

INMACULADA FORTANET GÓMEZ

Dep. Estudios Ingleses
Universitat Jaume I
Avda Sos Baynat s/n
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HISTORIAL ACADÉMICO

Doctorado en Filología Inglesa desde 1995
Profesora Asociada en la Universitat de Valencia desde 1987 hasta 1991
Profesora Titular de Escuela Universitaria en la Universitat Jaume I desde 1991 a 1995
Profesora Titular de Universidad en la Universitat Jaume I desde 1995 hasta 2017
Catedrática de Universidad desde Octubre de 2017 en la Universitat Jaume I

Cuatro sexenios de investigación (el último desde 2017 a 2022)

Vicerrectora de Relaciones Internacionales y Cooperación en la Universitat Jaume I desde 1997 a 2001
Vicerrectora de Relaciones Internacionales, Cooperación y Multilingüismo en la Universitat Jaume I desde 2010 a 2018

PUBLICACIONES RECIENTES

REVISTAS

Fortanet Gómez, I. (2010) (ed.) ESP Research in Europe. Special issue. *English for Specific Purposes* 29 (4)

Fortanet Gómez, I. (2011) Critical Components of Integrating Content and Language in Spanish Higher Education. Collaborating for content and language integrated learning
Nombre de la revista: *Across the Disciplines* [Special Issue edited by Gustafsson, Magnus] 8 (3)

Querol-Julián, M. & I. Fortanet-Gómez (2012) Multimodal evaluation in academic discussion sessions: How do presenters act and react? *English for Specific Purposes* 31, 271-283

Fortanet-Gómez, I. (2012) Academics' beliefs about language use and proficiency in Spanish multilingual higher education. *AILA Review* 25, 48-63

Querol-Julián, M. & I. Fortanet-Gómez (2014) Theoretical framework for a multimodal analysis of evaluation in discussion sessions of conference paper presentations. *Kalbotyra* 66, 77-98

Fortanet, I.; N. Ruiz Madrid (2014) Multimodality for comprehensive communication in the classroom: questions in guest lectures. *Ibérica*, 28, 203-224
http://www.aelfe.org/documents/09_28_Fortanet.pdf

Ruiz Madrid, N. & I. Fortanet-Gómez (2015) A Multimodal Discourse Analysis Approach To Humour In Conference Presentations: The Case of Autobiographic References. *Procedia - Social and Behavioral Sciences*, 173, 246-251
<http://www.sciencedirect.com/science/article/pii/S1877042815013695>

Fortanet-Gómez, I. & N. Ruiz-Madrid (2016) Multimodal Humour in plenary lectures in English and in Spanish *Multimodal Communication* 5 (1), 246-251
<https://www.degruyter.com/view/j/mc.2016.5.issue-1/mc-2016-0007/mc-2016-0007.xml>

Fortanet-Gómez, I. & E. Bernad-Mechó (2019) Análisis multimodales del discurso específico. Special issue. *Ibérica*, 37, 9-15.
<http://www.aelfe.org/?s=revista&veure=37>

Querol Julián, Mercedes & Fortanet-Gómez, Inmaculada (2019) Collaborative teaching and learning of interactive multimodal spoken academic genres for doctoral students. *International Journal of English Studies*, vol. 19 (2), 61–82
<https://revistas.um.es/ijes/article/view/348911/277181>

Fortanet-Gómez, I. & Beltrán-Palanques, V. (2022) Teaching Job Interviews to Develop Multimodal Communicative Competence in ESP: an informed pedagogical proposal. In Crawford Camiciottoli, B. & Fortanet-Gómez, I. (eds.) Multimodal Approaches in ESP. innovative research and practice. *Multimodal Communication* 11 (1), 17-29.

Crawford Camiciottoli, B. & Fortanet-Gómez, I. (2022) Towards developing multimodal literacies in the ESP classroom: methodological insights and practical applications. In Crawford Camiciottoli, B. & Fortanet-Gómez, I. (eds.) Multimodal Approaches in ESP. innovative research and practice. *Multimodal Communication*, 11 (1), 1-4.

Fortanet-Gómez, I. (2022) Applying Appraisal Theory for the interpretation of experienced researchers' interviews on Open Access. *Signos*, 55 (109).
<http://revistasignos.cl/index.php/signos/article/view/674/453>

Fortanet Gómez, I. & Edo-Marzá, N. (2022) New genres and new approaches: teaching and assessing product pitches from a multimodal perspective in the ESP classroom. *Porta Linguarum*, 38. <https://revistaseug.ugr.es/index.php/portalin/article/view/21621>

Ruiz-Garrido, M.F. & Fortanet-Gómez, I. (2022) Moodle e-learning platform as a complementary tool in ICLHE contexts. *Revista de Lenguas para Fines Específicos*, 28 (1), 13-26. <https://ojsspdcl.ulpgc.es/ojs/index.php/LFE>

M^a Noelia Ruiz-Madrid & Inmaculada Fortanet-Gómez (2022) Teacher professional development for the integration of content and language in higher education, *Innovation in Language Learning and Teaching*, 16:4-5, 277-280, DOI: 10.1080/17501229.2022.2123678

Carolina Girón-García & Inmaculada Fortanet-Gómez (2023) Science dissemination videos as multimodal supporting resources for ESP teaching in higher education. *English for Specific Purposes*, 70, pp. 164-176. <https://doi.org/10.1016/j.esp.2022.12.005>

Fortanet-Gómez, I. & Ruiz-Madrid, N. (2023) Integrating content and language in higher education, *System*, 115.

EDICIONES DE NÚMEROS MONOGRÁFICOS DE REVISTAS

Fortanet-Gómez, I. (2010) ESP Research in Europe. *English for Specific Purposes*, 29 (4).

Fortanet-Gómez, I. & Bernad-Mechó, E. (2019) Multimodal Analysis of Specialised Discourse. *Ibérica* 37.

Ruiz-Madrid, N. & Fortanet-Gómez, I. (2022) Teacher professional development for the integration of content and language in higher education. *Innovation in language learning and teaching*, 16.

Crawford-Camiciottoli, B. & Fortanet-Gomez, I. (2022) Multimodal Approaches in ESP: Innovative Research and Practice. *Multimodal Communication.*, 11 (1)

Fortanet-Gómez, I. & Ruiz-Madrid, N. (2023) Integrating Content and Language in Higher Education. *System*, 115.

LIBROS

Fortanet-Gómez, I., Ch. Räisänen (eds) (2008) *ESP in Higher European Education: Integrating Language and Content. AILA Series*. Amsterdam: John Benjamins.

Ruiz, M.; J.C. Palmer, I. Fortanet (eds.) (2010) *English for Professional and Academic Purposes*. Amsterdam: Rodopi

Fortanet-Gómez, I. (2013) *CLIL in Higher Education: Towards a Multilingual Language Policy*. Bristol: Multilingual Matters

Crawford Camiciottoli, B. & I. Fortanet-Gómez (eds.) (2015) *Multimodal Analysis in Academic Settings. From Research to Teaching*. Serie: Routledge Series on Multimodality. London: Routledge

Ruiz-Madrid, M. N. & I. Fortanet-Gómez (eds.) (2023) *Teacher Professional Development for the Integration of Content and Language in Higher Education*. Routledge.

CAPÍTULOS DE LIBROS

Fortanet-Gómez, I. (2010) From ESP to CLIL: Is Teacher Training a Problem? In Brady, I. K. (ed.) *Helping people to learn foreign languages: Teach-niques and Teach-nologies*, pp. 19- 35. Murcia: UCAM Publicaciones

Fortanet-Gómez, I., M. Querol-Julián (2010) The Videocorpus as a Multimodal Tool for Teaching. In Campoy-Cubillo, Mari Carmen, Begoña Belles-Fortuño & Lluisa Gea-Valor (eds.) *Corpus-based Approaches to ELT*, pp. 261-270. London: Continuum

Fortanet-Gómez, I. (2010) Training CLIL teachers for the university. In Campoy-Cubillo, Mari Carmen, Begoña Belles-Fortuño & Lluisa Gea-Valor (eds.) *CLIL in Spain: Implementation, Results and Teacher Training*, pp. 257- 276. New Castle: Cambridge Scholars Publishing

Fortanet, I., M. F. Ruiz (2010) Interacting with the research article author: Metadiscourse in referee reports. In R. Lorés-Sanz, P. Mur-Dueñas and E. Lafuente-Millán (eds.) *Constructing Interpersonality. Multiple Perspectives on Written Academic Genres*, pp. 243-254. New Castle: Cambridge Scholars Publishing

Ruiz-Garrido, M. F., I. Fortanet-Gómez & J. C. Palmer-Silveira (2012) Introducing British and Spanish Companies Investors: Building the Corporate Image through the Chairman's Statement. In Jolanta Aritz & Robyn C. Walker (eds.) *Discourse Perspectives on Organizational Communication*, pp. 159-178. Madison: Fairleigh Dickinson University Press

Fortanet-Gómez, I (2012) The Implications of Language Choice in Education. In Edith Esch and Martin Solly (eds.) *The sociolinguistics of language education in international contexts*, pp. 245-258. Serie: Linguistic Insights - Studies in Language and Communication series. Bern: Peter Lang

Fortanet-Gómez, I (2015) The implementation of a multilingual language policy in a time of economic restrictions. In Robert Wilkinson and Mary Louise Walsh (eds.) *Integrating Content and Language in Higher Education: From Theory to Practice*, pp. 75-87. Linguistic Insights - Studies in Language and Communication series. Bern: Peter Lang

Ruiz Madrid, N. & I. Fortanet-Gómez (2015) Contrastive Multimodal Analysis: Conference Plenary Lectures in English and in Spanish. In Belinda Crawford Camiciottoli & Inmaculada Fortanet-Gómez (eds.) *Multimodal Analysis in Academic Settings. From Research to Teaching*. Routledge Series on Multimodality. London: Routledge.

Bernad-Mechó, E. & I. Fortanet-Gómez (2019) Organizational metadiscourse across lecturing styles: Metadiscourse beyond language. In C. Sancho-Guinda (ed.) *Engagement in professional Genres: Deference and Disclosure* (pags. 321-340). Pragmatics & Beyond Series. John Benjamins.

Ruiz Madrid, N. & I. Fortanet-Gómez (2019) Using pedagogical affordances in order to unveil disciplinary discourse in Electrical Engineering for EMI teacher training. En A. Jiménez-Muñoz & A.-C. Lahuerta Martínez (eds.) *Empirical Studies in Multilingualism. Analysing contexts and outcomes* (pp. 203-229). Bern: Peter Lang.

Fortanet, I. (2020) The dimensions of EMI in the International Classroom: Training Teachers for the Future University. En M. Mar Sánchez (Ed.) *Teacher Training for English-Medium Instruction in Higher Education*. Hershey, PA, USA: IGI Global. DOI 10.4018/978-1-7998-2318-6.

Fortanet-Gómez, I. (2021) Building a Language Policy for Quality Multilingualism in Higher Education: From Theory to Practice. In Fernando D. Rubio-Alcalá and Do Coyle (Eds.) *Developing and Evaluating Quality Bilingual Practices in Higher Education* (pp. 31-53). Bristol: Multilingual Matters.

Edo-Marzá, N. & Fortanet-Gómez, I. (2023) Training students in multimodal pragmatics for the Integration of Content and Language in business university studies. In Beltran-Palanques, V. & Bernad-Mechó, E. (eds.) *Integrating content and language in higher education: A multimodal perspective*. Routledge.

Fortanet-Gómez, I. & Ruiz-Madrid, N. (2023) Online English Language Teaching and Multimodal Teaching Genres during the Coronavirus Crisis. In Suárez-Vilagran, M. del M. & Elhenawy, W. (Eds.) *Optimizing Online English Language Learning and Teaching* (pp.11-30). Springer

PRESENTACIONES RECIENTES EN CONGRESOS

Ruiz Madrid, M. & I. Fortanet-Gómez (2015) A Multimodal Discourse Analysis Perspective of Asides in Conference Plenary Lectures in English and in Spanish. XXXIII Congreso Internacional de la Asociación Española de Lingüística Aplicada (AESLA.) La comunicación Multimodal en el siglo XXI: Retos Académico y profesionales (AESLA 2015). Universidad Politécnica de Madrid (España), abril 2015

Querol, M. & Fortanet, I. (2015) A pedagogical application of multimodal analysis of discussion sessions to the teaching of conference discourse in an additional language. Publishing and Presenting Research Internationally: Issues for Speakers of English as an Additional Language, 3rd Conference, Researching, teaching and supporting research communication: Perspectives and prospects (PPRISEAL) Faculty of Arts and Humanities, University of Coimbra, Portugal, noviembre

Ruiz-Madrid, N. & Fortanet-Gómez, I. (2016) Exploring Research Pitches from a Multimodal Discourse Analysis Perspective: The Role of Multimodal Ensembles in Their Generic Definition The 8th International Conference on Multimodality. Multimodal Landscapes 7-9 December 2016. University of Cape Town, South Africa

Fortanet-Gómez, I. & E. Bernad-Mechó (2016) Semiotic modes in the organization of lectures in English and in Spanish 34 Congreso Internacional de la Asociación Española de Lingüística Aplicada Universidad de Alicante. 14-16 abril de 2016

Ruiz-Madrid, N. & Fortanet-Gómez, I. (2016) An analysis of multimodal interaction in the discussion session of a webinar 34 Congreso Internacional de la Asociación Española de Lingüística Aplicada Universidad de Alicante. 14-16 abril de 2016

Bernad-Mechó, Edgar & I. Fortanet-Gómez (2017) Organizational metadiscourse across lecturing styles: Metadiscourse beyond language. 1st Metadiscourse Across Genres Conference (MAG 2017) Mapping out interactions in spoken and written genres. Middle East Technical University, North Cyprus, marzo 2017

Ruiz Madrid, M. & I. Fortanet-Gómez (2018) A Multimodal Discourse Analysis approach for EMI teachers' training: the case of pedagogical affordances in the engineering field. I International Conference on Research in Multilingualism: Innovation and New Challenges. Oviedo, 14-16 March 2018

Ruiz Madrid, M. & I. Fortanet-Gómez (2018) What Multimodal Analysis Video Affords for EMI training. The case of academic lectures in physics. 36th International AESLA Conference. Cadiz, 19-21 April 2018

Bernad-Mechó, Edgar & I. Fortanet-Gómez (2018) Combining multimodal techniques to approach the study of academic genres. A methodological reflection. 36th International AESLA Conference. Cadiz, 19-21 April 2018

Fortanet, I. (2018) Building a language policy in higher education (plenary lecture) International Conference on Quality of Bilingual Programs in Higher Education. Huelva, 10-12 May 2018

Fortanet, I. (2019) The uncertain future of research genres: An ethnographic study of Open Access and research dissemination Ethnographies of Academic Writing: Research and Pedagogy Conference. Zaragoza May 2019.

Bernad Mechó, E. & Fortanet, I. (2019) Multimodal density in structuring segments containing organizational metadiscourse versus content sequences. Conference MAG 2019 "Metadiscourse in Digital Communication: What has changed?". Bérghamo, Italy, June 2019.

Fortanet-Gómez, I. & Trandafir, L. (2019) Silence in meetings in the virtual business professional project A-MODE International Conference Approaches to Multimodal Digital Environments: from theories to practices. Rome, Italy, June 2019.

Fortanet-Gómez, I. & Edo-Marzá, N. (2019) New genres and new approaches: Teaching product pitches from a multimodal perspective in the ESP classroom. CLAVIER 2019 Knowledge Dissemination and Multimodal Literacy: Research Perspectives on ESP in a Digital Age, Pisa, Italy, October 2019.

Fortanet-Gómez, I. (2020) Effective communication in the Economics business classroom: An interdisciplinary approach" ICLHE Symposium, University of Mons, 15-16th October 2020.

Ciaramita, G. & Fortanet-Gómez, I. (2021) Teachers' attitude towards the use and teaching of mediation. ENRICH-2021 Conference, Hellenic Open University, Greece, 3-5 December 2021.

Fortanet-Gómez, I. & Ciaramita, G. (2022) Multimodality as a mediation strategy in foreign language textbooks. 39 Congreso de AESLA. Universidad de las Palmas de Gran Canaria, 27-29 abril 2022.

Girón-García, C. & Fortanet-Gómez, I. (2022) Integrating dissemination videos as materials for teaching in the ESP Higher Education classroom. A multimodal analysis of Digital Genres. GENCI 2.0 Digital Genres and Open Science. May 26-27, Zaragoza (Spain).

Fortanet Gómez, I. & Notari Montoyo, C. (2022) Implementing plurilingual activities through technology in CLIL: The pre-service teacher perspective. XX AELFE International Conference. Communication in the academic, professional and political spheres during the pandemic times. Sep. 14-15, Pisa (Italy)

Ruiz-Garrido, M. F., Pavan, M. & Fortanet-Gómez, I. (2022) H5P to make teaching more effective in English Medium Instruction: The case of online video materials in Macroeconomics. XX AELFE International Conference. Communication in the academic, professional and political spheres during the pandemic times. Sep. 14-15, Pisa (Italy)

Girón-García, C. & Fortanet-Gómez, I. (2022) An effective use of YouTube videos in the ESP classroom: A multimodal discourse analysis. XX AELFE International Conference. Communication in the academic, professional and political spheres during the pandemic times. Sep. 14-15, Pisa (Italy)

Valeiras-Jurado, J. & Fortanet-Gómez, I. (2023) Multimodality in EMI materials: the use of semiotic modes in a business administration course. 40 Congreso Internacional de AESLA. Universidad de Extremadura, Mérida, 26-28 de abril de 2023.

Ruiz-Garrido, M. F. & Fortanet-Gómez, I. (2023) Using H5P Activities in an Economics EMI Context: The Students' Uptake. ICLHE Spain Regional Group Symposium, Universidad de Zaragoza, 8-9 de junio de 2023.

Fortanet-Gómez, I. & Drobotun, V. (2023) Coil between Spanish and Ukrainian Students: New Tasks and New Relationships. AELFE International Conference, Universidad d Zaragoza, 28-30 de junio de 2023.

Valeiras-Jurado, J. & Fortanet-Gómez, I. (2023) Multimodal and digital literacy in EMI: The case of a business administration course. AELFE International Conference, Universidad de Zaragoza, 28-30 de junio de 2023.

Fortanet-Gómez, I. & Ruiz-Madrid, N. (2023) Approaching disciplinary literacies in ICLHE from a multimodal perspective. ICLHE Symposium: Taking Stock and Looking Forward. Vienna, 2nd and 3rd of November 2023.

PARTICIPACIÓN EN PROYECTOS DE INVESTIGACIÓN

PROYECTO: Characteristics of the Spoken Discourse of Research in English and in Spanish: A Multimodal Contrastive Analysis

FINANCIADO POR: Fundació Bancaixa – Universitat Jaume I
INSTITUCIONES PARTICIPANTES: Universitat Jaume I, (Castellon), Universidad Nacional de Educación a Distancia, Università degli Studi di Firenze, Chalmers University of Technology (Sweden).
DESDE: 1-01-11 HASTA: 1-01-14
FINANCIACIÓN: 14.788 euros
INVESTIGADORA PRINCIPAL: Inmaculada Fortanet Gómez
NÚMERO DE INVESTIGADORES: 9

PROYECTO: Applied linguistics in spoken academic events: inter-relation between discursive, paralinguistic and kinesic elements for the description of multimodal patterns

FINANCIADO POR: Ministerio de Ciencia e Innovación
INSTITUCIONES PARTICIPANTES: Universitat Jaume I, (Castellon), Università degli Studi di Firenze, Chalmers University of Technology (Sweden).
DESDE: 1-11-11 HASTA: 1-11-14
FINANCIACIÓN: 15.730 euros
INVESTIGADORA PRINCIPAL: Inmaculada Fortanet Gómez

PROYECTO: Multimodality in academic communication in research and teaching contexts in the fields of linguistics and economy: multimodal analysis of discourse and application to teaching.

FINANCIADO POR: Universitat Jaume I
INSTITUCIONES PARTICIPANTES: Universitat Jaume I, (Castellon), Università degli Studi di Firenze, Chalmers University of Technology (Sweden).
DESDE: 1-01-16 HASTA: 31-12-17
FINANCIACIÓN: 17.160 euros
INVESTIGADORA PRINCIPAL: Noelia Ruiz Madrid

PROYECTO: Analysis of academic genres in the teaching through English in international degrees from a multimodal and multichannel standpoint

FINANCIADO POR: Ministerio de Ciencia e Innovación
INSTITUCIONES PARTICIPANTES: Universitat Jaume I, (Castellon)
DESDE: 1-11-2019 HASTA: 1-11-2022
FINANCIACIÓN: 24.200 euros
INVESTIGADORES PRINCIPALES: Miguel Ruiz Garrido e Inmaculada Fortanet Gómez

PROYECTO: Technology-Mediated PLurilingual Activities for (language) Teacher Education (TEMPLATE)

FINANCIADO POR: Erasmus+ | KA2. Cooperation for innovation and the exchange of good practices | KA201. Strategic Partnerships for school education
GRANT_NUMBER: 2020-1-IT02-KA201-079553

INSTITUCIONES PARTICIPANTES: Universitat Jaume I (Spain), U degli Studi di Torino (Italy), U Catholic de Louvain (Belgium), Vilniaus Universitetas (Lithuania), Padagogische Hochschule Schwabisch Gmund (Germany),

DESDE: 1-09-2020 HASTA: 31-08-2023
FINANCIACIÓN: 387.698,00 euros (total); 82.668 euros (UJI)
INVESTIGADORES PRINCIPALES: Representatives of Spanish partner Universitat Jaume I: Noelia Ruiz-Madrid & Inmaculada Fortanet-Gómez

PROYECTO: Cybergenres and English as a Medium of Instruction. Multimodal analysis of digital academic genres and their pedagogical implications in Higher Education EMI contexts (CYBEREMI)
CÓDIGO: PID2021-127827NB-I00

FINANCIADO POR: Ministerio de Ciencia e Innovación
INSTITUCIONES PARTICIPANTES: Universitat Jaume I, (Castellon)
DESDE: 1-09-2022 HASTA 1-08-2025
FINANCIACIÓN: 39.325 euros
INVESTIGADORES PRINCIPALES: Noelia Ruiz-Madrid and Miguel Ruiz Garrido

PROYECTO: Análisis y descripción de la naturaleza multimodal y multimedial de los géneros académicos en la educación superior. La comunicación académica digital en inglés.
CÓDIGO: AICO 22I321/1

FINANCIADO POR: Generalitat Valenciana
INSTITUCIONES PARTICIPANTES: Universitat Jaume I, (Castellon)
DESDE: 1-01-2022 HASTA: 31-12-2024
FINANCIACIÓN: 85.490 euros
INVESTIGADORES PRINCIPALES: Noelia Ruiz Madrid and Inmaculada Fortanet Gómez

ACTIVIDADES EDITORIALES

Member of the Editorial Board of *English for Specific Purposes* (Elsevier),
<http://www.journals.elsevier.com/english-for-specific-purposes/editorial-board/>
Member of the Advisory Board of *Language Value*, and international peer-reviewed electronic journal is dedicated to the linguistic description of English, semantics, corpus linguistics.
<http://www.languagevalue.uji.es/index.php/languagevalue/about/editorialTeam>

Member of the Advisory Board of *Revista de Lenguas para Fines Específicos* (ISSN 1133-1127) <http://www.webs.ulpgc.es/lfe/board/board.html>

Member of the Scientific Committee of RAEL (Revista Electrónica de Lingüística Aplicada) <http://www.aesla.org.es/ojs/index.php/RAEL/about/editorialTeam>

- Referee for: *Journal of Pragmatics* (Elsevier), *English for Specific Purposes* (Elsevier), *Journal of English for Academic Purposes* (Elsevier), *ESP Across Cultures*, *Journal of English for Academic Purposes*, *Language Value*, *Language Policy*, *International Journal for Language and Communication Studies*, *Revista Mexicana de Investigación Educativa*, *Hermes*, *Ibérica*, *International Journal of Multilingualism*, *Language Teaching*, *European Journal of Applied Linguistics*, *Bilingual Education and Bilingualism*, *International Journal of English Studies*, *RAEL*, *Linguistics and Education*, *Revista de Lingüística y Lenguas Aplicadas*, *The Open Applied Linguistics Journal*

- Referee for Wiley Blackwell: *Encyclopedia of Applied Linguistics* published by Wiley-Blackwell in 2011 (2010) and Springer: *Key Issues in English for Specific Purposes in Higher Education* edited by Yasemin Kirkgöz and Kenan Dikilitaş (2017)

- Referee for research agencies: ANVUR (Italian National Agency for the Evaluation of Universities and Research Institutes) (2012- 2016), ANEP (2008, 2009, 2015, 2016), Research Foundation Flanders (FWO) Belgium (2016)

TESIS DIRIGIDAS

Susan M. Hoover: *The rhetorics of American TV advertisements*. Universitat Jaume I. June 2006.

Begoña Bellés Fortuño: *Discourse markers within the university lecture genre: A contrastive study between Spanish and North-American lectures*. Universitat Jaume I. February 2007.

Belinda Crawford Camiciottoli: *Evaluation in ICT-mediated Genres of Financial Disclosure: A Contrastive Analysis of Spoken Earnings Presentations vs. Written Earnings Releases*. Universitat Jaume I. April 2009.

Mercedes Querol Julián: *Discussion sessions in specialised conference paper presentations. A multimodal approach to analyse evaluation*. Universitat Jaume I. February 2011.

Julia Valeiras Jurado: *A multimodal approach to persuasión in oral presentations* (co-supervised with Noelia Ruiz Madrid and Geert Jacobs (U. Ghent, Belgium) Universitat Jaume I & University of Ghent (Belgium): Joint Doctorate. 9 June 2017.

Edgar Bernad Mechó: *A Multimodal Approach to Metadiscourse as an Organizational Tool in Lectures*. Universitat Jaume I. February 2018.

ALTOS CARGOS DE ADMINISTRACIÓN

Vice-rector for International Relations and Cooperation (25-06-1997 to 19-06-2001)
Universitat Jaume I. Rector: Fernando Romero Subirón.

Vice-rector for Cooperation and International Relations (14-06-2010 to 25-06-2012). Rector:
Vicent Climent Jordà.

Vice-rector for Cooperation, International Relations and Multilingualism (26-06-2012 to 16-06-2014). Rector: Vicent Climent Jordà

Vice-rector for Internationalization, Cooperation and Multilingualism (17-06-2014 to 16-05-2018)

Member of the Executive Board (11-2011 a 05-2015) and Executive Secretary (2013-2015) of the Committee for International Relations and Cooperation of CRUE (Spanish Conference of Rectors)

Vice-president of the Compostela Group of Universities (2010-2022)

A handwritten signature in blue ink, reading "June Fortané", enclosed within a circular scribble.