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She has coordinated both the Applied Linguistics Ph.D. programme and the Masters programme in “Applied Linguistics and Language Acquisition in Multilingual Contexts” (2004-2008). Before that, she was the coordinator of the TEFL branch in the Master in Teaching and Applied Linguistics at her university (1997-1999) and the coordinator of the English Linguistics Section of the English and German Department at her university (1996-2001). She has served as a member of the Executive Board of the Spanish Association of Anglo-American Studies (AEDEAN) (2011-2015).

She has been a member (and secretary) of the UB Committee for the Evaluation of Teaching; she is the coordinator of a teaching innovation group (GiDaDeNa) and a member of another group, and has participated in more than ten innovation projects. In this line she published Celaya, M.L.; J.Barón; I. Miralpeix. 2014. Trabajo de campo sobre adquisición del inglés como lengua extranjera y tutorización entre iguales. In A. Parcerisa (Coord.). *Experiencias de evaluación continuada en la Universidad*. 40-46. Barcelona: Octaedro.

She has supervised seven Ph.D. doctoral dissertations and more than thirty doctoral small theses and MA theses, and has participated in about fifty Ph.D. and master dissertation committees. She is a full member of the GRAL research team (www.ubgral.com) and has been involved in research projects since 1995. She has published and presented her papers at both national and international forums. Some recent publications include:

Barón, J., M. L. Celaya & M. Levkina. 2020. Learning pragmatics through tasks: When interaction plays a role. *Applied Pragmatics* 2, 1: 1-25. doi.org/10.1075/ap.18010.bar

Celaya, M. L. 2019. The Emergence and Development of Syntactic Patterns in EFL Writing in a School Context: A Longitudinal Study. *Languages* 4, 41. [doi:10.3390/languages4020041](https://doi.org/10.3390/languages4020041)

Caballero, N. & M. L. Celaya. 2019. Code-switching by primary school bilingual EFL learners: A study on the effect of proficiency and modality of interaction. *International Journal of Bilingual Education and Bilingualism*. <https://www.tandfonline.com/doi/full/10.1080/13670050.2019.1671309>

Celaya, M. L., L. Panelli, L. & J. Barón. 2019. “I’m jealous but I am very happy”: Congratulating in an EFL context. En Gutiérrez, J., Martínez-Adrián, M. y Gallardo, F. (eds.), *Cross-Linguistic Influence: From Empirical Evidence to Classroom Practice*, pp. 149-167. London: Springer.