



Part A. PERSONAL INFORMATION

CV Date

09/11/2023

First and Family name Ana Llinares García

Researcher numbers

Researcher ID

L-2512-2013

Orcid code

0000-0002-6826-1253

A.1. Current position

Name of University/Institution	Universidad Autónoma de Madrid		
Department	Departamento de Filología Inglesa		
	Facultad de Filosofía y Letras		
Correo electrónico	ana.llinares@uam.es		
Current position	Catedrática de universidad	Fecha inicio	2022
UNESCO code	5701 (03, 11)		
Key words	Content and Language Integrated Learning, Second language acquisition, Systemic functional linguistics, classroom discourse		

A.2. Education

Degree/PhD	University	Year
English Philology	Universidad Complutense de Madrid	1991
Spanish Philology	UNED	1996
Ph. D. English Philology	Universidad Autónoma de Madrid	2002

A.3. JCR articles, h Index, thesis supervised...

-3 positive six-year research evaluations (**sexenios**) (2002-2007, 2008-2013, 2014-2019).
Date of last evaluation given: 2020.

-7 **doctoral theses supervised** to completion in last 10 years.

1. Bieri, Aline (2021) "Content and Language Integrated Learning in a Swiss context".

University of Basel (Switzerland)

2. Hidalgo McCabe, Elisa (2020) "Streaming in CLIL and its effects on students' socialisation in school". Universidad Autónoma de Madrid

3. Nguyen, Thuy (2018) "Interactional corrective feedback: a comparison between primary CLIL in Spain and primary CLIL in Vietnam". Universidad Autónoma de Madrid.

4. Pastrana Izquierdo, Amanda (2017) "Language use and knowledge construction in CLIL group work activities. Underpinning content and language integration". Universidad Autónoma de Madrid.

5. Pascual Peña, Irene (2017) "Assessment for learning in primary CLIL classrooms and its co-construction in classroom discourse". Universidad Autónoma de Madrid

6. Marín Juanías, José (2017) "Colombian students' beliefs about language teaching and learning inventory (COBALTALI): Development, validation and results". Universidad Autónoma de Madrid

7. Nashaat, Nashwa (2014) "Assessing the interlanguage pragmatics of CLIL and non-CLIL students". Universidad Autónoma de Madrid.

-**Total citations:** 3.231. H-index: 26 (Google Scholar, November 2023).

-**Journal articles in the first quartile (SJQ):** *System, Language and Education, International Journal of Applied Linguistics, Language Learning Journal, Applied Linguistics, Journal of Pragmatics, Intercultural Pragmatics, International Journal of Corpus Linguistics, ELT Journal, Language Teaching Research, TESOL Quarterly, Language Culture and Curriculum, International Journal of Bilingual Education and Bilingualism.*

-Book published in *Cambridge University Press*, ranked number 1 in the area of linguistics, literature y philology according to the SPI (Scholarly Publishers Indicators). Co-edition of book published by *John Benjamins*, number 5 in the area of linguistics, literature y philology

according to the SPI, awarded the prize for senior researchers by the Spanish Applied Linguistics Association, AESLA in 2018.

-Guest Editor (with Russell Cross) of the Special Issue "Inequity Issues in CLIL" (*A/LA Review*, 2022) and (with Anne McCabe) of the Special Issue "Systemic Functional Linguistics: A social-semiotic approach to content and language integrated learning in bilingual/multilingual education" (*International Journal of Bilingual Education and Bilingualism*, 2023).

Part B. CV SUMMARY (max. 3500 characters, including spaces)

Ana Llinares García has a degree in English Philology (1991) from the Universidad Complutense de Madrid, a degree in Spanish Philology (1996) from the Universidad Nacional de Educación a Distancia (Open University) and a Ph.D in English Philology (2002) from the Universidad Autónoma de Madrid (UAM). She has been a lecturer in the English Department at the UAM since 1997, moving from full-time temporary lectureships (*asociada*) (1997-2005), to a stable contract for Ph. D. holders (*contratada doctora*) (2005-2010). She held a tenured lectureship (*titular de universidad*) between 2010 and 2022. She became full professor (*catedrática*) in October 2022. At present she is Head of the English Department at UAM and has previously been Coordinator of the Doctoral Program in Philosophy and Language Sciences, and Coordinator for English of the Secondary School Teacher Education Master (MESOB) in the UAM. She has a positive evaluation for her lecturing for five consecutive five-year periods (*quinquenios*), and three recognized six-year research periods (*sexenios*). Her teaching at the undergraduate and postgraduate levels focuses on Language Acquisition, Content and Language Integrated Learning, Pragmatics and Classroom Discourse Analysis, in English. She has supervised numerous master theses and ten doctoral theses (seven in the last 10 years). Ana Llinares is the principal investigator of the UAM-CLIL research group (<http://www.uam-clil.org>), she has been leader of three competitive research projects funded by the Madrid Regional Government and the UAM (09/SHD/017105, CCG06-UAM/HUM-0544, CCG07-UAM/HUM-1790), followed by four national government-funded projects by MICINN/MINECO (FFI-2010-20790, FFI2014-55590-R, RTI2018-094961-B-I00, PID2022-140718OB-I00). She has also participated in European projects, three of which stand out for their impact on the field and the establishment of lasting research collaboration. These are: 'CLIL across Contexts: A scaffolding framework for CLIL teacher education', led by Marie-Anne Hansen-Pauley (University of Luxembourg), "ConCLIL", whose PI was Tarja Nikula (University of Jyväskylä) and the COST Action "CLIL Network for Languages in Education: Towards bi- and multilingual disciplinary literacies (CLILNetLE)", which started in 2022, and where she has been appointed vice chair. She is co-coordinator of the AILA CLIL Research Network, which has focused its aims for the next four years on the organization of seminars, lectures and conferences on the integration of content and language in CLIL and the effect of bilingual education on students with different socio-economic profiles. In the last few years she has been invited as plenary speaker in conferences and seminars in Italy, (U. Salerno) Japan (U. Sophia y Waseda, Tokyo), Taiwan (NCKU, Tainan), UK (Aston U., Birmingham), among others. Among her publications are numerous articles in high-impact journals such as *Language Teaching Research*, *Intercultural Pragmatics*, *Journal of Pragmatics*, *ELT Journal*, *Language Culture and Curriculum*, etc... and book chapters for prestigious publishers including Multilingual Matters, John Benjamins and Mouton de Gruyter, etc.. Important among her publications are the co-authored book: *The Roles of Language in CLIL* (Cambridge University Press 2012), with 713 citations (Google scholar, 09.11.23), and the book *Applied Linguistics Perspectives on CLIL* (Benjamins 2017), co-edited with Tom Morton, awarded the 2018 AESLA prize for senior researchers. Since September 2023 she is general co-editor of the *Journal of Immersion and Content-based Language Education* (John Benjamins).

Part C. RELEVANT MERITS

C.1. 10 Relevant Publications



1. **Llinares, Ana & Nikula, Tarja** (2023) CLIL students' production of cognitive discourse functions: comparing Finnish and Spanish contexts, *Language and Education*
2. **Llinares, Ana & Evnitskaya, Natalia** (2021) Classroom Interaction in CLIL Programs: Offering Opportunities or Fostering Inequalities? *TESOL Quarterly*, 55 (2), 366-397 *TESOL Quarterly* is in Q1 for Linguistics (SJR). JCR Impact factor: 2.071
3. **Llinares, Ana & Morton, Tom** (eds) (2017) *Applied Linguistics Perspectives on CLIL*. Amsterdam: John Benjamins. (ISBN: 9789027213372)
Winner of the 2018 AESLA senior researchers' prize. 81 citations in Google Scholar.
4. **Llinares, A., & Dalton-Puffer, C.** (2015). The role of different tasks in CLIL students' use of evaluative language. *System*, 54, 69-79. *System* is in Q1 for Linguistics (SJR). JCR Impact factor: 1.547. 65 citations (Google Scholar).
5. **Llinares, Ana** (2015) Integration in CLIL: a proposal to inform research and successful pedagogy. *Language, Culture and Curriculum*, 28(1), 58-73. *Language, Culture and the Curriculum* is in Q1 for Linguistics (SJR). JCR Impact factor: 1.658. 142 citations (Google Scholar).
6. **Llinares, Ana & Lyster, Roy** (2014) The influence of context on patterns of corrective feedback and learner uptake: A comparison of CLIL and immersion classrooms. *Language Learning Journal*, 42(2), 181-194. *Language Learning Journal* was in Q1 for Linguistics (SJR) at the time of publication of the article. 122 citations (Google Scholar).
7. Nikula, Tarja, Dalton-Puffer, Christiane y **Llinares, Ana** (2013) CLIL classroom discourse. *Journal of Immersion and Content-Based Language Education*, 1:1, 70-100. 247 citations in Google Scholar.
8. **Llinares, Ana** y Pastrana Izquierdo, Amanda (2013) CLIL students' pragmatic development across classroom activities and educational levels. *Journal of Pragmatics*, 59, 81-92. *Journal of Pragmatics* is in Q1 for Linguistics (SJR). JCR Impact factor: 66 of 160 (2018). 44 citations (Google Scholar).
9. **Llinares, Ana**, Morton, Tom y Whittaker, Rachel (2012) *The Roles of Language in CLIL*. Cambridge: Cambridge University Press (ISBN: 978-0-521-15007-1).
Cambridge University Press one of the most prestigious publishers in the field of linguistics, literature and philology: number 1 in the SPI with an ICEE of 26.111. 618 citations (Google Scholar)
10. Whittaker, Rachel, **Llinares, Ana** y McCabe, Anne (2011) Written discourse development in CLIL at secondary school. *Language Teaching Research* 15/3, 343-362. *Language Teaching Research* has an impact factor of 2.086 (2018), is ranked 50/238 in *Education & Educational Research* and 16/181 in *Linguistics*. 138 citations in Google Scholar.

C.2. Research projects and grants

- CA21114 COST Action "CLIL Network for Languages in Education: Towards bi- and multilingual disciplinary literacies (CLILNetLE)". European cooperation in science and technology. 2022-2026. 500.000 €. **Vice Chair**.
- PID2022-140718OB-I00. "Students development of L2 disciplinary literacies and content and language integrated assessment in bilingual secondary schools across socio-economic areas". MICINN. 2023-2027. 54.200 €. **Principal Investigator**.
- 465088. "Applied Linguistics to enhance content and language teachers' academic assessment in British Council schools" FUAM-IV Programa de Fomento y Transferencia del Conocimiento. 2023-2024. **Principal Investigator**.
- RTI2018-094961-B-I00. "LongAd-CLIL: A longitudinal corpus-based analysis of advancedness in CLIL: subject literacies, classroom practices and participant perspectives from primary through secondary education". MICINN. 2019-2022. 41.140 €. **Principal Investigator**.
- FFI2014-55590-R. "Trans-CLIL: Integración y evaluación de contenidos curriculares y lengua extranjera en la transición de primaria a secundaria en contextos bilingües". MINECO. 2015-2017. 32.000 €. **Principal Investigator**.
- 253550 "Language and content integration: towards a conceptual framework: Con-CLIL". Tarja Nikula (U. Jyväskylä). Academy of Finland. 2011-2014. 591.380 €. Investigator
- FFI-2010-20790. "La función interpersonal del lenguaje en contextos AICLE en Educación Secundaria: análisis de un corpus oral y escrito". Ana Llinares (UAM). Ministerio de Ciencia e Innovación. 2010-2013. 22.000 €. **Principal Investigator**.
- 128751-CP-1-2006-1-LU-COMENIUS-C21. "CLIL across Contexts: A scaffolding framework for CLIL teacher education". Marie-Anne Hansen Pauly (U Luxemburgo). Unión Europea. 2006-2009. 360.000 €. Investigator.

-CCG07-UAM/HUM-1790. “Análisis longitudinal y contrastivo de la interlengua oral y escrita de estudiantes de Secundaria en el 3 marco del aprendizaje integrado de ciencias sociales e inglés en la Comunidad de Madrid”. Universidad Autónoma de Madrid/Comunidad de Madrid(co-financed). 2008. 8.000 €. **Principal Investigator.**

-CCG06-UAM/HUM-0544. “Análisis lingüístico de la producción oral y escrita de alumnos de Educación Secundaria que cursan la asignatura de geografía e historia en inglés, dentro del marco de la enseñanza integrada de contenido y lenguas extranjeras en la Comunidad de Madrid”. Universidad Autónoma de Madrid/Comunidad de Madrid (co-financed). 2007. 9.000 €. **Principal Investigator.**

C.3. Contracts

Kids & Us/ Universidad Autónoma de Madrid. Study of the level of spoken and written English of pupils in the final year in Bilingual Primary School in the Madrid Region. Design of project, selection of schools, preparation of tests, examination of pupils, collation of results and statistical treatment. Reports. February to May 2013. 4000 € approx.

C.4. Participation in scientific committees and evaluations

- Academic evaluator in the Agencia Andaluza del Conocimiento, since 2018.
- Co-director of AILA CLIL ReN (<http://aila.info/research/list-of-rens>), since 2018.
- Co-director of the scientific panel for Acquisition and Learning in AESLA, since 2014.
- Evaluator for I+D+i research projects I+D+i for the ANEP, since 2012.
- Scientific committee member: *Linguistics and Education* (Elsevier), *Journal of Immersion and Content-based Language Education* (John Benjamins), *Classroom Discourse* (Routledge), *Miscelánea* (U. Zaragoza), *Lingüística y Lenguas Aplicadas* (U. Politécnica Valencia).
- Referee for the journals: *Linguistics and Education*, *Journal of Bilingual Education and Bilingualism*, *Applied Linguistics*, *Journal of Immersion and Content-Based Language Education*, *International Journal of Multilingualism*, *TESOL Quarterly* among others.

C.5. Organization of conferences

- Organization of symposium of AILA CLIL Research Network (AESLA, Cádiz, April 2018)
- Organization with C. Dalton-Puffer and T. Nikula of the invited symposium “CLIL as a catalyst for research cooperation in Europe and beyond” in the AILA Conference held in Brisbane (Australia), August 2014.
- Organization with R. Whittaker, T. Morton and A. McCabe of the international conference “ALP-CLIL” in the UAM, June 2013.

C.6. Responsible for grant-holders

Natalia Evnitskaya (postdoctoral researcher Alianza 4 Universidades, 2013-2014; Ayudas para la Formación Posdoctoral del MINECO, 2015-2016)
Elisa Hidalgo (pre-doctoral contract) (2015-2020)
Thomas Somers (pre-doctoral contract) (2020-)
Leah Forrest Tompkins (pre-doctoral contract) (2022-)
Irene Pascual (Excelencia, 2006; Tercer Ciclo, 2007 y 2008; FPI, 2009-2013).
Amaya Vázquez (Tercer Ciclo, 2006 y 2007).