

**EDUCATION PORTFOLIO:  
Student supervision and teaching experience**

Dr. E. Pascual

**A. My view of teaching and learning**

I am very aware that university education is an important stage in the life of students and the one that can best prepare them for their future career and life. I thus do my utter best to make sure they get the most out of it, and that they also feel they receive all the support and inspiration they need. To that aim, I always develop my courses myself. This means that even if I may use published or publicly available didactic or academic material, I always design syllabi in such a way that they are suitable to the kind of students in that course (major, background, etc.). If the material that I consider best suits a given course (e.g. a textbook or handbook) does not have exercises, I write new exercises myself or look for them elsewhere (in other didactic or academic material, such as published papers or books for theory courses and didactic blogs and online sources for practice ones). In the selection of didactic material, I pay close attention to the accuracy and relevance of the information as well as to didactic aspects. This involves approximately 10 hours of preparation per one hour of class. Once a course is developed, I keep improving it, as I may come across more fitting material and see how it works on students.

My approach to teaching is question-based and I have worked intensively on education innovation, also with regard to the integration of communication skills with academic knowledge (linguistics, literature, and history). Both in my theory and my language learning courses, I always use a combination of theory and application, providing knowledge to students and having them work on that knowledge themselves. Thus, my courses invariably require that students both digest the knowledge presented and that they active apply that knowledge, which will simultaneously also help them practice their language and academic skills. In my language courses, I also try my best for my theory courses to involve particularly rich material that helps students understand the topics of the course as well as attain a more holistic view of not just the foreign language studied, but also the overall culture, society, and history of that linguistic community.

For instance, my ‘Lexicography of Spanish’ course is organised in one theory and one theory application session. In the theory session a chapter of a textbook on Cognitive Linguistics is discussed. In the practice session, particular words and expressions illustrating the phenomenon discussed in the theory session are discussed. The material for the application sessions is the award-winning television series on Spanish history and the history of Spanish art and society, *El Ministerio del Tiempo* [The Ministry of Time]. Students are asked to view one carefully selected episode before every session, and write down all examples of the phenomenon at hand as homework, which they bring to class. I have collected all examples of the phenomenon at hand beforehand and discuss the ones the students have found. I also select prototypical as well as particularly complex instances in detail, regardless of whether any student in class had spotted them. The syllabus of that course can be viewed here: <http://estherpascual.com/wp-content/uploads/2019/11/Lexicografi%CC%81a-del-Espan%CC%83ol.pdf>.

Another example of the integration of theory and theory application, as well as the integration of linguistics and overall folk culture and literature in the foreign language is my master’s course ‘Spanish Language, Culture, and Mind’. In that course, language is studied as an expression of conceptualization, embedded in a rich socio-cultural context. In particular, I discuss the conceptualization and linguistic expression of universal human experiences, such as time, emotions, or sensory perception. Each of these topics is dealt with in three different sessions, namely: (a) grammatical and lexical expressions in the language (e.g. grammatical gender, tense and aspect); (b) culture-specific conceptual metaphors (e.g. TIME AS SPACE, EMOTION AS EXTERNAL FORCE), manifested in everyday linguistic metaphors (e.g. ‘years behind’ for ‘years ago’; ‘to fall deep into despair’ for ‘to be extremely desperate’); and (d) creative literary imaginary of such conceptual metaphors in classical poems by renown Spanish and Latin-American poets (e.g. García Lorca’s famous ode to the moon as a sensual woman; Neruda’s poem *Tristeza* [Sadness], as a monstrous insect trying to break in through his front door). More information on that course can be viewed here: <http://estherpascual.com/wp-content/uploads/2019/11/SpanishLanguageCultureMind.pdf>.

Regarding the compulsory reading material for theory courses, I generally use published articles or book chapters, which students need to read as homework and which I summarise, discuss, and expand upon in the following class, using a PowerPoint presentation with enough illustrative pictures to stimulate comprehension

and memory. Students are usually also required to do some exercises on the readings at home, which we discuss in the following class. On occasion, as in my third-year undergraduate course 'Lexicography of Spanish', students are required to think of multi-choice questions on the reading material in the second part of the course.

For my master courses, some of the homework exercises always involve gathering own data on the phenomena discussed in class, and briefly presenting it to the rest of the group during part of each class and in a final individual or group presentation. For the final presentations on their own work, I always ask students to submit a preliminary outline, then a further detailed one, and at the end the PowerPoint presentations, so I can give them feedback on the different stages of the process. I also organise tutoring sessions for individual feedback on students' work. This helps students understand how to do research in a hands-on manner and how to get organised, and it also helps avoid plagiarism, as I have followed the entire process and the topics are very specific.

For each of my language courses (listening and speaking practice), I generally use an audio-visual course for second language learners that is appropriate for the students' level. These courses are in the form of a television series, with subtitles in the foreign language and the students' mother language, going from easier to harder, with lists of vocabulary and grammar, exercises, and explanations. For Spanish, two such courses (for levels 1 and 3), namely 'Mi Vida Loca' and 'Es Español', are freely available online and I give students all the videos and supporting pdf material at the beginning of the course; and for the other one (for level 2), i.e. 'Así son', it can be bought online for a very low price. These language courses in the format of a television series constitute the courses' weekly homework, as students can work on them by themselves. We comment the material and discuss questions students may have at the beginning of each class. During the class itself, I combine listening exercises involving communication skills: pronunciation (through singing a song, reading subtitles in a short movie as in dubbing), listening (through watching a short movie or documentary and answering questions on it, or listening to a song and writing the words they understood), and speaking (discussion, role play). In my foreign language courses, the pronunciation and listening comprehension is more important in lower levels and speaking becomes gradually more important and is practiced more in the highest level. The material for the in-class tasks I created myself or I retrieved from online didactic forums for teaching a second language. In each class the following communicative

skills are usually practiced: (i) listening comprehension (through videos, to be viewed first without, then with Spanish subtitles, and doing exercises on them); (ii) pronunciation (through speaking and occasionally singing songs or ‘dubbing’ extracts from short movies with subtitles); and (i) speaking (through discussions or role play exercises in pairs or small groups). Particular attention is paid to spontaneous conversation. Usual material for in-class exercises are: short movies (both actual ones and ones created for the teaching of foreign languages to adults), songs, and pieces of actual documentary films. I always select the material very carefully both for its didactic and socio-cultural value.

In my foreign language courses, I find it particularly important to integrate intercultural communication as well as socio-cultural and historical aspects of Spanish culture to the teaching of Spanish language and linguistics. Due to my years of experience with international (mis)communication in five different countries with vastly different cultures, I have become particularly aware of the importance of intercultural competence. After all, a good command of a foreign language means that one can communicate successfully with native speakers of that language, which is by definition a form of intercultural communication. This also entails acquiring enough knowledge of the intangible heritage of the language community in question. As a way of enriching my students’ knowledge of Spanish in all its richness, I founded a biweekly Spanish movie forum at my current department, and strongly encouraged all my students to participate in conversation exchanges with native speakers and to take summer courses in Spanish-speaking countries. The syllabi of my latest language courses, can be viewed here:

- (i) <http://estherpascual.com/wp-content/uploads/2019/11/%E2%80%98Asignatura-pra%CC%81ctica-de-espan%CC%83ol-auditivo-y-oral-I%E2%80%99.pdf>
- (ii) <http://estherpascual.com/wp-content/uploads/2019/11/%E2%80%98Asignatura-pra%CC%81ctica-de-espan%CC%83ol-auditivo-y-oral-II%E2%80%99.pdf>
- (iii) <http://estherpascual.com/wp-content/uploads/2019/11/%E2%80%98Asignatura-pra%CC%81ctica-de-espan%CC%83ol-auditivo-y-oral-III%E2%80%99.pdf>

I always try to schedule my research Master’s and PhD courses to coincide with expert workshops or lectures by prominent scholars in the field. This allows me to invite the students to such events and also to organise a tutoring session for the most motivated ones. This is the case for my master’s course ‘Discourse and Cognition’ (<http://estherpascual.com/wp-content/uploads/2019/11/DiscourseCognition-Pascual.pdf>).

In all my courses, I find it particularly important to not only provide information, but also to teach students certain academic skills, like critical thinking, presentation skills, working together, gathering own data, reflecting on their own progress, recognizing a phenomenon we have learnt in class in a larger context (in the middle of other ones) or in a new light (in a different form or in a different language), etc. In class I often comment on students' own learning progress (complimenting them and reminding them how they found things harder a few months earlier). When explaining a given task, I also often tell students about research showing the benefits of given forms of engaging for learning, like their effects on memory or creativity (e.g. working in pairs, correcting each other's work, etc.). My hope is that this will motivate them and also help them become more reflexive on their own learning process.

I evaluate courses through a written and class participation (involving weekly homework and active attendance). My undergraduate courses also include a mid-term exam, which counts for 30% of the final grade, and which students need to correct themselves. For my theory courses, evaluation also involves a class presentation (individual or in a small group, depending on the class size). For my L2 courses evaluation always also involves an oral exam (i.e. writing and recording a dialogue of a mute short movie I provide them, done in groups of 2 to 3 students). I always have a try-out exam as homework at the end of the course, in order to be able to discuss the most important parts of the course as well as give students an idea of what the final exam will look like.

I make myself available to students by arriving always about 15 minutes early for class, always staying in class during the breaks, and staying around after class. I thus always make sure that I have nothing important before or after class. I always respect office hours, but since students rarely come to office hours, I make myself available around class time and per email. I always compliment students on questions, whether these are questions asked individually, in class or per email, and answer extensively and always with a smile, both to make the student in question more comfortable and to encourage other students to participate more actively. I often also give extra material to specific students who show particular interest or have difficulty with certain aspects of the course. Lastly, I always give students all the material presented in class (PowerPoint presentations, videos viewed, etc.) and the solutions to homework and exam questions after they submitted them, so they can learn, and always send them the key to mid-term tests and final exams once they have taken them.

## **B. Assessments of the quality of my teaching, as provided by others**

- *'Discourse and Cognition'*, MA and PhD, approx. 5 students. Zhejiang University: 2016-Present. Course evaluation: **5** (max. 5)
- *'Spanish Language, Culture and Mind'*, MA and PhD, approx. 30 students. Zhejiang University: 2016-Present. Course evaluation: **4.8676** (max. 5)
- *'Lexicografía del español'* [Lexicography of Spanish], BA, approx. 5 students. Zhejiang University: 2019-Present. Course evaluation: **4.7666** (max. 5)
- *'Asignatura práctica de español auditivo y oral I'* [Training course of audio and oral Spanish (I, II, and II)], BA, approx. 18 students. Zhejiang University: 2017-Present. Course evaluation: **4.933** (max. 5)
- *'Asignatura práctica de español auditivo y oral II'* [Training course of audio and oral Spanish (I, II, and II)], BA, approx. 18 students. Zhejiang University: 2017-Present. Course evaluation: **4.929** (max. 5)
- *'Asignatura práctica de español auditivo y oral III'* [Training course of audio and oral Spanish (I, II, and II)], BA, approx. 18 students. Zhejiang University: 2018-Present. Course evaluation: **4.7541** (max. 5)

## **C. Teaching Experience: level, duration, scope, depth, and type of teaching**

### **C1. Courses taught**

The syllabi of all my current and recent courses (in the past 10 years) can be downloaded from: <http://estherpascual.com/teaching/>

**Zhejiang University**, China: 2016-Present

*'Discourse and Cognition'*, MA and PhD, approx. 5 students

Topics: Introduction to Cognitive Linguistics, Mental spaces & Conceptual blending, Blending in humoristic discourse, Blending in persuasive discourse, Blending in journalistic discourse. Instructional method: student active and knowledge-seeking.

Instructional method: student active and knowledge-seeking.

Complete design of the course.

*'Spanish Language, Culture and Mind'*, MA and PhD, approx. 30 students

Topics: Introduction to the relation between language, culture and mind, grammatical gender and cognition, culturally-specific conceptual metaphors of time, emotion, and perception.

Instructional method: student active and knowledge-seeking.

Complete design of the course.

*'Lexicografía del español'* [Lexicography of Spanish], BA, approx. 5 students

Topics: Introduction to lexicography and cognitive semantics, prototype theory, conceptual metaphors and metonymies.

Instructional method: student active and knowledge-seeking.

Complete design of the course.

*'Asignatura práctica de español auditivo y oral (I, II, y III)'* [Training course of audio and oral Spanish (I, II, and III)], BA, approx. 18 students

Topics: Listening and speaking skills of Spanish as a foreign language.

Instructional method: student active.

Complete design of the courses, partly based on available didactic material.

**Federal University of Juiz de Fora (UFJF), Brazil: Feb 2015**

*'Interacción fictiva: Teoría y aplicaciones'* [Fictive interaction: Theory and application], MA and PhD, approx. 20 students

Topics: intersubjectivity, fictive interaction as cognitive, communicative, discursive, and linguistic phenomenon, fictive interaction constructions across languages, fully grammaticalised fictive interaction, fictive interaction in language pathology.

Instructional method: student active and knowledge-seeking.

Complete design of the course.

**Rijksuniversiteit Groningen, 2009-2014**

*'Tekst in professionele communicatie: Tekst en cognitie'* [Discourse in Professional Communication: Discourse and Cognition], MA, approx. 20 students

Topics: mental spaces and conceptual integration used as communication strategy in humorous, persuasive and journalistic discourse.

Instructional method: student active and knowledge-seeking.

Complete design of the course.

*'Language, communication, and culture'*, MA, approx. 20 students

Topics: cultural metaphors of time and emotions in language for specific purposes (advertisement, education, journalism).

Instructional method: student active and knowledge-seeking.

Complete design of the course.

*'Tekstanalyse II: Tekst en cognitie'* [Discourse analysis II: Discourse and Cognition], BA, approx. 15 students

Topics: quotation, conceptual metaphors, mental spaces.

Instructional method: student active and knowledge-seeking.

Complete design of the course with fellow lecturer.

*'Interculturele communicatie'* [Intercultural Communication], BA thesis group, approx. 10 students

Topics: basic cultural dimensions, intercultural communication in language for specific purposes (law, education, advertisement).

Instructional method: student active.

Complete design of the course.

***LOT Winter School***, Universiteit van Amsterdam, Jan 2011

*'Mental Spaces and blending in language for specific purposes'*, PhD, approx. 10 students

Topics: mental spaces and conceptual integration as communication strategy in humorous, persuasive, journalistic and didactic discourse.

Instructional method: student active and knowledge-seeking.

Complete design of the course.

***Vertol School of Translation and Interpretation***, 2008-2009

*'Nederlands/Spaans Vertalen II'* [Dutch/Spanish Translation II], 2<sup>nd</sup> year, approx. 15 students.

*'Nederlands/Spaans Vertalen III'* [Dutch/Spanish Translation III], 3<sup>rd</sup> year, 8 students

Topics: writing and translating practice through the translation of texts from different genres.

Instructional method: student active.

Re-design of the course based on previous lecturer's notes.

***Vrije Universiteit Amsterdam***, 2006-2009

*'Academische vaardigheden: Zoeken en beoordelen van wetenschappelijke informatie'* [Academic skills: Searching and evaluating scientific information], BA, approx. 100 students

Topic: Argumentation in scientific discourse.

Instructional method: student active.

*'Academische vaardigheden C: Schriftelijk presenteren'* [Academic skills: Writing], BA, approx. 20 students

Topics: Efficient editing and writing academic texts.

Instructional method: student active.



*'Perspectieven van de moderne Nederlandse taalkunde'* [Views on Modern Dutch linguistics], BA, approx. 10 students

Topics: Cognitive Linguistics, conceptual metaphors, mental spaces, and fictive interaction.

Instructional method: student active and knowledge-seeking.

Complete design of the course.

*'Applied semantics'*, MPhil Linguistics, approx. 5 students

Topics: Cognitive Linguistics, mental spaces, conceptual blending, mental spaces and conceptual blending for particular purposes (humour, journalism, argumentation).

Instructional method: student active and knowledge-seeking.

Complete design of the course.

***Open University of Catalonia*** (UOC), distance univ., Barcelona, Spain, 1998-2000

*'Lingüística general I: Lenguaje en uso'* [General linguistics II: Language use], BA: 1<sup>st</sup> year, approx. 50 students

Topics: semantics, pragmatics, and sociolinguistics.

Instructional method: student active and knowledge-seeking.

Re-design of the course based on standard material.

*'Lingüística general II: La estructura del lenguaje'* [General linguistics II: Language structure], BA: 2<sup>nd</sup> year, approx. 30 students

Topics: phonetics, phonology, morphology, and syntax.

Instructional method: student active and knowledge-seeking.

Re-design of the course based on standard material.

*'Inglés como lengua extranjera'* [English as foreign language], BA: 1<sup>st</sup> year, law students, approx. 50 student

Topics: reading, listening, and writing skills.

Instructional method: student active.

Design of the course based on available didactic material.

***Universitat Autònoma de Barcelona*** (UAB), Spain, 1997-2000

*'Lingüística general I: La estructura del lenguaje'* [General linguistics I: Language structure], BA: 1<sup>st</sup> year, approx. 75 students

Topics: phonetics, phonology, morphology, syntax, and semantics.

Instructional method: knowledge-seeking.

Complete design of the course with fellow lecturer.

*'Lingüística general I: Lenguaje en uso'* [General linguistics II: Language use]. BA: 2<sup>nd</sup> year, approx. 75 students

Topics: philosophy of language, pragmatics, and sociolinguistics.

Instructional method: knowledge-seeking.

Complete design of the course with fellow lecturer.

*'Lingüística general III: Lingüística cognitiva'* [General Linguistics III: Cognitive Linguistics], MA: 3<sup>rd</sup> year, approx. 25 students

Topics: Cognitive semantics, cognitive grammar, and construction grammar.

Instructional method: knowledge-seeking.

Complete design of the course.

*'Lingüística general IV: Pragmática comunicativa'* [General Linguistics IV: Communicative Pragmatics], MA: 4<sup>th</sup> year, approx. 25 students

Topics: speech acts, discourse and conversation analysis, communicative pragmatics, and oral communication techniques.

Instructional method: knowledge-seeking.

Complete design of the course.

*'Lingüística general V: Lingüística aplicada'* [General Linguistics V: Applied Linguistics], MA: 3<sup>rd</sup> year, approx. 25 students

Topics: Introduction to sociolinguistics, language choice, and code switching.

Instructional method: knowledge-seeking.

Complete design of the course.

***Escuela de Adultos Barberá del Vallés*** (adult education), 1992-1993

*English as second language*, 1<sup>st</sup> year, 15 studenten

Topics: Speaking, listening, reading, and writing skills.

Instructional method: student active.

Complete design of the course.

## **C2. Research supervision**

### ***C2.1. Supervision of Bachelor's theses***

- Bachelor thesis group on Intercultural Communication. Communication and Information Studies, Rijksuniversiteit Groningen:

1. Zwolle, E. "Coöperatie tussen culturen: Nederlanders en Chinezen in samenwerking" [Cooperation between cultures: Dutch and Chinese in collaboration], 24 Aug 2009.
2. Beukema, M. "Onderzoek naar de effectiviteit van de interactieve serie 'Mi vida loca' in vergelijking met de reguliere leermethoden" [A study into the effectiveness of the interactive series 'Mi vida loca' compared to the regular learning methods], 23 Jul 2009.
3. Kanon, M. "De Islam in de media" [Islam in the media], 22 Jun 2009.
4. de Man, V. "Turks of Nederlands? Een kwalitatief onderzoek naar de taalkeuze (en taalattitude) van Turks- Nederlandse jongeren in Groningen en omstreken" [Turkish or Dutch? A qualitative study of the language choice (and language attitude) of Turkish-Dutch youth in Groningen and surroundings], 22 Jun 2009.  
  
[Published by: 'Science Shop Language, Culture and Communication', Rijksuniversiteit Groningen, Nov 2009]
5. van der Veur, B. "Interculturele interactie in de voetbalwereld" [Intercultural interaction in the world of soccer], 18 Jun 2009.
6. ten Velde, L. "Interculturele communicatie tussen ontwikkelingswerkers en de lokale bevolking van ontwikkelingsgebieden in verschillende werelddelen" [Intercultural communication between international cooperation workers and the local population of developing areas on different continents], 01 Jun 2009.
7. Hendriksen, A. "China in de klas: Over het gedrag van Chinezen binnen inburgeringscursussen" [China in the classroom: On the behavior of Chinese people in civic integration courses], 07 Jun 2009.
8. van Andel, S.M. "Reflectie van gemeenschappelijke cultuur in de interactie van Argentijnse- en Nederlandse jongeren" [Reflections on a common culture in the interaction of the Argentinian and the Dutch youth], 27 May 2009.

## C2.2. *Supervision Master's theses*

1. Liang, Y. "The effect of literacy on the use of direct vs. indirect speech". Dept. of Linguistics, Zhejiang University, China, Mar 2020.
2. Qiu, S. "Syntactic processing in illiterate speakers: Experimental evidence from structural priming". Dept. of Linguistics, Zhejiang University, China, Feb 2019.
3. M. van Bronkhorst, M. "Citaten en subjectiviteit in journalistieke artikelen" [Quotes and subjectivity in journalistic articles]. Communication and Information Studies, Rijksuniversiteit Groningen, Jan 2015.
4. Hoekstra, W. "Directe rede samenstellingen in gezondheidscommunicatie: de invloed van vorm van de boodschap op anti-tabaksvoorlichting" [Direct speech compounds in health communication: The influence of the form of the message on anti-tobacco campaigns]. Communication and Information Studies, Rijksuniversiteit Groningen, Dec 2014.
5. Buikema, K. "'Ik score met melk!': een kwalitatief onderzoek naar conceptuele integratie wat betreft leeftijd en geslacht in voedingsadvertenties" ['I score with milk!': A qualitative study of conceptual integration in food advertisement targeted at different age and gender groups]. Communication and Information Studies, Rijksuniversiteit Groningen, Nov 2014.
6. de Vries, R. "Een experimenteel onderzoek naar de communicatieve effectiviteit van directe rede samenstellingen in productadvertenties" [An experimental study of the communicative effectiveness of direct reason compounds in product advertisements]. Communication and Information Studies, Rijksuniversiteit Groningen, Sep 2014.
7. Toren, S. "Iets met Mars en Venus: een onderzoek naar metafoorgebruik in filmrecensies, bekeken vanuit het genderperspectief" [Something with Mars and Venus: an investigation on metaphor usage in film reviews from a gender perspective]. Communication and Information Studies, Rijksuniversiteit Groningen, May 2011.
8. Stec, K. "Simulating Fictive Interaction Modifiers". Research Master in *Cognitive Semiotics*, Aarhus University, Denmark, Feb 2011.
9. Ekić, M. "Context as a constraint in political cartoons: A conceptual integration approach", Communication and Information Studies, Rijksuniversiteit Groningen, Jul 2010.
10. Groen, H. "Metaforen, een ideologie weerspiegeld. Over het verband tussen politieke ideologieën en metaforen/metaforische systemen in de verkiezingsprogramma's van de SGP en Groen Links" [Metaphors, an ideology reflected: On the link between political ideologies and metaphors/metaphorical systems in the election programs of the SGP and Green Left]. Communication and Information Studies, Rijksuniversiteit Groningen, May 2010.

11. Geerdink, M. “Gillette, the best a woman can get? Een onderzoek naar de conceptualisering van genderverschillen in verzorgingsadvertenties” [Gillette, the best a woman can get? An investigation into the conceptualisation of gender differences in self-care advertisements]. *Communication and Information Studies*, Rijksuniversiteit Groningen, Apr 2010.
12. Plantinga, S. “Medische metaforen, mismatch of magnifieke combinatie? Een analytisch en experimenteel onderzoek naar de werking en het effect van metaforen in medische informatieve teksten” [Medical metaphors, mismatch or magnificent combination? An analytical and experimental study of the effect and effect of metaphors in medical informative texts]. *Communication and Information Studies*, Rijksuniversiteit Groningen, Feb 2010.
13. van Veelen, E. “Interculturele analyse van advertenties over toerisme-gerelateerde onderwerpen” [Intercultural analysis of advertisements on tourism-related topics]. *Communication and Information Studies*, Vrije Universiteit Amsterdam, NL, 2008.
14. Barkey, D. “Tekstuele strategieën achterop shampoo- en wasmiddelflesjes” [Textual strategies on the back of shampoo and detergent bottles]. *Communication and Information Studies*, Vrije Universiteit Amsterdam, Netherlands, 2008.

### ***C2.3. Supervision of visiting scholars & research internships***

1. Xiang, M. Visiting PhD student (Zhejiang University, China). Project: “Underspecified Fictive Questions in an Ancient Chinese Philosophical Text”, China Scholarship Council (CSC), Sept 2014-Sept 2015. Host and first supervisor.
2. Buikema, K. “‘Stel-je-voor’-scenario”: een onderzoek naar een database van directe rede-samenstellingen in de Nederlandse taal” [“*Imagine-that*’ scenario”: A study of a database of Dutch direct speech compounds]. Research internship, *Communication & Information Studies*, Rijksuniversiteit Groningen, Jan 2015.
3. Bisotti Dornelas, A. Visiting PhD student (Federal University of Juiz de Fora, Brazil). Project: “Fictive Interaction in Language Development of Brazilian Children with Autism Spectrum Disorder”, Brazilian Federal Agency for Support and Evaluation of Graduate Education: CAPES Foundation, 2014. Host and first supervisor.
4. Jarque, M.J. Visiting researcher (Universitat de Barcelona). Project: “From Sign-in-Interaction to Grammar: Fictive Interaction Constructions in Catalan Sign Language”, Jun-Aug 2014. Host and first supervisor.
5. Latorre Catalán, M. Visiting PhD candidate (Universidad Complutense de Madrid). Project: “Political and Citizenship Learning in Spanish Migration during Franco’s Regime”, Spanish Ministry of Education and Science (MEC), 2005. Host.

#### **C2.4. Supervision of PhD dissertations**

1. Xie, F. Verbatim Fictive Speech as Adaptation Strategy by Children with Autism Spectrum Disorder and Young Controls. Foreign Languages and Literatures, Zhejiang University, China. Start date: Sep 2018. Ongoing. First advisor.
2. Zhao, Y. Echolalia as fictive interaction strategy for referencing by Chinese children with Autism Spectrum Disorder. First advisor: Prof. B. Ma. Foreign Languages and Literatures, Zhejiang University, China. Start date: Sep 2015. Ongoing. Co-advisor.
3. Bisotti Dornelas, A. Interação Fictiva como Estratégia Comunicativa de Crianças Ecolálicas com Transtorno do Espectro Autista [Fictive Interaction as Communicative Strategy by Echolaic Children with Autism Spectrum Disorder]. First advisor: Prof. L.F. Matos Rocha. Linguistics, Federal University of Juiz de Fora, Brazil. Defense: 09 March 2018. Co-advisor.
4. Xiang, M. A Cognitive Rhetorical Analysis of Fictive Questions in the Zhuangzi Text. First advisor: Prof. B. Ma. Foreign Languages and Literatures, Zhejiang University, China. Defense: 03 March 2018. Co-advisor.

#### **D. Administrative/Leadership Experience in Education**

- Founding co-organiser of the biweekly Spanish movie forum ‘El rincón del cine’, Dept. of Spanish Language & Culture, Zhejiang University, China, since Sep. 2019.
- Founding co-organiser of the biweekly ‘Ling-lunch’ lecture series, Dept. of Linguistics, Zhejiang University, Hangzhou, China, since Jan. 2018.
- Coordinator of the BA course ‘*Academische vaardigheden: Zoeken en beoordelen van wetenschappelijke informatie*’ [Academic skills: Searching and evaluating scientific information], Dept. Language and Communication, Vrije Universiteit Amsterdam, Netherlands, 2007.
- Chair of the Post-doctoral Committee, Vrije Universiteit Amsterdam, NL, 2006-2007.
- Tutor of first-year Dutch Linguistics students, Vrije Universiteit Amsterdam, Netherlands, 2006-2007.
- Public Relations Committee member, Dept. of Dutch, Vrije Universiteit Amsterdam, Netherlands, 2005-2006.
- Student advisor, Dept. of Humanities, Open University of Catalonia, Spain, 1998-1999.

**E. Teacher Training:** qualifications/grades, courses, professional development, etc.

Official certificate:

- *Dutch University Teaching Qualification certificate* ('BKO'), May 2013.

**F. Other Training** of significance for the position

- Workshops on supervising PhD students, supervising academic writing, preparing PowerPoint presentations for university teaching and academic lectures. Organised by VU University Amsterdam, 2005-2009.

- Workshops on managing an academic career, negotiating in academia, reading papers quickly, time management in research. Organised by the *Netherlands Organisation for Scientific Research* (NWO), 2005-2010.

**G. Other assignments of significance for the position**

- Committee member for examination of incoming PhD students, Dept. of Linguistics, Zhejiang University, China: 2019.

- Jury member of the 2013 AVT/Anéla Dissertation Award (Dutch Associations for Theoretical and Applied Linguistics), 2013.