

### **Abbreviated Curriculum Vitae**

**María Matilde Olivero**

**29.833.860**

**January 14th, 1983**

**(0358) 4676575**

**info@matildeolivero.com**

### **General Information**

### **Educational Background**

Doctor of Philosophy in Second Language Acquisition, University of South Florida, U.S.A., 2017.

Examining committee members:

Dr. Amy Thompson (co-major prof)

Dr. Rebecca Oxford (co-major prof)

Dr. Camilla Vasquez (committee)

Dr. Amanda Huensch (committee)

Teacher of English graduated at National University of Río Cuarto, Argentina, 2005.

### **Additional Education and Training**

2018. Online course (8 weeks), Mindfulness Based Stress Reduction Program, taught by Dr. Saki Santorelli and Florence Meleo-Meyer, Center of Mindfulness, School of Medicine, University of Massachusetts.

### **Work Experience**

#### **University of Río Cuarto**

#### **Undergraduate**

##### *Currently*

2006- (continued). Teacher educator in Practicum I and II at the English Teacher Training Program, School of Humanities, National University of Río Cuarto, Argentina, since 2006

Academic responsibilities:

- o Teaching classes in the Practicum
- o Supervising student teachers at primary and secondary schools
- o Grading quizzes, reflective tasks, and portfolios

2011- (continued). Teacher educator in Second Language Didactics at the English Teacher Training Program, School of Humanities, National University of Río Cuarto, Argentina, since 2011

Academic responsibilities:

- o Teaching classes
- o Grading quizzes, reflective tasks, and exams

#### **Graduate**

2018. Graduate seminar *Educating for peace and well-being in EFL teaching*, organized by the Master's program in English Language and the Graduate School of the School of

Humanities, August 10th and 11th, 20 hs (1 credit).

### **University of South Florida**

#### *Formerly*

2015. Spanish tutor at the Tutoring and Learning Services, University of South Florida, since August 2015 until December 2015.

2014-2015. Writing consultant, at the Writing Studio, Tutoring and Learning Services, University of South Florida, since August 2014 until December 2015.

2013. In charge of organization and teaching of workshop PRIDE: Professional development workshops for teachers in Florida, together with Dr. Soria Colomer, coordinated by Dr. John Liontas y Dr. Tom Freijo. University of South Florida, Lakeland, Florida, U.S.A. August and September 2013.

### **External Funding and Outreach Responsibilities**

#### **Continuing education**

2018. Workshop *Mindfulness in English Language Teaching: From Inner to Outer Peace*, 6th Book Fair San Ignatius College, *English Language as a Worldwide Perspective*, Río Cuarto, Argentina.

2018. Discussant at round table *Benefits and challenges of mindfulness and emotional learning*, en el marco de la 6ta Feria del Libro del San Ignacio *English Language as a Worldwide Perspective*, Río Cuarto, Argentina.

2018- continued. Member of Service Learning Interdisciplinary project: *Taller de inglés en la escuela primaria para jóvenes y adultos: Un intercambio de saberes*, coordinated by Dr. Fabiana Sacchi. School of Humanities, National University of Río Cuarto, Argentina.

2017. Coordinator of the organizing committee of the event Book Launch: English Language Teaching in South America: Policy, Preparation and Practices. Presenter: Lía Kamhi-Stein, M. Inés Valsecchi, & María Celina Barbeito. Río Cuarto, Argentina.

2017. Member of the organizing committee of the event Jornada de Reflexión sobre la Enseñanza y Aprendizaje de Inglés en la Escuela Secundaria: Escuchando las voces de estudiantes y docentes, Coordinator: María I. Valsecchi. Río Cuarto, Argentina.

2016-2017. Member of Service Learning Interdisciplinary project: *Taller de inglés en la escuela primaria para jóvenes y adultos: Un intercambio de saberes*, coordinated by Dr. Fabiana Sacchi. School of Humanities, National University of Río Cuarto, Argentina.

### **Research Experience**

#### *Currently*

2016-2018. Member of research project Preservice and inservice teachers' beliefs, identity, and emotions about EFL teaching and learning.. Director: María Inés Valsecchi. Co-Director: Graciela Placci. Office of Science and Technology, National University of Río Cuarto. Río Cuarto, Argentina.

2016- 2017. Researcher in study supervised by Dr. Amy Thompson and Dr. Rebecca L. Oxford. *Cultivating peace in an EFL Practicum: Pre-service teachers' beliefs and emotions.* (IRB 00025113) . University of South Florida, Florida, USA.

*Formerly*

2014-2015. Researcher in study supervised by Dr. Amy Thompson. *Beliefs about EFL teaching to children.* (IRB 00020896). University of South Florida, Florida, USA.

2012- 2015. Member of research project. *Teachers' and students' beliefs about EFL teaching and learning at secondary education level: Beliefs that facilitate or hinder the learning process.* Director: María Inés Valsecchi. Co-Director: *María Celina Barbeito.* Office of Science and Technology, National University of Río Cuarto. Río Cuarto, Argentina.

2013- 2014. Researcher in study supervised by Dr. Amy Thompson. *Beliefs about teaching children English.* (IRB 00012048) University of South Florida, Florida, USA.

### **Professional development workshops**

2018. Workshop “In taking care of ourselves, we take care of the world: A workshop on teacher well-being”, organized by Asociación Riocuartense de Profesores de Inglés (ARPI). Río Cuarto, Córdoba, Argentina.

2018. Plenary session “Teaching peace and mindfulness in the EFL classroom: From inner to outer transformation”, annual seminar of Asociación de Profesores de Inglés de Buenos Aires (APIBA), ELT and Citizenship Building. Local, Regional, and Global Perspectives. Buenos Aires, Argentina.

2018. Workshop "Educating for peace: How to cultivate well-being and mindfulness in the English classroom", given as part of the XVI Congreso Regional de Educación de General Deheza. General Deheza, Córdoba, Argentina.

2017. Workshop “Mindfulness practices in the EFL classroom: Developing the focused, resilient, and peaceful learner”, given in three contexts: Asociación Riocuartense de Profesores de Inglés (ARPI), Instituto de Formación Docente Continua de San Luis, and the school ITAPU from General Deheza, Córdoba, Argentina.

2016. Workshop "Innovations in teaching EFL and the language of peace: Fostering harmony, well-being, and understanding", organized by Asociación Riocuartense de Profesores de Inglés (ARPI). Río Cuarto, Córdoba, Argentina.

2016. Workshop "Re-envisioning the EFL classroom: Teaching the language of peace", taught at New English Institute. Río Cuarto, Córdoba, Argentina.

2013. Colomer, S., & Olivero, M.M. Workshops PRIDE: Professional development workshops for school teachers (24 hours total), coordinated by Dr. John Lontas and Dr. Tom Freijo. University of South Florida, Lakeland, Florida. August and September.

### **Publications**

## Articles

### Peer reviewed articles

2015. Olivero, M. M. (2015) Multilingualism in an EFL practicum: Increasing student teachers' pedagogical knowledge. *TESOL Journal*, 6(2), 382-404. doi 10.1002/tesj.200

2015. Colomer, S. E., Olivero, M.M, & Bell, J. (2015). A dialogue among bilingual language educators: An exploration of female attrition in the doctoral pipeline. *IRQR*, 8(1), 90-108. doi: 10.1525/irqr.2015.8.1.90.

### In press

2018. Oxford, R.L., Gregersen, T. & Olivero, M.M. (in press). The interplay of language and peace education: The language of peace approach in peace communication, linguistic analysis, and multimethod research: Special Issue on the Theory and Practice of Peace Linguistics, *TESL Reporter*.

### Newsletter article

2016. Olivero, M.M., & Oxford, R.L. (2016). Peace Language Activities in Teacher Education: A Transformational Study in an Argentine Setting. *Peace Chronicle*. Retrieved from <https://www.peacejusticestudies.org/winter-issue-peace-chronicle>

## Books (in progress)

2019. Oxford, R.L., Olivero, M.M., & Gregersen, T. (In progress). *Peacebuilding in Language Education: Innovations in Theory and Practice*. To be published in Multilingual Matters.

## Book chapters

2018. Olivero, M.M., & Oxford, R. L. (2018). Implementing and assessing transformative, multidimensional peace language activities designed for future teachers and their students: Educating for Peace. In L. Walid Lofty & C. Toffolo (Eds.), *Promoting peace through practice, academia & the arts* (pp.184-206). Hershey: IGI Global.

2017. Valsecchi, M. I., Barbeito, M. C., & Olivero, M. M. (2017). Students' beliefs about learning English as a foreign language at secondary schools in Argentina. In Lía K., G. Díaz Maggioli, & De Oliveira L. (Eds.), *English language teaching in South America: Preparation, policy, and practices* (pp. 183-205). Bristol: Multilingual Matters.

### Book chapter (forthcoming)

2019. Oxford, R.L. & Olivero, M.M. (in press). Expanding the ripples of peace: Employing transformational, multidimensional peace language activities in language teacher education. In J. Lin, B. Kirby, S. Edwards, & T. Culham (Eds.), *Contemplative pedagogies in K-12, university, and community settings: Transformation from within*. Charlotte, NC: Information Age Publishing.

### **Book reviews**

2016. *Konin Language Studies Journal. Beliefs, agency, and identity in foreign language learning and teaching.* Kalaja, P., Barcelos, A.M.F, Aro. M., & Ruohothie-Lyhty, M. Basingstoke: Palgrave Macmillan

2015. *The CATESOL Journal. Narrating their lives: Examining English language teachers' professional identities within the classroom,* L.D. Kamhi-Stein, Ann Arbor, MI: The University of Michigan Press.

### **Committees, Councils and Groups**

2017- (continued). Member of the curricular comision of the English Teacher Training Program, School of Humanities, National University of Rio Cuarto.

2017. Coordinator of organizing committee of the book launch English Language Teaching in South America: Policy, Preparation, and Practices, presented by Dr. Lía Kamhi-Stein, organized by the School of Humanities and the Association of Teachers of English of Rio Cuarto (ARPI).

2017. Member of organizing committee of Reflective workshop about Teaching and Learning English at high school level: Students' and teachers' voices. Coordinator: Prof. María I. VALSECCHI, School of Humanities, National University of Rio Cuarto.

2017. Member, Search Committee for a Student T.A. in Practicum II, National University of Río Cuarto.

### **Conference Presentations**

2018. Olivero, M.M. & Oxford, R.L. Toward embodied practices in teacher education: Beliefs and emotions about multidimensional peace language activities in an EFL practicum. American Association for Applied Linguistics (AAAL). Chicago, Illinois, March.

2017. Oxford, R.L., Olivero, M.M., & Gregersen, T. Peace Language Activities: Teaching and Learning Peace Experientially, Peace and Justice Studies Association, Birmingham, Alabama. October.

2017. Olivero, M.M. & Oxford, R.L. Innovations in an EFL teaching practicum: Cultivating multidimensional peace. Part of the symposium on Innovations in Language Teacher Education organized by Tammy Gregersen and Peter MacIntyre, World Congress of Applied Linguistics (ALLA). Río de Janeiro, Brazil, July.

2017. Oxford, R.L., & Olivero, M.M. Problematizing Teacher Education: The Need to Integrate Peace. Comparative and International Education Society (CIES). Atlanta, Georgia. March.

2016. Invited guest in Crossing Borders: Teaching Language, Teaching Peace presented by Rebecca L. Oxford, in V Congreso Internacional de Lenguas Modernas, Costa Rica. December.

2015. Olivero, M. & Oxford, R.L. Teaching for Peace in an EFL Practicum. Peace and

Justice Studies Association, Harrisonburg, Virginia. October.

2015. Multilingualism in an English as a Foreign Language Practicum: Beliefs about Experiential Learning Tasks to Develop Pedagogical Knowledge, American Association for Applied Linguistics (AAAL). Toronto, Canada, March.

2014. A Duoethnography of Women in The Doctoral Pipeline: An Exploration of Student Development, International Congress of Qualitative Inquiry (ICQI), Urbana Champaign, Illinois, May.

2013. Reflections on Multilingualism in an EFL practicum, presented at the Graduate Student Forum TESOL, Dallas. March.

### **Major Conferences Attended**

#### **Congresses**

2015. Second Language Research Forum (SLRF), Atlanta, Georgia, October.

2013. AAAL, Applied Linguistics in a Globalizing World, Dallas. March.

2013. TESOL International Convention and English Language Expo: Harmonizing Language, Heritage, and Cultures, Dallas. March.

### **Professional Organizations**

#### *Currently*

- ARPI Association of Teachers of English of Río Cuarto (member)
- FAAPI Association of Teachers of English of Argentina (member)
- TESOL Teachers of English of Speakers of Other Languages (member)
- PJSA Peace and Justice Studies Association (member)
- AAAL American Association of Applied Linguistics ( member)

### **Service to the community**

#### *Currently*

Member of Editorial Review Board, TESOL JOURNAL

#### *Formerly*

2014. Reviewer of a manuscript submitted for publication, TESOL JOURNAL.

### **Foreign Language Certificates**

2015. Italian exam FLATS, Young University. Levels passed: 101, 102 and 201.

2010. Intensive Czech course, Summer School Charles University, Prague. Level passed: Elementary.