

## ABSTRACTS 2011

**Arnao, Emanuela**

### ***Teaching Maths through English: CLIL and the Sum of Integers***

CLIL – TK – FRIDAY, 17:30-18:15 – SALA ANTIOCO

According to CLIL (Content and Language Integrated Learning), students can learn a curricular subject through the medium of a non-native language. In this way they can understand that language is both a means of communication and a tool to transmit knowledge. The session illustrates how it is possible to teach Maths in English.

**E. Arnao** has been teaching Mathematics since 1984. For the last seven years she has taught in a scientific school to students ranging in age from 13 to 15. She is interested in methodology based on active learning.

**Balirano, Giuseppe**

### ***Teaching Digital Natives***

TECH – TK – FRIDAY, 10:30-11:15 – SALA SCOLASTICA

Advanced computer literacy is a default trait of our students. E-books serve as a unique tool to motivate students to study English at home. The speaker will discuss how students can take advantage of the features e-books offer, enabling them to study on their own in a motivating digital environment.

**G. Balirano**, PhD in English for Special Purposes, is researcher in English Language and Translation in the Department of Foreign Languages and Literature, University of Naples 'L'Orientale'. His current research interests lie in the fields of CDA in a multimodal perspective. He cooperates as teacher trainer for Express Publishing.

*Sponsored by Express Publishing*

**Boyle, Beth Ann** (See **Mochi, Stefano** - **Vellucci, Lina**)

**Branca, Gloria**

### ***Tagging Places and Words: Motivating Strategies in Language Learning***

TECH – TK – SATURDAY, 09:30-10:15 – SALA TECLA

This action research hypothesizes that fostering secondary school EFL students' reflection of language structures can be done by exploiting tagging and noticing techniques first in Web 2.0 social environments, secondly using computational POS (Part-of-Speech) annotation. Mixing recreational folksonomy and language taxonomy can provide effective motivational strategies for language awareness.

**G. Branca** is an EFL teacher at the high school level, a member of CALL Sig TESOL-Italy Cosenza group, an e-learning expert and a teacher trainer.

**Breno, Elena** (See **Foggy Mountain Strings**)

**Caputo, Sonia** - **Vergueiro, Lurdes**

### ***Intercultural Communication to Reinforce European Citizenship***

INTERCULT – TK – SATURDAY, 16:15-17:00 – SALA TIMOTEO

The project "Our Planet Under Pressure" called students' attention to the issues of ecology and sustainability. Moreover it allowed schools to develop stronger links with local communities and local authorities as well as establish new friendships and contribute to a new European citizenship based on international communication.

**S. Caputo** teaches English at a technical high school and Italian L2 to East Europeans. She is a Comenius training grant recipient, author, teacher trainer and Comenius partnership school coordinator.

**L. Vergueiro** teaches English at a secondary school in Vila Nova de Gaia, Portugal. She is specialized in School Administration, a Comenius training grant recipient, co-author, and Comenius partnership school coordinator.

**Caruso, Loredana**

***Amazing Magazine***

CLASSP – PS – SATURDAY, 12:30-14:00 – PS CORNER

This poster session takes into consideration motivation, diversity and identity. Motivation, through creative strategies, helps people with learning blocks and people who are differently abled by giving space to personal expression and individualization of teaching. Participants will be shown how motivation works through different learners, classes, and contexts, thus unifying differences.

**L. Caruso** is a high school English teacher. Her main interests are creativity, art, didactics, writing articles in English about teaching (published in *Englishes* and *Perspectives*). She has participated in various TESOL conventions with a demonstration and several poster sessions, mainly on the use of creative strategies in teaching.

**Cavusgil, Sharon**

***Academic and Language Skills for Success in the Academic World***

LN – TK – FRIDAY, 10:30-11:15 – SALA ANTIOCO

To help non-native English students succeed at a major US university, a study of undergraduate classes from various academic disciplines was completed. The presenter surveyed undergraduates and faculty and analyzed syllabi, assignments, and exams. Results provide criteria for informed teaching and curriculum design reflecting student needs in the academic world.

**S. Cavusgil** is ESL director in the Department of Applied Linguistics/ESL at Georgia State University (USA) and she teaches writing for bilingual graduate and undergraduate students. She has worked with university programs, such as Freshmen Learning Communities and Critical Thinking through Writing and has published textbooks in academic writing and content-based instruction.

**Cherubin, Maurizia** (See **Maggi, Fabrizio**)

**Cinganotto, Letizia** (See **Cuccurullo, Daniela**)

**Corbucci, Letizia** (See **Lopriore, Lucilla - Fiorentino Morozzo, Rosanna - Leo, Ritana**)

**COYLE, DO**

***Windows on Words and Worlds: What Learners Say about CLIL***

AMT – PL – FRIDAY, 11:30-12:15 – AUDITORIUM

This address will take a critical look at CLIL from the learner's perspective. CLIL is increasingly being acclaimed as an approach to education which has the potential to transform the language classroom into a place of learning - where new knowledge is constructed, literacies connected and where language use supports language learning. However, the demands on teachers and the expectations of learners mean that CLIL potential is challenging to realize. A recent study conducted with over 650 learners in eleven secondary schools in the UK provides a lens on the CLIL classroom, where pupils as researchers provided a clear steer for changes to classroom practices which go far beyond the language curriculum.

**D. Coyle** is an international expert in CLIL pedagogies, having been involved in researching CLIL classrooms for many years. Working alongside teachers and their learners her work has led to a conceptual framework (4Cs) for CLIL which is now widely used across Europe and beyond. Do recently published a book with David Marsh and Philip Hood which sets out both pedagogic and theoretical approaches to CLIL. She is also exploring pluriliteracies and has a particular interest in differentiating language learning and using, interaction in CLIL classrooms and the integration phenomenon which is at the heart of CLIL.

Do currently runs the MA in PluriLingual Education at the University of Aberdeen and trains cohorts of Catalan teachers each year. Do supervises several doctoral students in CLIL. Her experiences have provided her with the

privilege of working with teachers, learners and other researchers and therefore bridges the academic/professional divide. Her latest research is based on the LOCIT process where teachers and learners use a digital tool/repository to upload and analyse their learning and collaboratively transform their CLIL classrooms through both learner and teacher articulation of Theories of Practice.

**Sponsored by the British Council**

**COYLE, Do - HIRD, Jon - MARK, Geraldine - ORR, Janet - SHORT, Deborah**

***Sustaining Learners' Achievement***

LN – PN – SATURDAY, 12:45-13:30 – AUDITORIUM

In this panel session the issue of sustaining learners' achievement within the educational system will be considered. Each panellist will approach the topic from his/her own perspective, exchanging viewpoints on content through language, identity and diversity, primary language education and motivation in language learning. After the discussion, a Q & A session with the audience will be held.

**D. Coyle** (See above)

**J. Hird** (See **HIRD**, Jon – Plenary)

**G.Mark** (See **MARK**, Geraldine – Plenary)

**J. Orr** (See **ORR**, Janet – Plenary)

**D. Short** (See **SHORT**, Deborah – Plenary)

**Cuccurullo, Daniela - Cinganotto, Letizia**

***PLEs and PLNs for Lifelong Competences***

AMT – TK – SATURDAY, 16:15-17:00 – SALA SCOLASTICA

The purpose of this session is to clarify the concepts of PLE (Personal Learning Environment) & PLN (Personal Learning Network) which refer to the aggregation of single-functionality tools (blogs, wikis, podcasts, social bookmarking etc.) in order to enable learners to have greater control over their own learning experience.

**D. Cuccurullo**, coordinator of TESOL-Italy local group of Naples, teaches English at University and secondary school, is a teacher trainer, e-tutor, forum moderator and author of contributions for ANSAS.

**L. Cinganotto**, TESOL-Italy Executive Committee member, teaches English at University and secondary school and is a teacher trainer. She cooperates with ANSAS, and some universities with e-learning and blended courses.

**Dansie, Allison**

***Reading Circles: Helping our Students WANT to Read***

AMT – WK – SATURDAY, 15:15-16:00 – SALA TECLA

When we use reading circles, students take charge of the learning process. Suddenly, reading becomes interesting and fun. This session will explain the reading strategies students need to participate in reading circles, present examples of real student work, and give guidelines for setting up reading circles in the classroom.

**A. Dansie** received her MA in Linguistics/TESOL from the University of Utah, USA. She has worked as an EFL instructor and teacher trainer in the Czech Republic, Turkey, Japan, China, and the USA. Her primary research interest is in the area of brain-based teaching methods.

**De Bartolo, Adele Denise**

***Motivation: The Special Ingredient***

CLASSP – DEMO – FRIDAY, 16:30-17:15 – SALA ANTIOCO

Motivation definitely plays an important role in getting students to learn English, especially at lower levels. This session will show the successful experience of the CLIL Lab project carried out in a primary school. The pupils took part in the "scientific week" at a High School in Paola presenting their work on "The Food Pyramid": a wonderfully unforgettable experience.

**A.D. De Bartolo**, English language assistant in the Department of Arts and Philosophy, University of Calabria; EFL secondary school teacher; language expert for European projects and Trinity and Cambridge certification courses; TESOL-Italy member.

**De Rosa, Oreste** (See **Foggy Mountain Strings**)

**Del Vecchio, Fabrizia**

***Promoting Content Learning through a Task-Based Approach***

AMT – TK – FRIDAY, 14:15-15:00 – SALA ANTIOCO

This study examines the design and implementation stages of an experimental study in SLA carried out within the Department of Pharmacy at the University of Calabria, Italy. The experiment was based on the assumption that content learning and language acquisition can be implemented through the use of a Task-Based Approach.

**F. Del Vecchio**, English Language Assistant in the Department of Pharmacy, University of Calabria; EFL Secondary School Teacher; Language Expert for European Projects and Trinity and Cambridge Certification courses; TESOL-Italy member of the local group in Cosenza.

**Dellar, Hugh**

***Motivating Students: An Eight-Step Guide***

AMT – TK – FRIDAY, 17:30-18:15 – AUDITORIUM

For many students, learning English is an obligation, a chore or a downright pain! Motivating the after-school / after-work learner is one of the toughest challenges we face. In this talk, I will propose ten steps towards meeting this challenge and transforming our classes.

**H. Dellar** is a teacher and teacher trainer at the University of Westminster, London. He is also the co-author of the General English series *Outcomes* and *Innovations*, published by Heinle Cengage. He has been teaching for almost twenty years and regularly gives talks and workshops around the world.

**Dickens, Seth**

***Humanising Online Learning***

TECH – WK – FRIDAY, 14:15-15:00 – SALA LUCIA

Online learning gives students freedom to learn what, where and when they want. This is key to improving student motivation. However, poorly planned and delivered online courses with uninspiring activities can ruin everything. This talk outlines simple methods to ensure students get the most out of teaching technologies of online language.

**S. Dickens** is the Specialist Educational Consultant for *English360*, Italy. He is particularly interested in helping teachers incorporate technology into their courses in simple, practical and achievable ways. He has extensive teacher-training experience, as well as eight years' experience teaching English to teenagers and adults in Trento, Italy.

**Dowse, Christine**

***The Art of Reading!***

AMT – TK – SATURDAY, 12:45-13:30 – SALA TECLA

The pleasure of reading aloud can develop a feel for words, sounds, and meanings. The way words connect, the intonation and rhythm are all important in coming across as an effective, natural-sounding speaker of English. Tone levels fluctuate according to the meaning, never arbitrarily, bringing an understanding of the principles used in conversation.

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

**Duran, Pamela - Smith, Elena**

***What's in the Words?***

AMT – WK – FRIDAY, 10:30-11:15 – SALA TECLA

American English is changing, becoming more of a challenge for EFL teachers due to the influence of the Internet, media and showbiz on top of the natural transformations of word and grammar semantics and forms. This presentation focuses on a candid discussion of ways to approach these pedagogical challenges.

**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.

**Elizarova, Galina - Khalyapina, Liudmila**

***Presenting the World of Russian Culture through English Words***

INTERCULT – DEMO – SATURDAY, 15:15-16:00 – SALA ANTIOCO

The world of national culture determines speech behavior in foreign languages. Using English for international communication, Russian speakers unconsciously implement their native cultural values. It challenges mutual understanding. To meet the challenge one needs to be equipped with the tools of creating a common meaning shared by all communicating participants.

**G. Elizarova**, Professor Habilitate, Dr. in Intercultural Communication, Head of College of Modern Languages, Herzen State Pedagogical University of Russia; three books on cultural aspects of learning English; experience in teaching languages through cultures.

**L. Khalyapina**, Dr. of Education (TESOL), Professor, Department of English, Kemerovo State University, teaching experience, focus on Internet Technology.

**Ellis, Deborah J.**

***Literature and the Reform: Year by Year***

LIT – TK – SATURDAY, 15:15-16:00 – AUDITORIUM

Our new 'post-reform classes' are moving up through the school system and many of us will soon be introducing literature into our programs. This talk will examine the requirements of the reform year by year, propose possible yearly syllabuses and look at materials which will satisfy requirements and motivate both teachers and students.

**D.J. Ellis** has worked in British and Italian schools for nearly thirty years, and is currently teaching in a *liceo* in Vicenza. She is a textbook writer and has authored/co-authored literature courses for Loescher Editore, including a new major literature course *Literature for Life*, as well as CLIL and literature materials for CUP.

*Sponsored by Loescher Editore*

**Ellis, Sarah**

***Motivation and Meaning in the Language Classroom***

ASSESS – TK – FRIDAY, 12:30-13:15 – SALA LUCIA

Motivation can come from within the learner and from the learning context. But the teacher plays a vital role in stimulating motivation and making learning meaningful for the learner. This talk will outline the different kinds of language learning motivation and how exams can have a positive impact in this process.

**S. Ellis** is Teacher Support Officer for Cambridge ESOL, Italy. She has an extensive background in teaching and teacher training in both Italy and the UK. She has trained teachers on CELTA and DELTA courses and has worked with teachers in the Italian State School system and on SSIS courses.

*Commercial Presentation*

*Sponsored by Cambridge ESOL Examinations*

**Evans, Christian - Kelly Calzini, Manuela**

***Come on Teachers, Switch on your Students!***

AMT – TK – FRIDAY, 16:30-17:15 – AUDITORIUM

In this session participants will: understand the importance of classroom techniques essential for motivating a mixed-ability classroom; learn practical strategies which can be used in the classroom; and experience the natural way of learning through a cyclical teaching method through 1) vocabulary, 2) listening & speaking, 3) reading & writing.

**C. Evans** holds a degree in education and has taught English to children and adults. He specializes in motivational learning and is responsible for the development of ELT Books and Media.

**M. Kelly Calzini** graduated from London University. She is a TEFL trainer and works as a teacher trainer on ministerial courses. She also works as a senior trainer.

*Commercial Presentation*

*Sponsored by Zanichelli*

**Fast, Kelley**

***Vocabulary Review Activities that Motivate!***

AMT – WK – SATURDAY, 16:15-17:00 – SALA ALBERIONE

Review! As teachers, we know the importance of vocabulary review, but it is not always easy thinking of motivating ways to do this. The purpose of this workshop is to discuss the importance of vocabulary review and to provide participants with a variety of vocabulary review activities.

**K. Fast** is currently an EFL teacher at Kumon Leysin Academy of Switzerland. She has an MA in Applied Linguistics and has taught in Canada, Australia, Japan, the UAE, and Switzerland.

**Fiorentino Morozzo, Rosanna**

***Orientation for New TESOLers***

TK – FRIDAY, 09:00-09:30 – SALA TECLA

This session is to help first-time convention participants find their way among the many sessions of this two-day convention. Information will be provided about the different kinds of presentations and topics. The speaker will help newcomers plan their personal convention schedule. So if this is the first time you've ever been to a TESOL-Italy convention, please come and join the orientation session!

**R. Fiorentino Morozzo**, teacher trainer, MA in Applied Linguistics from Teachers College, Columbia University, NY. TESOL-Italy President (1998-2000)

**Fiorentino Morozzo, Rosanna** (See **Lopriore, Lucilla - Corbucci, Letizia - Leo, Ritana**)

**Foggy Mountain Strings**

***Colors of America***

LIVE MUSIC AND REFRESHMENTS – CE – FRIDAY, 18:30-19:30 – SALA SCOLASTICA

**Foggy Mountain Strings**, an acoustic string band from Rome, plays traditional American music ranging from Delta Blues to popular ballads, from blue grass to country music, and from religious chants to Zydeco tunes.

The show "Colors of America" is intended to preserve this precious musical heritage and pass it on to the Italian public.

**Foggy Mountain Strings** features the following artists: **Elena Breno** (vocals), **Enrico Grazi** (acoustic guitar, harmonica, vocals), **Oreste De Rosa** (banjo, acoustic guitar, vocals), **Stefano Sampaolo** (acoustic guitar, dobro).

Sponsored by TESOL-Italy

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

**Goodger**, Charles

***They Will Never Forget! Teaching New Language through Action Songs***

AMT – WK – FRIDAY, 16:30-17:15 – SALA SCOLASTICA

Most course books for young learners have songs, but how many of them really use the emotional and mnemonic power of music and mime, rhythm and rhyme to the full? In 2011 Charles Goodger's action song workshop was nominated for an ELTon award for excellence and innovation in ELT.

**C. Goodger** is a musician, writer and teacher trainer from London who speaks six languages. He is obsessed with the relationship between melody, mime, rhythm and rhyme in language acquisition. Currently resident in Riga, Latvia, he is on leave from Bologna University where he works as an *esperto linguistico*.

*Commercial Presentation*

**Grazzi**, Enrico

***Collaborative Writing through Wikis: Tips for EFL Teachers***

CLASSP – TK – SATURDAY, 16:15-17:00 – AUDITORIUM

This presentation will explore the potential of wikis as an educational resource that enhances learners' participation in Internet-mediated collaborative writing. Practical examples will show the audience 1) how to create a wiki, 2) how to plan and implement collaborative writing activities, and 3) how to provide students with guidance and assistance.

**E. Grazzi** is a researcher in English Language and Translation, University of "Roma Tre", where he teaches English for Communication Science. His main interests are: English as a Lingua Franca; Corpus Linguistics; Communication Science; Translation Studies. He is also a teacher trainer and textbook writer. Past President of TESOL-Italy (2002-2004).

**Grazzi**, Enrico (See **Foggy Mountain Strings**)

**Hill**, Robert

***Identity and Diversity in Speaking: Eliciting and Assessing Oral Skills***

ASSESS – TK – FRIDAY, 14:15-15:00 – SALA SCOLASTICA

Speaking exams must assess correctness and fluency, but they should also allow students to be themselves. An analysis of videos of City & Guilds exam simulations, from A1 to B2, will show how assessment can evaluate oral skills reliably and still allow students to behave as individuals.

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

*Commercial Presentation*

*Sponsored by City & Guilds*

**Hill**, Shirley Ann

***Fostering Empowerment, Learner Autonomy, Peer Learning in Young Adults***

CLASSP – DEMO – SATURDAY, 12:45-13:30 – SALA SCOLASTICA

This demonstration relates to a classroom experiment in fostering motivation in a group of young adult EFL learners. The teacher's role in providing scaffolding which can promote motivation and self-expression will be

explored and the following aspects of the project will be described: setting, objectives, procedures / techniques / materials, and results.

**S.A. Hill** has worked in Italy as an EFL teacher, mainly in higher education, and as a teacher trainer for over 30 years. She is also involved in materials design and development for the publishing house *ELI Edizioni*.

*Sponsored by ELI*

**HIRD, JON**

***Words and Grammar in the Real World***

AMT – PL – SATURDAY, 11:45-12:30 – AUDITORIUM

Authentic language shows how words and grammar forms operate in the 'real world' rather than in the mind of the writer. A diet of non-authentic language can make language learning more difficult for learners.

This practical session will explore how we as teachers can more effectively help our learners by having real language, real use, real usefulness and real contexts at the heart of our teaching and their learning. The talk will be illustrated with material from the *Complete English Grammar*.

**J. Hird** is a teacher, teacher trainer and author based in Oxford, UK. He has written and contributed to a number of ELT publications including grammar material, course books, teacher's books and other resource material and he is author of *Complete English Grammar for Italian Students* published by Oxford University Press. Jon teaches at the University of Oxford and has regular teaching visits to Paris, France. Jon has also taught in FYR Macedonia and has given talks and run teacher-training workshops in a number of countries.

***Sponsored by Oxford University Press***

**Ivanova (Szelinger), Tatiana**

***Mightier than the Sword, Mightier than the Word***

AMT – TK – SATURDAY, 09:30-10:15 – SALA ALBERIONE

The talk deals with cartoons as a discourse generating tool and shows how it can help in the development of argumentative dialogue. The examples used are mainly political and profession-associated cartoons. Their features and nature are described and some tips for the classroom are given.

**T. Ivanova**, PhD in Linguistics (Speech Acts Theory), is head of the Department of Foreign Languages at the State Medical Academy of Postgraduate Education. She lectures in Linguistics, Translation, Area Studies and ELT Methodology and is President of SPELTA (Saint Petersburg English Language Teachers' Association).

**Kelly Calzini, Manuela**

***Motivate Your English***

R&W – DEMO – SATURDAY, 12:45-13:30 – SALA LUCIA

Practical demonstrations of a variety of highly motivating writing activities which will appeal to every type of learner. Each activity is based on sound principles, highlighting both mainstream and current trends in language teaching. Active participation is essential. Teachers will go home with activities they can use in the classroom straight away.

**M. Kelly Calzini** is an experienced Teacher Trainer working mainly in EFL Teacher Education and Continuing Professional Development programmes. She is Training & Research Consultant for Trinity College London in Italy. Her main research interests are communicative skills assessment and washback of language testing. Manuela is an EALTA member.

*Sponsored by Trinity College*

**Khalyapina, Liudmila** (See **Elizarova, Galina**)

**La Torre, Esterina**

***Geometrical Literature***



AMT – PS – FRIDAY, 12:30-14:00 – PS CORNER

English lessons, especially those connected to literature, may focus primarily on linguistic intelligence and sometimes on logical intelligence. How can we engage students who have different learning styles? Here is the proposal: "geometrical literature": a different approach with some advantages for all the students.

**E. La Torre** is an EFL teacher in a secondary school in Italy and member of the national committee of TESOL-Italy.

Current interests are: NLP and teaching, learning objects, online learning and creation of online environments. She likes experimenting and working with new technologies and online tools for educators.

**Landolfi, Liliana**

***Dream or Reality? How to Nurture Motivation***

AMT – TK – FRIDAY, 10:30-11:15 – SALA LUCIA

The present study, based on authentic student-driven data taken from the PÆCE. Corpus, confirms recent findings on motivation and suggests that the traditional methods used to nurture and sustain motivation are no longer sufficient to (re)create optimal conditions for language learning. Further, it proposes the use of cognitive visualizations as motivation activators capable of transforming dreams into reality.

**L. Landolfi**, PhD, associate professor of English language and linguistics, teaches at UNIOR (NA). She has led seminars, presented papers at national and international conferences, and written articles, books, and CALL programs on formal and applied linguistics. Her current interests relate to the impact of NLP and affect-geared methodology in formal teaching and learning environments.

**Larsson, Margareta**, (See **Snell, Debra**)

**Lehner, Albert**

***Which Words for Literacy in a World of Englishes?***

AMT – TK – FRIDAY, 16:30-17:15 – SALA ALBERIONE

The speaker looks at word learning in a world of diverse Englishes around three themes: (1) the fluidity of English everywhere as an EFL pedagogical matter; (2) the results of vocabulary research with advanced EFL learners at a Japanese university; and, (3) suggestions for practical pedagogical approaches. Participants are asked to interact.

**A. Lehner**, PhD, is Professor of English Education at Akita International University in Akita, Japan. He teaches graduate ELT and undergraduate EFL courses. His teaching and research interests include: FL writing, vocabulary acquisition, and the emergence of English for Global Purposes (EGP).

**Leo, Ritana** (See **Lopriore, Lucilla - Corbucci, Letizia - Fiorentino Morozzo, Rosanna**)

**Leproni, Raffaella**

***Practice What you Preach: Setting the Example in Teaching Teachers***

TED/DEV – DEMO – SATURDAY, 09:30-10:15 – SALA TIMOTEO

Applying CLIL while using authentic, unabridged texts to teach L2 to future Primary School teachers powerfully motivates students in using L2 in the classroom. The practical experience students undergo during their language training as future teachers becomes then teaching practice to help new students on their own paths through L2.

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

**Licciardi, Susanna**

***Extrinsic, Intrinsic or... Technological?***

TECH – DEMO – FRIDAY, 16:30-17:15 – SALA TECLA

The recent introduction and extensive promotion of technology in Sardinia through an Italian Government project has made this island a wonderful research unit. Teachers have introduced “technopracticality” in their didactics and soon we will know if technology has a real role in promoting and sustaining motivation.

**S. Licciardi** has been an ELT and a teacher trainer for about 20 years. At the moment she is teaching at the *Centro Linguistico Universitario* in Cagliari.

**Lopriore, Lucilla**

***Motivation and Language Achievement in Young Foreign Language Learners***

AMT – TK – FRIDAY, 14:15-15:00 – AUDITORIUM

This contribution presents the results of a longitudinal study on the development of young learners’ aural and oral skills in English that takes into account young participants’ individual differences (attitudes, motivation, linguistic self-concept) as well as differences in the contexts where they have learnt EFL (teaching quality, exposure, home support).

**L. Lopriore**, associate professor in English Language and Translation at *Roma Tre* University, teacher educator, coursebook writer and material developer. MA TEFL, Reading University, UK, PhD in Italian as a foreign language, University for Foreigners in Siena. Italian manager coordinator for the ELLiE (Early Language Learning in Europe) longitudinal study.

**Lopriore, Lucilla - Corbucci, Letizia - Fiorentino Morozzo, Rosanna - Leo, Ritana**

***EFL at Primary Level: Issues and Perspectives***

AMT – TK – SATURDAY, 16:15-17:00 – SALA LUCIA

EFLT at primary level in Italy has undergone several changes and faced numerous challenges. The current status of EFL at primary level and of primary teacher education programs have been the object of a case study by TESOL-Italy aimed at identifying trends and issues affecting early language learning.

The four presenters are part of the TESOL-Italy Executive Committee: **Lopriore, L.**, associate professor of English Language and Translation; **Corbucci, L.**, high school EFL teacher; **Fiorentino Morozzo, R.**, EFL Teacher and teacher trainer; **Leo, R.**, EFL primary teacher.

**Macpherson, Jesse**

***How I Learned to Stop Spellchecking and Love the Dictionary***

AMT – WK – FRIDAY, 14:15-15:00 – SALA TIMOTEO

An overlooked, underused, unappreciated multipurpose tool, the swiss army knife of books, is your good old desktop dictionary. “Look up the meaning” doesn’t go far. The presenter is going to show you three new ways to use your dictionary to engage students and develop their spelling/phonics, grammar/syntax, reasoning, and paraphrasing.

**J. Macpherson**, in teaching adults and youths across five countries and dozens of cultures, has picked up a lot from the brilliant teachers around him. He has built on their methods to come up with some new approaches on old tools. An energetic and enthusiastic presenter, he keeps his audience engaged.

**Maggi, Fabrizio - Cherubin, Maurizia**

***Web 2.0 Tools Can Foster Peer-to-Peer CLIL Teaching and Assessment***

TECH – TK – FRIDAY, 14:15-15:00 – SALA ALBERIONE

This talk analyzes the use of different Web 2.0 tools (Google Docs, Wikis, Blogs, Skype and IWB) to promote CLIL experiences which allow students to work collaboratively through distant learning techniques. These tools

involve students in a challenging and motivating experience through peer-to-peer tutoring, teaching and assessment.

**F. Maggi**, *Istituto Tecnico* teacher, PSLS and *Progetto Lingue* teacher trainer. Involved in information technology and language learning projects since the mid 80s. Course book author and educational software producer. Lecturer in the Departments of Pharmacy and Medicine - University of Pavia.

**M. Cherubin**, Junior Secondary School teacher. IWB tutor and teacher trainer.

**Mariani, Luciano**

***Language Learning Motivation: A Multi-Dimensional Competence***

LN – TK – FRIDAY, 12:30-13:15 – AUDITORIUM

Motivation is neither a natural gift nor the result of fortuitous circumstances. We need to consider its multiple dimensions: the influence of interpersonal and sociocultural relationships, the impact of classroom set learning tasks, and the dynamic interplay of personal values and beliefs. Theoretical perspectives and pedagogical implications will be backed up with students' voices from classroom surveys.

**L. Mariani** is a teacher trainer, materials writer and consultant. Areas of research include study skills, learning and teaching styles and strategies, learner autonomy, motivation, and intercultural communication. Author of cross-curricular materials such as *Strategie per imparare*, *Portfolio*, *La motivazione a scuola*, *Prospettive teoriche e interventi strategici*, and *Communication Strategies*.

**MARK, GERALDINE**

***How does your Grammar Grow?***

AMT – PL – SATURDAY, 10:30-11:15 – AUDITORIUM

The aim of the Common European Framework of Reference for Languages (CEFR) is to provide a method of assessing and teaching which applies to all languages in Europe. The *English Profile* project was set up to define what this means for English. Geraldine Mark is one of the researchers looking at what learners can do with grammar at each level of the CEFR. Using the Cambridge Learner Corpus she will show how learners' developing grammatical repertoire is bound up with lexical complexity as they grow in competence through the levels. She will demonstrate how, with a diverse body of data of over 43 million words, from 190 different countries, we can draw conclusions about individual languages (e.g. Italian) as well as general conclusions, offering a clear benchmark for progress to inform learning and teaching.

**G. Mark** has taught English in Spain, France and the UK and has many years of experience in publishing and writing for English language teaching. She is co-author of *English Grammar Today* and, along with Dr Anne O'Keeffe, is researching and writing the grammar reference level descriptors for *English Profile*.

**Sponsored by Cambridge University Press**

**Meola, Carmina**

***Multimodality: Modes and Media of Communication***

AMT – TK – SATURDAY, 09:30-10:15 – SALA ANTIOCO

Multimodal discourse analysis is an approach that analyzes the different modes of communication through a vast range of media support in an age of interactive multimedia diversity. It looks beyond language to study image, music, sound, texture and gesture.

**C. Meola** has been teaching L2 for over 20 years and is currently a teacher at the University of Sannio. She has worked as translator and interpreter in Italy and abroad. Her domains of interest are language functional approaches, discourse analysis and communication strategies.

**Messina, Giovanni**

***Narrating Identities: For a 'Literature of Recognition'***

LIT – TK – FRIDAY, 17:30-18:15 – SALA LUCIA

Language socially constructs other ('diverse') identities as 'exotic' with the aim of curbing their uncanny power to dislodge Western narcissistic ontology and epistemology. Analysing the rhetorical language of 'narration' (literary, political and cinematic texts) in multicultural/colonial contexts (Australia, England) will help us to map a postmodern reading of 'different' identities.

**G. Messina** is carrying out a PhD (Department of Language in Catania) dealing with ethnic minority writing in Australia and reviews academic essays for Routledge Publisher. He has given several talks and published articles on the relationship between interculturality, migration and new technologies, and on Sicilian writers such as Antonio Casella and Venero Armano.

**Mochi, Stefano - Boyle, Beth Ann - Vellucci, Lina**

***Ask TESOL-Italy***

TED/DEV – PN – SATURDAY, 16:15-17:00 – SALA TECLA

This session is open to all members who would like to know more about TESOL-Italy, its mission, goals and activities. Please come and join us. We will be happy to answer your questions and illustrate ongoing events.

**S. Mochi**, TESOL-Italy President

**B.A. Boyle**, TESOL-Italy Vice-President

**L. Vellucci**, TESOL-Italy Second Vice-President

**Morbiducci, Marina**

***English, Globally: State of the Art and Opening Scenario***

WRLDENG – TK – SATURDAY, 12:45-13:30 – SALA ANTIOCO

The talk opens with the description of the composite scenario characterizing English in a global perspective. The different labels: EIL, ELF, "World English", "Global English", seem to converge in identifying diversified areas of pertinence. Given the puzzling sociolinguistic scenario, what can be the consequences affecting didactic action and pedagogical attitudes?

**M. Morbiducci**, Assistant Professor at "La Sapienza" University, Rome, she teaches English Language, Linguistics, and Translation; critic, translator and author of books and bilingual editions of contemporary American poetry and experimental writing (G. Stein, R. Creeley, K. Fraser, among others). Her present research is focused on English as a Lingua Franca, and translation. TESOL-Italy President 2008-2010.

**Mount, Sarah - Pulverness, Alan**

***The Pleasure of Text: Managing and Sustaining Reading Groups***

LIT – WK – FRIDAY, 12:30-13:15 – SALA SCOLASTICA

Reading groups evolve differently and their small cultures depend on a variety of factors. We will survey a range of approaches to managing groups, focusing particularly on the skills required by facilitators.

Participants will enjoy a reading group experience, exploring and evaluating some of the options available to the facilitator.

**S. Mount** and **A. Pulverness**, Associate Director and Assistant Academic Director at NILE. Sarah and Alan are co-founders of Read or Die (reader development consultancy). As a school literacy governor, Sarah has launched and run reading groups for adults and children. Alan is a trainer and textbook writer. They share a keen interest in team fiction.

**Moura, Pedro**

***Making the Most of Digital***

TECH – WK – SATURDAY, 09:30-10:15 – SALA SCOLASTICA

Teachers have never been exposed to so many digital resources before: how to find your way in the virtual forest? The speaker will outline the misadventures of a day in the life of a teacher and develop a lesson using digital resources, demonstrating how *Macmillan English Campus* can help teachers.

**P. Moura** spent several years working as an English teacher and, later, in ELT publishing in Brazil and in the UK. Having completed an MA in Publishing Studies, he is currently Sales and Marketing Executive at *Macmillan English Campus* and works with institutions in Europe, Latin America and the Middle East.

*Commercial Presentation*

*Sponsored by Macmillan*

**Nakamura, Chisako**

***Learning English Haiku, Getting to Know Each Other***

INTERCULT – TK – FRIDAY, 17:30-18:15 – SALA ALBERIONE

This presentation will illustrate effects of learning English by writing *haiku* in English and the teaching method. It is reported that EFL learners become aware of the nuances of word meanings arising from different cultural backgrounds through the activity of writing *haiku*, a short poetic form, in English.

**C. Nakamura** has worked at some universities in Japan. She is a senior lecturer at the department of Education of Shiga University. She has published some books on foreign language systems in Italy, Greece and Japan, and many articles on English *haiku* in Japan.

**ORR, JANET K.**

***Critical Thinking: Expanding upon Words to Build Worlds***

CLASSP – PL – SATURDAY, 14:15-15:00 – AUDITORIUM

Learning English begins with just a few words but builds to shape the world we interact in every day. This keynote will examine how critical thinking is incorporated into instruction beginning with the simplest strategies of recognizing patterns to reflecting on choices as learners gain proficiency.

**J.K. Orr** is an elected member (2011-2013) of the Board of Directors of the Teachers of English to Speakers of Other Languages (TESOL) International Association. She is an education consultant focused on improving primary education, English language curriculum and instruction, program evaluation and workforce programs for youth. She graduated from University of Colorado, University of Illinois and holds Principal Certification from University of Virginia.

***Sponsored by TESOL International Association.***

**Pagano, Ninfa**

***A Muse of Fire: Increasing Emotional Involvement through English Drama***

LIT – WK – FRIDAY, 14:15-15:00 – SALA TECLA

The session shows how the study of English drama – from the Middle Ages to the Restoration – can increase students' motivation by emotionally involving them, how it helps them become aware of the power of theatrical productions and their themes. The requirements of the new Gelmini School Reform will be considered.

**N. Pagano** is an EFL teacher in Italian state schools and at the Department of Economics, University of Palermo. She is author of books and articles on teaching English literature and Business English. She is a member of AIA and currently coordinates the TESOL-Italy group in Palermo.

*Commercial Presentation*

**Pascarelli, Teresa**

***Bilingual Method™: Edutainment Through Bilingual Didactic Dialogue***

AMT – PS – SATURDAY, 12:30-14:00 – PS CORNER

This session provides a description of the method and its applications (classrooms, TV and stage). Handouts will be distributed on the method, the workshops and the upcoming theatre show at Teatro Sistina in Rome.

Loop viewing on computer of a 10-minute bilingual sitcom episode in three different language combinations (English/Italian, English/French, English/German).

**T. Pascarelli**, since 1998, has been specializing in creating, writing, directing and producing theatre and TV sitcoms that introduce the English language to Italian children. Her formats have been broadcast by RAI TV and are staged in major theatres in Rome and Milan.

## Commercial Presentation

**Peluso, Maria - Saccone, Claudia**

### ***Bridging Words “C” (Content) and “L” (Language)***

CLIL – Wk – SATURDAY, 12:45-13:30 – SALA TIMOTEO

Are you interested in CLIL? Are you wondering about your role as a teacher of English in CLIL? Have you ever thought about yourself as a trainer? This workshop will show how *Newbie Universo CLIL* will help subject teachers develop expertise in CLIL and understand the opportunities to becoming a trainer.

**M. Peluso**, is an English teacher at “*L. Bottard*”, where she is working on CLIL. She is responsible for European projects and Networks (Regional DEURE and National “*Rete Lingue*”) and involved in project planning. **C. Saccone**, is experienced in teacher training and course organization. She leads training courses on managing international consortiums and problem solving activities in transnational contexts. She has been coordinating European projects since 1998.

**Pintaudi, Claudia**, (See **Tatsuki, Donna**)

**Prodromou, Luke**

### ***Critical Pedegogy: From the Word to the World***

AMT – Wk – FRIDAY, 17:30-18:15 – SALA TIMOTEO

Taking my cue from one of my learner’s description of the good teacher as one who ‘helped us view the word / the world with a critical eye’, I outline the principles of critical pedagogy and follow it up with practical examples from teaching teenagers, exam classes and ‘disability pedogogy’.

**L. Prodromou, PhD**, is a freelance teacher, trainer and materials writer. He is a graduate of the Universities of Bristol (English), Birmingham (Shakespeare Studies) Leeds (TEFL) and Nottingham (PhD: English as a Lingua Franca). He has published numerous articles and textbooks and has given keynote speeches at many international conferences.

*Sponsored by ELI*

**Prodromou, Luke**

### ***Shakespeare’s Unruly Women: Silence, Voice and Identity***

LIT – TK – FRIDAY, 10:30-11:15 – AUDITORIUM

Disguise and cross-dressing allow Shakespeare to experiment with gender and to extend the boundaries of male and female. The convention of the boy actor in Renaissance England disturbed the established order, but it also gave women a voice, helping them to shape an autonomous identity in a patriarchal world.

**L. Prodromou, PhD** (See above)

**Prodromou, Penelope**

### ***How CLIL and Communicative Language Teaching are Related***

R&W – Wk – FRIDAY, 12:30-13:15 – SALA ALBERIONE

Why is CLIL called CLIL and not ESP? When was the term coined and why? How is teaching CLIL any different from teaching EFL or ESP?

**P. Prodromou** is a university *lettrice* and materials writer.

*Sponsored by Cambridge University Press*

**Pulverness, Alan** (See **Mount, Sarah**)

**Quigley, Michelle**

### ***Increasing Student Motivation through Peer Interaction***

CLASSP – TK – SATURDAY, 15:15-16:00 – SALA ALBERIONE

In the past, only teachers' words were heard in the world of the classroom. Since the advent of the Communicative Approach, learners' words have found their voice too. We can increase these words by encouraging more peer interaction in the EFL classroom.

**M. Quigley** is Irish and has taught General English and ESP in Ireland, Germany, Spain and Italy. Her qualifications include a BA, TEFL Cert. and Delta Module 1. She is a Cambridge ESOL speaking examiner and is currently pursuing an MA in TESOL and Applied Linguistics.

**Radić-Bojanić, Biljana**

### ***Individual Differences in the Comprehension of Figurative Meaning***

LN – TK – FRIDAY, 12:30-13:15 – SALA ANTIOCO

This paper relies on an experiment with students, who received figurative vocabulary input and were periodically tested and interviewed. The focus is on affective and social learning strategies, which reflect individual differences among learners. The author demonstrates strategy scope and frequency and shows that students do not exploit their potential.

**B. Radić-Bojanić** works at the Department of English, University of *Novi Sad* (Serbia), where she received her MA degree (2005) and her PhD degree in 2010 (thesis: Application of Conceptual Metaphor in EFL Vocabulary Acquisition). She has participated in many conferences and has published articles in Serbian and foreign journals.

**Ranzoli, Silvana**

### ***Working with CLIL and Technology: The Future of Literary Studies***

LIT – TK – SATURDAY, 09:30-10:15 – AUDITORIUM

Far from undermining literature relevance within the curriculum, CLIL and technology will speed up the creation of intersections with other subjects and enhance students' exposure to authentic L2.

The talk will progress through examples of syllabus segments which can inspire teachers to redesign literary studies in this changing scenario.

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

**Rockenhaus, Melanie**

### ***Teaching Writing for High-Stakes Exams Using Communicative Language Teaching Activities***

AMT – DEMO – FRIDAY, 16:30-17:15 – SALA TIMOTEO

Communicative language teaching aims to reach the objectives of the curriculum while increasing students' communicative competence. But can this be applied to teaching writing for exams? Research and experience confirms it can, and this demonstration proposes techniques and materials instructors can use to motivate students in exam preparation classes.

**M. Rockenhaus**, an ELT instructor with more than 20 years of experience, currently English Language Lecturer at the *Scuola Normale Superiore*, an honor university in Pisa. Her teaching includes academic English classes, as well as preparing students for external examinations.

**Roma, Silvia**

### ***Contemporary Poetry and the World Wars***

LIT – PS – SATURDAY, 12:30-14:00 – PS CORNER

The objective of this presentation is to consider some ways in which contemporary poetry can be used as cross-curricular to topical subjects like world wars and lead to a genuine reflection about our times.

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

**Rosen, Caroline**

***Creative Controversy in the English Language Learning Classroom***

AMT – TK – FRIDAY, 12:30-13:15 – SALA TECLA

Creative controversy is a motivating technique for English language learners to acquire skills in debating and perspective taking. Controversial topics can be discussed in a controlled, yet spirited manner. Conflict resolution skills can be taught along with this activity as students learn language for dealing with points of view different from their own.

**C. Rosen** is an Education Specialist at the University of Minnesota in Minneapolis, Minnesota, United States. Her doctorate is in Educational Psychology, and her Master's is in Teaching English as a Second Language. Her interests include conflict resolution in the classroom and intercultural communication.

**Rosewarne, David**

***Pronunciation for Primary Learners in Italy***

TED/DEV – TK – FRIDAY, 10:30-11:15 – SALA TIMOTEO

Primary learners of English have the potential to pronounce the sounds of English accurately. This skill, however, generally goes to waste in Primary schools in Italy as elsewhere in the world. The talk looks at ways of improving the model for English pronunciation which Primary learners imitate.

**D. Rosewarne** is a leading phonologist who has worked as an EFL teacher, teacher-trainer, voice coach, external assessor and examiner. In 1984 he coined the term Estuary English, which has entered the language and he has written articles in academic journals on this and other aspects of pronunciation.

**Rowlands, Victoria - Wallis, Claire Elizabeth**

***To Write or Not to Write: Making Writing More Realistic***

AMT – TK – FRIDAY, 17:30-18:15 – SALA TECLA

While much has been written on writing styles across genres, relatively little has been written about how to approach writing at a basic level. The world is changing and many students want to study overseas. How can they do it without knowing how to write and how can we help them?

**V. Rowlands** and **C.E. Wallis** are currently employed at the Language Centre and the Department of Languages at the University of Cagliari. Their main interests are ESP and ELF although they also are interested in teaching methodology and testing. They have both taken part in numerous conferences and are active TESOL members.

**Saccone, Claudia** (See **Peluso, Maria**)

**Sampaolo, Stefano** (See **Foggy Mountain Strings**)

**SHORT, DEBORAH**

***Strengthening Academic Literacy Skills in English***

AMT – PL – FRIDAY, 15:15-16:00 – AUDITORIUM

Teaching reading skills alone is not sufficient to develop advanced academic literacy. Learners need support with background schema, academic vocabulary, and academic oral discourse. This keynote describes research-based instructional practices that scaffold the academic literacy process for students of all proficiency levels and in primary, secondary, college, and adult settings.



**D. Short, PhD**, is a professional development consultant and a senior research associate at the Center for Applied Linguistics (Washington, DC). She co-developed and conducts research on the SIOP Model for sheltered instruction. Other research interests include academic literacy, content-based language instruction, programs for newcomer students, and teacher development.

**Sponsored by the Public Affairs Section of the Embassy of the United States of America, Rome**

**Short, Deborah**

***Applying Sheltered Instruction Techniques to CLIL and Other Classes***

AMT – WK – SATURDAY, 15:15-16:00 – SALA LUCIA

This workshop introduces a research-based model of sheltered instruction, the SIOP Model, and applies it to CLIL classes and other settings where students study content through a new language. Techniques to building background and vocabulary will be demonstrated; these techniques make content comprehensible and encourage interaction in English. Primary teachers are welcome.

**D. Short, PhD** (See above)

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

**Snell, Debra - Larsson, Margareta**

***Light up your Class: Inspire with Corpus Linguistics Tools***

AMT – DEMO – FRIDAY, 12:30-13:15 – SALA TIMOTEO

This demonstration is for those interested in developing corpus-based activities. The presenters will demonstrate effective use of corpus-based Web resources to enhance teaching and to motivate students to become autonomous language learners. Perspectives on the pedagogical value of these activities in EFL classrooms will also be shared.

**D. Snell** and **M. Larsson** are Senior Lecturers in Georgia State University's Intensive English program. Both hold a Master's degrees in AL/ESL and have more than 20 years of teaching experience.

**Spencer, David**

***Testing Times: Keeping Secondary Students' Motivation High***

ASSESS – WK – SATURDAY, 09:30-10:15 – SALA LUCIA

This practical session will look at ways of keeping teenagers' motivation high during the challenging high school years. Particular attention will be paid to the possible negative effects of stress on teenage students caused by tests and exams. Concrete classroom activities that help students reach their full potential will be explored.

**D. Spencer** trained to become a Secondary School teacher after studying languages at Oxford University. He has worked as Director of Studies at IH Serrano, Madrid and now teaches at *Colegio Europeo Aristos*, near Madrid. He has been writing secondary courses for Macmillan since 1994.

*Sponsored by Macmillan and Mondadori Education*

**Stagi Scarpa, Mariella**

***Everything Is Older than Man and It Hums with Mystery***

LIT – WK – FRIDAY, 10:30-11:15 – SALA ALBERIONE

The Plague: a symbol of nature's rebellion to the obtuse intrusion of humankind. In the future (or even sooner), the atomic plague might become the means for nature to get rid of us. McCarthy's and Auster's novels imagine a world against the background of a modern plague.

**M. Stagi Scarpa**, textbook writer, freelance teacher trainer (Lend, SSIS); *The Literary Labyrinth*, Sei and *As If*, 2002, Sei Torino; editor of Joyce's *Dubliners*, 2005, Sei Torino; *Insegnare la letteratura in lingua straniera*, 2005, Carocci.

**Tarantino, Maria**

***Trans-Cultural Metaphors in TL Classes***

AMT – TK – SATURDAY, 16:15-17:00 – SALA ANTIOCO

Metaphors have been defined sources of visual enactment and epistemic access to concrete and abstract referents. The potential of the trope remains little exploited in language studies and pedagogy. The presentation focuses on theoretical and practical elements supporting the suggestion that metaphors 'we live by' may motivate effective TL acquisition.

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

**Tatsuki, Donna Hurst**

***Teaching Pragmatics in a Communicative Classroom***

AMT – WK – FRIDAY, 16:30-17:15 – SALA LUCIA

Language teachers have long been aware of the devastating effect of learners' grammatically correct, yet situationally inappropriate spoken or written communication. This workshop introduces the issues involved in teaching speech acts and lets participants experience a range of activities and teaching resources, many of which are available on line.

**D.H. Tatsuki** is a professor in the Graduate School for English Language Education and Research, Kobe City University of Foreign Studies. She is currently researching multi-party talk-in-interaction of Model United Nations simulations, literary texts in ESL and representations of gender/ethnicity in language textbooks. She has taught in Canada and Japan.

**Tatsuki, Donna Hurst - Pintaudi, Claudia**

***Duets for Harp and Voice***

MUSICAL INTERLUDE – CE – SATURDAY, 13:30-14:15 – SALA SCOLASTICA

These two musicians invite you to come and enjoy a selection of works written for harp and voice spanning from baroque to contemporary periods in Italian, German and English.

**D.H. Tatsuki**, is a graduate of the University of Toronto Opera School (1982). She was a featured soloist at Symphony Hall in Osaka Japan. Recently she has appeared in opera performances in Rome, Italy. **C. Pintaudi** started playing the harp at the age of eight. She has attended Master Classes, played in orchestras, and provided background music for special events. At present she is studying harp at the 'G. Verdi' Conservatory in Milan.

**Uliano, Ariella - Frontoni, Renzo**

***It's a Woman's World***

LIT – TK – SATURDAY, 12:45-13:30 – SALA ALBERIONE

This PowerPoint presentation encompasses words in English from a myriad of sources from poetry to comics to various social networks, inspired or used by women throughout history in Britain. The presentation is a full-immersion experience into the world of women writers, artists, journalists, celebrities, Royal Family members, daughters, young wives and mothers.

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

**R. Frontoni** is a professional photographer with an MA in Photography: History & Culture. He has recently been awarded a second MA in Library, Archive & Information Studies at UCL. He also dances with a baroque dance company in London.

**Uliano, Ariella - Frontoni, Renzo**

***There Is Nothing that I Love Better than a Country Dance***

DANCE WORKSHOP – CE – FRIDAY, 13:15-14:00 – SALA SCOLASTICA

Escape into Jane Austin's fictional world of music and match-making and learn to dance in the style of Emma and Elizabeth Bennet.

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

**VanSlyke, Timothy**

***Leveraging Internet Tools and Resources for Creating CLIL Classroom Materials***

TECH – WK – SATURDAY, 15:15-16:00 – SALA TIMOTEO

There are many excellent online tools available to teachers for creating classroom materials using authentic resources in any content area. This workshop will introduce teachers to a selection of such tools and help them get started adapting online resources into high-quality instructional course materials.

**T. VanSlyke** is an ESOL instructor and CALL specialist with vast experience. He currently teaches at Chemeketa Community College in Salem, Oregon, USA where he teaches Adult English language learners in all skills and levels.

Tim has presented numerous times at the national TESOL convention, at regional ORTESOL conferences and internationally in Hungary and Central Europe.

**Vellucci, Lina**

***Frightfully Fun School Halloween Cake Contest***

CLIL – PS – FRIDAY, 12:30-14:00 – PS CORNER

'Learning through doing' – what a better occasion than Halloween for students to challenge their language and computer skills, and, above all, their creativity through English by organizing a Halloween Event? This contest is currently in progress. It sees a third year class that has always been enthusiastic doing group work in English, socializing, collaborating, and sharing.

**L. Vellucci** is a teacher of Language and Literature in a state high school in Rome and a teacher trainer. She is currently Second Vice-President of Tesol-Italy.

The **L.S. 'Avogadro' students** are in their third year. They started this project in mid-September.

**Vellucci, Lina** (See **Mochi, Stefano - Boyle, Beth Ann**)

**Vergueiro, Lurdes** (See **Caputo, Sonia**)

**Vitulano, Maria Pia Virginia**

***Shakespeare our Contemporary with the Interactive Whiteboard***

TECH – PS – FRIDAY, 12:30-14:00 – PS CORNER

Never before has Shakespeare been treated in such an unconventional way by the citizens of the third Millennium. Can you imagine Bon Jovi close to Leonardo di Caprio, Hayez to Shakespeare? The magic answer is here: a look at this poster session and the creative use of the IWB.

**M.P. Vitulano**, EFL teacher; bursar of Comenius projects; co-editor of a magazine and author of abridged versions of D.H. Lawrence, Saki's plays, and an anthology; teacher trainer and tutor for IWB and primary school teachers organized by Miur-Ansas.

**Wallis, Claire Elizabeth** (See **Rowlands, Victoria**)

**White**, Carmela Mary

***Motivation: A Powerful Tool in English for Science Courses***

ESP – TK – SATURDAY, 15:15-16:00 – SALA SCOLASTICA

It is generally accepted that motivation is essential to successful language learning, but what really motivates university science students to study English? How can this drive to learn be harnessed to best advantage?

Presentation of the results of a survey on motivation and considerations on course design will be provided.

**C.M. White**, British national, studied modern languages at University College London, began teaching EFL in 1982.

English Language Lecturer (*lettrice*) at the Department of Science, University of Bari since 1985. Currently responsible for English languages courses for degree courses in materials science, biology and mathematics.