

Contributors

Editors

Fernando D. Rubio-Alcalá, PhD, is a Senior Lecturer at the University of Huelva, Spain (2000–) and Head of Language Policy. He was also Associate Dean of International Relations and Plurilingualism (2006–2018). His main research field is foreign language acquisition, paying particular attention to bilingualism in tertiary education and the influence of affective factors in foreign language teaching and learning. He is the Head Researcher in the project ‘Analysis of quality in bilingual programmes in Andalusian universities’ (2014–2018, €91,935, Government of Andalusia, Spain), and was the President of the International Conference on Quality of Bilingual Programmes in Higher Education (Huelva, Spain, May 2018). Fernando co-edited the monograph *Addressing Bilingualism in Higher Education: Policies and Implementation Issues* (with Moore & Pavón Vázquez, 2018, Porta Linguarum), edited the volume *Self-esteem and Foreign Language Learning* (2007, Cambridge Scholars Publishing), and has contributed book chapters to two volumes published by Multilingual Matters: ‘The links between self-esteem and language anxiety and implications for the classroom’ (in Gkonou, Daubney & Dewaele, 2017, *New Insights into Language Anxiety: Theory, Research and Educational Implications*) and ‘Self-esteem and self-concept in foreign language learning’ (in Mercer & Williams, 2014, *Multiple Perspectives on the Self in SLA*). He was also a Visiting Professor at the University of Virginia (2007, 2008, 2011) and a Visiting Scholar at the University of Texas (2005). Fernando has participated in over 100 academic events in Europe and North, Central and South America.

Do Coyle has worked at the University of Edinburgh since 2017. Her specific research interests lie in plurilingual learning and cross-disciplinary networks, as well as professional learning in schools, visual learning (including the role of video conferencing and digital communication) and community sustainability through technological advancement. She is involved in a wide range of European initiatives and has published extensively in the field of content and language integrated learning (CLIL),

including the 4Cs conceptual framework and the English national guidelines for CLIL. Her other publications focus on transforming pedagogies in the field of modern language education, bilingual education and teacher education, especially in technology-enhanced environments. Her work has enabled her to co-research with bilingual and CLIL teachers and learners across the world. She sits on advisory panels at local, regional, national and international levels and is a regular keynote speaker at international conferences. Do's recent publications include a widely acclaimed book on CLIL published by Cambridge University Press (with Hood & Marsh, 2010). Her current research involves teacher–learner networks for analysing effective CLIL practice using digital tools and virtual spaces, as well as carrying out collaborative research in Austria and Italy to investigate pluriliteracies in CLIL settings. She has several funded research projects which include: investigating motivation and achievement in CLIL classrooms in the UK (Esmée Fairbairn Foundation); creating innovative distributed professional learning communities connected through practice-based evidence of effective learning (Scottish Government); and investigating sustainable rural communities through transforming natural resources into business opportunities (LEADER). While at the University of Aberdeen, Do has led the university's e-learning and e-research strategies and currently directs the CASS Connected Communities Cross-Disciplinary Research network. She has set up the new MEd in plurilingual education and currently supervises nine doctoral students in the field of teacher professional learning, CLIL, modern language classrooms and new technologies.

Authors

Patrick Studer is a university researcher, lecturer and teacher trainer at ZHAW, Switzerland. Patrick teaches applied linguistics to undergraduate and graduate students in the School of Applied Linguistics, Winterthur. In his research, Patrick focuses on language sociological questions, especially on English language use and competence in higher education. His recent book-length editions include *Internationalizing Curricula in Higher Education: Quality and Language of Instruction* (2018, Swiss Journal of Applied Linguistics), *Ideological Conceptualizations of Language: Discourses of Linguistic Diversity* (2013, Peter Lang) and *Linguistic Diversity in Europe: Current Trends and Discourses* (2012, de Gruyter Mouton).

Inmaculada Fortanet-Gómez is a Full Professor and researcher at Universitat Jaume I, Castellón, Spain, where she has coordinated the Group for Research on Academic and Professional English (GRAPE) for the last 20 years. Her research interests are related to content and language integrated learning in higher education and to multimodal discourse analysis. Inmaculada is the author of *CLIL in Higher Education:*

Towards a Multilingual Language Policy (2013, Multilingual Matters). She is a founding member of ICLHE (Integrating Content and Language in Higher Education) and has sat on its Executive Board since its creation. She has published articles in *English for Specific Purposes*, *Journal of English for Academic Purposes*, *Discourse Studies* and *ESP across Cultures*, among other journals.

Kyria Finardi has a CNPq/PQ research scholarship and is a Senior Lecturer in the Department of Languages, Culture and Education (DLCE) and a researcher in the postgraduate Programmes of Education (PPGE) and Linguistics (PPGEL) at the Federal University of Espírito Santo (UFES), Brazil. At undergraduate level, her teaching focuses on preservice English language teacher development, and at postgraduate level it focuses on aspects related to language, education and internationalization. She has an extensive list of publications and co-authored and edited the books *English in Brazil* and *English in the South*. She was the President of the Brazilian Association of Applied Linguistics ALAB (2018-2019) and co-founded and co-coordinates the AILA's regional Ibero-America Association of Applied Linguistics (AIALA).

Pat Moore is a Senior Lecturer in the Department of Languages and Translation at the University Pablo de Olavide, Spain, where both her teaching and research revolve around questions of language education. Nowadays most of her teaching is at postgraduate level, with pre-service and in-service teacher development, and her research is centred on various facets of bilingualism – from both the perspective of bilingual education (teachers) and emerging bilinguality (students). Pat recently co-edited a monograph devoted to tertiary bilingual education for the Spanish journal *Porta Linguarum* and published an article in the *ELT Journal* discussing the idea of bilinguality as the goal of EFL. She is also a co-editor of *Conceptualising Integration in CLIL and Multilingual Education* (2016, Multilingual Matters). Prior to Sevilla, Pat worked at universities in the UK, China and Brazil – where she spent some time at UFES – thereby laying the seeds for the international collaboration behind her contribution to this volume.

Felipe Guimarães has earned his PhD in the postgraduate programme of Linguistics (PPGEL) at the Federal University of Espírito Santo (UFES, Brazil), in cotutelle with the programme of Humanistic Studies & Languages (DHH) at the Pablo de Olavide University (UPO, Spain), jointly supervised by the two preceding authors. His research topics include language policies, internationalization, intercultural education and multilingualism for higher education. Felipe also holds a master's degree in Public Administration. He was the Coordinator of the 'Languages without Borders' (LwB) programme at UFES in 2015, and was awarded by the

Brazilian Ministry of Education (MEC) for his work in LwB. He also works as a translator-interpreter at UFES, developing joint research with UPO.

Víctor Pavón Vázquez holds a PhD in modern languages and is a Senior Lecturer at the University of Córdoba, Spain. He is a member of the Committee for Linguistic Accreditation within the CRUE (the national association of Rectors of Spanish Universities), Head of the Department of English and German Philology and President of the Language Policy Commission at the University of Córdoba. As an author, researcher and lecturer, Victor is active in education development programmes in Europe and beyond. His current interests focus on research and development for capacity building and subsequent competence building of staff, to support the implementation of bilingual education programmes. Victor has recently published articles in the *Journal of English Studies* and *Porta Linguarum* and contributed a chapter to *Integrating Content and Language in Higher Education: From Theory to Practice* (Wilkinson & Walsh, 2015, Peter Lang).

Karin Båge holds an MA in visual and media anthropology at the Freie Universität, Berlin, Germany and a BA in anthropology and international relations from the University of Sussex, UK, 2007. Karin is an educational developer with expertise in global health, and works at the Global and Sexual Health research group in the Department of Public Health Sciences at Karolinska Institutet (Stockholm, Sweden).

Jennifer Valcke is an educational developer at Karolinska Institutet (KI) in Stockholm, Sweden. Her role includes teaching, training and advising on issues related to international/intercultural education and CLIL. Jennifer supports and prepares teaching staff for multilingual and multicultural learning spaces and provides support for educational leaders to implement KI's internationalization strategy.

David Marsh, PhD, has professional experience in over 40 countries, has contributed to over 150 publications and has received five degrees from the UK, Finland and Spain. In recent years his work on transforming education has ranged from designing blueprints for new schools and developing teaching and learning processes through to analytic and research tasks. Special focuses of interest are on the impact of languages on the mind and brain, building positive school ecosystems and adjusting educational practices to accommodate the needs of digitally astute young people. Having co-launched content and language integrated learning (CLIL) under the auspices of the European Commission, David currently works on developing education primarily in Finland, Mexico and Vietnam. His current work in progress is *The Children of Cyberspace: Towards a New Understanding*, due for publication in 2021.

Wendy Díaz Pérez, PhD, is the coordinator of the Foreign Languages Institutional Program and Professor in Public Policy at the University of Guadalajara, Mexico, and has experience of higher education in Spain, Japan and the USA. Having specialized in Asian and Pacific Rim studies, she now focuses on the internationalization of higher education through the activation of language policies and strategy. She is co-author of *Teaching through English in Higher Education: Realizing Internationalization in Practice* (2017, Inter-American Organization for Higher Education).

Javier Ávila-López, PhD, teaches at the University of Córdoba, Spain, and has been a visiting scholar at Prague University and other institutions. He is currently the main editor of *CETA* (Cordoba English Teachers' Association) magazine. His research interests are in the field of bilingual education and the affective component in language learning. Javier has been involved in research projects on bilingualism and CLIL and has published numerous articles in different scholarly journals such as *International Journal of Bilingual Education and Bilingualism* and *Porta Linguarum*. He has also co-edited a book on CLIL, *Didactic Applications for Content Integrated Language Learning* (in Spanish).

Francisco Rubio-Cuenca, PhD, is an Associate Professor in the Department of French and English Philology at the University of Cadiz, Spain. He teaches theoretical linguistics and instrumental English in the Faculty of Arts. Following his 20 years' experience as an English for Specific Purposes (ESP) teacher in the School of Engineering, University of Cádiz, Francisco joined the School of Education, where he became a member of the coordinating team developing the School's Plurilingual Education Program. Currently, he is Head of the coordinating team of the Plurilingual Education Program in the School of Engineering under the CLIL teaching approach. As a teacher-trainer and teaching innovator, Francisco has been the coordinator of many teacher training and innovation projects. He has been a research member of the AGCEPESA project, an Excellence Project promoted and financed by the Andalusian government with the aim of improving plurilingual teaching and learning by promoting high-quality research. Finally, he has been an active participant in the working groups collaborating in the design of the CRUE's framework document on language policy and internationalization of Spanish higher education institutions (approved in 2017). Currently, his main research interests are bilingual teaching, CLIL, higher education language policy and the implementation of plurilingual education programs in higher education institutions.

David Lasagabaster is Professor of Applied Linguistics at the University of the Basque Country, Spain. He has published on second/third language acquisition, English-medium instruction (EMI), content and language integrated learning (CLIL), attitudes and motivation, and multilingualism.

He currently coordinates a research project on team-teaching at university level in which seven European universities are involved. David has published widely in international journals (*Applied Linguistics*, *Language Teaching*, *International Journal of Bilingual Education and Bilingualism*, *The Modern Language Journal*, *Studies in Higher Education*, *Language Teaching Research*, *Language and Education*, *TESOL Quarterly*, etc.), books and edited books. Among others, he co-edited *CLIL in Spain: Implementation, Results and Teacher Training* (with Ruiz de Zarobe, 2010, Cambridge Scholars Publishing), *English-Medium Instruction at Universities: Global Challenges* (with Doiz & Sierra, 2013, Multilingual Matters), *Motivation and Foreign Language Learning: From Theory to Practice* (with Doiz & Sierra, 2014, John Benjamins) and *CLIL Experiences in Secondary and Tertiary Education: In Search of Good Practices* (with Doiz, 2016, Peter Lang).

Maria Ellison is Assistant Professor of Didactics in the Faculty of Arts and Humanities at the University of Porto (FLUP), Portugal. She holds a PhD in didactics of languages from FLUP. Her doctoral research focused on CLIL as a catalyst for developing reflective practice in foreign language teacher education. She teaches about CLIL within doctoral and pre-service master's degree programmes in teaching foreign languages and in-service teacher development courses. Maria has experience of coordinating and monitoring CLIL projects in primary, secondary and higher education in Portugal. She has designed EAP courses for faculty teaching staff at the University of Porto and has conducted research into teachers' perception of need in EAP and ICLHE contexts. Maria is the coordinator of the recently established Working CLIL network in Portugal through the Centre for English, Translation and Anglo-Portuguese Studies (CETAPS), which connects communities of researchers and teachers of CLIL across the country.

Rocío López-Lechuga, PhD, works as a researcher and lecturer in the Behavioural Sciences Department at the University of Huelva, Spain. She has a bachelor's degree in psychology and another bachelor's degree in humanities. She also has a MSc (health psychology) and two MAs (functional applied analysis and university lecturing). Rocío was hired as an expert research methodologist for the AGCEPESA project (2014–2019) and has co-authored 'A systematic review on evidences supporting quality indicators of bilingual, plurilingual and multilingual programs in higher education' (with Rubio-Alcalá, Arco-Tirado, Fernández-Martín, Barrios & Pavón-Vázquez, 2019, *Educational Research Review*).

Emma Dafouz is an Associate Professor in the Department of English Studies at Complutense University of Madrid, Spain. For over two decades she has researched on English-medium education in higher education and

CLIL and published extensively in international journals. Her most recent publication is a co-authored book entitled *ROAD-MAPPING English Medium Education in the Internationalised University* (with Ute Smit) published in 2020 by Palgrave Macmillan. Emma served as Policy Advisor for curricular internationalisation at her university from 2014–2019.