

Part A. PERSONAL INFORMATION

CV date

12/09/2022

First and Family name	Fernando David Rubio Alcalá		
Researcher codes	Open Researcher and Contributor ID (ORCID**)	0000-0002-1478-2168	
	SCOPUS Author ID (*)	3577690 56355388400	
	WoS Researcher ID (*)	M-2259-2015	

(*) Optional

(**) Mandatory

A.1. Current position

Name of University/Institution	Universidad de Huelva		
Department	Filología Inglesa		
Current position	Associate Professor. Head of Language Policy	From From	11/04/2011 Oct 2019
Key words	Language Learning. Affective factors. Multilingualism.		

A.2. Education

PhD, Licensed, Graduate	University	Year
PhD	Universidad de Sevilla	2000
Licensed	Universidad de Sevilla	1992

A.3. General indicators of quality of scientific production

Sexenio 1: 13/06/2016; Sexenio 2: 03/05/2022;

Research strands (Junta de Andalucía): 5

Tutorship of doctoral thesis (after 01/01/2010): 2 (cum laude)

Bibliometric indicators:

- H Index in Google Scholar: 14.
- Total quotes (after 2017): 605 (retrieved 12th Sept 2022).

Part B. CV SUMMARY

Fernando D. Rubio-Alcalá is an Associate Professor (2011-) at the English Language Department and Head of Language Policy (2019-) at the Vice-rectorate of Internationalization of the University of Huelva (Spain). Prior to that he was Vice Dean of International Relations at the Faculty of Education (2008-2019). His expertise is language learning, and his line of research is two-fold: affective language learning and multilingualism. He is the main researcher of "digitalization of multilingual programmes in the EHEA" (EU, Ref. 2021-1-ES01-KA220-HED-000022963: 228.440,00 €), and has been the main researcher of other projects, as Proyecto de Excelencia 2014-2019 (Junta de Andalucía, Ref. SEJ-1588: 91.935€), or Proyecto de Cooperación 2017-2019 (Junta de Andalucía, Ref. 2016DEC025: 67.900€), and has participated as co-researcher in two I+D+i projects. He has also published quality scholarly articles, such as the one in the journal Educational Research Review (Q1, impact factor 6,962 in Journal Citation Reports). He got a research fellowship at the University of Texas (Austin, 2005) and was a visiting professor at the University of Virginia (Wise, 2007, 2008, 2011). He also was rated the best professor at the University of Huelva with the Excellence Teaching Award (2007). He has worked collaboratively at Centro de Lingüística Aplicada, Santiago de Cuba, University of Mälardalen (Sweden), University of Båras (Sweden), University of Dalarna (Sweden), Universidad de Formosa (Argentina), Universidad Nacional del

Nordeste (Argentina), Universidad Autónoma de Asunción (Paraguay), Universidad Iberoamericana (Paraguay), Università Roma Tre (Italia), Universidad de Costa Rica, University of Würzburg (Germany), University of Bochum-Rhum (Germany), St. Mary's University College (Belfast, UK), University of Newcastle (UK), University of Bogaziçi (Turkey), University of Kocaeli (Turkey), Università da Bergamo (Italy), etc.

Part C. RELEVANT MERITS

C.1. Publications

Rubio-Alcalá, F. D. & Coyle, D. (Eds.). (2021). Developing and evaluating quality bilingual practices in Higher Education. Bristol, UK: Multilingual Matters. ISBN: 9781788923682

Rubio-Alcalá, F. D. & Mallorquín, S. (2020). Teacher training competences and subsequent training design for higher education plurilingual programs. In M.M. Sánchez-Pérez (Ed.), Teacher Training for English-Medium Instruction in Higher Education. (Pp 41-61). Hershey, USA: IGI Global. Doi: 10.4018/978-1-7998-2318-6

Hervás-Torres, M. & Rubio-Alcalá, F.D. (2020). Exploratory study on the use and implementation of Service-Learning Methodology among university lecturers. International Journal of Social Policy & Education, 7 (2), September, 7-17. ISSN 2689-4998 (print), 2689-5013 (online).

Rubio-Alcalá, F. D., Arco-Tirado, J. L., Fernández-Martín, F. D., López-Lechuga, R., Barrios, E., & Pavón-Vázquez, V. (2019). A systematic review on evidences supporting quality indicators of bilingual, plurilingual and multilingual programs in higher education. Educational Research Review, 27, 191–204. <https://doi.org/10.1016/j.edurev.2019.03.003>

Moore, P., Rubio-Alcalá, F. D. & Pavón Vázquez, V. (2018) (Eds.), Addressing bilingualism in Higher Education: Policies and implementation issues. Granada: Porta Linguarum.

Rubio-Alcalá, F.D. (2017). The links between self-esteem and language anxiety and implications for the classroom. In C. Gkonou, M. Daubney y J.M. Dewaele (Eds.), New insights into language anxiety. Theory, research and educational implications (pp. 98-216). Bristol: Multilingual Matters.

Rubio-Alcalá, F. D. (2014). Self-esteem and Self-concept in foreign language learning. In S. Mercer & M. Williams (Eds.), Multiple perspectives on the self in SLA (pp. 41-58). Bristol: Multilingual Matters.

C.2. Research projects

Main researcher: “Digitalisation of multilingual programs in the EHEA”. Erasmus Plus KA 220. Call 2021. 2021-1-ES01-KA220-HED-000022963. 2022-2025. Funding: 228.440,00 €.

Main researcher: “Análisis y garantía de calidad de la educación plurilingüe en la Educación Superior de Andalucía”. Proyecto de Excelencia, Junta de Andalucía, call 2012. SEJ 1588. 2014-2019. Funding: 91.935 €.

Joint researcher: “Percepción musical y destrezas lectoras en el aprendizaje de una lengua extranjera”. Proyecto I+D+I. Plan Nacional de Investigación. Ministerio de Educación, Política Social y Deporte. Reference FFI2010-15738 (subprograma FILO). 2011-2014. 48 months. Funding: 81.070€. Main researcher: Maria del Carmen Fonseca Mora, Universidad de Huelva.

Main coordinator of the following cooperation development projects:

Universidad Iberoamericana del Paraguay and Universidad del Valle de Guatemala, funded by AACID 67.980€, 2017/2019. Training for the development of gender equity, sex education, stress management, harassment prevention, health in mature women, plurilingualism and critical vision of the media.

Universidad del Valle de Guatemala, funded by AACID, 14.800€, 2010/11, and 17.500€, 2011/12. Present and virtual training of trainers on the variables determining the education in the Guatemalan classrooms: organization, methodology and communication from a gender perspective. Influence of the teacher's stress.

C.3. Contracts, technological or transfer merits

“Dynamization, authorship of materials and instructional design of a massive open and online training course on neuroeducation: emotion, memory and learning “. Contract 66/83 to carry out research work within the contract signed with the INTEF Company (National Institute of Educational Technology and Teacher Training). 2017. General Directorate of Territorial Evaluation and Cooperation, Ministry of Education, Culture and Sports.

C.5. Supervised Doctoral Dissertations

- Mercedes Zurita: Motivación, ansiedad y autoconcepto en el aprendizaje del español como LE. Apto cum laude por unanimidad. 2013. Mentors: Fernando Rubio Alcalá, M^a Carmen Fonseca Mora. Universidad de Huelva.

C.6. Member of International Networks

- **TESOL** (2005-); **ICLHE** (2021-); **CIEB** (2021-); **AESLA** (talks' acceptance reviewer; 2017-).

C.7. Journal reviewer

- Studies in Second Language Learning and Language Teaching
- Second Language Learning and Language Teaching Journal
- Revista Siglo XXI
- Revista Española de Pedagogía
- Porta Linguarum
- Journal of Language and Culture
- Journal of English Studies
- Innovation and Education in Teaching International
- European Journal of Applied Linguistics
- Estudios sobre Educación
- Comunicar
- CEDILE
- Language Teaching Research