

Curriculum Vitae

Personal details

Name: **Emilee Sarah MOORE DE LUCA**
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Address: Office 125, Building G5
Departament de Didàctica de la Llengua, la Literatura i de les Ciències Socials
Universitat Autònoma de Barcelona
08193 Bellaterra (Spain)

Education

PhD in Language and Literature Teaching
Dissertation: 'Plurilingual interaction at a Catalan university doing internationalisation: Context and learning', directed by Dr. Luci Nussbaum (*Grade: Summa cum laude, received 'Extraordinary Doctorate Award' from the university*)
Universitat Autònoma de Barcelona (Spain)
(2011)

Pedagogical Aptitude Certificate (*entry-level postgraduate qualification for teaching in Spanish secondary schools*)
Universitat Autònoma de Barcelona (Spain)
(2008)

Diploma of Advanced Studies in Language and Literature Teaching (*equivalent to a research master's degree*)
Dissertation: 'Interaction, identity and processes of exclusion in an adult language classroom', directed by Dr. Virgínia Unamuno (*Grade: High distinction*)
Universitat Autònoma de Barcelona (Spain)
(2007)

Diploma of Higher Specialised Studies in Language and Literature Teaching (*equivalent to a coursework master's degree*)
Universitat Autònoma de Barcelona (Spain)
(2006)

Graduate Certificate in TESOL
Griffith University (Australia)
(2004)

Master of Arts (Applied Linguistics)
Dissertation: 'Catalan's foes: past, present and future', directed by Dr. Richard Baldauf (*Grade: High distinction*)
University of Queensland (Australia)
(2003)

Bachelor of Arts (Spanish)
University of Queensland (Australia)
(2002)

Academic positions

Serra Hünter Fellow
Department of Language, Literature and Social Sciences Teaching
Faculty of Education
Universitat Autònoma de Barcelona (Spain)
(09/2016 – current)

Tutor
School of Language, Culture and Society
University of Leeds (UK)
(02/2016 – 06/2017)

Online Tutor
Master in Applied Languages
Universitat de Lleida (Spain)
(09/2015 – 07/2017)

Senior Lecturer (tenured) and Director
Language Department
Universitat Internacional de Catalunya (Spain)
(09/2014 – 08/2015)

Adjunct Lecturer
Department of Language, Literature and Social Sciences Teaching
Faculty of Education
Universitat Autònoma de Barcelona (Spain)
(09/2010 – 08/2015)

Lecturer and Director
Language Department
Universitat Internacional de Catalunya (Spain)
(09/2011 – 08/2014)

Adjunct Lecturer
Language Department
Universitat Internacional de Catalunya (Spain)
(09/2010 – 08/2011)

Research Assistant
Department of Language, Literature and Social Sciences Teaching
Faculty of Education
Universitat Autònoma de Barcelona (Spain)
(10/2009 – 09/2011)

Competitive fellowships

Postdoctoral mobility fellowship (€71,734)
Beatriu de Pinós 2014, Agency for Management of University and Research Grants (AGAUR),
Catalonia
(10/2015 – 09/2017)

Postdoctoral mobility fellowship (€4,200)
Barcelona Economic Society of Friends of the Country (SEBAP)
(09/2015 – 11/2015)

Postdoctoral mobility fellowship (€58,000)
Juan de la Cierva 2014, State Program for the Promotion of Talent and Employability, Ministry of Economy and Competitiveness (MICINN), Spain
(*Turned down due to incompatibility with other obtained funding*)

PhD fellowship (€25,560)
DYLAN project, 6th Framework Program of the European Union, Department of Language, Literature and Social Sciences Teaching, Universitat Autònoma de Barcelona, Spain
(10/2007 – 09/2009)

PhD mobility fellowship (€45,000)
Ministry of Foreign Affairs – Agency for International Cooperation, Spain
(10/2004 – 09/2007)

Research stays

Visiting Research Fellow (*funded by the Beatriu de Pinós program, Government of Catalonia*)
School of Education
University of Leeds (UK)
(10/2015-09/2017)

Visiting scholar in Urban Education at the Graduate Centre, City University of New York (USA), under the supervision of Dr. Ofelia García
(09/2015 – 11/2015, 3 months)

Visiting researcher in the Research Centre for Languages and Cultures, University of South Australia (Australia), under the supervision of Dr. Enza Tudini
(04/2014, 2 weeks)

Visiting researcher and Erasmus teaching mobility in the CALPIU Research Centre and Department of Culture and Identity, Roskilde Universitet (Denmark), under the supervision of Dr. Hartmut Hablerland and Dr. Janus Mortensen
(05/2012 – 06/2012 and 08/2012, 3 weeks)

Participation in funded projects

Project title: Teachers as agents of transformation through their engagement in cross disciplinary innovative projects in the English classrooms (DATE)
Project coordinator: Dr. Dolors Masats (Universitat Autònoma de Barcelona, Spain)
Financed by: Obra Social “la Caixa”, RecerCaixa, Spain
(2017 – 2020)

Project title: Translation and translanguaging: Investigating linguistic and cultural transformations in superdiverse wards in four UK cities (TLANG)
Project coordinator: Dr. Angela Creese (University of Birmingham, UK)
Financed by: Arts and Humanities Research Council (AHRC), UK
(2015 – 2018)

Project title: KOINOS: European e-portfolio of plurilingual literacy practices
Project coordinator: Municipal Institute of Education (Barcelona, Spain)
Financed by: Erasmus+, program KA2, European Union
(2015 – 2018)

Project title: The appropriation of English as a global language at the Catalan school: A multilingual, located and comparative approach (APINGLO-CAT)

Project coordinator: Dr. Eva Codó (Universitat Autònoma de Barcelona, Spain)

Financed by: Ministry of Economy and Competitiveness (MICINN), Spain
(2015 – 2018)

Project title: Knowledge for network-based education, cognition & teaching (KONECT)

Project coordinator: Dr. Melinda Dooly (Universitat Autònoma de Barcelona, Spain)

Financed by: Ministry of Economy and Competitiveness (MICINN), Spain
(2014 – 2018)

Project title: Research group on plurilingual teaching and interaction (GREIP)

Project coordinator: Dr. Melinda Dooly (Universitat Autònoma de Barcelona, Spain)

Financed by: Agency for Management of University and Research Grants (AGAUR), Catalonia
(2014 – 2016)

Project title: Research on the Degree in Primary Education in English: Guidance for teaching/learning through CLIL and for the development of discourse competence (GUIDEWAY).

Project coordinator: Dr. Cristina Escobar (Universitat Autònoma de Barcelona, Spain)

Financed by: Agency for Management of University and Research Grants (AGAUR), Catalonia
(2014 – 2015)

Project title: Academic discourse in a foreign language: Learning and assessment of science content in the multilingual CLIL classroom (DALE-APECS)

Project coordinator: Dr. Cristina Escobar (Universitat Autònoma de Barcelona, Spain)

Financed by: Ministry of Science and Innovation (MICINN), Spain
(2011 – 2013)

Project title: Development of teaching material in English for the integration of linguistic and scientific competences in subjects in the degrees in Primary and Early Childhood Education

Project coordinator: Dr. Mariona Espinet (Universitat Autònoma de Barcelona, Spain)

Financed by: Agency for Management of University and Research Grants (AGAUR), Catalonia
(2010 – 2012)

Project title: Research group on plurilingual teaching and interaction (GREIP)

Project coordinator: Dr. Luci Nussbaum (Universitat Autònoma de Barcelona, Spain)

Financed by: Agency for Management of University and Research Grants (AGAUR), Catalonia
(2009 – 2014)

Project title: Language dynamics and management of diversity (DYLAN)

Project coordinator: Dr. Anne-Claude Berthoud (Université de Lausanne, Switzerland)

Financed by: 6th Framework Program, European Union
(2006 – 2011)

Project title: The construction of the category 'foreigner' in language and educational reception programs for latecomers to the Catalan education system

Project coordinator: Dr. Virgínia Unamuno (Universitat Autònoma de Barcelona, Spain)

Financed by: Noves Línies de Recerca, Universitat Autònoma de Barcelona, Spain
(2004 – 2006)

Publications

2018

- Bradley, J., Moore, E. Atkinson, L. & Simpson, J. (2018). Translanguaging creativity: creating spaces for the visual and the audible. A Dooly, M. & Vallejo, C. (Eds.), Bridging across languages and cultures in everyday lives: new roles for changing scenarios. Special Issue: Language and Intercultural Communication, 18 (1), 54-73.

- Callaghan, J., Moore, E. & Simpson, J. (2018). Coordinated action, communication and creativity in basketball in superdiversity. A Dooly, M. & Vallejo, C. (Eds.), Bridging across languages and cultures in everyday lives: new roles for changing scenarios. Special Issue: Language and Intercultural Communication, 18 (1), 28-53.

2017

- Baynham, M., Bradley, J., Callaghan, J., Hanusova, J., Moore, E., & Simpson, J. (2017). Transformations through sport: The case of capoeira and basketball. Working Papers in Translanguaging and Translation, 22.
- Dooly, M. & Moore, E. (2017). Introduction: qualitative approaches to research on plurilingual education. In E. Moore & M. Dooly (eds.), Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe (pp. 1-10). Dublin, Ireland/Voillans, France: Research-publishing.net. DOI: <https://doi.org/10.14705/rpnet.2017.emmd2016.618>
- Dooly, M. & Moore, E. (2017). Introducció: enfocaments qualitius per a la recerca en educació plurilingüe. In E. Moore & M. Dooly (eds.), Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe (pp. 11-20). Dublin, Ireland/Voillans, France: Research-publishing.net. DOI: <https://doi.org/10.14705/rpnet.2017.emmd2016.619>
- Moore, E. & Dooly, M. (eds.) (2017). Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe. Dublin, Ireland/Voillans, France: Research-publishing.net. DOI: <https://doi.org/10.14705/rpnet.2017.emmd2016.9781908416476>
- Dooly, M., Moore, E. & Vallejo, C. (2017). Research ethics. In E. Moore & M. Dooly (eds.), Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe (pp. 351-362). Dublin, Ireland/Voillans, France: Research-publishing.net. DOI: <https://doi.org/10.14705/rpnet.2017.emmd2016.634>
- Dooly, M., Moore, E. & Vallejo, C. (2017). Ética de la investigación. In E. Moore & M. Dooly (eds.), Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe (pp. 363-375). Dublin, Ireland/Voillans, France: Research-publishing.net. DOI: <https://doi.org/10.14705/rpnet.2017.emmd2016.635>
- Moore, E. (2017). Doing understanding in transient, multilingual communities in higher education. Journal of Linguistic Anthropology, 27 (3), 289-307. DOI: <http://dx.doi.org/10.1111/jola.12171>
- Moore, E., Evnitskaya, N. & Ramos, S. L. (2017). Teaching and learning science in linguistically diverse classrooms. Cultural Studies of Science Education. DOI: <https://doi.org/10.1007/s11422-016-9783-z>
- Moore, E. & Garrido, M. R. (2017). El rap en la didàctica del plurilingüisme. En C. Aliagas (ed.), El rap entra a l'aula. Perspectiva Escolar, 391, 44-48.
- Moore, E. & Llompert, J. (2017). Collecting, transcribing, analyzing and presenting plurilingual interactional data. In E. Moore & M. Dooly (eds.), Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe (pp. 403-417). Dublin, Ireland/Voillans, France: Research-publishing.net. DOI: <https://doi.org/10.14705/rpnet.2017.emmd2016.638>
- Moore, E. & Llompert, J. (2017). Recoger, transcribir, analizar y presentar datos interaccionales plurilingües. In E. Moore & M. Dooly (eds.), Qualitative approaches to research on plurilingual education / Enfocaments qualitius per a la recerca en educació plurilingüe / Enfoques cualitativos para la investigación en educación plurilingüe (p. 418-433). Dublin, Ireland/Voillans, France: Research-publishing.net. DOI: <https://doi.org/10.14705/rpnet.2017.emmd2016.639>

- Moore, E. & Vallejo, C. (2017) Practices of conformity and transgression in an out-of-school reading programme for 'at risk' children. *Linguistics and Education*. DOI: 10.1016/j.linged.2017.09.003.

2016

- Aliagas, C., Garrido, M. R., & Moore, E. (2016). Editorial: Hip Hop, language and identity: Bridging organic learning and institutional learning spaces. In E. Moore, M. R. Garrido & C. Aliagas (eds.), *Hip Hop, language and identity: Bridging organic learning and institutional learning spaces*. *Linguistics and Education*, 36, 1-4. DOI: <http://dx.doi.org/10.1016/j.linged.2016.08.001>
- Baynham, M., Bradley, J., Callaghan, J., Hanusova, J., Moore, E., & Simpson, J. (2016). Heritage with no fixed abode: Transforming cultural heritage for migrant communities in inner-city Leeds. *Working Papers in Translanguaging and Translation*, 15. <http://www.birmingham.ac.uk/generic/tlang/documents/heritage-with-no-fixed-abode.pdf>
- Cioè-Peña, M., Moore, E., & Martín Rojo, L. (2016). The burden of 'nativeness': Four plurilingual student-teachers' stories. In D. Arpacik, M. Cioè-Peña & B. Kinsella (eds.), *Linguistic diversity, equity and pedagogical innovation in higher education*. *Bellaterra Journal of Teaching and Learning Languages and Literature*, 9 (2), 32-52. DOI: <http://dx.doi.org/10.5565/rev/jtl3.677>
- Garrido, M. R. & Moore, E. (2016). 'We can speak we do it our way': Linguistic ideologies in Catalan adolescents' language biography raps. In E. Moore, M. R. Garrido & C. Aliagas (eds.), *Hip Hop, language and identity: Bridging organic learning and institutional learning spaces*. *Linguistics and Education*, 36, 35-44. DOI: <http://dx.doi.org/10.1016/j.linged.2016.07.006>
- Moore, E. (2016). Language learning in 'the wild' in transnational encounters. *RESLA: Revista Española de Lingüística Aplicada/Spanish Journal of Applied Linguistics*, 28 (2), 382-415. DOI: <https://doi.org/10.1075/resla.28.2.02moo>
- Moore, E. (2016). Conceptualising 'multilingual' higher education in policies and classroom practice. In J. Soler-Carbonell, L. Gallego-Balsà & V. Corona (eds.), *Language and education issues in global Catalonia. Questions and debates across scales of time and space*. *Language Culture and Curriculum*, 29 (1), 22-39. DOI: <http://dx.doi.org/10.1080/07908318.2016.1132652>
- Moore, E. (2016). Aprendizaje de lenguas e interacción social. In D. Masats & L. Nussbaum (eds.), *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria* (pp. 35-58). Madrid: Síntesis.
- Moore, E., Garrido, M. R. & Aliagas, C. (eds.) (2016). *Hip Hop, language and identity: Bridging organic learning and institutional learning spaces*. *Linguistics and Education*, 36, special issue.
- Moore, E., & Nussbaum, L. (2016). Plurilingüismo en la formación del alumnado de la ESO. In D. Masats & L. Nussbaum (eds.), *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria* (pp. 15-33). Madrid: Síntesis.
- Vallejo, C. & Moore, E. (2016). Prácticas plurilingües 'transgresoras' en un programa extraescolar de refuerzo de la lectura. In C. Gandulfo & L. Nussbaum (eds.), *Hablantes bi/plurilingües y prácticas educativas: Perspectivas etnográficas e interaccionist*. *Signo y Seña*, 29, 33-61. <http://revistas.filo.uba.ar/index.php/sys/article/view/543>

2015

- Borràs, E., Moore, E. & Nussbaum, L. (2015). Comment les étudiants montrent leurs connaissances dans des interactions internationales. In X. Gradoux, J. Jacquin, & G. Merminod (eds.), *Agir dans la diversité* (pp. 171-190). Leuven: de Boeck.
- Espinet, M., González-Monfort, N., Junyent, M., Marbà, A., Masats, D., Moore, E. & Valdés-Sánchez, L. (2015). CLIL FAQs: Orientacions per introduir l'anglès en la docència universitària. Bellaterra: Universitat Autònoma de Barcelona.
- Moore, E., Ploettner, J. & Deal, M. (2015). Professional collaboration at the boundaries between content and language teaching. *Ibérica*, 30, 85-104.

2014

- Moore, E. (2014). Constructing content and language knowledge in plurilingual student teamwork: Situated and longitudinal perspectives. *International Journal of Bilingual Education and Bilingualism*, 17 (5), 586-609.
- Moore, E. & Nussbaum, L. (2014). Building a multilingual university in institutional policies and everyday practices. In J. W. Unger, M. Krzyżanowski, & R. Wodak (eds.), *Multilingual encounters in Europe's institutional spaces* (pp. 243-269). London: Bloomsbury.
- Moore, E. & Patiño-Santos, A. (2014). Plurilingual resources for 'welcoming' at a university service for international students. In J. M. Cots, E. Llurda & P. Garrett (eds.), *Language policies and practices in the internationalisation of higher education on the European margins*. *Journal of Multilingual and Multicultural Development*, 35 (4), 406-424.

2013

- Moore, E., Borràs, E., & Nussbaum, L. (2013). Plurilingual resources in lingua franca talk: An interactionist perspective. In H. Haberland, D. Lønsmann, & B. Preisler (eds.), *Language alternation, language choice and language encounter in international tertiary education* (pp. 53-84). Dordrecht: Springer.
- Moore, E. & Nussbaum, L. (2013). La lingüística interaccional y la comunicación en las aulas. *Textos de Didáctica de la Lengua y de la Literatura*, 63, 43 – 50.
- Moore, E., Nussbaum, L., Borràs, E. (2013). Plurilingual teaching and learning practices in 'internationalised' university lectures. *International Journal of Bilingual Education and Bilingualism*, 16 (4), 471 – 493. Available at: http://www.tandfonline.com/eprint/7uy7pAn38EAjdd5phGfR/full#.Us_PZfTuLTo
- Nussbaum, L., Moore, E., & Borràs, E. (2013): Accomplishing multilingualism through plurilingual activities. In A-C. Berthoud, F. Grin, & G. Lüdi (eds.), *Exploring the dynamics of multilingualism: The DYLAN project* (pp. 229-252). Amsterdam: John Benjamins.

2012

- Moore, E. (2012). The role of metalinguistic awareness in the effective teaching of foreign languages (Rethinking Education, vol. 10), by Anthony David Roberts (2011). *Bellaterra Journal of Teaching & Learning Language & Literature*, 5 (3), 66-71.
- Borràs, E., Moore, E., Nussbaum, L. & Patiño, A. (2012). Variété des pratiques plurilingues dans des cours universitaires en L2. In L. Mondada & L. Nussbaum (eds.), *Interactions cosmopolites: l'organisation de la participation plurilingue* (pp. 63 – 98). Limoges: Editions Lambert Lucas.
- Evnitskaya, N., Martínez, H., Moore, E. & Vallejo, C. (eds.) (2012). *TRICLIL 2012 proceedings: Better CLIL: more opportunities in primary, secondary and higher Education. II International Round Table on CLIL Programmes & VI Colloquium on CLIL in Catalonia*. Bellaterra: Servei de Publicacions de la Universitat Autònoma de Barcelona (llibre publicat en CD-ROM)

2011

- Escobar Urmeneta, C., Evnitskaya, N., Moore, E. & Patiño, A. (eds.) (2011). *AICLE/CLIL/EMILE. Educació plurilingüe: Experiències, Research & Politiques*. Bellaterra: Servei de publicacions de la UAB.
- Moore, E. (2011). *Plurilingual practices at a Catalan university doing internationalisation: Context and learning*. Unpublished PhD dissertation. Universitat Autònoma de Barcelona.
- Moore, E. & Nussbaum, L. (2011). Què aporta l'anàlisi conversacional a la comprensió de les situacions d'AICLE. In C. Escobar & L. Nussbaum (eds.), *Aprender en otra lengua / Learning in another language / Aprender en una altra llengua* (pp. 93 – 118). Bellaterra: Servei de Publicacions de la UAB.

- Nussbaum, L., Moore, E., & Borràs, E. (2011). Accomplishing multilingualism through plurilingual activities. *DYLAN Working Papers*, 6b.

2010

- Moore, E. (2010) Exploring plurilingualism as a teaching/learning resource in higher education English-medium classrooms. In O. Guasch & Milian, M. (eds.), *L'educació lingüística i literària en entorns multilingües. Recerca per a nous contextos* (pp. 221 – 236). Bellaterra: Servei de Publicacions de la UAB.
- Moore, E. & Dooly, M. (2010) 'How do the apples reproduce (themselves)?' How teacher trainees negotiate language, content, and membership in a CLIL science education classroom at a multilingual university. *Journal of Language, Identity & Education*, 9 (1), 58 – 79.
- Moore, E. & Patiño-Santos, A. (2010). Exploring identity in plurilingual service encounters at a Catalan university. *DYLAN Working Papers*, 5.
- Borràs, E., Canals, L., Dooly, M., Moore, E. & Nussbaum, L. (2010). Deliverable 4.3. *DYLAN Working Papers*, 4.
- Borràs, E., Moore, E. & Nussbaum, L. (2010). Exploring plurilingual and multimodal resources for participation in higher education CLIL contexts. *DYLAN Working Papers*, 5.

2009

- Dooly, M. & Moore, E. (2009) Plurilingual talk-in-interaction in an initial teacher training CLIL class. In D. Veronesi & C. Nickenig (eds.), *Bi- and multilingual universities: European perspectives and beyond* (pp. 181 – 190). Bozen-Bolzano: Bozen-Bolzano University Press.

2008

- Corona, V., Moore, E., & Unamuno, V. (2008). Linguistic reception in Catalonia: Challenges and contradictions. In G. Budach, J. Erfurt, & M. Kinkel (eds.), *Écoles plurilingues – multilingual schools: Konzepte, institutionen und akteure. Internationale perspektiven* (pp. 121 – 146). Bern: Peter Lang.
- Dooly, M., Moore, E., Nussbaum, L., Unamuno, V., Corona, V., Patiño, A. Provisional results. *DYLAN Working Papers*, 3.
- Dooly, M., Moore, E., Nussbaum, L., Unamuno, V., Corona, V., Patiño, A. Analysis of how context changes modify language policies and strategies and affect language learning practices and representations of multilingualism in educational institutions of secondary and higher education. *DYLAN Working Papers*, 2.
- Moore, E. & Nussbaum, L. (2008). The management of multilingualism at a Catalan university: Language policies and local practices. In O. Martí Arándiz & M. Safont Jordà (eds.), *Achieving multilingualism: Wills and ways* (pp. 174 – 188). Castelló: Publicacions de la Universitat Jaume I.

2007

- Bernaus, M., Moore, E. & Cordeiro, A. (2007). Affective factors influencing plurilingual students' acquisition of Catalan in a Catalan-Spanish bilingual context. *The Modern Language Journal*, 91 (2), 235 - 246.
- Codó, E., Corona, V., Dooly, M., Moore, E., Nussbaum, L., Unamuno, V. (2007). Analysis of how context changes modify language policies and strategies and affect language learning practices and representations of multilingualism in educational institutions of secondary and higher education. *DYLAN Working Papers*, 1.
- Moore, E. (2007). Using interview data to explore the co-construction of adult students' identities. *EMIGRA Working Papers*, 117, 1-15.

2006

- Moore, E. (2006). Interaction, identity and processes of exclusion in an adult language classroom. Unpublished MA dissertation. Universitat Autònoma de Barcelona.

Selected scientific committees

Co-convenor of the AILA Research Network on Creative Inquiry in Applied Linguistics.

Co-editor of Bellaterra Journal of Teaching & Learning Language & Literature (ISSN: 2013-6196), indexed in ERIH-Plus.

Reviewer of articles for journals including: Language in Society; Teaching and Teacher Education; Language Policy; Language, Culture and Curriculum; Sintagma: Revista de Lingüística; International Journal of Multilingualism; Cultural Studies of Science Education; Language and Education; Acta Linguistica Hafniensia International Journal of Linguistics.

Member of the scientific committee for: Annual Meeting of the British Association for Applied Linguistics (2017); I Seminar-EDiSo-General Assembly (2016); Conference of the International Association of Language and Intercultural Communication (2016); II International Conference on CLIL Programs – VI Colloquium on CLIL in Catalonia (2012).

Member of several expert groups on language policy and curricular development commissioned by the Government of Catalonia.

Director of several BA, MA and PhD dissertations.

Member of several BA, MA and PhD committees.

Member of BAAL, AESLA, AILA, IPRA, EDiSo, LINEE+, DYLAN consortium.

Languages

English: Native

Spanish: C2

Catalan: C2

French: A2

German: A1