

# Dr Philip Durrant

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University of Exeter  
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## Education

PhD, School of English Studies, University of Nottingham	2008
MA Applied Linguistics (Distinction), University of Nottingham	2005
BA Philosophy (1 <sup>st</sup> Class Hons), University of Sussex	1997

## Professional Qualifications

Higher Education Academy Fellowship	2013
Cambridge University DELTA	2003
Trinity College London CTESOL	1998

## Summary Employment History

<b>University of Exeter, Graduate School of Education (Exeter, UK)</b> Associate Professor Senior Lecturer in Language Education Lecturer in Language Education	01/2020 - Present 07/2015 - 01/2020 09/2011 - 07/2015
<b>Bilkent University, Graduate School of Education (Ankara, Turkey)</b> Assistant Professor	02/2009 - 08/2011
<b>University of Nottingham, School of Education &amp; School of English Studies (Nottingham, UK)</b> Part-time tutor	04/2006 - 10/2007
<b>Durham University Language Centre (Durham, UK)</b> Pre-sessional EAP Instructor	07/2004 - 09/2008
<b>Bilkent University School of English Language (Ankara, Turkey)</b> EFL/EAP Instructor	09/2001 - 07/2004
<b>Current Science Group (London, UK)</b> Editorial Assistant	10/2000 - 09/2001
<b>Kent English (Ankara, Turkey)</b> EFL Instructor	10/1998 - 09/2000
<b>Henley Management College (London, UK)</b> Administrative Assistant	08/1997 - 07/1998

## Areas and objectives of research

My research is primarily motivated by my background as a language teacher and learner. Its main goal is to generate ideas, information, and tools which can support first and foreign language education.

I aim to support education in four main ways. First, by creating pedagogically useful descriptions of the language which students are aiming to learn. This has been the main focus of my EAP work, which focuses largely on the use of vocabulary and phraseology in academic writing and the ways in which this differs across disciplines and text genres. Second, by increasing our understanding of language development. I research this by describing the course of linguistic development (the main focus of my work with children learning their first language) and by examining the mechanisms of learning (the main focus of my work in second language learning). Third, by modelling the linguistic features which mark instances of language use as more or less successful. The central aim of this part of my research is to inform language assessment by providing an explicit understanding of the language features which assessors tacitly value. Finally, by understanding the psycholinguistic processes which underpin first and second language processing. This brings together my interests in English and Turkish language by looking at how particular features are processed in each language and across the two languages by bilinguals.

The applied nature of my work has led me to combine a range of methodological approaches. While much of my research is based on corpus linguistics, it also incorporates a range of experimental methods and quantitative techniques such as meta-analysis. This has given me a strong interest in research methods and how they can work together, which I continue to explore alongside my empirical work through books and chapters.

## Grants and Scholarships

### *External funding*

2015-2018	<i>Growth in Grammar: A multi-dimensional analysis of student writing between 5 and 16.</i> Principal Investigator Economic and Social Research Council.	£317,843
2014-2015	<i>Using PTE Academic to predict achievement and measure proficiency gains in an intensive EAP foundation programme.</i> Principal Investigator Pearson External Research Funding.	£6,525

### *Internal funding*

2019-2021	Xi'an Jiaotong-Liverpool University Teaching Development Fund: <i>Investigating the vocabulary of academic spoken English to improve students' understanding of lectures</i> Co-investigator	RMB58,000
2017-2019	University of Exeter Global Partnerships/University of South Florida World: outward mobility and research catalyst grants for faculty visits and doctoral student exchange. Principal Investigator	£11,600

### *Scholarships*

2005-2008	3-year Economic and Social Research Council PhD Research Studentship
2004-2005	University of Nottingham: MA Applied Linguistics fee-waiver

## Publications

### Books

- P. Durrant, M. Brenchley & L. McCallum. (forthcoming). *Understanding development and proficiency in writing: quantitative corpus linguistic approaches*. Cambridge: Cambridge University Press.
- P. Durrant, A. Siyanova-Chanturia, B. Kremmel, S. Sonbul. (forthcoming). *Research methods in vocabulary studies*. Amsterdam: John Benjamins.

### Journal Articles

- P. Durrant & M. Brenchley (2019). Development of vocabulary sophistication across genres in English children's writing. *Reading and Writing* 32(8), 1927-1953.
- P. Durrant, J. Moxley & L. McCallum. (2019). Vocabulary sophistication in first-year composition assignments. *International Journal of Corpus Linguistics*. 24(1), 33-66.
- P. Durrant (2017). Lexical bundles and disciplinary variation in university students' writing: Mapping the territories. *Applied Linguistics*, 38(2), 165-193.
- H. Cangır, N. Büyükkantarcıoğlu & P. Durrant (2017). Investigating collocational priming in Turkish. *Journal of Language and Linguistic Studies*, 13(2).
- C. Lu & P. Durrant (2017). A corpus-based lexical analysis of Chinese medicine research articles. *Asian Journal of Applied Linguistics*, 4(1): 3-15.
- J. McLaughlin & P. Durrant (2017). Student Learning Approaches in the UAE: The case for the achieving domain. *Higher Education Research and Development*, 36(1): 158-170.
- P. Durrant (2016). To what extent is the Academic Vocabulary List relevant to university student writing? *English for Specific Purposes*, 43: 49-61.
- P. Durrant (2016). Formulaicity within Turkish Words. *Mersin University Journal of Linguistics & Literature/Mersin Üniversitesi Dil ve Edebiyat Dergisi*, 13(2), 35-52.
- P. Durrant (2014). Discipline- and level-specificity in university students' written vocabulary. *Applied Linguistics*, 35(3): 328-356.
- P. Durrant (2014). Corpus frequency and second language learners' knowledge of collocations: a meta-analysis. *International Journal of Corpus Linguistics*, 19(4): 443-477.
- P. Durrant (2013). Formulaic morphology in an agglutinating language: the case of Turkish. *Corpus Linguistics and Linguistic Theory*, 9(1): 1-38.
- P. Durrant & J. Mathews-Aydınlı (2011). A function-first approach to identifying formulaic language in academic writing. *English for Specific Purposes*, 30(1): 58-72.
- P. Durrant & A. Doherty (2010). Are high-frequency collocations psychologically real? Investigating the thesis of collocational priming. *Corpus Linguistics and Linguistic Theory*, 6(2): 125-155.
- P. Durrant & N. Schmitt (2010). Adult learners' retention of collocations from exposure. *Second Language Research*, 26(2): 163-188.
- P. Durrant (2009). Investigating the viability of a collocation list for students of English for Academic Purposes. *English for Specific Purposes*, 28(3): 157-169.  
(Winner of Horowitz Prize for best article published in *English for Specific Purposes* in 2009)
- P. Durrant & N. Schmitt (2009). To what extent do native and non-native writers make use of collocations? *International Review of Applied Linguistics*, 47(2): 157-177.

### Book Chapters

- P. Durrant & M. Brenchley (forthcoming). The development of academic collocations in children's writing. In P. Szudarski & S. Barclay (Eds). *Vocabulary Theory, Patterning and Teaching*. Bristol: Multilingual Matters.
- T. Omidian, A. Siyanova-Chanturia & P. Durrant (forthcoming). The Use of Academic Formulae in University Students' Writing: A Multi-Level Analysis of Genre and Discipline Specificity. In P.

- Szudarski & S. Barclay (Eds). *Vocabulary Theory, Patterning and Teaching*. Bristol: Multilingual Matters.
- S. Gries & P. Durrant (forthcoming). Analyzing co-occurrence data. In M. Paquot & S. Gries (Eds). *A practical handbook of corpus linguistics*. New York: Springer.
- M. Jones. & P. Durrant (forthcoming). What can a corpus tell us about vocabulary teaching materials? In M. McCarthy and A. O’Keeffe (Eds.) *The Routledge Handbook of Corpus Linguistics* (2<sup>nd</sup> Edition). London: Routledge.
- P. Durrant (2019). Formulaic language in English for Academic Purposes. In A. Siyanova-Chanturia and A. Pelicer-Sanchez (Eds). *Understanding formulaic language: A second language acquisition perspective*. London: Routledge.
- P. Durrant & A. Siyanova-Chanturia (2015). Learner corpora and psycholinguistic research. In S. Granger, G. Gilquin and F. Meunier (Eds) *The Cambridge Handbook of Learner Corpus Research*. Cambridge: Cambridge University Press.
- S. Ardavani & P. Durrant (2015). How have political and socio-economic issues impacted on the motivation of Iranian university students to learn English?. In C. Kennedy (Ed). *English language teaching in the Islamic Republic of Iran: Innovations, trends and challenges*. London: British Council: 33-45.
- M. Jones. & P. Durrant (2010). What can a corpus tell us about vocabulary teaching materials? In M. McCarthy and A. O’Keeffe (Eds.) *The Routledge Handbook of Corpus Linguistics*. London: Routledge: 387-400.

### **Other publications**

- P. Durrant & M. Brenchley (in press). Corpus research on the development of children's writing in L1 English. In A. Abel, A. Glaznieks, V. Lyding & L. Nicolas (Eds), *Widening the Scope of Learner Corpus Research. Selected Papers from the Fourth Learner Corpus Research Conference*. Louvain-la-Neuve: Presses Universitaires de Lovain.
- P. Durrant (2019). Averil Coxhead, ‘Vocabulary and English for Specific Purposes Research’. *TESOL Quarterly*. DOI: 10.1002/tesq491.
- P. Durrant, C. Walker & R. Michel (2015). Using PTE Academic to predict achievement and measure proficiency gains in an intensive EAP foundation programme. *PTE Academic Research Notes*.
- P. Durrant (2010). Alison Wray, ‘Formulaic language: Pushing the Boundaries’. *Applied Linguistics*. 31(1).
- P. Durrant (2007). Nadja Nesselhauf, ‘Collocations in a learner corpus’. *Functions of Language*, 14(2).

## **Research Impact**

### *Knowledge transfer activities*

- Organised and led a practitioner workshop showcasing pedagogically relevant findings and resources from ESRC-funded project. This workshop was later reviewed in the National Association of Advisors of English blog (2019).
- Co-wrote a press release highlighting findings from a recent journal article based on ESRC-funded project. This led to news pieces in the *Time Educational Supplement*, *The Sun* and *Gibraltar Chronicle* (2019).
- Gave keynote talk at *BALEAP Professional Issues Meeting on EAP and Corpora* (2014).

### *Engaged research work*

- Worked with EAP teachers from INTO, University of Exeter to gain external funding for a research project on EAP assessment (2014-15).

## Education

I have designed and taught a wide range of modules related to TESOL, applied linguistics, and research methods, as set out below. While I have taught in a number of areas, including curriculum and materials development, language testing, teaching methodology and second language acquisition, my main foci have been English for Academic Purposes, corpus linguistics, and quantitative research methods. Central to all of my teaching has been the endeavour to make classes both research-led (drawing on my research to illustrate and elaborate on principles and practices) and applied (helping students understand how the skills and knowledge they are developing can be applied in their practice as teachers and learners).

### **University of Exeter**

#### *Modules taught*

- MED TESOL:
  - Corpus Linguistics for TESOL (2019-present)
  - Researching and Teaching English for Academic Purposes (2012-14; 2018-present)
  - Preparing for Educational Research (2014-present)
  - Language Awareness for TESOL (2012-present)
  - Developing an Appropriate Language Teaching Methodology (2018-19)
  - Principles and Practices of Curriculum Development and Syllabus Design (2011-12)
  - Developing Materials for TESOL (2011-12)
  - Teaching English for Specific Purposes (2011-12)
- EdD TESOL:
  - TESOL Classrooms and Pedagogy: Theory and Practice (2011-2019)

#### *New modules developed*

- Corpus Linguistics for TESOL
- Researching and Teaching English for Academic Purposes

#### *Other teaching*

- EdD workshops:
  - *Introduction to SPSS*
  - *Issues with quantitative and non-interpretive methods;*
  - *Publishing, Reviewing and Responding to Reviewers;*
  - *Understanding Research Ethics.*
- College workshop:
  - *Corpus Linguistics as a Research Method*

### **Other universities**

#### *MA modules taught (Bilkent University, 2009-11)*

- *Corpora in Applied Linguistics and Language Teaching*
- *Researching and Teaching English for Academic Purposes*
- *Statistics for Educational Research*
- *Curriculum Development and Evaluation*
- *Language Testing*
- *Research Methods*
- *Second Language Acquisition*
- *Written Academic Discourse.*

#### *New MA modules developed (Bilkent University, 2009-11)*

- *Corpora in Applied Linguistics and Language Teaching*
- *Researching and Teaching English for Academic Purposes*
- *Statistics for Educational Research*

*BA modules taught (University of Nottingham, 2007)*

- *Investigating English Language*

## External examining

- External examiner for PhD theses: University of Birmingham (x2); Lancaster University; University of Leeds; University of Nottingham; University of Queensland; University of Southern Queensland; University of Agder.
- External examiner for MRes thesis: University of Birmingham.
- External examiner for MPhil thesis: University of Nottingham.
- External programme reviewer for Xi'an Jiaotong-Liverpool University (China), Department of Languages and Culture, BA in Applied English Studies.

## Postgraduate research

Supervision of postgraduate research students has comprised the largest part of my educational role over the last five years. In that time, I have supervised over thirty students to completion, as detailed below. I have also been internal examiner at the University of Exeter for ten EdD and eight PhD theses and external examiner for eight PhD theses (see 'external examining' above). Beyond supervision of individual students, I am strongly committed to fostering my local postgraduate research community. This has led me to create the *Language and Education Network*, a cross-disciplinary group of faculty and postgraduates who meet regularly to discuss research in language education.

### ***Postdoctoral Research Fellows supervised***

- Mark Brenchley (2015-18).

### ***Doctoral theses supervised to completion***

#### *PhD - first supervisor*

- Alrashid, H. (2019). *An investigation of students' perceptions of academic reading difficulties and their association with English language proficiency.*
- Sperrazza, L. (2019). *The narrative identity construction of three multilingual students at an America-style university in the UAE: An examination of motivational, ideological, attitudinal, and sociocultural factors that impact writer identity in academic English.*
- Al-Hinai, I. (2018). *The perceptions and practices of post-foundation students' technical writing at the colleges of technology in Oman.*
- Nicholas, A. (2017). *A dynamic assessment of pragmatic competence in Japanese learners of EFL: the act of requesting.*
- Ramadhan, J. (2017). *A longitudinal study of the development of Kurdish students' English collocational knowledge.*

#### *PhD - second supervisor*

- Al-Shabibi, Y. (2019). *Teachers' roles in a collaborative online environment.*
- Brenchley, M. (2015). *The developing relationship between spoken and written syntax in an English secondary school.*

#### *EdD - first supervisor*

- Moorhouse, B. (2019). *Experiences, perceptions and practices of student-teachers towards homework in the EFL classroom in Hong Kong.*
- Henning, D. (2019). *Hyperpolyglots and self-regulation in second language learning.*
- Aldosary, E. (2018). *Using interactive whiteboards to teach vocabulary to primary children.*
- Burkett, T. (2018). *The use of frequency-based word lists in university foundation and intensive English programs.*
- Hamad, K. (2018) *Understanding the situation of learner autonomy in a higher education context in the Kurdistan Region.*

- Idrees, M. (2018). *Effectiveness of CALL compared with a traditional method of English language teaching in a Saudi Arabian university context*
- Scotland, J. (2018). *Participating in a shared cognitive space: An exploration of working collaboratively and longer-term performance of a complex grammatical structure.*
- Taylan, H. (2018). *The language learning motivation of university-level students regarding L2 motivational self system in at a Turkish university context.*
- Van Dongen, H. (2018). *Perspectives on implementation of content and language integrated learning (CLIL) in Dutch secondary education.*
- Al-Khalidi, I. (2017). *EFL in higher education: Designing an efficient and flexible model for a language course design at university level.*
- Abu-Shawish, R. (2016). *Involvement of school teachers in educational decision-making in the State of Qatar.*
- Ashraf, S. (2016). *Taking a closer look at the professional identity of non-native English-speaking teachers in the United Arab Emirates.*
- Kani, Z. (2016). *An exploration of the linguistic, professional and intercultural experiences of 'international' academics from different disciplines at a UK university.*
- Moore, P. (2016). *International teaching faculty and a monocultural student population: An interpretive analysis of tertiary teachers' and students' perceptions in the United Arab Emirates.*
- Shah, M. (2016) *The odyssey of professional excellence: A journey into lives of 'highly effective' TESOL professionals.*
- Cojocnean, D. (2015). *The vocabulary learning behaviour of Romanian high school students in a digital context.*
- Hasan, M. (2015). *The Impact of Contextual Factors on the Professionalism of Bahraini School English Language Teachers: An Investigation of Teachers' Beliefs about Teaching and Learning.*
- Fan, Z (2014). *Non-investment: the lack of English fluency of well-educated professional Chinese immigrants in Anglophone Canada.*
- Mack, L. (2014). *Importing the writing centre to a Japanese college: A critical investigation.*
- McLaughlin, J. (2014). *Student Learning Approach and Motivational Orientations in the Tertiary Context of the United Arab Emirates: Implications for English for Academic Purpose Course Design.*

#### *EdD - second supervisor*

- Ahmed, R. (2019). *Metacognitive reading strategy awareness of undergraduate Omani EFL students studying engineering and accountancy.*
- Bish, D. (2018). *Increasing the potential of ICT in language learning: A model of classroom integration of CALL through a micro-blended approach.*
- Assalahi, H. (2016). *An inquiry into TESOL teachers' perspectives on professional development in the workplace at a university in Saudi Arabia.*
- Phongploenpis, S. (2016). *Preparation of Thai student teachers to work in bilingual education in the framework of promoting bi-/multilingual competences required in the future ASEAN Economic Community*
- Sharkey, G. (2014). *An exercise in how experienced expatriate EFL teachers use their practical wisdom to problematise Saudi Arabian ELC syllabi.*

#### **Ongoing doctoral supervision**

##### *PhD - first supervisor*

- Alkahtani, A. *Language Learning Strategy Use of Saudi EFL Teachers and Students.*
- Alsalah, A. *Exploring the vocabulary task type in English language textbooks in Saudi Arabia.*
- Alshamrani, R. *The effectiveness of using a corpus-based approach in teaching and learning vocabular among Saudi university students.*
- Alsharidi. *The use of Twitter amongst Saudi EFL learners: Effects on vocabulary acquisition.*
- Alzamil, H. *Bidirectional pragmatic transfer between Arabic and English production: Invitation context in EFL settings.*
- Chen, C. *Lexical profile of academic spoken English in tertiary education in China.*

- Hanash, R. *The Effect of Foreign Language Classroom Anxiety and Vocabulary Learning Strategies on Saudi EFL learners Vocabulary Acquisition.*
- Jaroenchaiwat, P. *Authorial stance in theses written by Thai graduate students.*
- Yan, Y. *Dynamic assessment of socio-pragmatic capacity in second language learning.*

*PhD - second supervisor*

- Kozluca, U. *Investigation of foreign language anxiety among Turkish tertiary students and teachers in the English preparatory programme in Turkey.*
- Kumar, K. *The effects of dictionary type on the composition writing of intermediate Japanese university second language learning of English.*
- Yılmaz, M. *The impact of feedback as formative assessment on student performance.*

*EdD - first supervisor*

- Burrows, C. *Communication strategy use by Japanese EFL students.*
- Ismail, F. *Assessors' assessment awareness and their beliefs regarding sound assessment practices.*
- McCallum, L. *The role of restricted collocations and learner and course variables in determining writing quality in assignments from a first year composition programme.*
- Shang, E. *Vocabulary teaching from a task-based perspective for EFL young learners in China.*

*As second supervisor*

- Anwar, M. *(Re)construction of EFL teachers' professional identity in curriculum implementation:*
- Kim, J. *Teacher evaluation and how it affects NESTs in a Korean EFL context at tertiary level.*
- Kondos, S. *The effect of teaching formulaic language on improving the writing skills of Bridge programme students..*
- Lema, J. *A mixed methods exploration of the effects of including cohesion at local, global and overall levels in L2 written texts.*
- Paterson, A. *Cross-cultural understandings of professional standards in transnational education.*

***Masters dissertations supervised***

46 x MEd TESOL (University of Exeter, 2011 - present); 9 x MSc Educational Research (University of Exeter, 2014 - present); 17 x MA TEFL (Bilkent University, 2009-2011); 5 x MA TESOL (University of Nottingham, 2006).

## **Leadership and management**

***Academic management/leadership roles***

- Director of Doctoral Studies, University of Exeter Graduate School of Education (2019-present).
- EdD Programme Director, University of Exeter Graduate School of Education (2019-present).
- Senior Tutor, University of Exeter Graduate School of Education (2018-2019).
- Member of ESRC Strategy Group, University of Exeter College of Social Sciences and International Studies (2017-2019).
- Convener of *Language and Education* research network, University of Exeter Graduate School of Education (2014-present).
- Pathway Leader EdD TESOL programme, University of Exeter Graduate School of Education (2012-2019).
- Research Ethics Officer, University of Exeter Graduate School of Education (2013-2017).
- Conducted review of Arabic language teaching on undergraduate programme within the University of Exeter Institute of Arab and Islamic Studies (2015-16).



- Member of Quality Review Group for University of Exeter English for Academic Purposes foundation programmes (2013) and English for Academic Purposes In-sessional Working Group (2016).
- University of Exeter College of Social Sciences and International Studies representative on Virtual Learning Environment committee. (2014-2015).
- Member of recruitment panels for Lecturer, Associate Professor, and Professor in TESOL roles. University of Exeter Graduate School of Education (2016)
- Acting programme director for the MA TEFL programme in the Graduate School of Education (Bilkent University: February-June 2011).
- Curriculum designer and course director for a 6-week intensive course in English speaking skills for junior diplomats in the Turkish Ministry of Foreign Affairs (2010).
- Co-ordinator of *Preparatory Research Skills and English* programme at the Durham University Language Centre (2008).

***Other administrative experience***

- Editorial assistant for the academic publishing company *Current Science Group* (2000-1).
- Administrative assistant at Henley Management College (1997-8).

## External recognition

### *Honours & Awards*

- Winner of Horowitz Prize for best article published in English for Specific Purposes (2009)

### *Invited talks: Keynote talks*

- Corpus research on the development of children's school writing. *Fifth International Conference on Writing Analytics: Data Mining and the Teaching of Writing*. University of South Florida, USA. January 2018.
- Corpus research on the development of children's writing in L1 English. *Learner Corpus Research Conference*. Bozen/Bolzano, Italy. October 2017.
- Phraseology and variation in student writing. *Technology for Second Language Learning Conference: Data-driven approaches to learning phraseology and formulaic language*. Iowa State University, USA, September 2015.
- Mapping student writing across the disciplines. *BALEAP Professional Issues Meeting on EAP and Corpora*. Coventry University, UK, June 2014.

### *Other invited talks*

- Understanding development in children's writing through corpus analysis. Department of English Language & Literature. Mary Immaculate College, University of Limerick, March 2019.
- Language development in children's writing from six to sixteen. Department of Education, University of Oxford, UK, June 2018.
- Investigating linguistic development in children's writing: The Growth in Grammar project. School of English Studies, University of Nottingham, UK, March 2017.
- Growth in Grammar: A multi-dimensional analysis of student writing between 5 and 16. Faculty of Education, University of Hong Kong, Hong Kong, May 2016.
- Revisiting Collocational Priming. Corpus data and psycholinguistics seminar. ESRC Centre for Corpus Approaches to Social Sciences, Lancaster University, UK, May 2016.
- Learner Corpus Research and Psycholinguistics. Cambridge University Press, Cambridge, UK, February 2016.
- Formulaicity within Turkish Words. Corpus-based Word Frequency: Methods and Applications. Mersin University, Turkey, February 2015.
- Rethinking EAP vocabulary needs. Department of Language and Linguistics, University of Essex, UK, February 2013.
- Organizing vocabulary teaching in EAP. INTO, University of Exeter, UK, June 2012.
- Formulaic language in English for Academic Purposes. English Language Series Seminar. Centre for Corpus Research, University of Birmingham, UK, March 2012

### *Editorial boards and conference organisation*

- Editorial board member:
  - Journal of English for Academic Purposes (2019-present)
  - Cambridge University Press *Elements in Corpus Linguistics* series (2019-present)
- Conference organisation
  - Programme Committee Member: International Corpus Linguistic Conference (Cardiff, 2019); 5<sup>th</sup> Learner Corpus Conference (Warsaw, 2019)
  - Co-organiser: Formulaic Language Research Network conference (Nottingham, 2008)

### *Other invited roles*

- Visiting faculty. International Doctoral Summer School. University of Malta (2020).
- Selection Committee Member for Lecturer in Didactics of Language and Literature post. Serra Hünter Programme. University of Lleida, Catalonia. (2018).