



GETTING TO THE

H. E. A. R. T

Human Rights

Embracing D.E.I.A Agency

Reflecting on Teachers' Role

Advocating for Learners' & Teachers' Empowerment

Empowerment

Teaching Quality Education

Transforming Perspectives in ELT

Responsibility

A.I.

OF ELT

Virtual **TESOL ITALY 48TH ANNUAL CONVENTION** *Virtual*
1-2 December, 2023
www.tesolitaly.org - tesolitaly@gmail.com

7 Plenary Speakers

TESOL Italy Special Guests

110+ Presenters from more than 25+ Countries

ELT Materials and Study Abroad Exhibitions

Sirio Di Giuliomaria Award

Social & Networking Opportunities

Cultural Event and Raffle

Professional Development for English Language Teachers

TESOL Italy is accredited by the Italian Ministry of Education, Direttiva 170/2016



TESOL Italy would like to thank all its sponsors and partners for their collaboration and generous support in the organization of this year's Convention!

Social/Cultural Event Friday December 1 18:45-19:30



MANUELA KELLY CALZINI

Stories for Getting to the Heart of ELT

Join Manuela Kelly Calzini from Trinity College London Italy for an evening of storytelling at TESOL Italy's 48th National Convention pre-conference social event. Immerse yourself in the power of narratives as Manuela shares compelling stories from her repertoire, highlighting the heart of English Language Teaching (ELT). Be part of this unique experience on Friday, 1st December, at 18:45. Bring your own story and connect with fellow educators for an inspiring and memorable gathering.

TESOL Italy's 48th National Convention
Online, November 30 and December 1-2, 2023

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TESOL Italy, Via Agostino Bertani, 3 00012 - Guidonia Montecelio (RM)
e-mail: tesolitaly@gmail.com Website: www.tesolitaly.org

How to Access the Virtual Convention

All attendees will be emailed login links to access the Convention site and platform. They will also be sent a guide on how to use the Zoom-based events platform.

The pre-recorded sessions will be available throughout the Convention starting from Thursday, November 30th, while the live sessions will be accessible at the scheduled time only.

You will need to use the link sent by email every time you want to access the event, so please keep it handy!

Technical Support

If you have any technical issues during the Convention, please select Helpdesk in the Dashboard and fill out the form specifying the problem. We'll do our best to assist you!

General Information about the Convention

Session Recordings

All live sessions will be recorded. Each live session will be moderated by a TESOL Italy staff member or volunteer who will present the speaker, monitor the session, and moderate the chat.

Please be concise and respectful when typing your questions and comments for the speakers in the chatbox.

After the convention, session recordings will be accessible to the accessible participants for one month on the platform. Moreover, a selection of academic sessions will be made available in the Members' Area of the TESOL Italy website. All convention participants are automatically members for 2024. Non-participants will have to renew their memberships or become a member to access these materials.

Privacy Policy regarding Audio/Video Photographic Recordings

We hereby inform you that TESOL Italy will be documenting this convention by making visual and audio recordings. This material will not be provided to any third parties but will be used exclusively by TESOL Italy to document and promote its activities and events. It may be used in TESOL Italy publications, promotional flyers, and/or on its website. For more information, please read our Privacy Policy: <https://tesolitaly.org/privacy/>

Networking Opportunities

The *Dashboard* in the Convention platform provides some features to get to know people and enhance your networking opportunities.

In the *Attendees* menu you can find the list of all the participants at the Convention, and you can send private messages to individual participants.

Meet Others is a public chat where you can chat with all the participants, sharing your ideas and comments about the sessions and the convention.

Certificates of Attendance

Certificates of attendance will be available to download from the Convention page on the TESOL Italy website after the Convention.

Timetable

The timings listed within this program and indicated in the timetable are always in CET (UTC+1) time. To check the time difference, you can use an online time zone checker such as www.timeanddate.com.

What's New in ELT

This is a special session dedicated to getting to know our Sponsors / Exhibitors and to present the Virtual Expo. It will take place during the Pre-Convention event on Thursday, November 30th and will be followed by virtual booth visits. The session will be repeated on Friday, December 1st.

The Virtual Expo

The Virtual Expo will be accessible during the entire Convention so that participants can visit the Virtual Booths at any time.

Plenary Sessions



NAYR CORREIA IBRAHIM

The Head - (He)art - Hands of Multilingualism: Linguistic Well-being in English Classrooms

Friday, 1st Dec, 10:15-11:00 (CET, UTC+1)



THOMAS S.C. FARRELL

Getting to the Heart of Reflective Practice

Friday, 1st Dec, 17:00-17:45 (CET, UTC+1)



VALERIE COUTINHO - ELSA O'BRIEN

Inclusion at the Heart of Everything We Do

Saturday, 2nd Dec, 10:00-10:45 (CET, UTC+1)



BRIAN NORTH - ENRICA PICCARDO

Engaging and Empowering Learners Through Action-Oriented Mediation and Plurilingualism. The CEFR 2020 in the Classroom

Saturday, 1st Dec, 15:15-16:00 (CET, UTC+1)



DEBRA SUAREZ

Heart and Reason: The Core of Empathetic and Transformative Leadership in ELT

Saturday, 1st Dec, 17:15-18:00 (CET, UTC+1)



The right test at the right time



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School Exam
Team



English Assessment for schools

britishcouncil.it/english-assessment-schools

Presenters

Atabek, Nalan
Bagci Cervo, Ozgen
Baker, Monica
Belda-Medina, Jose
Bennett, Anna
Birch, Antony
Bryson, Emily
Burdi, Valeria
Cannelli, Alessandra
Ceruti, Maria Angela
Chien, Chin-Wen
Chung, Siaw-Fong
Cinganotto, Letizia
CORREIA IBRAHIM, NAYR
COUTINHO, VALERIE
Cuccurullo, Daniela
Curtis, Andy
De Gioannini, Daisy
De Luca, Luciano
Di Scala, Roberto
Dias, Maria
Dougekou, Eleni
Durgaryan, Alesa
Ekoç Özçelik, Arzu
Elyas, Hind
Ennis, Michael
Erriquez, Chiara
FARRELL, THOMAS S.C.
Ferroglio, Laura
Fitzgerald, Donatella
Fiasco, Valeria
Flammi, Enrica
Foggia, Stefania
Gheorghe, Mihaela
Giraldez, Rosario
Giuliani, Paola
Griffiths, Barnaby
Hartson Walker, Vanessa
Hillis, Mary
Hoelker, Jane
Hofer, Barbara
Howell, Sarah M
Iemmolo, Giorgio
Iliencko, Olena
Kaçauni, Dorela
Karachun, Tatsiana
Kelly Calzini, Manuela
Kester-Dodgson, Lisa
Khawaja, Anastasia
Khoshhaldelijani, Yasin
Knight, Kevin
Koca, Didem Senanur
Kok, Jasper
Kostopoulou, Stergiani
La Rosa, Palmina
Langé, Gisella
Laurenza, Giuseppe
LeBlanc, Catherine
Leproni, Raffaella
Lopriore, Lucilla

Lorenzet, Tiziana	Rodrigues, Sandra
Machura, Anna	Roma, Silvia
Manni, Maria Rosella	Sbardella, Talia
Mendoza Villegas, Ofelia	Schiavoni, Omar
Montanucci, Giorgia	Schvarcz, Bridget
Morbiducci, Marina	Serebriakoff, Alexandra
NORTH, BRIAN	Shen, Yang
O'BRIEN, ELSA	Siconolfi, Marcus
Okaz, Abeer	Sperti, Silvia
Önal, Özge	Stefanidou, Maria
Paling, Rachel	Stuhli, Jasmina
Paolinelli, Joanna	SUAREZ, DEBRA
Park, Eunjeong	Sun, Zelong
Pavlenko, Alexander	Tatsuki, Donna
Polesi, Francesca	Taylor, Shelley
Perez, Mario	Tosca, Matteo
PICCARDO, ENRICA	Tsehelska, Maryna
Pirruccello, Nuccia Silvana	Vodopija-Krstanović, Irena
Pistillo, Elena	Walsh, Chantelle
Pistillo, Antonio	Ward, Natalia
Pourdastmalchi, Alireza	Warren, Amber
Prior, Jemma	Wimhurst, Andrew
Razmeh, Shakiba	Worgan, Michelle
Reynolds, Kate Mastruserio	Yen, Yu-Che
Rifaioflu, Benan	Zambernardi, Alida
Roberts, Jennifer	Zaninelli, Marta

Sponsors and Exhibitors

British Council

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Funsongs

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Goal Testing RV

ILS Study Abroad

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Smart School of Modern English

St. Patrick's Cultural House

TESOL International

Trinity College London

United Network Europa



Stay up to date with TESOL Italy news and events
by following us on social media!



Social and Cultural Events

Thursday, 30 th November 15:30-16:00	Welcome and Announcements
Friday, 1 st December 08:30-09:00	Opening Ceremony
Friday, 1 st December 11:30-12:00	TESOL Café: Trieste Local Group
Friday, 1 st December 18:00-18:45	TESOL SPAIN Café
Friday, 1 st December 18:45-19:30	Social/Cultural Event: <i>Stories for Getting to the Heart of ELT</i>
Saturday, 2 nd December 11:00-11:30	TESOL Italy Café: Roma Local Group
Saturday, 2 nd December 18:15-19:00	TESOL Italy Café: Marche Local Group
Saturday, 2 nd December 19:00-19:30	Closing Ceremony Raffle



THURSDAY NOVEMBER 30TH 2023

PRE-CONFERENCE EVENT

16:00-16:30	WELCOME FROM TESOL ITALY PRESIDENT ANNOUNCEMENTS ABOUT THE CONVENTION PROGRAM
16:30-17:30	WHAT'S NEW IN ELT WITH GISELLA LANGÉ
17:30-18:30	VIRTUAL BOOTHS

Please note that the pre-recorded presentations will be available on the convention site from 3:00 pm (CEST time).

SPEAKERS OF THE PRE-RECORDED SESSIONS

BELDA-MEDINA DIGLearn/Tech	DIAS WARD WARREN MULTLING	KOCA ELF	MENDOZA VILLEGAS YL/PRIM	RICCIARDI AMT
BRYSON AMT	GIRALDEZ TE/D	KOSTOPOULOU ASS/TEST	PARK TE/D	ROMA LN&D
CERUTI TOSCA ClassP	HOFER MultLing	LA ROSA AMT	PIRRUCCELLO TRAMONTANA DIGLearn/Tech	SBARDELLA MONTANUCCI DIGLearn/Tech
CHIEN CLIL	HOWELL KESTER-DODGSON IntSk	LORENZET LN&D	POURDASTMALCHI ClassP	ZAMBERNARDI AMT
CINGANOTTO CUCCURULLO DIGLearn/Tech				



FRIDAY DECEMBER 1ST 2023

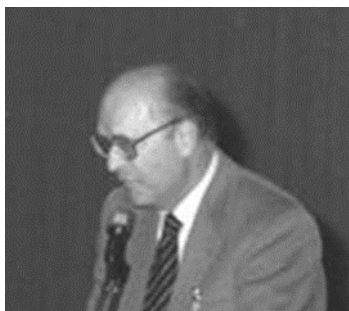
08:30-09:00	OPENING SESSION				
09:15-10:00	LEBLANC PEREZ SEREBRIAKOFF TATSUKI GEN&ELT	RAZMEH TE/D	BURDI MULTLING	KAÇAUNI DIGLEARN/TECH	SHEN CLIL
10:15-11:00	NAYR CORREIA IBRAHIM				
11:00-11:30	WHAT'S NEW IN ELT WITH LETIZIA CINGANOTTO				
11:30-12:00 GOLD SPONSORS	EDUCATION FIRST IEMMOLO	PEOPLE CERT GIULIANI	TRINITY BENNETT	BRITISH COUNCIL SCHIAVONI	TESOL ITALY CAFÉ TRIESTE LOCAL GROUP
12:15-13:00	PAVLENKO, A. SOCL	RIFAIOFLU CITIZ/HRS	CINGANOTTO OKAZ DIGLearn/Tech	ILIENKO TSEHELKA AMT	
13:00-14:00	LUNCH BREAK (Exhibitors' Hall)				
14:00-14:45	CURTIS/ENNIS/ HARDY/KNIGHT/ PRIOR/ROBERTS/ SUAREZ DEIA	TATSUKI ZENUK-NISHIDE GLCOMP	MACHURA AMT		TESOL SPAIN CAFÉ
15:00-15:45	KELLY CALZINI LOPRIORE TE/D	LEPRONI TE/D	BAKER/HILLIS HOELKER KHAWAJA DIGLEARN/TECH	DIAS WARD WARREN MULTLING	DI SCALA ELF
16:00-16:45	FERROGLIO DIGLearn/Tech	PISTILLO, E. AMT	ÖNAL ASS/TEST	GHEORGHE AMT	ENNIS IntCult
17:00-17:45	THOMAS S.C. FARRELL				
18:00-18:45	DURGARYAN AMT	WORGAN AMT	KHOSHHALDELIJANI ESP	LOPRIORE REYNOLDS SCHVARCZ TE/D	ZANINELLI LIT/TRA
18:45-19:30	SOCIAL/CULTURAL EVENT				



SATURDAY DECEMBER 2ND 2023

09:00-09:45	CANNELLI FIASCO LOPRIORE SPERTI ELF	SUN TE/D	SICONOLFI ASS/TEST	EKOÇ ÖZÇELIK LA	VODOPIJA- KRSTANOVIĆ CLIL
10:00-10:45	VALERIE COUTINHO - ELSA O'BRIEN				
11:00-11:30 GOLD 10:50-11:10 SILVER 11:15-11:25 BRONZE	UNITED NETWORK EUROPA (SILVER) ERRIQUEZ	GOAL TESTING (GOLD) BAGCI CERVO	PEARSON (BRONZE) FITZGERALD	CAMBRIDGE (GOLD) BIRCH	ILS STUDYABROAD (SILVER) POLESİ
11:45-12:30	KARACHUN DIGLEARN/TECH	BENNETT DIGLEARN/TECH	GRIFFITHS TE/D	ATABEK KOK LN&D	TESOL ITALY CAFÉ ROMA/GELA LOCAL GROUPS
12:45-13:30	DE LUCA DIGLEARN/TECH	WALSH AMT	BAGCI CERVO ASS/TEST	STUHLI AMT	FITZGERALD FOGGIA HARTSON WALKER AMT
13:30-14:15	LUNCH BREAK (Exhibitors' Hall)				
14:15-15:00	CHUNG YEN DIGLEARN/TECH	RODRIGUES ClassP	ELYAS DIGLEARN/TECH	WIMHURST LA	
15:15-16:00	BRIAN NORTH – ENRICA PICCARDO				
16:15-17:00	DOUGEKOU ClassP	LAURENZA MULTLING	STEFANIDOU TE/D	DE GIOANNINI LA	NEW PERSPECTIVES: A JOURNAL OF TESOL ITALY
17:15-18:00	DEBRA SUAREZ				
18:15-19:00	PALING TE/D	PAOLINELLI TE/D	MENDOZA VILLEGAS AMT	PISTILLO, A. ClassP	TESOL ITALY CAFÉ MARCHE LOCAL GROUP
19:00-19:30	CLOSING SESSION RAFFLE				

Sirio Di Giuliomaria Award 2023



This year's edition of the Sirio Di Giuliomaria Award is in perfect harmony with the title of TESOL Italy's 48th National Convention Getting to the HEART of ELT.

It is aimed at innovative and inspiring teachers who engage in reflective or transformative practices that advocate for learners and teachers and promote diversity, equity, inclusion, and accessibility in education and in the TESOL profession.

The winner of the award will be announced at the opening ceremony of TESOL Italy's 48th National Convention and details about the winner will be published on the TESOL Italy website.



TESOL Italy would like to thank all volunteers and moderators for their invaluable contributions to the Convention!

Abbreviations

Areas

Approaches/Methodology/Techniques	AMT
Assessment and Testing	ASS/TEST
Citizenship/Human Rights	CITIZ/HRS
Classroom Practice	ClassP
Content and Language Integrated Learning	CLIL
Digital Learning and Technologies	DIGLearn/Tech
Diversity, Equity, Inclusion, and Accessibility	DEIA
Empowering Learners	EmpLearn
English as a Lingua Franca	ELF
English for Specific Purposes	ESP
Gender in ELT	Gen&ELT
Global Competencies	GIComp
Integrated Skills	IntSk
Intercultural Communication	IntCult
Learner Autonomy	LA
Learners' Needs and Differences	LN&D
Literature/Translation	Lit/Tra
Multilingualism	MultLing
Sociolinguistics	SocL
Teacher Education/Development	TE/D
Young Learners/Primary	YL/PRIM

Types of Presentations

Commercial	COMM
Cultural Event	CE
Demonstration	DEMO
Exhibitor Showcase Session	ExSS
Panel	PN
Plenary	PL
Poster Session	PS
Talk	TK
Workshop	WK

Levels*

Pre-School
Primary School
Young Learners
Middle School
High School
University
Adult Education
All

* For the 2023 National Convention, all presentations have a new label to indicate the “level” of education for which the content is relevant. Note that some presentations are relevant for multiple levels, or even all levels of education.

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CEFR Levels <small>(Common European Framework of Reference)</small>		TOEFL Tests by Age and Proficiency Level				
PROFICIENT	C2					
	C1					
INDEPENDENT	B2					
	B1					
BASIC	A2					
	A1					
AGE OF TEST TAKERS		8+ YEARS	11+ YEARS		16+ YEARS	

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Abstracts

Atabek, Nalan - Kok, Jasper

EMBRACING DIVERSITY: STRATEGIES FOR INCLUSIVE ENGLISH-LANGUAGE EDUCATION ACROSS SCHOOLS

Level: Young Learners

LN&D - DEMO (L) Saturday, 11:45-12:30

At OPO Hof van Twente, a team of subject teachers works to standardize English-language teaching across 9 primary schools. Varying in sizes and educational approaches, the schools adapt English language education to the needs of learners from diverse backgrounds. We will share what materials, tools, and strategies we use.

N. Atabek is an internationalization and English language teaching coordinator who creates and/or finds opportunities for primary schools so that they can be equipped with better language learning environments, global competencies, and wider international networks.

J. Kok is managing director of an internationally focused primary school board with 9 schools in the Netherlands.

Bagci Cervo, Ozgen

EMPOWERING EDUCATORS: MAKING LEARNING VISIBLE WITH TOEFL YOUNG STUDENTS SERIES

Level: All

ASS/TEST - ExSS (L) Saturday, 11:00-11:30

During this session, we will share insights into how TOEFL YSS can assist primary and secondary schools in supporting English language programs and how teachers can differentiate and personalize English instruction, so their students feel confident about their progress and show their learning.

O. Bagci Cervo currently works as an international educational consultant and Academic Programs Director in the Netherlands. Her focus extends to K12 schools in Northern European countries, where she provides assessment literacy training to enhance the quality of English language programs. She is also an Academy Member at HundrED.

Sponsored by Goal Testing RV

Bagci Cervo, Ozgen

FROM SCORES TO STORIES: EMPOWERING LEARNERS THROUGH ASSESSMENT

Level: All

ASS/TEST - TK (L) Saturday, 12:45-13:30

This talk explores the pivotal role of assessment in promoting educational equity and inclusivity in ELT. It emphasizes humanizing assessment by valuing individual strengths and needs, empowering learners through active involvement, fostering assessment literacy, and harnessing technology for enhanced assessment practices, ultimately shaping a more equitable ELT landscape.

(see above for biodata)

Sponsored by Goal Testing RV

Baker, Monica - Hillis, Mary - Hoelker, Jane - Khawaja, Anastasia

BEYOND THE CLASSROOM: JEDI IN VIRTUAL SPACES

Level: All

DIGLearn/Tech - PN (L)

Friday, 15:00-15:45

This presentation explores the role of online interaction in a post-pandemic world, highlighting benefits of virtual formats for both access and engagement among teachers and students. Drawing on concepts of justice, equity, diversity, and inclusion (JEDI), the presenters from across the globe discuss best practices in various contexts.

M. Baker is an ENL teacher in New York. She is the former President of NYS TESOL and currently serves as incoming chair of the TESOL International Membership Professional Council.

M. Hillis is an English language instructor in Kyoto, Japan. She is chair of the Awards and Recognition Committee for the Japan Association for Language Teaching (JALT) and serves on the Membership Professional Council for TESOL.

J. Hoelker has been included in Marquis Who's Who 2023 biographical volume as an English Language Educator. She has taught English in universities in Asia, the Middle East, and Africa. She has served on the TESOL Board of Directors and as President of TESOL Arabia.

A. Khawaja (she/her) currently lives in Ramallah, Palestine. Her research grapples with deconstructing the binary understanding of the Palestine/Israel region through language representation, language attitudes, and language use. Her most recent work can be found in the volume *Creating Classrooms for Peace in English Language Teaching*.

Belda-Medina, Jose

BRIDGING INCLUSION AND TECHNOLOGY THROUGH DIGITAL COMICS IN TEACHER TRAINING

Level: High School/University

DIGLearn/Tech - TK (PR)

Thursday, 15:00 onwards

This study explores the integration of digital comics in EFL teacher training, focusing on inclusivity. Pre-service teachers collaboratively create digital comic strips using various tools. Participants demonstrate an increased awareness of inclusive education and strong support for technology-enhanced teaching methods, highlighting the potential of digital comics in EFL.

J. Belda-Medina is a senior lecturer at Universidad de Alicante with 20 years' teaching experience in Spain and abroad (USA, UK, Ireland, Germany, Poland, etc.). He is director of the Digital Language Learning (DL2) research group. His areas of interest include second language acquisition and technology-enhanced language learning.

Bennett, Anna

MAXIMISE LEARNING WITH THE SKILL UP! APP

Level: All

DIGLearn/Tech - ExSS (L)

Friday, 11:30-12:00

This session aims to highlight the potential of the Skill Up! Trinity College London learning app in enhancing teaching and learning outcomes by providing new opportunities to personalise learning experiences and improve student engagement. We will also discuss strategies for integrating Skill Up! in the classroom and showcase key features of the app.

A. Bennett is an experienced teacher and teacher trainer. She is currently Head of Product Support for Trinity College London Italy, and her main interests are how to implement technology-enhanced teaching to enhance the learning-teaching experiences and identifying how technology can really add value to language teaching and learning.

Sponsored by Trinity College London

Bennett, Anna

AI AND INNOVATIVE TECHNOLOGY FOR A MORE ENGAGING LEARNING EXPERIENCE

Level: All

DIGLearn/Tech - WK (L)

Saturday, 11:45-12:30

This workshop will equip teachers with AI innovations to guarantee teaching success. Hands-on demonstrations of the Skill Up! Trinity College London App and an automated lesson planning tool will showcase how these technologies can provide engaging, personalised materials and time-saving preparation to take teaching to the next level.

(see above for biodata)

Sponsored by Trinity College London

Birch, Antony

EFFECTIVE TALK AND QUESTIONING

Level: All

ClassP - ExSS (L)

Saturday, 11:00-11:30

In this session, we will explore ways of using advanced questioning techniques and effective classroom talk to engage learners, improve learning, and enhance academic achievement.

A. Birch is founder of Birch Education, a Fellow of the Chartered College of Teaching, and Senior Associate of the Association for Education Advisers. Tony worked for Bolton Council for more than 20 years in a range of senior roles. He is the author of *Primary Education as a Whole* (2022).

Sponsored by Cambridge International Education

Bryson, Emily

A DOODLE A DAY KEEPS THE INNER TROLL AT BAY!

Level: All

AMT - DEMO (PR)

Thursday, 15:00 onwards

Drawing is a therapeutic process which can bring joy to teachers and learners, this session will demonstrate practical activities to incorporate wellbeing, mindfulness, and meditation in the classroom. Bring a pen or pencil and an overactive mind. Prepare to log off feeling inspired and calm!

E. Bryson is an author, teacher educator, and graphic facilitator with over twenty years' teaching experience. She has written various print and digital materials, including National Geographic Learning's Voices series. Her online courses in graphic facilitation have been described as 'the nicest corner of the internet'.

Burdi, Valeria

AMERICAN SIGN LANGUAGE IN ELT: RETHINKING THE 'MONOLINGUAL MYTH'

Level: All

MultLing - DEMO (L)

Friday, 09:15-10:00

Bilingual individuals use their full linguistic repertoire to communicate. Innovating ELT means embracing the potential of bimodal communication (a combination of verbal and non-verbal elements). This session will introduce American Sign Language as a bimodal language. ASL as a transformative tool in ELT for hearing individuals still remains vastly untapped.

V. Burdi: As an innovative English teacher in Italy, I cultivated dynamic learning environments. Now, transitioning to corporate and agile training, I bring my passion for effective communication and adaptability to foster agile mindsets in learners, enabling them to thrive in dynamic workspaces.

Cannelli, Alessandra - Fiasco, Valeria - Lopriore, Lucilla - Sperti, Silvia

ELF: CHALLENGES AND IMPLICATIONS FOR LANGUAGE TEACHING AND TEACHER EDUCATION

Level: All

ELF - PN (L) Saturday, 09:00-09:45

This panel aims to introduce English as a Lingua Franca (ELF) and its implications for English language teaching through the presentation of a professional development course implemented in Italy, the ENRICH Project, adopting an ELF-awareness and reflective approach. Challenges and perspectives for ELT will be open to discussion.

A. Cannelli is Second Vice President of TESOL Italy. She has worked as an English teacher trainer for MIUR, at Roma Tre University, for eTwinning, and for TESOL Italy.

V. Fiasco PhD (Roma Tre University) in English applied linguistics. Test developer within CERT.IT at Roma Tre University, also teacher of English in under-graduate and graduate courses. Participant in national and international research projects (PRIN 2016-2020, Erasmus+KA2 ENRICH 2018-2021, GLAD-Global Anglicisms Database). Research interests: loanwords, corpus linguistics, data-driven learning, assessment.

L. Lopriore: MA TEFL, UK; PhD Italian L2, Italy. Qualified teacher educator (UK & USA). ELT schoolteacher until 2000. Professor, Roma Tre University until 2021. TESOL Italy President, TESOL Intl. Directors Board. Research projects: ELLiE, ENRICH, eCOST. Course-book author; research interests: ELF, CLIL, Italian L2, teacher education, young learners.

S. Sperti, Ph.D. in English linguistics, is a researcher, a lecturer in English language and translation studies at Roma Tre University, and a language mediator. Her research interests focus on the investigation of pragma-linguistic dimensions of intercultural communication, ELF variations in cross-cultural interactions, language mediation, language teaching, and teacher education.

Ceruti, Maria Angela - Tosca, Matteo

PATHWAYS FOR LIFE - BRINGING EUROPE TO THE CLASSROOM

Level: All

ClassP - PS (PR) Thursday, 15:00 onwards

This poster session is the outcome of IC Casaroli's Erasmus+ projects carried out over several years with partners from multiple European countries. By working together internationally, the teachers and students involved have used their creative energy to implement activities with a clear European focus and explore pathways to personal development.

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

M. A. Ceruti: PhD in Linguistics, University of Pavia, MA TEFL University of Reading, Institute of Linguists Diploma in Translation, Trinity Certificate in TESOL. English language teacher at secondary school and teacher trainer, textbook writer, Erasmus+ project coordinator.

Chien, Chin-Wen

TAIWANESE ELEMENTARY SCHOOL TEACHERS' GLOCALIZATION IN CLIL LESSONS

Level: Young Learners

CLIL - TK (PR) Thursday, 15:00 onwards

This study explored three Taiwanese elementary school English teachers' glocalization in CLIL lessons. These teachers had positive attitudes toward their multimodal presentations of the glocalized lessons. They faced challenges in providing their learners with authentic tasks and using English as the medium of instruction.

C.-W. Chien received her EdD from the University of Washington (Seattle, USA). She is an associate

professor in the Department of English Instruction of National Tsing Hua University in Taiwan. Her research interests include language education, language teacher education, and curriculum and instruction.

Chung, Siaw-Fong - Yen, Yu-Che

THE USE OF CHATBOT TOOL FOR ASKING QUESTIONS IN ELT

Level: All

DIGLearn/Tech - TK (L)

Saturday, 14:15-15:00

In this talk, I will present how the use of AI tools can assist teaching. I will demonstrate two tools: the Ask ChatBot created by our team to train a teaching assistant, and a second graphic AI tool that allows students to practice describing a request using specific commands.

S.-F. Chung: I am a professor and current chairperson in the Department of English at the National Chengchi University, Taiwan. My research areas include corpus linguistics, lexical semantics, and cognitive linguistics. I have published on Malay corpus linguistics, near-synonym research, and language on social media.

Yu-Che Yen is a Ph.D. student of TESOL, interested in integrating technology and online learning resources in education. He is currently working on how to support Taiwanese English learners, both online and offline, in enhancing their English writing abilities.

Cinganotto, Letizia - Cuccurullo, Daniela

ARTIFICIAL INTELLIGENCE FOR ELT

Level: All

DIGLearn/Tech - TK (PR)

Thursday, 15:00 onwards

In this presentation, examples of potential activities using Open AI in ELT will be shown as practical input to be used in class. Examples of webtools based on Open AI will be mentioned as an effective way to facilitate lesson planning and learning outcomes at the same time.

L. Cinganotto teaches at the University for Foreigners of Perugia and is Rectoral Delegate for International Relations. She holds a PhD in synchronic, diachronic, and applied linguistics and the National Scientific Qualification (associate professor). She is a member of Tesol Italy's Executive Committee and IATEFL's Learning Technologies SIG Committee.

D. Cuccurullo is TESOL Italy President, a contract professor, and a secondary school teacher of English, engaged in TESOL research through multimedia and CALL/MALL/MALU, as well as an author of essays, articles, and translations of digital content.

Cinganotto, Letizia - Okaz, Abeer

EMPOWERING TEACHERS THROUGH LEARNING TECHNOLOGIES: THE IATEFL LTSIG COMMUNITY

Level: All

DIGLearn/Tech - TK (L)

Friday, 12:15-13:00

The presentation will start from the potential of learning technologies that empower ELT, building on the relevant literature in the field.

An example of a community of practice that embraces this framework will be described, namely the Learning Technologies Special Interest Group (SIG) of IATEFL.

L. Cinganotto (see above for biodata)

A. Okaz is DoS and educational consultant at PUA, a freelance CELTA trainer, and NILE and TransformELT consultant. With 24 years of experience, ten of which focused on organizational management & training, she has published and done training internationally. Her professional interests are

training, management, ICT, and working with teachers.

Cinganotto, Letizia - Langé, Gisella

WHAT'S NEW IN ELT

Level: All

TE/D - TK (L) Thursday 16:30-17:30 (Langé) and Friday, 11:00-11:30 (Cinganotto)

L. Cinganotto (see above for biodata)

G. Langé is a Senior Adviser on internationalisation and foreign languages with the Italian Ministry of Education and Merit. A researcher, writer; and consultant on issues relating to FL curriculum development and plurilingual/intercultural education, she specializes in culture and language learning solutions and web-based teacher training. An expert within the European Commission and the Council of Europe thematic groups and research projects, she has been involved with include OCSE/PISA 2025 Foreign Language Assessment (expert for Framework design), Key Data on Teaching Languages at School in Europe (Italian expert for Eurydice study), Early Language Learning (member of the European Commission Thematic group), the European Language Portfolio (member of the CoE Validation Committee and IMPEL project of ECML in Graz), the Autobiography for Intercultural Encounters (co-translator of the CoE document into Italian).

As a member of the international CertiLingua® Steering Committee and the President of the Italian CertiLingua® Evaluation Committee, she is currently focusing on quality education programmes and has been instrumental in the development of innovative language learning practices through international projects on the CEFR Companion Volume and Content and Language Integrated Learning.

Her publications relate to school policies, plurilingual/intercultural education, language curricula development, teaching methodologies, language certifications, and approaches to CLIL.

Correia Ibrahim, Nayr

THE HEAD-(HE)ART-HANDS OF MULTILINGUALISM: LINGUISTIC WELL-BEING IN ENGLISH CLASSROOMS

Level: All

MultLing - PL (L) Friday, 10:15-11:00

Our English classrooms have become more linguistically and culturally diverse in the last twenty years. Yet, there is still a strong monolingual bias in education that prevents us from embracing multilingualism as a personal identity and a classroom practice. In this plenary, I will explore the Head-Heart-Hands model for integrating linguistic well-being in our teaching and learning processes. Head-Heart-Hands is a holistic approach that validates children's linguistic identities and demonolingualises and humanises English classrooms. It explores the connection between the cognitive (Head) aspect of language learning, the affective dimension (Heart) of multilingualism through artistic approaches, and action taking (Hands) in teacher education for deeper engagement with linguistic diversity.

N. Correia Ibrahim is Associate Professor of English Subject Pedagogy at Nord University. Previously, she worked as Head of Young Learners and Bilingual Education at the British Council, France. Nayr holds an MA TEFL and a PhD in Trilingualism, Triliteracy, and Identity from the University of Reading. She has been involved in various projects, including reviewing the EU's Key Competences for Lifelong Learning (2018). She was local coordinator for the Erasmus+ ICEPELL project, which won two European Language Labels in 2023. She is participating in the ELLiL project and developing a reading framework for in-depth learning. She regularly presents on multilingualism and identity, the translingual and transcultural dimensions in picture books, and metacognitive processes in language learning. She is a member of the Nord Research Group for Children's Literature in ELT (CLELT) and treasurer for the newly launched Early Language Learning Research Association (ELLRA). Her publication, *Teaching Children How to Learn* (Delta Publishing) with Gail Ellis, won an award at the 2016 ESU English Language Awards in the category, Resources for Teachers. Her research interests include early language learning, bi/multilingualism, multiple literacies, language and identity, learning to learn, interculturality, children's literature, and children's rights.

Coutinho, Valerie - O'Brien, Elsa

INCLUSION AT THE HEART OF EVERYTHING WE DO

Level: All

DEIA - PL (L) Saturday, 10:00-10:45

The first part of this talk will look briefly at why inclusion should be at the HEART of everything we do. But how can this be achieved? What are the challenges to creating a more inclusive classroom? How can we empower teachers to implement change? And what role do parents play? We will offer some practical ideas as to how we can lead on inclusion and SEND within and across schools. In the second part of the plenary, we will give a first-hand account of an initiative to teach English online to groups of blind and visually impaired learners. We will discuss the expectations, challenges, and successes of the experience before considering the lessons learnt for future inclusive practice.

V. Coutinho is the British Council's Regional SEND Coordinator for Europe and the Americas. Based in Portugal, she has had a long career as an English language teacher and translator, during which she has taught in a wide range of settings from kindergartens and language schools to vocational colleges and universities. She currently leads and supports a team of Special Educational Needs Coordinators and Champions across the region, where her goal is to foster a classroom culture in which SEND provision is built in rather than bolted on. She has an MA in Special and Additional Learning Needs and is currently working towards obtaining the international SENCO award.

E. O'Brien is a young learner English teacher and Special Educational Needs Coordinator for the British Council in Madrid. She is also a teacher trainer for primary and secondary teachers in the state bilingual school system. Elsa has been one of the teachers in the project with the Spanish association for the blind to include visually impaired students in the British Council courses. She has a Master's in English Applied Linguistics and Policy Planning and has carried out research around the topic of equality of opportunities in the bilingual classroom.

Sponsored by British Council



**TESOL Italy would like to thank the British Council
for sponsoring the plenary session of Valerie Coutinho
and Elsa O'Brien**

Cuccurullo, Daniela - Ennis, Michael - Flamini, Enrica - Manni, Maria Rosella - Morbiducci, Marina - Taylor, Shelley

NEW PERSPECTIVES: A JOURNAL OF TESOL ITALY

Level: All

TE/D - PN (L) Saturday, 16.15-17.00

During this session, the Editorial Board of *New Perspectives* will introduce the first issue of the reconstituted peer-reviewed journal of TESOL Italy. In addition to a summary of the contents of the issue,

attendees will hear about the past, present, and future importance of the journal for the association.

D. Cuccurullo (see above for biodata)

M. Ennis (see below for biodata)

E. Flamini: Advanced Certificate Linguistics for the Teaching of English Language and Literature (Strathclyde University); expert for the Italian Ministry of Education in European and International programmes; projects as Member of the European Technical Working group on Credit Transfer and Copenhagen Coordination Group; Registered in the Italian Board of Journalists.

M. R. Manni is a teacher of English language and literature, a member of the Executive Committee of TESOL Italy, and a member of the Editorial Board of *New Perspectives: A Journal of TESOL Italy*. She served as TESOL Italy President in the years 2018-2020.

M. Morbiducci is Associate Professor in English Language and Translation at Sapienza University, Rome. Her present fields of research are: Translation Studies, Medicine Narrative, and Medical Humanities. She is the Editor-In-Chief of *New Perspectives: A Journal of TESOL Italy*, and she served as TESOL Italy President in the years 2008-2010.

S. K. Taylor, TESOL President (2023-2024) and Professor at Western University (Canada), has spoken and published widely (*TESOL Quarterly*, *TESOL Connections*, *New Perspectives: A Journal of TESOL Italy*), edited *B-MEIS' Bilingual Basics* and guest-edited for *TQ*, the *Canadian Modern Language Review* and the *International Journal of Bilingual Education and Bilingualism*.

Curtis, Andy - Ennis, Michael - Hardy, Jack - Knight, Kevin - Prior, Jemma - Roberts, Jennifer - Suarez, Debra

DIVERSITY, EQUITY, INCLUSION, AND ACCESSIBILITY (DEIA) IN ENGLISH FOR SPECIFIC PURPOSES

Level: High School/University

DEIA - PN (L) Friday, 14:00-14:45

DEIA is not merely a current buzzword in TESOL; it influences all domains of language use and has educational implications. This panel will explore DEIA in ESP: The need to raise students' awareness of DEIA, teaching/learning for DEIA, the fostering of DEIA in classrooms, and DEIA within the ESP profession.

A. Curtis (Professor, Faculty of Humanities and Social Sciences, City University of Macau, Macau, SAR, PRC; PhD, University of York) served as 50th President of TESOL International. He has presented to 50,000 language educators in 100 countries, and his 200 publications have been read by 100,000 educators in 150 countries.

M. Ennis (see below for biodata)

J. Hardy, Associate Professor of Linguistics at Emory University (USA), helped organize TESOL's international convention for eight years. His research uses corpus linguistics and genre analysis to examine discourse and academic writing. Hardy's next book project aims to help teacher learners use corpora themselves and with their students.

K. Knight (PhD, MBA, MPIA) is Professor in the Department of International Communication at Kanda University of International Studies. He is author of *English for Specific Purposes Project Leader Profiles: The Leadership Communication of 55 ESP Project Leaders* and was selected as the 2022 TESOL Interest Section Service Award recipient.

J. Prior, PhD (Aston University), is a lecturer at the Free University of Bozen-Bolzano, Italy, teaching English for Specific and Academic Purposes (ESP /EAP). Her research areas include ESP syllabus design and fostering awareness of inclusive language. She has published on ESP and spoken at numerous national and international conferences.

J. Roberts is an Assistant Professor and Curriculum Chair in the Department of Aviation English at Embry-Riddle Aeronautical University-Worldwide. She focuses on developing and implementing aviation English training and testing programs. She is also a Vice President of the International Civil Aviation English Association (ICAEA).

D. Suarez (see below for biodata)

De Gioannini, Daisy

RAISING STUDENTS' AWARENESS OF THE DIGITAL WORLD WITH COLLABORATIVE PROJECTS

Level: All

LA - TK (L) Saturday, 16:15-17:00

This session reflects on teenagers' digital behavior. An urgent change in education is paramount to overcoming the challenges of the digital world around us. We need to raise awareness of the risks of misusing online communication and the need to find appropriate responses to the problem of digital addiction.

D. De Gioannini: I am a foreign language teacher in a secondary school near Turin, Erasmus+ Etwinning ambassador, ICT coordinator of my school, teacher trainer focused on innovative learning strategies and mindset. I define myself as a passionate lifelong learner, interested in enhancing student engagement with digital tools.

De Luca, Luciano

I SOUND ENGLISH (ISE) - A LANGUAGE TEACHING PROPOSAL

Level: All

DIGLearn/Tech - TK (L) Saturday, 12:45-13:30

Within an up-to-date technological framework, the I sound English educational system proposes the didactics of articulatory phonetics (Abercrombie, D. - 1965) as a tool for learning a semi-tonal language such as English, applicable to both analog and digital learning environments, for in-front and on-line classes.

L. De Luca: Professor at the University G. d'Annunzio of Chieti and Pescara, specialised in English Phonetics and Phonology. Simultaneous and consecutive translator, interpreter for the English, Spanish, and French languages. Founder of the phonetic teaching method I sound English (IsE), based on an individual/group English language education.

Di Scala, Roberto

HAVE ONE'S SAY: STUDENTS' ACTIVE ROLES IN LANGUAGE LEARNING

Level: All

ELF - TK (L) Friday, 15:00-15:45

Conversation workshops allow students to become active protagonists of their learning process while adopting an ELF-oriented approach to using the language in a more practical, real-world manner and feeling more confident with it and with themselves.

R. Di Scala: I am a tenured teacher of English currently working at I.S. Da Vinci in Villafranca in Lunigiana (Tuscany). I have been teaching English from an ELF-informed and ELF-oriented perspective for some years. I am also a supporter and a practitioner of flipped learning.

Dias, Maria - Ward, Natalia - Warren, Amber

MULTILINGUAL CHILDREN'S BOOKS TO SUPPORT TRANSLANGUAGING

Level: Young Learners

MultLing - TK (L) Friday, 15:00-15:45

Engaging students in lessons using children's books in which authors enact different forms of translanguaging can support and sustain children's multilingualism and equip them for academic success. We will introduce multilingual children's books and engage participants in activities they can use in

content-area language and literacy lessons with elementary-aged students.

M. J. A. Dias has 15 years' experience teaching English as an additional language in Brazil. She holds an MA in Secondary Education with a concentration in English as a second language (ESL) from East Tennessee State University, where she is currently a doctoral fellow in the Early Childhood program.

N. A. Ward is an Associate Professor in the Department of Curriculum and Instruction at East Tennessee State University, USA. Her focus is on preparing teachers to work with multilingual students and to effectively teach literacy. She has previously taught English to adults and children in a variety of settings.

A. N. Warren is Associate Professor of the Practice for Multilingual Learner Education at Vanderbilt University, USA. She studies how teachers learn about teaching multilingual learners and how languages and language learners are positioned by the media, policy, and society. She has taught English in Thailand, South Korea, and Tennessee.

Dias, Maria - Ward, Natalia - Warren, Amber

ADVOCACY FOR MULTILINGUAL LEARNERS: VOICES FROM THE FIELD

Level: All

MultLing - TK (PR) Thursday, 15:00 onwards

Research and practice in TESOL calls for advocacy and activism to promote equity and social justice for multilingual learners. In this session, educators around the globe share their stories of advocacy and activism. Participants will be invited to develop a plan of action for their own teaching context.

M. J. A. Dias (see above for biodata)

N. A. Ward (see above for biodata)

A. N. Warren (see above for biodata)

Dougekou, Eleni

EMPOWERING AND ENGAGING LEARNERS THROUGH DRAMA

Level: All

ClassP - WK (L) Saturday, 16:15-17:00

This hands-on workshop shows how teachers of English can empower and engage learners by using drama as a way of teaching. We will explore different drama games and techniques that lead to effective language acquisition especially in the area of listening, speaking, and articulation.

E. Dougekou has a BA in English language and literature and an MA in English literature. She is a teacher, a teacher trainer, a school owner, and an author. She is the founder and tutor of English Drama Method, and she runs Drama Clubs in Greece.

Durgaryan, Alesa

CRITICAL THINKING DEVELOPMENT IN THE CLASSROOMS

Level: All

AMT - DEMO (L) Friday, 18:00-18:45

Critical thinking is one of the most important skills for the 21st century learner. Nowadays learning requires us to be more responsive and flexible to the changes of the world and at the same time it requires us to be collaborative in student-centered learning.

A. Durgaryan: I am an ESL/EFL/ESP trainer, teacher trainer, global educator and international speaker with a PhD from the Armenian State Pedagogical University. I work for many institutions in many contexts. I have participated in many different international conferences and projects. I am also the author of many scientific articles.

Ekoç Özçelik, Arzu

EMPOWERING LANGUAGE LEARNERS: HARNESSING THE WOOP FRAMEWORK FOR SELF-REGULATED LEARNING

Level: All

LA - TK (L) Saturday, 09:00-09:45

This presentation explores the integration of the WOOP (Wish, Outcome, Obstacle, and Plan) framework to enhance goal setting, motivation, and planning in language classes. By exploring learners' perspectives and experiences, this small-scale study unveils promising insights into the potential advantages of integrating the WOOP framework and self-regulated learning strategies.

A. Ekoç Özçelik (BA, translation and interpreting studies, Bogazici University and MA and PhD in ELT, Istanbul University) works in the School of Foreign Languages at Yildiz Technical University in Istanbul. Her interests are learner identity, higher education and continuing education, continuing professional development for teachers, EAP, and second-language writing.

Elyas, Hind

EMPOWERING LEARNERS WITH TASK-BASED LEARNING STRATEGIES

Level: All

DIGLearn/Tech - TK (L) Saturday, 14:15-15:00

Task-based learning allows students to focus on real-life communication and it develops cognitive and communicative skills. In this interactive, hands-on-session, the presenter will involve participants in a task-based learning activity. The participants will learn how task-based learning helps enhance motivation and create a more student-centered and engaging classroom.

H. Elyas is an advanced English instructor in Saudi Arabia. She serves as the Past Chair of the TESOL International PDPC and new member guide. She serves as the Issues Month Coordinator at IATEFL GISIG and an ELTO Awards Judge. Her interests include student engagement, 21st-century learning, and differentiation.

Ennis, Michael

CULTURE-GENERAL TEACHING IN ACADEMIC WRITING COURSES FOR PHD STUDENTS

Level: University

IntCult - TK (L) Friday, 16:00-16:45

There are two umbrella approaches frequently mentioned in the literature on intercultural language teaching and learning: culture-specific versus culture-general. This presentation will make the case for integrating culture-general training in teaching academic writing to graduate students due to the role of English as the lingua franca of academia.

M. Ennis is the Scientific and Didactic Coordinator for the English language at the Language Centre of the Free University of Bozen-Bolzano. He is Vice President of TESOL Italy and also serves TESOL International as the Chair of the ESP Interest Section and a member of the Conferences Professional Council.

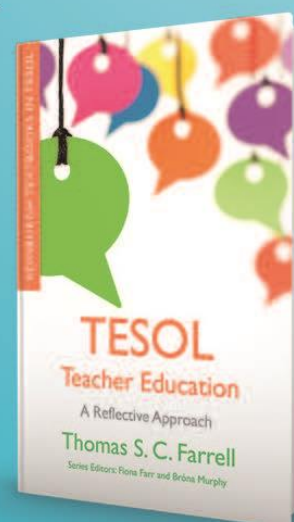
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Thomas S.C. Farrell

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Erriquez, Chiara

UNITED NETWORK EUROPA

Level: High School

CITIZ/HRS - ExSS (L) Saturday, 10:50-11:10

United Network Europa is the leading European institution organizing Model United Nations and other training courses for students, both Italian and international. Our organization is an NGO associated with the United Nations Department of Global Communication with special consultative status to the Economic and Social Council of the United Nations.

C. Erriquez holds an MA in International Economics and Management from UNINT Rome and a BA in Political Science and International Relations from Roma Tre University.

Sponsored by United Network Europa

Farrell, Thomas S.C.

GETTING TO THE HEART OF REFLECTIVE PRACTICE

Level: All

TE/D - PL (L) Friday, 17:00-17:45

Gaining teaching experience as a teacher is not enough to provide automatic professional development, for we do not learn much from experience as much as we learn from reflecting on that experience. Reflective practice involves teachers systematically looking at what they do, how they do it, why they do it, what the outcomes are in terms of student learning, and what actions they will take because of knowing all of this information. Thus, experience combined with systematic reflection can lead to professional growth so that we can become more effective teachers. In this keynote address I attempt to get to the heart of reflective practice for language teachers by outlining what it is, how it can be accomplished. I conclude with four key principles of reflective practice that can be transformative for all language teachers and students.

T. S.C. Farrell is Professor of Applied Linguistics at Brock University, Canada. Professor Farrell's professional interests include reflective practice, and language teacher education and development. Professor Farrell has published widely in academic journals and has presented at major conferences worldwide on these topics. A selection of his work can be found on his webpage: www.reflectiveinquiry.ca.

Supported by Equinox Publishing and Edinburgh University Press



TESOL Italy would like to thank Equinox Publishing and Edinburgh University Press for their support for keynote speaker Thomas S.C. Farrell.

Ferroglio, Laura

CHATBOTS: FRIENDS OR FOES? EXPLORING ATTITUDES IN THE ENGLISH CLASSROOM

Level: All

DIGLearn/Tech - TK (L)

Friday, 16:00-16:45

As English language teachers and communication specialists we cannot but take stock of how unprecedented developments in natural language processing urge us to reflect on the issue of human machine interaction. This presentation aims at exploring English language teachers' attitudes and experiences with chatbots in daily practice.

L. Ferroglio is a PhD student in Digital Humanities at the University of Genoa in collaboration with the University of Turin. Her project investigates the role of chatbots in supporting language teachers' emotions. Her research interests are artificial intelligence and affect in learning and teaching and teachers' emotion management.

Fitzgerald, Donatella - Foggia, Stefania - Hartson Walker, Vanessa

EXPLORING THE 'H.E.A.R.T.' IN MINDFULNESS

Level: All

AMT - WK (L)

Saturday, 12:45-13:30

H - Happiness E - Empathy A - Attitudes R - Random acts of kindness T - Thoughts are not facts. In this session we will explore the H.E.A.R.T in mindfulness and how it can help us as teachers and our students with wellbeing during the school year.

D. Fitzgerald is Sales Manager at Pearson Italy.

S. Foggia teaches at Liceo C Tacito in Rome and has done RAI SCUOLA TV programs - Mindfulness for You in collaboration with Vanessa.

V. H. Walker owns Kids Can, where she trains teachers to teach mindfulness in pre-primary to upper-secondary schools within the teacher training pathway of the Mindfulness Network in collaboration with Bangor University.

Sponsored by Pearson Italia

Fitzgerald, Donatella

INNOVATIONS FROM PEARSON

Level: All

TE/D - ExSS (L)

Saturday, 11:15-11:25

This session will present new ideas and tools for teaching.

D. Fitzgerald is Sales Manager at Pearson Italy.

Gheorghe, Mihaela

INTERDISCIPLINARY TEACHING AND LEARNING

Level: All

AMT - DEMO (L)

Friday, 16:00-16:45

Teaching and learning interdisciplinarily enables teachers and learners to make connections across learning. To be interdisciplinary, learning must support learners in using knowledge and skills from different disciplines and in applying and deepening their learning in relevant contexts and help them to make real connections across subjects and disciplines.

M. Gheorghe is a highly qualified English teacher with over 20 years' experience. Since 2014 she has been covering the role of President of St. Patrick's Cultural House Cultural and Social Association and she

teaches ESL for the Cambridge IGCSE Curriculum at IIS Gaetano De Sanctis Upper Secondary School (Rome).

Giraldez, Rosario

USEFUL TIPS FOR PROMOTING PROFESSIONAL DEVELOPMENT

Level: All

TE/D - TK (PR) Thursday, 15:00 onwards

Promoting the professional development of our staff is not an easy task and yet it is one of the most important responsibilities we have as program administrators. This presentation aims at exploring what professional development entails as well as tips to help teachers reflect on their practices.

R. Giraldez is former Academic Director, Alianza Cultural Uruguay-Estados Unidos, where she also coordinated teacher education programs, Alianza centers, and English programs in schools. She is a frequent presenter at national and international events. Her main areas of interest are teacher education, materials development, evaluation, and program administration.

Giuliani, Paola

MOTIVATING SCHOOL-AGE CHILDREN AND UNIVERSITY STUDENTS THROUGH APPROPRIATE ASSESSMENT TOOLS

Level: All

ASS/TEST - ExSS (L) Friday, 11:30-12:00

While language certification is important, students should have voice in the type of formal assessment that suits both their academic and emotional needs. In this session we will look at how fostering children's motivation together with an appropriate test format can lead students towards a successful performance in formal assessment.

P. Giuliani is LanguageCert's Business Development Manager for Italy and Malta. In her extensive experience as an EFL teacher and oral examiner, she has developed an interest for humanistic teaching approaches and a holistic view on the significance of nurturing motivation to help students succeed in formal assessment.

Sponsored by PeopleCert International

Griffiths, Barnaby

LANGUAGE COACHING TECHNIQUES TO ENHANCE YOUR TEACHING

Level: All

TE/D - WK (L) Saturday, 11:45-12:30

Using short video clips of professional clients in Spain, I will share a series of practical language coaching techniques teachers can incorporate into their daily teaching. We will look at techniques such as stacking learning habits, using scripts and trigger words, and developing intuition.

B. Griffiths: I am an English language and communication coach with extensive experience serving both the academic and business communities. I have trained comprehensively in professional development and coaching and have provided hundreds of professionals with tools and strategies to maximise their potential as communicators in English.

Hofer, Barbara

EMPOWERING LEARNERS THROUGH FOSTERING MULTILINGUAL AGENCY

Level: All

MultLing - TK (PR) Thursday, 15:00 onwards

Shining a critical light on exclusive monolingual pedagogies and considering the new multilingual realities in schools in Italy and beyond, this session discusses a broad range of benefits that derive from inclusive multilingual classroom approaches.

B Hofer is a lecturer at the Free University of Bozen-Bolzano and a member of the DyME research team at Innsbruck University. Her interests include multilingual acquisition and multilingual competencies. She researches multilingualism, multilingual learning, and, currently, multilingual identities. She has published on metalinguistic awareness and multilingual competences.

Howell, Sarah M - Kester-Dodgson, Lisa

NAVIGATING THE AI REVOLUTION: EMPOWERING STUDENTS WITH EFFECTIVE COMMUNICATION SKILLS

Level: All

IntSk - TK (PR) Thursday, 15:00 onwards

In our AI-driven world, communication skills are more crucial than ever. This presentation explores practical strategies and interactive activities for teachers to nurture effective communication among students. From AI-assisted debates to cross-cultural exchanges, discover innovative ways to prepare the next generation for success in an AI-powered society.

S. Howell, an author and oracy expert, teaches at the Università Politecnica Marche. She runs CPD courses for teachers and specialist interventions with students in schools. She serves on TESOL Italy's Executive Committee. Sarah co-created the Oracy Italy Group and is Director of Learning and Research at Oracy Lab.

L. Kester-Dodgson, an author, oracy expert, teacher, and teacher trainer, has worked in ELT since 1990. She offers oracy oriented CPD courses for teachers as well as special projects for students. She is a member of TESOL Italy's Executive Committee and Director of Operations and Content at Oracy Lab.

Iemmolo, Giorgio

THE EF EPI 2023 INDEX: HOW IS ENGLISH IN ITALY AND IN THE WORLD?

Level: All

ASS/TEST - ExSS (L) Friday, 11:30-12:00

An in-depth analysis of English proficiency trends over time, with a focus on Italy and on issues such as: The impact of the pandemic on the skills of different age groups and of women, and the links between English proficiency and social mobility, gender equality, environmental protection, and global innovation.

G. Iemmolo, after earning a PhD in Linguistics and participating in research projects from Israel to the US, joined EF, where he works in the Academic department, developing the EF Method curriculum. He works directly with teachers and often travels to European and Latina American countries to conduct teacher training.

Sponsored by Education First

Ilienko, Olena - Tsehelska, Maryna

UNLEASHING THE POTENTIAL OF GENRE-BASED APPROACH: USING SFL TO ENHANCE ENGLISH LANGUAGE TEACHING

Level: All

AMT - TK (L) Friday, 12:15-13:00

This presentation explores the genre-based approach and systemic functional linguistics (SFL) principles in English language teaching (ELT). Discover how genre-based learning and teaching enhances language proficiency and understanding of communicative contexts. Learn practical strategies to adapt instruction, create inclusive classrooms, and foster meaningful learning experiences for diverse learners.

O. Ilienko, PhD in Philology and Doctorate in Pedagogy, leads the Department of Foreign Languages at O.M. Beketov National University of Urban Economy, Kharkiv. As TESOL-Ukraine President, she is dedicated to advancing language education and fostering academic excellence in Ukraine's urban education landscape.

M. Tsehelska, PhD in linguistics, is an experienced educator and owner of English language schools. She is passionate about leveraging innovative methodologies like the genre-based approach and systemic functional linguistics (SFL) principles to empower educators and create inclusive learning environments. Her interests are practical ELT strategies and metacognitive schemes.

Kaçauni, Dorela

ENGAGING UNIVERSITY STUDENTS IN DESIGNING AN E-MAGAZINE

Level: High School/University

DIGLearn/Tech - TK (L) Friday, 09:15-10:00

The aim of this talk is to guide educators in helping their students to create and design an e-magazine.

D. Kaçauni is an English professor at Fan S. Noli University, Albania. She earned her MSc with the thesis Teaching English through Children's Literature and her PhD with the thesis Teaching English to Young Learners, both from Tirana University. Her interests are TEFL, children's literature, psycholinguistics, and academic writing.

Karachun, Tatsiana

FROM GRADING TO TUTORING: HOW AI IS REVOLUTIONIZING EDUCATION

Level: All

DIGLearn/Tech - WK (L) Saturday, 11:45-12:30

Education is being revolutionized by artificial intelligence, from grading to tutoring. But there are also negative effects associated with AI, including perpetuating bias and discrimination, eroding privacy, and replacing teachers with computers. It is important to address these risks and ensure that AI is used responsibly and ethically in education.

T. Karachun: A passionate and dedicated TESOL-certified ESL teacher with an MA in pedagogy and over 8 years' teaching experience, I seek to acquire and improve my analytical and critical skills by conducting autonomous research in the field of foreign literatures and cultures with the aid of digital technologies.

Khoshhaldelijani, Yasin

EVALUATING EDUCATIONAL MATERIALS FOR ENGLISH FOR BANKING: A COMPARATIVE ANALYSIS

Level: High School/University

ESP - TK (L) Friday, 18:00-18:45

This corpus-based study scrutinizes materials for English for banking, comparing four GE textbooks with three ESP textbooks. Insights from Hungarian learners help identify the strengths, weaknesses, and challenges associated with these materials and can inform the design of materials to better meet the specific needs of ELLs in banking contexts.

Y. Khoshhaldelijani: A linguist whose interests are pragmatics, ELT, ESP, and SLA, I research error analysis, vocabulary acquisition, curriculum development, and needs analysis. With a background in TEFL and an interest in technology-enhanced language learning, I aim to contribute to our understanding of effective language teaching and learning methods.

Koca, Didem Senanur

EMPOWERING LEARNERS AND TEACHERS THROUGH ENGLISH AS A LINGUA FRANCA

Level: All

ELF - TK (PR) Thursday, 15:00 onwards

The purpose of this research is to mainly examine how English as a lingua franca empowers students and teachers in environments where neither have a language or culture in common. Evidence will be drawn from the perspectives of international students and teachers.

D. S. Koca: I am a highly motivated ELT student in my final year. I am a volunteer in the Erasmus Student Network as a content creator and a volunteer teacher at an institution for underprivileged children. I have my TESOL/TEFL certificate from Arizona State University.

Kostopoulou, Stergiani

PUTTING THE STUDENT AT THE HEART OF ASSESSMENT AND FEEDBACK

Level: All

ASS/TEST - TK (PR) Thursday, 15:00 onwards

The paper discusses learner-centred and inclusive feedback and assessment practices integrated into English for academic purposes programmes at an Irish University. These practices support universal design for learning (CAST, 2018) and learner autonomy and can be immediately applicable in any other (face-to-face/online) language programme internationally with similar pedagogical needs.

S. Kostopoulou is a lecturer in English for academic purposes (EAP) at University College Dublin. She coordinates MA TESOL modules and Pre-Master's/ Pre-Sessional EAP Programmes. Stergiani holds a PhD in Applied Linguistics, a ProfDip in University Teaching and Learning, and a ProfDip in Creativity and Innovation for Education.

La Rosa, Palmina

TEAMWORK: A MAGICAL MIXTURE OF LIFE COMPETENCIES

Level: All

AMT - TK (PR) Thursday, 15:00 onwards

In this session we will look at the difference between student groupwork and teams. You will learn about team competency development, team models, and team techniques. We will also explore team coaching, how to design the team planning process, and teamwork assessment.

P. La Rosa is a teacher trainer and a qualified coach certified by ICF. She holds the IH Diploma in

Educational Management and the University of Cambridge Certificate in High Impact Leadership. She is a career guidance specialist accredited by ASNOR. Palmina is dedicated to pursuing excellence in her work.

Laurenza, Giuseppe

HOME LANGUAGES RELATED ACTIVITIES AS OPENNESS TO SURROUNDING COMMUNITIES

Level: High School/University

MultLing - DEMO (L) Saturday, 16:15-17:00

This proposal describes a project on multilingualism and linguistic diversity carried out by a class in upper secondary school in Italy. The project aimed at working on intercultural competences by raising awareness of linguistic minorities and unveiling less spoken languages present in the multilingual and multicultural communities of our times.

G. Laurenza, with an MA in Languages and Communication and a Second Level Specialization in English Teaching, is an English teacher in secondary schools and adjunct professor at the University of Florence and the University of Brescia.

LeBlanc, Catherine - Perez, Mario - Serebriakoff, Alexandra - Tatsuki, Donna

FROM MARGINALIZATION TO EMPOWERMENT: TRANSFORMING PERSPECTIVES ON GENDER

Level: High School/University

Gen&ELT - PN (L) Friday, 09:15-10:00

Four strands of research in this panel will consider gender representation in ELT teaching materials and popular media as well as the forms of marginalization that hinder the status of women in Japan. The strands share the goal of empowering learners through awareness raising, transforming perspectives, and fostering agency.

C. LeBlanc is a Senior Lecturer in the International Academic Research and Resource Center for Language Education (i-ARRC) at Kyoto University, where she has taught academic writing and discussion since 2016. Her research interests include internationalization initiatives and policies in Japanese higher education with a particular focus on learner identity.

M. A. Perez, M.S.Ed., is a tenured lecturer at Kobe Shoin Women's University. He has been an EFL instructor in Japan for 21 years. His current research focuses on utilizing English for Academic Purposes (EAP) to introduce L2 learners to struggles facing marginalized communities in Japan and abroad.

A. Serebriakoff has been a lecturer in the International English Department at Baika Women's University in Osaka, Japan for four years. She teaches British culture and language skills and researches the use of apps, self-correction, and teaching diverse cultures. She is currently on maternity leave with her second child.

D. Tatsuki, Ed.D., is Professor Emerita at Kobe City University of Foreign Studies. Her research includes teaching pragmatics, the representations of gender/ethnicity in ELT textbooks, and descriptions of ELF interactions in MUN simulations. She is currently serving as a Scientific Committee member for *New Perspectives: A Journal of TESOL Italy*.



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Leproni, Raffaella

PET-PA & PET-LSE: ETWINNING STRATEGIES FOR L2/SL TEACHERS' SELF-/HETERO-PROFESSIONAL ASSESSMENT

Level: Primary School

TE/D - TK (L) Friday, 15:00-15:45

After being introduced to the ITE (Initial-Teachers-Education) project involving UniRoma3 and Enna Kore, two groups of fifth-year primary education student-teachers were administered two self-assessment questionnaires regarding the language and strategic competencies as L2/LS teachers. Reflection on the results fostered shared professional development.

R. Leproni (Università degli Studi Roma Tre) works on Storytelling in L2; ESP in HR, educational disciplines, and Social Sciences; teachers' self-assessment; language in participatory identity construction with a focus on BES, stereotyping, bullying, and redefining gender perspectives in disciplinary studies. She is eTwinning/ITE contact person for UniRomaTre.

Kelly Calzini, Manuela - Lopriore, Lucilla

PROMOTING CONTINUITY BETWEEN PRIMARY AND SECONDARY EDUCATION: INSIGHTS AND STRATEGIES

Level: All

TE/D - WK (L) Friday, 15:00-15:45

This workshop combines research and strategies to help teachers address the challenges of transitioning students from primary to secondary English language learning. We will explore continuity through Trinity's learning pathways and the new Continuity Companion, providing the tools and strategies you need to support students during their English language journey.

M. Kelly Calzini is Senior Academic at Trinity College London Italy. She is an experienced teacher and teacher trainer working mainly in EFL Education and CPD Programmes. Manuela is an ELT author and contributes articles in teacher publications. Her main research interests are young learners, communicative skills, and performance-based assessment.

L. Lopriore (see above for biodata)

Sponsored by Trinity College London

Lopriore, Lucilla - Reynolds, Kate Mastruserio - Schvarcz, Bridget

GET WHAT YOU NEED: CREATING AN EDUCATORS' ADVOCACY TOOLKIT

Level: All

TE/D - TK (L) Friday, 18:00-18:45

Join us to talk about developing advocacy action plans, a vital skill for ELT educators. Through this practical yet thought-provoking session, you will acquire valuable resources that can be applied at any level of instruction, for any type of advocacy project, or at any stage of your career.

K. M. Reynolds (Ed.D. University of Cincinnati, 2000) is a Professor of TESOL/Literacy at Central Washington University.

L. Lopriore (see above for biodata)

B. Schvarcz (PhD Bar-Ilan University, 2022) is the head of the English Unit at Afeka College of Engineering.

Lorenzet, Tiziana

TEACHING ENGLISH TO SENIOR LEARNERS

Level: University/Adult Education

LN&D - TK (PR) Thursday, 15:00 onwards

Human society is aging globally. It is known that learning a new language can help senior learners improve their well-being and cognitive health. This presentation aims at introducing 'glottogeragogy' and describing the senior learner profile in order to reflect upon and rethink the way we teach learners over 60.

T. Lorenzet holds a degree in Oriental Languages and Literatures. After teaching languages (Arabic, English, Italian L2) for over 20 years, she is now a PhD student at Ca' Foscari University of Venice. Her research interests include neuroeducation, neurodidactics, foreign language geragogy, positive psychology, material development, and educational technology.

Machura, Anna

THE ART OF SMART TEACHING IN THE 21ST CENTURY

Level: All

AMT - TK (L) Friday, 14:00-14:45

ELT in the 21st century requires much more than just teaching. It has become an art that requires smart skills. Recent challenges can be a chance to create a better classroom environment where students feel truly empowered, where their needs are noticed, and their uniqueness valued.

A. Machura is a university language teacher, HE lecturer, teacher trainer, and course creator. She is passionate about ELT and supporting learners' wellbeing with therapeutic techniques. Anna also shares her knowledge and experience working as a Neurolanguage® Coach, dyslexia tutor, therapist, and consultant.

Mendoza Villegas, Ofelia

MUSIC TO LEARN, GAMES TO ENGAGE: COMMUNICATIVE APPROACH FOR YLE

Level: Young Learners

AMT - WK (L) Saturday, 18:15-19:00

As teachers, we recognize the importance of creating an enjoyable learning environment for young minds. Language acquisition should be a journey filled with exploration and discovery. In this workshop, we focus on harnessing the power of games and songs to make the communicative approach an interactive and immersive experience.

O. Mendoza is the English Coordinator at Excellence Learning Center. She holds a BA in English Language Teaching, a Teacher's Diploma from IMISPICA, and a Translation Theories Diploma. She graduated from the AWE program (Academy for Women Entrepreneurs) of the US Embassy. She is certified as an English Language Specialist.

Mendoza Villegas, Ofelia

TEACHING FROM THE HEART: ENGAGING STUDENTS THROUGH SONGS AND GAMES

Level: Primary School

YL/PRIM - TK (PR) Thursday, 15:00 onwards

This is a practical workshop to explore the transformative power of incorporating music and interactive games in education and how this approach fosters active student participation enhances learning outcomes and creates a joyful and emotionally enriching classroom environment.

O. Mendoza is the English Coordinator at Excellence Learning Center. She holds a BA in English

Language Teaching, a Teacher's Diploma from IMISPICA, and a Translation Theories Diploma. She graduated from the AWE program (Academy for Women Entrepreneurs) of the US Embassy. She is certified as an English Language Specialist.

Montanucci, Giorgia - Sbardella, Talia

AI-ENHANCED DEBATE FOR INCLUSIVE ENGLISH LANGUAGE LEARNING SKILLS DEVELOPMENT

Level: All

DIGLearn/Tech - TK (PR)

Thursday, 15:00 onwards

In this study, students used an AI chatbot to debate with a jury according to defined parameters. The teacher facilitated the process, and students took pre- and post-tests along with a questionnaire. Results indicated high engagement, improved language skills, and increased awareness of social and ethical implications of the topic.

G. Montanucci is a PhD student in Linguistics, with a focus on Language Teaching and Technologies at the University for Foreigners in Perugia. She holds a bachelor's degree in foreign Languages and Literatures, specializing in Italian for Cultural and Business Mediation, as well as a degree in Primary Educational Sciences.

T. Sbardella, a PhD student in Theoretical and Educational Linguistics at the University for Foreigners of Perugia, investigates technology enhanced language learning. She is part of a research team that aims to integrate AI solutions for language education. Her research topics include natural language processing, machine learning, and neural networks.

North, Brian - Piccardo, Enrica

ENGAGING AND EMPOWERING LEARNERS THROUGH ACTION-ORIENTED MEDIATION AND PLURILINGUALISM: THE CEFR 2020 IN THE CLASSROOM

Level: All

TE/D - PL (L)

Saturday, 15:15-16:00

Our keynote will introduce the core concepts of the new CEFR - mediation, plurilingualism and agency - and the way these concepts interrelate to foster a dynamic attitude towards languages and their use, informing a new action-oriented pedagogy. It will explain how these concepts can promote innovation in the language class, transform diversity from challenge to opportunity, and make teaching and learning more equitable, while also being more inclusive. Learners are seen as social agents who flexibly deploy their plurilingual/pluricultural repertoire to facilitate mutual understanding and/or to assist in the development of an idea, the completion of a task, or the resolution of a problem. Finally, we will present examples from practice and results from research that show how action-oriented plural scenarios which support the students' agency make a significant difference. As students are more engaged, their linguistic and cultural repertoires are valued, and ultimately, they feel empowered, and so the class becomes a space full of creativity and joy.

B. North has been an English teacher, project coordinator, course director, researcher and manager. He was chair of Eaquals, the international quality assurance association for language programme providers from 2005 to 2010. In a long collaboration with the Council of Europe, he coordinated the 1991 intergovernmental Symposium that recommended the Common European Framework of Reference for Languages (CEFR) and European Language Portfolio (ELP), for which he developed the levels and descriptors in his PhD (The Development of a Common Framework Scale of Language Proficiency 2000: Peter Lang) as part of a Swiss National Science Foundation project. He then co-authored the CEFR, the prototype ELP, the Manual for relating examinations to the CEFR, and Eaquals' CEFR Core Inventories for English and French. He coordinated the 2013-20 Council of Europe project that produced the CEFR Companion Volume, of which he is co-author, and is main editor of the case studies related to it: *Enriching 21st century Language Education: The CEFR Companion Volume, Examples from Practice* (2022, Council of Europe). Other publications include: *The CEFR in Practice* (2014: Cambridge); *Language Course Planning* (with M. Angelova, E. Jarosz & R. Rossner: 2018: Oxford), and *The Action-oriented Approach* (with E. Piccardo, 2019: Multilingual Matters).

E. Piccardo PhD is a Professor of Applied Linguistics and Language Education at the Ontario Institute for Studies in Education (OISE), University of Toronto. A collaborator with the Council of Europe (CoE) since 2008 and co-author of the Common European Framework of Reference for Languages (CEFR) Companion Volume (Council of Europe, 2020), she has coordinated international research projects on language teaching innovation and teacher education in Canada and Europe. She has presented in numerous countries and in different languages and has published extensively, both scholarly articles/books and publications for teachers. Among her recent publications are *The Action-oriented Approach. A Dynamic Vision of Language Education* (2019) with Brian North and *The Routledge Handbook of Plurilingual language Education* (2021) co-edited with A. Germain Rutherford and G. Lawrence.

Önal, Özge

THINKING OUTSIDE THE TEST

Level: Middle School/High School

ASS/TEST - TK (L) Friday, 16:00-16:45

Empowering marginalized voices in education transforms assessment and personalized learning. By involving these voices in curriculum planning, assessment becomes equitable and inclusive. Personalized learning thrives, bridging achievement gaps, and fostering a sense of belonging in complex classrooms.

Ö. Önal has worked as a teacher and head of a high school department for 15 years. She also works as a teacher trainer for Goaltesting B.V. She has given numerous seminars and workshops on a range of topics, including analysis of assessment data, classroom management, and test strategies.

Paling, Rachel

METACOGNITION: RAISING AWARENESS WHEN TEACHING AND LEARNING

Level: Middle School/High School

TE/D - WK (L) Saturday, 18:15-19:00

The impact of metacognition in learning is now recognised as having a proven impact on the performance and outcome of learning. Metacognition raises awareness about how to optimise the learning process. Understanding how to bring metacognition into the classroom is key to enhancing the learning experience.

R. Paling (BA Hons Law/Spanish, MA Human Rights, MA Applied Neuroscience, MA Neuroeducation, qualified UK Lawyer, over 35 years teaching experience, International Coach Federation credentialed PCC Coach and Coach Mentor) is creator of Neurolanguage Coaching®: courses that are certified by ELC and accredited by the ICF.

Paolinelli, Joanna

INCLUSIVE EDUCATIONAL INNOVATION: HARNESSING ARTIFICIAL INTELLIGENCE TO ENHANCE LEARNING

Level: All

TE/D - TK (L) Saturday, 18:15-19:00

In this webinar I will demonstrate how artificial intelligence can revolutionize teaching while promoting inclusivity. I will share practical tips on how to integrate AI into the classroom, showing how it can not only enhance students' language learning but also simplify a teacher's life, fostering more accessible education.

J. Paolinelli is Managing Director of British School Pisa Group. Her focus lies in leveraging her experience, technology, and ideas to ensure that English learning and teaching are accessible to all. She combines digital tools and innovative approaches to foster an inclusive classroom environment that caters to everyone's learning needs.

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La scuola nasce a Sirolo il 25 gennaio 2020 da un'idea di Elizabeth Evans Cicconi.

Elizabeth, scozzese di nascita e italiana di adozione dopo 35 anni dedicati all'insegnamento nelle scuole di ogni ordine e grado e come Teacher Trainer in giro per l'Italia decide di dare vita al progetto Smart School assieme ai figli Nicola e Laura entrambi cresciuti bilingue. Il bi-linguismo è il punto forza e la caratteristica che contraddistingue la Smart School.



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La scuola si propone per tutte le tipologie di studenti: dai bambini che vogliono iniziare sin da subito ad approcciarsi col piede giusto al mondo della lingua inglese ai professionisti che hanno già padronanza della lingua, ma vogliono perfezionarla per fini personali o per un'evoluzione nella carriera lavorativa.

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Park, Eunjeong

EFL KOREAN PRESERVICE TEACHERS' PERCEPTIONS OF TECHNOLOGY USE IN ENGLISH EDUCATION

Level: All

TE/D - TK (PR) Thursday, 15:00 onwards

This study explored Korean preservice EFL teachers' perceptions of technology use through qualitative thematic analysis. Findings suggest that teacher education should consider the needs and prospects of preservice teachers in the uncertain circumstances of the post-pandemic era.

E. Park is an Associate Professor in the Department of English Education at Sunchon National University. Her interests include teacher education, preservice teachers, second language writing, and interdisciplinary research.

Pavlenko, Alexander

COMMON EUROPEAN LINGUODIDACTIC FRAMEWORKS AS A MEANS OF LANGUAGE PLANNING (THE CASE OF ULSTER SCOTS)

Level: All

SocL - PN (L) Friday, 12:15-13:00

This paper focuses on the role of the CoE's linguodidactic frameworks in supporting lesser-used languages of Europe. Special attention is paid to the notions of plurilingualism and multilingualism embedded in said frameworks and constituting their conceptual basis. The case of Ulster Scots is studied as an illustration.

A. Pavlenko (Dr.Litt.) is a professor at A.P. Chekhov Institute of Taganrog (RSUE). He runs an MA programme and specializes in sociolinguistics.

Pirruccello, Nuccia Silvana

DIGITAL ENGLISH IN SCRIBAEPUB

Level: Young Learners

DIGLearn/Tech - WK (PR) Thursday, 15:00 onwards

Life in Leontini in the Hellenic period was reconstructed through on-life itineraries which allow students to experience the knowledge and heritage of the archaeological museum of Lentini. Students used AI-Character, Metaverse, and ScribaEpub, along with the eBook Digital English to access authentic and immersive experiences.

N. S. Pirruccello is an expert teacher trainer in media education and digital humanities with over twenty years' experience. She has been co-designer and administrator of ScribaEpub, the eBook construction platform for synchronous and asynchronous learning, since its creation.

Pistillo, Elena

THEATRICAL TECHNIQUES IN TEACHING ENHANCE THE MOTIVATION FOR LEARNING

Level: All

AMT - DEMO (L) Friday, 16:00-16:45

The aim of this demonstration is to explore the use of theatrical techniques in the classroom, particularly in teaching a foreign language, and to examine the impact of theatrical techniques on motivation, participation, integration, and well-being in class. Activities will be based on techniques used by actors in their training.

E. Pistillo, a teacher, an actress, a director, and an author, holds degrees in Foreign Languages and Literatures as well as Theater, Cinema, and Multimedia Entertainment from the University of Palermo,

Italy. She is pursuing her doctorate in Drama Techniques for Teaching Foreign Languages at the University of Cordoba, Spain.

Pistillo, Antonio

THE ROLE OF GAMIFICATION IN ENGLISH LANGUAGE TEACHING

Level: All

ClassP - TK (L) Saturday, 18:15-19:00

Gamification in ELT is a pivotal tool for humanizing diversity and recognizing and celebrating varied learner backgrounds. It empowers learners and teachers by fostering a dynamic and interactive learning environment and promoting engagement and active participation. It provides a reflective platform for educators to analyze and enhance their teaching practices.

A. Pistillo: An experienced English teacher in Italian state schools since 2002, I am a first-year PhD student at the University of Córdoba, researching gamification and game-based learning in foreign language curricula. I hold multiple degrees in foreign languages and literatures, Italian literature, linguistics, foreign language teaching, and CLIL methodology.

Pourdastmalchi, Alireza

HOW TO ANALYZE POPULAR CULTURE SYSTEMATICALLY IN WRITING CURRICULA

Level: All

ClassP - DEMO (PR) Thursday, 15:00 onwards

Using four popular culture artifacts (Martin Luther King's speech I have a dream, Eminem's song Stan, the animation Beauty and the Beast, and a book Daddy's roommate), the presenter illustrates how students can analyze popular culture systematically through different lenses (e.g., feminism, and theme-based) and write essays on them.

A. Pourdastmalchi has taught both general and academic English at schools in Iran, Colorado State University, and Aims Community College in Greeley, Colorado. He is interested in the field of rhetoric (the art of persuasion) and its relationship with popular culture in his composition writing classes.

Razmeh, Shakiba

FROM LANGUAGE LEARNERS TO EDUCATORS: HOW PERSONAL EXPERIENCES SHAPE BILINGUAL TEACHER IDENTITIES

Level: All

TE/D - TK (L) Friday, 09:15-10:00

This paper explores the deep connection between personal language learning experiences and bilingual teacher identities. Drawing from the author's personal narratives, the paper argues that personal language journeys shape bilingual educators' beliefs and practices, emphasizing the value of integrating these experiences into teacher education programs.

S. Razmeh is a visiting assistant professor of bilingual/ESL Education. She received her PhD in curriculum and instruction with an emphasis in ESL, technology, and teacher education from Texas A&M University. Her areas of research interest are language and identity and bilingual education.

Ricciardi, Angela

WHAT IS LITERATURE?

Level: High School

AMT - DEMO (PR)

Thursday, 15:00 onwards

This demonstration shares a school experience with my students from a Liceo Scientifico. The objective was to promote interest and motivation among students through literary themes. To engage learners and raise their critical awareness, I guided students in discovering some interesting links between literary texts and other forms of art.

A. Ricciardi: An English teacher in a secondary high school in Benevento, my teaching activity goes back to 1997. My objective is to engage students in the learning process and exploit all possible tools to make a lesson effective. I have been a TESOL Italy member for about 20 years.

Rifaioflu, Benan

GLOBAL CITIZENSHIP AS AN ESSENTIAL COMPONENT OF LANGUAGE CLASSROOM IN 21ST CENTURY

Level: All

CITIZ/HRS - TK (L)

Friday, 12:15-13:00

By incorporating global citizenship in language instruction, educators can empower students to become culturally sensitive and empathetic individuals who can engage a diverse world with an open mind. However, this requires careful planning, professional development, and a commitment to fostering global citizenship skills alongside language proficiency in the language classroom.

B. Rifaioflu is a teacher trainer, English teacher and curriculum developer.



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Rodrigues, Sandra

EMPOWERING ELT TEACHERS INSPIRED BY THE REGGIO EMILIA APPROACH

Level: Young Learners

ClassP - TK (L) Saturday, 14:15-15:00

In the poem *The Hundred Languages of Children*, Malaguzzi describes the unlimited ways children may express their ideas, thoughts, and emotions. However, how many languages do we really explore in our lessons? In this talk you will experience several ways to empower learners and teachers to unlock their hundred languages.

S. Rodrigues is a specialist in the Reggio Emilia approach and teacher trainer in Brazil and Kenya. Living in the Netherlands, she provides activities for refugee children, and also works as a teacher in a bilingual school. She holds an MA in Education from the Open University/UK.

Roma, Silvia

TURKISH STUDENTS' PROBLEMS REGARDING PRODUCTION SKILLS

Level: High School/University

LN&D - PS (PR) Thursday, 15:00 onwards

This session presents a study in which Turkish high school and university EFL students experienced difficulties with productive skills, which made it more difficult for them to attain advanced levels and develop oracy skills.

S. Roma is a teacher of English ESL/EFL with extensive experience in class management and demonstrated abilities teaching at all levels, improving learning strategies, increasing learners' awareness, and reaching learning goals. She is a university teacher and researcher interested in developing innovative language programs and researching EFLT at universities.

Schiavoni, Omar

BRITISH COUNCIL - WHAT WE CAN OFFER YOU

Level: All

ASS/TEST - ExSS (L) Friday, 11:30-12:00

This session aims to share a number of resources which are available to teachers and students in search of professional development, lesson resources, or study tools for learning English or test preparation.

O. Schiavoni has been working at the British Council for the last six years, and, within the Exams Business Unit, he was key for establishing the rapport with Universities, State and Private schools of all grades, private language schools, and national associations in the Italian education sector.

Sponsored by British Council

Shen, Yang

APPLICATION OF CLIL METHOD INTO INTERDISCIPLINARY INTEGRATION

Level: All

CLIL - TK (L) Friday, 09:15-10:00

Subject-integration, as a new aspect in the 2022 edition of the English Curriculum Standards for Compulsory Education, is a new challenge for English education, and primary English education also needs subject-integration to better teaching. This talk reflects on the theoretical and practical foundations of using CLIL to meet this challenge.

Y. Shen (沈杨), MA TESOL, University of Nottingham, works in a public primary school in Zhejiang Province, China. From 2021 to 2023, she participated in various open teacher competitions for lesson plans and teaching methodology, all of which were positively evaluated and many of which were published.

Siconolfi, Marcus

OF ENGLISH AND INFORMATION TECHNOLOGY IN PRIMARY SCHOOLS

Level: Young Learners

ASS/TEST - TK (L) Saturday, 09:00-09:45

In my experience, the use of information technology can be efficient for classwork and homework. This talk stresses the importance of interdisciplinary integration of English and IT in primary schools. IT can be used in teaching vocabulary, sentence structure, and reading comprehension, and it can be employed in assessment.

M. Siconolfi is English Language Training Coordinator for ETS Global in Spain and Portugal. Based in Madrid, he has taught English to students of all ages and levels, focusing on business EAP/ESP in higher education, in addition to his extensive experience in the area of teacher training and development.

Stefanidou, Maria

CPD IN ELT: EXPLORING ACTION RESEARCH AS A TRANSFORMATIVE TOOL

Level: All

TE/D - TK (L) Saturday, 16:15-17:00

What is continuing professional development (CPD)? Why is it important? What makes a CPD activity successful? In this session, we will examine the characteristics of effective CPD and explore action research as an example of a transformative tool which empowers teachers, learners, and schools.

M. Stefanidou is an EFL teacher and oral examiner in Greece.

Stuhli, Jasmina

STEAMING ENGLISH: SHOULD I BREATHE OR SHOULD I NO?

Level: Young Learners

AMT - DEMO (L) Saturday, 12:45-13:30

The demonstration will provide an example of project-based learning centered on the theme of air pollution. The primary objective was for the students to research the causes and effects of air pollution in their community, apply scientific research to issues meaningful to them, and learn to protect themselves.

J. Stuhli, a graduate of the University of Tuzla, has been teaching English in primary school since 2006. Recently, she has been implementing the STEAM approach in her English lessons, emphasizing its role in equipping students with practical skills while enhancing their critical thinking, communication, problem-solving, and creativity skills.

Suarez, Debra

HEART AND REASON: THE CORE OF EMPATHETIC AND TRANSFORMATIVE LEADERSHIP IN ELT

Level: All

TE/D - PL (L) Saturday, 17:15-18:00

This presentation discusses how leadership in ELT can be guided by the mind, and the heart. Incorporating practices from both Responsible Leadership (driven by principles of justice, equity, and empathy) and Transformational Leadership (focus on innovation, mission, and strategy) we can create classroom practices responsive to the needs of learners.

D. Suarez is President-Elect of the TESOL International Association. With almost 13,000 global members in over 144 countries, TESOL International is the largest worldwide community dedicated to advancing the expertise of ELT professionals. Dr. Suarez comes to this executive position after a professional lifetime of serving multilingual learners of English and the educators and organizations who serve them. She has been an ELT/EFL classroom teacher, university professor, international educator, senior federal leader at

the US Department of Education, an English Language Specialist with the US Department of State, and senior advisor for the AAPI White House Initiative. Debra holds a PhD in Language in Education, an MS in TESOL, and an MBA specializing in education business management. A highlight of her career was receiving the Maryland TESOL Lifetime Achievement Award. As a seasoned TESOL leader, Dr. Suarez now focuses her scholarship on leadership studies and on developing the next generation of strong, impactful ELT advocates through transformational and responsible leadership, coaching, and mentoring. Dr. Suarez's term in the TESOL presidential line is 2023-2026.

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TESOL Italy would like to thank TESOL International Association for sponsoring the keynote address by Debra Suarez.

Sun, Zelong

CONSTRUCTIVE COURSE CREATING BASED ON TBLT

Level: All

TE/D - TK (L) Saturday, 09:00-09:45

More and more young teachers are choosing to work in private English training centers. This presentation will share two successful cases of helping young teachers in these contexts solve practical problems in daily teaching, providing them with constructive ideas based on TBLT.

Z. Sun, teacher and founder of CClark English™ and Clark Summer Camp, holds an MBA and BA in English Education from Zhengzhou University, China. His job and research interests include cultivating young learners' interest in learning English, motivating classes, and digital education.

Tatsuki, Donna - Zenuk-Nishide, Lori

MODEL UNITED NATIONS: AN ANALYSIS OF OUTCOME DOCUMENTS

Level: High School/University

GIComp - TK (L) Friday, 14:00-14:45

This presentation highlights how Model United Nations (MUN) simulations help students become engaged global citizens by allowing them to act as diplomats, negotiate, and collaboratively propose written solutions to global issues through resolutions. It will also present findings comparing MUN resolutions to those of the United Nations.

D. Tatsuki (see above for biodata)

L. Zenuk-Nishide is a professor and director of the Graduate School of English Language Education and Research at Kobe City University of Foreign Studies in Japan. Since 1990, she has co-founded and

supported high school and university Model United Nations programs and conferences.

Vodopija-Krstanović, Irena

CONTENT AND ENGLISH TEACHERS IN CLIL: GETTING BEYOND THE LANGUAGE-CONTENT DIVIDE

Level: Middle School/High School

CLIL - TK (L) Saturday, 09:00-09:45

This presentation summarizes the principles of CLIL and examines its benefits and challenges. Next, the dual language-content teacher role is discussed, and insights are offered into the challenges Croatian CLIL and EFL teachers face implementing CLIL. Finally, suggestions are offered for supporting CLIL and EFL teachers, and improving teacher development.

I. Vodopija-Krstanović is a professor of TESOL at the University of Rijeka, Croatia. Her teaching and research interests include ELT, CLIL, English-medium instruction (EMI), and intercultural communication. Irena is involved in teacher development for EMI lecturers and EFL teachers and is a member of the Croatian EFL Teacher Certification Board.

Walsh, Chantelle

WHAT'S LOVE GOT TO DO WITH IT?

Level: All

AMT - TK (L) Saturday, 12:45-13:30

We all know the importance of emotions in teaching and learning. However, with a fast-paced, ever-changing world, connection, empathy, and wellbeing are sometimes neglected, resulting in fatigue and disconnection. Too often, we measure our worth by how much of our time we spend 'doing'. What if there was another way?

C. Walsh has been teaching students from every walk of life for the past twenty-five years. She has trained teachers for in both primary and secondary state schools in Italy. She is interested in mindfulness in the classroom and teacher wellbeing, having given many talks on these topics.

Wimhurst, Andrew

HOW TO FACILITATE AUTONOMOUS LANGUAGE LEARNING AMONG UNIVERSITY STUDENTS

Level: University

LA - TK (L) Saturday, 14:15-15:00

I will describe an autonomous online language learning initiative at the Free University of Bolzano/Bozen Language Centre and explain how the initiative has been implemented at Unibz to facilitate self-learning.

A. Wimhurst has taught English for 20 years in Italy, Germany, and England in kindergartens, primary schools, secondary schools, and universities. He is a PhD student in Applied Linguistics (Lexical Studies) focusing on word associations, holds an MA in TESOL, and works at the Free University of Bolzano-Bozen Language Centre.

Worgan, Michelle

INSPIRING INQUIRIES: HOW TO DESIGN AN INQUIRY PROJECT FOR PRIMARY

Level: Young Learners

AMT - TK (L) Friday, 18:00-18:45

Engage, empower, and excite your young learners with inquiry! In this talk I will present my process for designing student inquiries for the primary classroom. I will demonstrate how to plan and set up your own inquiry and provide tips on how to get started with this flexible, inclusive approach.

M. Worgan is an educator and materials writer specialising in primary English Language teaching. With a career spanning more than twenty years, she is passionate about changing the way we teach young learners and runs her own teacher development courses for primary ELT teachers from her website.

Zambernardi, Alida

ELT IN PRE-SCHOOL - RESEARCH AND PRACTICE TOWARDS A NEW APPROACH

Level: Pre-School

AMT - TK (PR) Thursday, 15:00 onwards

ELT in pre-school should not be focused on learning the language itself, but it should aim to consolidate children's awareness about a code that is different from their native language. In addition to providing a communication tool, it should help to develop intercultural understanding and reduce ethnocentrism.

A. Zambernardi, born in Rovigo, has a Laurea in Lingue e Letterature Straniere from the Università degli studi di Parma and is a teacher at Scuola dell'Infanzia Comune di Pesaro.

Zaninelli, Marta

IMPROVING READING SKILLS: ENGAGING LEARNERS THROUGH LITERARY EXPLORATION

Level: High School/University

Lit/Tra - TK (L) Friday, 18:00-18:45

Finding appealing material for engaging students can be a challenge for teachers. Literary texts are often overlooked due to their perceived difficulty and lack of relevance. However, some of these texts can offer substantial value in enhancing language skills, including for test preparation, as practical instances can show.

M. Zaninelli: After obtaining my PhD in English Literature, I commenced my career by teaching business English at Università Cattolica in Milan. I then instructed middle school students in the intercultural curriculum at Collegio San Carlo, in Milan. I now hold the position of ELT Coordinator at ETS Global.

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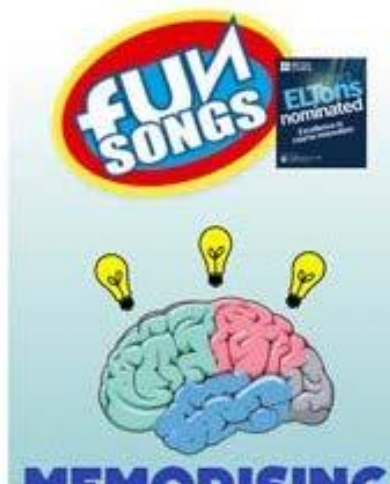
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