



Parte A.DATOS PERSONALES

Fecha del CVA 23-dic-2020

Nombre y apellidos	María Basterrechea		
DNI/NIE/pasaporte			
Núm. identificación del/de la investigador/a	WoS Researcher ID (*)	AAN-8033-2020	
	SCOPUS Author ID(*)		
	Open Researcher and Contributor ID (ORCID) **	0000-0002-7993-445X	

(*) Al menos uno de los dos es obligatorio

(**)Obligatorio

A.1. Situación profesional actual

Organismo	Universidad del País Vasco UPV/EHU		
Dpto./Centro	Filología Inglesa y Alemana, y de Traducción e Interpretación		
Dirección	Paseo de la Universidad, 5. 01006 Vitoria-Gasteiz		
Teléfono	945014296	correo electrónico	maria.basterrechea@ehu.eus
Categoría profesional	Prof. Ayudante doctora	Fecha inicio	10/06/2015
Palabras clave	Language-related episodes (LREs); dictogloss; CLIL/AICLE		

A.2.Formación académica (título, institución, fecha)

Licenciatura/Grado/Doctorado	Universidad	
LICENCIADO/A EN FILOLOGIA INGLESA	Universidad de Deusto (Bilbao)	
DOCTORADO: Language Acquisition IN Multilingual Settings (LAMS)	Universidad del País Vasco UPV/EHU	

A.3. Indicadores generales de calidad de la producción científica (véanse instrucciones)

Citas totales: Wos: 18 / Scopus: 19 /Google académico:154

Promedio de citas/año durante los últimos 5 años (excluyendo el actual): Wos:2.57 / Scopus: 2.37 / Google académico: 9.5

Publicaciones totales del primer cuartil: 2

Índice h: Wos:2 / Scopus: 2 / Google académico:5

Parte B. RESUMEN LIBRE DEL CURRÍCULUM (máximo 3500 caracteres, incluyendo espacios en blanco)

María Basterrechea is Assistant Professor at the University of the Basque Country (UPV/EHU). She has belonged to the research group Language and Speech since 2010 (www.laslab.org/mariab), noted by the Basque Government (IT311-10, 2010-2015; IT904-16, 2016-2021) for excellence in research in the field. She holds an M.A. in Linguistics from the University of Illinois at Urbana-Champaign. She defended her Ph.D. in 2012 within the program "Language Acquisition in Multilingual Settings" from the UPV/EHU on "Interaction and Focus on Form in a Dictogloss Task in Secondary Education: A Comparative Study of CLIL and Mainstream Learner Production", supervised by Professor María del Pilar García Mayo, for which she received a Distinction Award (Premio Extraordinario de Doctorado). Her main areas of research enquiry have centred on Focus on form (Long & Robinson, 1998) and Interaction (Long, 1996) in Content-and-Language-Integrated-Learning (CLIL) contexts with adolescent and, more recently, with young learners. In particular, she has compared the production of Language-related episodes (LREs) (Swain & Lapkin, 1998) in English-as-a-foreign-language (EFL) and CLIL contexts. LREs are defined as excerpts of conversational interaction in which learners explicitly attend to formal aspects of language (including morphology, phonology, syntax or spelling) or to content (including meaning of words) while completing a given task. Her Ph.D. dissertation was the first attempt to establish a connection between content-based instruction and Task-based-language-teaching (see overview by Shehadeh, 2018). It also



contributed to the field in the analysis of how those episodes found a reflection on a dictogloss task (Wajnryb, 1990), a meaning-focused writing task where learners first listen to an aural text, jot down notes and subsequently reconstruct the text collaboratively or individually based on their own notes. The results pointed to a correlation between the production of LREs and their reflection on the written task. CLIL learners were also found to focus on form to a greater extent than their mainstream counterparts. The results of this research have been published in *Language Awareness* (2019) (JCR, Q2), *ITL-International Journal of Applied Linguistics* (2015) (SJR, Q2), or chapters in edited volumes such as *Second Language Interaction in Diverse Educational Contexts* (John Benjamins, 2013), or *Applied Linguistics Perspectives on CLIL* (John Benjamins, 2017), among others.

As a member of language and speech (laslab.org) she has also worked in the area of oral interaction and LREs with young learners (a project granted by the Ministry of Economy and Competitiveness FFI2012-32212), an unrepresented population in the field of interaction. In particular, the study analysed primary school learners' (5th and 6th grades) use of communication strategies in oral interaction. The results of this research have been published in *Language Teaching Research* (LTR) (2019) (JCR, Q1), *International Journal of Applied Linguistics* (InJAL) (2020) (SJR, Q1), or *ELIA Estudios de Lingüística Inglesa Aplicada* (2017) (SJR, Q2). This line of research has also found its way in a Master's Thesis she has recently supervised within the MA programme Language Acquisition in Multilingual Settings (<http://www.lams.ehu.es>) with access to doctoral studies (PhD).

In a subsequent Project (FFI2016-74950-p) she worked on the effect of collaborative writing tasks on the production of LREs by primary-school learners (ages 10-12). One of the areas under study was the effect of task modality (oral task vs oral + written task) on the production of LREs in terms of a) amount, b) quality (form vs meaning-focus), c) resolution (i.e., whether the interactants resolve the LRE correctly, incorrectly, or no resolution is reached), and d) the incorporation of the LRE to the final outcome (oral or written), the latter being an underexplored area in the effect of LRE production. On the other hand, the effect of pair formation method (based on matched proficiency or student selection- based on students' own criteria) was analysed. Finally, drawing on Storch's (2002) taxonomy, pair dynamics (collaborative, expert-novice, dominant-dominant, dominant-passive) in these two cohorts was studied. It was found that it was proficiency-matched students who resolved a larger amount of LREs accurately, and also exhibited dynamics that previous research have shown to be more beneficial (collaborative and expert-novice). These results have been published in *Studies in Second Language Learning and Teaching* (2020), (SJR, Q2) or *Language Teaching Research* (LTR) (third version submitted), (JCR, Q1).

She has also collaborated with renowned scholars, such as Prof. Michael J. Leeser (The Florida State University, USA), a permanent collaboration than began as MA students in the University of Illinois at Urbana-Champaign (USA) where her interest on the area of LREs sprung, with subsequent publications in *Language Awareness* (2019) (JCR, Q2), or *Porta Linguarum* (2014), (JCR, Q3). She has also collaborated with Prof. Regina Weinert (University of Sheffield) an Ikerbasque visiting scholar from the University of Sheffield. They collected data from 3rd and 4th year Spanish-Basque bilingual students of English Studies. They contributed with their corpus to the Louvain International Database of Spoken English Interlanguage from Université Catholique de Louvain. Their work was published in *Tesol Quarterly* (2017) (JCR, Q1), or in *Contemporary Approaches to Second Language Acquisition* (John Benjamins, 2013 – the AILA Applied Linguistics series).

As for service, she has lectured on courses on technical English in a wide range of degrees, such as Architecture (2008-2010), Engineering (Civil / Mechanical / Electricity / Electronics / Chemistry or Construction) (2010-2012). She has also lectured on Foreign language didactics, Integrated Language curriculum, Methodology (2013-2016), English Language or Spoken English with a central focus on Phonetics (since 2017). She also teaches a course on Introduction to syllabus design and language teaching in the MA programme *Language Acquisition in Multilingual Settings* (<http://www.lams.ehu.es>), a course that attempts to bridge the gap between syllabus design and language teaching, and second / foreign language

learning. It provides an overview of traditional methodologies and trains students in curriculum development in defining competencies, learning outcomes and curricular contents.

She has acted as a reviewer in *Language Teaching Research*, *Language Awareness*, *International Journal of Bilingual Education and Bilingualism* or *ITL - International Journal of Applied Linguistics*, and has been a guest reviewer for several papers and presentations at the AESLA or AEDEAN. She obtained the accreditation of PROFESOR CONTRATADO DOCTOR on 14th December, 2018, granted by Agencia Nacional de Evaluación de la Calidad y Acreditación (ANECA).

Parte C. MÉRITOS MÁS RELEVANTES (*ordenados por tipología*)

C.1. Publicaciones

Basterrechea, M. & Gallardo-del-Puerto, F. (2020). Language-related episodes and pair dynamics in primary school CLIL learners: A comparison between proficiency-matched and student-selected pairs. *Studies in Second Language Learning and Teaching*, 10 (3) :423-447.

Gallardo-del-Puerto, F., Basterrechea, M., & Martínez-Adrián, M. (2020). Target language proficiency and reported use of compensatory strategies by young CLIL learners. *International Journal of Applied Linguistics*, 23(1), 39-57.

Citas recibidas: 4 (Google Scholar)

Basterrechea, M., & Leiser, M. (2019). Language-related episodes and learner proficiency during collaborative dialogue in CLIL. *Language Awareness*, 28(2), 97-113.

Citas recibidas: 5 (Google Scholar); 1 (Web of Science); 1 (Scopus)

Martínez-Adrián, M., Gallardo-del-Puerto, F., & Basterrechea, M., (2019). On self-reported use of communication strategies by CLIL learners in primary education. *Language Teaching Research*, 23(1), 39-57.

Citas recibidas: 20 (Google Scholar); 3 (Web of Science); 7 (Scopus)

Basterrechea, M., & Weinert, R. (2017). Examining the Concept of Subordination in Spoken L1 and L2 English: The Case of If-Clause. *Tesol Quarterly*, 51(4), 897-919.

Citas recibidas: 2 (Google Scholar)

Basterrechea, M., Martínez-Adrián, M., & Gallardo-del-Puerto, F., (2017). Gender effects on strategic competence: A survey study on compensatory strategies in a CLIL context. *ELIA Estudios de Lingüística Inglesa Aplicada*, 17, 47-70.

Citas recibidas: 8 (Google Scholar); 2 (Web of Science)

García Mayo, M.P., & Basterrechea, M. (2017). CLIL and SLA: Insights from an interactionist perspective. In A. Llinares & T. Morton (Eds.). *Applied Linguistics Perspectives on CLIL*, (pp. 33-50). Amsterdam: John Benjamins. (ISBN 978-90 -272-1336-5)

Citas recibidas: 14 (Google Scholar).

Basterrechea, M. (2015). Pushed output in a multi-stage dictogloss task: An investigation into the noticing function of output. *ITL - International Journal of Applied Linguistics*, 166(2), 307-329.

Basterrechea, M., García Mayo, M. P., & Leiser, M. J. (2014). Pushed output and noticing in a dictogloss: task implementation in the CLIL classroom. *Porta Linguarum*, 22, 7-22.

Citas Recibidas: 22 (Google Scholar); 11 (Web of Science); 10 (Scopus).

Basterrechea, M., & García Mayo, M. P. (2014). Dictogloss and the production of the English third person –s by CLIL and mainstream EFL learners: A comparative study. *International Journal of English Studies*, 14(2), 77-98.

Citas Recibidas: 13 (Google Scholar); 1 (Scopus)

Basterrechea, M., & García Mayo, M. P. (2013). Language-related episodes (LREs) during collaborative tasks: A comparison of CLIL and EFL learners. In K. McDonough, & A. Mackey (Eds.). *Second language interaction in diverse educational contexts* (pp.25-43). Amsterdam: John Benjamins. (ISBN 978-90-2721-310-5)

Citas recibidas: 64 (Google Scholar)

C.2. Proyectos

Título Interaction and written production. The potential of collaborative writing in the learning of English as a Foreign Language by primary school students. (Ref: FFI2016-74950-P)

Entidad Financiadora: Ministerio de Economía y Competitividad (2015)

IP: María del Pilar García Mayo (Universidad del País Vasco UPV/EHU)

Cuantía: 48.400€

Inicio-fin: 2016- 2020

Tipo de participación: Investigador

Título Language and Speech. Grupo de Investigación Consolidado de excelencia (A) del sistema universitario vasco. (IT904-16)

Entidad Financiadora: Eusko Jaurlaritza / Gobierno Vasco (2016)

IP: María del Pilar García Mayo (Universidad del País Vasco UPV/EHU)

Cuantía: 409.694€

Inicio-fin: 2016- 2021

Tipo de participación: Investigador

Título Oral interaction among young learners of English as a foreign language: the impact of the use of negotiation and corrective feedback strategies during communication tasks on language learning. (Ref: FFI2012-32212)

Entidad Financiadora: Ministerio de Economía y Competitividad (2012)

IP: María del Pilar García Mayo (Universidad del País Vasco UPV/EHU)

Cuantía: 44.460€

Inicio-fin: 2013-2016

Tipo de participación: Investigador

Título Language and Speech. Grupo de Investigación Consolidado de excelencia (A) del sistema universitario vasco. (IT311-10)

Entidad Financiadora: Eusko Jaurlaritza / Gobierno Vasco (2010)

IP: María del Pilar García Mayo (Universidad del País Vasco UPV/EHU)

Cuantía: 354.000€

Inicio-fin: 2010-2015

Tipo de participación: Investigador

C.3. Contratos, méritos tecnológicos o de transferencia

Estancias en Centros de Investigación: University of Illinois at Urbana-Champaign (EE.UU.). Tipo de participación: Estudiante de Posgrado /Graduate Teaching Assistant (Duración: 22 meses)

Investigador contratado predoctoral/ayudante. Proyecto Ikesbasque (UPV /EHU). Título: the spoken English of advances foreign language learners with L1 Basque/Spanish (Nº orden: 301/09). IP: Regina Weinert (University of Sheffield).

C.4. Patentes

C.5. Premio Extraordinario De Doctorado. Título De La Tesis Doctoral: "Interaction and Focus on Form in a Dictogloss Task in Secondary Education: A Comparative Study of CLIL And Mainstream Learner Production". Universidad Del País Vasco UPV/EHU. Vicerrectorado De Posgrado y Relaciones Internacionales (11/11/2014).

C.6. Presentación comunicación en Congresos Internacionales: AESLA (2010/ 2011/ 2014) / International Symposium of Second Language Writing (2010) / EuroSLA (2010, 2011) / Applied Linguistics Perspectives on CLIL (2013) / VIIIth International Conference of Language Acquisition (2016) / XVIII Congreso Internacional Sociedad Española de la Didáctica de la Lengua y la Literatura (2017) / AEDEAN (2017, 2018, 2019) / International Conference on Multilingual Education on Linguistically Diverse Contexts (2017) / Child foreign/second language learning (CFSLL), 2019.

C.7. Participación en Tribunales de Defensa de Trabajo de Fin de Máster, en el Programa de Máster Oficial *Language Acquisition in Multilingual Settings* (LAMS) (Mención De Calidad).

C.8. Referee (Evaluadora) revistas de reconocido prestigio (Language Teaching Research / Language Awareness / International Journal of Bilingual Education And Bilingualism / ITL - International Journal of Applied Linguistics) y congresos (AESLA / AEDEAN).

C.9. Participación como Secretaria De La Comisión Evaluadora en el Concurso de adjudicación de contratos del Personal Investigador en el Proyecto "*Enrich: Enriched Communication Across The Lifespan*" (Nº Orden PIC 192/16).

C.10. Experiencia en organización de actividades de I+D: Organización de congresos como miembro del Grupo de Investigación de UPV/EHU *Language and Speech* (www.laslab.org) con ponentes invitados de reconocido prestigio internacional.

C.11. Docencia en Máster Universitario Oficial *Language Acquisition in Multilingual Settings* (Mención de calidad).

C.10. Dirección de Trabajos fin de grado (desde curso 2013-2014/ Dirección de Trabajos fin de Máster (2020).

C.11. Formación acreditada en innovación y calidad docente: Cursos sobre metodologías activas en la enseñanza universitaria / Curso sobre las bases psicopedagógicas para la enseñanza universitaria / Jornadas sobre gramática orientada a las competencias / Conceptualización, modalidades, metodologías en el trabajo de fin de grado / Discurso académico oral del profesorado.

C.12. Pertenencia a órganos universitarios y de representación: Secretaria Académica (curso académico 2015-2016) Departamento de Filología Inglesa y Alemana, Traducción e Interpretación) / Presidenta de la Comisión de Evaluación de convocatorias extraordinarias (5ª y 6ª) / Coordinadora asignatura Lengua Inglesa II (2018-2019 2019-2020; Departamento de Filología Inglesa y Alemana, Traducción e Interpretación).