

<b>Parte A. DATOS PERSONALES</b>		<b>Fecha del CVA</b>		14/06/23
Nombre y apellidos	Víctor Pavón Vázquez			
DNI/NIE/pasaporte		Edad		
Núm. identificación del investigador	Código Orcid	0000-0003-3063-1746		
	Web of Science	ABG-3790-2020		
	SCOPUS	2823244		

**A.1. Situación profesional actual**

Organismo	Universidad de Córdoba			
Dpto./Centro	Dpto. Filologías Inglesa y Alemana/Facultad de Filosofía y Letras			
Dirección				
Teléfono		correo electrónico		
Categoría profesional	Profesor Titular de Universidad	Fecha inicio	01/07/2001	
Espec. cód. UNESCO				
Palabras clave	Teaching foreign languages, bilingual education, plurilingualism/multilingualism, Content and Language Integrated Learning (CLIL), English Medium Instruction (EMI)			

**A.2. Formación académica (título, institución, fecha)**

Licenciatura/Grado/Doctorado	Universidad	Año
Licenciado en Filología Inglesa	Universidad de Granada	1988
Doctor en Filología Inglesa	Universidad de Córdoba	1998

**A.3. Indicadores generales de calidad de la producción científica (véanse instrucciones)**

- 2 *sexenios de investigación*, awarded in 2014 and in 2020
- 1 *sexenio de transferencia*, awarded in 2019
- 12 theses supervised in the last 10 years:
- 2012. “Content and Language Integrated Learning (CLIL): A Development Trajectory”, written by David Marsh. Awarded with ‘Sobresaliente *cum laude*’. University of Córdoba.
- 2013. “Evaluación de programas bilingües: análisis de los resultados en las secciones experimentales de francés en el marco del Plan de Fomento del Pluriilingüismo de Córdoba”, written by América Pérez and co-supervised with Prof. Francisco Lorenzo. Awarded with ‘Sobresaliente *cum laude*’. University of Córdoba.
- 2014. “Integración de las inteligencias múltiples y de la inteligencia emocional en la enseñanza bilingüe: un estudio comparativo de los factores psicopedagógicos que operan en la adquisición de la competencia comunicativa oral de la lengua extranjera”, written by Cristina Morilla García. Awarded with ‘Sobresaliente *cum laude*’. University of Córdoba.
- 2014. “CLIL as a catalyst for developing reflective practice in foreign language teacher education”, written by Maria Elizabeth Ellison de Matos and co-supervised with Prof. Maria Graca. Awarded with ‘*Summa cum laude*’. University of Porto.
- 2015. “La enseñanza de la pronunciación como contribución a la mejora de la competencia oral de la lengua inglesa: una investigación sobre la percepción y la producción de la calidad vocálica en sílaba acentuada y no acentuada”, written by Ana M<sup>a</sup> Muñoz Mallén. Awarded with ‘Sobresaliente *cum laude*’. University of Córdoba.
- 2016. “Análisis de la influencia de una primera y segunda lengua en la adquisición de la fonología de una tercera: un estudio comparativo de las consonantes oclusivas y africadas del español”, written by Susana Vioque Rocha. Awarded with ‘Sobresaliente *cum laude*’. University of Córdoba.
- 2017. “El tratamiento de las destrezas orales en la enseñanza de español como lengua extranjera: análisis de los beneficios derivados de un tratamiento lingüístico integrado”, written by Esther Cortés Bueno. Awarded with ‘Sobresaliente *cum laude*’. University of Córdoba.

- 2017. “Uso de la pizarra digital interactiva en centros bilingües: claves para el diseño de un itinerario formativo integrado”, written by Trinidad Jerez Montoya. Awarded with ‘Sobresaliente *cum laude*’. University of Córdoba.
- 2017. “El enfoque por tareas y la construcción del significado en la enseñanza bilingüe/AICLE: un estudio sobre las competencias y las necesidades formativas del profesorado”, written by Marta Prieto Molina. Awarded with ‘Sobresaliente *cum laude*’. University of Córdoba.
- 2018. “La competencia comunicativa intercultural en la enseñanza - aprendizaje de lenguas extranjeras en contexto universitario: Propuesta de intervención educativa”, written by Mariela Rosa Arrieta Soto and co-supervised with Prof. María Martínez-Atienza. Awarded with ‘Sobresaliente *cum laude*’. University of Córdoba.
- 2019. “Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE): un análisis de las estrategias discursivas del profesorado en educación primaria”, written by Sandra Pérez Costa. Awarded with ‘Sobresaliente *cum laude*’. University of Córdoba.
- 2020. “El desarrollo de las competencias multiculturales mediante el uso de la literatura en el aula EFL”, by Antonia Giuseppa Buccellato. Awarded with: ‘Sobresaliente *cum laude*’. University of Córdoba.
- 2022. “Aprendizaje basado en proyectos: impacto en el grado de adquisición de contenidos, competencias y habilidades en alumnos de primaria y secundaria en un contexto de enseñanza bilingüe”, written by Rosa María Sánchez García. Awarded with ‘Sobresaliente *cum laude*’. University of Córdoba.

**Parte B. RESUMEN LIBRE DEL CURRÍCULUM** (*máximo 3500 caracteres, incluyendo espacios en blanco*)

During the last ten years my line of research has been focused on the analysis of bilingual education programmes since in 2005 the Junta de Andalucía launched an ambitious project for the implementation of bilingual education and asked me to collaborate in the fields of training and research. This interest has allowed me to carry out a series of studies on, for example, **the needs of teachers and teacher training** (“Teachers’ Concerns about the Introduction of CLIL Programmes”, published in *Porta Linguarum* and “Training primary pre-service teachers for CLIL: innovation through collaboration”. *Pulso*), **the coexistence of languages in the school** (“Investigating the coexistence of the mother tongue and the foreign language through teacher collaboration in CLIL contexts: perceptions and practice of the teachers involved in the plurilingual programme in Andalusia”, published in *International Journal of Bilingual Education and Bilingualism* and “Describing the use of the L1 in CLIL: analysing students’ L1 communication strategies in classroom interaction”, published in *International Journal of Bilingual Education and Bilingualism*), **the strategy of coordination between teachers** (“Strategic and organisational considerations in planning CLIL: a study on the coordination between content and language teachers”, published in *International Journal of Bilingual Education*), **the results of bilingual education programmes** (“European bilingual models beyond lingua franca. Key findings from CLIL French programs”, published in *Language Policy*) and **teachers’ opinions towards bilingual education** (“Analysing teachers’ roles regarding cross-curricular coordination in content and language integrated learning (CLIL)”, published in *Journal of English Studies*). During the last four years my interest has focused in investigating **disciplinary literacies** (“Enhancing disciplinary literacies: languages of schooling and whole-school language projects in Spain”, published in *European Journal of Applied Linguistics*; “Innovations and challenges in CLIL research: exploring the development of subject specific literacies”, published in *Theory Into Practice*; “Un estudio comparativo de las estrategias discursivas inglés-español utilizadas en la impartición de contenido en un contexto AICLE”, published in *CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education*; and “Analysing mathematical word problem solving with secondary education CLIL (content and language integrated learning) students: a pilot study”, published in *LACLIL*).

I have participated refereeing articles related to bilingual education for *Applied Linguistics*, *International Journal of Bilingual Education and Bilingualism*, *Latin American Journal of Content and Language Integrated Learning*, *Porta Linguarum*, *Language, Culture and Curriculum*, *Multidisciplinary Journal of Educational Research (REMIE)*, *Language Learning and Teaching*. I am member of the editorial team for *Porta Linguarum*, *Journal of Teacher Education and Applied Linguistics*, and *Latin American Journal of Content and Language Integrated Learning*.

As well as my research activities focused on the area of bilingual education, I collaborate with the national programme of bilingual schools BEDA (Bilingual Education Development and Assessment) and with Oxford University Press in the implementation of bilingual programmes, institutions for which it is carried out a direct work of transmission of knowledge generated by research.

## **Parte C. MÉRITOS MÁS RELEVANTES (ordenados por tipología)**

### **C.1. Publicaciones**

- Pavón, V., Rubio, F. 2010. "Teachers' Concerns about the Introduction of CLIL Programmes". *Porta Linguarum* 14: 45-58. (183 citas, Google Scholar).
- Pavón, V. 2010. "The introduction of multilingual teaching in Andalusia: heading towards a newly proposed methodology". *Journal of Border Educational Research*, 8(1), 31-42. (33 citas, Google Scholar).
- Méndez, M.C., Pavón, V. 2012. "Investigating the coexistence of the mother tongue and the foreign language through teacher collaboration in CLIL contexts: perceptions and practice of the teachers involved in the plurilingual programme in Andalusia". *International Journal of Bilingual Education and Bilingualism*, 15 (5): 573-592. (105 citas, Google Scholar).
- Marsh, D., Pavón, V., Frigols, M.J. 2013. *The Higher Education Languages Landscape: Ensuring Quality in English Language Degree Programmes*. Valencia: Valencian International University. (64 citas, Google Scholar).
- Pavón, V., Ellison, M. 2013. "Examining teachers' roles and competences in Content and Language Integrated Learning (CLIL)". *Linguarum Arena*, 4, 65-78. (192 citas, Google Scholar).
- Pavón, V., Ávila, J., Gallego, A., Espejo, R. 2014. "Strategic and organisational considerations in planning CLIL: a study on the coordination between content and language teachers". *International Journal of Bilingual Education and Bilingualism*, 18(4): 409-425. (44 citas, Google Scholar).
- Pavón, V. 2014. "Enhancing the quality of CLIL: making the best of the collaboration between language teachers and content teachers". *Encuentro*, 23, 115-127. (36 citas, Google Scholar).
- Pavón, V., Prieto, M., Ávila, J. 2015. "Perceptions of teachers and students of the promotion of interaction and cooperative learning through task-based activities in CLIL". *Porta Linguarum*, 23: 75-91. (33 citas, Google Scholar).
- Pavón, V. 2018. "Learning outcomes in CLIL programmes: a comparison of results between urban and rural environments". *Porta Linguarum*, 29, 9-28.
- Pérez, A., Lorenzo, F., Pavón, V. 2015. "European bilingual models beyond lingua franca. Key findings from CLIL French programs". *Language Policy* (advance access), 1-20. (19 citas, Google Scholar).
- Pavón, V., Méndez, M.C. 2017. "Analysing teachers' roles regarding cross-curricular coordination in content and language integrated learning (CLIL)". *Journal of English Studies*, 15, 233-258. (6 citas, Google Scholar).
- Pavón, V., Ramos, M.C. 2019. "Describing the use of the L1 in CLIL: analysing students' L1 communication strategies in classroom interaction". *International Journal of Bilingual Education and Bilingualism*, 22(1), 35-48. (45 citas, Google Scholar).
- Pérez-Costa, S. and Pavón, V. 2019. "Un estudio comparativo de las estrategias discursivas inglés-español utilizadas en la impartición de contenido en un contexto AICLE". *CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education*, 2(1), 43-53. (2 citas, Google Scholar).

- Cabezuelo, R. and Pavón, V. 2019. "Analysing mathematical word problem solving with secondary education CLIL (content and language integrated learning) students: a pilot study". *LACLIL*, 12(1), 18-45. (2 citas, Google Scholar).
- Pavón, V. 2020. "The role of languages in the internationalisation of higher education: institutional challenges". In R. Rubio and D. Coyle (Eds.), *Quality of Bilingual Programmes in Higher Education*, (pp. 96-114). Bristol: Multilingual Matters.
- Pavón, V., and Ellison, M. 2021. "Implementing EMI in higher education: language use, language research and professional development". In D. Lasagabaster and A. Doiz (Eds.), *Language Use in English-Medium Instruction at University International Perspectives on Teacher Practice*, (pp. 193-212). London: Routledge.

## C.2. Proyectos

- 2013-2015. Member of the research group Project of Excellence, Ministry of Education: "Effects of bilingual/plurilingual programmes in monolingual communities" Code FFI2012-32221 (MINECO).
- 2014-2016. Member of the research group Project of Excellence, Regional Government of Andalucía (Spain). Universities, Research and Technology Department: "Indicators for the internationalisation in Higher Education: definition, analysis and evaluation". Code: P09-HUM-05262.
- 2014-2016. Member of the research group Project of Excellence, Regional Government of Andalucía (Spain). Universities, Research and Technology Department: "Analysis and quality assurance of bilingual programmes in Higher Education in Andalucía". Code: P12-SEJ-1588.
- 2016-2020. Member of the research group Project of Excellence, Ministry of Education: "Team teaching in English-medium instruction programmes in higher education: fostering collaboration between language and content teachers" (MINECO). Code: FFI2016-79377.

## C.3. Otra información de interés

- Coordinador del equipo investigador de la UCO en los proyectos Erasmus+ K2 *E-education: teaching and learning after 2020* (KA226-688B01C4 – 224.130 €) y *Hacia un Modelo de Bilingüismo Integrado* (KA203-5248A159 – 241.905 €).
- Más de 30 TFMs dirigidos en los últimos 5 años relacionados con el ámbito del bilingüismo educativo y 9 TFGs en los últimos 3 años.
- Estancias de investigación en las Universidades de: Oxford Brookes, University of Ashgabat (Turkmenistan), Tampere University of Technology (Finland), Free University of Brussels, State University of Novosibirsk, University of Guadalajara (Mexico), University of Barranquilla (Colombia), Smith College (EE.UU.) and Colorado Mesa University (EE.UU.)
- Coordinador del programa de formación del profesorado participante en titulaciones bilingües en la Universidad de Córdoba entre 2012 y 2014.
- Coordinador de Política Lingüística y responsable de las titulaciones bilingües en la Universidad de Córdoba entre 2014 y 2017.
- Miembro de la subcomisión responsable de la elaboración de las directrices en política lingüística para las universidades españolas en la CRUE-IC.
- Miembro de la Mesa Lingüística de Inglés (CRUE) desde 2016.
- Director del Dpto. de Filologías Inglesa y Alemana desde 2017.
- Director General de Política Lingüística y Director de Ucoidiomas desde 2022.
- Director del título de Posgrado "Liderazgo en educación bilingüe". Universidad de Comillas-Madrid desde 2022.