

ABBREVIATIONS USED IN THE ABSTRACTS AND IN THE TIMETABLE

TYPES OF PRESENTATIONS

Cultural Event	CE
Demonstration	DEMO
Panel	PN
Plenary	PL
Poster Session	PS
Talk	TK
Workshop	WK

SPECIAL INTEREST AREAS

Approaches/Methodology/Techniques	AMT
Assessment and Testing	ASSESS
Classroom Practice	CLASSP
Content and Language Integrated Learning	CLIL
English for Special Purposes	ESP
Intercultural Communication	INTERCULT
Learners' Needs	LN
Literature	LIT
Reading and Writing	R&W
Teacher Education/Development	TED/DEV
Use of Technology	TECH
World Englishes	WORLDENG

ABSTRACTS

Agolli, Renata

Embedding CLIL in Italian Mainstream Education: Theory and Practice

CLIL – TK – FRIDAY, 10:15 - 11:00 – ROOM 1

The crux of this presentation is closely related to the implementation of an innovative CLIL trajectory in the Italian school context highlighting structure, learners' attitudes and expectations in a process that offers opportunities for the cultivation of diverse competences, augmenting in this way learners' motivation and sense of self efficacy.

R. Agolli is an ESL teacher and holds an MEd in Teaching Methodology (TESOL). Her area of interest covers CALL, ESP education and CLIL. Her working experience involves teaching both young learners and adults in Greece and Italy.

Aiello, Jacqueline

Accessing Imagined Global Communities through English: Constraints and Possibilities

L&LI – TK – FRIDAY, 12:15 - 13:00 – ROOM 1

This session explores the impact of learners' affiliations with imagined communities (transnational, future, professional and academic communities) on the English learning trajectories of Italian high school students. Preliminary results of a study accentuating the link between L2 learning and identity will be presented. Theoretical and pedagogical implications will also be discussed.

J. Aiello, a Fulbright English Teaching Assistant to Italy in 2008-09, is currently Adjunct Professor and PhD Candidate in TESOL at New York University. Her current research interests are English as a lingua franca, language ownership, L2 identity and L2 motivation among EFL learners.

Amirian, Mohammad Reza

A Survey on Vocabulary Learning Strategies: A Case of Iranian EFL University Students

INTSKLS – PS – FRIDAY 12:00 - 14:15 – POSTER AREA

This study examines the least frequently used vocabulary learning strategies among EFL university students. The findings of the study show that students use the following strategies, listed from the most often used to the least commonly used: determination (DET), cognitive (COG), memory (MEM), metacognitive (MET), and social strategies (SOC).

M.R. Amirian is an assistant professor of TEFL at Hakim Sabzevari University, Iran. His main research interest includes language testing and assessment, teaching language skills and CALL.

Ashton, Joel

The Importance of Local News in the Global Village

AMT – TK – SATURDAY, 09:30 - 10:15 – ROOM 1

Over the last 6 years, the speaker has developed a Local News English course. The classes provide an excellent way to teach local history and culture while also developing reading skills. This talk gives an overview of the project with ideas and digital resources for running your own courses.

J. Ashton is Head of ESOL & TESOL at Truro and Penwith College. Prior to this, Joel taught EFL in Brazil, South Korea, Mexico, Spain and the UK. He has presented at various conferences and written journal articles with a focus on integrating technology into the language classroom.

Sponsored by Truro College

Balirano, Giuseppe

Being Specific!

ESP – TK – FRIDAY, 17:00 - 17:45 – ROOM 14 A/B

As the world seems to get smaller and the working environment increasingly international, English for Specific Purposes is becoming increasingly popular. In this session we will define what this term really means, what we should be focusing on in the classroom, and generally what we need to know about the subject.

G. Balirano, PhD in English for Special Purposes and researcher in English Language and Translation at the Faculty of Foreign Languages and Literatures, University of Naples "L'Orientale". His current research interests lie in the fields of CDA in a multimodal perspective. He collaborates as teacher trainer for Express Publishing.

Sponsored by Express Publishing

BARNI, MONICA

Language Rich Countries and Language Learning

MULTICULT – PLENARY

SATURDAY, 14:30-15:15 – ROOM 7 (LIVE), ROOM 14 A/B (VIDEOCONFERENCE)

Linguistic diversity is a key property of Europe's identity, and the European Institutions have produced many documents aimed at enhancing the importance of linguistic diversity and promoting teaching, learning and use of different languages. The aim of my presentation is to highlight that a Language Rich Landscape is a prerequisite for the appreciation of linguistic diversity and for the promotion of language teaching and learning.

M. Barni is professor of Didactics of Modern Languages at the "Univesità per Stranieri" in Siena and head of the CILS (Certificazione di Italiano come Lingua Straniera) Certification Center at the same university. Her research focuses on language policies, pluri- and multi-lingualism management, and on the evaluation of linguistic and communicative competence and its ethical, political and social implications.

**Bartolini, Anna L.P. – Caropreso, Giorgia – Caruso, Loredana –
Santonocito, Maria Cristina**

Inner Landscapes

LN – DEMO – FRIDAY, 12:15 - 13:00 – ROOM 2

Is it possible to meet different students' needs? This session examines the understanding and integration of diversability in the English classroom, with particular reference to dyslexia, hyperactivity, anorexia and bullying from primary through secondary school. Through the use of technology and games we can motivate students, highlighting their inner (language) landscapes.

A.L.P. Bartolini, a scuola media and primary school teacher, is interested in the use of technology in language teaching.

G. Caropreso, an English and Spanish teacher at scuola media, is interested in interculturality and learning strategies to help students with difficulties and disability.

L. Caruso, a high school and scuola media teacher is interested in creativity and teacher development. She was awarded the "Sirio di Giuliomaria Award" in 2011.

M.C. Santonocito, a secondary school teacher, is interested in the use of creativity and individualization in teaching.

Branca, Gloria

Inclusive Culturally Responsive Curricula: An International Experience

INTERCULT – TK – SATURDAY, 12:45 - 13:30 – ROOM 6

This action research starts from a challenging new multicultural learning environment created by an international cooperation between the Italian and Egyptian Ministries of Education. In the plurilinguistic and pluricultural classrooms with mixed groups of Italian and Arabic students, ESL has become the linchpin in defining an inclusive, culturally responsive curriculum.

G. Branca, high school EFL teacher, CALL Sig TESOL-Italy Cosenza group, e-learning expert and teacher trainer.

Cannelli, Alessandra

Extensive Reading and Digital Creativity: Booktrailers

CLASSP – DEMO – SATURDAY, 16:45 - 17:30 – ROOM 2

Starting from a pilot project sponsored by the British Council, the British Embassy in Rome and OUP, students were permitted to read at their own speed and were given creative motivation. As a result, my digital native students created videos of their favourite books as short ads to tempt their classmates.

A. Cannelli taught for twenty-three years at Liceo Scientifico "Renzo Levi" of the Jewish Community in Rome. Since 2001 she has been teaching at scuola media. She has been eTwinning pedagogical advisor for the region of Lazio since 2008 and e-tutor for INDIRE and a teacher trainer.

Caropreso, Giorgia (see **Bartolini, Anna L.P.**)

Caruso, Loredana (see **Bartolini, Anna L.P.**)

Ceruti, Maria Angela – Lopriore, Lucilla

Film Subtitling and Language Learning

TR – TK – FRIDAY, 10:15 - 11:00 – ROOM 14 A/B

Subtitling may prove to be a powerful language learning tool as well as a way for revisiting language skills and translation. It involves language learners in a process of discovery of the foreign as well as of their own language; it enhances their way of noticing how the spoken language system works.

M.A. Ceruti, teacher and teacher-trainer, textbook writer; Trinity Certificate in TESOL; Diploma in Translation, Institute of Linguists; MA TEFL University of Reading, UK; PhD in Linguistics, University of Pavia.

L. Lopriore, Associate professor, University of Rome “Roma Tre”, trainer, textbook writer. MA TEFL University of Reading, UK; PhD in Italian as a Foreign Language, University for Foreigners, Siena.

Cinganotto, Letizia – Cuccurullo, Daniela

HANDS ON THE MALL!

TECH – TK – SATURDAY, 12:45 - 13:30 – ROOM 6

The talk aims to explore the potentialities of mobile devices in language learning from both the students’ and the teachers’ perspectives. Best practices will be examined in and beyond the classroom; games, apps and a variety of Web 2.0 and mobile technologies will be explored in a range of educational contexts.

L. Cinganotto is an English teacher, teacher trainer and author of digital content. At present she is working at the **Miur**, dealing with issues relating to the Upper Secondary School Reform, with particular focus on foreign languages and on CLIL.

D. Cuccurullo is a Professor of English at the University of Naples and Secondary School teacher, teacher trainer, e-tutor, forum moderator and author of digital content. She is engaged in research on teaching English as a second language through multimedia and CALL.

Cox, Shannon Leigh

Ways to Keep the Focus on Individual Linguistic Needs in a Community of Learners

AMT – TK – FRIDAY, 12:15 - 13:00 – ROOM 6

Students learn best when they focus on their own areas of weakness. How can a teacher be aware of each student individually in a community of learners? This presentation offers tips for both the classroom context through speaking activities and on-line or in-class feedback sessions for writing activities.

S.L. Cox has been engaged in interactive teaching and learning for the past 25 years; she is currently English for Success Program Coordinator and Composition Instructor at John Cabot University in Rome and English Language Consultant at the Bank of Italy in Rome.

Sponsored by John Cabot University

Dawes, Lyn

Talk for Learning

CLASSP – WK – FRIDAY, 10:15 - 11:00 – ROOM 6

“Talk for Learning” considers students’ talk in group work and whole class discussion. We look at the skills needed to participate in educationally effective discussions, and see how these may be taught for the benefit of all students; practical strategies will be detailed.

L. Dawes, Senior Lecturer in Education at the University of Northampton, UK. Author of several popular books for teachers and learners dealing with effective use of spoken language in the classroom; e.g. *Talking Points* (Routledge). Provides professional development for teachers in speaking and listening for thinking and learning.

de Amorim, José Olavo

Into the Realm of Words: Components for Effective Development

LN – TK – SATURDAY, 12:45 - 13:30 – ROOM 2

The presentation aims to take participants on a journey into the realm of words. As we move through, we will see how many possibilities there are along the way. Steps towards more effective vocabulary development will be shown through practical and effective examples.

J.O. de Amorim is the head of the English Language Department at Colégio Bandeirantes, a secondary school in São Paulo, Brazil. He has been teaching English as a foreign language for over 40 years. He is a TESOL, and IATEFL member, as well as an author and reviewer of materials.

De Bartolo, Adele Denise

Using "The Little Mermaid" to "Landscape" Educational Settings

AMT – DEMO – FRIDAY, 14:45 - 15:30 – ROOM 2

Story-telling, a familiar tool that children love, will stimulate their imagination. While Ariel engages them in her fantastic world, children are acquiring new language, expressing their own personal viewpoints and expectations. The presentation is based on classroom experimentation.

A.D. De Bartolo English language assistant in the Department of Art and Philosophy, degree course in Modern Languages, University of Calabria; EFL secondary school teacher; language expert for European projects and Trinity and Cambridge certification courses.

Dowse, Christine

Hand in Hand in Global Landscape

CLASSP – TK – SATURDAY, 09:30 - 10:15 – ROOM 6

Re-visiting the role of the native speaker in class in order to provide an all-round experience of language and culture. Planning, assessing together and using new technology to give a view of language learning in a global landscape where English is no longer standard and literature is not only just the ‘classics’.

C. Dowse is a qualified British native English teacher in a Liceo Linguistico with 35 years experience of teaching EFL both in the private and state sectors. Experience in Cambridge and Trinity College examinations, (Primary, Secondary and Adult education). Tutor, PON courses, Comenius Project coordinator and member of 'Intercultura'.

Duran, Pamela – Smith, Elena

Writing Academically for Student Success

CLASSP – DEMO – FRIDAY, 13:15 - 14:00 – ROOM 1

Writing in English is difficult, and it is especially challenging for instructors to teach students how to develop and support facts in an academic essay. We will demonstrate an innovative technique that makes it fun and easy to write on a serious academic topic.

P. Duran holds an MA in TESL and has been director of the Intensive American Language Center at Washington State University since 2000.

E. Smith holds a PhD in English linguistics with an emphasis on grammar and semantics. She has taught English at Washington State University since 2000.

Ellis, Deborah J.

Literature for Licei

LIT – TK – FRIDAY, 13:15 - 14:00 – ROOM 7

The “Reform” gives literature a central role in the teaching of culture and asks that particular attention be paid to both the literary canon and to areas of interest specific to each *liceo*. We will look at approaches and materials which satisfy ministerial requirements and are highly motivating for students.

D.J. Ellis has worked both in the British and Italian school systems for over thirty years, and is currently working in a liceo in Vicenza. She has authored and co-authored literature courses for Loescher Editore, and has written CLIL and literature materials for Cambridge University Press.

Sponsored by Loescher Editore

Ellis, Sarah – McNulty, Josephine

Digital Skills: Professional Development for Teachers

TEd/DEV – TK – SATURDAY, 12:45 - 13:30 – ROOM 14 B

The new Cambridge English Teacher platform offers online professional development for English language teachers including one which focuses on using technology for teaching. This session looks at some of the new opportunities for teachers who want to get more training and find new online practical resources for the classroom.

S. Ellis, Teacher Support Manager for Cambridge ESOL, Italy, has an extensive background in teaching and teacher training to students of all ages and levels. She has been involved with Cambridge ESOL examinations for over 15 years.

J. McNulty BA (Hons), DipM and TEFL Trained ELT Consultant and Teacher Trainer for Cambridge University Press with over 20 years teaching experience with both children and adults.

Sponsored by Cambridge English

Ennis, Michael Joseph

Language as the Core of Intercultural Learning: An Integrated Model

INTERCULT – WK – SATURDAY, 16:45 - 17:30 – ROOM 1

The workshop offers several examples of classroom tasks based on an integrated model of teaching language, culture and communication in order to demonstrate how foreign language teaching can become the core of intercultural education, without sacrificing the need to develop communicative and linguistic competence in the target language.

M.J. Ennis is a PhD candidate at the University of Cincinnati, but works in Italy as a language instructor at the English Studio in Villafranca di Verona, and as a lecturer at the Università 'Ca' Foscari and the Free University of Bozen-Bolzano.

Evans, Christian – Kelly Calzini, Emanuela

Come on Teachers, Switch On your Students!

AMT – TK – FRIDAY, 12:15 - 13:00 – ROOM 7

This presentation will 1) demonstrate how to develop digital literacy while engaging learners in valuable language practice; 2) discuss some key components for successful use of e-books; and 3) lead teachers in hands-on classroom activities involving 21st century skills which can be taken directly to the classroom the next day.

C. Evans, responsible for ELT Books and Media development for Zanichelli Editore, received his degree in Education. A specialist in motivational learning and co-author of "Switch On".

M. Kelly Calzini, graduate of London University, is a teacher trainer on ministerial courses and Academic Coordinator for Trinity College London in Italy. She is co-author of "Switch On".

Commercial Presentation

Sponsored by Zanichelli

Frontoni, Renzo – Uliano, Ariella

Landscaping Dickens: Can We Use Dickens' Writings to

Recreate his World and Times?

LIT – TK – FRIDAY, 13:15 - 14:00 – ROOM 14 B

How can we landscape Dickens' world to create a lively image? This multimedia presentation features interviews, websites, video clips and a live performance of ballads from Dickens' works. Its objectives are to encourage students to practise sourcing/researching/editing skills and stimulate discussion on their perception of and role in contemporary society.

R. Frontoni is a professional photographer with an MA in Photography; he holds a second MA in Library, Archive & Information Studies from UCL. In London he also dances with a baroque dance company.

A. Uliano is an English teacher, author, singer, musician and composer. Ariella dances with a baroque dance company in London and studies aspects of music and dance in relation to literature and art. She runs seminars based on her research.

Frontoni, Renzo – Uliano, Ariella

Come to Mr Fezziwig's Ball and Learn to Dance Victorian Style

LIT – CULTURAL EVENT – SATURDAY, 13:30 - 14:30 – ROOM 1

Charles Dickens enjoyed dancing and in *A Christmas Carol* he describes Mr. Fezziwig's ball and the country dances that Scrooge had loved dancing as a young man. During our workshop we shall learn two Victorian dances from Charles Dickens' times. No previous experience required; all are welcome. This workshop is a follow up to the seminar "Landscaping Dickens".

A. Uliano and **R. Frontoni** (see above)

Gibson, David (see **Prodromou, Luke**)

GRAVES, KATHLEEN

Creating Learning Communities through Inclusive Curriculum Design

CURDEV – PLENARY

FRIDAY, 15:45 - 16:30 – ROOM 7 (LIVE); ROOM 14 A/B (VIDEOCONFERENCE)

In an inclusive curriculum diversity is an asset – different learners bring different abilities, interests and capacities that enhance possibilities for mutual learning. Similarly, a learning community depends on members having different roles and expertise while working together to shape and attain shared goals. This talk will use classroom examples to explore the processes and challenges of inclusive curriculum design.

K. Graves is Associate Professor of Education Practice at the University of Michigan. Her professional and research interests are curriculum and materials design and evaluation and supporting teacher's professional development as central to successful educational and curricular reform. She has written two books on curriculum and has worked with language teachers, teacher educators and curriculum developers around the world.

Sponsored by the U.S. Embassy in Rome

Graves, Kathleen

Using Theory as a Tool to Renew Practice

AMT – WK – SATURDAY, 11:45 - 12:30 – ROOM 7

Theories often seem disconnected from practice and not useful to teachers. However, theories can also help teachers rethink and renew their practice. We will explore ways to teach a coursebook text from three different theoretical viewpoints in order to examine how theory can be a powerful tool to understand and refresh our practice.

K. Graves (see above)

Sponsored by the US Embassy in Rome

Grazzi, Enrico – Manni, M. Rosella

Enhancing Intercultural Competence through Telecollaborative Interaction

INTERCULT – WK – FRIDAY, 12:15 - 13:00 – ROOM 14B

The aim of this workshop is to present a project on *telecollaborative language study* whereby a group of ten American students of Italian and ten Italian students of English discuss several cultural topics online and provide mutual language feedback to improve their intercultural competence. Participants will be involved in practical activities.

E. Grazzi is a researcher in English at the University of Rome “Roma Tre”, Department of Linguistics. Past President of TESOL Italy (2002-2004).

M.R. Manni is an English teacher at Liceo classico “E.Q. Visconti”, Rome. She is currently a member of TESOL Italy’s Executive Committee.

Hama Karim, Barzan

The Art of Classroom Management

CLASSP – TK – SATURDAY, 16:45 - 17:30 – ROOM 14 A

This study presents practical, tested, and effective methods for managing classrooms. This approach reflects legal and ethical concerns integrated with culturally appropriate teaching techniques. It provides careful examination of the issues surrounding power in the classroom.

B. Hama Karim is assistant Lecturer of English Literature at Halabja University, Iraq, coordinator of the English Department, executive member of Halabja University Senate and head of the Directorate of Students' Affairs.

Hartman, Karen

eLibraryUSA: Databases for English Language Learning

TEdDEV – DEMO – FRIDAY, 10:15 - 11:00 – ROOM 7

eLibraryUSA, <http://elibraryusa.state.gov>, gives members of Information Resource Centers, American Corners, and Spaces around the world access to information found in American public libraries. We have a broad range of resources about learning English, American history and culture, health, business, and more. In this presentation, participants will be introduced to more than 30 commercial databases that can help teachers and students with their English language learning needs.

K. Hartman is an Information Resource Officer (IRO) at the American Embassy in Rome. She has been a regional librarian with the U.S. Embassies in Nairobi, Kenya and Pretoria, South Africa. Prior to that, she worked as a university and research librarian for over 20 years in the U.S. and Cairo, Egypt.

Sponsored by the U.S. Embassy in Rome

Hill, Robert

Language Testing and the ‘Community of Practice’

ASSESS – TK – FRIDAY, 14:45 - 15:30 – ROOM 14 A/B

Exam bodies and teachers together form a 'community of practice' in language assessment, largely guided by the CEFR. Lifelike test items allow students to see themselves part of this community, too. City & Guilds' International ESOL exams covering all four skills – from A1 through C2 – demonstrate this well.

R. Hill has worked at the Universities of Cagliari, Verona and Milan. He has worked on projects with various IRRE and the Miur, and has been involved in assessment in Italy for twenty-five years. He has spoken at TESOL conferences in Italy, Spain, Saudi Arabia, Korea and Central and South America.

Commercial Presentation

Sponsored by City & Guilds

Ivanova-Szelinger, Tatiana

Landscaping Argumentative Speaking and Writing

AMT – Wk – FRIDAY, 13:15 - 14:00 – ROOM 6

The primary goal of learning a foreign language is learning how to communicate in this language. However, argumentation as a significant feature of interaction still lacks the attention of both teachers and textbooks. The workshop aims at helping the audience to feel why argumentation is important and how to master it.

T. Ivanova-Szelinger has a PhD in Linguistics and has written a number of papers in linguistics and methodology. Head of the Department of Professional Foreign Languages of the North-West Institute of Russian Presidential Academy. She is also head of the Department of Linguistics and Translation at Nevsky Institute of Language and Culture.

Karlsson, Monica

Quantitative/Qualitative Aspects of L1 and L2 Idiom Comprehension

L&LI – TK – SATURDAY, 15:45 - 16:30 – ROOM 1

The study addresses three research questions: 1) How well do students master idioms in their L1/L2?; 2) How do degrees of transparency, idiom frequency, and the choice of source domain affect subjects' comprehension in their L1/L2?; 3) To what extent is context used?

M. Karlsson has taught English at the university level for over 15 years. Her main research interests lie in the field of SLA, especially vocabulary and grammar. Earlier she taught at Lund University but she now holds a permanent position at Halmstad University situated on the southwest coast of Sweden.

Keenan, Tara

Interdisciplinary Tutoring: Including the ESL Student Across the Curriculum

AMT – Wk – SATURDAY, 12:45 - 13:30 – ROOM 1

This workshop will focus on how we, as English language professionals, can encourage and develop interdisciplinary coaching techniques to help students and colleagues from outside the ESL field promote an inclusive classroom that facilitates the student in developing the writing skills necessary for advanced academic writing across the disciplines.

T. Keenan is the interim Department Chair of English Language and Literature at John Cabot University in Rome. She also coordinates the University's Writing Center.

Kelly Calzini, Emanuela (see **Evans**, Christian)

Landolfi, Liliana

The Fear of English

TED/DEV – TK – FRIDAY, 14:45 - 15:30 – ROOM 7

In this new era of globalization, with English used and abused in a variety of contexts, EFL learners' second most used word is FEAR. The present study, based on students' materials from the bilingual P.Æ.C.E. Corpus, addresses this (dis)comforting learning issue, and proposes working solutions to overcome this shocking, data-driven insight.

L. Landolfi, PhD, is associate professor of English language and linguistics, UNIOR (Naples). She has led seminars at national and international conferences, written articles, books, and CALL programs on linguistics. Her current interests relate to situated learning for translation application and to the impact of NLP in teaching and learning environments.

Lehner, Albert

From Silence to Kabuki: A Japanese University Language Landscape

AMT – DEMO – SATURDAY, 11:45 - 12:30 – ROOM 14 B

University EFL learning provides a language landscape ripe for pedagogical approaches and materials that are inclusive when based upon learners' needs and desires. Learners create "communities of practice" by themselves if the instructor understands, supports, and builds upon what learners have to say. A demonstration of effective approaches and materials.

A. Lehner has taught EFL in Japan for the past 16 years. He has conducted numerous workshops for high school English teachers, fighting the notion that Japanese students are silent and unmotivated to learn English. He is a professor and director of the Language Center at the University of Fukui.

Leproni, Raffaella

A Certain Colouring of Imagination: Turning the Familiar into Ironic

L&LI – TK – FRIDAY, 17:00 - 17:45 – ROOM 6

Some writers are very good at turning familiar landscapes into different places we still feel we could belong to. They use irony – and they aim at the background we share. How do we learn to single irony out? How can we teach students to do that? Reading, sharing and imagining.

R. Leproni, currently a researcher at "Roma Tre" University, has been teaching English in the Faculty of Education since 2002. Her research and activity deals with (but is not limited to) using literary stories as authentic material to teach L2 through Language-in-Performance, Communicative Approach and CLIL.

Lopriore, Lucilla

Linguistic Landscapes in Language Learning a Way and Ways

INTERCULT – WK – SATURDAY, 09:30 - 10:15 – ROOM 14 A/B

Language learning is increasingly affected by the ever-growing exposure to linguistic landscapes encountered by learners outside the school context. This workshop will engage participants in identifying different ways of using multilingual manifestations of language, whether material or virtual, by bringing them into the language classroom.

L. Lopriore, Associate professor, University of Rome “Roma Tre”, trainer, textbook writer. MA TEFL University of Reading, UK; PhD in Italian as a Foreign Language, University for Foreigners, Siena. (see also **Ceruti**, Maria Angela)

Louka, Olga – Siatra, Eirini

Implementing Inclusive Techniques in the EFL Classroom

PRIM – DEMO – SATURDAY, 09:30 - 10:15 – ROOM 2

Inclusive learning reflects an awareness of the unique nature of each learner and the need to accommodate differences. Implementing inclusive strategies in a curriculum maximizes potential for learning. In fact, all students benefit! Taking all this into consideration, we will explore strategies that teachers should implement to make learning engaging and accessible to all.

O. Louka has been teaching English at a kindergarten since 2008.

E. Siatra has been teaching EFL since 1989. They are both interested in special educational needs.

Maglione, Maria Grazia

To TESOL-Italy with Love: Local Group Experiences

TED/DEV – WK – SATURDAY, 11:45 - 12:30 – ROOM 6

If you want to learn more about TESOL Italy Local Group activities or you are interested in becoming a member of a Local Group, you can't miss this workshop where Local Groups will present and share their valuable experiences, ideas, best practices and resources.

M.G. Maglione teaches at *Liceo Scientifico* “Teresa Gullace Talotta” in Rome. She has been a training supervisor at SSIS Lazio and took part in the Action Research Project and in several multimedia projects. She is a TESOL Italy Executive Committee member.

TESOL Italy Local Groups

Maglione, Maria Grazia – Ortenzi, Maria Antonietta

Write and S.M.I.L.E.! The Pleasure of Writing for Fun

LN – TK – SATURDAY, 16:45 - 17:30 – ROOM 14 B

How can we develop new learning opportunities to meet our students' different needs? How can we integrate skills in an effective way? Our recipe is *Write and S.M.I.L.E.!*, a writing contest where students write for fun and enhance their potential.

M.A. Ortenzi teaches at *Liceo Scientifico "Primo Levi"* in Rome, is responsible for language certifications in her school and is the coordinator of the local group in Rome.. She has been involved in the Action Research project.

M.G. Maglione (see above)

MALEY, ALAN

Using the Full Palette: An Aesthetic Approach to Foreign Language Teaching

TED/ DEV – PLENARY

SATURDAY, 10:30-11:15 – ROOM 7 (LIVE); ROOM 14 A/B (VIDEOCONFERENCE)

I shall make a case for an 'aesthetic', as opposed to a purely instrumental, approach to language teaching, The Matter (the content of the teaching), Method (the types of processes we would deploy), and Manner (the way we 'are' in classrooms) will be discussed, along with 'unpredictability'.

A. Maley has been involved in ELT for 50 years. He worked for the British Council in Jugoslavia, Ghana, Italy, France, China and India (1962-88). He was Director-General of the Bell Educational Trust, Cambridge (1988-1993). He worked at National University of Singapore and Assumption University, Bangkok. He has published over 40 books and numerous articles.

Sponsored by Oxford University Press

Manfredini Ambrose, Silvia

Landscaping Literature Lessons

CLASSP – WK – SATURDAY, 16:45 - 17:30 – ROOM 6

Learning landscapes in our classrooms are undoubtedly multi-faceted. Every one of us has a prevailing frame of mind, or intelligence, and so do our students. How can we include all their frames in our literature lessons, with ever-growing numbers of learners in a single, multi-level classroom and ever decreasing funds?

S. Manfredini Ambrose has been a teacher for 14 years. She is currently teaching at a *Liceo delle Scienze Umane/Musicale* in Modena. She teaches business English as well as ESP in a number of local businesses and collaborates with a Regional Agency for continuing education.

Manni, M. Rosella (see **Grazzi, Enrico**)

McNulty, Josephine (see **Ellis, Sarah**)

MERCER, NEIL

Improving the Quality of Dialogue in the Classroom

AMT – PLENARY

FRIDAY, 11:15 - 12:00 – ROOM 7 (LIVE); ROOM 14 A/B (VIDEOCONFERENCE)

In the language classroom, talk is both the medium and the message. Opportunities for dialogue between teachers and students, and amongst students, need to be used to best effect. This lecture will describe ways that school-based research has shown this can be achieved, and discuss why they are effective.

N. Mercer is Professor of Education and Vice-President of Hughes Hall at the University of Cambridge. He is a psychologist who specialises in the study of language and the development of children's thinking, and ways of improving the quality of classroom dialogue. He has worked with teachers and language researchers in several parts of the world.

Sponsored by The British Council

Mesh, Linda Joy

From Feedback to Feedforward: Jing for Blended Learning

AMT – WK – FRIDAY, 12:15 - 13:00 – ROOM 14A

This workshop will give examples of collaborative activities and show how easy it is to use Jing, an audio-video Internet application, to take the feedback process one step further in making learning a more engaging experience with 'feedforward', opening doors to new approaches and personalized strategies for developing communicative competence.

L. Mesh has a Master's degree in Online and Distance Education from the Open University, UK. She coordinates the e-learning program and has taught English at the University of Siena Language Centre, Italy, for many years.

Morbiducci, Marina

Linguistic Landscapes & Why Translation Matters

TR – WK – FRIDAY, 14:45 - 15:30 – ROOM 1

Our current global language dispensation compels us to a constant – whether implicit or explicit – translational action, which can in turn grow into a conscious empowering reflection and awareness enhancement with just a few tips on the discipline of translation studies applied to ELT. Come and see how translation matters

M. Morbiducci, Assistant Professor and Researcher in English Language and Translation at Sapienza University, Rome, literary translator, teacher trainer; MA in English at State University of New York at Binghamton, 1978; PhD in Anglo-American Studies, University of Chieti Pescara, 2003; TESOL-Italy's past president (2008-2012).

Ortenzi, Maria Antonietta (see **Maglione, Maria Grazia**)

Prodromou, Luke – Gibson, David – Prodromou, Penelope

Celebrating Charles Dickens: Our Contemporary, in Education and Society

LIT – WK – SATURDAY, 15:45 - 17:30 – ROOM 7

Two hundred years after the birth of Dickens, we celebrate his work and its relevance to the present 'hard times', with a focus on education. With film clips and dramatized readings, we recall Dickens' passion for education, social justice, his humour, his unforgettable characters and incomparable command of the English language.

L. Prodromou, a freelance teacher, teacher-trainer and materials writer, has a special interest in mixed-ability classes. He currently writes for ELI, Italy, who have sponsored his visit. Luke graduated from Bristol University in English and has an MA in Shakespeare Studies (Birmingham University), Diploma in TEFL (Leeds University), and a PhD (Nottingham University).

D. Gibson, teacher, teacher trainer, Team Leader and Inspector for Cambridge ESOL, founder-member of TESOL Macedonia-Thrace is one half of the English Language Theatre Group "Dave'n'Luke".

P. Prodromou is an English language teacher and materials writer. She is presently a full-time English language teacher at the University of Rome "Roma Tre".

Prodromou, Luke – Gibson, David – Prodromou, Penelope

Hard Times: A Show for Teachers and Students of English

CULTURAL EVENT – FRIDAY, 18:00 - 19:00 – ROOM 14 A/B

A One-Act Play: Me and Him

A one-act play based on an original work, *Us and Them*, by David Campton. A powerful allegory in simple language. The action takes place on a symbolic landscape where walls are built and walls are torn down.

And 2 satirical sketches on teaching English in these hard times:

1. **The Bank Robber**: "This is my morning job; I teach English in the evening."
2. **The Water Bill**: "I can't pay; I won't pay!"

D. Gibson and **L. Prodromou** first performed together in the 1980s as part of Teachers and Students English Theatre Groups, based at the British Council, Thessaloniki. These groups wrote and performed their own satirical sketches in co-operation with students and also put on works from the modern British theatre repertoire (Pinter, Ayckbourn, Stoppard).

In 2010, Dave and Luke re-formed as Dave'n'Luke with the aim of putting on shows for students, teachers and the general public in co-operation with TESOL Macedonia-Thrace and the Disabled Access-Friendly Campaign, based in Thessaloniki.

Their aim is to entertain and raise awareness about the world they live in, through the performance of accessible texts in English. They hope to encourage teachers to do drama activities with their students. They have recently started doing presentations/dramatized readings of Dickens and Shakespeare.

Dave'n'Luke have performed over 25 shows all over Greece, in Serbia and Georgia.

For this performance they are joined by Penelope Prodromou, who teaches in Rome and once ran a theatre with some friends in London.

Prodromou, Penelope

Collaborative Writing: When Copying Can Lead to Learning

LN – WK – FRIDAY, 14:45 - 15:30 – ROOM 6

Writing tasks in coursebooks are often meant to be completed by the students at home by themselves. However, children learn more and have more fun when they do writing tasks together and with teacher guidance. This session will examine writing tasks in coursebooks and look at how we can make them more inclusive and communal.

P. Prodromou is an English language teacher and materials writer. She is presently a full-time English language teacher at the University of Rome “Roma Tre”.

Prosser, Terry

Mixed Feelings: Maintaining Motivation in Multilevel Classes

AMT – WK – FRIDAY, 17:00 - 17:45 – ROOM 1

As soon as we have more than one student in the class, we have a mixed-ability class. This talk identifies the difficulties this causes and offers practical solutions for maintaining interest and motivation and also highlights an array of helpful and inclusive activities that increase personalisation and learner interaction.

T. Prosser has been a teacher and teacher trainer for over 16 years. He has worked in England, the Czech Republic, Spain, Germany and the UAE. He has a Diploma and MA in TESOL. He is an international conference presenter for Cambridge University Press and writes for Modern English Teacher.

Ranzoli, Silvana

Teaching Literature in a Multi-media and Digital Age

LIT – TK – SATURDAY, 09:30 - 10:15 – ROOM 7

Technological changes and multi-media culture are now pushing teachers to look beyond the content and procedures that printed coursebooks alone can offer. The one thing needed is a deep multimedia interdependence of printed and Internet resources. Examples will chart new directions for the objectives, strategies and skills.

S. Ranzoli is an experienced teacher (High School; S.I.L.S.I.S, University of Pavia), a freelance teacher trainer and a textbook writer. Her main interests include literary studies, CLIL, multimedia teaching, paragraph writing, and brain-based learning. She has published innovative literature materials for Loescher Editore and Alpha Edizioni.

Rockenhaus, Melanie

Digital Natives: Teach Writing, Not Zzzzzzz, to Generation Z!

AMT – WK – SATURDAY, 15:45 - 16:30 – ROOM 14 B

Our digital-native students may seem less willing to work on getting writing right, but as teachers we know they have to. This workshop will focus on using rubrics combined with color coding to improve student writing while saving teacher time. Participants will prepare rubrics for their own classroom use.

M. Rockenhaus, an ESOL instructor with more than 20 years of experience, is currently English Language Expert at the Scuola Normale Superiore, an honor university in Pisa. Melanie has taught nearly every type of ESOL student. Her current teaching includes general and academic English classes, presentations, and preparation of students for external examinations.

Roma, Silvia

Digital Tools for Research of Terminology

TECH – PS – SATURDAY 11:15 - 13:30 – POSTER AREA

In this presentation the basic parameters of Terminology Research will be illustrated, together with the digital strategies for recognizing transparent words, for a user-friendly approach to English Lexis. Moreover, it can cope with translation practice and problems coming from “problematic words”, mostly coming from ESP, speech varieties or idiomatic words.

S. Roma teaches English and French in public high schools. She did post-graduate work at the University of Roma Tre in “Theory and Practice in Lifelong Learning”, and developed methodologies in the adult learning process. Her major interests are applied linguistics, translations and creative teaching, and social mediation.

Santoncito, Maria Cristina (see **Bartolini, Anna L.P.**)

Sessa, Maria Antonietta

Changing Teaching/Learning Strategies through International Projects and New Technologies

INTERCULT – TK – FRIDAY, 17:00 - 17:45 – ROOM 2

Teaching has changed because of international projects and New Technologies. Is project-based teaching effective and consistent with the school curriculum? Do we need to rethink our idea of teaching/learning? On the other hand, projects are time-consuming and take away time from grammar: What should we do?

M.A. Sessa is an English language teacher with vast experience in international projects developed in partnership with European and Asian schools. During the projects she and her students have carried out research and developed collaborative activities through Social Networks and Web 2.0 Internet applications.

Siatra, Eirini (see **Louka, Olga**)

Smith, Elena (see **Duran, Pamela**)

Su, Hui-ying

The Relationship between College Students' Metacognitive Awareness and Reading Comprehension

LN – WK – SATURDAY, 15:45 - 16:30 – ROOM 6

The present study aimed to examine the relationship between students' metacognitive awareness of reading strategies and reading comprehension. The recruited subjects were 102 in total. For exploring learners' multiple

metacognitive competencies, a self-report questionnaire adopted from Mok, Fan, & Pang's (2007) study was employed. Use of Learning Strategies ranked highest.

H. Su became a PhD student of National Changhua University of Education in central Taiwan two years after serving in high school. Of all the research fields, her favorite interests are studies related to computer assisted language learning, phonology, phonics, learner strategies, vocabulary learning and reading instruction.

Tarantino, Maria

Utopia and Reality in EFL Classes

AMT – TK – FRIDAY, 13:15 - 14:00 – ROOM 14 A

The presentation touches on differences that may persist between pedagogical models and learners' capabilities and pragmatic goals. It provides examples of ethnopragmatic tasks worked out locally which may favour the development of heuristic and communicative skills in classes with variegated psycholinguistic backgrounds. Attending to actual language landscapes may provide meaningful learning.

M. Tarantino, associate professor of English at the University of Bari, has published on various aspects of discourse analysis with particular reference to the argumentative features of scientific discourse. Her recent work centres on the cognitive and pragmatic functions of both modals and metaphors in professional and lay genres.

Tatsuki, Donna Hurst

Gender and Ethnicity in Textbooks: Moving Towards Inclusiveness

AMT – TK – FRIDAY, 17:00 - 17:45 – ROOM 7

This study examines how gender and ethnicity is done in ELT textbooks in Japan and Germany. Textbooks may inadvertently contribute to cultural prejudices and personal biases that learners, unwittingly and unfortunately absorb as a by-product of study. Inequalities run counter to the goals of an inclusive classroom.

D.H. Tatsuki, (EdD Temple University, Japan) is a professor in the Graduate School for English Language Education and Research at Kobe City University of Foreign Studies. Her main research interests are cross-cultural pragmatics, language teaching materials development and conversation analysis. She is currently researching multi-party talk-in-interaction of Model UN simulations.

TESOL-Italy Panel Session

Emerging Landscapes in Language Education: Ensuring Quality in Teaching

LN – PANEL – SATURDAY, 12:45 - 13:30 – ROOM 7

Panelists:

Monica Barni, University for Foreigners, Siena, Italy

(See also **BARNI**, Monica – Plenary)

Kathleen Graves, University of Michigan, Ann Arbor, USA

(See also **GRAVES**, Kathleen – Plenary)

Alan Maley, Visiting Professor, Leeds Metropolitan University

(See also **MALEY**, Alan – Plenary)

Neil Mercer, University of Cambridge, Cambridge, UK

(See also **MERCER**, Neil – Plenary)

Chair: Lucilla Lopriore, Roma Tre University, Rome, Italy

Current demands on language teachers are rapidly evolving and teachers' roles are changing significantly. Quality in professional development remains crucial. Is the issue of guaranteeing quality in teaching and teacher education receiving the attention it necessitates? Panelists will provide their unique perspective on this central issue.

Uliano, Ariella (see **Frontoni**, Renzo)

Varbero, Donna

Teaching Idioms: Killing Four Birds with One Stone

AMT – DEMO – SATURDAY, 15:45 - 16:30 – ROOM 2

For teachers who have little or some experience, this workshop will explore a process for teaching idioms to high intermediate/advanced students.

D. Varbero, MEd, is an Occupational Therapist with a TESOL Certification. She tutored for Literacy Volunteers of Tucson for 4 years.

Valletta, Alexandra

Malta: Where School Trips Are Real English Learning Experiences

INTERCULT – TK – SATURDAY, 11:45 - 12:30 – ROOM 2

Malta's ties with the English language, high academic standards, close proximity to Italy and 7000 years of cultural heritage make the Islands a leading EFL destination. School trips to Malta continue to result in real and practical English learning experiences for students of all nationalities and ages.

A. Valletta has been proactively working these last 10 years with the English schools of Malta and Gozo to promote and improve the EFL product, which is one of the most important sources of tourism to the islands and results in over 80,000 students annually, from all over the world.

Sponsored by the Malta Tourism Authority

Vellucci, Lina - **L.S. Avogadro Students**

The History of the Grand Tour: Adventures in Reading

INTERCULT – PS – FRIDAY 12:00 - 14:15 – POSTER AREA

During the 18th century privileged Englishmen often filled the time between a university education and the beginning of a career with an extended tour of Continental Europe, favouring culturally rich Italy. Many

philosophers, writers, poets and artists that *Liceo* students study in years IV and V have taken The Grand Tour and in this interdisciplinary project the students illustrate their journeys.

L. Vellucci is a teacher of Language and Literature in a state high school in Rome and a teacher trainer. She is currently Second Vice-President of Tesol-Italy. The **L.S. "Avogadro" students** are in their fifth year. They started this project in mid-September.

Vitulano, Maria Pia Virginia

Be Creative! An Example of CLIL with Advertising and IWB

CLIL – PS – SATURDAY, 11:15 - 13:30 – POSTER AREA

Paraphrasing a famous ad campaign by Diesel, here is an exciting trip through the new communicative styles born with Steve Jobs. Graphic Design, History, Art, English, all together in a CLIL project, ready to analyze their influence on the building of the social identity of the new digital generations.

M.P.V. Vitulano, EFL teacher in the Liceo Artistico "Via di Ripetta" Rome, bursar of Comenius and Study Visit projects. Co-editor of a magazine, author of abridged versions of D.H. Lawrence, Saki's plays, and an anthology. Teacher trainer and tutor for IWB and for primary school teachers organized by Miur-Ansas.

White, Carmela Mary

Promoting Inclusiveness in Tertiary Education Situated Learning Contexts

ESP – TK – SATURDAY, 11:45 - 12:30 – ROOM 6

University science students may lack confidence in their English abilities due to previous negative language learning experiences. Situated-learning course design emphasising the content and discourse features of EST (English for Science and Technology) can help include discouraged students more fully into the classroom community, empowering them to participate confidently in the international scientific community.

C.M. White British national, studied modern languages at University College London, began teaching EFL in 1982. English Language Lecturer (lettrice) at the Science Faculty, Bari University since 1985. Currently responsible for the language courses of materials science, biology and mathematics degree courses. Research interests: discourse, pragmatics, sociolinguistics, in an EST context.

Winchcombe, Geraldine

What Can TRINITY Do to Support the CLIL Teachers?

CLIL – WK – SATURDAY, 11:45 - 12:30 – ROOM 1

Have you ever wanted to know: 1) What CLIL is NOT?; 2) Why you should gear up for CLIL?; 3) How to develop teaching and learning strategies for CLIL? If you've answered 'yes' to any of these questions, then MOTIVATE your ENGLISH and prepare for the challenges and opportunities presented by CLIL.

G. Winchcombe is an experienced EFL Teacher and Teacher Trainer and has been Director of Studies in a number of private language schools. She is Member of the Support Team for Trinity College London in Italy. Her main interests are communicative skills assessment and Content and Language Integrated Learning.

Sponsored by Trinity College