

# CURRÍCULUM VITAE PROFESSORAT

## GRAU EN TURISME I ADETUR

CENTRE:	FLL i FDET
Departament:	Anglès i Lingüística
Nom Professor/a:	Irati Diert Boté
Categoria:	Professora associada
Correu electrònic:	<a href="mailto:irati.diert@udl.cat">irati.diert@udl.cat</a>
Formació Acadèmica:	Doctorat en Filologia anglesa, Màster en Llengües Aplicades, Grau d'Estudis Anglesos
Experiència professional:	<ul style="list-style-type: none"> <li>○ Ensenyament en acadèmies de llengua (2010-2016)</li> <li>○ Ensenyament universitari (2017-present)</li> </ul>
Àmbit de recerca: <i>Nomenar breument àmbit o àmbits de recerca</i>	<ul style="list-style-type: none"> <li>○ Aprenentatge i ensenyament d'anglès</li> <li>○ Anglès per a fins específics (ESP) i com a llengua d'instrucció (EMI)</li> <li>○ Emocions i creences lingüístiques dels estudiants</li> </ul>
Docència: <i>Titulacions en les que imparteix docència</i>	Estudis Anglesos, CPAV, Turisme, Filologia Catalana i Estudis Occitans
Activitats de recerca: <i>Participació en projectes europeus</i> <i>Participació en altres projectes de recerca</i> <i>Publicacions (les 5 darreres/més importants)</i> <i>Contribució a congressos</i>	<p><b>GRUPS I PROJECTES DE RECERCA</b></p> <ul style="list-style-type: none"> <li>○ Cercle de Lingüística Aplicada (CLA) (AGAUR 2017 SGR 1522) – Research group</li> <li>○ Development of disciplinary literacies in English as a lingua franca at university (PID2019-107451GB-I00)</li> <li>○ Towards a plurilingual perspective in teaching English as a Lingua Franca at university (FFI2015-67769-P)</li> <li>○ Transnational Alignment of English Competences for University Lecturers (KA203-2017-004)</li> </ul> <p><b>PUBLICACIONS</b></p> <ul style="list-style-type: none"> <li>○ <b>Diert-Boté, I.</b> (forthcoming). “You feel a little bit embarrassed, but you get over it”: EFL students’ beliefs and emotions about speaking. <i>Porta Linguarum</i>.</li> <li>○ <b>Diert-Boté, I.</b> (forthcoming). The dynamics of an EFL learner’s speaking self-concept: Insights from self-reported accounts and classroom observation data. <i>Revista Brasileira de Linguística Aplicada</i>.</li> <li>○ <b>Diert-Boté, I.</b> &amp; Martin-Rubió, X. (forthcoming). A comparison of two lecturers in an EMI context: the interplay between language proficiency and emotional experiences in the classroom. In I. Mavrou, M. Pérez Serrano, &amp; J.-M. Dewaele, (Eds.), <i>Recent Advances in Second Language Emotion Research</i>. Aranzadi, Thomson Reuters.</li> <li>○ Martin-Rubió, X. &amp; <b>Diert-Boté, I.</b> (forthcoming). Catalan Law and Business Students in Italy: the impact of a stay abroad on fluency and accuracy. <i>TAPSLA</i>.</li> <li>○ Moncada-Comas, B. &amp; <b>Diert-Boté, I.</b> (forthcoming). Good practices in an ESP class: the interplay between technology and interaction through multimodal and multichannel learning practices. In S. García-Sánchez &amp; R. Clouet (Eds.), <i>Intercultural Communication and</i></li> </ul>

*Ubiquitous Learning in Multimodal English Language Education*. IGI Global.

- **Diert-Boté, I.** & Martin-Rubió, X. (2018). Learning English in Catalonia: beliefs and emotions through small stories and iterativity. *Narrative Inquiry*, 21(1), pp. 56-74.

**PARTICIPACIÓ EN CONGRESSOS (MÉS RECENTS)**

- Language proficiency, (self-)beliefs and emotional experiences in an EMI context: The case of two Tourism lecturers. ALAPP2021. Columbus, US, 15-17 September 2021.
- An exploration of English language learners' emotions and beliefs: Insights from self-reported data and observed classroom practices. ECLL 2021. London, 15-17 July 2021.
- Success in an English Language Learning Class: Students' Beliefs, Emotions and Experiences in a Communicative Language Teaching Context. ECLL2020. London, 16-19 July 2020.
- Lecturers' and students' classroom practices, beliefs and English learning stories in a Catalan English-Medium Instruction setting. 6th ICLHE Conference: Castelló, Spain, 15-18 October 2019.