

2017 SGR752 English as a Foreign Language in Instruction Contexts

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Departament
Filologia Anglesa de
Germanística

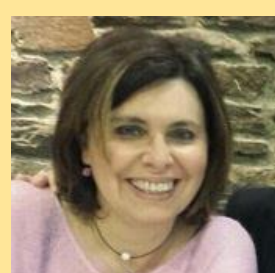
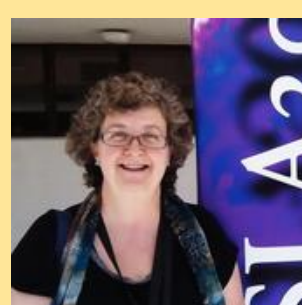
What are we interested in?

EFLIC is a consolidated research group interested in the acquisition of **English as a foreign language in instruction contexts** and within different educational stages: primary, secondary and higher education. We analyze the **learners' linguistic development** taking into account instruction context (regular EFL courses, CLIL, semi-immersion), extracurricular exposure to English and the heterogeneity of proficiency levels in class.



Who are we?

Elisabet Pladevall-Ballester
Alexandra Vraciu (Universitat de Lleida)
Montserrat Capdevila
Mireia Llinàs
Andrea Huerta



What do we do?

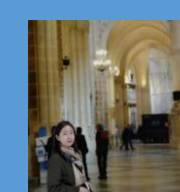
Research is carried out through **oral and written tasks and/or experiments (spot-the-differences, picture description, grammaticality judgements, truth-value judgements, story-retelling...)** and also through classroom observation and questionnaires. We deal with language knowledge and language performance measures, L1 use, specific syntactic constructions, the effects of task-based peer-interaction and individual differences, among others.

Who do we collaborate with?

Agnes Leroux, Université de Paris Nanterre
Francesca Costa, Università di Bergamo
Anna Vallbona, Universitat de Vic
Eloi Puig-Mayenco, University of Reading
Aurora Bel, Universitat Pompeu Fabra

PhD students

Dakota Thomas-Wilhem
Andrea Huerta
Mengjia Zhang



Former visiting PhD students

Dina Lialikhova (University of Stavanger, Norway)
Eloi Puig-Mayenco (University of Reading)
Lorena Gadella Kamstra (University of Essex)



Recent publications

Alfonso, C. and Pladevall-Ballester, E. (to appear in 2020) Effects of focus on form on primary CLIL students' foreign language performance in task-based oral interaction. *Journal of Immersion and Content-Based Language Education*.
Pladevall-Ballester, E. (2018). A longitudinal study of primary school EFL learning motivation in CLIL and non-CLIL settings. *Language Teaching Research*. <https://doi.org/10.1177/1362168818765877>
Pladevall-Ballester, E. and Vraciu, A. (2017). Exploring early EFL: L1 Use in Oral Narratives by CLIL and non-CLIL Primary School Learners. In M. P. García-Mayo (ed.) *Learning Foreign Languages in Primary School: Research Insights* (pp. 124-148). Multilingual Matters.
Llinàs-Grau, Mireia & Eloi Puig-Mayenco (2016) "Regressive Transfer from L4 German to L3 English: the Case of that-deletion" in Ibarrola-Armendariz, A. & Ortiz de Urbina Arruabarrena J. (eds) *English On the Move. Glancing Backwards to Build a Future in English Studies*, Universidad de Deusto, pp. 281-287.
Pladevall Ballester, E. (2016). Developmental asynchrony in the acquisition of subject properties in child L2 English and Spanish. *Language Acquisition*, 23(4), 387-406.
Pladevall-Ballester, E. and Vallbona A. (2016). CLIL in minimal input contexts: a longitudinal study of primary school learners' receptive skills. *System*, 58, 37-48.
Vraciu, A. (2015). Encoding Complex Events in Advanced English L2 Productions: the Role of Aspect in the Expression of Simultaneity. Taming the TAME systems. *Cahiers Chronos* 27, 189-209.
Llinàs-Grau, M., Pladevall-Ballester, E. and Capdevila-Batet, M. (2013). On That-omission and its Absence in the Written Production of Bilingual Spanish/Catalan L2-learners of English. *Atlantis*, 35 (1), 35-49.

In preparation

Pladevall-Ballester, E., Puig-Mayenco, E., Tubau, S. and Capdevila, M. (to be submitted to *Second Language Research*) Asymmetries in child foreign language acquisition: Production, Interpretation and Judgements of null subjects.
Vraciu, A. and Pladevall-Ballester, E. (to be submitted to *International Journal of Bilingual Education and Bilingualism*) Task-based peer interaction in a low proficiency EFL primary-school context.



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