

FIONA CLARE DALZIEL

CURRICULUM VITAE

Fiona Clare Dalziel is an Associate Professor in English Language and Translation at the University of Padova, Italy, where she teaches on the BA and MA degree courses in Modern Languages. She was Director of the University Language Centre from March 2013 to May 2016 and was responsible for the launch of the LEAP (Learning English for Academic Purposes) project in collaboration with the International Office. The aim of the project was to provide support for lecturers at the University of Padova involved in EMI (English-Medium Instruction). Fiona Dalziel also coordinates the University of Padova English Drama Workshop, which involves the organization of cultural events such as the 2014 and 2106 Padua Shakespeare Festivals. Her research interests include the following: the teaching of academic writing; metacognition and learner autonomy; English-Medium Instruction; the use of drama in language learning, including that of refugees and migrants.

ACADEMIC EXPERIENCE

From 2016. Associate Professor in English Language and Translation, Dipartimento di Studi Linguistici e Letterari (DiSLL), Padova University.

From 2011. Member of the Editorial Board of Language Learning in Higher Education – Journal of CercleS – De Gruyter-Mouton.

From 2003. Lecturer in English Language and Translation on BA and MA courses at Padova University.

2013-2016. Director of Padova University Language Centre.

2013-2016. Member of Executive of AICLU (Italian Association of University Language Centres).

January 2013. “Visiting Research Fellow”, Trinity College Dublin, Ireland.

2012-2015. Member of governing board of Dipartimento di Studi Linguistici e Letterari (DiSLL), Padova University.

2011-2013. Deputy Director of Padova University Language Centre.

2009-2010. Deputy Director of Padua University Language Centre.

September-December 2010. “Visiting Scholar”, Roehampton University, London, UK.

2007. Representative of CercleS (Confédération Européenne des Centres de Langues de l’Education Supérieure) at Intergovernmental Forum of Council of Europe, Strasbourg, France.

2002-2019. Member of governing board of Padova University Language Centre.

2002-2016. Research fellow in English Language and Translation, Dipartimento di Lingue e Letterature Anglo-Germaniche e Slave / Dipartimento di Studi Linguistici e Letterari (DiSLL), Padova University.

RECENT PARTICIPATION IN PROJECTS

From 2020: Participation in Irish Research Council (IRC) Project.

Project title: *Sorgente: Engaging refugees, migrants and their teachers in performative language pedagogy*. <https://www.tcd.ie/Education/research/Sorgente/>

From 2018. Participation in Erasmus+ Key Action 201 (Strategic Partnerships for School Education).

Project title: *VIA Culture: European Cultural Heritage for Vocabulary In Action* (implementation of teaching units based on cultural heritage and drama education for adult migrants’ language learning).

From 2018. Participation in Erasmus+ Key Action 203 (Strategic Partnerships for Higher Education).

Project title: *Intercultural Reflection on Teaching*.

2013-2016. Coordinator of Padova University Language Centre LEAP (*Learning English of Academic Purposes*) project.

2014-2016. Participation in PRODID (*Preparazione alla professionalità docente e innovazione didattica*), Padova University.

ORGANISATION OF INTERNATIONAL CONFERENCES/SUMMER SCHOOLS

2014. International Seminar “Sharing Perspectives on EMI in Europe”, Padova University.

2011. International Seminar: “Plot me plots: theatre in university language teaching”, University of Padova.

2009. CercleS Seminar “The role of the Common European Framework of Reference for Languages (CEFR) and the European Language Portfolio (ELP) in higher education”, University of Padova, with the patronage of the Council of Europe.

2017. International Summer School (in collaboration with Université Grenoble Alpes) “The role of drama in higher and adult language education: from theory to practice”, University of Padova.

2019. International Summer School (in collaboration with Université Grenoble Alpes) “The role of drama in higher and adult language education: teacher training and the challenges of inclusion”, Université Grenoble Alpes.

EDUCATION

1983-1986. BA (Hons) in “History and Russian Studies”. University of Leeds, UK.

1998-2000. MA in TESOL. Institute of Education, University di London, UK.

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SOME RECENT PUBLICATIONS

Dalziel, Fiona (2021). EMI and translanguaging: student language use in an Italian English-taught programme. In Mastellotto, Lynn & Zanin, Renata (eds.), *EMI and Beyond: Internationalising Higher Education Curricula in Italy*. Bolzano: Bolzano University Press, 193-214.

Dalziel, Fiona & Guarda, Marta (2021). Student Translanguaging Practices in the EMI Classroom: A Study of Italian Higher Education. In Paulsrud, BethAnne, Zhongfeng, Tian & Toth, Jeanette (eds.). *At the Crossroads of English-Medium Instruction and English-Medium Instruction and Translanguaging*. Bristol, UK: Multilingual Matters, 124-140.

Dalziel, Fiona & Maistrello, Veronica (2020). Overcoming anxiety in adult migrants' language learning by means of Process Drama. *Global Education Review*, 29-45.

Dalziel, Fiona (2019). Fostering Reflection in Academic Writing: An ELP Approach. In Ballweg, Sandra & Kühn, Bärbel (eds.), *Portfolioarbeit im Kontext von Sprachenunterricht*. Göttingen: Universitätsverlag Göttingen, 97-114.

Dalziel, Fiona & Piazzoli, Erika (2019). "It comes from you": agency in adult asylum seekers' language learning through Process Drama. *Language Learning in Higher Education. Language Learning in Higher Education* 9/1, 7-32.

Dalziel, Fiona (2017). Angeli neri: il mondo tenebroso di Cornell Woolrich nel cinema di François Truffaut. In Brotto, Denis (ed.), *François Truffaut. La letteratura al cinema*. Venezia: Marsilio Editori, 86-99.

Dalziel, Fiona & Helm, Francesca (2017). Beyond the classroom: The impact of EMI on a university's linguistic landscape. *L'analisi Linguistica e Letteraria*, 25, 372-399.

Dalziel, Fiona (2017). English-Medium Instruction and approaches to teaching: some reflections on an experience at the University of Padova. In Felisatti, Ettore & Serbati, Anna (eds.), *Preparare alla professionalità docente e innovare la didattica universitaria*. Roma: Franco Angeli Edizioni, 258-271.

Dalziel, Fiona (2017). EMI at the University of Padova: an ecology of learning and teaching. In Ackerley, Katherine, Guarda, Marta & Helm, Francesca (eds.), *Sharing Perspectives on English-Medium Instruction*. Bern: Peter Lang, 131-147.

Dalziel, Fiona, Davies, Gillian & Han, Amy (2016). Using the ELP as a basis for self- and peer assessment when selecting "best" work in modern-language degree programmes. *Language Learning in Higher Education* 6/2, 397-417.

Dalziel, Fiona (2015). Integrating the European Language Portfolio into university language courses. In Dalziel, Fiona & Henrot, Geneviève (eds.), *L'innovazione nell'apprendimento linguistico all'Università di Padova*. Padova: Padova University Press, 73-82.

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21/07/2021