

Thursday 3rd March 2005

OPENING OF THE CONFERENCE

14:00 - 15:00

Sala Sirene 15:00 - 15.45

Keynote address

Chris Kennedy

Successful curriculum innovation – a question of ‘leadership’?

In earlier studies on curriculum innovation, there were attempts to produce models of change which could be applied to large national-level systems. The focus then moved to the importance of institutions, their organisation, and their ‘health’. We have now reached the point where there is a concern with individuals and groups in institutions, since change will only succeed with the commitment and enthusiasm of those involved in the innovation. This concern with ‘people’ rather than ‘things’ has led on to an interest in ‘leadership’ and ‘expertise’.

This talk will explore what leadership and expertise mean in the context of innovation and change. Prof. Kennedy shall discuss whether there is a role for leadership and expertise in creating conditions for successful innovation and change, whether it is possible to agree on the skills and competencies required by ‘leaders’ and ‘experts’ at whatever level in the curriculum innovation process, and whether such skills cut across cultures.

Sala Sirene 16:00 - 16.45

Donald Freeman

Diagnostic Work: Teacher Research in the Context of Classroom

INT

This talk explores the notion that teacher-research can reshape classroom teaching into a form of “diagnostic” work. Drawing parallels to other forms of practitioner knowledge, I will examine the basic structure and processes of teacher-research as “working at the hyphen” and how such inquiry can refocus teaching on student learning.

Donald Freeman is sponsored by British Council Italy

Sala Nettuno A 16.00 - 16.45

Margaret Fowler

IELTS for Italian University Students

TEST

IELTS - the International English Language Testing System - is jointly owned and administered by Cambridge ESOL, the British Council and IDP Australia. It is held at least once a month in various cities in Italy and is taken by an increasing number of candidates each year, particularly in the Italian university system where it is often recognised alongside the Cambridge Mainsuite exams. This seminar will give an overview of the content of the IELTS exam, the various tasks to be completed and the criteria used for assessment. There will also be the opportunity to look at examples of candidate performance in the writing and speaking tests. Detailed guidance on preparing students for the exam will be given throughout the seminar, as well as materials for participants to take away.

Margaret Fowler is sponsored by British Council Milan

Sala Nettuno B 16.00 - 16.45

Leo Jones

Not ready for FCE? Help is at hand!

TEST

Some students want to take FCE, but just aren't ready for an FCE preparation course. The symptoms? Shaky grammar, poor writing skills, difficulty in understanding native speakers, dread of longer reading texts — and not enough vocabulary to participate in conversations confidently.

Among the skills that such students may need to develop are:

- a firmer grasp of grammar
- the ability to write paragraphs, and not just sentences
- more confidence in listening to native speakers
- strategies for coping with longer reading texts
- more vocabulary and conversational gambits to take part more confidently in conversations

Making Progress to First Certificate is a brand new course which helps students to develop these skills in an enjoyable non-threatening way. After using it, students will be ready to begin preparing for FCE "in earnest". It's also ideal for classes where some students will and some won't take FCE.

Leo Jones is sponsored by Cambridge University Press

Sala Nettuno C 16.00 - 16.45

Fergal Kavanagh

Tune into English

Pop music is everywhere, not just on the radio, but on television advertising, blockbuster films and even video games. Students at the Scuole Medie, Inferiore and Superiore are being exposed to this medium from all angles, and readily embrace it. We should exploit this interest (at times obsession), by using them as part of the learning process. This session looks at how songs can fix vocabulary and structures into long-term memory, and gives practical examples that you can use in your classroom.

Fergal Kavanagh is sponsored by www.tuneintoenglish.com

Sala Ulisse 16.00 - 16.45

Silvana RANZOLI

Let interdisciplinarity grow slowly out of ordinary literary studies.

LIT

Interdisciplinarity can grow slowly but steadily out of ordinary literary studies by exploiting the interconnections that naturally exist between literature and other disciplines.

Literature is a rich soil and many of the important concepts, strategies and skills taught within its disciplinary boundaries are 'portable'-- they can be readily transferred to other disciplines or learning fields. Yet, a much broader kind of integration can derive from a central literary work or experience which encompasses several curricular areas.

The paper will concentrate on a number of literary works or experiences which can easily produce interdisciplinary connections and teaching ideas if emphasis is placed on a wider perspective.

Silvana Ranzoli is sponsored by Loescher Editore

Sala Tritone 16.00 - 16.45

David NEWBOLD

Developing a high level test for English specialists

TEST

Over the past year Trinity College has worked with the University of Venice (Ca' Foscari) to develop certification for specialist (university) students of English. This has involved adapting the integrated skills exam ISE to reflect the specific skills acquired by students at the end of the new *triennio*, while keeping the overall format of the exam and the vital link to the Common European Framework.

In the talk I intend to show that, as well being a challenge for students and teachers alike, the development and introduction of a new test can have a beneficial effect on teaching and learning - especially if the test is perceived by students as covering a range of real life language skills.

David Newbold is sponsored by Trinity College London

Sala S. Antonio 16.00 - 16.45

Gail ELLIS

What does it take to teach children a foreign language?

EYL

With the introduction of foreign languages into state primary schools, more and more teachers are having to take on the task of foreign language teaching. This means teachers of young learners need to combine their knowledge, skills and sensitivities of teachers of children with those of teachers of language and balance the two. What does this mean in terms of attitudes and values, knowledge and understanding and classroom strategies and skills? This talk will look at key teacher competencies and provide some basic principles on teaching English to primary school children.

Gail ELLIS is sponsored by British Council Italy and ENTS

Sala Capri 16.00 - 16.45

Giovanna Pistillo

English as the language of intercultural communication: a different teaching approach

INT

In our globalised world, English is widely recognized as 'the' international language, connecting people from the four corners of the world. For this reason, it is also the language in which most of intercultural communication takes place. Learning a foreign language, therefore, does not mean just learning its vocabulary, grammar and syntax: language is also the expression of the culture that has produced it, and using it correctly requires some knowledge of its main culture-bound traits. Successful English teaching should provide students with the necessary instruments to achieve effective intercultural communication through the medium of English. This presentation consists of two parts: in the first, a brief theoretical introduction will be given on the relation between intercultural studies and ELT; in the second, participants will be actively involved in exercises showing the possible communication problems due to the lack of a common cultural background. Debriefing and discussion will follow.

Giovanna Pistillo is a PhD student in English for Special Purposes at Naples University "Federico II"

Sala Sirene 17.15 - 18.00

Brian ABBS, Ingrid FREEBAIRN

Rocky Road: the challenge of creating language materials for the 'tweenage' years

M/S

The 10-14 age group, often called 'tween-agers', is a fascinating one. Neither children nor fully-fledged teenagers, these learners vary hugely in maturity, ability and interests. The challenge for educational writers is how to connect with and motivate this age group, while at the same time covering core grammar, basic communication, key vocabulary and language skills against a backdrop of large classes, mixed abilities and limited time. When the road gets rocky, and there are too many competing and conflicting demands, it often helps to get back to basics. Will this topic or text interest our students? What do we want them to be doing in the classroom – and at home?

In this session, the authors will outline some of the ways they meet the challenge of creating materials for this age group and ensuring that they are appealing, effective and will stand the test of time.

Brian Abbs and Ingrid Freebairn are sponsored by Pearson Education Longman Italia

Sala Nettuno A 17.15 - 18.00

Lisa Kester-Dodgson

CLIL: Will they really learn anything new?

INT

This presentation covers the difficulties high school students come across when they come face to face with English texts deriving from different subject areas across the curriculum. How do they cope? Will they understand the content and therefore increase their knowledge in other areas of the curriculum? Or will the language be a barrier rather than a vehicle to learning? The most suitable methodological approaches are discussed in order to build and develop the skills the students need to overcome this barrier and the audience will come away with a wide range of practical ideas to use within their classroom.

Lisa Kester-Dodgson is sponsored by Zanichelli Editore

Sala Nettuno B 17.15 - 18.00

Elizabeth Forster, Simon Moore

Teaching English through Art: A Stroll Through the Sunflowers with Vincent Van Gogh

INT

This presentation is proposed as an example of CLIL teaching. Using a power point format, this talk will show the results of a combined Year 3 – Year 6 interdisciplinary project which combines elements of art, language and music based on the life and work of Vincent Van Gogh. The resulting product will be composed of examples of art work done by the Year 3 pupils and language work by the Year 6 pupils. The talk will be presented by the two teachers involved in the project.

Elizabeth Forster and Simon Moore are sponsored by British Council Spain

Sala Ulisse 17.15 - 18.00

Damian Williams

Has Communicative Language Teaching gone too far? Making language learning more memorable with literature

LIT

Over the last 20-30 years English Language Teaching has been heavily influenced by communicative theories of language teaching, and in more recent years these have given rise to Task-Based Learning. One of the main beliefs of such theories is that classroom activities/contexts should be as real-life as possible. This presentation seeks to examine some of the theoretical problems of this firmly-held belief, and introduce an interesting alternative approach. The theoretical analysis will then provide a springboard to the introduction of some practical, literature-based activities which will be of immediate use to teachers in making their classrooms more motivating, enjoyable and memorable.

Damian Williams is sponsored by Oxford House College

Sala Tritone 17.15 - 18.00

Enrico Grazzi

Translation Teaching: rescued from oblivion in a communicative perspective

UNI

Translation has long been regarded as a forbidden language practice in the ELT class. Nonetheless, the need for expert translators has grown steadily as a consequence of the process of globalisation. Therefore, the presenter believes that higher-level language courses should also include specific training in non-literary translation to cope with the requirements of the labour market. The aim of this talk is to show how translation from English may well be reintroduced in the foreign language syllabus, within a communicative perspective. In fact, not only can translation enhance the learners' cross-cultural competence, but it has also proved to be extremely effective in terms of stimulating the students' awareness of the similarities and differences between English and their native language. The presenter will focus on typical problems in translating from English into Italian, showing a variety of examples taken from teaching materials.

Enrico Grazzi is sponsored by Università degli Studi di Cassino

Sala S. Antonio 17.15 - 18.00

TIM PRIESACK

Cursors and curses – Interactive multimedia laboratories in the primary school

EYL

Most Primary schools now introduce children to Computer Science during the early years of schooling and many teachers take the children into interactive multi-media laboratories to both become familiar with the new technology and to practice the English language.

This presentation will discuss the needs of the English language learner when utilising new technology as well as aspects of the introduction of Computer Science through the medium of English.

Tim Priesack is sponsored by LANG EDIZIONI (PBM editori)

Sala Capri 17.15 - 18.00

Kate Crooks

Using corpus data in the language classroom

M/S

The use of Collins Bank of English corpus for dictionary compilation has been widely discussed since the publication of the first COBUILD Dictionary in the 1980s. However, the Bank of English (now part of the Collins Word Web) also has wider applications, offering the teacher of English access to a huge variety of language, which can be harnessed for use in the language classroom. This talk will look at some of the ways in which teachers and learners can access information from the Bank of English, and will offer some practical ideas for using this material in the classroom. In particular, we will look at examples of teaching materials created using the Wordbanks feature of the Collins COBUILD Advanced Learner's English Dictionary CD-ROM, and at ways in which the Wordbanks Online corpus can be used with learners.

Kate Crooks is sponsored by HarperCollins Publishers

[END OF THE DAY]

Friday 4th March 2005

Sala Sirene 9.00 - 9.45

Luciano Mariani, Graziella Pozzo

Managing diversity: from teacher flexibility to learner empowerment
M/S

Diversity is a natural feature of living and working together. People are different with respect to age, sex, ethnic origin, sociocultural background, learning styles, motivations, and a host of other factors. Curricula cannot be so fine-tuned as to turn into fully individualized study plans. To face the challenge of diversity, we rather need a *variety of approaches*. On the one hand, the teacher needs to develop her/his flexibility - which means providing as wide a range as possible of activities and tasks. On the other hand, part of learners' education is to increase *their own* flexibility. The challenge for the teacher is different here: she/he needs to implement a learn-to-learn (*metacognitive*) approach through which learners can be *empowered* - i.e. develop strategies which are consistent with their personal profiles as learning individuals.

Luciano Mariani and Graziella Pozzo are sponsored by Zanichelli and Loescher Editore

Sala Nettuno A 9.00 - 9.45

Anne Prince

Classroom management language
INT

A hands-on approach to the language of classroom management. This workshop will be useful for both teachers of English language and subject teachers (CLIL) as the session aims to build confidence in establishing and maintaining successful classroom dynamics. Teachers, whatever their level of English, will go away armed with useful classroom management language.

Anne Prince is sponsored by the Swan School of English

Sala Nettuno B 9.00 - 9.45

Immacolata Calabrese, Silvana Rampone

CLIL: Cross-curricular projects in primary school
INT

In the recent document by European Commission "Promoting Language Learning and Linguistic Diversity" – an Action Plan 2004-2006- is stated that Content and Language Integrated Learning (CLIL), which uses English as a medium to teach some parts of other curriculum subjects, improves overall target language competence, "... opens doors on languages for a broader range of learners, nurtures self-confidence in young learners... provides exposure to the language without requiring extra time in the curriculum...". The CLIL philosophy is rooted in the holistic nature of children's learning. The workshop gives practical ideas for cross-curricular projects in order to provide young learners with challenging and meaningful activities in English, integrating various spheres

of knowledge and experience and taking into consideration the age and the language proficiency of the learner. Materials from a range of primary cross-curricular activities will be shown in the workshop by the teachers that developed and tested them directly in their classrooms.

Immacolata Calabrese and Silvana Rampone are sponsored by Loescher editore / CETEM

Sala Nettuno C 9.00 - 9.45

Nigel Sale

Learning to listen and listening to learn

M/S

This talk will examine and demonstrate ways in which students can both improve their listening skills and develop their knowledge of grammar and vocabulary when listening to cassettes, their teacher and each other.

Nigel Sale is sponsored by British Council Italy

Sala Ulisse 9.00 - 9.45

Nick Owen

Giving Blame or Taking Responsibility: Telling Stories for a Change

M/S

I'm not suggesting that a blame culture exists within education. Nor am I suggesting that a blame culture exists among teachers. And I'm certainly not suggesting that a blame culture is prevalent among students.

What I am suggesting is that a sense of personal responsibility and personal ownership over one's life is liberating. It is also absolutely critical in the creation of a purposeful learning environment in which the willingness of all concerned to take personal ownership and self-discipline enable real and effective learning to take place.

I'm also suggesting that one powerful way to create a curiosity, and desire among students and teachers to embrace personal responsibility is through the judicious use of stories, analogies, and metaphors. Dare to liberate yourself!

Nick Owen is sponsored by British Council Italy

Sala Tritone 9.00 - 9.45

Philippa Bowen

Finding time for English in a Business English course

M/S

It can be very difficult to find a balance between theoretical input and language acquisition in a specialist language course. A task which becomes almost impossible with mixed ability groups in which some students have failed to reach the necessary course pre-requisites.

The talk will illustrate, with practical examples, how an integrated, thematic approach can help teachers of Business English in Italian secondary schools. In particular, it will demonstrate how an approach which links language input and skills development closely and thematically to business theory and culture, enables teachers to dedicate time to revising and extending their students' language abilities while staying firmly within a business framework.

Philippa Bowen is sponsored by De Agostini Scuola

Sala S. Antonio 9.00 - 9.45

Francesca Veglione, Armida Scarpa

L'inglese nella scuola primaria: generalizzare e qualificare

EYL

E' oramai universalmente riconosciuto che la lingua, quale principale canale di comunicazione-relazione con l'altro, rappresenta uno strumento di organizzazione del pensiero ad alto carattere di trasversalità e complessità.

Non a caso le linee europee sull'educazione e la formazione identificano nella padronanza delle lingue straniere una delle "competenze di base" per l'accesso alla società della conoscenza, come evidenzia anche il Piano d'azione comunitario 2004/2006 per promuovere l'apprendimento delle lingue e la diversità linguistica.

Il nuovo quadro riformatore, nell'assumere tale priorità, prevede tra l'altro l'introduzione generalizzata dell'insegnamento della lingua inglese sin dal primo anno della scuola primaria.

Il principio di generalizzazione va inteso non solo in senso quantitativo, ma all'interno di un intreccio significativo tra massima espansione e massima qualificazione di tale insegnamento.

Quali sono allora le politiche educative, nazionali e territoriali, tese a favorire tale intreccio? Quali le caratteristiche della formazione in servizio? Quali le opportunità di organizzazione didattica offerte dal nuovo contesto riformato, interpretato nello scenario dell'autonomia?

Francesca Veglione, Armida Scarpa are sponsored by Ufficio Scolastico Regionale per la Campania

Sala Capri 9.00 - 9.45

Jason Gregory

1) *Practical Business English Assessment – E.L.S.A.*

2) *English for Business Certifications*

TEST

1) The Board has developed the ELSA ON-line tests to provide highly reliable, cost-effective information on English language abilities of non-native speakers worldwide in the four skills of Listening, Reading Writing and Speaking. ELSA tests are the 'The tests of English for lifelong learning' and will be one of the most important tools for individuals and Human Resource Managers in the 21st Century.

2) EFB- English for Business is the principal exam offered by the LCCIEB worldwide. Its close links with the UK business community mean that LCCIEB is in touch with the latest developments in the business world and can respond to the changing needs of individuals, companies and governments. It tests a wide range of commercial skills, including languages for business purposes. LCCIEB qualifications have a high reputation in the UK and are recognised in many countries throughout the world.

Jason Gregory is sponsored by LCCIEB Italia

Sala Sirene 10.00 - 10.45

Herbert PUCHTA

What can the language teacher learn from professional presentation skills training?

M/S

Our communication is influenced not only by what we say, but by how we deliver our messages.

Language teachers professionally use a wide range of different technical media, from the CD-player to the internet. However, very few teachers are aware of how they use personal communication media (eyes, voice, breathing and body language). This talk looks at concrete examples of how teachers can use these personal media more professionally and purposefully, in order to maximise the outcomes of their communication.

Herbert Puchta is sponsored by Cambridge University Press

Sala Nettuno A 10.00 -10.45

Fergal Kavanagh

In the blue painted in blue

EYL

Children learn to express themselves by singing, and so, by using songs in the classroom, children respond enthusiastically to the learning process. Singing provides a vital opportunity for acquiring a correct pronunciation and natural intonation. In this workshop we will examine the factors that make certain songs work well in the language lesson, and suggest ideas for presenting them. So join in and sing along with us!

Fergal Kavanagh is sponsored by ELI

Sala Nettuno B 10.00 - 10.45

Silvia Pokrivcakova

Teaching English at primary schools in Slovakia

EYL

The presentation deals with the history, present trends and possible future development of teaching English at Slovak primary schools. One of the most important changes in contemporary Slovak educational system is concerned with the improvement and extension of foreign language teaching and, consequently, foreign language teacher training. Current situation in the field is made more complicated by the fact that until recently in Slovakia children began learning foreign languages only at middle schools. As a consequence, there has not been any unified system in the training of English teachers for young learners.

The presentation is focused especially on the complex changes that are expected to be introduced to the system of English language teaching at Slovak primary schools during the next 5 years.

Silvia Pokrivcakova is sponsored by Constantine the Philosopher University in Nitra, Faculty of Education

Sala Nettuno C 10.00 - 10.45

Deborah Ellis
Owning Literature
LIT

Students often perceive a wide gap between their world (their experiences and their knowledge) and the worlds presented to them in literary texts. Action research in an Italian state school has revealed how allowing students to take possession of a text can bridge the gap between life and literature. Examples will be shared which exploit 'lead in' activities, dramatisation techniques and literary 'updating'.

Deborah Ellis is sponsored by Loescher Editore

Sala Ulisse 10.00 - 10.45

Martyn Hobbs and Julia Starr-Keddle
Heroes of our own lives
M/S

You tell your own story all the time – to yourself, your family, your friends and colleagues. But how do you bring that 'everyday' yet profound narration into the language classroom? Your students are the heroes of their own lives, and they want to use English to tell stories they care about. Through a variety of memorable texts – photo stories, diaries, anecdotes, news stories, biographies, blogs, text messages, short stories, etc. – students will see English as a genuine vehicle for communication. Using the CEF as a starting point for planning and assessing student progress, we look at ways in which we can make story-telling and longer turn-taking an integral part of the teaching programme. If we can provide students with the stimulus and the tools they need, they will be able to tell the stories they truly want to tell.

Martyn Hobbs and Julia Starr-Keddle are sponsored by Helbling Languages

Sala Tritone 10.00 - 10.45

Mariella Stagi Scarpa
Women and War
LIT

As far as back as the beginning of history, men have given vent to their aggressiveness, sometimes also for defensive purposes, while women have often been left to impersonate the role of victims, together with their children. But women have tried to fight war, urged as they are by the protection and survival of

the species and by the pity for the dead. Antigone is the symbol, as well as Cassandra, for the innumerable unnamed women of all times that have suffered in their flesh and soul.

Women are also at war against the injustices to which they are victims in the different societies in which they live. Traces of their sufferings can be found in the writings of both men and women, like Ian McEwan, Michael Ondaatje, Anne Michaels.

It is on their accounts that our attention will be focussed.

Mariella Stagi Scarpa is sponsored by LEND

Sala S. Antonio 10.00 - 10.45

Umberto Capra

How John Everyman and Maria Rossi came out: intercultural awareness and stereotypes in current language teaching materials

INT

Promotion of intercultural awareness and understanding is considered – by general agreement – one of the extra assets (and not a minor one) of language teaching.

An overview of current text books – and other teaching/learning materials – will look into the permanence of undesirable stereotypes and for successful efforts to cope with the demands of a renewed intercultural awareness for multifocal perspectives, in textbooks as well as in society.

**Umberto Capra is sponsored by Dipartimento di Studi Umanistici – Vercelli
Università del Piemonte Orientale "A. Avogadro"**

Sala Capri 10.00 - 10.45

Paola Giunchi

Rethinking the context of grammar

UNI

The purpose of the presentation and/or workshop is to focus on a salient feature of English that present a bigger challenge for higher level learners than it is generally acknowledged.

First a survey existing literature on the acquisition of some intransitive verbs by adult non-native learners of English and Italian as L2 in particular is provided.

The review encompasses studies on three major and interrelated issues concerning these intransitive verbs that non native learners tend to misuse.

The second section summarises the results of the collection of the use of verbs *appear, arise, arrive, die, disappear, exist, fall, happen, occur, rise*. extracted from 240 compositions of the Italians of *Longman Learners' Corpus* (LLC), as the following:

*I didn't know at what time you should **be arrive** so I decide to...*

The analysis of the token sentences confirms a predominance to 'passivisation' by Italian and Spanish learners as opposed to 'transitivisation' by Japanese and Koreans learners in the LLC.

The third section suggests grammar procedures to drawing Italian learners attention to notice these salient feature of English and compare it with Italian.

The final part of this presentation advocates for the need to rethinking the place of the grammar in the context English studies for language specialists at university and beyond.

Paola Giunchi is sponsored by Università di Roma "La Sapienza"

10.45 - 11.30 BREAK

Sala Sirene 11.30 - 12.15

Peter Brown

The Future – the eELP

How the era of free-of-charge, downloadable electronic European Language Portfolios (eELP) can enhance classroom teaching

M/S

This presentation will demonstrate and *run* a fully operational electronic European Language Portfolio (EAQUALS-ALTE) which *automatically* generates the new EUROPASS Language Passport Summary. It examines the next-generation ELPs and the impact of electronic versions on classroom teachers: how this affects the choice of materials, facilitates the integration of learner needs and priorities into classroom practice, helps educate and enlighten our citizens of tomorrow. Attention is paid to the *qualitative* improvements these new ELPs bring both teachers and learners, and outlines practical ideas and worksheets for introducing ELPs into the classroom. This is followed by examining how ELPs can be integrated into motivating and communicative practical classroom activities that *encourage and help language learners*. An assessment will be made of the introduction of standardised European *Curriculum Vitae* for learners (EUROPASS). Finally, there will be a brief overview of the benefits of an eELP as the backbone of a future Teachers' Portfolio.

Peter Brown is President of AEQUALS and Director of the British School of Trieste

Sala Nettuno A 11.30 - 12.15

David HILL

The Challenge Of The Indigo Children

EYL

If you have been teaching for the last twenty years you may have noticed a radical change in the behaviour of the children you are now dealing with. Equally, if you have children of your own, their behaviour may be very different from that of you and your partner when you were their age. This is not just a '*kids these days...*' Generational issue. It seems that we are witnessing an evolutionary change in human beings. Your pupils and your children may be Indigo Children and, as such, require a very different style of education and upbringing to the one which we have traditionally been offering. This session will explore these issues in depth.

David Hill is sponsored by British Council Italy

Sala Nettuno B 11.30 - 12.15

Nonie Chiang

Reading together: parents and children

EYL

After a long period of evaluation, in 2001 the Taiwanese government decided to officially implement primary English education from grade 5, ages 10-11. Success has been limited, and this may be due to extra-classroom factors. Amongst the factors relating to motivation in second/foreign language acquisition literature, parental involvement has been relatively neglected – even though children spend most of their time with their parents. Taiwanese studies report that parents generally show both low satisfaction towards current English education and a low level of involvement in their children’s English learning. In order to boost parental involvement, a ‘family recreational reading’ activity is proposed. A small-scale study asked 5 parents to read stories to their 12-year-old children for 15 minutes daily and tracked how they dealt with this. Factors examined included books selected, how parents dealt with the stories, parent-child interaction and changes in reading habits and attitudes of both parents and children.

Nonie Chiang is a PhD student at the University of Newcastle Upon Tyne, UK

Sala Nettuno C 11.30 - 12.15

Laura CLYDE

Helping learners self-assess and peer-assess written work for their portfolios – a practical guide

TEST

Portfolios are now used in many learning and assessment contexts. Portfolio work focuses on the writing *process* and is learner-led. Adapting to the style of correcting written work that is required for students’ Portfolios may present a challenge for both teachers and learners. In this workshop, I will consider how a less directed approach to correction benefits the learner, and then go on to demonstrate activities suitable for the drafting and improving of texts. A number of examples from Trinity College’s ISE I and II portfolio tasks will be used to this end.

Laura CLYDE is sponsored by CIDEB - Black Cat Publishing

Sala Ulisse 11.30 - 12.15

Maria Cleary

Knowing me, knowing you

INT

In a world where borders are constantly being redefined and national identity is no longer a clear-cut issue, has teaching *Civiltà* become an impossible task? I believe that by helping students understand their own changing worlds they can reach a better understanding of other worlds and cultures. We'll look at ways of enabling students to make connections and create links with their own lives through a variety of real-life texts and contemporary literature.

Maria Cleary is sponsored by Helbling Languages

Sala Tritone 11.30 - 12.15

Franca INVERNIZZI, Jennifer PEARSON, Daniela VILLANI

Exploiting multicultural classes as teaching resources

INT

Although multicultural classes may at times imply the use of particular tactics as regards foreign language teaching, they can be an extremely useful resource both as teaching tools and as a valid contribution to citizenship education. While getting to know one another and learning their respective cultures, students can be introduced to language points, such as the use of tenses, comparatives and so on, in a meaningful way through group work and class projects.

Franca INVERNIZZI, Jennifer PEARSON, Daniela VILLANI are sponsored by Istituto Italiano Edizioni Atlas

Sala S. Antonio 11.30 - 12.15

Mario Rinvoluceri

Mutual Supervision

M/S

In this session we will look at the danger teachers run of burn-out and what, in their lives, can help them avoid such an outcome. In particular we will examine how regular, confidential mutual supervisions, done with a friendly colleague, can be a major part of teacher development. You will leave the session knowing enough to set up your own mutual supervision system

Mario Rinvoluceri is sponsored by British Council

Sala Capri 11.30 - 12.15

Elena Kashina

Russian Theatre Techniques in Teaching English

UNI

C. Stanislavski, an outstanding Russian stage director, worked out the methods best suited for actors to mirror the modern world. Teaching and acting have much in common, consequently these methods can be successfully applied to teaching. Teaching English as a foreign language demands creative approach on the part of the teacher, inspiration, vivid imagination, intense emotions. These can be achieved and intensified by certain theatre techniques created by C. Stanislavski: "if activity", "given circumstances", "unconscious creativeness through conscious technique", "sincerity of emotions", "an inner chain of circumstances", "the right life of imagination" and others/ It helps to motivate the students, develop communicative skills and successful interaction in the target language.

Elena Kashina is sponsored by Samara State University

Sala Sirene 12.30 - 13.15

Graeme THOMSON
Songs of Experience: teaching the inside view of culture

INT

It appears that teachers and text-book writers are now in the process of rethinking the *civiltà* programme to take into account the multicultural scenario of the post-colonial diaspora. Yet cultures still tend to be considered as abstract facts or information to be transmitted, largely ignoring the complex ways they shape people’s experience and are in turn transformed by that experience. At a time when we are witnessing a return of circumscribed notions of national and local identity, it becomes especially important to focus on the multiple, hybrid and even contradictory ways in which we interact with and construct culture. More than newspapers or magazines, contemporary fiction - especially the work of young writers - and songs seem to offer particularly fertile ground for exploring today’s multifaceted cultural identities and the way these identities are experienced. In this paper my aim is to look at ways of incorporating this dimension of culture into the teaching of it.

Graeme THOMSON is sponsored by CIDEB - Black Cat Publishing

Sala Nettuno A 12.30 - 13.15

Louise Williams
Keep those Kids (and their Minds) Moving!

EYL

Same time? Same place? Same people? Time for a change of routine? So, how?

Well, let’s start by considering *how* we organise our lessons. This workshop will look at how interaction patterns can help introduce *changes* in the focus, pace and direction of our lessons. Participants will be asked to take part in a series of activities that will demonstrate how different task types require a different management of the classroom. These activities will attempt to show that *how* we ask our students work -whether alone, in pairs, in small groups or as a whole class – is intimately linked to *what* we ask them to do.

We all know that getting our students to approach language learning in different ways helps them learn more effectively. So, let’s keep *changing* the way we interact, keep our kids’ minds *moving* and give them the chance to experience the spice of life –variety!

Louise Williams is sponsored by British Council Italy

Sala Nettuno B 12.30 - 13.15

Jacqueline MADDEN
Managing mixed ability classes in primary schools: keep the kids busy!

EYL

Mixed ability groups, especially in the early years of primary school is a growing phenomenon, not only in Italy but the world over. This situation has arisen due to a variety of social and cultural changes. During this session this issue will be tackled and some suggestions on when and how classes can be divided into small groups, so that while the teacher works with one group the rest of the class carries out another task autonomously. Focus will be given to difficulties linked to these situations and ideas on how they can be solved will be offered. The session should end with an activity involving the participants.

Jacqueline Madden is sponsored by De Agostini Scuola

Sala Nettuno C 12.30 - 13.15

Jonathan Smith, Annette Margolis
Pronunciation and listening micro-skills for EAP students
UNI

Most published materials for developing accurate pronunciation have low face validity for EAP students, as the language selected as the basis for practice is perceived as “too general and non-academic”. This presentation describes a project to design and trial pronunciation and listening micro-skills materials for students on a pre-sessional EAP course at the University of Reading. Word lists based on corpus analysis were used to select high frequency vocabulary used in academic contexts, and search features on commonly available computer software provided a means of grouping items with similar phonemic features. Extracts from lectures and seminars were also used to provide authentic practice of supra-segmental aspects of pronunciation and listening skills.

Jonathan Smith, Annette Margolis are sponsored by Centre for Applied Language Studies, University of Reading

Sala Ulisse 12.30 - 13.15

Vaughan Jones
Learning to grammar
M/S

Diane Larsen-Freeman has defined the process of ‘grammaring’ as “the ability to use grammar structures accurately, meaningfully and appropriately”. In this sense she suggests that grammar might usefully be regarded as a fifth skill to be practised rather than as a body of knowledge to be learnt. In this session I will demonstrate classroom activities that are designed to help students learn how ‘to grammar’. All the activities can be adapted for use in either Scuola Media or Superiore. The talk will be illustrated with material from *Inside Out*.

Vaughan Jones is sponsored by Macmillan

Sala Tritone 12.30 - 13.15

Vincent SMIDOWICZ
Does grammar really matter? (How important is grammatical accuracy in Communicative teaching and testing?)
TEST

The presenter will invite teachers to discuss the importance of grammatical accuracy in teaching and assessment. The context will be the new City & Guilds International ESOL and Spoken ESOL tests and the way the assessment criteria deal with errors.

The presenter give information about how the levels of the tests, including the new B1 Achiever, correspond to the Common European Framework of Reference. Information will also be given about the learning and teaching support materials available for the International ESOL and Spoken tests at all levels.

Vincent SMIDOVICZ is sponsored by City and Guids International

Sala S. Antonio 12.30 - 13.15

Colin McIntosh

Where words come from and where they are going: Etymologies, new words and key words in the new *Oxford Advanced Learner's Dictionary M/S*

The *Oxford Advanced Learner's Dictionary* is published this year in its seventh edition, and is new in an impressive variety of ways. Naturally, it updates the dictionary with new developments in the world and in the English language, including new words and expressions in the field of new technology. But it also makes use of new technology to bring learners important information about the language which will really help their learning, in the form of the *Oxford 3000* wordlist. A new design and new features (such as extra synonyms notes and etymologies) make the dictionary even more approachable and user-friendly. We present the dictionary and its companion CD-ROM, with advice on how to exploit them with students.

Colin McIntosh is sponsored by Oxford University Press

Sala Capri 12.30 - 13.15

Annabella Cagianca

Teaching EFL to Adults at University Level – approaches, techniques and strategies

UNI

Teaching general English to adults at University level is a challenge to the teacher in so far as the students range from young adults to mature learners and their language competence levels vary considerably, from absolute beginners to intermediate and above.

The approach(es) to be used in order to achieve satisfactory results are crucial.

The talk highlights the most relevant features from different points of view, according to the Guidelines of the Common European Framework of Reference (Council of Europe, Strasbourg, 1998):

- exploring recent scientific research issues in the field (theoretical principles of TFL to adults);
- discussing some crucial psychological implications;
- overviewing approaches and methods;
- presenting a few effective techniques and strategies (including a practical demonstration concerning the reading skill);
- illustrating some appropriate materials and how learning can be enhanced using CIT integrative resources.

Annabella Cagianca is sponsored by Università della Valle d'Aosta

LUNCH 13:15 - 14:45

LUNCHTIME WKS. 13:30 - 14:30 (see programme)

Sala Sirene 15.00 - 15.45

Mario Papa, Janet Shelly
Comprehensible Input And Comprehensible Output In EFL
M/S

We want to draw the teachers' attention on the extent to which second language learning often does not lead to success while first language learning, except in unusual cases, does. We have always been desperately searching for more effective methods which help students learn L2. Even in important conventions, teachers are generally shown a series of practical teaching activities but they are hardly ever exposed to the psychological and pedagogical reasons behind methodological choices.

Our talk will focus on the importance of *comprehensible input* and *comprehensible output* to drive English as a foreign language development forward, giving our audience both results of research and practical classroom activities.

We will highlight how *interlanguage development* is the by-product of engaging in meaning-processing – both through comprehension, and through production.

Mario Papa and Janet Shelly are sponsored by Zanichelli Editore

Sala Nettuno A 15.00 - 15.45

Izabella HEARN
Motivate to Educate!
EYL

Whatever we teach, whatever we hope the children will learn, the experience is richer, more memorable and, above all, more motivating, when we engage the emotions, and when we include an element of fun.

This talk will consider these areas, providing practical ideas to help young learners appreciate the many different ways in which they are intelligent, to recognize their strengths, and develop learning strategies to suit them as individuals. This helps our students appreciate and respect differences between members of the group, enabling them to collaborate successfully, and reach a sophisticated level of learner autonomy. This session will consider such theories as Educational Kinesiology to demonstrate how we can help learners enhance performance by stimulating the whole brain, allowing maximum learning to take place, we can ensure that the children become successful learners and fulfill their potential.

Izabella Hearn is sponsored by Pearson Education Italia

Sala Nettuno B 15.00 - 15.45

Gabriella Spadaro

Story Telling

EYL

Story telling has always been the world's way of teaching new generations. As teachers we can encourage a love of learning, of wanting to read, to listen and speak to others. We can do this by reading or telling children stories in amusing and intriguing ways. Using stories from around the world we can show children that all world cultures have the same storied to teach and help them to learn and grow. This workshop, particularly aimed at Elementari teachers, will provide you with lots of practical and useful ideas for you to try out in your class straight away!

Gabriella Spadaro is sponsored by ACLE

Sala Nettuno C 15.00 - 15.45

Norman Cain

English through the 4 Rs a G and an H

EYL

Most books on the market for primary English limit the level of language to things that are not cognitively challenging or intrinsically interesting to the pupils, and much of what the pupils are learning in other subjects isn't necessarily covered. This session hopes to re-address this issue by showing how the 4Rs, G and H can be stimulating and taught through English.

Norman Cain is sponsored by International House Rome

Sala Ulisse 15.00 - 15.45

Alan PULVERNESS

The TKT Course: from teaching knowledge to teacher development

TEST

The TKT Course is a coursebook designed to support teachers taking the Teaching Knowledge Test (TKT), the new Cambridge ESOL test for teachers. TKT is an initial career stepping stone focusing on three core areas of knowledge that provide the foundation for language teaching: language and the background to language learning and teaching; lesson planning and the use of resources; and managing the process of teaching and learning. As well as illustrating how the coursebook prepares users for the test, this presentation will focus on ways in the TKT can form a basis for teacher development, giving teachers multiple opportunities to encounter, apply, reflect upon and extend key aspects of English Language Teaching.

Alan PULVERNESS is sponsored by Cambridge ESOL

Sala Tritone 15.00 - 15.45

Claudia Beccheroni

Making oral assessment more interactive

INT

Assessing spoken interaction is challenging, as replicating ‘real life situations’ in the artificiality of school or exam settings means a lot of hard work both for test construction and for student training. Getting students to ask questions and to be the *leaders* of an interactive exchange in a foreign language is indeed a difficult task. The ‘changes’ introduced to the Topic section of the Trinity Graded Exams in Spoken English (from A2) and the new interactive phase Introduced from level B2, are designed to make the whole exam more interactive and challenging. The presentation will focus on the reasons why the ‘preparation’ for the Spoken Exams can actually increase the students’ ability to take an active role in a Spoken interactive exchange in English.

Claudia Beccheroni is sponsored by Trinity College London

Sala S. Antonio 15.00 - 15.45

Fitch O’Connell

BritLit in the classroom: literature, the liberator

LIT

When two unpredictable elements coincide in the orbit of an ELT classroom, is it a matter of business as usual, or does chaos reign supreme? Two such unpredictable elements may be thus: first, a literary narrative text – a short story – the interpretation of which requires subjective responses to open ended questions, and a desire to follow hints and suggestions on a whim; second, the author of the story, whose own personal capriciousness is part of the excitement. Two of the many schools in Portugal who have experienced a series of unpredictable events are examined, and the non-linearity of the events proved to be just what was required for effective language learning and enjoyment by the students and teachers. Each school adopted a different methodology, but both showed that non-linear learning was a constant in ELT. This brief presentation traces the main elements of the BritLit project and its effect on these two schools, its teachers and students, and explores the lessons this teaches.

Fitch O’Connell is sponsored by British Council Portugal

Sala Capri 15.00 - 15.45

Ilan Kernerman

The Vital Role of Dictionary Use for Young Learners of English Today

EYL

An important consequence of starting to learn English at an early age is that young learners now require a suitable pedagogical dictionary. From this stage on, the English Learner’s Dictionary can answer the pupils’ vocabulary needs both for reception and production, enhance Independent Learning, and liberate the teacher for other tasks within the ELT framework. The dictionary can become a user-friendly learning tool, which makes use of the mother tongue for the acquisition of English, while reinforcing the students’ contact with their own native language. Training in dictionary use helps the pupil to develop active reference skills – to learn how to access data effectively and process it creatively. This know-how is essential in our modern world of technology and communication, where any form of information is so overwhelmingly abundant and easily available at one’s fingertips.

Ilan Kernerman is sponsored by ELI

Sala Sirene 16.00 - 16.45

Herbert PUCHTA, Mario RINVOLUCRI
How multiple intelligences thinking can inspire EFL classrooms
M/S

Our presentation will open with personal statements of how and why we have benefited from Howard Gardner's educational thinking. A brief introduction to MI thinking will constitute the middle section of the plenary. You will be actively involved in the last part when we suggest you take part in a couple of activities that invite you to work through one or more of your special intelligences. We believe you will leave the hall with a clear, outline understanding of the theory of MI and an experiential taste of what I can be like in practice

Herbert PUCHTA and Mario RINVOLUCRI are sponsored by Helbling Languages

Sala Nettuno A 16.00 - 16.45

Margaret FOWLER
Building oral skills with Young Learners
EYL

This session will look at how the testing focus changes from Starters to Flyers, moving from TPR type activities in Starters (when they point but don't have to speak) to story telling and such like at Flyers. With schools now offering 5 years English, to students as young as 5 and a half, it seems increasingly important to look at the principles behind the teaching, and testing, of Oral skills for Young Learners.

Margaret Fowler is sponsored by Cambridge ESOL

Sala Nettuno B 16.00 - 16.45

Charles Goodger
New mime, music and language activities to go
EYL

Charles Goodger, writer of the FunSongs series of original action song packages for young learners, will show how the careful balance of words, melodies, mime and rhyme can help teachers to achieve rapid and interesting results in terms of motivation, pronunciation and long-term memorisation. He will also showcase several proven teaching strategies designed to recycle and develop the language fields and structures presented in an action song. As Goodger says: "It's easy to teach kids to sing and mime an action song as they have fun and are motivated. What isn't so easy is recycling, developing and integrating the vocabulary fields and structures presented in the song into your course. " Charles Goodger will also show teachers how and where to download song-based material from the internet to use throughout the school year.

Charles Goodger is sponsored by FunSongs

Sala Nettuno C 16.00 - 16.45

Joanna Carter, Cecilia Perillo
Made to measure - make it fit
EYL

Primary schools are now introducing the English language from the first year and many are, through the laws regarding autonomy, giving children more hours of lessons per week than are envisaged by the reform. A major implication of this is that teachers need more language teaching/learning materials than are supplied by the adopted course book, to extend the syllabus to cover the whole school year.

Using the curriculum set out by the Ministry, this workshop aims to give ideas on how and what materials can be integrated with the course book and inspire teachers in resourcefulness!

Joanna Carter and Cecilia Perillo are sponsored by LANG Edizioni (PBM Editori)

Sala Ulisse 16.00 - 16.45

Anthony Bamber

“Aiuto, mio figlio e’ un cretino”. What do teenagers need from school?

INT

Three years ago a mother wrote this to a newspaper. She complained that her son lived in a limbo without any conceptual framework with which to understand his wider cultural, national or historical situation. The mother’s cry should interest all teachers. School often presents intellectual matter too separately: students would benefit from some joined up thinking. I have devised a basic grid of 30 cultural concepts with high inter-connections between them. I have placed them on 3 imaginary cones. The inner cone contains all that pertains to our millennial DNA: our animal natures. The outer cone represents “culture” in its fullest anthropological sense: our languages, technologies, and institutions. The intermediate cone represents what Freud called “Civilisation and its discontents” ie us, here and now. Philosophy has been introduced in British and Australian school experiments. My “culture” cones could serve as bridge between school “subject” frontiers. A founding grid of concepts for “Inter discipline” To have a preview see

www.languagelearningproblems.net

Anthony Bamber is sponsored by Middlesmoor

Sala Tritone 16.00 - 16.45

Chris Kennedy

Is there life in/after the class? An investigation of the literacy habits of English language learners outside the classroom.

INT

This talk suggests that teachers and learners can benefit from small scale projects that reveal more of learners' lives outside the classroom. The results of simple investigations carried out by learners can be fed back into classroom discussions, making English classroom content more interesting and relevant to learners, and bringing the local culture and languages into the L2 classroom. Teachers can benefit from learning more about their learners' lives and feeding this into their teaching approaches. The talk gives as an example an investigation carried out by a local teacher and by university students in Macau into their L1 and L2 literacy habits outside the classroom, looking at the various kinds of everyday reading matter to which they were exposed, from text messages to comic strips.

Chris Kennedy is sponsored by British Council

Sala S. Antonio 16.00 - 16.45

Christopher McCormick

Promoting rapid fluency with online and offline blended learning

M/S

Language education can address the various needs of students through a combination of teaching and technology. Finding an optimal balance of online and offline instruction and addressing the unique circumstances of students and their objectives are key considerations in the development of a blended learning program. This presentation will explore the teaching of English with face to face and online lessons to promote faster fluency. Topics include personalizing the learning experience, synchronizing materials in class and online, developing student awareness of progress and objectives, and creating a social atmosphere in an interactive environment. The Efecta System in use by EF International Language Schools will serve as a case study for the discussion.

Christopher McCormick is sponsored by EF

Sala Capri 16.00 - 16.45

Damiana Covre, Melanie Segal

Green English: Environmental Education in English for Young Learners

EYL

The Green English project combines teaching English to young learners and teenagers with environmental education. This experience was started by the speakers in 1999 in collaboration with an ecology centre located in Fano, Italy.

The main objective of Green English is to provide authentic English practice while encouraging environmental respect, understanding and appreciation. Engaging in a Green English project entails creating a context where the foreign language is perceived as authentic, a tool to participate in enjoyable, motivating activities. The materials developed during this experience support a shift from approaches centred on the language (still frequent in Primary English practice) to a task-based approach through hands-on activities which offer an alternative to the traditional classroom setting for both students and teachers.

This example of CLIL is grounded on authentic practice with more than 1000 groups of students who have taken part, over the years, in the Green English adventure.

Damiana Covre and Melanie Segal are sponsored by ELI

BREAK 16.45 - 17.15

Sala Sirene 17.15 - 18.00

Roy Boardman, Liz Colville, Ramsay Gilderdale

English through Structured Full Immersion: A real-world learning project

INT

“Structured full immersion” is an application of task-based learning in which the “classroom” is London, Bath or another UK location; the learning tasks are real-world activities such as going to the theatre, walking in the park, having coffee at Covent Garden, visiting the Jane Austen Museum or spending the night at the “Hard Rock Café”; the student takes full responsibility for her/his learning; and the “teacher” plays a role only before and after the student’s direct experience of cultural interaction in varied circumstances.

This session outlines the methodology, illustrated by recordings of students’ reports on the language and cultural experiences they had during the 6-month period when the method was being piloted and by on-stage sketches performed by the project team. The results of the pilot suggest that structured full immersion has interesting implications for the content and style of classroom learning.

Roy Boardman, Liz Colville and Ramsay Gilderdale are sponsored by ELT Campania

Sala Nettuno A 17.15 - 18.00

Sandra Lucietto

Cooperative Learning: a methodology for CLIL

INT

Cooperative Learning (CL) enables pupils to acquire social skills for learning and to learn more effectively through working together and reflecting on the learning process. This methodology is applicable with equal success to all school subjects, and at all school levels. These characteristics may well be considered with great interest by teachers of FL and of other curriculum subjects who want to undertake CLIL projects, as it gives CLIL teaching teams access to a common understanding of the learning process, a common approach to classroom organisation and management, and a shared bank of task-based activities to choose from in their teaching practice. Collaboration between members of teaching teams is thus enhanced, and cross-curricular fertilization and shared continuous professional development are favoured. Examples will be given from a research project currently carried out in Trentino.

Sandra Lucietto is sponsored by IPRASE - Trentino

Sala Nettuno B 17.15 - 18.00

Fabrizio Maggi, Silvana Spallarossa

How the teaching of English will change after the introduction of the "Riforma Moratti"

M/S

The talk aims at explaining the difference between didactic unit and learning unit (unità di apprendimento) introduced with the Riforma Moratti; the student's personalised educational programme and the opportunities for flexible didactics. We will discuss the descriptors of entrance level to Scuola secondaria di primo grado, the language objectives set and how it is possible to achieve these objectives despite the reduced amount of teaching time. There will be also an opportunity to evaluate the role of the Portfolio in the new course of studies. The presentation aims at giving some information about the Riforma which does not mean that we support it.

Fabrizio Maggi and Silvana Spallarossa are sponsored by SEDES Ghisetti&Corvi

Sala Nettuno C 17.15 - 18.00

Michael VINCE

Improving Grammatical and Lexical Awareness

M/S

This talk examines grammatical and lexical awareness from the point of view of both teacher and learner. It examines how we see language, how we see learning and what happens in a lesson. It also examines important stages of using grammar in lessons: explanations, answers, and feedback. Some examples of activities are used to illustrate the talk.

Michael VINCE is sponsored by Macmillan

Sala Ulisse 17.15 - 18.00

Barbara Bettinelli

One size doesn't fit all! A tailor-made approach to classroom teaching

M/S

The new *Riforma* clearly highlights the importance of creating *percorsi individualizzati*, learning routes which are different for each student or group of students according to his or her personality, culture, profile of learning, level of mastery of the language, degree of motivation and autonomy, interests, aims, needs, and abilities.

Teachers generally agree with the rationale of differentiated instruction, and recognize the need to adjust their teaching strategies to more efficiently meet the needs of their diverse learners. However, translating theory into specific classroom practice often presents formidable obstacles for teachers. This talk aims at illustrating ways in which teachers can build personalised learning routes which will support autonomous learning, and increase the level of students' involvement while encouraging them to become more responsible for their learning.

Barbara Bettinelli is sponsored by LANG Edizioni (PBM Editori)

Sala Tritone 17.15 - 18.00

Maria Guida, Luisa Viglietta

Developing literacy and languages in a science context

INT

Content and Language Integrated Learning (CLIL) is growing in our schools in Europe. An ideal basis for CLIL. teaching and learning materials and networking can be found in the Science Across the World (SAW) project. SAW topics and website are used increasingly as curricular content by science teachers in a bilingual context and foreign language teachers perhaps working with their science colleagues. SAW has also been recognised by the European Commission with a European Award for Languages in 2004

Our presentation shall point out how the teachers can use the programme for developing communication in the CLIL classroom; in particular, how they can use a topic and arise an informed debate in the classroom around the various issues, how they can use the database for communication among students across the world.

Maria Guida and Luisa Viglietta are sponsored by Association for Science Education - ASE

Sala S. Antonio 17.15 - 18.00

Adrienne HARRISON

Breaking the Boredom Barrier – making connections with today's youth

M/S

Capturing and holding teenagers attention for more than a millisecond is a challenge in itself. This session aims to look at aspects of youth culture - from the homely to the bizzar- and cross- cultural comparisons which might be used to stimulate interest, provoke discussion and, to an extent, complement some of the citizenship and *convivenza civile* objectives of the Italian education system.

Adrienne HARRISON is sponsored by Burlington - Le Monnier

Sala Capri 17.15 - 18.00

Lynne White

Extension activities for practising English language in the curriculum

M/S

A workshop aimed at teachers at Secondary School level which will explore motivating and effective language practice activities, with an emphasis on spoken production. There will be a variety of ideas for activating both vocabulary and grammar which can be adapted to different levels, subjects and teaching situations.

Lynne White is sponsored by The Swan School of English

{END OF THE DAY}

Saturday 5th March 2005

Sala Sirene 9.00 - 9.45

Simon Greenall

Passport or excess baggage? Socio-cultural training in the classroom

INT

There has been much discussion about the relevance of socio-cultural training as part of a well-balanced language course. Yet, alongside the many syllabuses strands of grammar, function, skills, pronunciation etc, many teachers remain concerned that socio-cultural training adds further demands on an already overcrowded course design. This talk will

- demonstrate how socio-cultural training can be successfully integrated into an existing language course, and especially at lower levels.
- propose a series of social and cultural topics, such as use of names and forms of address, personal space, family life, dating customs, table manners, holidays and festivals, the concept of face, and attitudes towards time.
- present a series of activity types through which these topics can be explored.
- emphasize the fact that that socio-cultural training is not excess baggage in the language classroom but a passport to communicative competence in the real world outside.

Simon Greenall is a materials writer and teacher trainer

Sala Nettuno A 9.00 - 9.45

Andrea Brown

Practical ideas for Incorporating Songs and Rhymes into Lesson Planning

EYL

This session focuses on the conference theme of teaching English at primary level. As young learner practitioners, we need to deliver stimulating and enjoyable lessons. Aimed at teachers looking for a practical and fun way to change the focus of their classes, this session requires NO musical ability, but audience participation is essential.

Starting with a brief overview of why songs and rhymes are an invaluable teaching tool, especially at primary level, we will then look at a selection of songs and rhymes and examine how they can be incorporated into lesson planning. Each part of the workshop will use a different technique and will have a specific vocabulary / language focus. Participants will be provided with a handout of materials and ideas used.

Andrea Brown is sponsored by British Council Milan

Sala Nettuno B 9.00 - 9.45

Chris Rose

Trust the tale not the teller

LIT

This session will involve stories both short and tall, told and read, "literary" and otherwise. It will look at how such stories can easily be used in the language classroom to stimulate not only understanding of grammar, vocabulary, reading and listening, but to promote a greater understanding of the world around us.

Chris Rose is sponsored by British Council Naples

Sala Nettuno C 9.00 - 9.45

Sue Hackett

Discover Dictionaries - Training young learners to be effective (and enthusiastic) dictionary users

M/S

What is the use of a dictionary, particularly for the lower level language learner? How many learners have you encountered who carry around large, heavy dictionaries like burdens they are required to have and refer to them with a sigh of frustration? In fact how many learners have ever actually had the chance to learn how to explore and use a dictionary effectively? And to experience the satisfaction of the enhanced learning that ensues from this? How many of us were given the opportunity to uncover the rich, varied resources hidden within our dictionaries? This presentation will look at how to integrate effective dictionary use into your teaching programmes and make the development of strategies for dictionary use a positive and enjoyable tool for the successful acquisition of vocabulary and the development of learning independence.

Sue Hackett is sponsored by The Advisory Council for English Language Schools, Ireland

Sala Ulisse 9.00 - 9.45

Donata Banzato, Fiona Dalziel

An integrated approach to cultural studies at Scuola Secondaria di Primo Grado

M/S

With possible reductions in hours, will the teaching of Cultural Studies be sacrificed? This could happen if it is seen as something distinct from the *real business* of language learning. Yet it would be sad for students to be deprived of the opportunity to open their minds to different cultures and to become aware of the danger of resorting to stereotypes. The teaching of Cultural Studies is of great educational value: it offers the opportunity for interdisciplinary links and the creation of material for students' Portfolios. Therefore, there is need for new ways of integrating Cultural Studies into language teaching, exploiting it for the acquisition of lexis and the development of all the four language skills. After a brief introduction to some of the most relevant issues connected to the teaching of Cultural Studies, this workshop will present examples of innovative materials, which put these issues into practice.

Donata Banzato, Fiona Dalziel are sponsored by LANG EDIZIONI (PBM Editori)

Sala Tritone 9.00 - 9.45

Giuseppe Balirano

Going Upstream: Teaching ESP at University Level and Integrating your Language Coursebook

UNI

The teaching of ESP and its several related discourses often demonstrate that the acquisition of a second/foreign language does not necessarily call for the uncritical acquisition of the cultural models associated with that language, since any language is obviously inseparable from set cultural implications. This talk

aims at providing teachers and practitioners of ESP at university level with some practical ideas on how to implement their general language coursebook – which tends to be often ignored, if not explicitly rejected or ‘distorted’ – with the teaching of English for Special Purposes.

Giuseppe BALIRANO is sponsored by Express Publishing

Sala S. Antonio 9.00 - 9.45

Dermot HEANEY

Comparing texts: using comparisons and preferences to increase student appreciation of literature

LIT

The presentation will explore some of the advantages of providing students of literature with selected and guided comparisons between canonical texts by representative writers from within the same literary period. Two aspects of this approach will be discussed: firstly how it helps provide a compact, focussed overview of the complexities and differences existing within a given literary period – a feature which, it is hoped, will help hard-pressed literature teachers get the most out of the limited time available for covering certain periods; the second gain is at the level of student motivation. It is a short step from comparison to preference, and this process can be exploited to increase student identification with texts and their authors.

Dermot Heaney is sponsored by LANG Edizioni (PBM Editori)

Sala Capri 9.00 - 9.45

Eleonora Chiavetta

Exploiting Ads in the Language Classroom

M/S

Advertisements are a very useful instrument to introduce and analyse language functions and structures in a foreign language class. Rich in puns and word plays, they offer examples of humour and irony. They also provide an opportunity to focus the students' attention on features of the foreign culture. The paper gives examples of activities based on ads taken from British and American magazines and developed with intermediate students.

Eleonora Chiavetta is sponsored by Facoltà di Lettere e Filosofia, Università degli Studi di Palermo

Sala Sirene 10.00 - 10.45

Dave Allan, Alan Pulverness

Out with the old.....? Curriculum renewal in EFL/ESOL trainer education programmes for Italy over two decades

The British Council sponsored course in the UK for Italian ELT ‘formatori’, the so-called ‘Norwich Course’, has been running now since 1982. A total of 264 new trainers have been trained, with the class of 2004 a generation apart from that of 1982. Since the early 1980s there have been huge changes in the world of ELT, in materials, methodology and assessment generally, and in the Italian educational context in which the new trainers work. The Norwich course has been changed in almost every dimension since it was first run, in structure, content, modes of delivery and certification, to meet changing needs and changing objectives, but much of the original philosophy and many of the broad aims remain. This session will chart the changes which have taken place in this type of

EFL/ESOL trainer training and education over a generation and explore the extent to which we can identify 'universal' or unchanging principles underlying effective language teacher and trainer training.

Dave Allan and Alan Pulverness are sponsored by Norwich Institute for Language Education (NILE)

Sala Nettuno A 10.00 -10.45

Gail Ellis

How to tell a good story!

EYL

Selecting appropriate titles, knowing how to read a story aloud, engaging children's interest, and creating a programme of work around a storybook are just some of the key competencies a teacher needs to successfully implement a story-based methodology. This session will look at techniques for personal and professional development which aim to support and empower teachers by guiding them to develop the skills and confidence to apply a story-based methodology to their own context and to stories of their own choice.

Gail Ellis is sponsored by British Council

Sala Nettuno B 10.00 - 10.45

Katherine BILSBOROUGH

Teaching Vocabulary to Young Learners

EYL

In this practical workshop we will try out some ideas designed to make our teaching of vocabulary more effective. First we will look at the way we present new words to our pupils. Then we will try out some fun activities to practise and recycle vocabulary.

Katherine BILSBOROUGH is sponsored by British Council Bilbao

Sala Nettuno C 10.00 - 10.45

Richard Brown

English for Widgets: teaching technical English to real people who are also students

M/S

"I can't possibly teach technical English: I'm a literature graduate" say some. Others confront the problem by teaching a subset of language with the mysterious but suitably impressive appellation of "microlingua". A third group ploughs bravely on, combing the literature for appropriate texts (but who knows if they are truly relevant?) which they ask students to read and translate, before answering comprehension questions whose purport the teachers themselves do not comprehend.

The students' frustration is palpable, and their boredom is a rational reaction to this situation.

And if we did it differently? This workshop examines the proposition that technical language is in reality little different from non-technical, and that the normal procedures of good communicative teaching will be especially welcome in classes which often contain students who come from a weaker background and who will benefit from straightforward language teaching even when given in a technical context.

Richard Brown is sponsored by Zanichelli Editore

Sala Ulisse 10.00 - 10.45

Donald Freeman
Sense-Making and Teacher Change
M/S

This workshop investigates the processes through which teachers alter their ideas about teaching through experience, institutional or curricular change, and/or teacher education. It combines practical activities for teacher development with some theoretical frameworks for educational change. Participants will have the opportunity to examine change in their own teaching practice and to consider its implications.

Donald Freeman is sponsored by British Council Italy

Sala Tritone 10.00 - 10.45

Patricia Di Risio
The psychology of the intercultural dimension
INT

This presentation is aimed at exploring the notion of identity in language. Starting with the Lacanian notion that identity is forged through language and culture and looking at some post structuralist notions of how this affects aspects such as gender (Kristeva, 1980, 1989, Butler 1990, 1993) and race (Fanon 1991, Bhaba 1990) participants will look at how teaching and learning English shapes the intercultural identity of the learner and the teacher. When entering a new language the learner must find ways to express their intercultural identity through new language/cultural skills, this in turn has repercussions for the nature of teaching and language acquisition. One example which might be explored is how the sometimes equivocal nature of language contributes to new and changing notions of the self. As notions of identity have for so long been linked to a sense of nation, race and gender (Paolini, 1999), the presentation will also look at how such categories are becoming more transient and, to some extent, less pertinent to subjectivity in a post modern context (Mansfield 2000, Haraway 1991, Deleuze and Guattari 1977, 1987).

Patricia Di Risio is sponsored by Cambridge Management Group

Sala S. Antonio 10.00 - 10.45

David HILL
ChickLit, Lad Lit and Toby Litt: An overview of very recent trends in British prose and poetry
LIT

Since the mid-1990s British prose and poetry has witnessed a number of new genres, not least ChickLit and LadLit. There have been exciting additions to existing genres such as the *Bildungsroman* and the multi-ethnic novel. Old masters of prose such as Ian McEwan, Martin Amis, Graham Swift and Julian Barnes have all produced new novels since 2000, while new younger voices like Toby Litt, Zadie Smith, Andrea Levy and Ali Smith are blossoming. In poetry there are similar trends, with much exciting writing by the elders (e.g. Seamus Heaney and Michael Longley) and a whole raft of younger poets. This session will discuss and illustrate these trends.

David HILL is sponsored by British Council

Sala Capri 10.00 - 10.45

Maria Toth

Teaching reading to primary learners

EYL

The session will look at different approaches to the development of reading skills at primary, We will analyse activities and look at the micro-skills each activity type aims to develop and we will also discuss how extensive reading can be encouraged at this level.

Maria Toth is sponsored by Macmillan

10.45 - 11.30 BREAK

Sala Sirene 11.30 - 12.15

Nick OWEN

10 Habits of Highly Effective Communicators

M/S

Is this scenario familiar? You've taught a lesson really well. You've done exactly what you planned, your students enjoyed it and demonstrated their learning. Yet not long afterwards, many of the students have already forgotten much of it. Learning and memorising are not the same thing. This presentation explores techniques that excellent communicators use to ensure that their messages are understood, absorbed and remembered. It suggests that the processes of teaching and learning are greatly enhanced by the application of effective installation techniques and memorising strategies. So how can we enable and facilitate our learners' abilities to memorise? This presentation offers ten brain-friendly ways to install memorable messages deeply and powerfully in the minds of your students, colleagues, friends, and loved ones. You can easily discover the secrets of the most successful and entertaining teachers, presenters, and communicators simply and effortlessly.

Nick Owen is sponsored by British Council

Sala Nettuno A 11.30 - 12.15

Fiona Thompson
Process Language in the Primary Classroom
EYL

Process Language refers to expressions and language chunks that learners of all levels can use to help them accomplish tasks in the classroom. This workshop will offer practical techniques for introducing and practising process language with primary learners. These ideas will be demonstrated through a non-European language before looking at some classroom examples of process language in ELT and a discussion of the benefits.

Abstract

Fiona Thompson is sponsored by British Council Bologna

Sala Nettuno B 11.30 - 12.15

Eileen McMillan
First Approaches in English. Targeting 1st and 2nd year Elementary classes
EYL

This session examines:

- consideration of problems with this age group i.e. mixed learning abilities e.g writing skills in L1, maturity within the classroom etc.
- making a start. Initial steps to place foundation vocabulary on which to build. First exposure to the language through varying channels. First steps in grammar
- games and activities to expand, anchor and recycle foundation vocabulary and ways of being communicative at lower levels
- attention span and ways of maintaining interest and avoiding boredom.

Eileen McMillan is sponsored by British Council

Sala Nettuno C 11.30 - 12.15

John Daer
How teachers can make stacks of money!!... (for others) Being inspired, and inspiring others - the dynamic application of teaching techniques to teaching
M/S

It was the sellers of jeans and spades that made the money in the days of the gold rush of 1849. Today the gold is knowledge and the teachers are the ones to sell the tools necessary to use this gold. In a rapidly changing world, the only constant is the need for broader and greater education: the learning of transferable skills which can be applied to any job context. Skills such as team working, effective communication, flexibility, goal setting, analysis of information etc. can be taught through observations on literature and good application of teaching techniques.

I will be providing some ideas to put the above into practice and I fully expect to have a lively discussion with the participants of the meeting.

John Daer is sponsored by Petrini / De Agostini Scuola

Manuela BORSANI, Maria Angela CERUTI, Lucilla LOPRIORE

Between the lines: reading portfolios

M/S

More and more students and teachers have been using language and cross-curricular portfolios following different procedures and with contrasting attitudes. What is usually regarded as a powerful pedagogical tool to sustain continuity, might run the risk of not being used to its full potential. One of the major emerging issues facing teachers across school levels is that of being able to read portfolios in order to get meaningful information, better design their syllabus and value students' achievement. This talk will suggest ways of monitoring the use of portfolios, with a special focus on how to make the most of them during the school year and between school levels. Ideas for devising activities to better equip students to use portfolios effectively and to combine information coming from portfolios and from traditional assessment will be provided.

Manuela BORSANI, Maria Angela CERUTI, Lucilla LOPRIORE are sponsored by Loescher Editore

Ben GOLDSTEIN

Interculture

INT

This workshop will analyse how 'culture' is presented in course book material. At the heart of 'interculturality' lies the need for learners to reflect on their own language and culture, before embracing the 'target' culture – we will examine ways in which this can be done in class as well as how to challenge cultural stereotypes. Those attending will be encouraged to look for similarities between their culture and mother tongue and not merely seek out differences, the latter is often encouraged excessively by teachers and teaching material.

The talk will promote the use of 'source culture' over a typically Anglo-American 'target culture' and give examples of global and local (*glocal*) topics that might stimulate learners and teachers. Finally, the issue of using non-native speakers and unscripted material in course book material will be discussed, in relation to the key concerns behind the teaching of English as an International Language (EIL).

Ben GOLDSTEIN is sponsored by Richmond Publishing

Clinton RAE

Recent developments in Trinity's Integrated Skills in English examinations

TEST

This presentation will introduce Trinity College London's Integrated Skills in English examination suite and describe how these four-skills exams relate to Trinity's Graded examinations in spoken English as well as the rationale for the initial introduction of the exams.

The presentation will focus on changes which will be made to ISE exams from April 2005, as a result of a two-year certificated trialling period. Areas which were highlighted by the trial reports and examiner and centre feedback included examination and marking timings as well as task construct and implementation.

Trinity's response to these findings and the resulting modifications made to the examinations will be described in detail, and information will be provided on how teachers can ensure that their candidates are adequately prepared for the revised exams. Time will be available for questions.

Clinton RAE is sponsored by Trinity College - London

Sala Capri 11.30 - 12.15

Chris Kennedy
The Birmingham model of distance learning
UNI

This is a presentation for those teachers interested in obtaining a Masters or PhD (in TEFL; Applied Linguistics; or Translation) by distance learning from the University of Birmingham's Centre for English Language Studies. The talk will describe the content and delivery of the programmes, the different 'routes' available, (fully distance or a mixture of residential and distance learning), and the support structures.

Chris Kennedy is sponsored by British Council

Sala Sirene 12.30 - 13.15

Gisella Langé
Facing the future: a common profile for the European Language Teacher
M/S

European Language Teacher is a term used in several teacher and education programmes and was firstly developed in a report by the University of Southampton in 2002 that was funded by the European Commission. European Language Teacher refers to a future category of teachers who think of themselves as 'languages teachers' rather than single language teachers (e.g. 'teacher of English'). 'Languages teachers' learn and teach through the concept of plurilingualism, and emphasise pluricultural approaches to language learning. Such teachers would receive specialist education in the European dimension and values of language teaching, and would have a high degree of mobility throughout Europe.

In 2004 a new project by the University of Southampton, designed to encourage convergence and mobility in training programmes for teachers of foreign languages, has developed a "Common Profile for the ideal European Language Teacher of the 21st century".

The general aim of this presentation is to illustrate both this "frame of reference" and other studies on the status of language educators published by the Council of Europe. Structure of educational courses, the knowledge and understanding central to foreign language teaching, the diversity of teaching and learning strategies and skills, the kinds of values language teaching should encourage and promote are just some of the key issues the presentation will deal with.

Gisella Langé is sponsored by MIUR - USR Lombardia

Sala Nettuno A 12.30 - 13.15

Helen Gibbons

Managing speaking activities with large groups

EYL

In this session we'll be trying out the kind of activities that get Young Learner students motivated to speak in English. We'll also be looking at how to manage these activities with large and mixed ability groups. The activities need little or no preparation, are suitable for low levels and can be adapted for different ages.

Helen Gibbons is sponsored by British Council

Sala Nettuno B

12.30 - 13.15

Giordano Dall'Armellina

Teaching Literature with songs and old time ballads

INT

Arising emotions from students is one of the keys to make literature memorable. In this way the subject becomes something they feel is good for their intellectual and spiritual growth. Music and the lyrics that go with it can be of great help to achieve that goal. Comparing songs or old time ballads to poems or the topic in a song to the one in a novel or short story can give the students the prompt for discussion or free composition about something they feel it belongs to them.

The lecture is aimed at giving teachers some instruments to make literature more interesting, and above all, more emotionally involving, by giving students motivation in what they are doing.

What is the use of teaching some authors if the students will forget about them as soon as they leave school?

Songs and ballads will be played on the guitar and sung by the lecturer.

Giordano Dall'Armellina is sponsored by Loescher

Sala Nettuno C

12.30 - 13.15

Liliana Landolfi

The value of magazine pictures

M/S

Our technologically advanced teaching/learning world offers valid teaching aids (computers multifunctional laboratories, satellite television connections and the Internet) to many language teachers. For many others, however, particularly in the south of Italy, the situation is different.

Several causes (lack of money/technicians and technology rapid changes) force institutions to limit the acquisition of sophisticated teaching tools and teachers to use more traditional and less expensive teaching aids. Among these (blackboard, OHP, tape/video-recorder, etc.), visual aids seem crucial.

The aim of this presentation is to suggest teachers how to select, prepare, store and use magazine pictures as their direct source for visual aids. Indeed, magazines may turn out to be a fantastic/coloured starting place for obtaining pedagogically sound and efficacious aids thus allowing teachers to limit translation, make lessons more culturally sound and sustain students' interest and motivation.

Liliana Landolfi is sponsored by Università di Napoli, L'Orientale

Sala Ulisse 12.30 - 13.15

Liam Vint

Same Difference: planning and evaluation at the B1 level

TEST

This paper will look at how different forms of evaluation fit into the course planning process. As well as looking at setting course and syllabus objectives, and the use of Language Portfolios, it will consider some of the various testing options open at the B1 level, both in regard to content and to the assessment of partial competences.

Liam Vint is sponsored by Cambridge ESOL

Sala Tritone 12.30 - 13.15

Margaret HARRIGAN

Teaching Vowel phonemes

M/S

Most novice and some seasoned teachers have difficulty in remembering what sounds go with their phonemic symbol. The consonants usually don't create this type of problem as the symbol, which looks like the alphabet letter, generally carries that sound. The vowels and diphthongs present considerable difficulty to both the learner and the teacher as their phonemes do not resemble the letter of the alphabet and a single vowel can carry different phonemic values. A way to solve this issue is to associate colours with the vowels. Any lexical set could be used to illustrate the phonemes but as most learners will be familiar with basic colour it seems to be logical to work from these.

Margaret HARRIGAN is sponsored by International House

Sala S. Antonio 12.30 - 13.15

John FRY, Gaynor Fitzgerald Gorman, Ger GRAUS

Making Primary Languages Matter

EYL/INT

Giving language learning at primary a purpose can be achieved in many ways. Here's a look back at Wythenshawe's (South Manchester) examples over the last four years. The Wythenshawe Education Action Zones (WyEAZs), in partnership with the British Council (Bologna), have for the last four years demonstrated how language learning can be made "real" for primary-aged learners. We've connected with art, we've performed an opera and played football as well as performing the 12 Shakespeare plays set in Italy. The presentation will be retrospective with regard to what our children have achieved in linking reality to language learning. In addition, we will explore our ideas around February 2006 which will focus on the "Carnival" in Venice, linking to language learning, the intercultural dimension, costume and mask design as well as the performing arts. In partnership with the British Council in Bologna we will be presenting to you our shared vision of "making languages matter". We look forward to seeing you in Sorrento in March 2005.

Gaynor Fitzgerald Gorman and Ger GRAUS are sponsored by Wythenshawe Education Action Zones. John Fry is sponsored by British Council Bologna

Sala Capri 12.30 - 13.15

Philip Drury

Questioning Practices: Using surveys and questionnaires in class and project work

M/S

Up to half our oral communication consists in asking questions but often students only get practice in providing answers to the teacher's questions. Knowing how to ask questions is a significant social ability.

This presentation aims to look at ways of stimulating real language interest through effective and easily controlled two-way communication. The results, which can be presented by percentages and graphs, are themselves interesting authentic material for students to discuss.

Work on questionnaires can be done at virtually any level. Being able to ask both interesting and effective questions is a fundamental language skill. Working out aims and objectives in a group and putting together an interesting survey is a highly collaborative fun activity that has proved excellent motivation in project work.

Being able to plan and analyse oral communication is a highly useful meta-cognitive ability useful in interdisciplinary contexts.

Philip Drury is sponsored by Open University

LUNCH 13:15 - 14:45
LUNCHTIME WKS 13:30 - 14:30 (see programme)

Sala Sirene 14.45 - 15.30

Michela CLARI

Collins First Time Dictionaries: learning has never been easier!

EYL

In Italy, and worldwide, ever more children are encouraged to learn English from an early age. Healthy curiosity, open minds, vivid imaginations and great mimicking skills make children ideal learners; children are less inhibited than adults and they learn faster and better. Most importantly, children often seem to *actually* enjoy the experience! It is therefore vital that teachers, language learning professionals and publishers join forces to give this new generation of learners the best tools for this exciting experience.

Collins, world leader in dictionary publishing, in collaboration with teachers and educational consultants, have developed a new range of bilingual dictionaries especially created for young children. Michela Clari, Editorial Director of Collins Dictionaries, UK, will illustrate the main characteristics of this exciting new range. You'll hear how its pedagogical features encourage children's active learning, literacy and reference skills and provide a solid foundation for language learning in secondary and then higher education.

Michela Clari is sponsored by HarperCollins Publishers

Sala Nettuno A 14:45 - 15.30

Jenny Dooley

A living language: creating competent users of English

M/S

Language teaching should focus on what the learners can do with the language once they have learned it. The aim of the competencies is to demonstrate the learner's ability to apply all their acquired skills in every day situations. The speaker will illustrate how this can be accomplished in the language classroom.

Jenny Dooley is sponsored by Express Publishing

Sala Nettuno B 14:45 - 15.30

Elisabetta Burchiotti, Claudia Valentini

Learning to Learn: A World to Explore

EYL

Children have different cognitive styles and express their potential in various ways. Good teachers key in on this and help to provide a rich environment for pupils to expand their talent while discovering the pleasure of learning. This workshop will show how educators can activate young learners' intelligences, organise tasks according to their learning styles and stimulate collaborative skills in a hands-on format intended to demonstrate the pragmatics and fun of this teaching approach.

Elisabetta Burchiotti, Claudia Valentini are sponsored by LOESCHER/CETEM

Sala Nettuno C 14:45 - 16.30

Gwyneth Gallen, Catherine Carpenter

Window onto practice

This innovative series of three sessions invites you to see two experienced practitioners at work, (literally *at work*) teaching a small group of children from a local scuola elementare. This session follows the everyday best practice of peer observation but allows for new insights to be shared with a wider group of 'new colleagues'. You, with them, will reflect on practice, in a controlled *window onto practice* environment. You will focus on areas of particular individual interest and place your experience and knowledge in contrast to what you see and hear during the sessions.

Gwyneth Gallen, Catherine Carpenter are sponsored by British Council Italy

Sala Ulisse 14.45 - 15.30

Andrew WALKLEY

Making Life easier for low level students

M/S

What makes a language difficult? Why do so many students stop learning English at low levels? In this talk, I suggest the typical Elementary syllabus and the examples we give students are partly to blame. By reflecting on L1 acquisition, we can rethink the language taught in elementary courses, the contexts used and the way we address students' questions. The talk offers practical advice and possible ways of thinking about material.

Andrew WALKLEY is sponsored by Thomson-Heinle

Sala Tritone 14.45 - 15.30

James Banner

What's In, What's out in Current English Usage? – Update and Refresh Your English!

M/S

This seminar will explore changes and developments in English usage in 21 Century Britain. Areas covered will include the media, education, fashion, icons and figures from youth/popular culture. This will be an opportunity to enjoy your English and broaden your range of idiomatic expression.

James Banner is sponsored by Hilderstone College

Sala S. Antonio 14.45 - 15.30

Philip Curtis

What can we learn from the cycle of the seasons?

EYL

The seasons teach us that the richness of the present is inherited from the past and is projected into the future in a never-ending cycle. There are moments as the seasons change when nature seems to reflect on its own evolution, to retrace its steps, to pause, gathering strength and confidence to go forward again.

Using this metaphor as our start point, our talk will

- 1- Highlight ways to ensure continuity in the learning process within the primary school classroom and beyond.
- 2- Offer practical ideas to increase student self-reflection using both the portfolio and a variety of accessible resources.
- 3- Provide a variety of useful ways to ensure a rich, gradual and progressive learning experience for students.

Philip Curtis is sponsored by Raffaello Editrice/Celtic Publishing

Sala Capri 14.45 - 15.30

Graham Bradford

Seven years in e-ELT: e-xasperation, e-lation, e-xpectation

INT

For the last seven years I have played a leading role in the British Council's e-ELT strategy, from developing the British Council's first Online English language courses to setting up a site for young professionals to improve their English to further their careers. This talk will give an account of lessons learned during this period, areas covered: vision, expectations, costs, skills, platforms, course models, evaluation, the learner, the future. This account should be of interest to everyone involved in e-learning initiatives.

Graham Bradford is sponsored by British Council

Sala Sirene 15.45 - 16.30

Lucilla Lopriore

From language awareness to translation: bridging the gap between school and university

UNI

Establishing meaningful links between the foreign language school curriculum and most university degree courses is a challenging task for both high school and university teachers. The language competence in terms of the European Framework levels as well as the cross curricular skills students have developed at school either do not match the requirements of most Italian universities or are not used to their full potential. On the contrary, in many university courses where students` competence in translation is being developed, teachers may easily start from where the learners are, i.e. from those language and textual competencies achieved at high school level. This presentation will illustrate some cases where university students` previous knowledge is fully used to sustain the development of their competence in translation.

Lucilla Lopriore teaches at the Università degli Studi di Cassino

Sala Nettuno A 15.45 - 16.30

Valentina Dodge, Rosalba Gervasi

SQUARE THE CIRCLE – Effective strategies for successful project work at secondary school level

M/S

This workshop will provide a “circular” approach to project work based on experience gained during EU funded projects in Italian Secondary schools.

Part one: “Going round in circles” but achieving something.

A Disastrous Idea – *Ideas for project warm ups and getting learners involved in a project.*

Part two: “Completing the circle”

The Story of A Tomato: from San Marzano to Sainsbury’s! – *Describing project sequences and increasing learner awareness of the project objectives and stages.*

Part three: “Moving in circles”

We can sort it out! – From project skills to life skills

Defining learner roles, simulating real life skills and widening learners’ circle of influence.

Throughout the workshop we will give examples of how learner responsibility was increased and how cooperative “circular” group dynamics developed based on the effective strategies we used during PON 1.1C/2003/93 “Due porti-due realtà a confronto” at Liceo Scientifico Da Vinci, Salerno.

Valentina Dodge and Rosalba Gervasi teach in various institutions in the Salerno area

Sala Nettuno B 15.45 - 16.30

Valerie Wood-Gaiger

Interactive English Language learning in the 21 Century

INT

A new concept in learning English incorporates the written word, the spoken word and a full education programme. While learning English children read exciting stories about our common European heritage. They hear English spoken by a native English speaker. The education pack is designed to make learning memorable for the child who is ready for more challenging subjects and can be adapted for those with low learning capabilities. Topics for discussion – gives a forum to use English language. Suggestions for activities – visits, art (children could see their pictures on the world wide web). Drama – acting out

the story makes it memorable and fun. Cooking the food our ancestors ate – teaches where food comes from and encourages better diet. An interactive website – learn with Grandma - encourages use of the internet and shows that Grandmothers are a source of information and fun - fostering respect for older generations and good citizenship.

Sala Ulisse 15.45 - 16.30

Hugh Dellar
The curse of creativity
M/S

The concept of creativity casts a long shadow across the world of EFL. We are encouraged to become more creative as teachers, to foster creativity in our learners and to creatively adapt classroom material.

In this talk, I shall suggest that it is actually the formulaic and the predictable that underpin the creative process. This has serious implications for EFL teachers.

I will consider the chaos that the pursuit of creativity can wreak on classes, making particular reference to activity and exercise types, language goals and error correction.

I will then move on to reassert the importance of repetition and of the everyday. Both should be central in any methodology. I also aim to persuade those in attendance that true creativity is impossible without this.

The talk will be rooted in my own classroom work and will be illustrated with plenty of practical examples.

Hugh Dellar is sponsored by Thomson Heinle

Sala Tritone 15.45 - 16.30

Maria Luisa Pozzi Lolli
Towards an Inclusive School
INT

I will present a European project aimed at making students feel included and accepted at school in spite of their being “different” in terms of ethnic group, sexual orientation, disability etc. I will present group activities and role-plays aimed at making the students aware of the difficulties met by students who are or feel different from the so called “norm” . I will also present a possible educational “itinerary” which begins at the start of *scuola superiore* and develops through its five years, ranging from class discussion to reading passages from literary text and watching films.

Maria Luisa Pozzi Lolli is a Scuola superiore teacher, trainer and textbook writer

Sala Capri 15.45 - 16.30

Cecilia Dore, Judy Guttridge
Something old, something new....

EYL

We have attempted to meet the challenge of the university reform by helping students to acquire skills that will serve them in the so-called real world. Our final goal in the course to develop speaking ability is for students to give an 8-minute presentation to a small group of people. Observing and listening to students in this situation has led us to a greater awareness of the problems students have with the spoken language, and to test new ideas and materials. Our approach to teaching has tried to revive and adapt old methods (reading aloud and dictation), and introduce new techniques designed to give students practice speaking in longer turns. At the same time we have tried to sensitise students to aspects of phonology.

Cecilia Dore is a secondary level teacher and Judy Guttridge works at the University of Florence

{END OF THE conference}