

## ÀNGELS LLANES BARÓ

Universitat de Lleida  
Pl/ Víctor Siurana, 1  
25003 Lleida (Spain)

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angels.llanes@udl.cat

### **FORMACIÓ ACADÈMICA**

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#### **Universitat de Barcelona (Barcelona, Espanya) Octubre 2005-Febrer 2010**

Doctorat europeu en Lingüística Aplicada (Amb la qualificació de Cum Laude)

- Departament de Filologia Anglesa i Alemanya

#### **Universitat Autònoma de Barcelona (Bellaterra, Espanya) Octubre 2001-October 2002**

Màster en escriptura per a la televisió i el cinema

- Departament de Periodisme i Ciències de la Comunicació

#### **Universitat de Lleida (Lleida, Espanya) Octubre 2001-Març 2002**

Postgrau en pedagogia: Curs de Qualificació Pedagògica

- Departament de Filologia Anglesa

#### **Universitat de Vic (Vic, Espanya) Setembre 1998 -Juny 2001**

Llicenciatura en Traducció i Interpretació

- Departament de Traducció i Interpretació
  - Especialitat: Traducció
  - Llengües: Català, Castellà, Anglès i Alemany

### **PARTICIPACIÓ EN PROJECTES D'INVESTIGACIÓ**

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#### **Universitat de Lleida**

"The development of GLOCAL competence through study abroad in non-English-speaking contexts: applying the Experience Sampling Method by means of a smartphone application". MECU- Ministerio de Ciencia y Educación. Durada del Projecte 2023-2026, director del Projecte: Josep Maria Cots i Àngels Llanes

#### **Universitat de Lleida**

"La competencia global de los estudiantes universitarios: una Experiencia piloto de internacionalización del currículo". MECU- Ministerio de Educación, Cultura y Deporte. Durada del Projecte 2020-2023, director del Projecte: Josep Maria Cots i Àngels Llanes

#### **Universitat de Lleida**

"Hacia una perspectiva plurilingüe en la enseñanza del inglés como lingua franca en la universidad". MECU- Ministerio de Educación, Cultura y Deporte. Durada del Projecte 2016-2019, director del Projecte: Dr. Enric Llorca i Josep Maria Cots

#### **Universitat de Barcelona**

"Maximizando El Rol Del Input En Una L2 A Través De Exposiciones Múltiples. MINECO FFI2016-80576-P. Dates: 30/12/2016 AL 29/12/2019. Durada del Projecte 2016-2019, director del Projecte Elsa Tragant i Raquel Serrano

#### **Universitat de Barcelona**

"Multimodal input and comprehension-based practice: the effects of a reading-while-listening program on the acquisition of English as a foreign language". MCI- Ministerio de Ciencia e Innovación. Durada del projecte 2014-2016, directora del Projecte: Dra. Elsa Tragant

#### **Universitat de Lleida**

"Interculturalidad, ciudadanía europea e inglés como lingua franca: entre las políticas y las prácticas en los programas de movilidad internacional universitaria". MECU- Ministerio de Educación, Cultura y Deporte. Durada del Projecte 2013-2015, director del Projecte: Dr. Josep Maria Cots

### **Universitat de Barcelona**

*"Adquisición del inglés a diferentes edades en contextos de exposición intensiva extraescolar y escolar"*. MCI - Ministerio de Ciencia e Innovación. Durada del projecte 2011-2013, directora del Projecte: Dra. Raquel Serrano.

### **Universitat de Barcelona**

*"Edad, input y aptitud. Efectos a largo plazo en la adquisición del inglés en contextos plurilingües"*. MECU - Ministerio de Educación, Cultura y Deporte. Durada del Projecte 2007-2010, directora del projecte: Dra. Carme Muñoz.

### **Universitat de Barcelona**

*"Secuencias de desarrollo en la adquisición del inglés como lengua extranjera"*. MECU - Ministerio de Educación, Cultura y Deporte. Durada del projecte 2004-2007, directora del Projecte: Dra. Carme Muñoz.

## **CONGRESSOS**

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### **"L2 development in a multilingual Study Abroad setting"**

Residence Abroad and Language Learning. Where are we now? (Niça, França). Octubre, 2023.

### **"Multilingual Uses and Perceptions: The Use of Monolingual and Plurilingual Assessment Approaches in Productive Tasks"** (Thais i JM)

- American Association of Applied Linguistics (Pittsburgh, EUA). Març, 2022.

### **"Incidental learning from children's graded readers"** (amb Elsa Tragant)

- American Association of Applied Linguistics (Pittsburgh, EUA). Març, 2022.

### **"Monolingual and Plurilingual Assessment of Productive Tasks: Students' Uses and Perceptions"** (Thais i JM)

- International Conference on ELF-Aware Practices for Inclusive Multilingual Classrooms (Grècia). Desembre, 2021.

### **"Incidental learning from children's graded readers"**

- Eurosla. Universitat de Barcelona (Barcelona). Juliol, 2021.

### **"Language development in Study Abroad settings"**

- VALS\_ASALA. St. Gallen Universität (St. Gallen). Juny, 2021.

### **"Multilingualism in the classroom: The impact of Translanguaging on EFL"**

- Georgetown University Round Table (Washington DC, EUA). Març, 2020.

### **"Maximizing learning from children's graded readers"**

- Associació de Professors d'Anglès de Catalunya (Barcelona, Espanya). Febrer, 2020.

### **"Promoting translanguaging (or not) in the ESP classroom: an analysis of monoglossic and heteroglossic practices and discourses"**

- Integrating Content and Language in Higher Education (Castelló, Espanya). Octubre, 2019.

### **"Multiple exposures in extensive reading: Does it make a difference?"**

- Maximizing L2 exposure and interaction in the classroom and beyond (Barcelona, Espanya). Octubre, 2019.

### **"The impact of reading on L2 learning: does repeated exposure lead to greater gains?"**

- AESLA (Valladolid, Espanya). Març, 2019.

### **"L2 reading and vocabulary development after a short Study Abroad experience"** (amb J. Borràs)

- AESLA (Valladolid, Espanya). Març, 2019.

### **"Translanguaging in the ESP classroom: Does it really make a difference in terms of L2 development?"** (amb J.M. Cots)

- Eurosla (Münster, Alemanya). Setembre, 2018.

### **"The impact of Translanguaging on EFL development"** (amb JM Cots)

- Association of Language Awareness (Amsterdam, Països Baixos). Juliol, 2018.

### **"Language Awareness in a Study Abroad Context"**

- Association of Language Awareness (Amsterdam, Països Baixos). Juliol, 2018.

### **"Reading ability in English as a foreign language: differences across grades and L1 influence"**

- American Association of Applied Linguistics (Chicago, EUA). Març, 2018.

**" Does a study abroad experience in an ELF country play a significant role on English (L2) oral development?"**

- American Association of Applied Linguistics (Chicago, EUA). Març, 2018.

**" Examining the linguistic impact of college students' L2 exposure on EMI classes in a Primary Education Bilingual degree"**

- Congreso Internacional de Investigación de Multilingüismo: Innovación y Nuevos Retos (Oviedo, Espanya). Març, 2018.

**" Si no te'n vas a l'estranger not te'n sortiràs d'aprendre anglès bé"**

- La nit dels investigadors (Lleida, Espanya). Octubre, 2017.

**" Examining the impact of reading modality (reading-while-listening vs. reading only) on fluency in English as a foreign language: The case of children"**

- EFLIC Workshop (Bellaterra, Espanya). Desembre, 2016.

**" The impact of reading modality on reading fluency and comprehension in English as a foreign language: the case of children "** (amb Elsa Tragant, Àngels Pinyana i Eva Cerviño)

- Multimodal input in Second Language Learning (Barcelona, Espanya). Novembre, 2016.

**" The impact of a study abroad experience on L2 linguistic development: What we know and what we need to know "**

- COST (Vilna, Lituània). Octubre, 2016.

**"The impact of reading modality (reading while listening vs. reading only) on reading fluency and comprehension in English as a foreign language: The case of children"**

- SLRF (Nova York, EUA). Setembre, 2016.

**["The effects of reading modality \(reading while listening vs. reading only\) on reading fluency and comprehension in English as a foreign language: the case of children"](#)**

- AEAL (Mallorca, Espanya). Setembre, 2016.

**"The short- and long-term effects of a study abroad experience on degree of foreign accent: The case of children"**

- EUROSLA (Aix en Provence, França). Agost, 2015.

**"The effects of a study abroad experience in a non-English speaking country on the written development of English (L2): The case of Catalan/Spanish Erasmus"**

- ELIA (Sevilla, Espanya). Juliol, 2015.

**"Examining the effect of input mode (reading-while-listening vs. reading-only) and vocabulary knowledge on L2 reading comprehension"** (amb Raquel Serrano and Elsa Tragant)

- ELIA (Sevilla, Espanya). Juliol, 2015.

**"The impact of a 5-week study abroad experience on listening comprehension"**

- AESLA (Madrid, Espanya). Abril, 2015.

**"Diseño y pilotaje de un instrumento para medir la fluidez lectora en inglés"**

- Los lenguajes en la formación profesoral (Armenia, Colòmbia). Novembre, 2014.

**"Vocabulary learning in English in a traditional classroom and in a CLIL classroom in Spain"** (amb Elsa Tragant i Raquel Serrano)

- Los lenguajes en la formación profesoral (Armenia, Colòmbia). Novembre, 2014.

**"Differential effects of SA and intensive AH courses on teenagers' L2 pronunciation"** (amb Joan C. Mora i Raquel Serrano)

- EUROSLA (York, Regne Un it). Setembre, 2014.

**"Do individual differences and learning context play a role on the L2 development of a group of adolescents studying abroad"** (amb Raquel Serrano i Elsa Tragant)

- AESLA (Sevilla, Espanya). Abril, 2014.

**"First language attrition: the effects of acculturation to the host culture"** (amb Iolanda Ribes i Enric Llorca)

- AESLA (Sevilla, Espanya). Abril, 2014.

**"The impact of learning context and individual differences on the L2 development of a group of adolescents"** (amb Raquel Serrano i Elsa Tragant)

- GURT. (Washington DC, EUA). Març, 2014

**"Short-term stays abroad for teenagers: Are they effective?"** (amb Raquel Serrano)

- AESLA. (La Laguna, Espanya). Abril, 2013

**"The impact of learning context and age on perceived foreign accent"** (Amb Carme Muñoz)

- AESLA. (La Laguna, Espanya). Abril, 2013

**"The role of age and language learning aptitude in a short stay"** (amb Raquel Serrano i Elsa Tragant)

- Residence Abroad, Social Networks and Second Language Learning. (Southampton, RU). Abril, 2013

**"Learning context and age: Key factors to multilingualism?"**

- Perverse Identities. Identities in conflict. (Lleida, Espanya). Novembre, 2012

**"The role of L2 learning context and age in the use of communication strategies"** (amb Lidia Montero i Raquel Serrano)

- AESLA. (Lleida, Espanya). Abril, 2012

**"Examining L2 gains in three learning contexts: study abroad, summer camp and intensive courses"** (amb Raquel Serrano)

- AESLA. (Lleida, Espanya). Abril, 2012

**"The Effects of Learning Context and Age on L2 Writing Development"**

- AAAL. (Boston, EUA). Març, 2012

**"Examining the relationship between L2 development, cognitive measures of lexical access, and L2 practice in a study abroad setting"**

- AAAL (Boston, EUA). Març, 2012

**"The Impact of Learning Context and Age on L2 Gains"**

- EUROSLA. (Estocolm, Suècia). Setembre, 2011

**"Are Metalinguistic Knowledge and Monitoring Predictors of the L2 Gains that Children who Engage in a Study Abroad Experience?"**

- AESLA XXIX. Universidad de Salamanca (Salamanca, España). Maig, 2011

**"The long-term effects of L2 oral gains obtained during study abroad experiences"** (amb Carme Muñoz)

- SLRF. University of Maryland (College Park, USA). October, 2010

**"Study Abroad, Age and Accuracy"** (amb Carme Muñoz)

- Congrés Internacional d'Adquisició del Llenguatge (CIAL). (Barcelona, Espanya). Setembre, 2010

**"The Effect of 'Length of Stay' on the Development of L2 Written Performance in the Case of Erasmus Students"** (amb Elsa Tragant i Raquel Serrano)

- Congrés Internacional d'Adquisició del Llenguatge (CIAL). (Barcelona, Espanya). Setembre, 2010

**"A longitudinal analysis of the study abroad experience in terms of written performance"** (amb Elsa Tragant i Raquel Serrano)

- EUROSLA. (Reggio Emilia, Itàlia). Setembre, 2010

**"The Effect of 'Length of Stay' on the Development of L2 Oral Performance in the Case of Erasmus Students"** (amb Raquel Serrano i Elsa Tragant)

- EUROSLA. (Reggio Emilia, Itàlia). Setembre, 2010

**"The Impact of the Study Abroad Experience on the Development of Written Performance"** (amb Raquel Serrano)

- Symposium on Second Language Writing. (Múrcia, Espanya). Maig, 2010

**"Are stays abroad more beneficial for children than for adults? The relationship between age and learning context"** (amb Carme Muñoz)

- AAAL. (Atlanta, EUA). Març, 2010

**"Task-type and oral fluency performance in a study abroad context"**

- AESLA XXVII. Universidad de Castilla-La Mancha (Ciudad Real, Espanya). Abril 2009

**"Context of L2 learning and L2 automatization: A comparison between the language production skills of study abroad students and 'at home' intensive learners in Europe"** (amb Raquel Serrano i Elsa Tragant)

- GURT. Georgetown University (Washington, D.C., EE.UU.). Març 2009

**"Two or three months abroad: Does it make a difference?"**

- NYS TESOL Applied Linguistics Conference (Nova York, EE.UU.). Març 2009

**"Oral gains in a study abroad context"**

- English Studies Postgraduate Conference a la Universitat de Barcelona (Barcelona, Espanya). Juny 2008

**"Oral gains in a study abroad context"**

- AESLA XXVI. Universidad de Almería (Almería, Espanya). Abril 2008

## **PUBLICACIONES**

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Borràs, J., Llanes, À., & Prieto, G. (2023). Productive vocabulary development as a result of a short-term study abroad experience in Costa Rica. In I. Checa and L. Marqués-Pascual (Eds.) *Current perspectives in Spanish vocabulary development* (pp. 136-160). Gruyter Mouton.

Borràs, J. & Llanes, À. (2022). Traditional study abroad vs. ELFSA: Differences and similarities in L2 reading, vocabulary, and use. *Journal of Language, Identity & Education*, 1-17.

Mas-Alcolea, S. & Llanes, À. (2022). Challenging the language learner as the only source of data in study abroad research. In: McGregor, J., Plews, J.L. (eds) *Designing Second Language Study Abroad Research*. Palgrave Macmillan (pp. 211-228). Palgrave.

Cots, JM., Gallego-Balsa, L., & Llanes, À. (2022). Promoting translanguaging (or not) in the ESP classroom: an analysis of monoglossic and heteroglossic practices and discourses. *System*, 107.

Borràs, J. & Llanes, À. (2021). Investigating the impact of a semester-long study abroad programme on L2 reading and vocabulary development. *Study Abroad Research in Second Language Acquisition and International Education*, 6, 2, 276-297.

Llanes À. & Tragant E (2021). Measuring the effects of repeated exposure to children's graded readers. *Language Teaching Research*. doi:[10.1177/13621688211036609](https://doi.org/10.1177/13621688211036609)

Pérez-Vidal, C. & Llanes, À. (2021). Linguistic effects of international student mobility in European perspective. In R. Mitchell & H. Tyne *Language, Mobility and Study Abroad in the Contemporary European Context* (pp. 22-33). Routledge.

Llanes, À., & Cots, J.M. (2020). Measuring the impact of translanguaging practices in TESOL: a plurilingual approach to ESP in higher education. *International Journal of Multilingualism*, 19, 4, 523-538.

Pellicer-Sánchez, A., Tragant, E., Conklin, K., Rodgers, M., Serrano, R., & Llanes, À. (2020). Young Learners' Processing Of Multimodal Input And Its Impact On Reading Comprehension: An Eye-Tracking Study. *Studies in Second Language Acquisition*, 42(3), 577-598. doi:10.1017/S0272263120000091

Llanes, À. (2020). The Impact Of Study Abroad On L2 Spanish Pragmatics Development: A Critical Overview. In C. Félix-Brasdefer & D. Koike, *Handbook of Spanish Pragmatics* (pp. 485-500), Routledge.

- Borràs-Andrés, J., & Llanes, À. (2020). L2 reading and vocabulary development after a short Study Abroad experience. *VIAL*, 17, 35-55.
- Llanes, À. (2019). Study Abroad as a context for learning English as an International Language. In M. Howard (Ed.), *Study Abroad, Second Language Acquisition and Interculturality: Contemporary Perspectives*. Multilingual Matters, pp. 136-154.
- Borràs-Andrés, J., & Llanes, À. (2019). Re-examining the impact of SA on L2 development: A critical overview. *Language Learning Journal*, 49, 5, 527-540.
- Llanes, À. (2018). Reading in English as a Foreign language: Examining differences in reading speed, comprehension, efficacy and L1 cross-linguistic influence across grades. *Investigaciones Sobre Lectura*, 9, 1-49.
- Pellicer-Sánchez, A., Tragant, E., Conklin, K., Rodgers, M., Llanes, À., & Serrano, R. (2018). L2 reading and reading-while-listening in multimodal learning conditions: An eye-tracking study. *ELT Research Papers*, Volume number. London: British Council.
- Tragant, E., Llanes, À., & Pinyana, À. (2018). Linguistic and non-linguistic outcomes of a reading-while-listening program for young learners of English. *Reading and Writing*,
- Llanes, À. (2018). What do we (not) know about the effects of age on L2 development when learning occurs in a study abroad setting? In C. Sanz and A. Morales-Font (Eds.), *The Routledge Handbook of Study Abroad Research and Practice*. Routledge, pp. 465-474.
- Llanes, À. (2018). The role of language awareness in a study abroad context. In JM Cots & P. Garrett (Eds.), pp. 275-289. *The Routledge Handbook of Language Awareness*. Routledge. ISBN10: 1138937045
- Llanes, À., Arnó, E., & Mancho, G. (2016). Is a semester abroad in a non-English speaking country beneficial for the improvement of English? The case of Erasmus students using English as a Lingua Franca. In Block, D. (ed.) *Internationalisation policies and practices in Spanish universities: the development of language proficiency, intercultural competence and European citizenship awareness*. Special issue of *Language Learning Journal*, 44 (3), pp. 292-303
- Cots, JM., Aguilar, M., Mas, S., & Llanes, À. (2016). Studying the impact of academic mobility on intercultural competence: a mixed-methods perspective. In Block, D. (ed.) *Internationalisation policies and practices in Spanish universities: the development of language proficiency, intercultural competence and European citizenship awareness*. Special issue of *Language Learning Journal*, 44 (3), 304-322.
- Llanes, À. (2016). The influence of a short study abroad experience on perceived foreign accent: an exploratory study beyond the immediate effects. *Study Abroad Research in Second Language Acquisition and International Education*, 1, 1 88-106.
- Serrano, R., Llanes, À. & Tragant, E. (2016). Examining L2 development in two short-term intensive programs: "at home" vs. abroad. *System*, 57, 43-54.
- Tragant, E., Serrano, R., & Llanes, À. (2016). Learning English during the summer: A comparison of two domestic programs for older children. *Language Teaching Research*, 546-597.
- Llanes, À., Mora, JC. & Serrano, R. (2016). Differential effects of SA and intensive AH courses on teenagers. *INJAL*, 470-490.
- Tragant, E., Marsol, A., Serrano, R., & Llanes, À. (2015). Vocabulary learning at primary school: comparing EFL and CLIL. *International Journal of Bilingual Education and Bilingualism*, 579-591.
- Llanes, À. & Prieto Botana, G. (2015). Does Listening Comprehension Improve as a Result of a Short Study Abroad Experience? *RESLA*, 28, 1, 199-212.

- Llanes, À., Tragant, E., & Serrano, R. (2015). Examining the role of learning context and individual differences on L2 development: The case of teenagers. *Language Learning Journal*.
- Serrano, R. & Llanes, À. (2015). An exploratory study of the role of age and language learning aptitude in a short stay abroad. *Vigo International Journal of Applied Linguistics*, 107-126.
- Saladrigues, G. & Llanes, À. (2014). Examining the impact of specificity of L2 exposure and amount of L2 exposure on L2 development in teenagers. *Sintagma*, 133-145.
- Llanes, À. & Serrano, R. (2014). The effectiveness of classroom instruction 'at home' vs. study abroad for learners of English as a foreign language attending primary, secondary school and university. *Language Learning Journal*.
- Serrano, R., Tragant, E., & Llanes, À. (2014). Summer English courses abroad vs. "at home". *English Language Teaching Journal*, 68, 4, 397-409.
- Montero, L., Serrano, R., & Llanes, À. (2014). The Role of Learning Context and Age on the Use of L2 Communication Strategies. *The Language Learning Journal*.
- Muñoz, C. & Llanes, À. (2014). Study Abroad and Changes in Degree of Foreign Accent in Children and Adults. *Modern Language Journal*, 98, 1, 432-449.
- Llanes, À., Astrid, L., Gallego-Balsà, L. & Mateu, R. (2013). Applied linguistics in the age of globalization. Edicions Universitat de Lleida.
- Llanes, À. & Muñoz, C. (2013). Age Effects in a Study Abroad Context: Children and Adults Studying Abroad and At Home. *Language Learning*, 63, 1, 63-90.
- Llanes, À. (2012). The short- and long- term effects of a short study abroad experience: The case of children. *System*, 40, 179-190.
- Llanes, À. (2012). The Impact of Study Abroad and Age on L2 Accuracy Development. In C. Muñoz (Ed.), *Intensive exposure experiences in second language learning* (pp. 193-212). Bristol: Multilingual Matters.
- Llanes, À., Tragant, E. & Serrano, R. (2012). The role of individual differences in a study abroad experience: the case of Erasmus students. *The International Journal of Multilingualism*, 9, 3, 318-342.
- Serrano, R., Tragant, E. & Llanes, À. (2012). A longitudinal analysis of the effects of one year abroad. *The Canadian Modern Language Review*, 68, 2, 138-163.
- Serrano, R., Llanes, À. & Tragant, E. (2011). Analyzing The Effect Of Context Of Second Language Learning: Domestic Intensive And Semi-Intensive Courses Vs. Study Abroad In Europe. *System*, 39, 2, 133-143.
- Llanes, À. (2011). The Many Faces of Study Abroad: An Update on the Research on L2 Gains emerged during a Study Abroad Experience. *International Journal of Multilingualism*, 3, 189-215.
- Llanes, À. & Serrano, R. (2011). Length of Stay and Study Abroad: Language Gains in Two versus Three months. *RESLA*, 24, 95-110.
- Llanes, À. & Muñoz, C. (2009a). Task-type and oral fluency performance in a study abroad context. Actes d'AESLA XXVII.
- Llanes, À. & Muñoz, C. (2009b). A short Stay Abroad: Does it make a difference?. *System*, 37, 3, 353-365.
- Gilabert, R.; Barón, J. & Llanes, À. (2009). Manipulating cognitive complexity across task types and impact on learners' interactional feedback during oral performance. *International Review of Applied Linguistics*, 47, 367-395.

## **ESTADES DE RECERCA**

**University of Southampton, RU (01/04/22-30/06/22)**

Estada postdoctoral a Florida amb ajuda de la UdL. L'objectiu és dur a terme unes xerrades, assistir a classes per aprendre, i dissenyar un estudi amb Erasmus.

**University of Southampton, RU (12/04/19-16/07/19)**

Estada postdoctoral a Southampton amb ajuda de la UdL. L'objectiu és dur a terme unes xerrades, assistir a classes per aprendre, i dissenyar un estudi amb Erasmus.

**University of South Florida, EUA (26/08/17-25/10/17)**

Estada postdoctoral a Florida amb ajuda de la UdL. L'objectiu és dur a terme unes xerrades, assistir a classes per aprendre, i dissenyar un estudi amb Erasmus.

**Universidad Pedagógica Nacional- Bogotá, Colòmbia (12/09/14- 18/11/14)**

Estada postdoctoral a Bogotá finançada per la beca JPI Banco Santander. L'objectiu de l'estada és dissenyar i pilotar un instrument per mesurar l'habilitat lectora dels nens de primària amb català/castellà de llengua materna.

**Cardiff University- Cardiff, R.U. (Novembre 2013- Desembre 2013)**

Estada de recerca postdoctoral a la Cardiff University per tal realitzar dues recollides de dades i començar el tractament de les mateixes. Estada en el centre receptor convidada pel Dr. Peter Garrett.

**University of Southampton – Southampton, R.U. (Setembre 2009 - Desembre 2009)**

Estada de recerca per a la tesi doctoral en el departament de SLA (Second Language Acquisition) i alumna del programa de doctorat durant el primer trimestre. Estada en el centre receptor convidada per la Dra. Rosamond Mitchell.

**University of Maryland - MD, EE.UU (Agost 2008 - Desembre 2008)**

Estada de recerca per a la tesi doctoral en el departament de SLA (Second Language Acquisition) i alumna del programa de doctorat durant el primer trimestre. Estada en el centre receptor convidada pels Drs. Mike Long i Robert DeKeyser.

**University of Maryland - MD, EE.UU (Agost 2007 - Desembre 2007)**

Estada de recerca per a la tesi doctoral en el departament de SLA (Second Language Acquisition) i alumna del programa de doctorat durant el primer trimestre. Estada en el centre receptor convidada pels Drs. Mike Long i Robert DeKeyser.