

## CURRICULUM VITAE

# Loretta Fernández

## UNIVERSITY OF PITTSBURGH

Assistant Professor of Practice in  
World and Heritage Language  
Education

School of Education Department of  
Teaching, Learning, and Leading

5111, Posvar Hall, 230 S. Bouquet St.

Pittsburgh, PA, USA, 15260

Phone: (412) 587-3025

Email: [lof7@pitt.edu](mailto:lof7@pitt.edu)

<https://orcid.org/0000-0001-5114-9700>

## EDUCATION

---

### I. Degree Studies and Degrees Earned

- |      |   |
|------|---|
| 2017 | <b>Ph.D.</b> in Language, Literacy and Culture, University of Pittsburgh<br><br>Dissertation Title: Learning Italian with Conceptual Tools: An Investigation of Gal'perin's Concept-Oriented Instruction.   |
| 1995 | <b>Bachelors and master's degree in modern foreign</b> Languages (English, Spanish and Italian as a Second language majors), University of Palermo (Italy) 110/110 Summa cum laude<br><br>Thesis: Theory and Practice of the linguistic invention J.R.R. Tolkien invented languages |

### II. Fellowships

- |           |   |
|-----------|---|
| 2020-2023 | <b>Faculty Fellow</b> of the Center of Urban Education (CUE) of the University of Pittsburgh.                         |
| 2020-2023 | <b>Faculty Fellow</b> of the Institute for International Studies in Education (IISE) of the University of Pittsburgh. |
| 2013-2017 | <b>Graduate Fellow</b> of the Center of Urban Education (CUE) of the University of Pittsburgh                         |

### III. Teaching Certifications

2008	Certification for teaching Spanish in High School, University of Catania (Italy), Specialization Center SISIS
2002	Certification for teaching English in High School and Middle School, Department of Public Education (Provveditorato agli Studi) of Palermo (Italy)
1996	Specialization Course as an expert in legislation, policies, and languages of the European Union, EuroDevelopment Center, Palermo (Italy)

## **VI. Appointments**

2023-Sept	Assistant Professor of Practice School of Education Department of Teaching, Learning, and Leading, University of Pittsburgh
2019 – 2023	Visiting Assistant Professor School of Education Department of Teaching, Learning, and Leading, University of Pittsburgh
2017- 2019	Adjunct Instructor Department of Modern Languages Duquesne University. (Italian 3 <sup>rd</sup> and 4 <sup>th</sup> semester)
2017- 2019	Adjunct Instructor Department of Instruction and Learning. University of Pittsburgh
2012 – 2016	Graduate Research and Teaching Assistant Department of Instruction and Learning, University of Pittsburgh

## **LANGUAGES**

---

Spanish	Native speaker (lived in Venezuela until 18y), attended K-12 in Venezuela and earned Bachelor and Master Foreign Languages (majors in English, Italian, and Spanish) from University of Palermo
Italian	Comparable Native speaker (lived in Italy over 20 y) Bachelors and Master Foreign Languages from University of Palermo (Italy)
English	Fluent – Advanced (University Ph.D.)
French	Mid Advance speaker (Erasmus scholarship for a semester in Liege, Belgium, work experience)
Portuguese	Oral and written comprehension (Worked for European projects in Portugal)

## **SCHOLARSHIP AND RESEARCH**

---

### **I. Peer-Reviewed Articles**

Fernández, L. & Christensen, J. (2023). Cultural Historical and Critical Psychology: Book review of Fleer, Gonzalez Rey, and Jones (Eds.), 2020. *Language and Sociocultural Theory*, 9 (1).

Fernández, L. (2022). Learning through interacting: The Vygotskyian *perezhivanie* for learning Italian in typified situations. *L2 Journal*, 14(3), 1-25. DOI 10.5070/L214354270

Fernández, L. (2021). Teaching the concept of Typified Situation to promote foreign language interaction in classroom instruction and study abroad. *System*, 94.  
<https://doi.org/10.1016/j.system.2021.102473>

Fernández, L. (2021). Multiliteracies and multimodality in teaching a literature classic. *Contingencies, Journal of Global Pedagogy*. 1(1).

<https://doi.org/10.33682/1rpb-6r4r>

Fernández, L. & Donato, R. (2021). Interacting with SCOBAs: Beginner learners of foreign language use of a pedagogical tool. *Language and Sociocultural Theory*. 7 (1). 33-59  
<https://doi.org/10.1558/1st.31180>

Fernández, L. (2018). Qualitative Interview Analysis: The Use of Systemic Functional Linguistics to Reveal Functional Meanings. *Forum: Qualitative Social Research*, 19 (3), art. 6.

Fernández, L. (2017). Learning Another Language with Conceptual Tools: An Investigation of Gal'perin's Concept-Oriented Instruction (Unpublished doctoral dissertation). University of Pittsburgh. Pittsburgh, PA.

## II. Chapters in Edited Volumes

Fernández, L. (2021). Developing oral interaction through the generic structure of typified situations: An Italian study abroad case study. In F. Troyan, Ed. *Genre Matters in World Language Education: Contextualized World Language Assessment and Learning*. New York, N.Y.: Routledge.

Taguchi, N., Fernández, L., & Jiang, Y. (2021). Systemic functional linguistics applied to L2 pragmatics assessment: Analysis of advice-giving in written discourse. In Taguchi, N. (ed.) *New directions for researching, teaching, and assessing L2 pragmatics*. Boston (MA): de Gruyter- Mouton.

## III. Practitioner Oriented Articles and Book Reviews

Chen, H.C. & Fernández, L. (2022). Applying “The Flat Stanley Project” into Chinese Language Learning. *K-12 Chinese Language Teaching*, 5.  
<https://www.yumpu.com/en/document/view/66661847/k-12-chinese-language-teaching-issue-5>

## IV. Manuscripts and editorial work in Preparation

Troyan, F.J Weng, X., Fernández, L., McGuire, M. (Summer, 2023) Examining the intersectionality of language teacher identity across instructional contexts through the experience of *perezhivanie*. Second revisions at The *TESOL Quarterly*.

Troyan, F. J., **Fernández, L.**, Ferguson D. Iswandari, Y. (Fall 2023) Toward humanizing SFL praxis: Co-constructing language teachers' understandings of their intersectional identities via language use. Second revision *Foreign Language Annals*

Fernández, L., Abdel-Malek, M. & Chavoshan, I. (under review) Multilingual and Multimodal Analysis of Infographics regarding COVID-19 and its use in classroom instruction. Presented to *SYSTEM*.

**Fernández, L.**, Abarca-Millan, E., P., & Flores, A. (expected publication Spring 2024) Graduate LatinX students' mentoring and advising experiences. In Accepted volume Abarca-Millan, E. (Ed.) *Amplifying students' and educators' voices in educational research*. Wilmington, DE: Vernon Press.

Chavoshan, I. and **Fernández, L. (Expected Publication Summer 2024) Eds. *Metaphors we teach Language by***. Edited volume proposed to Routledge regarding the use of Conceptual Metaphors to teach World Languages.

Fernández, L. & Ortiz, L. (2024 expected) Metaphors of Latinidad in Chavoshan, I. & Fernández, L. (Eds.). *Metaphors we Teach Language by*. New York, N.Y.:Routledge

Fernández, L., Troyan, F., Ferguson, D., & Iswandari Y. (2024 expected). Multimodal Metaphors of Linguistic Diversity: Language Teachers' Examination of Language Use and Identity. In Chavoshan, I. & Fernández, L. (Eds.). *Metaphors we Teach Language by*. New York, N.Y.:Routledge

**Fernández, L.**, Sundusiyah, A., & Porter, M. (in preparation) Educators, Parents, University, and school: Working Together to Promote Socially Just Multilingual Education. (*Journal of Multilingual Education*)

Fernández, L., (in preparation) Teachers as Linguist: Language teachers' professional development through linguistic concepts representations (to be submitted to the *Journal Teacher and Teacher education*).

#### **IV. Invited Talks and Presentations**

**Fernández, L.** (2023, April). *Moving towards Linguistic Diversity: Humanizing Praxis in Language Teacher Education*. Institute for International Studies in Education (IISE). School of Education University of Pittsburgh.

**Fernández, L.** Abdel-Malek, Myriam, & Chavoshan, I. (2022, June). *How to use multimodal infographics about the pandemic in language teaching*. The Ohio State University, College of Education and Human Ecology.

**Fernández, L.** and Centanni, M. (2022, June) Exploring Language, Culture, and Identity: Italian and Sicilian. NYU, School of Liberal Studies

Eve, S., **Fernández, L.**, Krenack, A., Outro Margem, Sanjinez, I., Priest, R. (2022, February) Colloquium: Animated Ecologies and Indigenous People. Presentation title: *Language revitalization with the Alaskan Yup'ik and Gwich'in Nations through video game development*. NYU.

- Cook, L., Herman, J.L., Worrell, F.C. (2021, April) *Towards More Relevant Testing Standards for Researchers*. Round Table discussion for Division C (Instruction and Learning) of the American Education Research Association (AERA) Conference.
- Radzilowicz, J, **Fernández, L.**, Stamm L. E., Bartow-Jacobs, K. (2021, February) *Encouraging Student Participation in the Flex@Pitt Environment*. Panel Discussion for the University of Pittsburgh 2021 Assessment and Teaching Conference.
- Troyan, F. J., Anja, U., Berti, M., Davin, K. J., **Fernández, L.**, Russell, V., & Swanson, P. (2020, September). *Researching Language Teaching during COVID-19*. Panel Discussion for the American Council on the Teaching of Foreign Languages (ACTFL) Research SIG, Alexandria, VA.

## VI. Peer-Reviewed Conference Presentations

- Troyan F, **Fernández, L.**, Ferguson D. (July 2023) *Teaching (for) Diversity: Multilingualism in Teacher Education*. *International Association of Applied Linguistics (AILA). Annual Congress – Lyon, France*.
- Troyan F, **Fernández, L.**, Ferguson D., Iswandari, Y. (March 2023) Multimodal Metaphors of Linguistic Diversity: Toward Humanizing Praxis in Language Teacher Education. *American Association of Applied Linguistics (AAAL). Annual Convention – Portland, OG*.
- Fernández, L.** and Abdel-Malek, M. (November 2022). Cultural perspectives about COVID-19: Multimodal analysis of Infographics. American Council of Teaching Foreign Languages (ACTFL) Boston, MA.
- Troyan, F. and **Fernández, L.** (November 2022) *Developing world language teachers' understanding of language varieties*. American Council of Teaching Foreign Languages (ACTFL) Boston, MA.
- Fernández, L.** (October 2022) *Language Quest: A Videogame to Preserve Endangered Languages in a Cultural and Folkloristic Context*. American Folklore Association Annual Meeting (Tulsa-Oklahoma).
- Sundusiyah, A. and **Fernández, L.** (August 2022) *Weaving a Collaborative Safety Net for Equitable Inclusion: Entwined Stories from a Multilingual, Multicultural Urban School*. Multidisciplinary Approaches in Language Policy and Planning Conference (Montreal-Canada)
- Fernández, L.** Abdel-Malek, Myriam, & Chavoshan, I. (March 2022). *Making meaning of multimodal infographics during a Global Pandemic: a multicultural perspective*. American Association of Applied Linguistics (AAAL). Annual Convention – Pittsburgh, PA.
- Troyan, F. J., **Fernández, L.**, & Weng, Z. (March 2022). *Developing Language Teacher Understandings of Cultural and Linguistic Identity via SFL*. American Association of Applied Linguistics (AAAL). Annual Convention – Pittsburgh-PA.
- Fernández, L.**, Troyan, F. J. & Weng, Z. (November 2021). *Linguistic Identities & Linguistic Diversity Conceptual Development through SFL: a Multiple Case Study of Teacher*

- Candidates*. Asociación de Lingüística Sistémico-Funcional de América Latina (ALSFAL). Annual Virtual Convention.
- Abarca Millan, E. & **Fernández L**, (November 2021). *Using technology tools to assess oral skills: Flip-Grid*. The American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, Virtual.
- Fernández, L. (April 2021). *Interacting with SCOBAs: Gal'perin's pedagogical model and its application to language learning*. American Educational Research Association (AERA). Annual Virtual Convention.
- Fernández, L. & Taguchi, N. (March 2021). *Application of systemic functional linguistics (SFL) to the analysis of advice-giving in L2 writing*. American Association of Applied Linguistics (AAAL). Annual Virtual Convention.
- Fernández, L. & Rowland C., (February, 2020). *Becoming a Faculty Ally: Teaching and Mentoring Latinx/Hispanic Students*. Organized and moderated the panel discussion at the University of Pittsburgh.
- Delfini, C & **Fernández L**, (November 2019). *Using technology tools to enhance pragmatic development in Italian*. The American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, Washington, D.C.
- Abdel-Malek, M & **Fernández, L.**, (November 2019). *Pairing the 4x4 Tool for Literacy Interventions with Dynamic Assessment (DA)*. Sociocultural Theory Second Language Learning (SCT-SLL) Research Working group. Carnegie Mellon University, Pittsburgh.
- Fernández, L. & Abdel-Malek, M. (April 2019). *The Use of Genre Based Tools for Teaching and Assessing Foreign Language Writing*. IUP Spring Methodology Conference on Foreign Language Teaching, Indiana County, PA.
- Fernández, L. (March 2019). *Learning Oral Registers and Genres: How knowing the Concept of Typified Situation helped students to Interact in Italian in Italy*. American Association of Applied Linguistics (AAAL). Annual Convention, Atlanta (Ge).
- Fernández, L. (November 2018). *High School Teachers' interaction with SCOBAs*. Sociocultural Theory Second Language Learning (SCT-SLL-25) Research Working group. The University of Pittsburgh.
- Fernández, L. (November 2018). *Feminine, Masculine, or... Teaching Gender in Italian, A Cognitive Linguistics Approach*. The American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, New Orleans LA.
- Fernández, L. & Korpella, S. (July 2018). *A Visible Bridge: SFL and SCT as Complementary Theories for L2 Education*. Round Table at the 45th International Systemic Functional Congress – ISFC18 - Boston College, MA.
- Fernández, L. (April 2018). *The Use of Concept Oriented Graphic Organizers for FL Oral Development*. IUP Spring Methodology Conference on Foreign Language Teaching, Indiana County, PA.

- Montera, C., **Fernández, L.**, & Delfini, C. (November 2017) *Teaching Italian through a Concept-Based Approach*. The American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, Nashville, TN.
- Fernández, L. (September 2017) *The use of typified situations to teach Foreign languages* Pennsylvania Foreign Language Conference, Duquesne University, Pittsburgh PA.
- Fernández, L. (April 2017) *Learning another language with conceptual tools: from classroom instruction to study abroad*. American Association of Applied Linguistics (AAAL). Annual Convention, Portland, OR.
- Fernández, L. (November 2016). *Learning Italian with Conceptual Tools: An Investigation of Gal'perin's Concept-Oriented Instruction* Sociocultural Theory Second Language Learning (SCTSL) Research Working group, University of South Florida, Tampa, FLA
- Fernández, L. (November 2016) *Tools and Talk: Concept-oriented Graphic Organizers for Teaching Italian*. The American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, Boston, MA.
- Fernández, L. (September 2016). *Let's Get Social SCT and SFL as complementary theories for ISLA*. personal presentation title *Learning Italian with Conceptual Tools: SFL concepts, SCT pedagogy*. Second Language Research Forum, Teachers college Columbia University, New-York NY. Colloquium organization and presentation.
- Fernández, L. (April 2016). *Gal'perin's SCOPA: A Pedagogical Tool for Learning L2 Concepts*. American Association of Applied Linguistics (AAAL). Annual Convention, Orlando FL.
- Abdel-Malek, M., Sardegna, V., & **Fernández, L.** (April 2016). *A Genre-Based Pedagogy to teaching Writing: Voices from the ESL classrooms*. American Association of Applied Linguistics (AAAL). Annual Convention, Orlando FL.
- Fernández, L. (April 2016). *Using Formative Assessments to Guide Instruction for Emergent Bilinguals* Teachers of English to Speakers of Other Languages (TESOL) Annual Convention, Baltimore, MD.
- Fernández, L., Sardegna, V., & Abdel-Malek, M. (April 2016). *Meeting College and Career Readiness Anchor Standard for Writing*. Teachers of English to Speakers of Other Languages (TESOL) Annual Convention, Baltimore, MD.
- Fernández L. (March 2015). *Interacting with SCOBAs: Gal'perin's pedagogical model and its application to language teaching*. Council of Graduate Students School of Education University of Pittsburgh annual conference.
- Fernández, L., Abdel-Malek, M., & Chavoshan, I. (November 2014). *A Turn in Teaching Grammar: From Memorization to Meaning-Making*. The American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, San Antonio, TX.

Fernández, L. (November 2014) *Interacting with SCOBAs: Gal'perin's pedagogical model and its application to language teaching*. Sociocultural Theory Second Language Learning (SCTSLL) Research Working group, University of Miami, Miami, FL.

## GRANTS

---

- 2023 Participation to the NSF-NEH Dynamic Language Infrastructure – Documenting Endangered Languages Fellowships with a project titled Language Quest: a videogame for the preservation and revitalization of indigenous languages. Amount requested: \$400,000.
- 2022 Participation to the **Archival Projects**. Funding Opportunity Number: ARCHIVAL-202210 with a project titled: **Let's become archivists: Community engagement in preserving the Alaskan Yup'ik language through the digitalization of archival material**. Amount requested. \$150.000. (Not obtained)
- Participation to the NSF-NEH Dynamic Language Infrastructure - Documenting Endangered Languages Fellowships with a project titled Language Quest: a videogame for the preservation and revitalization of Yup'ik and Gwich'in Alaskan indigenous languages. Amount requested: \$400,000. (Not Obtained)
- 2018 Awarded with the University Center for International Studies (UCIS) faculty grant. \$500
- 2016 Awarded with the Student Research Grant from the School of Education for the dissertation study: Learning Another Language with Conceptual Tools: An Investigation of Gal'perin's Concept-Oriented Instruction. \$5,000.
- 2015-16 Awarded with the Council of Graduate Students in Education (CGSE) Graduate grant \$500.

## CAREER EXPERIENCE

---

### I. Teaching Experience

- 2019 - Present Visiting Assistant Professor School of Education Department of Teaching, Learning, and Leading, University of Pittsburgh



2017 – 2019	Instructor, Department of Modern Languages and Literatures, Duquesne University of Pittsburgh,  Italian (102, 201, 202) Fall 2017- Spring 2019  Principles of Foreign Languages Assessment and Testing, Fall 2018
2018 Spring	Instructor, School of Education, University of Pittsburgh, Advanced Practicum in Foreign Language Teaching
2016 – 2019	Instructor, School of Education, University of Pittsburgh, Teaching English Language Learners (In person and online Undergrad and grad courses) Fall 2016- Fall 2017- Spring 2017- Fall 2018- Summer 2019
2014 Fall; 2016 Fall	Instructor, School of Education, University of Pittsburgh, Italian Instructor
2011-2012	Instructor, School of Education, University of Pittsburgh, Foreign Language Professional Development Instructor, Pittsburgh Milliones - University Preparatory School
2008 - 2011	Lecturer, Faculty of Letters and Philosophy, University of Palermo (Italy), Spanish Language and linguistics, Spanish Language and translation
1995-2011	High School Teacher for Public Schools, Palermo (Italy),  Foreign Languages, Literatures and Cultures Spanish and English

### **I. Research Experience**

2022- Present	Immigrant and Refugee Community Vaccine Equity Project. School of Medicine University of Pittsburgh, PI Dr. Maya Ragavan.
2022-present	Co-researcher, Weaving a Collaborative Safety Net for Equitable Inclusion: Entwined Stories from a Multilingual, Multicultural International School with Dr. Anis Sundusiyah (SOE-Pitt), Mathew Poehner (The Pennsylvania State University, and Paolo Infante (University of Minnesota)
2021- present	Co-Researcher, Language use Profile Investigating Language Teacher Candidates Development of Understandings of Linguistic Diversity. Collaboration with Dr. Francis Troyan (The Ohio State University)
2020-present	Co- Researcher, Mentoring LantinX Students. In collaboration with LatinX students from the School of Education and Social Work of the University of Pittsburgh.
2020-present	Primary Investigator, The use of the subjunctive in Spanish. In collaboration with Dr. James Lantolf (Pennsylvania State

	University) and Dr. Remi A. Van Compernelle (Carnegie Mellon University)
2019-present	Co-Researcher Language Quest, gamification. Language preservation and revitalization in language learning. In collaboration with Dr. Dmitry Babichenko, Dr. Malihe Alikhani, Dr. Richard Donato (University of Pittsburgh), and Dr. Lori (Carnegie Mellon University)
2016-2019	Primary Investigator, The use of Concept Oriented Graphic Organizers for the Teaching of Foreign Languages. Qualitative data collection and analysis.
2012-2017	Graduate Research Assistant; collaborated with Dr. Richard Donato Gal'perin's stepwise model in the context of socio-cultural theory and its application to Foreign Language Teaching
2015-2017	Graduate Research Assistant; collaborated with Dr. Veronica Sardegna. EL's academic narrative writing research in urban high schools (Brashear High school Pittsburgh)
2015-2016	Collaboration for the center of Urban Education coordinated by Dr. J. C. Childs (University of Austin, Texas) Literature review on teacher's perceptions of working in Urban education context.

### III. Consulting

2019	Project for the Strengthening of <b>Teacher Training programs in the Chilean public higher education institutions in rural poverty areas</b> at the School of Education of Universidad de O'Higgins (UOH, <a href="http://www.uoh.cl/">http://www.uoh.cl/</a> ) Rancagua- Chile. International Program Analysis: Analysis and feedback for the program of Pedagogy in English as a Second Language for Primary and Secondary Education.
2012	Professional <b>Development Consultant for Foreign Language Teachers</b> at the Pittsburgh Milliones, University Preparatory School. Project in collaboration to the University of Pittsburgh School of Education Development Urban Professional Training Project.
2004	Consultant Expert for an Institutional project about <b>Sicilian Immigration in Argentina</b> . Data collection and analysis of the narratives of immigrants during the 20 <sup>th</sup> century. Project in collaboration with the Province of Palermo and the Italian Consulate in Argentina.

### IV. Other Experiences

2000-2008	Project designer and responsible for the pedagogical implementation and partner Countries relationships of
-----------	--

educational projects, EU funded Projects COMENIUS, Leonardo Da Vinci and Phare, Palermo (Italy)

- 2005-2008 Quality System designer and administrator. Responsible for Quality Audits, UNI, EN, ISO 2000 Quality Certification responsible for the Vocational Training Center Euro-Development, Palermo (Italy)
- 2000-2008 Foreign Languages Expert Teacher, Professional Training firms, Palermo (Italy)

## **V. Courses Taught**

### **University Courses**

#### **University of Pittsburgh**

##### ***School of Education, Master of Arts in Teaching and Master of Education Programs***

Introduction to Foreign Language Education

Psychology of Learning and Development in Education **Online Section**

Practicum in Foreign Language Education: Developing High-Leverage Practices

Teaching English Language Learners **Online Section**

Teaching English Language Learners

Principles and Practices of Foreign Language Testing and Assessment

Issues in Foreign Language Education

#### **Duquesne University**

##### **College of Liberal Arts- Department of Modern Languages**

Advanced Italian Language Semesters 3 and 4

#### **Università degli Studi di Palermo (Italy)**

##### **Facoltà di Lettere e Filosofia**

Advanced Spanish Language and Linguistics

Advanced Spanish Language and Translation

### **High School Courses**

### **Palermo Public High Schools**

Spanish Language, Literature, and Culture all levels

English Language, Literature and Culture all levels

## **HONORS AND ACADEMIC AWARDS**

---

### *At University of Pittsburgh*

Awarded The Excellence Achievement in K-12 Chinese Curriculum and Instruction Development by the Chinese Language Teacher Association, USA. (April 2022)

### *At Duquesne University*

Awarded with the National Society of Leadership and Success award for Excellence in Teaching. (May 2019)

### *At University of Pittsburgh*

Awarded with the Dean's scholarship. Comprising full tuition for PhD studies for three years, and a stipend as research assistant. (September 2012)

Awarded with the Leroy Irvis diversity scholarship. Comprising full tuition for PhD studies for one year, and a stipend as research assistant (September 2016)

### *At European Union*

Awarded with an EU Erasmus Scholarship for the University of Liege Belgium, a full semester tuition plus stipend for research on Master's thesis. (Feb-May, 1994)

## **PROFESSIONAL AFFILIATIONS**

---

### **Membership**

American Educational Research Association, AERA

American Council on Teaching of Foreign Languages, ACTFL

American Association for Applied Linguistics, AAAL

Teachers of English to Speakers of Other Languages, TESOL

North East Educational Research Association, NERA

Pitt Hispanic Latino Professional Association, HLPO

## SERVICE

---

### *To the University of Pittsburgh*

- 2022-present Expert committee member in the realization of the PITT Linguistic Equity conference.
- 2022- present US Steel Workers' Union Representative for the Non-tenure stream faculty.
- 2021-present Organizer and Faculty advisor of the International Students Peer Network at the School of Education.
- 2021-2022 Part of the Organizing Committee Social Justice Curriculum Fair
- 2019-present Faculty Advisor for LAGOS the LatinX Graduate Students Organization of Pitt.
- 2019-present Faculty Advisor for master's in education and TESOL Students.
- 2020 Committee Member for the curriculum development of the new School of Education course of Culture, Identity, & Context I and II (Undergrad)
- 2020 Committee Member for the curriculum development of the new School of Education course of Teaching English Language Learners (Undergrad)
- 2019-present Faculty Advisor M.ED. Students.
- 2018 Co-organization of the Sociocultural Theory Second Language Learning Working group 25 anniversary meeting hosted by the University of Pittsburgh.
- 2015 Member of the Editorial Board of the Newsletter of the Center of Urban Education "CUEd in" with responsibility in the choice of articles and themes for the newsletter.

### *To the Field*

- 2023 (Fall) Managing Editor of the peer reviewed academic journal *Contingencies a Journal of Global Pedagogy*. Published by NYU
- 2021 - present Reviewer for Academic Journals (System, Journal of Childhood Education,

Contingencies, Linguistics and Education)

- 2019-present Editorial Board member of the journal of Global Education Contingencies published by NYU
- 2022 Book Reviewer for Cambridge University Press, Linguistic and Education.
- 2021 Book Reviewer for the SIGEVA publisher Universidad de la República de Uruguay.
- 2021 Peer Reviewer for Latin American SFL conference (2021) Organized by the Universidad de la Republica de Uruguay)
- 2021 Peer Reviewer for the Latin American TESOL conference (2021) Universidad del Norte Colombia.
- 2020 Peer Reviewer article proposals for the special issue of Language and Education titled 'Critical Systemic Functional Linguistics (SFL) Praxis in Teacher Education
- 2020 Peer Review article proposals for the special issue of System titled 'SFL Pedagogies in Language Education"
- 2019 Member of 2019 for the American Council of Teachers of Foreign Languages (ACTFL) Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education committee.
- 2019 Peer Review presentation proposals for the TESOL (International association of teachers of English to speakers of other languages) Latin American conference held at the Universidad del Norte in Colombia.