

## DR MARIA GRAZIA IMPERIALE

### Assistant Professor in Adult Education

**Address:** School of Education, University of Glasgow

#### Education

**2018 PhD in Education**, School of Education, University of Glasgow

AHRC-funded 'Researching Multilingually at the Borders of Language, the Body, Law and the State';

Title: Developing language education in the Gaza Strip: pedagogies of capability and resistance

Supervision: Prof Alison Phipps, Dr Giovanna Fassetta

**2013 MA(Hons) Joint Degree** Intercultural Education and Applied Linguistics (track: Intercultural communication with adult migrants and refugees) University for Foreigners of Siena, University of Melbourne, awarded *cum laude*

**2009 BA (Hons)**, Intercultural Mediation and Linguistics Sciences (track: Intercultural mediation and integration of migrants and refugees), University for Foreigners of Siena, awarded *cum laude*

#### Other Professional Qualifications

**TEFL** Linguarama Language School, Milan, Italy

**CELTA** International House, Vancouver (**Pass A**)

**CILS** Examiner and Assessor of CILS (Certificate of Italian as a Foreign Language)

#### Employment

Sept 2020 – Nov 2021	<b>Academic Coordinator</b> <i>Culture for Sustainable and Inclusive Peace N+</i> , University of Glasgow, UNESCO RILA, School of Education
Feb 2020 – Nov 2021	<b>Associate Tutor</b> , University of Glasgow, School of Education
May 2019 - present	<b>Research Consultant</b> , University of Luxembourg
April 2020 – Sept 2020	<b>Teaching Fellow in Education</b> , University of Edinburgh
Dec 2019 – May 2020	<b>Postdoctoral Research Associate</b> on ERASMUS+ <i>Interpreting for Refugees</i> , University of Glasgow
April 2019 – Oct 2019	<b>Postdoctoral Research Associate</b> on <i>Turnaround Science</i> , University of Strathclyde
Nov 2018 – April 2019	<b>Postdoctoral Research Associate</b> on GCRF/IAA <i>Accelerating the impact of 'The Impact of Language: developing an Online Palestinian Arabic Course'</i> , University of Glasgow
Aug 2018 – Oct 2018	<b>Postdoctoral Research Associate</b> on ESRC AHRC/GCRF <i>Think Piece: Indigenous Engagement, Research Partnership, Knowledge Mobilisation</i> ; University of Glasgow
Oct 2017 – May 2018	<b>Research Associate</b> on AHRC GCRF <i>The impact of language: developing an online Palestinian Arabic course</i> ; University of Glasgow

Jan 2017 – Oct 2017	<b>Research Assistant</b> on AHRC GCRF Idioms of Distress, Resilience, Wellbeing; University of Glasgow
Nov 2015 – Oct 2017	<b>Graduate Teaching Assistant</b> , University of Glasgow
Jan 2013 – Sept 2013	<b>Lecturer of Italian as a Foreign Language</b> , University for Foreigners of Siena
June 2012 – Sept 2012	<b>Researcher and Translator</b> (ENàITA) on the Council of Europe/ British Council 'Language Rich Europe' project, University for Foreigners of Siena
Jan 2012 – Dec 2012	<b>Italian Language Teacher</b> , Essendon Keylor College, Melbourne (Australia)
Jan 2009 – Dec 2011	<b>English teacher and Teacher trainer</b> in different language schools:  Linguarama Marcus Evans, Milan Helen Doron, Milan CTP Saronno, University for Foreigners of Siena OIKOS Roma

### Additional Experience

**GRAMNet** (Glasgow Refugee Asylum and Migration Network) **steering committee member** (2021-2024)

**British Council Consultant**

**English Language Teaching Educational Consultant**, Mishwar NGO (providing English language education and educational and psychosocial support to Syrian and Palestinian refugees in the North of Lebanon) (2014-present)

**GRAMNet** (Glasgow Refugee Asylum and Migration Network) **PGR co-convenor** (2014-2015)

**Language Programme Coordinator**, OIKOS, NGO operating in Morocco with street children and youth (2010-2012)

**Language Programme Coordinator**, Palestinian Youth Organization (NGO operating with Palestinian refugees in the North of Lebanon) (2009-present)

**Reviewer of Journals:** Applied Linguistics (Impact Factor 5.374); Language and Intercultural Communication (Impact Factor 1.7); L2 Journal (Impact factor 1.9)

**International Advisory Board member:** Rights for Time Network+

### Awards and Funding

**2022** Arts and Humanities Research Council, *Welcoming Languages* project (CO-Investigator, Award: £100,000, University of Glasgow)

**2021** British Council, *Early Career English Teacher Identity and Agency* (consultancy)

**2020** British Council, Award for the global Cultural Relations essay competition (£1,000): *Language Teachers as Agents of Cultural Relations*

**2020** British Council, *Evaluation of the Ethiopia Language for Resilience project* (consultancy)

**2016** University of Luxembourg, PhD visiting scheme (£1,000)

**2016** Co-applicant, Invisible Knowledges, College of Social Science, Public engagement

workshops on invisible languages in the community organized by GRAMNet (Glasgow Refugee Asylum Migration Network) and Glasgow Centre of Contemporary Arts. Lead applicant: Prof Rebecca Kay (£10,000)

**2015** School of Education funding for SERA 2015 (£500)

**2015** Saifi Institute (Beirut), scholarship for Intensive Urban Arabic Course

**2014** School of Education funding for RM Borders project symposium in Brussels (£500)

**2013** AHRC funding within the 'Researching Multilingually at the Borders of Language, the Body, Law and the State' for doctoral research (£45,000)

**2011** University of Melbourne, MA in Applied Linguistics visiting scheme

**2010** Bilgi University, scholarship for the summer school 'Euro-Turkey relations: Lisbon Treaty and beyond (£5,000)

## Publications (peer-reviewed)

Imperiale, M.G. (2022) Expressing emotions with students in the Gaza Strip. In Birch, B. (ed) *Creating classrooms of peace in English language teaching*. Routledge.

Imperiale M.G., Phipps A. (2022) *Cuts destroy, hurt, kill: a critical metaphor analysis of the response of UK academics to the UK overseas aid budget funding cuts*, *Journal of Multicultural Discourses*.

Moskal M., Imperiale M.G., Fassetta G., Spurway J. (forthcoming) Ethics in Humanitarian Interpreting. In *Handbook for Humanitarian Interpreting*; Editorial Tirant lo Blanch

Imperiale M.G; Mander, S.; Ross, D. (2021) *Early Career English Teacher Identity project report: Exploring Teacher Identity and Agency through the Tree of Life approach*. British Council

Imperiale, M.G. (2021) *Language teachers as agents of cultural relations and intercultural understanding*. British Council.

Imperiale, M.G. (2021) Building Relationships and Praxis Despite Persistent Obstacles. In Kara and Khoo (Eds) *Qualitative and Digital Research in Times of Crisis: Methods, Reflexivity and Ethics*. Bristol Policy Press.

Imperiale, M.G. (in Press) Considering the role of transformative methodologies. A response to Kenneth Tobin in Syri C., Gomez Fernandez R., Schreiber C., Reuter B., *Critical Methodologies for Researching Teaching and Learning*. Rotterdam: Sense Publisher

Imperiale, M.G.; Phipps, A.; Fassetta G. (2021) On online practices of hospitality in higher education. *Studies in Philosophy and Education*. <http://dx.doi.org/10.1007/s11217-021-09770-z> (early online publication)

Imperiale, M.G. (2021) Intercultural education in times of crisis: what can we learn from a context of protracted crisis and forced immobility? In Special Issue 'Intercultural Communicative Competence and Mobility: Perspectives on Virtual, Physical, and Critical Dimensions'. *Intercultural Communication Education*.

Fassetta G., Imperiale M.G., Aldegheri E., Al-Masri N. (2020) The role of stories in the design of an online language course: ethical considerations on a cross-border collaboration between the UK and the Gaza Strip, *Language and Intercultural Communication*

Imperiale, M.G. (2020) (In)articulability of pain and trauma: Idioms of Distress in the Gaza Strip. In Phipps A., Al-Masri N., Fassetta G. (Eds) *Multilingual online academic collaborations as resistance*. Bristol: Multilingual Matters

Fassetta G. and Imperiale M.G. (2018) UKRI *Think Piece. Indigenous engagement, research partnerships and knowledge mobilisation*. Available at <https://www.ukri.org/news/esrc-ahrc-gcrf-indigenous-engagement-programme/related-content/fassetta-imperiale/>

Imperiale, M.G., Phipps, A., Al-Masri, N., Fassetta, G. (2017). Pedagogies of hope and relationship: English language education in the context of the Gaza Strip. In Erling, E. (Ed) *English across the Fracture Lines: the Contribution and Relevance of English to Security, Safety and Stability in the World*, British Council.

- Imperiale, M.G. (2017). Language education in the Gaza Strip: 'planting hope in a land of despair', *Critical Multilingualism Studies*, 5:1, pp. 37-58.
- Fassetta G., Imperiale, M.G., Frimberger, K; Attia, M., Al-Masri, N. (2017) Online teacher training in context of forced immobility: the case fo Gaza, Palestine. *Journal of European Education*, 49(2-3), pp. 133-150.
- White, R, Imperiale, M.G., Perera, E. (2016). The capabilities approach: fostering contexts for enhancing mental health and wellbeing across the globe. *Globalization and Health*, 12,16.
- Fassetta, G., Phipps, A, Imperiale M.G. (2016). Review essay of 'The gaze of the West and Framings of the East', Shanta Nair-Venugopal (Ed.), *Hospitality and society* 6(2), pp. 183- 192.

## Invited Talks

- Imperiale, M.G. (2022) Welcoming Languages: the inclusion of a refugee language in Scottish educational settings. Keynote Address at Summer School 'Language policy and migration' (University for Foreigners of Siena)
- Imperiale, M.G., Fassetta G., Johannes H., (2022) Safeguarding in International research. Paper presented at UNESCO RILA Spring School 'Our shared values'.
- Imperiale, M.G. (2021) 'I want to see my students flourish': beyond teaching language skills. Future English closing event. Webinar British Council
- Imperiale, M.G. (2021) Exploring teacher agency and identity through the Tree of Life Approach. Webinar British Council.
- Erling E., and Imperiale, M.G. (2020) Ethics in researching language education in challenging circumstances. ELTRA Webinar, British Council.
- Imperiale, M.G. (2017), Refugee language education: 'to plant hope in a land of despair', Keynote Address at the PRESS Refugee Education and Support Conference, Hellenic Open University (24 June).
- Imperiale, M.G., Fassetta, G., Attia, M. (2016) 'Would you walk on the red carpet'? Critical and engaged language pedagogy with refugees in the Gaza Strip, Invited Panelist on 'Creative methodologies in language education in vulnerable settings', Education and Migration: Language Foregrounded Conference, Durham University (21-23 October).
- Imperiale, M.G. (2016) Gaza teaches back: pedagogy of determination, Keynote address at CESE, University of Glasgow (1 June).
- Al-Masri, N., Fassetta, G., Attia M., Frimberger K., Imperiale, M.G. (2016). Teaching Arabic online: a collaborative training programme, Invited Panelist for CESE, University of Glasgow
- Imperiale, M.G (2016), Rompiendo el asedio de la Frnaja de Gaza Una investigacion participativa. Public Lecture at the Spanish Centre Antonio Machago, Luxembourg. (14 May).
- Imperiale M.G (2016), Vita nei campi rifugiati in Libanon: ricerca e amicizie interculturali. Public Lecture at CARITAS Como (14 April).
- Imperiale M.G. (2015), Linguistic Resistance: in search of localized, creative and critical approaches in English language teaching. Language and Art of Resistance Video-Conference, Islamic University of Gaza (14 April)
- Imperiale, M.G., (2014). Politicizing intercultural dialogue: researching and working in extreme circumstances. Researching and working in migratory contexts: experiences and good practice Conference, University for Foreigners of Siena. (9-10 May)