th Speech Prosody Conference, Adam Mickiewicz University, Poznań, Poland.

VILÀ-GIMÉNEZ, I., IGUALADA, A., & PRIETO, P. (2017, September 7-9). *The positive effect of observing and producing beat gestures on children's narrative abilities* [Poster presentation]. Architectures and Mechanisms of Language Processing, Lancaster University, Lancaster, UK.

LLANES-COROMINA, J., **VILÀ-GIMÉNEZ, I.,** KUSHCH, O., BORRÀS-COMES, J., & PRIETO, P. (2017, September 7-9). *Do beat gestures and prosodic prominence enhance preschoolers' recall and comprehension of discourse information?* [Poster presentation]. Architectures and Mechanisms of Language Processing, Lancaster University, Lancaster, UK.

VILÀ-GIMÉNEZ, I., IGUALADA, A., & PRIETO, P. (2017, July 17-21). *The effectiveness of a short training with beat gestures in improving children's narrative discourse skills* [Poster presentation]. 14th International Congress for the Study of Child Language, Université Lyon, Lyon, France.

LLANES-COROMINA, J., **VILÀ-GIMÉNEZ, I.,** KUSHCH, O., BORRÀS-COMES, J., & PRIETO, P. (2017, July 17-21). *Prominence in speech and gesture help preschoolers to recall and comprehend information* [Poster presentation]. 14th International Congress for the Study of Child Language, Université Lyon, Lyon, France. **[3rd Place Student Poster Award]**

LLANES-COROMINA, J., **VILÀ-GIMÉNEZ, I.,** KUSHCH, O., BORRÀS-COMES, J., & PRIETO, P. (2017, June 21-23). *Do beat gestures help preschool children to recall and understand discourse information?* [Poster presentation]. Language as a form of Action, Institute of Cognitive Sciences and Technologies (ISTC), Rome, Italy.

VILÀ-GIMÉNEZ, I., IGUALADA, A., & PRIETO, P. (2016, November 28-29). *A short training with beat gestures promotes immediate gains in children's narrative discourse abilities* [Poster presentation]. Workshop on Audiovisual Speech Processing and Language Learning, Universitat Pompeu Fabra, Barcelona.

IGUALADA, A., ESTEVE-GIBERT, N., LLANES, J., KUSHCH, O., **VILÀ-GIMÉNEZ, I.,** & PRIETO, P. (2016, September 29-30). *Beat gestures help preschool children to improve recall and language abilities* [Poster presentation]. Beyond Language Learning Workshop, Universitat de Barcelona and Universitat Pompeu Fabra, Barcelona.

DIRECTION OF WORKS

Carmona, L. (2021). *La articulación de fonemas en el habla de individuos con fisura labial corregida: Estudio de tres casos*. MA thesis in Learning Difficulties and Language Disorders. Universitat Oberta de Catalunya.

Codina, N. (2021). *La adquisición del léxico en niños/as con TEL y con desarrollo típico: Aplicación de una intervención lúdica y dinámica en la memoria de Trabajo verbal a través de canciones, adivinanzas y refranes*. MA thesis in Learning Difficulties and Language Disorders. Universitat Oberta de Catalunya.

Galarza, E. (2021). *Metodologies activas que favorecen la adquisició del léxico del inglés como lengua extranjera en alumnado con dificultades en el lenguaje*. MA thesis in Learning Difficulties and Language Disorders. Universitat Oberta de Catalunya.

Muñoz, R. (2021). *Relación entre el uso de la tablet en contextos familiares, la adquisición de vocabulario y la comprensión oral de niños y niñas con Trastorno Específico del Lenguaje*. MA thesis in Learning Difficulties and Language Disorders. Universitat Oberta de Catalunya.

Peris, M. (2021). *Intervenció a l'aula per a la millora de la producció oral i dels elements narratius en el Trastorn Específic del Llenguatge*. MA thesis in Learning Difficulties and Language Disorders. Universitat Oberta de Catalunya.

Mach, L. (2021). *Picturebooks as a resource to boost students' storytelling skills and reading for pleasure in a foreign language*. BA thesis in Primary School Education. Universitat de Girona.

Parella, R. (2021). *L'adquisició i el desenvolupament del procés lectoescriptor inicial en una classe d'educació infantil: Anàlisi del coneixement de les lletres, la correspondència so-grafia i la consciència fonològica*. BA thesis in Dual B.A., Early Childhood Education/Primary School Education. Universitat de Girona.

Ribas, M. (2021). *Els estereotips de gènere en la literatura infantil: Una anàlisi dels contes actuals*. BA thesis in Dual B.A., Early Childhood Education/Primary School Education. Universitat de Girona.

Rodríguez, A. (2021). *The improvement of English speaking skills through a cooperative method*. BA thesis in Primary School Education. Universitat de Girona.

Paules, S. (2020). *La millora de l'expressió i comprensió oral en infants amb TEL i la seva repercussió en l'àmbit familiar*. MA thesis in Learning Difficulties and Language Disorders. Universitat Oberta de Catalunya.

Lostes, E. (2019). *Intervenció en dificultats fonològiques en nens amb TEL. Comparació de dos casos*. MA thesis in Learning Difficulties and Language Disorders. Universitat Oberta de Catalunya.

Solís, E. (2018). *Intervenció en la frase simple d'un infant amb TEL a través d'una metodologia lúdica*. MA thesis in Learning Difficulties and Language Disorders. Universitat Oberta de Catalunya.

Montoya, E. (2018). *Millorar l'accés al lèxic de manera lúdica: Intervenció en un cas de Trastorn Específic del Llenguatge oral fonològic i lèxic-semàntic*. MA thesis in Learning Difficulties and Language Disorders. Universitat Oberta de Catalunya.

Codina, N. (2018). *Intervenció logopèdica miofuncional des del recurs dels contes logopèdics psicomotrius per millorar la fonologia i l'articulació en un infant amb Síndrome de Down amb disglòssia lingual*. MA thesis in Learning Difficulties and Language Disorders. Universitat Oberta de Catalunya.

Andreu, M. (2018). *Prematuritat i retard del llenguatge: una proposta d'intervenció inclusiva en una aula rural multinivell*. MA thesis in Learning Difficulties and Language Disorders. Universitat Oberta de Catalunya.

Avila, A. (2018). *La relació entre la competència morfosintàctica i l'entorn familiar de nens de 2,6 a 3 anys*. MA thesis in Learning Difficulties and Language Disorders. Universitat Oberta de Catalunya.

Verdugo, C. (2018). *Intervenció i avaluació d'un cas de trastorn semàntic-pragmàtic*. MA thesis in Learning Difficulties and Language Disorders. Universitat Oberta de Catalunya.

Ramos, Y. (2018). *Proposta d'intervenció familiar en un infant amb un possible trastorn específic del llenguatge*. MA thesis in Learning Difficulties and Language Disorders. Universitat Oberta de Catalunya.

Rius, L. (2018). *Avaluació i intervenció en el trastorn específic del llenguatge: efectes de la utilització de connectors causals i temporals en el llenguatge oral*. MA thesis in Learning Difficulties and Language Disorders. Universitat Oberta de Catalunya.

GRANTS AND AWARDS

2019. Travel grant

3rd Phonetics and Phonology in Europe (PaPE) conference

Hotel Tiziano: Lecce (Italy)

Awarded by: Department of Translation and Language Sciences (Universitat Pompeu Fabra)

2019. 1st Place Best Poster Award

LingCologne2019 conference

University of Cologne: Köln (Germany)

2018. Travel grant

1^o Congreso Internacional sobre didáctica de la lengua infantil.

Universidad del País Vasco (UPV/EHU): Leioa (Bizkaia)

Awarded by: Department of Translation and Language Sciences (Universitat Pompeu Fabra)

2017. 3rd Place Student Poster Award (co-author)

14th International Congress for the Study of Child Language

Université Lyon: Lyon (France)

2017. Travel grant

Architectures and Mechanisms of Language Processing

Lancaster University: Lancaster (UK)

Awarded by: Department of Translation and Language Sciences (Universitat Pompeu Fabra)

2017. Travel grant

14th International Congress for the Study of Child Language

Université Lyon: Lyon (France)

Awarded by: Université Lyon

2017. Research-abroad grant

Three-month research stay at the Goldin-Meadow LAB

Department of Psychology, University of Chicago (Illinois, USA)

Awarded by: Department of Translation and Language Sciences (Universitat Pompeu Fabra)

2017-2020. PhD research grant (FI)

Awarded by: Agència de Gestió d'Ajuts Universitaris i de Recerca (AGAUR) – Generalitat de Catalunya

2013-2014. Collaborative research grant

Awarded by: Ministerio de Educación, Cultura y Deporte

PROFESSIONAL DEVELOPMENT

SELECTED COURSES AND OTHER WORKSHOPS/CONFERENCES ATTENDED

Excel Avançat (15 hours, July 2021). Institut de Ciències de l'Educació Josep Pallach. Universitat de Girona.

L'entonació del català: introducció al model mètric autosegmental i pràctiques de transcripció (5.5 hours, April 2021). Grup de Recerca Sociolingüística de les Illes Balears (GRESIB).

Cicle de conferències sobre la gestió de dades de recerca (November–December, 2020). Consorci de Serveis Universitaris de Catalunya (CSUC).

Curs d'introducció a l'estadística amb R (R Studio) (12 hours, January–February 2020). Servei de Tecnologia Lingüística de la Facultat de Filologia i Comunicació, Universitat de Barcelona.

III Jornada-taller sobre l'ensenyament de la pronunciació del català. Plurilingüisme i ensenyament holístic de la pronúncia: el mètode verbotonal (4 hours, November 2019). Facultat de Filologia, Universitat de Barcelona.

Empatia i assertivitat aplicades a la docència (6 hours, December 2018). Universitat Pompeu Fabra.

IV Jornades de llengua i literatura: La llengua oral (October 2018). *Col·legi de Llicenciats, Institució de les Lletres Catalanes* and *IEC* (Barcelona). Recognized by Generalitat de Catalunya (Dept. d'Ensenyament).

Aprenentatge basat en jocs i gamificació (3 hours, January 2018). Universitat Pompeu Fabra.

II Jornades sobre l'ensenyament de la pronunciació del català: Experiències i eines per a l'ensenyament del català com a L2 o LE (4 hours, December 2017). Facultat de Filologia, Universitat de Barcelona.

Disseny de recerca i paquet estadístic SPSS (2017). Universitat Pompeu Fabra.

Quantitative methods in Language Research (2017). Universitat Pompeu Fabra.

The use of eye-tracking in Language acquisition research (July 2017). 14th International Congress for the Study of Child Language (IASCL 2017), Université de Lyon (Lyon, France).

Estadística Aplicada a les ciències humanes i socials (October 2016–February 2017). Servei de Tecnologia Lingüística de la Facultat de Filologia i Comunicació. Universitat de Barcelona.

VIIIè Congrés Internacional d'Adquisició del Llenguatge (AEAL) (September 2016).
Universitat de les Illes Balears (Mallorca, Spain).

Psycholinguistics (August 2016). Utrecht Summer School, Utrecht University
(Netherlands).

Statistics for Experimental Linguistics (August 2016). Utrecht Summer School, Utrecht
University (Netherlands).

**I Jornada-taller sobre l'ensenyament de la pronunciació: Eines, recursos, estratègies i
experiències en l'ensenyament del català** (5,5 hours, December 2015). Facultat de Filologia,
Universitat de Barcelona.

Els materials didàctics i la transposició didàctica en l'àrea de llengua i literatura (5 hours,
April 2015). Institut de Ciències de l'Educació – Universitat de Barcelona.

ORGANIZATION OF ACADEMIC EVENTS

**28th Edition of the Conference of the Student Organization of Linguistics in Europe
(ConSOLE 2020)** - January 29-31, 2020
Organizing committee
Universitat Pompeu Fabra (Barcelona)

XIè Workshop sobre la prosòdia del català - July 15, 2019
Organizing committee
Universitat Pompeu Fabra (Barcelona)

UR-Ling Workshop - June 12, 2019
Organizing committee
Universitat Pompeu Fabra (Barcelona)

VIIIè Workshop sobre la prosòdia del català - July 4, 2016
Organizing committee
Universitat Pompeu Fabra (Barcelona)

REVIEWING FOR JOURNALS AND CONFERENCES

Review Editor on the Editorial Board of Multimodality of Communication (section of
Frontiers in Communication, JCR Journal)

Journal of Experimental Child Psychology (JCR Journal)

Gesture (JCR Journal)

Language and Speech (JCR Journal)

Conference of the Student Organization of Linguistics in Europe (ConSOLE) (Conference)

International Association for the Study of Child Language (IASCL) (Conference)

LANGUAGE/IT SKILLS

Languages Catalan, native
Spanish, native
English, highly proficient
French, intermediate
Latin (high school and university, 4 years)
Ancient Greek (high school, 3 years)

IT skills Praat, ELAN, Phon, SPSS, Mendeley
Microsoft Office™

REFERENCES

Available upon request.