



“THINK OUTSIDE THE BOX”

EFL-Teacher Professional Development 2023-2024

Liceo Nolfi-Apolloni e MeMo di Fano

Il **Liceo Nolfi-Apolloni** organizza, in collaborazione con la **Mediateca Montanari**, l'**ottava serie di incontri di formazione** dedicati ai docenti di lingua inglese sia di scuola secondaria di 2° grado che di scuola secondaria di 1° grado, dirigenti scolastici, docenti che utilizzano la metodologia CLIL, docenti freelance di inglese, docenti di altre materie interessati alla lingua inglese e anche a tutti coloro che sono interessati alla lingua, cultura e letteratura inglese.

Il titolo **Think Outside the Box** è stato scelto perché sintetizza in maniera ottimale la volontà di includere seminari di formazione di ampio respiro che possano offrire spunti di riflessione su diverse tematiche utili per l'insegnamento della lingua inglese in vari contesti e a diversi livelli.

La **Series 2023-2024** comprende **3 seminari: 11 aprile, 22 aprile e 3 maggio 2024.**

Quest'anno i seminari torneranno a svolgersi **IN PRESENZA** nella Sala Ipogea della **Mediateca Montanari**, Piazza Pier Maria Amiani a Fano.

I seminari saranno anche l'**occasione per incontrarsi, per conoscere e parlare con i relatori, per scambiare idee ed opinioni con colleghi, per visionare libri delle case editrici.**

Per festeggiare il ritorno in presenza ci sarà anche un **omaggio** per tutti i docenti presenti, i quali riceveranno anche l'**attestato di partecipazione cartaceo.**

La Sala Ipogea ha una capienza limitata quindi **per poter partecipare in presenza si consiglia di prenotare il posto al più presto**, attraverso il link: <https://forms.gle/m4h3qSLZAJs1kiu39>

Vista la partecipazione alle scorse edizioni di numerosi docenti da fuori provincia e da fuori regione, per continuare a dare loro la possibilità di seguire i seminari, abbiamo previsto la possibilità di **collegarsi ONLINE sul canale YouTube** del Sistema Bibliotecario del Comune di Fano <https://www.youtube.com/user/MediatecaMontanari> (per chi viene da fuori provincia).



Per iscrizioni: <https://forms.gle/m4h3qSLZAJs1kiu39>

Codice identificativo piattaforma SOFIA 92149

Anche coloro che si sono iscritti su SOFIA sono pregati di compilare la Google Form per perfezionare l'iscrizione: <https://forms.gle/m4h3qSLZAJs1kiu39>

La partecipazione al corso è gratuita.



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Attestati di partecipazione:

- Ai docenti iscritti al corso sul portale SOFIA, dopo la conclusione del ciclo di seminari, sarà rilasciato un **attestato di partecipazione** al corso di aggiornamento **valido per la formazione docenti**, secondo la normativa vigente.
Per il completamento del corso ed il rilascio dell'attestato di partecipazione è necessario aver seguito almeno due seminari. L'attestato potrà essere scaricato dalla piattaforma SOFIA.
- A tutti i partecipanti in presenza verrà consegnato l'**attestato di partecipazione cartaceo**.
- I docenti non di ruolo, docenti universitari, docenti freelance e tutti gli altri partecipanti riceveranno un attestato di partecipazione via email, a conclusione dell'intero ciclo di formazione.

For additional information: valentina.foschi@nolfiapolloni.org



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Liceo Nolfi-Apolloni e MeMo di Fano

Thursday 11th April 2024

time 15.00-18.30

Megan Walker

Getting it Write: How to use AI to Develop Writing Skills

seminar organised in collaboration with

Macmillan Education and **Mondadori Education**



Monday 22nd April 2024

time 15.00-18.30

Sarah Ellis

Encouraging creative thinking skills in the classroom

seminar organised in collaboration with

Cambridge University Press & Assessment and **Inlingua Pesaro**



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Authorised Exam Centre





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Liceo Nolfi-Apolloni e MeMo di Fano

Friday 3rd May 2024

time 15.00-18.30

Prof. Arturo Cattaneo

Shakespeare in Hollywood.

How the cinema used the Bard as a status symbol

and a model for storytelling

seminar organised in collaboration with

Università Cattolica del Sacro Cuore and Mondadori Education



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Getting it Write: How to use AI to Develop Writing Skills

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Abstract:

In this talk, we will explore the benefits and pitfalls of Artificial Intelligence in developing learners' writing skills. How can we take advantage of AI tools to support students' learning? How can we tell whether written work is AI-generated, and what can we do about it? We will consider how the use of AI can support the development of lower-order and higher-order thinking skills, critical thinking and collaborative learning. In the workshop, we will examine practical activities using AI tools and discuss how to implement them in our classrooms.



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About the Author:

Megan Walker is a CELTA and Delta qualified freelance English teacher and teacher trainer. She holds a degree in Modern Languages and the NILE certificate in Management in Language Education. Originally from the UK, she has been living and working in Italy for over 13 years, including several years as Director of Studies at a prestigious language school before making the leap to freelancing. She teaches students of all ages and levels, and has a wide range of experience with exam preparation and Business English. Megan has delivered teacher training sessions and courses for state school teachers in Italy and France, and for ESL teachers in Italy, focusing on topics including CLIL, inclusion and differentiation, assessment, teaching communicatively, storytelling and games in the YL classroom.





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Abstract:

In this seminar, we will consider the importance of developing our learners' creative thinking skills and explore a variety of practical activities that can help you do this while they have fun learning English. We will include some of the activities from the activity cards packs connected to the Cambridge Life Competencies Framework, which is one way to easily integrate these crucial life competencies into lessons, at any stage, with minimum planning and maximum impact!

"Education is not the learning of facts, but training the mind to think"

Albert Einstein



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About the Author:

Sarah Ellis is currently working as Senior Manager, Assessment Services, for Cambridge University Press and Assessment. She is based in Bologna, Italy.

Sarah is interested in Assessment, Learning & Professional Development and has an extensive background in teaching, teacher training, assessment and exam management. She has trained teachers on CELTA and DELTA courses and is currently involved in the Cambridge professional development and teacher support programme which provides information, materials and support for teachers and academic directors.

She is particularly interested in supporting teachers in developing digital skills and assessment literacy.





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Abstract:

In 1949 Hollywood awarded Laurence Olivier's Hamlet the Oscar for best picture, an unprecedented honour for a Shakespeare film. By then, Shakespeare had ceased to be mainly a status symbol for the film industry, as it had been since the advent of the 'talkies' in the late 1920s, and began to be an unsurpassed model for storytelling. Throughout the second half of the 20th century, Hollywood assimilated Shakespeare's stories in ways that changed forever the art and industry of narration.



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MGM *Julius Caesar* (1953, starring Marlon Brando as Mark Antony), was promoted as 100% Shakespeare in 100% Hollywood. At the height of the space race between the US and the Soviet Union, in the late 1950s, Hollywood turned to *The Tempest* as a model for the first important science fiction film, *Forbidden Planet* (1956). And a few years later *West Side Story* (1961) did something revolutionary, moving *Romeo and Juliet* to the world of Manhattan's juvenile gangs without using a single word of the play but keeping its structure nearly unchanged. Shakespeare, by then, was in the DNA of the cinema.

About the Author:

Arturo Cattaneo is Full Professor of English Literature at the Catholic University of Milan. He did post-graduate research at the Warburg Institute, London, on the influence and transformations of the classics in the English Renaissance; in this field, he has written several essays, a book on the Earl of Surrey (*L'ideale umanistico. Henry Howard, Earl of Surrey*), and a book-length study of the first English translations of the *Aeneid* (*Tecniche traduttive nell'Umanesimo: l'Eneide in Gran Bretagna*).





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His research interests also include the eighteenth-century English novel, Anglo-Italian cultural relations (*Chi stramalediva gli Inglesi. La diffusione della letteratura inglese e americana in Italia tra le due guerre*), and Caribbean literature. In 2019 he published *Shakespeare e l'amore* (Einaudi), a book on *Romeo and Juliet*, *Othello* and the *Sonnets*. His high school and university manuals include *A Short History of English Literature* (Mondadori Università, 2019) and a series of English Literature Anthologies published by Signorelli (the latest is *Literary Journeys. Connecting Ideas*, 2024). Since 2009 he is one of the organizers of the annual seminars of “Giustizia e Letteratura” at the Catholic University of Milan, to which he has contributed several essays on English authors and works.

He has translated into Italian a collection of Iosif Brodskij's English essays (*Profilo di Clio*, Adelphi, 2003) and Charles Simic's *Dime-store Alchemy*, on the art of Joseph Cornell (*Il venditore d'immagini*, Adelphi, 2005). He is also the author of short stories and two novels: *Ci vediamo a settembre* (Sedizioni, 2010) and *La notte inglese* (Mondadori, 2012).

His most recent publication is *Shakespeare in Hollywood* (Einaudi, 2024), on the shaping influence of Shakespeare on the art and industry of the cinema.