Biografie

Biagio Aulino holds an EdD in Second Language Education and is a Research Assistant in the Department of Language Studies at the University of Toronto Mississauga. His research interests focus on the teaching of English and Italian as second languages, sociolinguistics in computer-mediated communication, linguistic variation in the Italian Canadian community, and the maintenance of Italian L2 courses at the secondary-school level. He also has experience teaching pre-service and additional qualification courses in French and Italian at various Ontario Faculties of Education.

Roberto Bergami, an Italian-born Assistant Professor at the Faculty of Economics, University of South Bohemia, has been teaching international trade and international marketing for more than 30 years in several nations including Australia, China, Malaysia, Thailand and Germany. Roberto's background is largely in the pharmaceutical industry where he held a number of roles with an international focus in finance, sales, marketing, customer service and logistics. Roberto has been involved in language research for more than a decade primarily exploring the influence of the internet on students' second language acquisition. These published studies, conducted together with other colleagues, were based on empirical enquiry in a multitude of nations across several continents.

Monica Bezzegato is a tenured professor of English Language and Culture, currently serving as a lecturer in Italian language and culture at Beijing Foreign Studies University on behalf of the Italian Ministry of Foreign Affairs (MAECI). She is also a cultural expert for the Embassy of Italy and the Italian Cultural Institute in Beijing. Her expertise spans language pedagogy, CLIL methodology, and assessment. She has coordinated multiple international projects, designed MAECI and INDIRE teacher training programs, and developed English educational content for RAI. Additionally, she contributed to the Italian translation of DigComp 2.0 and serves as the President of ALIM (Association of Italian Lecturers in the World).

Emanuele Bonazzoli is a PhD candidate in Language Education at the Università Cattolica del Sacro Cuore. His research focuses on teaching Italian as a second language to Catholic clergy and religious communities. He is also involved in Italian L2 education in multicultural school contexts and is a certified teacher of Italian language and literature, Italian for non-native speakers, and art history. His current research explores the relationship between linguistic competence, self-expression, and conflict management, with particular attention to linguistic and intercultural mediation processes. His academic interests also include the practical applications of valency grammar in Italian L2 teaching.

Letizia Cinganotto is an Associate Professor of Language Education at the University for Foreigners of Perugia, where she also serves as a Rectoral Delegate for International Relations and as a member of both the Board of Directors and the Scientific Committee of the CVCL (Centre for Language Evaluation and Certifications). She is the coordinator for two Special Interest Groups within ALTE (Association of Language Testers in Europe): the YAL SIG (Young Learners) and the CEFR SIG. She is a member of the Board of Directors of INDIRE, the Italian Research Institute for Innovation, Documentation, and Educational Research. Additionally, she is a member of the consultancy team at the European Centre for Modern Languages of the Council of Europe. She has published several volumes, book chapters, and peer-reviewed articles in national and international scientific journals.

Francesca Costa is Associate Professor in English Language and Linguistics at the Università Cattolica del Sacro Cuore of Milan. She taught English Linguistics at Università Cattolica del Sacro Cuore in Milan, Scientific English at Università di Pavia and English for Primary Education at Università degli Studi di Bergamo. Her area of research focuses on applied linguistics, second language acquisition and ELT from pre-primary to university contexts. Her interests include: English at primary school level, EMI, CLIL, English for Science and Technology, translanguaging, subtitling for language learning, and Study Abroad. She graduated in Modern Languages from the Università degli Studi di Milano and holds a Bachelor Degree in Science (UK) and a Doctorate from the Department of Languages of the Open University (UK).

Michele Daloiso is Associate Professor of Educational Linguistics at the University of Parma, Italy, where he coordinates the ELICom Research Group. His research focuses on early bilingual education, neurodiversity, and teaching foreign languages to learners with specific needs, including dyslexia and language disorders. He has authored numerous publications, including "Supporting Learners with Dyslexia in the ELT Classroom" (2017, OUP), which won the Ben Warren Trust Prize and was shortlisted for the ELTons Innovation Awards.

Serafina Filice is Assistant Professor in English Language and Translation at the University of Calabria. Her research interests embrace ESP/CLIL, plurilingualism/pluriculturalism, language teaching/learning methodologies, L2/L3 acquisition. She has given talks at national and international conferences and published in leading journals, edited volumes and books. She is Series editor for Eurolinguistica nell'era della post-verità. Some of her recent pubblications include: "English L2 as bridging device for third language acquisition: An exploratory study" (2026); Eurolinguistica in azione: nuove frontiere per il futuro dell'Europa (ed. 2025); "Dual language programs: lessons learned in the trenches" (2024); "CLIL in Pharmacology: Enabling Student Voice" (2020). Her work contributes to enhancing our expertise in language learning and teaching in diverse educational contexts.

Marta Genduso holds a PhD in Educational Linguistics from the University of Parma, Italy, and is a member of the ELICom Research Group. Her research focuses on emotional

competence in teacher education, inclusive language teaching, and the analysis of spoken interaction, with particular attention to learners with Specific Learning Difficulties (SpLDs) and other language learning needs.

Angela George is Professor of Spanish in the School of Languages, Linguistics, Literatures, and Cultures at the University of Calgary, where, at the time of this publication, she serves as Director of the Language Research Center. A recipient of the 2026 University of Calgary Teaching Award and the 2021 Canadian Association of Second Language Teachers' Robert Roy Award, she teaches across all levels of Spanish language and Hispanic Linguistics. As a scholar in additional language acquisition, she has presented her work at numerous national and international conferences and published in leading journals, edited volumes, and books. Her work contributes to advancing our understanding of language learning in diverse contexts, particularly within multilingual communities.

Andrea Ghirarduzzi has been working as a language instructor at the University of Parma since 2020, where he teaches Italian as a foreign language and English to students with Specific Learning Difficulties (SpLDs). He collaborates with the ELICom Research Group and his research interests include Cognitive Linguistics, Italian linguistics and inclusive language teaching.

Anna Maria Internò has been teaching ESL/ESP in the Department of Pharmacy, Health and Nutritional Sciences, University of Calabria as a Collaboratore ed Esperto Linguistico for over 20 years and, recently, as a 'contrattista'. Her main research interests focus on EMI/ESP/CLIL methodologies in the field of biology, nutritional sciences and pharmacology as well as language assessment in academic settings and professional environments. She is also an oral examiner for the Cambridge English Certifications across multiple levels.

Marta Kaliska is an associate professor at the Faculty of Humanities, Nicolaus Copernicus University in Toruń, Poland. She obtained her habilitation in 2019 and her PhD in linguistics in 2007, both from the University of Warsaw, where she has worked for many years. Her research focuses on teaching Italian as a foreign language, action-oriented approaches in education, and the development of intercultural competence, primarily in higher education. She is the co-author of Italian language textbooks for Polish primary schools (Va bene! 7, 8 and Va benissimo! 1, 2, 3) and the author of a monograph and numerous scholarly articles.

Yahis Martari is Associate Professor of Modern Language Teaching at the University of Bologna, where he teaches Applied Linguistics, Technologies for Language Teaching, and Language Education. His research focuses on language pedagogy, multilingualism, migration studies, and innovative methodologies for teaching Italian as a second and foreign language. He is co-editor of the journal Scritture Migranti and director of the CRDI – Research Centre for the Teaching of Italian, where he coordinates research projects and educational initiatives devoted to linguistic inclusion and intercultural communication. He has publi-

shed extensively on language education, literacy practices, and language teaching through mass media and contemporary communication environments in multilingual contexts.

Christopher Liam McDonnell is an English language instructor and member of the ELICom Research Group at the University of Parma, where he specialises in courses for students with Specific Learning Difficulties (SpLDs). His research interests include inclusive language teaching and learner autonomy.

Valentina Morgana is Assistant Professor of English Language and Linguistics at the Università Cattolica del Sacro Cuore in Milan. Her area of research focuses on applied linguistics and task-based English language teaching in secondary and higher education. Her interests include technology-mediated task-based language teaching (TBLT) and multimodal input in second language learning. Since 2012, she has been involved in research, teaching, and training of pre-service and in-service teachers. She graduated in Modern Languages from the University of Pavia and holds a Doctorate from the Department of Languages of the Open University, UK. She is associate editor of the International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT) and The EuroCALL Review.

Mariapaola Paita is part of the PhD programme in Learning Sciences and Digital Technologies (LESDIT) at the University of Parma, Italy. She is a member of the ELICom Research Group, which focuses on inclusive language education. She also contributes to the Language Education Lab (Laboratorio di Glottodidattica), particularly within the "Learning Italian in AI-supported Environments" Research Group, which investigates AI-mediated language teaching and learning.

Silvia Scolaro is a PhD candidate in Language Science at Ca' Foscari University of Venice, holding a degree in Oriental Languages and Civilizations and two ITALS Masters. Since 2019, she has worked as a research fellow on Italian language models for Chinese academic institutions and as a contract professor at the School for International Education. She taught Italian in the People's Republic of China for many years. She has led Italian courses for Chinese and International students at the universities of Pavia and Modena/Reggio Emilia. An active ITALS Master tutor, her research focuses on task-based learning, intercultural communication, and language assessment, with numerous international publications up to 2026.

Graziano Serragiotto is a Full Professor at Ca' Foscari University of Venice, where he teaches Educational Linguistics and Modern Language Teaching. He also serves as the Director of the ITALS Laboratory. For many years, he has been actively involved in training teachers of foreign languages and Italian as a foreign language. His publications cover various fields of language education research, with a specific focus on Content and Language Integrated Learning (CLIL) methodology, language assessment, teaching Italian to adult foreign learners and Italian language teachers' training.

Valeria Anna Vaccaro is a Researcher in French Language and Translation at the Department of Humanities of the University of Salerno. Her research interests include specialized languages, the history of the French language, interlanguage, and French as a Second Language (FLS), with particular attention to intercultural approaches. She works on the teaching of French as a Foreign Language (FLE) in professional, theatrical, and digital contexts. She is the author of essays on creative error and plurilingual education. Her research also focuses on CLIL, contrastive analysis, and Francophonie; she conducts and publishes studies on the writing of Marguerite Yourcenar, Patrick Chamoiseau, and on eighteenth-century texts related to the theme of travel and the construction of European identity.