

CURRICULUM VITAE

Loretta Fernández

UNIVERSITY OF PITTSBURGH

Assistant Professor in World and Heritage
Language Education

School of Education Department of

Teaching, Learning, and Leading

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EDUCATION

I. Degree Studies and Degrees Earned

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| 2017 | Ph.D. in Language, Literacy and Culture, University of Pittsburgh

Dissertation Title: Learning Italian with Conceptual Tools: An Investigation of Gal'perin's Concept-Oriented Instruction. |
| 1995 | Bachelors and master's degree in modern foreign Languages (English, Spanish and Italian as a Second language majors), University of Palermo (Italy) 110/110 Summa cum laude

Thesis: Theory and Practice of the linguistic invention J.R.R. Tolkien invented languages |

II. Fellowships

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| 2020-2023 | Faculty Fellow of the Center of Urban Education (CUE) of the University of Pittsburgh. |
| 2020-2024 | Faculty Fellow of the Institute for International Studies in Education (IISE) of the University of Pittsburgh. |
| 2013-2017 | Graduate Fellow of the Center of Urban Education (CUE) of the University of Pittsburgh |

III. Teaching Certifications

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| 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

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| 2023-current | Assistant Professor of Practice School of Education Department of Teaching, Learning, and Leading, University of Pittsburgh |
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2018 – 2023	Visiting Assistant Professor School of Education Department of Teaching, Learning, and Leading, University of Pittsburgh
2017- 2018	Adjunct Instructor Department of Modern Languages Duquesne University. (Italian 3 rd and 4 th 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. Book

Chavoshan, I. and **Fernández, L.** Eds. (2025) *Conceptual Metaphor Theory in World Language Education*. Routledge

II. Peer-Reviewed Articles

Troyan, F. J., **Fernández, L.**, Weng, Z., Ferguson, D. S., Iswandari, Y. A., & Avdakov, S. (2023). Toward humanizing SFL praxis: Coconstructing language teachers' understandings of their intersectional identities via language use. *Foreign Language Annals*, 1–24. <https://doi.org/10.1111/flan.12720>

Weng, X., Troyan, F. J., **Fernández, L.**, McGuire, M. (2023) Examining the intersectionality of language teacher identity across instructional contexts through the experience of *perezhivanie*. *TESOL Quarterly*. <https://doi.org/10.1002/tesq.3237>

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.

III. Chapters in Edited Volumes

Chavoshan, I. & **Fernández, L.** (2025) Conceptual Metaphor Theory in World Language Education: An Introduction. In Chavoshan, I. & Fernández, L. (Eds.). *Metaphors we Teach Language by*. New York, N.Y.:Routledge

Fernández, L. & Chavoshan, I. (2025) Conceptual Metaphor Theory in World Language Education: At the crossroads of Cognitive Linguistics and Education. In Chavoshan, I. & Fernández, L. (Eds.). *Metaphors we Teach Language by*. New York, N.Y.:Routledge

Fernández, L. & Ortiz, L. (2025) 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. (2025). 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., Abarca-Millan, E., P., & Flores, A. (2025) Graduate LatinX students' mentoring and advising experiences. Chapter accepted in the volume edited by Abarca-Millan, E. (Ed.) *Amplifying students' and educators' voices in educational research*. Wilmington, DE: Vernon Press.

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.

IV. Practitioner Oriented Articles

Fernández, L. (2024). Collaborative inquiry in disciplinary reading groups: bridging academia and civic engagement. *Meaning Potential*, Spring 24.

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>

V. Manuscripts and editorial work in Preparation

Articles in peer review journals

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 *Linguistics and the Human Sciences*.

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*).

Fernández, L., Sundusiyah, A., Aryoyudanta, B., & Widjaya, H. (fall 2025 expected) The creation process of an English corpus for specific purposes: the diplomacy challenge. *TESOL quarterly*

Chapters in edited volumes

Chavoshan, I., Abdel-Malek M., **Fernández, L.**, (Fall 2025 expected) Teaching Multimodal Analysis of Infographics to Raise Critical Global Awareness of COVID-19. Chapter accepted in the volume edited by Vinh To, Eric Cheung and Jonathan Webster *Applying Systemic Functional Linguistics to Meet the Challenge of Change*, Volume 1

Kissling, E., **Fernández, L.** & Toth, P. (Spring 2026 expected) Mood in Spanish as “Dominion”: Cognitive linguistics informed SCOBAs for Spanish subjunctive. In Poehner, M. & James, P. Lantolf (Eds). *Sociocultural Theory in Second Language Education*. Oxford University Press.

VI. 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 discussant 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.

VII. Peer-Reviewed Conference Presentations

Fernández, L. & Abarca-Millán, E. (April 2025). Exploring LatinX Graduate Students' Mentoring Experiences, Bicultural Identities, and Responses to Societal Shifts. *American Educational Research Association (AERA) Annual Convention* (Denver, CL).

Fernández, L. (March 2024). Reimagining Foreign Language Teaching through Concept-Based Language Instruction (C-BLI): A Professional Development Case Study. *Oxford Educational Research Symposia*. Oxford University (UK)

Fernández, L. (November 2024). Metaphors of Latinidad: being Latinx implication for language learning. *American Council of Teaching Foreign Languages (ACTFL) Philadelphia (PA)*.

Troyan F, **Fernández, L.**, Weng, X. (March 2024) The photo-elicited interview: A window on the experience of perezhivanie in language teacher identity and intersectionality. *American Association of Applied Linguistics (AAAL)*. Annual Convention – Houston, TX.

Fernández, L., Chavoshan, I., Abdel-Malek, M. (March 2024) Teaching Multimodal Analysis of Infographics to Raise Critical Global Awareness of COVID-19. *American Association of Applied Linguistics (AAAL)*. Annual Convention – Houston, TX.

Fernández, L. (November 2023) Il conto per favore! Interacting with concept-oriented graphic organizers. *American Council of Teaching Foreign Languages (ACTFL) Chicago IL*.

Troyan, F. & **Fernández, L.** (November 2023) LGBTQ+ Language Teacher Identity through the lenses of Perezhivanie. *American Council of Teaching Foreign Languages (ACTFL) Chicago IL*.

- Kissling, E., **Fernández, L.** & Toth (October 2023) Mood in Spanish as “Dominion”: Cognitive linguistics informed SCOBAs for Spanish subjunctive. *Sociocultural Theory Second Language Learning (SCT-SLL) Research Working group*. University of Massachusetts-Boston.
- 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 Sistemico-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 (SCTSLL) 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

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| 2025 | LOI to the Grable Foundation with a project titled: Symposium on Challenges and Opportunities in Educating Multilingual Learners. Amount requested \$10.500 (Pending) |
| 2025 | Participation in the W.T. Grant Foundation call for LOIs to reduce inequality with a project titled Strengthening Multilingual Student Communities: A Collaborative Approach through Community |

	Development and Participatory Design Approach. Amount requested: \$ 599,555. (Pending)
2025	Participation to the NSF- Science of Learning and Augmented Reality– with a project titled Understanding Ambiguity Resolution in Multimodal Inference of Meaning. Amount requested: \$ 584,049. (Pending)
2024	Participation to the Appointment Stream Faculty Research-Practice Seed Awards 2023-2024 with two projects. PI in Strengthening Multilingual Student Communities: A Collaborative Approach through Classroom Research and Professional Development. Amount requested: \$15.000 and Co-PI in Creating Community Partnership to Support the Pittsburgh Latino Community. Amount requested \$ 5.700. (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

2023-present	Associate Professor of Practice , School of Education Department of Teaching, Learning, and Leading, University of Pittsburgh. Courses taught: (TLL1257/2257 Teaching English Language Learners, TLL 2251 Introduction to FL education, TLL2256 Issues in FL Education, TLL2253 FL Assessment and Testing, TLL2290 Research Seminar, TLL3245 Critical readings in LLC, TLL3295 Directed Study for Doctoral Students)
2018 - 2023	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	PI, Strengthening Multilingual Student Communities: A Collaborative Approach through Classroom Research and Professional Development. In collaboration with Kristen Eberly (Doctoral student SOE-Pitt) Drs. Anis Sundusiyah (SOE-Pitt), Heather Hendry-Annegan (SOE-Pitt), and Paolo Infante (Minnesota State Univ.)
2020-present	Co- Researcher, Mentoring LantinX Students. In collaboration with LatinX students from the School of Education and Social Work, University of Pittsburgh and Dr. Erika Abarca-Millan (NYU)
2020-present	Primary Investigator, The use of the subjunctive in Spanish. In collaboration with Dr. James Lantolf (Pennsylvania State University) and Dr Paul Toth (Temple University) and Dr. Elizabeth Kinsley (University of Richmond)
2024-present	Primary Investigator, Strengthening Multilingual Student Communities: A Collaborative Approach through Community Development and Participatory Design Approach. Co-PI Carolina Garcia-Dominguez (Doctoral Student, SOE-Pitt)
2024-present	Primary Investigator, Metaphors of Latinidad What graduate students say about being Latinx and the pedagogical implication for culture and language learning. Co-PI Lisa Ortiz (SOE-Pitt)
2023-2024	Co-PI in the project sponsored by the USA Department of State Diplomatic Lab titled: Foreign Service Domain Specific Corpus for Language Curriculum Development. In collaboration with

2021- 2023	Drs. Maureen McClure, Anis Sundusiyah and Bayu Aryoyundata. For the creation of a linguistic corpus of diplomatic language. Co-PI, Language use Profile Investigating Language Teacher Candidates Development of Understandings of Linguistic Diversity. Collaboration with Dr. Francis Troyan (The Ohio State University)
2019-2023	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)
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

2024-2025	PD for Mainstream Classroom Teachers regarding best practices and classroom strategies to teach MLLs in S. Fayette, Ambridge and Avonworth School Districts.
2019	Project for the Strengthening of Teacher Training programs in the Chilean public higher education institutions in rural poverty areas at the School of Education of Universidad de O'Higgins (UOH, http://www.uoh.cl/) 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 Development Consultant for Foreign Language Teachers 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 Sicilian Immigration in Argentina . Data collection and analysis of the narratives of

immigrants during the 20th 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). Countries: France, Lithuania, Portugal, Hungary, Spain, England,
2005-2008	Education 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 Duquesne University

Awarded with the National Society of Leadership and Success award for Excellence in Teaching. (May 2018)

At University of Pittsburgh

Awarded with the Dean's award for Community Engagement (April 2025) for the project with the Latino Community Center and the work with the School Districts regarding MLLs

Receiver of a letter of Commendation from the USA Department of State Foreign Service Institute for the project: "Foreign Service Domain Specific Corpus for Language Curriculum Development. (March 13th, 2024)

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

Association Internationale de Linguistique Appliquée, AILA

Teachers of English to Speakers of Other Languages, TESOL

Northeast Educational Research Association, NERA

Pitt Hispanic Latino Professional Association, HLPO

SERVICE

To the University of Pittsburgh

- 2023 – 2025 Faculty representative to the Equity & Justice Committee of the School of Education University of Pittsburgh
- 2018-present Faculty advisor of the International Students Peer Network (ISPN) of the School of Education and the Latinx Graduate Student Association (LAGOS) U. Pitt
- 2022- present US Steel Workers' Union Steward for Appointment stream faculty.
- 2022-2023 Committee member in the realization of the PITT Linguistic Equity conference.
- 2021-present Organizer and Faculty advisor of the Peer Mentoring Network promoted by the ISEE for mentoring international students.
- 2021-present Part of the Organizing Committee of the TLL Freedom and Justice Gathering
- 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 -present Managing Editor of the peer reviewed academic journal *Contingencies a Journal of Global Pedagogy*. Published by NYU
- 2023 – present Reviewer for AERA Conference proposals Division C Instruction and Learning.
- 2021 - present Reviewer for Academic Journals (System, Journal of Childhood Education, Contingencies, Linguistics and Education, Urban Education, International Journal of Applied linguistics, Language and Sociocultural Theory, Foreign Language Annals)

2019-2023	Editorial Board member of the journal of Global Education Contingencies published by NYU
2022 - 2024	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.