

# Abbreviations

## Areas

Approaches/Methodology/Techniques	AMT
Assessment and Testing	ASSESS
Classroom Management	CLASSM
Classroom Practice	CLASSP
Content and Language Integrated Learning	CLIL
Curriculum Development	CURRDEV
Digital Literacy	DIGLIT
English as a Lingua Franca	ELF
English for Specific Purposes	ESP
Integrated Skills	INTSK
Intercultural Communication	INTCULT
Learner Autonomy	LA
Learners' Needs and Differences	LND
Literature and Culture	LITCULT
Multiculturalism	MULTICULT
Teacher Education/Development	TE/D
World Englishes	WENG

## Type of Presentations

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

# Abstracts

**Agolli, Renata**

***Discovering CLIL and Its Holistic Impact Ex Novo***

AMT – TK

Saturday, 12:45-13:30

Room 14 A

This paper analyzes the role of CLIL as a Lingua Franca, the impact of this new approach, the competencies and attitudes developed throughout the implementation of CLIL that calls for a CEFR updating, and the role of educators in reshaping new modes of thinking, planning and implementing CLIL.

**R. Agolli** has worked as an EFL teacher and CLIL expert in Athens, Rome, Santorini. She holds an MA in TESOL (A' Class Honours) and has published academic papers in peer-reviewed journals. Her research interests pertain to CLIL, innovation and new pedagogies, Task Based Language Teaching (TBLT), and classroom creativity.

**Bardetti, Deana — Bruzzese, Carla — Mouhieeddine, Mostafa**

***Building a Bridge: Making a Difference in Teacher Education***

TE/D – PN

Saturday, 12:45-13:30

Room 4

Many classroom teachers are feeling overwhelmed and ill equipped when teaching immigrant students. The presenters will share concrete suggestions for teacher education programs incorporating the knowledge and skills that will prepare all teachers to be culturally and linguistically responsive.

**D. Bardetti, C. Bruzzese, and M. Mouhieeddine** have over twenty years' experience in TESOL as teachers, administrators, consultants and faculty members in the Boston area. Their research interests include second language acquisition/literacy, bilingualism/bi-literacy development, social-identity, critical pedagogy, teacher education, TESOL, professional development, K-12 education, and academic literacies.

**Barnes, Andwatta — Cannelli, Alessandra — Epperson, Martha K. — Freeman, Donald — Lopriore, Lucilla — Maglione, Maria Grazia — Marongiu, Maria Antonietta — Mencarelli, Alessandro**

***Paths of Change: Moving from Teacher to Teacher-Trainer***

TE/D – PN

Friday, 16:30-17:15

Room 14 B

This presentation explores the experiences of teachers who participated in TESOL Italy's six month blended seminar, "Training of Trainers" with Professor Donald Freeman from the University of Michigan. Points of discussion centered around participants' enactment of their own training, and the overall implications and experiences of moving from teacher to teacher-trainer.

**A. Barnes** a Ph.D. student at the University of Michigan with over 20 years of teaching experience in the U.S. and abroad. She has also been a standardized test developer of teacher licensure and ESL assessments. She is currently investigating issues surrounding English language teacher identity.

**A. Cannelli** is a long career teacher. Currently she is an e-tutor teacher trainer in online courses by INDIRE for language teachers, eTwinning pedagogical advisor for Lazio, and tutor coordinator at Roma Tre University where she works as an expert on the use of technology in education.

**M. Epperson** is an ELT teacher and teacher-educator who has worked in Europe, South America, and the United States. In Chile, she collaborated with the Chilean Ministry of Education, providing professional development for in-service teachers. Currently, she's pursuing her PhD in the University of Michigan's Teaching and Teacher Education Program.

**D. Freeman** is a professor at the School of Education, University of Michigan, where his work focuses on equitable learning opportunities for ELT teachers. He directs the Learning4 Teaching Project. Freeman is author of several books, is a past president of TESOL, a past member of the International Advisory Council for Cambridge Assessments, and past chair of the International Research Foundation for English Language Teaching (TIRF).

**L. Lopriore**, Roma Tre University, MA TEFL, Reading University; PhD Italian as a Foreign Language, Siena. TESOL Italy President (1996-98), TESOL Intl. Board of Directors member (2001-2004), TESOL Intl. Research Committee (Chair). Teacher-educator, course-book writer, she has published in the field of teacher education, ELF, CLIL, early language learning, assessment.

**M. G. Maglione**, teacher of English language and culture at *Liceo Scientifico*, former training supervisor at SSIS Lazio, and TFA teacher trainer at the University of Rome, 'Tor Vergata', has taken part in the Action Research Project and in several multimedia projects. She is TESOL Italy's Second Vice-President.

**M. A. Marongiu** has a degree in Foreign Languages from the University of Bologna and a PhD in Italian Applied Linguistics from the University of Illinois at Urbana-Champaign, IL, USA. She is a qualified senior teacher of English in high school, and has worked as pre-service and in-service FL/L2 teacher trainer for two decades. Presently, she is an appointed lecturer at the University of Cagliari, teaches English FL at the *Centro Linguistico d'Ateneo* and Italian L2 at the *Centro Interdipartimentale per l'Insegnamento dell'Italiano agli Stranieri*.

**A. Mencarelli** has been working in upper-secondary education for 15 years. He is an English teacher with experience as teacher trainer. His interest in bilingual contexts has led him to carry out the first PhD (University of Milan) classroom-based study in Italy on CLIL teachers' spoken discourse and speech functions.

**Becce, Nicolangelo — Latorella Lehner, Albert**

***Promoting Communication and Change through CEFR-Based Oral Interviews***

ASSESS – TK

Friday, 17:30-18:15

Room 14 A

Faculty members at a national university in Japan developed a five-minute CEFR-based interview placement system for general English communication courses. The talk will focus on the development, implementation, and flexibility of the system as well as the possibility to tailor it to the specific needs of communication-based language curricula.

**N. Becce** is an Assistant Professor of English language and American literature at the University of Fukui (Japan). He has published on Henry James, Victorian Spiritualism and ghost stories. A recipient of a grant from the Japan Society for the Promotion of Science, he is currently focusing on CEFR-based language assessment.

**A. Latorella Lehner** has taught English academic writing at the university level in Japan and the United States. He has conducted teacher workshops in Italy, France, Cambodia, Japan, and the U.S. His writing pedagogy is based on hearing and including the cultures of students within the writing they do.

**Becce, Nicolangelo** — **Latorella Lehner, Albert**

***English Academic Writing: Standards, Practices, and Observations for Change***

WENG – Wk

Saturday, 16:30-17:15

Room 2

At a moment when the spread of English for both academic and professional reasons continues to advance, it seems both practical and necessary to understand various ways in which people from diverse linguistic backgrounds approach English writing. Previous standards concerning syntax, style, and content need to be reexamined.

**N. Becce** (see biodata above)

**A. Latorella Lehner** (see biodata above)

**Bennett, Anna**

***Creative Teaching and Learning for Effective Communication***

AMT – Wk

Saturday, 14:30-15:15

Room 6

Whether you see yourself as creative or not, creativity is in fact part of our survival strategies and it's a force behind personal and professional development. Everyone can learn some useful skills and techniques that promote creative 'right brain' thinking and bring a new perspective to language teaching and learning.

**A. Bennett**, born in Nottingham, England, graduated from Staffordshire University. She is a teacher and teacher trainer in state and private institutions in Italy and the UK, and a member of the Academic Team for Trinity College London in Italy. Her interests are teaching strategies and young-learner classroom management

***Commercial presentation***

**Bennett, Sophie**

***Managing Student Expectations in a Changing World***

TE/D – Wk

Friday, 12:15-13:00

Room 14 B

A hands-on workshop to explore how our rapidly changing world is affecting student expectations. We will discuss case studies to reflect on how expectations influence student choices, and how we can support students through the various stages of the learning process.

**S. Bennett** is Academic Coordinator for AISLI – the Italian Association of Language Schools, and represents the association at conferences, where she coordinates research and teacher training projects. She has been a director, teacher trainer and teacher for over 25 years and has been running her own school for 15 years.

***Sponsored by AISLI***

**Bruzzano, Chiara**

***Why Don't They Understand? Using Listening Difficulties Productively***

CLASSP – Wk

Saturday, 15:30-16:15

Room 1

Why don't learners understand spoken English? In this workshop, we will explore how listening works and which factors hinder listening comprehension. We will then discuss a practical approach to analyzing and tackling these issues productively in the EFL classroom and apply it to real listening materials.

**C. Bruzzano**, after teaching EFL and Business English in Italy, the UK and Spain, is now a PhD candidate in Language Education at the University of Leeds. Her main interests are

teacher cognition, learner beliefs, listening and English as a Lingua Franca.

**Bruzzese**, Carla (see **Bardetti** for session and biodata)

**Buckland**, Simon — **Clements**, Bindi

***Creative Classroom Communication: Comparing the Online vs Face-to-Face Experience***

AMT – TK

Friday, 14:00-14:45

Room 6

Specific pedagogical challenges arise when teaching online, particularly in relation to promoting conditions for speaking practice. This research compares student and teacher experience online and face-to-face, specifically exploring the opportunities for spontaneous student communication. The results are relevant for online teachers and for the design of online language class material.

**S. Buckland** has had a life-long involvement with technology-assisted language learning. For many years Simon worked for Wall Street English, first as chief course author, and later as Academic Director, and from 2010 to 2017 he worked for Pearson English as the curriculum specialist for the Global Scale of English.

**B. Clements** is fascinated by how technology can transform learning, and has extensive experience designing blended training programs. As Instructional Design and Efficacy Manager at Wall Street English, she is responsible for research into product efficacy, and for ensuring the quality and consistency of the instructional design of their product.

**BUDDEN**, JOANNA

***Guiding our Young Learners Through the Digital Jungle***

DIGLIT – PL

Saturday, 11:45-12:30

Room 7 and 14

Even tech-savvy teenagers need guidance to become responsible digital citizens. How can we help our learners be best prepared for the digital jungle they're growing up in? Technology offers amazing opportunities but also presents dangers. So let's take a look at the digital landscape, online safety and digital well being.

**J. Budden** is the content manager for the British Council's LearnEnglish websites, which provide free, self-access material for learners. She's the author of Teen World (a photocopiable book of communicative activities) and co-author of Interactive, a four-level course book for secondary, both published by Cambridge University Press.

***Sponsored by the British Council***

**Camacho**, Eliana — **Steckley**, Karoline

***English Immersion Week: Preparing Vocational Students for Job Placement***

LND – TK

Friday, 12:15-13:00

Room 14 A

Starting in the second year of CIOFS/FP Retail vocational course, students have 200 hours of internships. In order to promote English as a "professional" language, teachers at CIOFS/AIA-FVG organized an English Immersion Week during which all classes were conducted entirely in English by internal staff members and guest speakers.

**E. Camacho** is coordinator of studies at CIOFS in Trieste. After 20 years of teaching Maths and Science at International Schools, she has embraced a new challenge, vocational schools.

**K. Steckley** is Director at AIA American Corner in Trieste. She teaches English at CIOFS in Trieste.

**Camozzi, Alessandra — De Musso, Giorgia**

***Adapting Materials, Encouraging Authentic Communication Through Creativity and Playfulness***

CLASSP – WK

Friday, 17:30-18:15

Room 1

How can we activate real life language and foster creativity in our classroom? Picking up from students' interests is a precious opportunity to explore language in a meaningful way for them. The workshop presents three practical ideas on molding role-plays, songs and grammar tables to the students' world.

**A. Camozzi**, actress and English teacher, uses her theatre skills to enhance communication through creativity. She works for l'Albero di Antonia in Turin.

**G. De Musso**, English and Japanese teacher, trained in Poland, Scotland, completed her CELTA in Milan. She resorts to her interests to bring creativity in the classroom. She works for l'Albero di Antonia in Turin.

**Cannelli, Alessandra**

***An ELF Aware ELT Classroom: Developing Intercultural Communication***

ELF – Tk

Friday, 10:00-10:45

Room 4

Practical experimental activities within an ELF perspective carried out by the presenter as a teacher in language classrooms involved in eTwinning projects and more will be discussed. Evidence of the impact of ELF studies on everyday ELT and the increase of the effectiveness of the learners' communicative competence will be presented.

**A. Cannelli** (see Panel Session Barnes et al.)

**Ceruti, Maria Angela — Ceruti, Mariacristina**

***Journeys for Peace — Fighting Fear, Racism, Intolerance at School***

INTCULT – PS

Friday and Saturday, 12:30-14:00

Poster Session Corner

This poster presents the results of an Erasmus+ KA2 project in progress at the speakers' schools with partners from Spain, Bulgaria, Germany, Norway, which aims at raising awareness about migrants and refugees in each partner country, and denying the concept of race through the analysis of the participants' mitochondrial DNA.

**M. A. Ceruti**. PhD in Linguistics Pavia University, MA TEFL University of Reading, Institute of Linguists DipTrans, Trinity TESOL Certificate. English language teacher, teacher trainer, textbook writer and European project coordinator.

**M. Ceruti**, PhD in Nuclear Physics Pavia University, TKT CLIL Cambridge English, Maths-Physics teacher, European project coordinator.

**Ceruti, Mariacristina** (see above for session and biodata)

**Ciaffaroni, Maria Teresa**

***Language Displacement***

LITCULT – WK

Friday, 12:15-13:00

Room 6

Starting from Flannery O'Connor's story "The Displaced Person", participants will work on the meanings of displacement, and will be required to delve into the implications of language and cultural stereotypes in English teaching and on the way these issues can be integrated in teaching with the help of literature.

**M. T. Ciaffaroni** teaches English at Liceo Classico Augusto in Rome. She has published two Business English textbooks for Zanichelli and has written articles on EFL. The workshop is based upon her experience in the Professional Development Course on the American writer Flannery O'Connor in the context of the Italy Reads© 2018 program.

**Cinganotto**, Letizia — **Cuccurullo**, Daniela

***TECHNO-CLIL for a Digital CLIL***

CLIL – TK

Friday, 10:00-10:45

Room 7

CLIL is an innovative, engaging and student-centered approach that can help foster the development of 21st century literacies. This talk provides highlights on theoretical frameworks, pedagogical and methodological issues behind the CLIL approach and practical ideas and suggestions for teachers on how to implement creative and engaging CLIL activities.

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

**D. Cuccurullo**, contract Professor and Secondary School teacher of English, engaged in research on teaching English as a second language through multimedia and CALL/MALL/MALU, is the author of essays, articles, translations of digital contents. She is now working with CLIL and has developed CLIL materials. She has organized teacher-training courses at national/international levels.

***Sponsored by Loescher Editore***  
***Commercial presentation***

**Clements**, Bindi (see **Buckland** for session and biodata)

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

**De Caterina**, Patrizia

***Fostering Creativity for Digital Students: PBL and Blended Learning***

AMT – TK

Friday, 10:00-10:45

Room 14 A

The speaker will explore the E-learning approaches of PBL (Problem-Based Learning), Blended and Flipped Learning with their different theoretical and pedagogical implications. She will also illustrate how some activities can be organized and implemented in order to promote students' creativity and enhance their digital skills.

**P. De Caterina**, teacher of Foreign Language and Literature at Liceo Statale "Guacci" of Benevento, is the author of various e-books on digital teaching and is currently engaged in a series of seminars for English language teachers. Her research interests include Blended and Flipped Learning.

**De Musso**, Giorgia (see **Camozzi** for session and biodata)

**Di Giuseppe, Alessia — Procaccini, Monia — Rosati, Marta**

***Second Language Acquisition at Pre-School Age: A Creative Approach***

AMT – Tk

Saturday, 12:45-13:30

Room 2

To face the current educational challenge and to reach higher academic standards, it is important to introduce children to a second language at an early age. How can teachers at *Scuola dell'Infanzia* foster the acquisition of English as a second language? An integrated approach may be the answer.

**A. Di Giuseppe**, holds a degree in Lingue e Letterature Straniere and Scienze della Formazione Primaria, teacher at Primary School.

**M. Procaccini** holds a degree in Lingue e Letterature Straniere, English teacher at Secondary School.

**M. Rosati**, holds a degree in Scienze Della Formazione Primaria, teacher at Scuola dell'infanzia and Primary School.

**Dyer, Theresa**

***Twitterfying Our CPD!***

TE/D – Tk

Saturday, 16:30-17:15

Room 1

Do you sometimes feel that you want to do something to develop your teaching but aren't quite sure which direction to go in? This interactive talk will introduce you to Twitter as an endless resource for Continuous Professional Development. You just need to know where to look.

**T. Dyer** has recently changed her place of work. After many years working for the British Council, in Rome and abroad, she now works for Globally Speaking where she is setting up its CELTA program and continues to combine her teaching and teacher development roles.

**Dygała, Magdalena**

***Classroom Video Projects***

CLASSP – WK

Friday, 17:30-18:15

Room 2

Do you want tips on how to make your class an unforgettable experience for your students? Then come and 'see it, hear it and do it' with me. You will get inspired by 'crazy video adventures' which will give you ideas on how you can engage students in the learning process.

**M. Dygała**, teacher trainer at the University of Technology and Humanities and EFL teacher at high school in Poland, was one of the winners of the 2014 International Headway Scholarship and participated in professional development course at Exeter College in Oxford. She involves her students in video projects and teaches English through music.

**Endercan Dal, John**

***Creativity: The Helps and Hinders of Creativity***

CLASSP – Tk

Saturday, 14:30-15:15

Room 14 A

The purpose of this presentation is to provide attendees with a brief overview on creativity in Teaching English as a Foreign/Second Language, its different definitions, and the sources and factors affecting it. It will also highlight the findings of a study conducted among ESL teachers in a Kuwaiti college.



**J. Endercan Dal** is a senior instructor and an academic advisor at the English Department at Australian College of Kuwait. He has a BA degree in multicultural studies, and Post Grad in Applied Linguistic, TESOL and a Master of Education at Melbourne University. His interests are second language acquisition, language and culture and teacher training.

**Ennis, Michael Joseph**

***A Big Data Approach to Language Curriculum Monitoring***

CURRDEV – TK

Friday, 14:00-14:45

Room 14 B

This talk will present a proposed model for curriculum monitoring at the Language Centre of the Free University of Bozen-Bolzano. The proposed model will use “big data” to better understand the interdependence of manifold variables involved in language learning at a multilingual university with the aim of improving efficacy.

**M. Ennis** is the English Language Coordinator at the Free University of Bozen-Bolzano’s Language Centre and was the founding coordinator of the TESOL Italy Val d’Adige Local Group. He has given numerous presentations and published on his interests in ESP, ESAP, CLIL, extra credit, intercultural language teaching, and cultural studies.

**Fanciullo, Nello — Fitzgerald, Donatella — Hartson Walker, Vanessa**

***Preparing Students for the New Esame di Stato in Scuola Secondaria I Grado***

TE/D – WK

Friday, 16:30-17:15

Room 1

Practical ideas for preparing students for the New *Esame di Stato in Scuola Secondaria I Grado* and for helping teachers of modern languages work together. We will examine the legislation, examples of the task types, practical tools and options for evaluating the students’ exam tasks and give suggestions for smooth running of the exam

**N. Fanciullo**, a lower secondary school teacher and teacher trainer, is the author of a training book for the new *Esame di Stato* in Spanish. His research areas are Young Learners, Efficacy in teaching and learning, and Italian school legislation.

**D. Fitzgerald** - ELT Sales Manager Pearson is a teacher and teacher trainer. Her specialist research areas are CLIL, Young Learners, Assessment, SEN and Extensive Reading.

**V. Hartson Walker** - Director of Kids Can is DELTA qualified. Her specialist areas are Young Learners and Teenagers, Extensive reading, SEN and Assessment

***Sponsored by Pearson Italia***

**Fara, Visnja**

***The Timeless Charm of Neologisms —From Humpty Dumpty to Modern Journalists***

LA – TK

Saturday, 15:30-16:15

Room 6

The presentation will show how some interesting corners of the word formation 'forest' can be a valuable aid in vocabulary teaching and learning. A Little-c linguistic creativity that new entries exemplify (infobesity, ringxiety, digital) can be used to stimulate students' curiosity and trigger the additional motivation for autonomous vocabulary learning.

**V. Fara** has taught ESP in the Croatian post-secondary context for 20 years. She has presented papers at national and international conferences, and her main research interests include English as a Lingua Franca and vocabulary development. She works as a senior lecturer of English at the Faculty of Organization and Informatics, University of Zagreb.

**Fiasco, Valeria — Lopriore, Lucilla**  
***Language Corpora as Paths for Language Learning***

AMT – TK

Friday, 12:15-13:00

Room 4

Corpora, collections of authentic electronic written or spoken texts, represent a valuable resource in the language teaching and learning process. They provide significant insights into authentic language use and strengthen learners' autonomy. Corpus-based activities carried out in school-university collaborative projects (ASL) and their implications will be presented and discussed.

**V. Fiasco** is a PhD student in Foreign Languages, Literatures and Cultures at Roma Tre University.

**L. Lopriore** (see Panel Session Barnes et al.)

**Fingust, Alenka — Guerle, María Isabel — Tosca, Matteo**  
***LAB4SPACE: An Erasmus+ Primary Experience***

LND – TK

Saturday, 14:30-15:15

Room 2

This talk is the outcome of an Erasmus+ KA2 project with partners from Spain, Latvia, Slovenia, Italy. Working together teachers and students have used their creative energy to implement activities with a clear inclusive focus. The speakers will present some of the most successful activities especially developed during students' mobility.

**A. Fingust** Primary school teacher of Slovene language, e-Twinning active participant and Erasmus+KA2 contact person.

**M. I. Guerle** Primary school teacher, experience in Bilateral and Multilateral Comenius Projects, e-Twinning active participant, Erasmus+ KA2 coordinator in Spain.

**M. Tosca** Primary school teacher, e-Twinning active participant and Erasmus+ KA2 contact person.

**Fitzgerald, Donatella** (see **Fanciullo** for session and biodata)

**Freeman, Donald** (see **Barnes** et al for session and biodata)

**Frontoni, Renzo — Uliano, Ariella**  
***Passion, Mystery & the Sublime in Literature & Art***

LITCULT – TK

Saturday, 09:30-10:15

Room 6

This is a fascinating journey in the company of the poets and artists of Love, Nature & the Unconscious and their muses: Wives, Lovers & Femmes Fatales. Can a 'Romantic' approach offer our students a fresh perspective on life and infuse warmth, meaning and universally shared values into our lessons?

**R. Frontoni** is a professional photographer with an MA in Photography: History & Culture and an MA in Library, Archive & Information Studies.

**A. Uliano** is a teacher, singer and dancer. She researches links between Literature & the Arts and performs traditional English, African, Indian and Latin American dance.

**Frontoni, Renzo — Uliano, Ariella**

***Dances Without Frontiers***

MULTICULT – **CULTURAL EVENT** – At the Lunch Break

Friday, 13:00-14:00          Room 7

Let's explore the world's wonderful heritage of dances and rhythms with this fun, easy and welcoming dance workshop.

**R. Frontoni** (see previous page for biodata)

**A. Uliano** (see previous page for biodata)

**Frontoni, Renzo — Uliano, Ariella**

***The Romantics at the Ball: Dances from Jane Austen to Dickens***

LITCULT – **CULTURAL EVENT** – At the Lunch Break

Saturday, 13:30-14:30          Room 7

We will dance with Mr Darcy, Lord Byron & a young Scrooge and learn three of the top popular dances of the Romantic era during this lively and fully immersive workshop. All welcome.

**R. Frontoni** (see previous page for biodata)

**A. Uliano** (see previous page for biodata)

**Gilberti, Ellen**

***Giving a Good Presentation: Strategies for Speaking Loudly and Clearly***

AMT – WK          Saturday, 14:30-15:15          Room 4

A good presentation depends not only on your material but how you communicate to your audience. This workshop shows how to develop vocal clarity and poise in front of large groups. Do the exercises designed for the course and experience your own public speaking skills as they improve through awareness and repetition.

**E. Gilberti** is a professional actress (Broadway, film, television), adjunct professor Hunter College, International English Language Program, New York, 3 years adjunct professor at University of Pennsylvania, English Language Program.

**Gismondi, Maria Rosaria**

***How to Foster Soft Skills Through an Erasmus+ Project***

INTSK – TK          Saturday, 15:30-16:15          Room 14 B

We need to strengthen our soft skills to respond to the challenges of our life. Teamwork, leadership, and communication are underpinned by the development of soft skills. Since each of them is an essential element for organizational and personal success, developing these skills is a must in teaching and learning.

**M. R. Gismondi**, EFL teacher, appointed eTwinning ambassador involved in European projects, is a qualified supervisor of trainee teachers. Her area of expertise covers IT skills and career guidance. She has attended several in-service qualifying courses abroad and fosters the European and international dimension of education. She is responsible for bilingual teaching in her school.

**Guerle**, Maria Isabel (see **Fingust** for session and biodata)

**Hangsleben**, Rachelle Marie

***Communication and Creativity in Children Education Equals FUN!***

AMT – Wk

Saturday, 09:30-10:15

Room 2

Baby Musical Playground is a course created for small children, which can be taught in a nursery school or pre-school setting or to groups of children with their parents. American teacher, mom Rachelle Hangsleben and Australian Professional Opera Singer Costa Latsos use music to inspire love of learning English.

**R. Hangsleben**, with over 10 years' experience teaching children ages 0-10 through music, movement and theater as well as raising a bi-lingual child, is a specialist in creating fun and engaging English lessons for babies as well as for preschool and elementary school children.

**Harfield**, Janet — **Nicholson**, Sarah

***Getting Teens Talking in the Age of Social Media***

CLASSP – Wk

Friday, 16:30-17:15

Room 2

In the age of social media much of teenage communication is through short, often abbreviated text-form messages. We will endeavour to provide participants with ideas, techniques and practical activities to encourage extended verbal communication both inside the classroom and beyond.

**J. Hartfield** has taught a wide range of levels in a variety of institutions for over 30 years, as well as being involved in the management of summer school programs in the UK.

**S. Nicholson** has taught a wide range of levels in a variety of institutions for over 30 years, as well as being involved in the management of summer school programs in the UK.

**Hartson Walker**, Vanessa (see **Fanciullo** for session and biodata)

**Hird**, Jon

***Grammar for the Real World***

CLASSP – Tk

Friday, 16:30-17:15

Room 7

'Authentic language' shows how language operates in the 'real world' rather than in the mind of the writer. A diet of artificial text can make language learning more difficult.' This session considers the need to teach real language and explores how we can achieve this through meaningful and engaging grammar practice material.

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

**Howell**, Sarah Mercedes

***Making Thinking Visible in the EFL Classroom***

AMT – Wk

Friday, 14:00-14:45

Room 7

If we consider learning as an outcome of thinking, as teachers our priority should be to equip our learners with the tools they need for “good” thinking both in and out of the classroom. In this session, we shall explore classroom research-based practices on the use of visible thinking routines in inclusive learning contexts.

**S. M. Howell** has been involved in teacher development for over 25 years. She has published extensively in the field of primary and secondary ELT with her materials reaching learners worldwide. Her areas of research are literacy, visible thinking and inclusive education. Sarah is a Member of the TESOL Italy Executive Committee.

***Sponsored by Oxford University Press***

**JCU Students** (see **Keenan** for session and biodata)

**Jevtović**, Aleksandra

***Pictures into Words***

AMT – Wk

Friday, 12:15-13:00

Room 1

We will look at activities for teenagers and young adults based on picture books to prompt speaking and writing and develop creative thinking. The language level ranges from elementary to proficiency. The workshop will contain practical activities for use in your classroom and inspire you to use wordless books as a new resource.

**A. Jevtović** is a teacher and a teacher trainer who works in a private language school where she teaches high level students (B2 to C2 levels) and prepares them for international English language exams. Aleksandra is particularly interested in creating extensive reading programs and translation as an EFL teaching tool.

**Keenan**, Tara — **Moccia**, Eleonora — **JCU Students**

***The Intercultural “Maperitivo”: Easy Apps that Energize your Classroom***

DIGLIT – DEMO

Friday, 10:00-10:45

Room 14 B

We need new approaches to teaching digital natives how to interact by working with, not against, technology. This panel presents two simple free tools designed to spur intercultural learning through English: StoryMapJS (to create a digital map of the community) and PechaKucha (to more effectively present the project to the community).

**T. Keenan** teaches English Composition at John Cabot University and directs its Writing Center.

**E. Moccia** is a Reference Librarian at John Cabot University. Keenan and Moccia often collaborate on incorporating digital literacy skills into JCU’s freshman writing.

**Kelly Calzini, Manuela**

***Change is in the Air: CEFR Companion Volume***

AMT – Wk

Friday, 17:30-18:15

Room 14 B

In this workshop key aspects of the implications for learning, teaching and assessment from the recently introduced CEFR Companion Volume (CEFR/CV) will be explored. The workshop will seek to provide a framework and suggestions for classroom tasks that will facilitate the shift from the 'four skills model' to the 'action-oriented approach'.

**M. Kelly Calzini** is an experienced teacher and teacher trainer working mainly in EFL Education and Continuing Professional Development Programmes. She is an ELT author and regularly contributes articles in teacher publications. Manuela is currently Academic Coordinator for Trinity College London in Italy. Her main research interests are young learners and performance-based assessment.

***Commercial presentation***

**KESSLER, GREG**

***Preparing Teachers for the Future: Communication and Creativity Through Social Media and Intelligent Tools***

AMT – PL

Friday, 11:15-12:00

Room 7 and 14

The presenter will share his thoughts about the changing nature of language teaching. He will discuss creative ways to focus on social communication while designing instructional experiences. He will share a number of recent developments related to language and technology and encourage teachers to create meaningful social experiences for learning.

**G. Kessler** is Associate Professor of instructional technology at Ohio University. He has published and spoken widely. His research addresses technology, learning, and language. He has been president of CALICO and TESOL Ohio. He is the editor of CALICO's book series and the Language Teaching & Technology forum in LLT journal.

***Sponsored by the US Embassy in Rome***

**Kessler, Greg**

***How Can You Prepare Teachers for the Future?***

AMT – Wk

Saturday, 14:30-15:15

Room 7

The presenter will help participants explore how they can apply many of the current trends touched upon in his keynote talk. He will also discuss how we can benefit from making connections between these trends and the use of social media as well as the participatory culture that it promotes.

**G. Kessler** (see biodata above)

**Koumpis, Dimitrios**

***Practical Tips for Teaching Grammar***

AMT – Tk

Friday, 17:30-18:15

Room 7

This session will focus on the practicalities of teaching grammar. We will examine three possible sources of grammar input: 1) a course book, 2) a grammar book, 3) the interactive whiteboard. We will look at how grammar may be presented, practiced, and how to ensure our learners have understood.

**D. Koumpis** has studied English Language and Literature and holds a Master's degree in Audiovisual Translation. He has worked as a teacher, a teacher trainer and as an ELT Consultant for more than 10 years. He has travelled extensively, delivering seminars and workshops all over Europe and Latin America.

**Sponsored by Express Publishing**

**Kyprianou, Marianna**

***Current Trends in Teaching EFL Pronunciation Using Instructional Technology***

AMT – PS                                      Friday and Saturday, 12:30-14:00                                      Poster Session Corner

This presentation will give an overview of recent trends and directions in practicing EFL pronunciation in terms of instructional technology and web-based resources: online dictionaries, social networking services, file sharing resources and finally mobile and tablet applications.

**M. Kyprianou** (BA English Language and Literature, MA Translation Studies, MA Applied Linguistics, PhD Linguistics) is an English language instructor at the Language Centre of the University of Cyprus. Her research interests include Applied Linguistics, Second Language Acquisition, Instructional Technology, Pronunciation Teaching, Teacher Training, Curriculum Development and Evaluation, Language Assessment, EFL and ESP.

**Lambert, Natasha — Licata, Giovanni**

***A CIA & FBI Mission***

LND – WK                                      Saturday, 12:45-13:30                                      Room 7

By being constantly connected with technology, teachers risk disconnecting with each other and with their learners. We're calling on special task forces to reconnect and will present hands-on activities to be incorporated into lessons to gather relevant information on learners, guide students towards the discovery of their L2-identity, and bridge the generation gap.

**N. Lambert** has a BA Hons in English Literature and has been the Young-Learner Coordinator at IH Rome for the last 3 years.

**G. Licata** has an MA in Applied Linguistics and has been Head of the Teacher Training Department at IH Rome for the last 3 years.

**Sponsored by International House – Accademia Britannica**

**Lange, Eva**

***The Secrets of Our Past***

MULTICULT – WK                                      Friday, 10:00-10:45                                      Room 2

Do your students accept people of other nations, religion and colour? Are they interested in this topic? How can you, as English teachers, help them to be open to multiculturalism? This session will present different types of activities aimed at bringing multicultural awareness into the classroom through language teaching.

**E. Lange's** work has been aimed at creating interesting ways of teaching different aspects of English. Her experience concerns teaching students of all age levels and students with learning disabilities and preparing students for international English exams. She has become a regular presenter at conferences around Europe

**Latorella Lehner**, Albert (see **Becce** for session and biodata)

**Lee**, Deanna

***The Importance of Language in a Fake News World***

DIGLIT – WK

Saturday, 15:30-16:15

Room 7

Teaching students to understand and use language in a time of fake news and misinformation is vital. Findings will be shared from the work of American and Italian educators on English reading, comprehension, discourse, and analysis skills—including an interactive workshop of digital assessments and tools—to promote online literacy.

**D. Lee**, Visiting Professor at John Cabot University, teaches Digital News Writing, Multimedia Storytelling, and Digital Humanities. The recipient of eight News and Documentary Emmy Awards as an ABC News Producer, she was the New York Public Library's Vice President of Communication. She serves on Harvard University's Board of Overseers.

**Leonardi**, Vanessa

***Creative English Vocabulary Teaching in Italian Primary Schools***

DIGLIT – TK

Friday, 12:15-13:00

Room 2

This talk explores the results of an experimental study that is part of a larger, on-going research project on the validity and feasibility of using the IWB as a means of enhancing young learners' engagement and appreciation for the English language in an increasingly globalized, multilingual and technologically advanced world.

**V. Leonardi**, born in Italy and raised bilingual, graduated in Modern Languages at the University of Coventry. M.A. in Translation Studies from UMIST, Manchester, and PhD in Translation and Comparative Studies from Leeds University. She holds a TEFL Diploma and is a Researcher and Lecturer in English Language and Translation at the University of Ferrara.

**Leproni**, Raffaella — **Mori**, Amelia — **Tiberi**, Fabiana

***Dis-tinctive Abilities in English-as-a-Second-Language Learning***

TE/D – PN

Saturday, 09:30-10:15

Room 1

Teachers feel the challenge of working with SENs, both in the whole class, and with single pupils. What should they do to guarantee equal learning opportunities? The presenters will illustrate techniques and practices of managing mistakes and affecting the learning process through teacher's correction and self-correction.

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

**A. Mori**, English Specialist Teacher in Primary School, since 2007 she's been a Tutor at Roma Tre University Education Dept., collaborating with Raffaella Leproni on English-language-teacher-training didactic projects addressed to kindergarten/primary school. She's currently carrying out the "Piano per la Formazione dei Docenti" training actions for teachers of every order and degree.



**F. Tiberi**, Italian Teacher in Primary School since 2015, has been a Tutor at Roma Tre University Education Dept., collaborating with Lorenzo Cantatore/Gianna Marrone on Italian-Literature-teacher-training didactic projects addressed to Kindergarten/primary School. She's currently carrying out the "Piano per la Formazione dei Docenti" training actions for teachers of every order and degree.

**Licata**, Giovanni (see **Lambert** for session and biodata)

**Lindon**, Sandra

***Language Coaching —How to Teach Strategically***

TE/D – Tk

Friday, 14:00-14:45

Room 1

Why do some students make progress while others don't? Whose fault is it anyway? Language coaching is an innovative strategic approach in which the best practices of life coaching are transferred to language teaching. Emphasis is put on the learners taking responsibility for their own learning process and its outcome.

**S. K. Lindon** is a Cambridge DELTA qualified teacher of English with more than 20 years of experience and a certified NLP Practitioner. She graduated from the University of Pisa with a thesis on NLP in Language Teaching. Her mission is to help students/teachers identify the best routes to learn/teach English strategically, meaningfully and purposefully.

**Loeb**, Emelie

***Feedback and Evaluation in the Classroom***

ASSESS – Wk

Friday, 17:30-18:15

Room 4

With large and diverse classrooms and limited time, it can be a challenge for EFL teachers to provide opportunities for productive language, while still offering meaningful feedback to individual students. This interactive workshop will present effective strategies for encouraging creative productive language in classrooms in conjunction with evaluative tools.

**E. Loeb** is an Assessment Specialist in the English Language Learning Department of Educational Testing Service where she focuses on the development and design of K-12 assessments. Previously, Emelie taught young learners in Bologna, Italy and received her M.S.Ed in Intercultural Communication from the University of Pennsylvania's Graduate School of Education.

**Lopriore**, Lucilla — **Sperti**, Silvia

***Mediation Strategies Development in ELF-Aware Language Learning Contexts***

CLASSP – Tk

Saturday, 09:30-10:15

Room 14 B

Mediation facilitates understanding and cooperation in different types of interactions, among participants who otherwise may be excluded from the interactive settings. This presentation illustrates implemented teaching materials and mediation tasks aimed at enhancing learners' awareness of ELF within multilingual contexts. Learners' feedback and findings on pedagogical implications will be discussed.

**L. Lopriore** (see Panel Session Barnes et al.)

**S. Sperti**, Roma Tre University, Intercultural Mediator and PhD English Linguistics applied to Intercultural Communication, Lecce. She has published in the field of applied linguistics, phonopragmatic and socio-cultural dimensions of intercultural communication in specialized discourse, ELF variations and World Englishes in cross-cultural interactions, mediation processes and language teaching, mediator training.

**Lupo**, Jordan

***Working with Change***

INTCULT – WK

Friday, 14:00-14:45

Room 14 A

This workshop explores themes of citizenship, immigration and integration. Working with change implies to motivate students to speak about different social problems that have affected them and the world around them. Using the emotion that these topics generate can encourage and inspire meaningful communication in English.

**J. Lupo**, a Rome-based teacher-trainer and curriculum developer from Canada, works for ACLE. His interests include CLIL, project-based learning, how to stimulate learners' creativity, and how to motivate teachers and students for lifelong learning in Italy. He would like to help create an environment that is inclusive and relevant to Italian teachers and students.

***Sponsored by ACLE***

**Maglione**, Maria Grazia — **Ortenzi**, Maria Antonietta — **Vaccaro**, Elisabetta

***Creative Speaking Lab: How to Develop Students' Speaking Skills***

CLASSP – WK

Friday, 12:15-13:00

Room 7

Do you want to develop your students' speaking skills even if you work in overcrowded classrooms, deal with unmotivated students and have little time for speaking practice? Thanks to the Creative Speaking Lab, we will provide ideas and projects which can help increase students' motivation and promote effective speaking.

**M.G. Maglione** (see Panel Session Barnes et al.)

**M.A. Ortenzi** is the coordinator of the local group in Rome and a TESOL Italy Executive Committee member. She was a teacher at *Liceo Scientifico* 'Primo Levi' in Rome, where she was responsible for language certifications and was involved in the Action Research project.

**E. Vaccaro**, teacher of English language and culture at *Liceo Scientifico*, Vice-director of the academic publishing house NEU (Nuova Editrice Universitaria), member of Roma TESOL group and of TESOL Italy's Executive Committee, holds a PhD in English Literature and has written on how to motivate students through English videos and CLIL and Tourism Management.

**Maglione**, Maria Grazia — **Ortenzi**, Maria Antonietta — **Vaccaro**, Elisabetta

***Cultural Heritage as the Wellspring of Creativity***

CLASSP – PS

Saturday. 12:30-14:00

Poster Session Corner

In this poster session we will present the most original works created by the students participating in the Creative Writing Competition 2018 "From Our Cultural History to the Future" which was dedicated to the first European year of cultural heritage and aimed at both preserving our heritage and fostering creativity.

**M.G. Maglione** (see Panel Session Barnes et al.)

**M.A. Orteni** (see biodata on previous page)

**E. Vaccaro** (see biodata on previous page)

**Marola, Margaret**

***Step by Step English —ESL for Young Learners***

AMT – Wk

Saturday, 15:30-16:15

Room 14 A

The aim of this talk is to present a teaching method designed to imitate the way children learn their native language, when the ability to capture and reproduce sounds is at its peak. During the workshop, participants will actively engage in a mock lesson where each step will be illustrated with the aim to appreciate its effectiveness.

**M. Marola** is a native New Yorker and graduate of the University of Rome. After working in international education with Fulbright, she developed an interest in ESL and early education writing for Mattel. Years of teaching at the pre-k level subsequently led to the development of the Step-by-Step English method.

**Marongiu, Maria Antonietta** (see **Barnes** et al. for session and biodata)

**Marsh, Alan**

***Tricks with Texts: Bringing Reading Back to Life!***

AMT – Wk

Friday, 16:30-17:15

Room 14 A

Reading texts in ELT classrooms are used for different purposes. In this practical, highly interactive session we show how these purposes can be combined when exploiting single texts and how we can also maximize learner engagement by applying creative “tricks and twists” —a bit of “magic”— to our reading texts.

**A. Marsh** has worked in teacher training and development with teachers from all over the world. He contributes regularly to ELT publications and in 2014 he was awarded Malta’s inspiring ELT Professionals award. In recent years he has been an invited speaker at international conferences in Barcelona, Milan, Belgrade and Malta.

**Mencarelli, Alessandro**

***Academic Language Functions in CLIL Discourse***  
***—A Classroom-Based Research***

CLIL – Tk

Friday, 14:00-14:45

Room 2

This presentation reports on a PhD classroom-based research study aimed at analysing data of actual CLIL teacher spoken discourse in 45 Italian lessons at upper-secondary school. It is the first attempt that focuses in particular on the teacher’s use of Academic Language Functions (ALF) across different subjects.

**A. Mencarelli** (see Panel Session Barnes et al.)

**Mikluš**, Andreja

***Let's Talk About Art!***

AMT – Tk

Saturday, 16:30-17:15

Room 4

Teach your students how to speak about art, analyze it and say what they think about it. Teach them real English and add value to their language proficiency. In this talk you will learn how to broaden your students' horizons and gain strategies for teaching communicative competencies to ensure fluency across a topic.

**A. Mikluš** is an English teacher at the Second Gimnazija Maribor, Slovenia. With more than eight years of teaching experience she is actively involved in other school projects of international value and is constantly searching for new strategies of teaching and improving her methods to get the message across more efficiently.

**Mugan**, Elizabeth Heather

***Fun, 4 Skills Active Methodology for Language Learning (EIM)***

AMT – Wk

Saturday, 15:30-16:15

Room 2

Here I would like to present and share with you a new path, a fun and memorable way of teaching and learning language which will kindle imagination. This simple, very versatile methodology will be outlined and experimented during the workshop.

**E. H. Mugan**, BA Hons Language Studies. She created and teaches at T.W.Y.O. (The World's Your Oyster) Language Training Centre Bologna. She has taught EFL for over 30 years at all levels and ages and has developed a methodology to help students learn and memorize language in a fun, hands-on way.

**Moccia**, Eleonora (see **Keenan** for session and biodata)

**Mori**, Amelia (see **Leproni** for session and biodata)

**Mouhieeddin**, Mostafa (see **Bardetti** for session and biodata)

**Nicholson**, Sarah (see **Harfield** for session and biodata)

**Nikiforou**, Eleni

***Blended Learning in English for Specific Purposes Courses***

ESP – Tk

Saturday, 15:30-16:15

Room 4

This presentation focuses on the integration of the Blended Learning approach to language learning in an English for Specific Purposes (ESP) course in a tertiary education institution and on how blended learning approach affects numerous aspects of language learning in the ESP course forming a new learning environment.

**E. Nikiforou** (BA, MA, PhD candidate) is an English language instructor at the Language Centre of the University of Cyprus where she teaches English for Academic Purposes and English for Specific Purposes courses. Her research interests include Blended Learning, Teacher Training, Instructional Technology, and ESP.

**NORTH, BRIAN**

***Mediation, a Paradigm Shift in Language Education: the 2018 CEFR Companion Volume***

ASSESS – PL

Saturday, 10:30-11:15

Room 7 and 14

This talk presents the CEFR Companion Volume, which, based on different theories, develops the CEFR concept of Mediation and provides validated descriptors. Mediation involves (a) (co)construction of meaning —e.g. in collaborative tasks— and (b) creation of conditions for co-construction by facilitating communication and collaboration and by handling (cultural) issues arising.

**B. North** developed the CEFR levels and descriptors for the Council of Europe, is co-author of the CEFR and the prototype European Language Portfolio, plus coordinator and co-author of the CEFR Manual for examinations, Eaquals' CEFR Core Inventories for English and French and the CEFR Companion Volume with New Descriptors.

***Sponsored by Pearson Italia***

**Önalán, Okan**

***Peer Assessment on Testing Oral Presentation Skills***

ASSESS – TK

Friday, 16:30-17:15

Room 4

This study investigates the reliability and advantages of peer evaluation in testing oral presentation skills. Peers demonstrated significant reliability in particular criteria items. Participants stated that evaluating the performances of their classmates not only increased their awareness towards better oral presentation skills, but also helped them improve their own performances.

**O. Önalán**, as a teacher trainer, an author and a researcher in ELT field, Okan ÖNALAN has mainly focused on assessment in the language teaching field. He currently works as an educational consultant, delivers conference talks and teacher training courses at various levels.

**Ortenzi, Maria Antonietta** (see **Maglione** for session and biodata)

**Prior, Jemma**

***Too PC for ELT? Teaching Gender-Neutral Language***

AMT – Wk

Friday, 10:00-10:45

Room 1

What is gender-neutral language? Why is it important? And how can we integrate gender-neutral language into the ELT classroom? This workshop will examine these questions amongst others, and will include many practical examples for classroom activities including some of the presenter's contributions to a recent British Council publication.

**J. Prior** is an English-language instructor specialized in teaching EAP and has worked at the Free University of Bozen-Bolzano since 1998. She also has a keen interest in researching and teaching gender-neutral language, a topic that is most definitely in the cultural and social zeitgeist.

**Procaccini, Monia** (see **Di Giuseppe** for session and biodata)

**Ranzoli, Silvana**

***A Multimodal Perspective on Teaching/Learning Literature***

LITCULT – TK

Saturday, 12:45-13:30

Room 14 B

In the last few decades there has been a shift from page to a multimodal approach. Multimodality involves the interweaving of words, images, gestures, colours, typography, sounds, video that can be combined in different ways.

Examples will show how to move away from teaching/learning through one modality (typically linguistic).

**S. Ranzoli** is an experienced teacher (High School; S.I.L.S.I.S and TFA, University of Pavia), a freelance teacher trainer and a textbook writer. She has made contributions to Conferences organized by the British Council, TESOL Italy and LEND. Her interests revolve around literary studies, CLIL, multimedia teaching, paragraph writing, brain-based learning.

**Rockenhaus, Melanie**

***Teach Writing Communicatively and Creatively***

AMT – Wk

Friday, 14:00-14:45

Room 4

Writing instruction CAN be communicative and creative, and you already have materials! We will see how Communicative Language Teaching (CLT) activities borrowed from speaking instruction can be used to teach writing. After working through materials, participants can share their own CLT activities that can be creatively recycled for writing instruction.

**M. Rockenhaus** has been in ELT for thirty years in university and corporate settings, including testing, colleague selection and training, program management and curriculum planning. She is the English Language Expert at the Scuola Normale Superiore, Pisa, where she teaches general and academic English and specialized courses for graduate students.

**Rosati, Marta** (see **Di Giuseppe** for session and biodata)

**Sessa, Maria Antonietta**

***CLIL Made Easy***

CLIL – Wk

Saturday, 14:30-15:15

Room 14 B

The workshop consists of two phases: during the introduction the speaker will illustrate the state of the art of CLIL in the Italian educational system with related problems; after that the speaker will propose a possible viable solution: a Blended Learning/online CLIL course, consisting of 6 webinars.

**M.A. Sessa** is an English language teacher with a longstanding experience in international projects, teacher training, web developing and video editing. In her professional activities she makes extensive use of Web 2.0 Internet applications and other “computer nerd’s stuff”.

**Shave, Jonathan**

***Should Teachers Still Read Aloud to Middle School Learners?***

LITCULT – Wk

Saturday, 12:45-13:30

Room 6

Participants will consider how the popularity of books as ‘Diary of a Wimpy Kid/Diario di una Schiappa’ can foster L2 language use and learner motivation among middle-school learners

and how and why a Task Based Approach can be applied to reading aloud in the 21<sup>st</sup> century classroom.

**J. Shave** is a teacher and didactic coordinator for Alpha Beta Piccadilly, a non-profit co-op, which promotes language learning, multilingualism and intercultural communication in Alto Adige/Südtirol. He organizes projects which enable young language learners to experience fun authentic situations using languages other than their first language.

**Singh, Danny**

***Team Building: Inside and Outside the Classroom***

CLASSM – WK

Saturday, 09:30-10:15

Room 4

Team building is as important to a great lesson as the content. If all members of the group are willing to collaborate with each other, the lesson is successful and everybody benefits! In this practical workshop, we will perform several team-building exercises that you can use with guaranteed success!

**D. Singh** from London is now based in Rome. He uses laughter, breathing, dancing, singing, playing, stretching, hugging and massage in his courses, plus the five senses, exploring emotions, all aimed at facilitating memory and learning. He has written two books and offers workshops and teacher training on demand.

**Sperti, Silvia** (see **Lopriore** for session and biodata)

**Sprague Zolle, Janine**

***Designing an English Course for Third-Culture Kids***

MULTICULT – TK

Saturday, 12:45-13:30

Room 1

Do third-culture English speaking kids need an English course? Yes, they do, and not just to learn how to spell. I set out designing a course which addressed this populations' particular linguistic needs and ended up providing a space where TCKs feel they belong and can express their unique cultural heritage.

**J. Sprague Zolle** holds a bachelor's degree in Psychology and Spanish and a master's degree in Bilingual Education. She has worked in Mexico, USA and Italy with students of diverse backgrounds. She is an EFL teacher at the Associazione Italo Americana in Trieste, and coordinates the local School Programs and the TESOL Italy local group.

**Steckley, Karoline** (see **Camacho** for session and biodata)

**Tarantino, Maria**

***Enhancing Critical Thinking and Dialectical Skills in ESP/CLIL Curricula***

INTSK – TK

Friday, 10:00-10:45

Room 6

The presentation suggests that critical thinking and dialectical skills should enjoy more attention in ESP/CLIL classes. This combination could elicit students' awareness of the contingent nature of information, motivate and arm them with appropriate linguistic, argumentation and judging skills to assess personal and media claims on socio-scientific and other issues.

**M. Tarantino** Associated Professor of English at University of Bari. She has published in international and national journals on ESP/EST theoretical and applied issues. Her research topics include semantic and pragmatic aspects of scientific reports and didactic strategies to improve undergraduate and graduate abilities in communicating their research findings in English.

**TAYLOR, SHELLEY**

***Balancing Acts: Multilingual Schools Negotiating Cultural Heritage, Languages and Identities***

MULTICULT – PL

Friday, 15:00-15:45

Room 7 and 14

Increasingly, schools are grappling with how to deliver appropriate language and literacy instruction to changing student populations. They regularly encounter questions such as: Which school responses, including policies and pedagogical practices, best enable all students? Today's students have multiple identities, hopes, aspirations and plurilingual/pluricultural competences. The focus of this plenary is on how educators can negotiate student identities by acknowledging their cultural/linguistic heritage without reifying it, and enhancing their EFL learning experiences. Examples of classroom-based research in which educators seek out and draw on learner agency, competences, and incorporate holistic views of social contexts are presented. This research highlights educators orchestrating spaces that acknowledge and value learners' multiple competences, and allow them to negotiate, form and reform their identities. Also, preliminary findings of research into educator and settlement worker beliefs, and their experiences with the language and literacy learning needs and challenges currently facing refugee children who are enrolled in multilingual schools in Canada. Background information on their language and literacy teaching and learning needs are discussed in the broad context of educator experiences and responses, and policy- and research-related issues.

**S. Taylor**, Professor of TESOL/Applied Linguistics (Canada), has served on TESOL's Board of Directors since 2016. She teaches graduate and preservice courses on TESOL, FSL, minority languages, plurilingualism and the CEFR, and L2 pedagogy. Her classroom-based research focuses on how educators orchestrate instructional spaces for immigrant and refugee students' English development in multilingual schools.

***Sponsored by TESOL International Association and TESOL Italy***

**Taylor, Shelley**

***Balancing Competences, But How?***

AMT – Wk

Saturday, 09:30-10:15

Room 7

This workshop introduces how educators can draw on new affordances of the CEFR Companion Volume (Council of Europe, 2018), and key elements of the European Language Portfolio (Council of Europe, 2001) —the language passport, dossier and biography— to capture workable portraits of students' plurilingual and pluricultural competences to enhance their learning of English as a foreign language in multilingual schools.

**S. Taylor** (see biodata on previous page)

**Tiberi, Fabiana** (see **Leproni** for session and biodata)



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

**Tsantila**, Natasha

***ELF within EFL Listening Materials: Reconsidering Our Teaching Practices***

CLASSP – Tk

Saturday, 09:30-10:15

Room 14 A

Skills and competencies such as learning to learn and linguacultural awareness, needed in the contemporary multicultural and multilingual world, greatly differ from those needed in the past. Since listening can be associated with the aforementioned competencies, potential adaptations of specific listening sections included in ELT textbooks are recommended.

**N. Tsantila** teaches Linguistics at Deree – the American College of Greece and is a PhD candidate at the Hellenic Open University. She has been involved in EFL syllabus design, ELF and ELT pedagogy. Her main research interests are: ELF and EFL, ELT materials evaluation and adaptation.

**Turri**, Elisa

***Keeping Up with Professional Development***

TE/D – Wk

Friday, 17:30-18:15

Room 6

ELT offers many ways of keeping up with our professional development. We get added value if we combine them into a planned, interlinked program with self-monitoring and evaluation. In this workshop we will explore contemporary perspectives about continuing professional development (CPD) and share ways to reach results.

**E. Turri**, an EFL teacher in a middle school in a small town near Milan, regularly runs seminars for teachers at the British Council in Milan. She is passionate about creating meaningful lessons to promote students' ability for natural communication, self-esteem, confidence, learning to learn skills, autonomy, responsibility and responsAbility, self-evaluation.

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

**Vaccaro**, Elisabetta (see **Maglione** for session and biodata)

**Veronesi**, Bernard

***"We've Always Done It This Way..."***

TE/D – Wk

Saturday, 16:30-17:15

Room 6

To what extent do cognitive biases affect our teaching practice? In this session we will identify and explore key biases from a range of well over 200 such as the 'status quo bias' whereby we have a tendency to like things to stay the same.

**B. Veronesi** is senior teacher at Bennett Languages with more than 10 years teaching experience. He is interested in all the things that facilitate the joy of authentic communication in classrooms including integrity, complexity and non-linearity.

**Vitale, Angela Maria**

***Testing: A Fun, Effective Classroom Engagement***

ASSESS – Wk

Saturday, 14:30-15:15

Room 1

This workshop will introduce a path of change in evaluation, a quick way of testing and assessment through your electronic device. See yourself as a learner and challenge yourself. In the end you will look on a test as an opportunity for involvement and motivation. Bring your device with Internet connection.

**A. M. Vitale** 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 teaching methods and evaluation techniques.

**Wimhurst, Andrew**

***Task Feedback in the English Language Classroom***

AMT – Wk

Friday, 16:30-17:15

Room 6

This workshop will equip participants with different interactive ways to give feedback on tasks to students in class. We will begin by briefly looking at definitions of feedback, and then try out a variety of different feedback techniques teachers could use during their own lessons.

**A. Wimhurst** is a contract lecturer at the Free University of Bolzano teaching English for Specific and Academic purposes. He is currently undertaking a PhD in Applied Linguistics (Lexical Studies), has taught students from Europe and Asia at various language schools at primary, secondary and higher education level.