

## **ABBREVIATIONS USED IN THE ABSTRACT AND IN THE TIMETABLE**

### **TYPES OF PRESENTATION**

Cultural Event	<b>CE</b>
Demonstration	<b>DEMO</b>
Panel	<b>PN</b>
Plenary	<b>PL</b>
Poster session	<b>PS</b>
Talk	<b>Tk</b>
Workshop	<b>Wk</b>

### **SPECIAL INTEREST AREAS**

Approaches/Methodology/Techniques	<b>AMT</b>
Assessment and Testing	<b>ASSESS</b>
Classroom Practice	<b>CLASSP</b>
Content and Language Integrated Learning	<b>CLIL</b>
Curriculum Development	<b>CURDEV</b>
English for Special Purposes	<b>ESP</b>
Integrated Skills	<b>INTSKILLS</b>
Language and Language Issues	<b>L&amp;LI</b>
Learners' Needs	<b>LN</b>
Literature	<b>LIT</b>
Secondary Education	<b>SED</b>
Teacher Education/Development	<b>TED/DEV</b>
Use of Technology	<b>TECH</b>

# ABSTRACTS 2013

**Aiello, Jacqueline**

***CLIL: Current Perceptions, Implications and Future Possibilities***

CLIL – TK – SATURDAY 15:45 – ROOM 14

This session explores the current use, the perceptions, the perceived need, and the future of CLIL by drawing on data collected from language learners and teachers in a study of high school English classrooms in Rome and Naples. Theoretical and pedagogical implications will also be discussed.

**J. Aiello** was a Fulbright ETA to Italy in 2008-09 and is currently a PhD Candidate in TESOL at New York University. Her research interests concern language ownership, L2 identity, and L2 motivation among Italian learners of English.

**Aliprandini, Michael**

***Understanding Literary Genres***

LIT – WK – SATURDAY 12:45 – ROOM 14

The presentation will provide teachers with hands-on activities that encourage students of secondary school to creatively explore various literary genres. Participants will be led through a typical lesson cycle, beginning with a brainstorming session and followed by group work that culminates in a series of written and spoken tasks.

**M. Aliprandini** holds a BA degree in Literature and a TEFL certificate. Over the past 14 years he has taught English in many countries, developed course material and led teacher-training courses. He is currently a teacher trainer for the Associazione Culturale Linguistico Educational (ACLE).

**Ambrose, William – Manfredini Ambrose, Silvia**

***Road Tripping with Jack Kerouac***

LIT – TK – SATURDAY 9:45 – ROOM 14

When browsing literature anthologies, ESOL teachers often find a huge amount of ready-to-use material that does not always challenge students to thread the paths of self-discovery and creativity, but rather overloads them with content. We will engage in a real journey into motivation and communication following the steps of *Sal Paradise*.

**W. Ambrose** teaches ESOL at the Oxford and Benedict Schools of Languages of Modena and lectures as a native speaker of English in high schools. He also teaches ESP to businessmen as a freelancer.

**S. Manfredini Ambrose** has been a high school teacher for 15 years. She is currently teaching at a liceo delle scienze umane/musicale in Modena. She teaches English for engineering at a technical college, ESP in local businesses, and collaborates with a regional agency for continuing education.

**Ammary, Silvia**

***Top Ten Typical Errors in Essay Writing***

L&LI – TK – FRIDAY 16:45 – ROOM 13

The presentation looks at the ten most important mistakes that Italian students make when writing essays in English, mistakes such as incomplete or weak thesis statements, run on sentences, weak beginnings or conclusions, and Italianized diction and syntax. The talk will tackle these mistakes and suggest ways to eliminate them using samples from student essays.

**S. Ammary** has a PhD in American Literature. She is a member of the Hemingway Foundation and Society and on the editorial team of the *The Journal of The Worldwide Forum of Education and Culture*. She currently teaches at John Cabot University in Rome as an assistant professor of American literature and writing.

***Sponsored by John Cabot University***

**Balirano, Giuseppe**

***CLIL for ELT: Taking ELT across the Curriculum***

AMT – TK – FRIDAY 14:30 – ROOM 13

This presentation will be focusing on some specific CLIL strategies implemented in English course-books that add cognitive competence to the ELT class. Particular attention will be given to two variables through which a classification can be made: the age of the student and the number of classroom hours taught in English.

**G. Balirano** has a PhD in English for Special Purposes and is a researcher in English Language and Translation at the University of Naples, "L'Orientale". He has contributed to national and international conferences and has published widely in the fields of multimodal critical discourse, humour, and post-colonial English linguistics.

**Ballabio, Silvia**

***Literary Explorations, Culture and Language in the Reform***

SED – WK – FRIDAY 14:30 – ROOM 6

The Italian School Reform visualizes a broader understanding of culture. In this workshop a new theme-centred methodology to literary works is suggested, such as combining modern family sociology with Philip Roth's *American Pastoral*, or the theme of sterility with T.S. Eliot's *The Waste Land*.

**S. Ballabio** is a teacher, author, and teacher trainer who is currently researching innovative strategies for language learning and cultural studies. Her editorial project combines the theme-centred approach with chronological narration. She also works with CLIL as part of a new approach to language learning.

***Sponsored by Casa Editrice G. Principato, Europass***

**Boretto, Lesley – Miller, Niamh**

***English in Action – Workshop for Primary Teachers***

CLASSP – WK – FRIDAY 17:45 – ROOM 13

The workshop offers examples of classroom activities based on an integrated model to teach more effectively and to develop student motivation, participation and communication. The workshop will provide a variety of practical ideas adaptable to different learning styles and needs/interests that can be taken directly to the classroom.

**L. Boretto** graduated from the Sorbonne University, Paris. She has followed training programs at the UN in New York and has worked for many international organizations. She is also an illustrator of children's books. Lesley has presented teacher workshops for Lingue Senza Frontiere Srl.

**N. Miller** graduated from University College, Dublin with a degree in TEFL. She has worked as a didactic trainer for many tutors both online and onsite. She is part of the staff of Lingue Senza Frontiere Srl where she works as a linguistic consultant and recruitment manager.

**Bradshaw, David**

***Exploiting Video in the Classroom***

AMT – WK – FRIDAY 10:15 – ROOM 1

A video should be a motivating experience, a prize, or an end of term treat, but all too often the use of video in the classroom has the opposite effect. In this workshop we look at some fun and motivating ways to incorporate video in the classroom.

**D. Bradshaw** has been teaching in bilingual schools in Spain for over twenty years. He is currently working on the design and development of a bilingual program for a group of private schools. His main interests are the teaching of writing and the preparation of students for Cambridge exams.

**Branca, Gloria**

***The Sonnet in a Digital World: An Interdisciplinary Approach***

LIT – TK – FRIDAY 17:45 – ROOM 2

The research for this presentation stems from a national experiment promoted by the MUIR on literary competences in secondary schools. A study was done to stimulate motivation and interpretative cooperation in the reader to poetic texts in fixed traditional forms. Students examined Petrarchan and Shakespearean sonnets realizing logic circuits from creative writing.

**G. Branca** is an EFL teacher in upper secondary school, a member of CALL Sig TESOL Cosenza group, e-learning expert, teacher trainer and French language assistant at the department of Human Studies, University of Calabria.

**Bubalo, Nicole**

***Vocabulary Learning Strategies***

CLASSP – WK – FRIDAY 10:15 – ROOM 2

In Englishing, learners deploy a number of strategies with a varying degree of awareness in order to learn new vocabulary. Results of classroom research into Italian learners' Vocabulary Learning Strategy (VLS) use are presented, and participants explore and evaluate VLS and expand VLS repertoire through direct instruction.

**N. Bubalo** has an MA in TESOL and Applied Linguistics, after working in EFL teaching and management in Rome for 25 years teaching young learners, university students and adults. She has recently co-founded the language school Globally Speaking. Her areas of interest include English for academic purposes, learning strategies, CLIL and vocabulary.

**Cannelli, Alessandra**

***A Mathematical Friendship: An Electronic Partnership to Study Maths***

CLIL – DEMO – FRIDAY 10:15 – ROOM 13

Because Maths is always a problem with students, we decided to find an innovative and motivating approach. Two classes, one from Italy and one from Austria, taught each other through videos. The result was a “flipped class” organized by the students themselves. Enthusiasm! Fun! Hard work!

**A. Cannelli** taught at Liceo Scientifico “Renzo Levi” in Rome for 23 years. Since 2001 she has taught at middle school. She is eTwinning Pedagogical Advisor for the *Regione Lazio* and is involved in the use of technology in language teaching. At present she is a tutor coordinator at the University of Rome, “RomaTre”.

**Caputo, Sonia – Paoletta, Giovanni**

***CLIL Awakens Multiple Intelligences: A Case Study***

TECH – PS – FRIDAY 12:00-14:15 – ROOM 1

A CLIL cooperation in an ITI secondary school lead our student, Giovanni Paoletta, to a unique invention: a device for replacing the traditional electrical sources, by producing renewable energy for domestic or industrial use by exploiting solar panels and water. The project involved the following school subjects: Electronics, Electro-technology, Thermodynamics and English.

**S. Caputo** is a secondary high school teacher of English. She is a teacher trainer for ANSAS (ex INDIRE). She has published articles on environmental CLIL and on the role of EU educational politics and has taken part in national and international conventions.

**G. Paoletta** is a student at ITI “G.B.Lucarelli”. The present project was appreciated at “La tua idea di Impresa, 2012”. He was awarded 2<sup>nd</sup> prize at “Junior Achievement Italy” for the invention of the ITI-Bag, a city bag/mobile phone battery charger.

**Confalonieri, Raffaella – Morgana, Valentina**

***Digital Storytelling: Empower Creativity, Foster Collaboration***

TECH – WK – FRIDAY 16:45 – ROOM 6

Digital stories encourage students to become creators of content rather than just consumers. This session will look at a variety of collaborative tools for writing and narrating stories with audio and at ways these tools can be used to enhance regular lessons.

**R. Confalonieri** is an English teacher, teacher trainer, and an author of ELT books and articles. She collaborates with the English Linguistics Department at the Università Cattolica del Sacro Cuore, Milan, and DIESSE accredited to the Ministry of Education. Her main interests are in the field of methodology for teenagers involving new technological devices. Tutor coordinator TFA.

**V. Morgana** is an English teacher, teacher trainer, and an author of ELT books and articles. She collaborates with the English Linguistics Department at the Università Cattolica del Sacro Cuore, Milan. She is a member of the IATEFL Learning Technologies SIG. Her research interests focus on integrating technology into the language classroom and mobile learning.

**COONAN, CARMEL M.**

***Foreign Language Medium Instruction-CLIL: Implications for the EFL Curriculum***

CLIL – PLENARY

FRIDAY 11:15 – ROOM 7 (LIVE); ROOM 14 (VIDEO CONFERENCE)

Foreign language medium instruction (FLMI) will become more and more frequent in upper secondary schools in Italy as a result of the reform of the Ordinamenti in 2009 that establishes compulsory FLMI in all licei and istituti tecnici in the final year of schooling (with the exception of the *liceo linguistico* which starts from the third year).

The compulsory nature of FLMI invests it with a new status as it is afforded an integral position in the school curriculum. This means that it cannot be considered, as it has been in the past, as something extraneous to the school system, without regard for its impact.

The integration of FLMI into the school system creates ripple effects that can reach many areas. The effects will be especially felt in two subject areas: the non-language discipline mediated by the FL, and the foreign language itself. This talk will focus on the second of these effects, with particular attention being paid to the foreign language curriculum.

The question to consider is the terms of the modifications or alterations, why they take place, and to whose benefit. Unfortunately, with reference to FLMI, the FL curriculum is sometimes viewed as a 'service' subject, one used as a 'receptacle' for teaching subject-related language needs. It is a negative view that leads to an unwillingness to create a partnership with the FLMI curriculum. This view, however, fails in several ways.

The issue must not be reduced to only one of support by the FL curriculum in CLIL-FLMI only. It is far wider and concerns the role of the FL curriculum overall with respect to this new scenario and concerns understanding the changes (objectives, content, methodology) that can be implemented to promote higher quality FL learning, in synergy with the FLMI programme.

**C.M. Coonan** is a full professor at the Università Ca' Foscari, Venezia. Her field of specialization is foreign/second language teaching and learning, with particular reference to emerging teaching methodologies (e.g. foreign/second language medium instruction) and new target groups (e.g. infant/primary school children), psychological aspects of foreign/second language learning, plurilingual education, and issues in foreign language teacher training. She has conducted and participated in several research projects both nationally and internationally (Europe) in the field of foreign language medium instruction (FLMI).

**Sponsored by The British Council, Rome**

**Cuccurullo, Daniela**

***Creative Classrooms Lab***

CLASSP – WK – FRIDAY 14:30 – ROOM 1

How can tablets support new ways of teaching and learning in schools? The Creative Classrooms Lab project (CCL) aims at developing innovative teaching and learning scenarios involving the use of tablets in and out of school. During the workshop guidelines and examples of good practice will be provided to participants.

**D. Cuccurullo** is a contract professor at the University of Naples and a secondary school teacher, teacher trainer, e-tutor, and forum moderator.

**Danilova, Tatiana**

***Songlish: An Efficient Way of Improving Language Skills***

INTSKILLS – WK – SATURDAY 16:45 – ROOM 7

Nowadays in teaching practice the word “songlish” is used to denote the way of learning English through music. Music improves listening, grammar, vocabulary, and speech skills and widens the students’ intercultural knowledge. The aim of the presentation is to show practical ways to improve language skills using English songs.

**T. Danilova** teaches English to children, teens, and adults. At present she is an assistant professor at a state university. She has a PhD in Pedagogy and is an Erasmus Mundus scholarship holder (as part of the teaching staff at University of Rome, “La Sapienza”). *Scientific interests:* linguistics and psychology.

**Dowse, Christine**

***The Many Faces of English!***

CLIL – TK – SATURDAY 12:45 – ROOM 13

A practical analysis of introducing CLIL into a third form at a liceo linguistico: how English teachers can give their support to both the CLIL teacher and pupils; how to plan and put a module of CLIL into practice; results of a history module and how the pupils were assessed. The aim of this talk is to illustrate the results of our experience and give an analysis of them from the point of view of both teachers and pupils.

**C. Dowse** teaches *conversazione in lingua inglese* in a liceo linguistico, and many courses for both teachers and pupils preparing for Cambridge and Trinity exams. She is a teacher trainer (ANSAS) for primary school teachers, and a tutor for special study courses in the UK. She is a member of a CLIL teachers group.

**Duman, Serdar – Yalcin Duman, Ayla**

***Exploring Digital Online Tools for an Effective Writing Class***

TECH – WK – SATURDAY 9:45 – ROOM 6

A shift from paper to screen is also finding its way through EFL and ESL settings. So, how can EFL and ESL teachers develop students' writing by means of creative online projects? The session will demonstrate how to use online tools in developing pre-university EFL student writing skills.

**S. Duman** and **A. Yalcin Duman** are currently working at Isik University in Istanbul, Turkey. They have been there for the last two years teaching EFL students, which is quite a different experience than teaching ESL students. Serdar earned his MA in TESOL from Winona State University.

**Duran, Pamela – Smith, Elena**

***Let's Write the Perfect Sentence!***

CLASSP – DEMO – FRIDAY 12:30 – ROOM 2

The most meaningful learning that leads to language competency takes place when students are fully engaged in a communicative learning process. This presentation demonstrates teaching techniques that engage students' imaginations and facilitate the mastering of English sentence structures using innovative techniques such as Ten Perfect Sentences and Smiley Faces Graphics.

**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.**

***Text + Emotional Engagement = Literature***

LIT – TK – FRIDAY 14:30 – ROOM 7

Take a fresh and emotionally engaging look at literature! Using materials at levels A2 - B1, we will explore how to create expectancy, encourage discovery, and give space to creativity, showing how literary texts, with their built-in affective factor, are ideal vehicles for developing knowledge, skills, and competences.

**D.J. Ellis** is a teacher in a liceo in Vicenza. She has an extensive background in teacher development and has been a regular speaker at British Council and TESOL conferences since 1998. She has authored literature courses for Loescher Editore and literature and CLIL materials for Cambridge University Press.

***Sponsored by Loescher Editore***

Ellis, Sarah

***Digital Skills and Resources for Teachers – Exploring the Options***

TECH – TK – SATURDAY 12:45 – ROOM 7

The Internet offers teachers an enormous range of resources for teaching, learning, and teacher development. This session looks at some ideas for exploiting online resources and social media for the classroom and for teacher development. Many of the resources explored will also be of interest to teachers preparing candidates for Cambridge English exams.

**S. Ellis** is Head of Assessment Services, Southern Europe, for Cambridge English Language Assessment. She has trained teachers on CELTA and DELTA courses and has also worked with teachers in Italian State schools and on SSIS courses. Sarah has been involved with Cambridge ESOL examinations for over 15 years as oral examiner, presenter, and as Centre Examinations Manager.

***Sponsored by Cambridge ESOL***

Ennis, Michael

***English for Tourism Studies at the Free University of Bozen-Bolzano***

CLIL – TK – FRIDAY 17:45 – ROOM 6

The presentation describes the upper-intermediate English course taught within the trilingual (German, Italian, English) Bachelor's program in Tourism, Sport, and Event Management at the Free University of Bozen-Bolzano. The class can be taken as an example of English for Specific Academic Purposes and Content and Language Integrated Learning in European higher education.

**M. Ennis** is a PhD student at the University of Cincinnati. He has taught English and German at universities in the United States, Germany and Italy. He currently teaches English for Business Studies at the Universities of Venice and Bozen-Bolzano, as well as Business English at the English Studio in Verona.

Evans, Elizabeth

***Climbing Ladders in Language and Culture***

CLIL – TK – FRIDAY 14:30 – ROOM 14

The focus of this presentation is 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.

**E. Evans** has been an EFL teacher and teacher trainer in Italy for over 20 years. She works with students of all levels and types. Her main interests revolve around teaching natural, useful language and using the latest technologies. She mentors and gives talks and workshops to primary school teachers.

**FINNERTY, COLIN – MALLOY, AMY**

***Assessment in the 21<sup>st</sup> Century***

ASSESS – PLENARY

FRIDAY 15:30 – ROOM 7 (LIVE); ROOM 14 (VIDEO CONFERENCE)

One of the earliest recorded instances of language assessment dates back over 3000 years. After defeating the Ephraimites in battle, the Gileadite tribe rounded up any stragglers and in order to identify whether they were friend or foe, the Gileadites would put them to a simple test: to say the word 'Shibboleth'. The Ephraimites had no 'sh' sound in their language, were unable to pronounce the word, and failed the test. The consequences (in what could reasonably be called a high stakes test) were fatal. Language assessment has come a long way since those early days and in the 21<sup>st</sup> century, test design is guided by best practices which have led to the development of cutting edge language tests. In this session, we'll be looking at those best practices and applying them to language assessment products. By the end of the session, you will have a number of tools to help you select appropriate language assessment solutions.

**C. Finnerty** taught English for over 14 years in the Czech Republic, Lithuania, Portugal, Croatia, and the UK, teaching general, business, and academic English. This was followed by four years at Cambridge Assessment, working on the main suite general English exams and IELTS. Colin was also responsible for the marking quality assurance for IELTS examiners and for clerical marking. Colin has been working as a Senior Assessment Manager at OUP since 2011 where he developed the Young Learners Placement Test and has been developing the Oxford Test of English suite of online adaptive general proficiency tests. Colin holds a MSc in TESOL.

**A. Malloy** joined Oxford University Press in 2007 as Commissioning Assistant for Higher Education textbooks, after a time teaching English to primary and secondary children in Spain. She joined the ELT Division in 2008 as an editor for the Spain primary market, developing learning and assessment content for the multi-component primary courses Explorers, Stay Cool, Oxford Science Content, and Ace! In 2011, Amy joined the Test Development Unit as Assessment Support Manager, developing test content and requirements for digital technology for the Oxford Young Learners Placement Test, where she was responsible for coordinating the validation of the Young Learners test, overseeing the branding and launch, and managing the post-launch. She also developed test content for the Oxford Test of English B Listening paper, as well as undertaking research and development of future test products. In 2013, Amy became Regional Learning and Assessment Manager for Europe, completing at the same time an MA in Language Testing at the University of Lancaster.

***Sponsored by Oxford University Press***

**Finnerty, Colin – Malloy, Amy**

***Exploring the Oxford Test of English: An Adaptive Online Approach to Assessment***

ASSESS – WK – SATURDAY 11:45 – ROOM 6

The exponential growth of technology makes online adaptive testing no longer a pipe dream. In this session, we will be tracing the development of adaptive testing from theoretical and practical perspectives, examining the benefits offered by these tests, and peeking into the future. We will specifically be looking at OUP's new high-quality online general proficiency test.

**C. Finnerty** (see above)

**A. Malloy** (see above)

***Sponsored by Oxford University Press***

**Frontoni, Renzo – Uliano, Ariella**

**Lunchtime Workshop**

***Love Dances from English Literature and Drama***

LIT – WK – SATURDAY 13:30-14:15 – ROOM 7

We will teach you two dances of love and courtship from English literature and drama. No previous experience required; all are welcome. The workshop is a follow up to the presentation *The Lover's Journey in Literature, History, Music and Art* (see next page).

**R. Frontoni** is a professional photographer with an MA in Photography. He has also been awarded a second MA in Library, Archive & Information Studies from UCL. In London Renzo performs with a baroque dance company.

**A. Uliano** is an English teacher, writer, singer, musician and composer. In London Ariella researches Music & Dance in relation to Literature & Art and she performs period and modern dances. Ariella also runs seminars and workshops during which students and teachers are actively involved in music making, drama, and dance.

**Frontoni, Renzo – Uliano, Ariella**

***The Lover's Journey in Literature, History, Music and Art***

LIT – TK – FRIDAY 12:30 – ROOM 7

Love is the experience that helps us discover our true self and challenges our beliefs, motivations, and attitudes, ultimately transforming us. The Lover in Literature is the Crusader turned Troubadour, the New Man of the Renaissance turned Sonneteer to impress his Queen, the Romantic Poets and Artists whose visionary powers lead them through journeys of self-discovery, the Soldier who marries his beloved before travelling to the front, and finally the Saints and Gurus who see Love as a universal force capable of transforming humanity.

**R. Frontoni** (see above).

**A. Uliano** (see above)

**Gavilan, Igor**

***The Challenge of Improving your Vocabulary Successfully***

AMT – WK – FRIDAY 16:45 – ROOM 2

Welcome to the very effective vocabulary journey. Both incidental and visual learning play an important role in our language acquisition process as we are constantly associating ideas and concepts with images. I intend to use effective techniques to build up a humorous and entertaining language bridge that we can cross successfully!

**I. Gavilan** holds a BA in English and has a degree in Pedagogy from Deusto University (Bilbao). He is currently an active lecturer, a teacher, and Director of his own language school. He is a former Board Member of TESOL SPAIN, and Poster Competition Winner of TESOL FRANCE 2009 and 2013.

**Grazzi, Enrico**

***ELF and the Internet in ELT: An Ethnographic Survey***

TECH – TK – SATURDAY 11:45 – ROOM 2

The aim of this presentation is to report on a classroom survey on the integration of English as a Lingua Franca (ELF) into English Language Teaching (ELT) via the Internet. This survey has provided both quantitative data on ELF and online communication, as well as qualitative data about web-mediated activities at school.

**E. Grazzi** is a researcher in English Language and Translation at the University of Rome, “Roma Tre”, Dept. of Foreign Languages, Literature, and Cultures. His main interests are English as a lingua franca, educational linguistics and corpus linguistics. He was President of TESOL Italy (2002/2004) and is a member of TESOL Italy's Executive Committee.

**Impagnatiello, Rita**

***Second Language Acquisition and Dyslexia***

CLASSP – TK – FRIDAY 12:30 – ROOM 13

This talk is aimed at presenting a research project carried out by a group of doctors, teachers, and teacher trainers in Milan. It will first examine the cognitive process involved in second language acquisition. Then it will illustrate how dyslexia affects learning. Finally, it will focus on the best practices in teaching children and teenagers.

**R. Impagnatiello** has been a teacher of English since 2008. She teaches both children and adults in private language schools located in Milan and Monza. Rita's main academic interests revolve around the cognitive process behind second language acquisition, the “new Englishes”, as well as literature, cultural, and translational studies.

**Kokolas, George**

***The CLIL Approach: Learn to Read – Read to Learn***

CLIL – TK – FRIDAY 12:30 – ROOM 14

Scientific phenomena, the natural world and ancient civilizations have been areas of interest and study for many years. In this session, we will take a closer look at how the CLIL approach to language learning can broaden our students' awareness of the world they live in and improve their cognitive skills.

**G. Kokolas** has worked as teacher trainer and consultant with Express Publishing for 13 years. He is a front-line teacher and has spent hours inside the classroom developing practical and insightful views on classroom topics such as effective learning, critical thinking, and differentiated instruction. He has delivered seminars around the world.

***Sponsored by Express Publishing***

Lehner, Albert, Jr.

***Englishing: Technology as an Add-on with Japanese University Students***

AMT – TK – FRIDAY 16:45 – ROOM 7

Language instructors often use commercial materials, leaving no room for their own creativity or the inclusion of technology within their pedagogy. Yet today's university generation, especially in a culture like Japan, is consumed with the latest technology. We consider combining commercial materials, instructor creativity, and technology within an evolving pedagogy.

**A. Lehner, Jr.** is a professor of English at the University of Fukui, Japan. He is the director of a language center, whose mission is to reform the English language curriculum of the university. He also directs the Language Development Center, a new self-access language learning facility.

**LANTOLF, JAMES P.**

***Sociocultural Theory and the Pedagogical Imperative in L2 Education***

L&LI – PLENARY

SATURDAY 10:30 – ROOM 7 (LIVE); ROOM 14 (VIDEO CONFERENCE)

This talk is based on our new book (Lantolf & Poehner, *Sociocultural theory and the pedagogical imperative in L2 education: Vygotskian praxis and the research/practice divide*. Routledge, in press). SLA researchers have long worried about the relationship between basic theoretically driven research and pedagogical practice (e.g., Hatch, 1978; Tarone, Fathman, Swain, 1976; Lightbown, 1985 & 2000; etc.). Some have argued that basic research and theory do not have, nor can they be expected to have, implications for language teaching (see Chomsky 1966). Others (e.g., Krashen 1983) have proposed that it is the responsibility of SLA researchers to make the results of their work relevant for classroom practice. Long (2009) and Ellis (2010) have independently proposed a set of principles based on SLA research and theory designed to inform teachers regarding their classroom practices. The problem has been, however, that there is not a necessary connection between SLA theory/research and language teaching.

The argument I want to put forth in this talk is quite a different matter. Sociocultural psychology, as developed by L.S. Vygotsky, his colleagues, and his followers, including A.R. Luria, A.N. & A.A. Leontiev, P. Galperin, and V. Davydov, among others, must by necessity be relevant to educational settings. There are a number of reasons for this, but two are central to my claim: (1) Vygotsky's theory emerges from his insightful reading of Marx, and therefore takes seriously the Eleventh Thesis on Feuerbach, i.e., "Philosophers have hitherto only interpreted the world; the point is to change it"; and (2) formal education is the primary site where a specific type of development occurs, development grounded in systematic scientific understanding of the object of study. Given these two points, Vygotsky argues that the true test of his theory does not take place in the experimental setting, but in the setting where what he calls "artificial development" takes place, i.e., intentional, explicit education. This is the pedagogical imperative.

I will examine imperative with regard to L2 language education, the crux of which is that instruction must be grounded in well-organized conceptual understanding of language and that we must leave learners to their own devices to try to figure out how the new language is organized and how it functions, as is proposed in inquiry-based approaches to education. Our task is to make this knowledge available to learners in a systematic and pedagogically useful way and to help them make the connection between this knowledge

and their own practical activity. The presentation will consider a specific model of L2 classroom development, Systemic Theoretical Instruction, with examples from recent studies carried out in L2 English educational settings.

**J.P. Lantolf** is Greer Professor of Language Acquisition and Applied Linguistics in the Department of Applied Linguistics at The Pennsylvania State University. He directs the Center for Language Acquisition in the College of the Liberal Arts. Jim Lantolf has published widely in the area of applied linguistics and is the co-author of *Sociocultural Theory and the Genesis of Second Language Development* (2006, with Steven L. Thorne). His research focuses on a wide number of theoretical issues in sociocultural theory and second language learning.

***Sponsored by the United States Embassy, Rome***

**Leproni, Raffaella**

***Englishing: The Language of Power, the Power of Language***

L&LI – TK – FRIDAY 17:45 – ROOM 1

The recognition of individual and social identity, identity inclusion/exclusion/ participation mechanisms, is closely related to linguistic issues. Linguistic inability implies self-exclusion from power, government, and development. Analysing texts that exploit the language of power helps to understand and improve the building/consolidation of the individual's identity in his/her social context.

**R. Leproni**, now a researcher at University of Rome, "Roma Tre", has been teaching English in the Faculty of Education since 2002. Her research and activity currently deal with analysing the role of language in assessing identity and using literary texts as authentic material to teach L2 through language-in-performance, the communicative approach and CLIL.

**Lindon, Sandra**

***Medical Presentations in English– teaching beyond language***

ESP – WK – SATURDAY 14:45 – ROOM 7

Presenting research results at international scientific meetings is an inseparable part of a doctor's career. English teachers are often asked to verify the grammatical correctness of slides. Is this enough to ensure a successful oral presentation? Can the ESP teacher think outside the box and offer more comprehensive language services?

**S. Lindon** is an experienced freelance Cambridge DELTA-qualified English Tutor and Medical Writer, passionate about her work. Her university background is in Education: TESOL. Her expertise includes: English for Medical Purposes, Business English, Presenting in English, NLP and One-to-one. Her research interest are:neurolinguistics and nativespeakerism.

**Lopriore, Lucilla**

***Languaging in CLIL: Emerging Communities of Practice***

CLIL – TK – FRIDAY 10:15 – ROOM 7

CLIL requires a reconceptualisation of language from language learning towards an integrated model that involves the learner in actively using language. Emerging communities of practice of content teachers are exploring implications of languaging content. This presentation illustrates projects developed by teachers who are sustaining learning through languaging.

**L. Lopriore** Associate Professor of English Linguistics, Department of Foreign Languages, Literature and Cultures, University of Rome, “Roma Tre”. MA TEFL (Reading), PhD (Siena), textbook writer, teacher educator, President of TESOL Italy (1996-1998), TESOL Intl. Board of Directors member (2001-2004), her current research interests are ELF, specialized lexicon, multimodality, early language learning, and CLIL.

**Lopriore, Lucilla – Vettorel, Paola**

***More than English: Insights into Teaching Materials***

L&LI – TK – SATURDAY 15:45 – ROOM 7

This presentation investigates to what extent research in the fields of World Englishes and English as a Lingua Franca (ELF) are mirrored in ELT classroom materials addressed at Italian secondary school students. Exemplifications aimed at raising socio-linguistic awareness, as well as the development of effective communication strategies, will also be provided.

**L. Lopriore** (see above)

**P. Vettorel** is Assistant Professor in the Department of Foreign Languages and Literature, University of Verona. She has presented papers at national and international conferences, and her main research interests include English as a lingua franca and its implications for teaching and learning English.

**Maglione, Maria Grazia**

***Jane Austen Day: Student Presentations and Videos***

CLASSP – PS – FRIDAY 12:00-14:15 – ROOM 1

This poster session is the result of a literary project carried out by the students of the Liceo Scientifico “Teresa Gullace Talotta” (4<sup>th</sup> and 5<sup>th</sup> forms). The aim was to celebrate the modernity of the famous English writer on the occasion of the bicentenary of the publication of *Pride and Prejudice*.

**M.G. Maglione** is a teacher of English language and literature at Liceo Scientifico “Teresa Gullace Talotta” in Rome, a former training supervisor at SSIS Lazio, and is currently involved in TFA (tirocinio formativo attivo) as a teacher trainer at the University of Rome, “Tor Vergata”. She has taken part in the Action Research Project and in several multimedia projects.

**Maglione, Maria Grazia** and TESOL Italy's Local Groups Coordinators

***TESOLING: Sharing Local Groups' Best Practices***

TED/DEV – WK – SATURDAY 11:45 – ROOM 13

*TESOLING* wants to underline the dynamic development of the TESOL Italy association that faces educational challenges in language learning/teaching. How do Local Groups cope with these changes? This workshop focuses on sharing best practices and experiences over this year.

**M.G. Maglione** (see previous page)

**McFeely, Wendy**

***Integrating Literature: Experiencing Texts in All Four Language Skills***

INTSKILLS – DEMO – FRIDAY 14:30 – ROOM 2

This presentation provides practical ways to incorporate literature across language skills. Reading guides, online voice recordings, and peer reflections will be shared. Comments from students who participated in the class will also be presented. Participants will be encouraged to share their ideas on incorporating the items presented into their own classroom.

**W. McFeely** received her MA at Northern Arizona University and taught there for two years. Currently, she is an instructor of graduate students at the American University in Cairo specializing in content-based instruction. She has extensive experience in teacher training and her interests focus on pedagogies that encourage autonomous learning.

**Mikunis, Natalia**

***Metalinguistic Awareness in Literature (Short Story Analysis)***

LIT – DEMO – SATURDAY 16:45 – ROOM 2

The term metalinguistics implies a reflexive attitude to language and metalinguistic awareness requires a keener than on-the-surface awareness of language: increased awareness of words, phrases, syntax, denotations, connotations, lexical ambiguities, figurative devices, etc. I will promote keener consciousness of language using the example of the short story *I SPY* by G. Greene.

**N. Mikunis** is a teacher of English and literature, teacher trainer, syllabus writer. She is an honored teacher in Russia, holds a CPE 1995 (with Endorsement in English Literature), is a member of MELTA (Moscow English Language Teachers Association), Head of Committee on gifted children support and creative writing.

**Mortera, Carroll**

***Women's Literary Journeys***

LIT – WK – FRIDAY 16:45 – ROOM 14

Teaching creativity is the best way to encourage students to communicate in a dynamic classroom. Journeys through literature written by women (poems, texts from novels, short stories, and theatre) will be presented in the form of a workshop.

**C. Mortera** is a retired teacher and teacher trainer. She is a former President of TESOL Italy.

**Ortenzi, Maria Antonietta**

***CLIL Classroom Practice: Focus on Science***

CLASSP – PS – SATURDAY 11:15-13:30 – ROOM 1

This poster session is the result of a scientific project carried out by the students of a second form of the Liceo Scientifico “Primo Levi”. The focus was on renewable energy and alternative sources and the students created PowerPoint presentations and posters that they will be showing.

**M.A. Ortenzi** is a high school teacher of English language and literature at Liceo Scientifico “Primo Levi” in Rome. She was involved in the Action Research project. She is in charge of language certification at her school. She is the coordinator of the TESOL Italy Local Group in Rome and has taken part in several CLIL projects.

**Pagano, Ninfa**

***Literature and Culture in the Communicative Process***

LIT – Wk – SATURDAY 9:45 – ROOM 1

This session aims to illustrate how the creation of a module of literature, which follows the principle of a continual dialogue between the past and present and diverse cultural forms, can encourage students to reflect on their own surroundings and experiences.

**N. Pagano** is an EFL teacher in Italian state secondary schools and lecturer at the Faculty of Economics, University of Palermo. She is an author of books and articles on the methodology of English literature and of business English. She is a member of AIA and coordinator of TESOL Italy group in Palermo.

***Panel Discussion***

***Coonan, Carmel – Langé, Gisella – Lantolf, James – Lopriore, Lucilla***

***CLIL: Issues and Perspectives for Learners and Teachers***

CLIL – PLENARY

SATURDAY 14:30 – ROOM 7 (LIVE); ROOM 14 (VIDEO CONFERENCE)

Content and language integrated learning (CLIL) has emerged as a major innovation for improving both the quality of language learning and of educational curricula. In the last twenty years a growing number of foreign language, and content teachers as well, have been using a CLIL based approach and have developed specific syllabi and materials. Last year CLIL was officially introduced in the Italian curriculum and several in-service training courses for content teachers are currently being run to prepare them for their new tasks. Emerging issues and new perspectives for both content and foreign language teachers will be discussed in the panel by a group of experts in the field.

**C.M. Coonan** (see page 7)

**G. Langé** is a Foreign Languages Inspector with the MIUR advising on internationalisation and foreign languages. She is a researcher, writer, and consultant on language policies, language teaching, testing and certifications, curriculum development, and intercultural education. She has developed CLIL materials and organized web-based teacher training courses.

**J. Lantolf** (see page 14)

**L. Lopriore** (see page 15)

**Quigley, Michelle**

***Globally Speaking***

LN – TK – SATURDAY 9:45 – ROOM 2

In keeping with today's globalized world where non-native speakers of English outnumber native speakers 3 to 1, Italy embraces the concept of Englishing, of using the language as a vehicle for communication, by teaching content subjects through English. In this context, is the target model of native speaker norms still relevant?

**M. Quigley**, MA TESOL and Applied Linguistics, has worked in EFL and ESP and has been teaching in Rome for 20 years. She is a lecturer at the Università Cattolica del Sacro Cuore, Rome, and has recently co-founded the language school Globally Speaking. Her areas of interest include English for Specific Purposes and English as an International Language.

**Ranzoli, Silvana**

***Redesigning the Future Classroom in Literary Studies***

CURRDEV – TK – SATURDAY 11:45 – ROOM 7

In a fast changing scenario teachers are looking for keywords, which from different perspectives might redefine the issues and boundaries of a new syllabus and innovative classroom practices. Three successful key words are: intersections between subject areas (supporting CLIL implementation), quality classroom tasks, and the use of flexible technologies.

**S. Ranzoli** is an experienced teacher (high school, SILSIS, University of Pavia), a freelance teacher trainer, and a textbook writer. Her main interests focus on innovative materials and strategies for literary studies, CLIL, paragraph writing, brain-based learning, visualization, and multimedia teaching.

**Rivezzi, Giovanna**

***Extensive Reading and CLIL***

CLIL – TK – SATURDAY 12:45 – ROOM 6

The talk aims to illustrate the initial phases of a CLIL methodology experience carried out in a third-year Art class at the Liceo Linguistico "Bérard", as a result of the involvement of the school in a MIUR pilot project. These phases include the "extensive reading" approach and subsequent detection of CLIL topics.

**G. Rivezzi** initially trained as a conference interpreter and translator. She has published several articles on court interpreting and legal translation. She has been an EFL teacher since 2002. Because of her background, she is particularly sensitive to ESP and CLIL themes in her approach to teaching.

**Roma, Silvia**

***Tips for Public Speaking***

INTSKILLS – PS – FRIDAY 12:00-14:15 – ROOM 1

Whether students are talking to friends or presenting literature in front of a teacher, they all have to speak in public. The objective of this work is to provide tools to build an effective presentation. Communication strategies such as the hook and the preview, as well as body gesture will be illustrated.

**S. Roma** teaches English and French in public high schools. She has a post graduate degree from the University of Rome, “Roma Tre” in “Theory and Practice in Lifelong Learning”, and has developed methodologies to facilitate the adult learning process. Her greatest interest is in applied linguistics, translations and creative teaching.

**Romoli, Michela**

***Earthquakes: Technological Innovation to Teach CLIL***

CLIL – DEMO – SATURDAY 9:45 – ROOM 13

To effectively teach English as a second language, teachers must plan lessons that connect to a range of skill levels, learning styles, and that are also motivating. Using different subjects reinforces the topic while improving English language skills. This presentation demonstrates how new technologies are used to accomplish these goals.

**M. Romoli** has taught English since 2001 and is qualified to teach German and French. She has attended three second level University Masters Degree courses at the University of Rome, “Tor Vergata” on teaching English. During her career, she has taught with various multimedia tools to stimulate student interest and learning.

**Seligson, Paul**

***Proper Progress with Pronunciation – Please!***

CLASSP – WK – SATURDAY 11:45 – ROOM 14

Pronunciation is a real issue for many Italian learners of English, particularly for teens and adults. Yet it is often given short shrift by teachers, schools and syllabuses. Using a number of innovative *Record, Compare, Share* techniques, this workshop will introduce lots of new tricks for immediate use in class.

**P. Seligson** has been TEFLing worldwide for over 30 years and is well known for lively, highly practical training. A CELTA assessor and the author of many best-selling ELT publications, Paul works freelance from Brighton, England and is, of course, delighted to be returning to Italy.

***Sponsored by Richmond***

**Sessa, Maria Antonietta**

***How to Face the CLIL Challenge***

CLIL – Wk – FRIDAY 16:45 – ROOM 1

The introduction of CLIL into Italian schools is a cause of distress for both English and non-English teachers since none of them possesses the essential content or language competencies. During the workshop I will illustrate a website that can be used to facilitate teachers' work and enhance student skills in classroom practice.

**M.A. Sessa** is an English teacher with long-term experience in international projects developed in partnership with European and Asian schools. During the projects with her students she has developed collaborative activities and carried out research through social networks and Web 2.0 Internet applications.

**Shaw, Catherine Emma**

***Applying Assessment For Learning Techniques in CLIL/EFL Classrooms***

AMT – DEMO – FRIDAY 10:15 – ROOM 14

Assessment For Learning (AFL) techniques form an integral part of effective CLIL classrooms to foster positive learning environments. This demonstration looks at AFL principles and their application at primary and secondary levels to promote learner autonomy and self-assessment, and will be useful to both CLIL and EFL teachers.

**C.E. Shaw** is a teacher trainer specializing in CLIL. She coordinates the British Council/MUIR pilot project in bilingual education in Italian primary schools, working closely with education managers and practitioners in Italy and Spain. Since 2004 she has taught young learners at the British Council in Naples and Hong Kong.

**Shaw, Catherine Emma**

***Dual Language Education in Italy... Some 'Primary' Examples***

CLIL – Tk – SATURDAY 15:45 – ROOM 13

CLIL and Bilingual Education... What's the difference? CLIL is the biggest challenge facing high school education in Italy. But what is happening on a primary level? This presentation examines two bilingual education models: the British Council/MUIR pilot project in state primary schools and British Council lead projects in the private sector.

**C.E. Shaw** (see above).

**Smith, Brian E.**

***Enhancing Motivation through Student-Teacher Facebook Relationships***

TECH – TK – FRIDAY 12:30 – ROOM 6

This workshop will explain the use of Facebook to assist in forming bonds between teacher and student, as well as between students. This application of simple technology has proven to help in motivating students to use English in meaningful and authentic communication, which in turn benefits classroom dynamics.

**B.E. Smith** is a non-tenured, associate professor of English at Meiji University School of Global Japanese Studies, in Tokyo, Japan. He holds an MEd from the University of San Francisco. His interests include student motivation and learner autonomy, according to the skills courses he teaches.

**Spinelli, Gina Marie**

***Literary Journeys: Best Practices with John Cabot University's "Italy Reads"***

INTSKILLS – TK – FRIDAY 17:45 – ROOM 14

FOLLOW UP: PS – SATURDAY 11:15-13:30 – ROOM 1

Attendees will see how the "Italy Reads" exchange program facilitates engaged teaching and learning among Italian high school students and teachers of English, American university students, and professors... a literary journey! In its 5<sup>th</sup> year, Italy Reads represents a dynamic resource for teachers and students of English language and literature in Italy. This presentation will be given in two parts: a Talk and a follow up Poster Session.

**G.M. Spinelli** is Academic Administrative Assistant at John Cabot University and has coordinated the Italy Reads Program, directed by JCU Prof. Dews, since 2010.

***Sponsored by John Cabot University***

**Tanasijevic, Milena**

***How to Adapt CLIL Content Material for Language Classrooms***

CLIL – TK – SATURDAY 15:45 – ROOM 1

Language acquisition is a complex process, consisting of input, inter-language, knowledge, and output. The key to successful acquisition is fine-tuned input (i+1). The aim of the talk is to provide suggestions on how to achieve the best fine-tuning of the input when using authentic material or CLIL material in the classroom.

**M. Tanasijevic** is an ELT Lecturer at Belgrade Metropolitan University, working on general English and ESP courses. She has worked as a teacher trainer for LCCI FTBE courses and has delivered talks in Serbia, Greece, France, and the USA. Her interests are SLA theory and research, and curriculum development.

**Tatsuki, Donna**

***Teaching to Learn***

AMT – TK – SATURDAY 9:45 – ROOM 7

A proverb attributed to Confucius states “If I hear, I forget. If I see, I remember. If I do, I understand”. This is the central theme and rationale behind the teaching method, which will be described in this presentation in a wide range of courses and situations.

**D. Tatsuki** is a professor in the Graduate School for English Language Education and Research at Kobe City University of Foreign Studies. As well as being devoted to the teaching of literature, she is currently researching multi-party talk-in-interaction of Model United Nations simulations and representations of gender/ethnicity in language textbooks.

**Ustinova, Irina**

***Cooperative Teaching and Learning: Keys to Success***

AMT – WK – SATURDAY 15:45 – ROOM 6

The objective is to demonstrate how co-teaching is an effective strategy for English language learners. At first, different models of co-teaching such as one teaching, one observing, parallel teaching, and team teaching will be explored in interactive format; then, participants will experience co-teaching techniques to implement them in the classroom.

**I. Ustinova** has a PhD in linguistics from Syracuse University, NY. She teaches courses in linguistics, research methods in TESOL, developing intercultural competence, and foundations for English language learners. Her research interests are in global English, content-based instruction, and cooperative teaching.

**Varbero, Donna**

***Trouble Englishing? Maybe It's Memory***

LN – TK – SATURDAY 15:45 – ROOM 2

This talk will explore the role memory, particularly working memory and phonological memory, plays in learning in general and in students with foreign language learning difficulties. Ways of compensating for difficulties and expanding memory will be discussed.

**D. Varbero** is an occupational therapist with TESOL certification from Trinity College of London. She has been a volunteer teaching EFL-adult with Literacy Volunteers of Tucson and works daily with children with learning disabilities.

**Vitulano, Maria Pia Virginia**

***Be Creative: How to Relate Language Competences to Visual Arts***

CLIL – PS – SATURDAY 11:15-13:30 – ROOM 1

How can Architecture, Art and Painting co-exist in a very thorough CLIL experimentation? In this poster session you will discover great planning and the realization of a Study Visit-LLP, which gave birth to new cooperation and synergies with foreign colleagues for innovative future CLIL projects.

**M.P.V. Vitulano** is an EFL teacher at the Liceo Artistico “Via di Ripetta” in Rome, and bursar of Comenius and Study Visit projects. She is co-editor of a magazine, author, and teacher trainer and tutor for IWB and for primary school teachers organized by MIUR-Indire.

**White, Carmela Mary**

***ESP or CLIL? Integrating Language within Science Degree Courses***

ESP – TK – FRIDAY 10:15 – ROOM 13

Italian universities are undergoing a major evolution, in which linguistic competence is designated as an important goal for students. How do colleagues view the role of language teaching in Science courses? Results of interviews with science subject teachers will open a discussion on **ESP/CLIL** best practices promoting interdisciplinary collaboration.

**C.M. White**, British national, modern languages graduate at UCL, began teaching in 1982. English Language Lecturer (lettrice), 1985- 2012 at the Science Faculty, Bari University, now with the Physics Department. Currently in charge of English language courses for material science, biology and mathematics students. Her research interests are ESP, discourse analysis, pragmatics, motivation studies.

**Winchcombe, Geraldine**

***Englising with Trinity***

INTSKILLS – Wk – SATURDAY 12:45 – ROOM 2

Do you want to foster individuality and creativity, prepare your students for successful performance in life, or find a learner-centred examination in tune with global trends in the use of English? If you’ve answered “yes” to any of these questions, it’s time to explore the challenges and opportunities of developing integrated language skills.

**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 a member of the Academic Team for Trinity College London in Italy. Her main interests are communicative skills assessment and CLIL.

***Sponsored by Trinity College, London***