Teachers of English to Speakers of Other Languages in Italy
An Affiliate of TESOL International Association
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Rome, May 3rd, 2017

Dear Colleague,

TESOL Italy's 42nd National Convention will take place on November 17th and 18th, 2017 in Rome **at Polo Didattico, Piazza Oderico da Pordenone, 3.**

Hoping that you will consider taking an active part in the event, we are sending you the "Call for Papers" which should be returned to our office by June 9th, 2017. We trust these notes will help clarify the title and subtitles, suggesting some ideas for your presentation.

Yours faithfully,

Paola Mirti   M. Rosella Manni

President TESOL Italy   Convention Chair TESOL Italy

Into the Future of ELT

The future of our profession lies in our re-evaluation of the past and in some foreseeable changes ahead, for example, in educational linguistics, a plurilingual society, a movable frontier, new English fluxes (from World Englishes to ELF and beyond), new literacies & identities, issues of translanguaging as a form of empowerment, the emerging role of language for learning at school (language of schooling), ways of devising new literacies and inclusiveness, new competencies, new constructs for learning and for assessment (new CEFR descriptors on mediation).

How will all these political, economic, social, intercultural, legal, and digital trends impact the future of ELT? Current research studies in World Englishes and in English as a Lingua Franca are unveiling, a trend towards the redefinition of English teaching of language education and of authenticity, including new language functions, and new communicative strategies. Are other world languages emerging? What will be the focus in the future: English as an international language? Bilingualism or multilingualism? What are the implications of English being taught by non-native English-speaking teachers? What kind of English is needed in specific contexts?

First Steps

Taking the first steps, and above all the right ones, has become a priority within the constantly changing Italian educational system. Over the last few years, greater emphasis has been placed on professional development in compliance with MIUR and EU education policies. In this view, an increasing number of teachers, in particular those in primary schools and those who teach other subjects, are investing their energy and efforts in improving their language competencies in order to teach English even more successfully in the classroom.

To foster effective language learning, especially at primary level, it is necessary to meet these needs as well as to sustain teachers' professional development. Properly competent and highly motivated teachers ensure high-quality early language education.

Few issues are more important than providing students from the start with a firm foundation for individual success and success for society.

Taking the right first steps, both as learners and teachers, may be crucial for lifelong foreign language learning.

Expanding competencies

The skills needed in today's society are different from those needed in the past. Some traditional skills are still important today, but competencies such as learning to learn, social and civic responsibility, initiative and entrepreneurship, cultural awareness, intercultural competence, multilingual repertoires and digital literacies are increasingly valuable for citizens to be able to take part effectively in life today.

How can and should these competencies be integrated into each of the different learning areas? What impact is the integration of key competencies in the learning areas having on students' over-all development? What aspects of key competency development might we need to work on more? Will improvement in digital literacy allow schools to provide higher quality education to a larger portion of the population, including multicultural classrooms?

Teachers and learners as agents of change

The last few years have seen profound changes in the teaching-learning process, and the roles of teachers and learners have undergone a transformation. They have become active participants and transformative practitioners, in other words, "agents of change". Easy access to technological devices has moved us even closer to a fully connected digital life, which has affected many dimensions of education. Tablets, social media and different creative tools have made it possible for almost anyone to create, reuse and share content easily. Students can use these devices for content creation in different formats like videos, presentations, posters, comics, audio files, storyboards, or even apps. When creating their own content the students' role becomes more active in the learning process. They act as creators, explorers, assessors and presenters. Permitting such agency fosters learners' autonomy and enables them to adapt the learning process to their learning needs. Are we giving our students the chance to be greater agents of change? How can students become more engaged as change agents?

With regard to content creation, also the role of teachers is changing. Teachers need to facilitate the overall process and to act as advisers and specialists. As a result, the characteristics attributed to teachers as agents of change pertain to lifelong learning (being eager to learn and be reflective); mastery (giving guidance, being accessible, positive, committed, trustful, and self-assured); entrepreneurship (being innovative and feeling responsible), and collaboration (being collegial). How can pre-service and in-service training opportunities encourage the development of these skills and attitudes?

SUBMISSION RECOMMENDATIONS

We expect all presentations to be consistent with the title and subtitles of the Convention. In addition, both the abstract and the summary of the proposal submitted should match the actual content of the presentation given in November. We are very selective in choosing the presentations and especially encourage practical workshops and interactive presentations.

You can participate by making either a professional or a commercial presentation. A commercial presentation is designed to promote products or services, such as books, programs, certifications, etc. Professional presentations should not be used for promotional purposes.

Please read the 'Steps in Submitting a Presentation Proposal' carefully and then clearly fill in all the items on the attached Call for Papers form. We also invite you to share this information with your colleagues, so feel free to photocopy this letter and the attached Call for Papers form and display them at your school, in your office or staff room.

On behalf of TESOL Italy, we thank you for your interest and look forward to meeting you at our 42nd National Convention.

Deadlines summary

For Speakers	
	Deadlines
Proposal Submission	9th June, 2017
Paper Acceptance Notification by TESOL Italy	21st July, 2017
Speaker's Contribution Fee Deadline	2nd October, 2017

TESOL Italy's 42ⁿᵈ National Convention

November 17ᵗʰ-18ᵗʰ, 2017
Rome

Into the Future of ELT
First Steps
Expanding Competencies
Teachers and Learners as Agents of Change

STEPS IN SUBMITTING A PRESENTATION PROPOSAL

Please return the *Call for Papers* (CfPs) form to TESOL Italy no later than **June 9ᵗʰ, 2017.** You may submit it using one of the following methods: e-mail (tesolitaly@gmail.com), fax (+39) 06.4674.2478 or regular mail (Via Boncompagni 2, 00187 Rome).

In preparing your proposal, please bear the following in mind:

1. **Adapt** your presentation either to the convention theme or to one of the subthemes.
2. **Submit** just one proposal.
3. **Print** clearly.
4. **Provide** all the requested information. Incomplete proposals will not be accepted.
5. **Respect** word/character limits for title, biodata, abstract and summary especially for online proposal submissions.

PLEASE NOTE

1. **TESOL Italy is unable to reimburse speakers for expenses. All presenters are kindly requested to pre-register for the Convention and cover required fees (membership and participation fees), thereby establishing membership in TESOL Italy.**

2. All rooms will be equipped with PC and Video Beam. Preparing back-up materials is recommended.

3. The time allocated for each presentation is 45 minutes.

4. Types of presentations:
   Workshop: speaker introduces a topic with a mini-lecture, and guides active participation of the audience;
   Talk: speaker describes and discusses theoretical/practical issues related to the themes of the Convention;
   Demonstration: speaker shows how certain materials, techniques, etc. can work in a classroom;
   Panel: three or more speakers present their ideas on a topic followed by a Q&A session with the audience;
   Poster Session: speaker stands by the poster with pictures, charts and/or realia, and shares ideas with attendees;
   Commercial Presentation: speaker promotes materials published and advertised at the Book Exhibition.

5. **Professional/ Biographical background**: please avoid references to personal websites, lists of course-books or other personal commercial activities as they will be removed in the editing phase.

> **Please note that TESOL Italy will not accept proposals which do not conform to the guidelines above.**

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TESOL Italy's 42nd National Convention

Into the Future of ELT

Call for Papers

Name/s of Speaker/s
Last ………………………………… First …………………………………………...……..
Last ………………………..………….. First …………...……………….…………….…….

Speaker/s Address ……………………………………………………...………………..
City ………………………………. Postal Code …..…………… Country……………..............
Tel. ………………………………… Fax ………………………….... E-mail …..……...……….

Name and address of Institution or Company……………………………………..................
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Email address of Institution or Company...
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Professional/Biographical information (50 words maximum):
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NB. Biographical information in the program will be no longer than 50 words for one presentation.
The brief paragraph should describe who you are professionally and it should entice the audience to attend your presentation. It may include reference to publications, but it should not include lists of publications nor advertise sponsors. Program editors will adapt the biodata when necessary.

Title of presentation (9 words maximum)
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Type of presentation: (tick one) Workshop □   Demonstration □   Panel □   Talk □
        Poster Session □   Cultural Event □   Other □ ……………………

NB: Practical workshops and interactive sessions are in great demand. All presentations will be allotted 45 minutes.

Commercial presentation Yes □   No □   If yes, what will be promoted? ………………………

Theme:(tick one) 1) First Steps □
        2) Expanding Competencies □
        3) Teachers and Learners as Agents of Change □

Area covered: *(underline just ONE)*

Approaches/Methodology/Techniques; Assessment and Testing; Classroom Practice; CLIL; ESP; Curriculum Development; Integrated Skills; Intercultural Communication; Language and Language Issues; Learners' Needs and differences; Learner Autonomy; Literature/Translation; Multiculturalism; Bilingualism/Multilingualism; World Englishes; English as a Lingua Franca; Primary Education; Secondary Education; Teacher Education/Development; Digital literacy.

Other: ……...…………………………………………………….……………….

Equipment needed: Computer with Video-beam □   Internet □   Audio □ Other …………….

Audience requested: 150 □   80 □   50 □   40 □

Willing to repeat your session? Yes □   No □

ABSTRACT to be printed in the program *(50 words max.)*

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NB. Abstracts in program will be no longer than 50 words. Abstracts should include a description of the topic covered, presenter's objectives for the session, and description of the phases. Program editors will adapt abstracts when necessary.

DESCRIPTION OF SESSION *(Clearly write or print - 150 words max.)*
In order to help the Program Committee better evaluate your proposal, please submit a summary of it in about 100/150 words in the space below specifying the objectives, the central idea and whether your presentation is the result of:

Classroom Practice □   Classroom Research □   Theoretical Studies □

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