

CURRICULUM VITAE

INMACULADA FORTANET GÓMEZ

Dep. Estudios Ingleses
Universitat Jaume I
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Spain

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ACADEMIC BACKGROUND AND TEACHING/ RESEARCH POSITIONS /ADMIN POSITIONS

- Bachelor's degree: I started my bachelor's degree in September 1981 and finished in June 1985. At that time bachelor's degrees lasted 5 years in Spain. I studied at Universitat de Valencia in Spain and my degree was "Licenciatura en Filología Anglogermánica" (Anglo-German Philology)
- PhD in English Philology I started my Phd in September 1987 at Universitat de Valencia (Spain), department of English and German philology and defended my thesis on 14th June 1993. The title of the thesis was "The progressive form in the English language".
- Master's degree: At that time there were no master's degrees in Spain. The doctoral programme lasted 3 years and I had to take some courses and do a short dissertation (similar to a master thesis) before starting the doctoral thesis.
- Assistant lecturer at Universitat de Valencia since October 1987 to 1999. I was first a part-time teacher and eventually in September 1988 I gained a full-time contract. I became a civil servant at Universitat de Valencia in May 1991 as junior lecturer.
- Tenured lecturer at Universitat Jaume I from 1991 to 2017.
- In December 1995 I became a senior lecturer or associate professor at Universitat Jaume I, and in November 2017, I became a full professor or chair (national accreditation since 2013)
- Vice-rector for International Relations and Cooperation from 1997 to 2001
- Vice-rector for International Relations, Cooperation and Multilingualism from 2010 to 2018

RESEARCH

Four certified six-year research periods: 1998-2004, 2005-2010, 2011-2016, 2016-2022

RECENT PUBLICATIONS (last 6 years)

JOURNAL ARTICLES

Fortanet-Gómez, I. & Bernad-Mechó, E. (2019). Análisis multimodales del discurso específico. Special issue. *Ibérica*, 37, 9-15.

<http://www.aelfe.org/?s=revista&veure=37>

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

Fortanet-Gómez, I. & Beltran-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://ojsspdc.ulpgc.es/ojs/index.php/LFE>

Ruiz-Madrid, M.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 (4-5), 277-280, DOI: 10.1080/17501229.2022.2123678

Girón-García, C. & Fortanet-Gómez, I. (2023) Science dissemination videos as multimodal supporting resources for ESP teaching in higher education. *English for Specific Purposes*, 70, 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.

Ciaramita, G. & Fortanet-Gómez, I. (2023) Teachers' attitude towards the use and teaching of mediation in language classes. *Rassegna Italiana di Linguistica Applicata (RILA)*, Gennaio-Aprile 2023/1: 85-108.

Fortanet Gómez, I.; Ruiz Madrid, N.; Bernad Mechó, E. & Valeiras Jurado, J. (2024). GRAPE-MARS: Una herramienta para el análisis multimodal en la investigación sobre

segundas lenguas. TEISEL. Tecnologías para la investigación en segundas lenguas, 5, 1-26.
DOI: <https://doi.org/10.1344/teisel.v4.46861>

Bort-Mir, L. & Fortanet-Gómez, I. (2024) ESP students processing multimodal websites through the Eye-tracking technique. *International Journal of English Studies*, 24 (2).

JOURNAL SPECIAL ISSUE EDITIONS

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

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

Fortanet-Gómez, I. & Ruiz-Madrid, N. (2022) Integrating Content and Language in Higher Education. *System*, 115.

Ruiz-Madrid, N. & Fortanet-Gómez, I. (2022) Teacher professional development for the integration of content and language in higher education. *Journal for the Innovation in language learning and teaching*, 16 (4-5).

BOOK CHAPTERS

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.

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.

Ruiz-Garrido, M.F. & Fortanet-Gómez, I. (2023) *A Multimodal Analysis of an Integrating Content and Language in Higher Education (ICLHE) Lecture: Multimodal Ensembles in Action*, by Miguel F. Ruiz-Garrido and Inmaculada Fortanet-Gómez. Vasquez-Rocca, L., Artemeva, N. & Fougarty-Bourget, C. G. (Eds.) *Multimodal Studies in International Contexts. Contemporary Trends and Challenges* (pp. 133-153). Routledge.

Nuria Edo-Marza & Inmaculada Fortanet-Gómez (2024) Chapter 9: Training students in multimodal pragmatics for the integration of content and language in business university studies. In Beltrán-Palanques, V. & Bernad-Mechó, E. (Eds.) *Current Trends in EMI and Multimodality in Higher Education*. Routledge.

Fortanet-Gómez, I. & Notari-Montoyo, C. (2024) Implementing plurilingual activities through technology in CLIL: The pre-service teacher perspective. In Carpi, E., Lupetti, M., & Pérez, Y. (Eds.) *Translating and Researching LSP during the pandemic times*, Colección "InterLinguistica. Studi contrastivi tra Lingue e Culture", Pisa, Ed. ETS

Fortanet-Gómez, I. (2025) La multimodalidad en la docencia internacional en inglés (Cap. 15). In Dafouz-Milne, E. (Ed.) *Internacionalizar la universidad en España* (pp. 275-291). Ediciones Complutense. <https://doi.org/10.5209/ling.003.15>

Bort-Mir, L. & Fortanet-Gómez, I. (2024) ESP Students Processing Multimodal Websites Through the Eye-tracking Technique. *International Journal of English Studies*, 24 (2), 59-79.

Fortanet-Gómez, I. & Querol-Julián, M. (2025) Multimodal Literacy at the University: The Ins and Outs of Educating in EAL. In Querol-Julián, M. & Fortanet-Gómez, I. (Eds.) *Multimodal Literacy in English as an Additional Language in Higher Education*. Routledge.

Querol-Julián, M. & Fortanet-Gómez, I. (2025) (Eds.) *Multimodal Literacy in English as an Additional Language in Higher Education*. Routledge.

Fortanet-Gómez, I. (in press) Advances in Materials for Language for Specific Purposes. In Chappelle, C. (Ed.) *The Encyclopedia of Applied Linguistics*. 2nd Edition.

Valeiras-Jurado, J. & Fortanet-Gómez, I. (forthcoming) Multimodal and digital literacy in EMI: The case of a business administration course. In Kessler, M., Casal, J. E., & Marino, F. (Eds.) *Multimodal practices in higher education: Analyzing and teaching diverse genres*. Routledge.

Fortanet-Gómez, I. & Drobotun, V. (forthcoming) COIL Between Spanish and Ukrainian Students: New Tasks and new relationships.

Girón-García, C. & Fortanet-Gómez, I. (forthcoming) Multimodal Uses of Youtube Videos in English for Medicine.

RECENT CONFERENCE PRESENTATIONS

Ruiz Madrid, M. N. & 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. N. & 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, E. & Fortanet-Gómez, I. (2018). Combining multimodal techniques to approach the study of academic genres. A methodological reflection. *36th International AESLA Conference*. Cadiz, 19-21 April 2018

Ruiz-Madrid M.N y Fortanet-Gómez, I. (2018). What Multimodal Analysis Video affords for EMI training. The case of academic lectures in physics. 36o Congreso Internacional de la Asociación Española de Lingüística Aplicada (AESLA 2018). Cádiz. 19-21 abril 2018. Universidad de Cádiz.

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

Ruiz-Madrid M.N y Fortanet-Gómez, I. (2018). An analysis of multimodal interaction in a webinar. Defining the genre. International Conference on Scholarly Pathways: Knowledge Transfer and Knowledge Exchange in Academia (CERLIS 2018). (Bérgamo. Italia). 21-23 Junio, University of Bergamo. <https://sites.google.com/unibg.it/cerlis/conferences/cerlis-2018-scholarly-pathways>

Fortanet, I. (2019). The Role of ESP in Today's Higher Education (2019) (CONFERENCIA PLENARIA). ReCLes.pt International Conference. Faro, Portugal. October 2019.

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?"*. Bérgamo, 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)

Carolina Girón-García & Inmaculada Fortanet-Gómez (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.

Cvetkovic, A. & Fortanet-Gómez, I. (2024) Reflecting on a Telecollaboration Experience: A Thematic and Multimodal Analysis of Online Interviews. 41 Congreso Internacional de AESLA. Universidad Politécnica de Valencia, 16-18 de abril de 2024.

Ruiz-Madrid, Noelia & Fortanet-Gómez, Inmaculada (2024) Designing multimodal pedagogies: new contexts and new responses. 20th LASLAB International Symposium, Vitoria, 4 July 2024 (CONFERENCIA INVITADA)

Fortanet-Gómez, Inmaculada & Ruiz-Madrid, Noelia (2024) Explorando la Multimodalidad en el Aula de Inglés: Estrategias Innovadoras para la Enseñanza y el Aprendizaje. Jornada Educación y Multimodalidad, 6 julio Universidad Andrés Bello, Chile (CONFERENCIA INVITADA)

Fortanet-Gómez, Inmaculada (2024) Using GRAPE-MARS for multimodal analysis. Corpus Linguistics and Applied Linguistics research webinar. Universidad de Murcia, 16 de octubre (CONFERENCIA INVITADA)

Palmer-Silveira, J.C. & Fortanet-Gómez, I. (2024) A multimodal analysis of case studies in a BE master's program. 22nd AELFE Conference, 6-9 September, Budapest, Hungary.

Fortanet-Gómez, Inmaculada (2024) EFL in the 21st century: multimodal literacy for learning digital genres. National Chiayi University, Taiwan, 5 November. (CONFERENCIA INVITADA)

Fortanet-Gómez, Inmaculada (2024) Multimodal literacy in higher education: practical teaching in EMI and ESP settings. Fu-Jen Catholic University, Taiwan, 8 November. (CONFERENCIA INVITADA)

Fortanet-Gómez, Inmaculada (2024) More than words: Using GRAPE-MARS to promote multimodal literacy in the ESP/EAP classroom. 33rd International Symposium on English Language Teaching and Learning. Taipei, Taiwan, 10-11 November. (CONFERENCIA INVITADA)

PARTICIPATION IN RESEARCH PROJECTS (last 6 years)

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

FUNDED BY: Ministerio de Ciencia e Innovación

PARTICIPATING INSTITUTIONS: Universitat Jaume I, (Castellon)

FROM: 1-11-2019 TO: 1-11-2022

FUNDING: 24.200 euros

MAIN RESEARCHERS: Miguel Ruiz Garrido and Inmaculada Fortanet Gómez

PROJECT: TEchnology-Mediated PLurilingual Activities for (language) Teacher Education (TEMPLATE)

FUNDED BY: Erasmus+ | KA2. Cooperation for innovation and the exchange of good practices | KA201. Strategic Partnerships for school education

GRANT_NUMBER: 2020-1-IT02-KA201-079553

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

FROM: 1-09-2020 TO: 1-09-2023

FUNDING: 387.698,00 euros (total); 82.668 euros (UJI)

MAIN RESEARCHERS Representatives of Spanish partner Universitat Jaume I: Noelia Ruiz-Madrid & Inmaculada Fortanet-Gómez

PROJECT: Cybergenres and English as a Medium of Instruction. Multimodal analysis of digital academic genres and their pedagogical implications in Higher Education EMI contexts (CYBEREMI)

GRANT_NUMBER: [PID2021-127827NB-I00](#)

FUNDED BY: Ministerio de Ciencia e Innovación

PARTICIPATING INSTITUTIONS: Universitat Jaume I, (Castellon)

FROM: 1-09-2022 TO: 1-08-2025

FUNDING: 39.325 euros

MAIN RESEARCHERS: Noelia Ruiz-Madrid and Miguel Ruiz Garrido

PROJECT: Análisis y descripción de la naturaleza multimodal y multimedial de los géneros académicos en la educación superior. La comunicación académica digital en inglés.



GRANT_NUMBER: AICO [22I321/1](#)

FUNDED BY: Generalitat Valenciana

PARTICIPATING INSTITUTIONS: Universitat Jaume I (Castellon, Spain)

FROM: 1-01-2022 TO: 31-12-2024

FUNDING: 85.490 euros

MAIN RESEARCHER: Noelia Ruiz Madrid and Inmaculada Fortanet Gómez

PROJECT: Análisis multimodal de los géneros académicos digitales en contextos de inglés como lengua de especialidad: descripción y aplicación pedagógica en la docencia universitaria.

GRANT_NUMBER: UJI-2023-07

FUNDED BY: Universitat Jaume I

PARTICIPATING INSTITUTIONS: Universitat Jaume I (Castellon, Spain)

FROM: 1-01-2024 TO: 31-12-2026

FUNDING: 10,972 euros

MAIN RESEARCHER: Edgar Bernad-Mechó

PROJECT: Desarrollo, preparación comercial y difusión de la herramienta GRAPE-MARS y los servicios derivados. GRANT_NUMBER: UJI.>LAB IMPULS/2024/01

FUNDED BY: Universitat Jaume I

PARTICIPATING INSTITUTIONS: Universitat Jaume I (Castellon, Spain)

FROM: 1-01-2025 TO: 31-12-2026

FUNDING: 30.000 euros

MAIN RESEARCHER: Edgar Bernad-Mechó

EDITORIAL ACTIVITIES

- Member of the Advisory Board of *Language Value*, international peer-reviewed electronic journal 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 ANEP (2018-2024)

THESES SUPERVISED

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

Giulia Ciaramita: *Mediation In Language Teaching And Learning In Secondary Education (co-supervised with Noelia Ruiz Madrid and Elisa Corino (U Torino, Italy) Universitat Jaume I & University of Torino (Italy): joint doctorate. December 2023.*

At present I am co-supervising 3 more theses

HIGH ADMINISTRATIVE POSITIONS

Member of the Executive Committee of the Compostela Group of Universities (1997-2001)

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

Vice-rector of International Relations at Universitat Jaume I (1997-2001) (2010-2018)