Notes on contributors

Editors

Amparo Lallana is Interim Director of the Institute of Languages and Culture at Regent's University London. A Principal Lecturer with solid experience in academic management, she has taught Spanish and intercultural communication in Spain, the US, and the UK. She has published on study abroad, computer mediated communication, online intercultural exchanges, and on languages and employability. Her current research is on intercultural communicative competence. A founding member of ELEUK, Amparo chaired the association from 2014 to 2019.

Dr Mara Fuertes Gutiérrez is Head of Spanish at the Open University. Mara has experience in teaching Spanish, linguistics, and research methods applied to languages in higher education and she regularly teaches on teacher training programmes. Over her career, Mara has conducted extensive research in the areas of teaching and learning Spanish, historiography of linguistics, linguistic typology, and sociolinguistics. Currently, she is co-leading the diasporic identities and politics of language teaching strand of the AHRC-funded Language Acts and Worldmaking project.

Lourdes Hernández Martín is Language Coordinator (Arabic) and Coordinator for Spanish projects at the London School of Economics and Political Sciences. She has taught and coordinated languages in higher education environments in both Tunisia and the UK. Lourdes has conducted research and coordinated projects in technology enhanced assessment and project-based learning. Her current research focuses on the use of ethnography in language teaching-learning and multilingual contexts. A founding member of ELEUK, Lourdes was Secretary of the association between 2014-2018.

Foreword

Dr Carlos Soler Montes is a Lecturer in Spanish linguistics at the University of Edinburgh. He has obtained thorough training in language pedagogy and

has worked as a Spanish language teacher throughout his career at the Instituto Cervantes and various North American universities (Connecticut, Calgary, and New Mexico). As a researcher, Carlos is particularly interested in the area of language variation from a pluricentric perspective and how this variation can be dealt with by native speakers, learners, and new speakers of Spanish.

Reviewers

Dr Lidia Acosta, see Authors' section
Dr Alba del Pozo García, see Authors' section
Dr Mara Fuertes Gutiérrez, see Editors' section

Teresa García has been teaching Spanish for over 20 years and has worked at several higher education institutions and universities across London. She is currently Team Leader for Iberian languages and Deputy Chair of the Assessment Board of the Modern Language Centre, King's College London. Born and educated in Madrid (Universidad Complutense), Teresa also completed an MA in Spanish, Portuguese, and Latin American cultural studies at Birkbeck University of London. Teresa has played a very active part in creating and developing the Association of Teachers of Spanish in the UK (ELEUK), which aims to foster research and share excellence and good practice in the teaching of Spanish at higher education and university level.

Lourdes Hernández Martín, see Editors' section
Amparo Lallana, see Editors' section
Esther Lecumberri, see Authors' section

Isabel Molina Vidal has been teaching Spanish as a foreign language at the University of Leeds and at Instituto Cervantes in Leeds (UK) since 2013 and has an MA in technology, education and learning (University of Leeds). In 2019 she was awarded FHEA (Fellowship Higher Education Academy). She is currently a postgraduate researcher at the School of Education (University of

Leeds). Her areas of research include technology enhanced language learning, the use of text-based online chat to learn languages, and the use of digital tools and gamification to teach cognitive grammar. You can contact Isabel at: i.molinavidal@leeds.ac.uk

Dr Victoria Pastor-González, see Authors' section

Inma Pedregosa is Senior Lecturer in Spanish and translation at the University of Roehampton. Inma has trained language teachers in mediation in the UK and Spain and mediation is one of her research interests. She also researches the use of audiovisual translation for language learning, specifically subtitling for the hard of hearing and audio description for the blind.

Dr Kristina Pla Fernández, see Authors' section
Mario Saborido Beltrán, see Authors' section

Jordi Sánchez is currently a Lecturer of Spanish at the University of Liverpool where he teaches undergraduate advanced students in their second year, as well as translation for teaching purposes with the linguistic awareness module. He has extensive experience teaching Spanish and Catalan as a foreign language at the Instituto Cervantes in Manchester, Manchester Metropolitan University, and now at UoL. Jordi is also very interested in the use of technology as a means of blended learning. At present he is researching this field as well as the use of flipped classrooms in higher education and the use of Google Translate for language learning purposes.

Dr Carlos Soler Montes, see Foreword's section

Authors

Dr Lidia Acosta graduated from the University Complutense of Madrid (1996) in media studies (Advertising and Public affairs). She holds an MA in

communication for public and political institutions (University Complutense of Madrid) and a PhD in politics from the University of Glasgow. She joined the Department of Modern Languages at Strathclyde University in 2006 and is currently teaching Spanish language, interpreting, Latin American history, and film. Her main area of research is Latin American politics and language pedagogy.

Susana Carvajal es Lector de Español en la Universidad de Dundee con una amplia experiencia en la enseñanza del español como lengua extranjera tanto en escuelas de idiomas como en el entorno académico. Ha colaborado en varios proyectos editoriales relacionados con la enseñanza del español. Actualmente combina su actividad docente con la investigación sobre conciencia metalingüística.

Dr Alba del Pozo García is Teaching Associate in Spanish at the University of Nottingham since 2018. She is currently teaching Spanish language modules in Year 2 and Year 3. Her experience includes different institutions and countries. In the UK she worked as Teaching Fellow in Spanish at the University of Birmingham and she has also been a language tutor at the Instituto Cervantes and at the University of Leeds. She is interested in language learning pedagogy, CLIL, and peer and self-assessment.

María García Florenciano started her career in Spanish as a foreign language at the Instituto Cervantes and the University of York, and since 2001 she has been Lecturer in Spanish at the University of Leeds, where she has developed and taught courses in Spanish at all levels, and contributed to a number of modules, such as translation or linguists into schools. Her scholarship focuses in the areas of teacher training, the use of authentic materials and real tasks, and CLIL.

Dr María Marta García Negroni is Associate Professor of academic writing at the Universidad de San Andrés, Buenos Aires, Argentina. She is also principal researcher at the National Council for Scientific and Technical Research (CONICET). She holds a PhD in sciences du langage from the École des

Hautes Études en Sciences Sociales, Paris, France (1995). Her research interests centre around grammatical, semantic, and pragmatic issues in Spanish. She has published extensively on verbal tenses, polemic and metalinguistic negation, discourse markers, and academic discourse.

Dr M. Vicenta González Argüello: Doctora en Filosofía y Ciencias de la Educación, imparte docencia en los grados de Educación Infantil y Educación Primaria y en el Máster de Formación de profesores de ELE (Universidad de Barcelona). Es codirectora del Máster online de Profesores de ELE (UNIBA-Universidad de Barcelona) y colabora en el Máster de Formación de profesores de ELE de la UIMP-IC.

Argyro Kanaki es Lector en Educación en la Universidad de Dundee. Cuenta con una amplia experiencia como profesora de lenguas. Investiga el campo de la conciencia metalingüística. Domina cinco idiomas europeos y está cualificada como profesora de cuatro de ellos. Su actividad docente actual se centra en la pedagogía de lenguas modernas, temas de cultura y debates sobre educación internacional.

Esther Lecumberri is Senior Lecturer in Spanish at Regent's University London. Her research interests include the use of mobile devices and learner generated digital content in language learning and teaching. She has presented and published on global simulation, the use of blogs and wikis to encourage student collaboration, and learner generated materials. Her most recent work is the chapter "Mobile phones in my language class: a cause for concern or a source of communication" in the edited collection Exploratory Practice for Continuing Professional Development (Palgrave Macmillam 2018).

Begoña Montmany Molina: Licenciada en Filología Hispánica por la Universitat de Barcelona. Profesora de español como lengua extranjera en International House Barcelona, dirige el departamento de Formación de profesores de ELE de International House Barcelona y codirige los Encuentros Prácticos de profesores de ELE de IH Barcelona-Difusión. Colabora en varios programas de máster de formación de profesores de ELE.

Juan Muñoz López, a Lecturer in Spanish as a foreign language at the University of Leeds since 2002, started his Spanish teaching career at the Instituto Cervantes in Leeds in 1999 and at Leeds Beckett University in 2000. Throughout his career he has taught Spanish in secondary, further, and higher education. CLIL and the Year Abroad are among his research interests.

Dr Victoria Pastor-González is Senior Lecturer at Regent's University London. Her research interests include Spanish and Latin American docudrama, representations of memory, trauma, and political conflict in film, and multimodal pedagogies. She has presented and published in the areas of fact-based drama, languages and employability, and learner generated materials. Her latest work on contemporary female biopics appeared in the edited volume Film and Domestic Space: Architectures, Representations, Dispositif (EUP, 2018). She recently published a study guide for the television movie Clara Campoamor, la mujer olvidada (FILTA 2016).

Dr Kristina Pla Fernández is an Assistant Teaching Fellow in Spanish at the CFLS at Durham University. Prior to this post she also taught Spanish and Catalan at the University of Leeds and Spanish at the University of Manchester during her postgraduate studies. Her main teaching and research interests are assessment, foreign language writing, effective feedback, and independent learning activities and portfolios.

Mario Saborido Beltrán holds an undergraduate degree in English studies (University of Granada) and a MScR in applied linguistics to the teaching of Spanish as a foreign language (Antonio de Nebrija University). He is a tutor in Spanish language and Hispanic cultures at the Department of European Languages and Cultures (University of Edinburgh), where he is also doing his PhD on Andalusian Spanish.