

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
Curriculum Development	CURRDEV
Intercultural Communication	INTCULT
Language and Language Issues	L&LI
Learners' Needs	LN
Literature	LIT
Multiculturalism	MULTICULT
Primary Education	PED
Secondary Education	SED
Teacher Education/Development	TE/D
Use of Technology	TECH

ABSTRACTS

Abdul Salam ,Fayrouz

How Teachers' Motivation Impacts Students' Motivation to Learn

TE/D — Tk

Friday, 17:30-18:15 Room 4

Students' motivation has always been the center of many discussions and plenty of research. It is worth noting that teachers' motivation directly impacts students' motivation and learning progress. In this presentation, the factors influencing teachers' motivation, the strategies to motivate teachers and the benefits reflected on students' motivation is discussed.

F. Abdul Salam is an EFL professional of 14 years. She earned an MA in Applied Linguistics and DELTA and working on her EdD in Higher Education from the University of Liverpool. She has presented widely around the world, and she is keen on contributing to teacher development and education.

Aiello, Jacqueline — **Landolfi, Liliana**

Errare Umanum Est Sed

PN — ASSESS

Friday, 16:30-17:15 Room 2

The purpose of this talk is to disclose the potential of the analysis of authentic learner errors to develop metalinguistic awareness and language proficiency in English language learners. Theoretical considerations are supported by practical, interactive activities to highlight the relevance and application of error analysis in L2 classrooms.

J. Aiello is currently a postdoctoral researcher at the University of Naples, 'L'Orientale'. She received her PhD in TESOL from New York University in 2015. A Fulbright ETA to Italy, her current research focuses on extensive reading and her research interests include L2 attitudes, identity, and motivation among learners of English.

L. Landolfi, Associate Professor of English Language and Linguistics at UNIOR, Naples. She has presented papers at national and international conferences, written articles, books and CALL programs on formal and applied linguistics. Her current interests are motivation, translation, language awareness, educational NLP and affected-gear methodology in formal teaching and learning environments.

Antonucci, Claudia — **Casaretto, Giovanna** — **Senzasono, Giovanna**

Art Depicting Society, from Realism to Mural Painting

CLIL — Wk

Saturday, 15:30-16:15 Room 2

How did and how can artists shake people's minds to encourage them to reflect on the most important issues of the society of their times? This workshop is a view of the language of art, its deep transformations and challenges due to industrialization from the Industrial Revolution to present times.

C. Antonucci, has a degree in Culture and Foreign Languages and Literatures (German, English, French), and a degree in Literary Translation. She has done a three-year-course for Interpreters and Translators and a 350-hour dubbing course. She has translated and published a book from English into Italian and one from German into Italian.

G. Casaretto, has a degree in Architecture from the University of Genoa, and a Master in 'Restoration of Ancient Buildings' from 'Sapienza' University of Rome She's been teaching History of Art and Technical Drawing at high schools in Turin and Rome since 1988 and has been involved in CLIL methodology since 2010.

G. Senzasono, holds a degree in Architecture from 'Sapienza' University of Rome (1992). She's been a History of Art teacher since 1994 and has been teaching at L.C. Europeo, a school that specializes in language teaching, CLIL methodology, and digital technologies since 2010. She likes sharing disciplinary content, and favoring team working.

Bagnato, Viviana — Papadrakakis, Isadora

Poetry and Art: An Inspiration

AMT — Wk

Saturday, 13:30-14:15 Room 6

We explore the relationship between literature and visual arts: how young people can develop critical thinking, language skills and interpersonal communication by learning to talk about art and poetry. In combining the power of images with discussions in English, everyone has the opportunity to absorb the language effectively, unselfconsciously and playfully.

V. Bagnato studied Architecture, Painting and Gallery Teaching for Elementary School Groups. She has worked for the Learning Through Art Program of the Guggenheim Museum and as Teaching Artist for The Center for Arts Education in NY.

I. Papadrakakis studied Classics, History of Art and Theatre Design in the UK. She has worked as Head of Arts for the British Council internationally and as Art Advisor for the Abu Dhabi Government.

Balena, Antonella

Shaping Language, Shaping Teaching English to Dyslexic Language Learners

LN — Tk

Friday, 10:00-10:45 Room 14B

For dyslexic students learning a foreign language is a somewhat stressful situation which can result in failure, demotivation and subsequent behavioural problems. True inclusion is about feeling accepted and involved in a worthwhile learning experience with the teacher managing dyslexia-connected problems through the Multisensory Structured Language Approach (MSL).

A. Balena, with a master in experimental didactics, planning and evaluation techniques, is a long-experienced EFL high school teacher. She likes experimenting new methodologies and approaches and, to better motivate her students, she has devoted herself to constant study and research of successful didactics for teaching.

Ballotto, Stefania

The Profile of the 21st Century Teacher

ASSESS/CLASSP — Wk

Friday, 12:15-13:00 Room 2

This interactive workshop will investigate some areas of inquiry in "shaping up" in learning processes so that evaluation generates knowledge, embraces change, allows students to teach each other, and run towards students' area of weakness, not away from it. See yourselves as co-learners not teachers and allow failure... often!

S. Ballotto, MA Applied Linguistics, University of Cambridge. She has worked in English Language Teaching for over 36 years and has trained EFL, ESOL, CLIL, and subject teachers and trainers in the state and private sectors, in Italy, UK, Spain and in her native South Africa. Currently university lecturer and teacher trainer.

Bollas, Angelos

Speaking Homework with VoiceThread

TECH — Tk

Friday, 12:15-13:00 Room 14A

Speaking has always been an area that intimidates all non-native users of English. This presentation explores different speaking homework tasks for intermediate level students as a way for them to improve on this skill. Participants will be shown how to use VoiceThread to improve non-native students' speaking performance.

A. Bollas (Cambridge Delta, MA ELT) is an ELT Professional based in Greece, the UK, and online. He works as a teacher, examiner, and teacher trainer. He is an #ELTchat co-moderator, iTDi Blog contributor, and member of IATEFL Conference Committee. He is @angelos_bollas on Twitter.

Bordini, Francesca **Di Stefano**, Serafina

Let's Warm Up and Play Together!

CLASSP — Wk

Saturday, 16:30-17:15 Room 7

Warming up activities are essential to stimulate curiosity and create a positive atmosphere for learning and inclusive didactics. Some warming up activities focused on CLIL methodology (History) will be presented with the objective of understanding its importance and how to create different CLIL-related tasks.

F. Bordini, teaches Humanities. She is trained for CLIL, and has great experience of life-long learning and training, even abroad. Her will of experimenting and improving, as teacher as well as individual, gives her didactics a special twist.

Bubalo, Nicole

Italians Do it Better! The Value of Non-Native Teachers

CLIL — Wk

Saturday, 09:30-10:15 Room 4

Non-native Speaking Teachers often indicate their level of language proficiency and lack of confidence as problems, especially in the CLIL classroom. However, NNSTs have strengths over NSs and in this workshop teachers will explore their own beliefs and awareness with the objective of improving levels of confidence.

N. Bubalo (MA TESOL and Applied Linguistics) is co-founder and co-director of 'Globally Speaking'. CLIL teacher trainer for MIUR-funded courses, she has been teaching English for Academic Purposes and preparation for Cambridge and IELTS examinations for 25 years. Her areas of interest include EAP, Teacher Training, CLIL, Academic Writing and Vocabulary learning.

Cannelli, Alessandra — **Fazio**, Alessandra — **Lopriore**, Lucilla

The Privilege of CLIL Teachers: Non-Nativeness, Identity and Cognition

CLIL — PN

Saturday, 14:30-15:15 Room 14

Non-native subject teachers (CLIL) are learning to work in new linguistic environments where their teaching is being modified by the use of another language. This panel illustrates and discusses their emerging professional identity as well as the results of their reflective practices. Discussion will be open to the audience.

A. Cannelli, has taught at the Jewish Community high school in Rome, at junior high school and is now at IPSEOA Tor Carbone. INDIRE online course E-tutor & teacher trainer, eTwinning pedagogical advisor, tutor coordinator and expert In ICT in TFA and CLIL methodology courses at 'RomaTre' University.

A. Fazio, Associate Professor in English Language and Translation at the 'Foro Italico' University of Rome. Specialist in terminology, applied linguistics and ESP. Her main interest is the analysis of the language of sports, Sports Science and Legal English. She has been in charge of two CLIL methodology courses for subject teachers.

L. Lopriore, Associate Professor, 'Roma Tre' University. MA TEFL (Reading), PhD (Siena), textbook writer and teacher educator. TESOL Italy President (1996-1998), TESOL Intl. Board of Directors (2001-2004). She has been in charge of 6 CLIL methodology courses. Current research interests: ELF, specialized lexicon, evaluation, multimodality, early language learning, CLIL.

Carnini Pulino, Silvia — Keenan-Thomson, Tara — Spinelli, Gina Marie

Decentering Native Privilege: Italy Reads, Writes, Pitches

INTCULT — PN

Saturday, 9:30-10:15 Room 2

How critical reading, writing, and speaking can be reimagined to decenter the prevailing hierarchies of NS privilege allowing students to transform power structures through a discussion of JCU's, 'Italy Reads', 'Italy Writes' and 'Italy Pitches', which collaborate with NNESTs to help students acquire the communication skills needed to do this.

S. Carnini Pulino, Assistant Professor of Business Administration, Director of JCU Institute for Entrepreneurship. B.A., Oxford University, M.A., Oxford University, M.B.A., Harvard Graduate school of Business.

T. Keenan-Thomson, Instructor of English Composition, Writing Center Coordinator. B.A. New York University, M.A. New York University, PhD, Trinity College Dublin

G.M. Spinelli Academic Administrative Assistant, Executive Coordinator for the 'Italy Reads' program. B.A., Bryn Mawr College

Caputo, Sonia

Violence Against Women: Is Education the Key?

CLIL — Wk

Friday, 17:30-8:15 Room 14B

Two different cultures, Pakistani and Italian, converge on a common objective to reflect on respective gaps. A CLIL project to highlight the problems faced by women in Pakistan to educate students, in an Italian secondary school, predominantly attended by male students, to respect women. A step to enhance awareness.

S. Caputo is a secondary school teacher of English. She has been a teacher trainer for *Neoassunti*, for INDIRE and has been awarded a *Buone Prassi* in tutoring. She has published articles on environmental CLIL and on the role of EU educational policies. She has taken part in national and international conventions.

Casaretto, Giovanna (see **Antonucci** et al. for session and biodata)

Ceruti, Maria Angela — Tosca, Matteo

The Weather with You: Shaping Teaching with Transnational Projects

PS — CLASSP

Saturday, 12:45-14:15 Room 1

This Poster Session illustrates some transnational projects (e-Twinning, Comenius, Erasmus +) carried out by teachers at IC 'Casaroli', (PC). It aims at showing what impact thinking transnationally and sharing experiences with foreign partners has had on primary and secondary school teachers and students, shaping and changing their attitudes.

M.A. Ceruti, PhD in Linguistics, University of Pavia, M.A. TEFL University of Reading, MA TEFL University of Reading, Diploma in Translation at the Institute of Linguistics, Trinity TESOL Certificate in TESOL. English language teacher at secondary school, teacher trainer, textbook writer, and European school projects coordinator.

M. Tosca, Primary school teacher, e-Twinning and active Erasmus+ participant.

Ciaffaroni, Maria Teresa — Valente, Maria Antonietta

Shakespeariana: An Intercultural and Cross-Curricular Project

INTCULT — Tk

Friday, 14:00-14:45 Room 14B

We decided to go the extra mile to properly celebrate Shakespeare's 400th anniversary. So much so that we managed to involve students and teachers almost all year round. Our students' creativity, both in English and Italian definitely surprised us and that's why we would like to share the experience.

Both **M.A Valente** and **M.T. Ciaffaroni** teach English at L.C. Augusto in Rome. In the course of their quite long teaching career they have planned and carried out a wide range of intercultural and cross-curricular projects and school exchanges. Among other things they share an unconditional passion for the Bard.

Cinganotto, Letizia — Cuccurullo, Daniela

Integrating Subject, Language and Technology towards Internationalization

CLIL — Tk

Friday, 10:00-10:45 Room 2

The presentation will illustrate the potential of technologies in the teaching/learning of subject content through a foreign language according to CLIL methodology. Practical examples, hints and suggestions will be given that refer to the speakers' recent training initiative within an international community of peers named 'Techno-CLIL for EVO 2016'.

L. Cinganotto, PhD, Researcher at INDIRE, former teacher of English, teacher trainer and author of digital content. She had been working at MIUR on issues related to foreign languages and CLIL. She has presented papers at national and international conferences and published articles and chapters in peer-reviewed journals.

D. Cuccurullo is a contract Professor and Secondary School English teacher. Engaged in research on teaching ESL through multimedia and CALL/MALL/MALU, she is also author of essays and articles of digital content. She is currently working on CLIL as an approach to LL, has developed CLIL materials and organized teacher training courses.

Cortese, Maria Ludovica — **Dell’Uomo, Stefano**

FLL and Motivation: Does CLIL Shape Them Differently?

CLIL — Tk

Friday, 10:00-10:45 Room 6

After three years of teaching CLIL courses at a L.S. in Minturno (LT), a History teacher and a Physics teacher illustrate their experience on how CLIL motivated their students’ and FL learning. Statistics, feedback, and other relevant data drawn from case studies show how classroom challenges can be dealt with.

M.L. Cortese is a History and Philosophy teacher at L.S. She graduated in Philosophy and post-graduated in Psychology. She holds an MA in FLL (University of London) and a CLIL certificate from ‘Roma Tre’. She has worked in the field of Social Psychology and is highly interested in FLL.

S. Dell’Uomo, formerly involved in Particle Physics Research, has been teaching Math and Physics at Liceo Scientifico since 2001. As an accredited CLIL high school specialist, he works extensively in the field, both teaching and tutoring. He is also an Adjunct Professor at Tuscia University (VT) where he teaches General Math.

Cuccurullo, Daniela (see **Cinganotto** for session and abstract)

D’Agostini, Adalgisa — **De Fulgentiis, Laura** — **Maglione, Maria Grazia** — **Vaccaro, Elisabetta**

Shaping Language Teaching: An Innovative Experience in the English Curriculum

CURRDEV — Tk

Friday, 17:30-18:15 Room 14A

In this talk we will illustrate an innovative experience of teaching English at a liceo scientifico in Rome. Language teaching has been shaped effectively combining some ingredients: the support of school stakeholders, of qualified teaching resources, a mix of methods, strategies, technologies and a lot of creativity.

A. D’Agostini and **L. De Fulgentiis** respectively teach Science and Art at L.S. ‘Teresa Gullace Talotta’ where they are involved in CLIL projects. Adalgisa D’Agostini is a qualified CLIL teacher having attended a methodology course at ‘La Tuscia’ University (VT)

M.G. Maglione and **E. Vaccaro** both teach English Language and Culture at L.S. ‘Teresa Gullace Talotta’ in Rome. They have taken part in several CLIL and multimedia projects and have written articles on motivation. They are currently members of the TESOL Italy Rome Local Group.

De Fulgentiis, Laura (see **D’Agostini** et al. for session and biodata)

Dell’Uomo, Stefano (see **Cortese** for session and biodata)

Dikilitaş, Kenan

Exploratory Practice for Teachers-as-Learners

TE/D — Tk

Saturday, 11:45-12:30 Room 7

This talk will focus on in-service language teacher education with the gradual introduction of educational research as an inquiry-based tool for professional development in Turkey. Exploratory Practice (EP) will be introduced as an

empowering development tool, characterized as a bottom-up approach, which describes teachers as learners and of how they can develop.

K. Dikilitaş is an ELT teacher educator and researcher, particularly interested in teacher research for professional development. He has organized international conferences for the IATEFL Research SIG and conducted teacher research projects in Turkey. He has published several edited books and papers in ELTJ and EAR.

Di Palma, Maria Anna — Gallo, Michele — Latorraca, Rossella

... Awareness is in Recognition!

PN — AMT

Friday, 17:30-18:15 Room 2

This talk explores the data collection and findings of a quantitative study on error analysis at university level. It aims at identifying trends in student error recognition in order to provide insights into the needs of English learners today, and practical suggestions for implementing these techniques in L2 classrooms.

M.A. Di Palma is a post-doctoral researcher at 'L'Orientale' University of Naples. Her research focuses on contaminate compositional data and multivariate robust analysis. She has collaborated with TUWien, Palacky and 'L'Orientale' universities, and worked as an International Consultant for UNIDO in Vienna. She has been a junior SISS member since 2012.

M. Gallo is Associate Professor of Statistics at 'L'Orientale' University of Naples. His research interests focus on Multidimensional Analysis of Data, Statistical Process Control, Analysis of Compositional and Ordinal Data, Rasch Analysis and Time Series. On these issues he has produced several scientific/methodological contributions. He collaborates with Italian and foreign universities.

R. Latorraca is a Ph.D. candidate with scholarship at 'L'Orientale' University of Naples. She is member of the EST and works as a technical translator. Her research focuses on observational learning and episodic memory in translation-related case-based reasoning, by using think Aloud Protocols as a tool for translation training.

Dyer, Theresa

Shaping Language with Corpora

L&LI — Wk

Saturday, 13:30-14:15 Room 2

Sooner or later, a student will ask us, "What's the difference between ... and ...?". This session will look at how to use corpora to see how language really works in practice. You will experience awareness-raising activities that encourage students to notice patterns, and evaluate corpora as a tool.

T. Dyer started teaching in Italy in 1990. With British Council she moved to Colombia, then Egypt before coming full circle and settling back down in Rome in 2004. Now she focuses on teaching and organizing in-house training for the wide range of needs her BC Rome colleagues have.

Sponsored by British Council Italy

Ennis, Michael Joseph

Integrating Intercultural Learning into English for Specific (Academic) Purposes

AMT — Tk

Saturday, 13:30-14:15 Room 7

The presentation will describe and demonstrate aspects of an “integrated approach” to teaching foreign languages and intercultural competence by sharing how elements of intercultural learning have been integrated into an English for Tourism Studies course.

M.J. Ennis primarily teaches English for Specific (Academic) Purpose at UNIBZ and UNIVE. He has taught at several other universities in the USA, Germany and Italy, and has given numerous conference presentations and teacher training workshops on his interests in ESP, ESAP, CLIL, and Intercultural Language Teaching.

Evans, Elizabeth

The C-Wheel: Creating Optimal Conditions for Children’s Learning

AMT/PEd — Wk

Friday, 16:30-17:15 Room 14A

In this workshop we will be exploring ways to create optimal conditions to enable everyone to blossom and thrive. The C-Wheel takes as its starting point the centrality of the child and the child’s learning. All the ingredients of the C-Wheel start with the letter ‘C’, hence the name.

E. Evans has been an EFL Teacher for over 25 years and a Teacher Trainer for the past 12. She works with students of all levels. Her current interests include CLIL, project-based learning and how to stimulate learners’ creativity. She has been collaborating with CELTIC Publishing for the past 15 years.

Farrell, Chris

Testing and Assessment: Effectively Diagnosing Learners

ASSESS — Wk

Saturday, 11:45-12:30 Room 2

This session will focus on the theory behind testing and assessing learners and provide some practical ways to create an effective testing procedure. I hope to provide a clear overview of the rationale behind testing and give the participants the opportunity to collaborate on creating tests to diagnose learners’ levels.

C. Farrell is Head of the Teacher Department with CES. He has been teaching since 2006 and has an MA and a Cambridge DELTA.

Fazio, Alessandra (see **Cannelli** et al. for session and biodata)

Fitzgerald, Donatella — Maglione, Maria Grazia—Ortenzi, Maria Antonietta

People on the Move

LN — Tk

Saturday, 14:30-15:15 Room 7

Our world is continuously changing and people for different reasons are moving from country to country. We will help teachers/students reflect on this new scenario by focusing on challenging topics such as human, social and cultural relationships, communication, inclusion, civil rights, and citizenship. Also CLIL connections will be explored.

D. Fitzgerald is Area Manager South Oxford University Press. She is a qualified teacher and her special research areas are CLIL, Special Educational Needs and the impact of New Technology on Language Learning. She is the co-author of English File Culture Links and Headway Culture (Oxford University Press).

M.G. Maglione is a teacher of English language and culture at Liceo Scientifico 'Teresa Gullace Talotta' in Rome, a former training supervisor at SSIS Lazio, a TFA teacher trainer at the University of Rome, 'Tor Vergata'. She has taken part in the Action Research Project and in several multimedia projects. She is a TESOL Italy Executive Committee member.

M.A. Ortenzi is the coordinator of the TESOL Italy 'Rome' LG. She is a TESOL Italy Executive Committee member. Former teacher at L. S. 'Primo Levi' in Rome, she was responsible for language certifications. She also collaborated in the Action Research Project.

Frontoni, Renzo — Uliano, Ariella

When English Became American — Romantic Literature from the Lakes to Walden

LIT — Tk

Friday, 16:30-17:15 Room 14B

This presentation includes videos, music, images & words in American English and briefly traces the early history of Literature in North America. From the 1820s to the Civil War, the American Dream started to be perceived by poets and novelists as connected with a more spiritual approach to Self-Art-Nature-Wilderness-Universe.

R. Frontoni is a professional photographer with an MA in Photography: History & Culture. He also holds an MA in Library, Archive & Information Studies. Renzo dances with Barbara Segal's baroque dance company and with the Bandorians, an ensemble performing Latin American and Middle Eastern music.

A. Uliano is a teacher, writer, singer and dancer. She researches Literature & Art in relation to Music & Dance and studies English, African and Latin American dance. Ariella also runs seminars and workshops during which students and teachers take part in singing, drama and dance activities.

Frontoni, Renzo — Uliano, Ariella

'If Dance Be the Food of Life, Dance On'

CULTURAL EVENT — At the Lunch Break

Saturday 12:30-13:30 Room 14

During this entertaining and lively workshop we will practice some easy steps and moves that were performed on the Elizabethan stage and at Court in Shakespeare's times.

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

Gabrielli, Anna — Marchitelli, Manuela

Challenges of NNESTs with Young Learners

PEd — Tk

Friday, 12:15-13:00 Room 14B

How do NNESTs at pre-school and primary school in Italy pave the way to successful teaching? How do they manage these age groups? In this talk the speakers will illustrate their work with Total Physical Response (TPR), and audio-visuals. Parents hold expectations: how can they help shape their children's learning?

A. Gabrielli Graduate in Foreign Modern Languages and Literature at 'La Sapienza' University in Rome, she has studied in the UK and has a Master in English Language Didactics. She has worked as a translator and has been a temporary EL teacher at Italian Middle and High School.

M. Marchitelli Graduate in Asian Languages and Cultures at 'La Sapienza' University, Rome, she has studied in the U.S.A., China and Japan. She holds an MA in English Language Didactics, and is CELTA and HDEE certified. She has worked as an ESL teacher since 2002 and trainer for Trinity exams.

Gallo, Michele (see **Di Palma** et al. for session and biodata)

Gómez, Susana

CLIL Programmes: A Big Open Door for Language Learning

Multicultural Schools: A Linguistic and Cultural Treasure for Europe

PS — CLIL

Saturday, 12:45-14:15 Room 1

These Posters summarise part of the results obtained in a three-year longitudinal research project sponsored by the Spanish Government which analysed the (de)motivating factors for teachers and stakeholders in English-medium content courses. The project analysed both strengths and weaknesses of the CLIL programmes and suggests ways for improvement.

S. Gómez (MA, PhD) is a lecturer of undergraduate and postgraduate courses at the University of Valladolid. Her fields of expertise are SLA and EFL methodology. She works as a reviewer for several international journals in the field and she coordinates and participates in several national and international research and innovation projects.

Grazzi, Enrico

Questioning the Interlanguage Paradigm: ELF in the English Classroom

TE/D — Tk

Friday, 10:00-10:45 Room 7

The aim of this talk is to raise teacher awareness of today's polycentric nature of English, to view language variability through the lens of English as a Lingua Franca (ELF). Examples of Network-based Language Teaching (NBLT) indicate that the learner's competence should be measured in terms of their *lingual capability* (Widdowson, 2015) rather than their conformity to native speaker norms.

E. Grazi is Associate Professor of English at 'Roma Tre' University. He is a teacher trainer and textbook writer. His main interests are English as a Lingua Franca and Educational Linguistics. His main publications report on research projects at high school level. He was President of TESOL Italy from 2002 to 2004.

Grelli, Paola — Ianni, Maria Gabriella

Why Teach Hospitalized Students?

LN — Tk

Saturday, 16:30-17:15 Room 6

The objective of our talk is to illustrate the unique teaching experience we had in two different hospitals, the strategies that were adopted in such a singular context, the improvements that were made and how each lesson was tailor-made according to the students' individual needs.

P. Grelli, English teacher since 2001, specialized in both secondary and adult education, she has been a trainer for Cambridge exams for several years. She holds a scholarship from University College Cork, Ireland, and has been a tutor at Trinity College, Dublin. In 2015-2016 she taught at 'Bambin Gesù' Pediatric Hospital in Rome.

M.G. Ianni, She has been teaching English at secondary school since 1984. She's a teacher trainer and TFA tutor coordinator at 'Tor Vergata' University of Rome. She's been editor of 'Englishes' for 15 years. This year she's taught at the 'sezione ospedaliera' at Policlinico 'Umberto I' in Rome.

Hanks, Judith

Puzzling about Exploratory Practice in Language Teacher Development

TE/D — Tk

Saturday, 15:30-16:15 Room 7

As language teachers, we are constantly engaged in negotiating culturally and linguistically diverse classrooms. But how can we work together to develop mutual understanding(s) relevant to our practice? In this talk I consider Exploratory Practice (EP), as a sustainable way for teachers *and* learners to meaningfully integrate research and pedagogy.

J. Hanks, Dr has worked in China, Italy, Singapore, and the UK as a language teacher and teacher educator. Her research interests include Exploratory Practice (a form of practitioner research involving language teachers and learners investigating their own classroom practices) and intercultural issues in language teacher education.

Hird, Jon

It's Different, Spoken Grammar

L&LI — Wk

Friday, 17:30-18:15 Room 6

The grammar of spoken English is in a number of ways different from the grammar of written English, which is the grammar that learners are generally taught. This session looks at some key features of spoken grammar and explores how we can introduce this into our teaching to help our learners better understand and use it.

J. Hird teaches English at the University of Oxford, is a teacher trainer and an ELT materials writer, with a particular interest in grammar and EAP. His recent publications include *Oxford EAP B1* (2015), *Grammar and Vocabulary for the Real World* (2015) and *Oxford Learner's Pocket Verbs and Tenses* (2013).

Hird, Jon

Grammar Games in the Classroom

CLASSP — Wk

Saturday, 15:30-16:15 Room 6

In this session we will look at, and take part in, a range of fun and interactive activities and games that practise grammar and provide plenty of opportunity for oral production of specific grammar points. You will leave the workshop with a number of activities that you can straight away use in the classroom.

J. Hird (see biodata opposite)

Howell, Sarah Mercedes

Nurturing Creative Thinking in Primary English Classrooms

PEd — Tk

Friday, 12:15-13:00 Room 7

Children are naturally curious with a need to explore, imagine and create. As they grow they may feel that their ideas aren't important in their quest to get that 'right answer'. In this talk we'll look at how we can value thinking at all levels of English in primary schools.

S. Howell, is a teacher trainer, conference speaker and writer. She has co-authored numerous course books including Italy's most popular primary course, *New Treetops*. Her areas of interest include visual literacy, creativity and philosophy for children. She's a member of TESOL Italy's Executive Committee and is a strong advocate for inclusive education.

Sponsored by Oxford University Press

Ianni, Maria Gabriella (see **Grelli** for session and biodata)

IBRAHIM, NAYR

The *Multilingual Turn* in Language Education: Plurilingualism and Diversity in the 21st Century

PL — MULTICULT

Friday, 15:00-15:45 Room 7 (Live) Room 14A/B (Video conference)

Children today grow up with multiple languages: they have a father and a mother tongue: they develop bilingualism as their first language: they speak heritage languages at home and pick up additional languages in the community; they study foreign languages, and have English as a basic skill. Yet we still view multilingual individuals through the narrow, restrictive monolingual lens. In this session I will consider children's language education through the multilingual lens, as they grow up in a globalised, transnational world. This multilingual turn is ever more important in increasingly multicultural societies that need to become inclusive of diversity, tolerant of difference and embrace plurilingualism.

N. Ibrahim is Head of Young Learners and Bilingual Section at British Council in France and a PhD student at the University of Reading, where she is studying the link between trilingualism, triliteracy and identity. Nayr has worked in English language teaching for over 20 years in Portugal, Hong Kong, Cairo and Paris, as a teacher, and presenting on the topic. Her latest publication is *Teaching Children How to Learn*, Delta Publishing, with Gail Ellis. Nayr's interests include early language learning, bi/multilingualism, language education, multiple literacies, and language and identity.

Sponsored by British Council

Ibrahim, Nayr

Q&A Session — Workshop

Friday, 16:30-17:15 Room 7

N. Ibrahim (see biodata opposite)

Ioannou, Constantine

More Than the 'Cs' — Assessment Designing in CLIL

CLIL — Wk

Saturday, 13:30-14:15 Room 14

Using the principles of backward designing that focuses on assessment planning, the presenter will guide participants through a process used to focus teaching units on well-planned tasks, evaluation measures and strategies that go beyond the 4Cs of CLIL.

C. Ioannou is a former TESOL Board Member who works with both Canadian and international language educators. He is Program Director for international projects for teachers and students visiting Canada's capital.

Keenan-Thomson, Tara (see **Carnini Pulino** et al. for session and biodata)

Kelly Calzini, Manuela

Language Testing —A Necessary Evil or an Essential Tool?

ASSESS — Wk

Friday, 14:00-14:45 Room 14A

Language learners are regularly tested with countless approaches to assessment, but what's the real value of language testing? Opinion is wide-ranging, from causing more harm than good, to being a cornerstone of language acquisition. This practical workshop explores the untapped potential of testing and assessment through authentic communication tasks.

M. Kelly Calzini, an experienced teacher and teacher trainer, works in EFL Education and Continuing Professional Development Programmes. She is an ELT author and contributes articles in teacher publications. Manuela is currently Academic Coordinator for Trinity College London in Italy. Her main research interests are communicative skills assessment, and washback of language testing.

Sponsored by Trinity College London

Kling, Joyce

"I Don't Teach Language" – The NNS Lecturer & EMI

PL — TE/D

Saturday, 10:30-11:15 Room 7 Room 14 (Video conference)

Abstract: Teaching through English as the medium of instruction (EMI) often requires experienced lecturers to venture into uncharted territory. While confident in the teaching of disciplinary content, these NNS EMI lecturers find themselves needing to develop both linguistic and pedagogic competence to address the academic literacy needs of their students in the international classroom. In this presentation, I will address the need for NNS EMI lecturers to develop minimum competence skills for EMI and discuss the lecturers' changing roles.

J. Kling is a postdoctoral fellow at the Centre for Internationalisation and Parallel Language Use at the University of Copenhagen. Her research interests include English-medium instruction (EMI), teacher cognition research, language assessment, ESP, and higher education language policy. She has authored several articles on EMI and language assessment. She is actively involved in international education and teacher training, and has presented and conducted workshops across Europe over the past 20 years. She was the founding director of The Language Center at Copenhagen Business School from 1997-2009. She has been an active member of TESOL, having served on several standing committees, as well as the Board of Directors from 2006-2009. She is also actively involved in ICLHE – the Association for Integrating Content and Language in Higher Education.

Sponsored by TESOL International Association and the U. S. Embassy in Rome

Koumpis, Dimitrios

The New Vision for Education: Developing 21st Century Skills

AMT — Tk

Friday, 12:15-13:00 Room 6

Traditional transmission models must be reworked if students are to overcome the challenges of the future. ELT offers ideal contexts for 21st century skills to develop thanks to the inherent dynamics of language usage. To develop these skills, ELT pedagogies that map onto the 21st century skills framework are needed.

D. Koumpis has studied Communication Skills, University of South Florida, and also holds a MA in Audiovisual Translation from Surrey University, UK. He has worked as a teacher, teacher trainer and ELT Consultant for more than 8 years. He has travelled extensively, delivering seminars and workshops all over Europe and Latin America.

Sponsored by Express Publishing

Krzyzosiak, Ania — Lambiase, Cristina

Assessing Writing —How to Involve Our Learners More?

ASSESS — Wk

Saturday, 14:30-15:15 Room 6

This session focuses on the importance of self and peer assessment as a way of boosting learner's autonomy. Key benefits will be discussed together with some practical suggestions on how to train learners in being able to critically reflect on and evaluate their written performance.

A. Krzyzosiak is a DELTA and MA qualified teacher and teacher trainer currently working at the British Council Milan. She has taught in Europe and Latin America.

C. Lambiase is a DELTA and MA qualified teacher and Cambridge examiner at the British Council Milan. She has 10 years' experience in ELT and ELT management.

Sponsored by British Council Italy

Lacey Freeman, Michael — Romoli, Michela

Learning to Learn —The Role of Graded Readers

LN — Tk

Friday, 10:00-10:45 Room 4

Graded Readers enable students to move forward at their own pace, while at the same time improving fluency and confidence. But how can we get students to read for pleasure? Non-native English speaking teachers have a pivotal role to play in getting students on the right track.

M. Lacey Freeman has written numerous graded readers. In 2014 he was the winner of the Extensive Reading Foundation Language Learner Literature Award for his adaption of 'Anne of Green Gables', and a finalist in the following two years for his work on 'The Canterbury Tales,' and 'The Railway Children'.

M. Romoli has taught English since 2001 and is qualified to teach German and French. She has attended three 2nd level University Master degree courses at the University of Tor Vergata about teaching English. During her career she has taught with various multimedia tools to stimulate students' interest and learning.

Lambiase, Cristina (see **Krzyzosiak** for session and biodata)

Landolfi, Liliana (see **Aiello** for session and biodata)

Latorraca, Rossella (see **Di Palma** et al. for session and biodata)

Leproni, Raffaella

Teaching Teachers: Wh Questions We Should Ask Ourselves

TE/D — Tk

Saturday, 13:30-14:15 Room 4

As teachers we normally deal with students' needs and outcomes, focusing on them as the core of our teaching. What happens when the students are teachers-in-the-making? How can we effectively train would-be teachers of English? Which are the personal/professional/linguistic/cultural key-factors we should consider?

R. Leproni has been teaching English at the Department of Education at 'Roma Tre' University since 2002. Her research and activity deal with, though are not limited to, using literary stories as authentic material to teach L2 through Language-in-performance, the Communicative Approach and CLIL, ESP, and working on teacher awareness.

Lindon, Sarah

To Be or Not to Be ... A Native Speaker

L&LI — Tk

Saturday, 14:30-15:15 Room 4

The ethnocentric concept of the native speaker as the source of the language has been an issue worldwide. The aim of this talk is to present the evolution of native speakerism, to determine the 'native speakerdom' eligibility and to discuss the 'ownership' of the English language.

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 interests are neurolinguistics and nativespeakerism.

Lopriore, Lucilla (see **Cannelli** et al. for session and biodata)

Lopriore, Lucilla — **Vettorel**, Paola

WE/ELF-Aware Reflective Perspectives in Material Development

AMT — Wk

Friday, 16:30-17:15 Room 4

Research in World Englishes and English as a Lingua Franca would demand for a shift in perspective in teacher education and ELT materials, particularly in contexts where English is taught by non-native teachers of English. In this workshop we will discuss such implications in terms of approach, activities and materials.

L. Lopriore, Associate Professor of English Linguistics, Department of Foreign Languages, Literatures and Cultures, 'Roma Tre' University. 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.

P. Vettorel is Assistant Professor in the Department of Foreign Languages and Literatures, 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 (see **D'Agostini** et al. for session and biodata)

Maglione, Maria Grazia (see **Fitzgerald** et al. for session and biodata)

Marchitelli, Manuela (see **Gabrielli** for session and biodata)

McArthur, Fiona

Putting CPD First in a Quality Learning Organisation

TE/D — Wk

Saturday, 16:30-17:15 Room 4

In this workshop we ask you to share best practices of CPD programmes, how to have highly motivated and qualified staff through professional training and performance appraisals and to co-plan individual training programmes. We will illustrate how we assess needs and create action plans through case studies.

F. McArthur has recently taken on the role of DoS in a school, AISLI and EAQUALS member. She decided to do so because she shares the conviction that it is important to invest in people from the bottom and where learning outcomes are supported across the board for both staff and students.

Sponsored by AISLI

Morbiducci, Marina

Revisiting Black Mountain College, an Experiment in Community

INTCULT — Tk

Saturday, 14:30-15:15 Room 2

In 1933 a handful of educators launched an innovative college based on the integration of disciplinary areas, balancing arts & crafts with theoretical studies, an alternative form of education. In the landscape of the Blue Ridge Mountains, the college became an example of community life, cultural cradle of daring experimentation.

M. Morbiducci is researcher and lecturer at 'Sapienza' University of Rome where she teaches English Language, Linguistics, and Translation Studies. She is translator and editor of bilingual first editions of works by US experimental writers, and author of monographies on innovative American poetry. She was TESOL Italy President from 2008-2010.

Odell, Marion Louise

Making In-Class Evaluation Valuable

TECH — Wk

Saturday, 9:30-10:15 Room 7

In this highly interactive session participants will check their understanding of types of assessment and the benefits they bring while trying out two web tools which are appropriate for low resource contexts. We will also look at ways to turn assessment into valuable information for both learner and teacher. Please bring devices.

M.L. Odell works as teacher and ICT coordinator with British Council Milan promoting strong pedagogical use of technology in learning with her students, her colleagues and teachers in local schools. After 20 years of teaching in many contexts she is still learning and looking for opportunities to share ideas and experiences.

Sponsored by British Council Italy

Ortzeni, Maria Antonietta (see **Fitzgerald** et al. for session and biodata)

Papadrakakis, Isadora (see **Bagnato** for session and biodata)

Petillo, Maria Candida and ITG 'Della Porta -Porzio' Students
Shaping Times and the Environment for Language Learning

AMT — PS

Saturday, 12:45-14:15 Room 1

The students' work will be briefly illustrated. It is the result of Project-Based Learning (PBL) methodology, which is based on reorganizing learning times and places where the learning process takes place, continuing it outside the classroom to foster students' creativity and decision-making abilities, new challenges for modern schools.

M.C. Petillo, teacher of English at an ITC in Naples. Member of the school's 'Digital Team for Innovation', she has been language lab and library director, school museum reference, Etwinner and Erasmus contact person, etc. She is a 'Naples' LG member and has attended many TESOL Italy conventions throughout the years.

Pinelli, Maria Serena — **Vellucci, Lina** and L.S. 'Avogadro' Students

'Heads Up!'

PS — CLIL

Saturday, 12:45-14:15 Room 1

'Why Can You 'Head' a Soccer Ball but not a Baseball?' is the title of a mini-project that a second-year-class carried out to improve their linguistic competence, explaining the title and illustrating the poster in English, after a number of brainstorming activities with both their Physics and English teachers.

M.S. Pinelli has been teaching Maths and Physics at high school since 1980. She has been teaching using CLIL methodology since 2010 and obtained a certification from the Italian Ministry of Education as qualified CLIL teacher in 2014. She currently teaches at L.S 'Avogadro' in Rome

L. Vellucci is a former teacher of Language and Literature at L. S. 'Avogadro' in Rome and a teacher trainer. She has carried out several CLIL projects throughout the years and is interested in life-long learning. She is currently President of TESOL Italy.

Priestley, Sarah

How Can Effective Teaching Be Evaluated and Managed?

TE/D — Wk

Saturday, 11:45-12:30 Room 4

What criteria can be used to carry out teacher observations? How can a teacher observation become a developmental experience? This workshop, for all education practitioners, explores these questions. Insights based on first-hand experience in Italy of making teacher observations a transformational tool will also be shared.

S. Priestley's teaching and training career has taken her to Eastern Europe, the Far East and Europe, where she currently works at the British Council as Bilingual Project coordinator and teacher. A Cambridge CELTA and Young Learner tutor, she has trained both teachers working in the state sector and in ELT.

Sponsored by British Council Italy

Rabello, Elizabeth

Developing Higher Order Thinking Skills with Active Learning Activities

AMT — Wk

Friday, 14:00-14:45 Room 6

This presentation aims at demonstrating how Active Learning Activities can be effectively incorporated in class to develop learners' Higher Order Thinking Skills, improve retention rates and promote deeper learning, maximizing intake. Sample activities are demonstrated and audience is invited to share experiences. A handout with selected activities is provided.

E. Rabello is an academic coordinator at Casa Thomas Jefferson, Brasília Brazil. She holds an MA in Applied Linguistics and has been an EFL teacher and a teacher trainer for more than 30 years.

Randich, Marina Amalia

I Wish My Italian Were as Good as My English!

AMT — Wk

Friday, 10:00-10:45 Room 14A

As a non-native English Speaking teacher, confidence is key when teaching pronunciation. I hated my students would find out I wasn't a native speaker. To teach pronunciation I had to overcome the myth that "natives do it better". Through gaining confidence we can build better pronunciation practice into our lessons.

M.A. Randich, born and raised in Argentina, fell in love with English through literature, music, etc. At 22 she moved to Europe, obtained a degree in Translation and Interpreting Studies, a CELTA A+, and tutored for international exams. She is still in love with TEFL and stays motivated studying LL creative techniques.

Ranzoli, Silvana

Innovative Teaching and Innovative Learning Move Forward Together

LIT — Tk

Saturday, 9:30-10:15 Room 14

Simple adjustments don't lead to innovation. The way forward should be based on a few key factors: high-quality thinking skills which enable learners to move past the mere recall of content, communicative language competence through multimedia tasks and testing, intersections across the curriculum and learners' exposure to various teaching-learning patterns.

S. Ranzoli is an experienced teacher (High School, S.I.L.S.I.S/TFA courses, University of Pavia), a freelance teacher-trainer and textbook writer. She has developed innovative approaches to language/literature teaching and interactive visual learning. She is producing multimedia materials for literary studies that establish engaging intersections across the curriculum (CLIL).

REYNOLDS, DUDLEY

Languaging, Teaching, Shaping in a Changing World

PL — TE/D

Friday, 11:00-11:45 Room 7 (Live) Room 14 A/B (Video conference)

The world of ELT is changing. New understandings of language, new technological affordance, and new models for funding education are forcing new conceptualizations of what teachers do and should do. Many of the changes seem to be coming from outside the profession, and many may cause us to worry about our future.

The value of change, however, is that it creates dissonance; it puts our professional identities side-by-side with the identity that others would impose on us. It gives us the opportunity to think about what we can contribute as professionals. In this plenary, we will examine changes occurring in the world of English teaching and how we can shape them into opportunities for professional growth.

D. Reynolds is President of TESOL International Association and Teaching professor of English at Carnegie Mellon University of Qatar where he teaches first-year writing. Previously he has taught elementary school learners, pre-university Intensive English students, and MA TESOL candidates. His research focuses on teacher development and second language literacy.

Sponsored by TESOL International Association and the US Embassy in Rome

Reynolds, Dudley

Professional Development Agendas in the Light of Teachers Experiences

TE/D — Tk

Saturday, 11:45-12:30 Room 14

Governments, private sector organizations, and international groups set agendas for student learning using professional development programs for English language teachers. Little research probes teachers' perceptions and experiences of professional development, however. What kinds of professional development activities do they participate in? What supports and obstacles to participation do they experience? What do they learn and how do they believe they use it in teaching?

Part of the Learning4Teaching research initiative to document public-sector English as a foreign language (EFL) teachers' experiences of professional development in three countries - Chile, Turkey and Qatar, this paper reports on findings from a national sample of EFL teachers in Qatar who responded to a survey that examined their experiences of professional development over the last three years. The findings are examined with reference to an inventory of professional development events compiled for the same time period by contacting governmental, non-governmental and international providers.

D. Reynolds (see biodata opposite)

Robb Benne, Rebecca

DIY Life Skills Lessons

SEd — Wk

Friday, 16:30-17:15 Room 6

What do a child's letter to a politician and a video on power posing have in common? How can you help your students to succeed in a global world? Join me to find out how to create your own life skills lessons (and get some tips for ready-made lessons too).

R. Robb Benne is a writer of ELT materials which aim to engage students, develop their confidence and help maximize their learning potential. She holds a degree in applied linguistics and is one of the authors of the *Beyond* course which has a strong life skills strand.

Sponsored by Mondadori Education - Macmillan Education

Rockenhaus, Melanie

Take a Flight After NNESTing in Your Teaching History

TE/D — Wk

Friday, 12:15-13:00 Room 4

Sharing personal teaching experiences is an essential reflective practice in CPD, and NNESTeacher's personal histories can be empowering and enriching. We'll first consider what the research says, then small groups will each frame a classroom incident. Participants will come away with a development technique to use in their own training.

M. Rockenhaus, ELT instructor for 25+ years, English Language Expert at the Scuola Normale Superiore in Pisa, has taught many types of students. She currently teaches language and writing to undergraduates and graduates and is delighted to interview teachers and write the "Who's in the Classroom?" column for the TESOL Italy Newsletter.

Romoli, Michela (see **Lacey Freeman** for session and biodata)

Romoli, Paola (see **Chiricotto** for session and biodata)

Senzasono, Giovanna (see **Antonucci** et al. for session and biodata)

Sessa, Maria Antonietta

Edorable: A 3D Virtual World for Your Classes

TECH — Wk

Friday, 14:00-14:45 Room 2

The workshop will introduce Edorable, an online 3D virtual world for e-learning. In Edorable you can hold online discussions, break into small groups, give a lecture, watch videos, browse the web, hold webinars, or do some role-playing activities and have fun!

M.A. Sessa is an English language teacher at L. S. 'Galilei' in Benevento. She has a longstanding experience in international projects through which she has been in touch with European and Asian schools. In her teaching she makes extensive use of apps and other "computer nerd's stuff".

Sneddon, Tom

Online Collaboration for the Exploration of Authentic Reading Projects

Tech — Wk

Friday, 14:00-14:45 Room 4

How can new online technologies help to SHAPE better teaching? In particular, how can the internet can be used to make the reading of authentic texts a much more interactive and rewarding process which can be done at home ... but explored together in class?

T. Sneddon, 14 years at BC have led to a recent exploration into how new technologies can help to SHAPE better teaching. In particular, how the internet can be used to make extensive reading into a much more inclusive process which can be done at home ... but explored together in class.

Sponsored by British Council

Spinelli, Gina Marie (see **Carnini Pulino** et al. for session and biodata)

Sprague Zolle, Janine — **Steckley, Karoline Jeane**

Making Fruit Salad and an Inclusive Classroom

AMT — Wk

Saturday, 15:30-16:15 Room 14

A fun and dynamic workshop which demonstrates how a simple project based lesson can become a vehicle to reach learners with diverse cultural and educational backgrounds. Teachers will experience how “Making Fruit Salad” becomes a powerful English language learning activity in this interactive, hands-on, (and delicious!) session.

J. Sprague Zolle holds an MA in Bilingual Education and is COTE and TESOL certified. She is currently an English language teacher, School Programs coordinator, and curriculum developer at the Associazione Italo-Americana in Trieste, Italy

K.J. Steckley holds a degree in Communication and French. She has worked in both business and classroom settings to help people learn to communicate. She is currently the director of the Associazione Italo-Americana in Trieste, Italy.

Sponsored by Associazione Italo-Americana FVG/American Corner Trieste

Steckley, Karoline Jeane (see **Sprague Zolle** for session and biodata)

Tosca, Matteo (see **Ceruti** for session and biodata)

Tran, Minh Ngan

The Potential of a Free Standardized English Test

ASSESS — Tk

Saturday, 11:45-12:30 Room 6

This talk will introduce the EF Standard English First (EFSET), a new standardized English language assessment available online for free, and discuss its potential for learners, teachers, and school systems. The EFSET has been trialled extensively, and students from more than 600 secondary schools in Italy have taken the EFSET

M.N. Tran is Director of Research and Academic Partnerships at EF Education First. He leads EF’s research and training partnerships with governments and universities around the world. Before joining EF, Minh taught English literature and writing at the Chinese University of Hong Kong. He is a graduate of Yale University.

Sponsored by EF Education First

Turri, Elisa

Loving Learning

AMT — Wk

Saturday, 15:30-16:15 Room 4

In this session ideas about self-assessment will be shared and discussed, an ability which involves skills such as decision-making, organization and self-awareness. We will also look at practical ways to help students become proactive in the process of evaluation so they can develop a feeling of ownership of their learning.

E. Turri, I am a very happy EFL teacher in a middle school in a small town near Milan. I am passionate about creating

meaningful lessons to promote students' self-esteem, confidence, learning to learn skills, autonomy, feeling responses, responsibility and responsAbility, creativity, self-evaluation, and cooperation skills.

Uliano, Ariella (see **Frontoni** for session and biodata)

Vaccaro, Elisabetta (see **D'Agostini** et al. for session and biodata)

Valente, Maria Antonietta (see **Ciaffaroni** for session and biodata)

Vellucci, Lina (see **Pinelli** et al. for session and biodata)

Vender, Maria

Developmental Dyslexia, Foreign Language Learning and Bilingualism

LN — Wk

Friday, 14:00-14:45 Room 7

Observing that children with Developmental Dyslexia struggle in the acquisition of second languages, it is erroneously thought that foreign language learning (FLL) and bilingualism should be discouraged in dyslexia. However, it has been recently demonstrated that they can have a positive effect on dyslexia, suggesting that FLL is an opportunity.

M. Vender is a Postdoc Researcher and Adjunct Professor at the University of Verona. Her PhD in Linguistics focused on language pathologies and specifically on developmental dyslexia. Since 2014 she has been part of the European AThEME project, with the aim of analyzing the relationship between dyslexia, bilingualism and foreign language learning.

Sponsored by MB Scambi Culturali

Vettorel, Paola (see **Lopriore** for session and biodata)

Ward, Mary E.

Shaping Empowerment: Negotiating Questionnaires and Feedback in EFL Classrooms

LN — Demo

Saturday, 16:30-17:15 Room 14

How can learning questionnaires, with an anonymity option, foster learner engagement in a university EFL/ESP classroom? This session discusses and encourages reflection and practice about positive outcomes from questionnaires as a way to expand classroom borders. We look at how, when, and why to use questionnaires as tools of empowerment.

M.E. Ward is an EFL textbook author and teacher with over 20 years of experience, including intensive U.S. university summer programs (Columbia University's American Language Program, Berkeley's Summer English Language Institute). In Italy, Mary has taught at the Centro Studi Americani, F.A.O., and the Istituto Europeo di Design.