

MICHELA GRONCHI

Personal Information

Field Detail

Name MICHELA GRONCHI

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Nationality Italian

Education and Training (Curriculum Studiorum)

- **2023-Present**
 - **Professional Doctorate in Teaching English to Speakers of Other Languages (TESOL)** (GLOT-01/B, formerly L-LIN/02)
 - University of St Andrews, Scotland
 - PhD by publication; research topic: "**EMI teacher identity in the EU context**".
1st supervisor: Dr Sarah Hopkyns; 2nd supervisor: Dr Clarice Chan. (4th year part-time)
- **2023-Present**
 - **Postgraduate Certificate in Academic Practice (PGCAP)**
 - University of St Andrews, Scotland
 - Professional development course in academic teaching. Modules completed: "**Exploring teaching and learning online**", "**Embedding inclusive practice in teaching and learning**".
- **2024**
 - **Postgraduate Summer School**
 - University of St Andrews, Scotland
 - Held at the International Education Institute. Topics covered: qualitative research, creative methods and visual methods for data generation, co-creation and participatory research, autoethnography, narrative inquiry, phenomenology, mixed methods research.

- **2023-25**
 - **Gradskills courses**
 - University of St Andrews, Scotland
 - Seminar courses on "Academic writing skills, research and publishing strategies". Topics include: EndNote as referencing software; writing a literature review in the arts; practical public engagement; writing well: coherence, structure and argumentation; rapid, critical strategic reading; posters and graphical abstracts; is my writing academic enough?; research data: how to store and effectively manage them; teaching at St Andrews: an introduction; diversity in the workplace; academic misconduct; applying for HEA associate fellowship; the writing process: getting started; expressing criticality in academic writing; reporting information: from sources vs the author's voice; language for introductions and conclusions; managing research information; research data: why, when and how to publish them; NVivo (day 1 & 2); project management: an introduction; write your journal article: 12 steps to submission.

- **2023-25**
 - **Research training courses**
 - Scottish Graduate Society for Social Science (SGSSS)
 - Seminars and workshops on: **Transformative storytelling for research, Creative writing and the research of healing** (managed by The Binks Hub).

- **2024**
 - **Research training courses**
 - FutureLearn MOOC Courses
 - **Introduction to phenomenology and its application to qualitative research.**

- **2023**
 - **Postgraduate Summer School**
 - University of St Andrews, Scotland
 - Held at the International Education Institute. Topics covered: research in **Teaching English to Speakers of other Languages (TESOL)**, structuring a literature review, ethical aspects of research, qualitative and quantitative analysis for TESOL research, thematic analysis (using tools like NVivo and EndNote), desk based research/research synthesis.

- **2021**

- **Virtual Summer School in English Phonetics (VSCEP)**
- University College London (UCL)
- Intensive course on English phonetics: phonetic system, segmental analysis, suprasegmental analysis, connected speech, sentence stress, intonation. Course director: Dr Geoff Lindsey.
- **2019, 2018, 2017**
 - **Summer School in English Phonetics (SCEP)**
 - University College London (UCL)
 - Intensive course on English phonetics: phonetic system, segmental analysis, suprasegmental analysis, connected speech, sentence stress, intonation. Course director: Dr Geoff Lindsey.
- **2018**
 - **Training course for online trainers/tutors**
 - Foreign Language Didactics Laboratory (LaDiLS), Ca' Foscari University, Venice
 - Knowledge and use of the **Moodle platform** and its functionalities, management of online interaction, development of online teaching modules using **Screencast O'Matic**, effective forum discussion management, individual and collective feedback management, creation of verification and evaluation activities. Training for using videoconferencing tools: Zoom, Microsoft Teams, and Google Meet.
- **2018**
 - **English pronunciation: a contemporary approach**
 - University College London (UCL)
 - Executive course: the sound system of contemporary English, structured practical feedback on participant's pronunciation. Course director: Dr Geoff Lindsey.
- **2018-2021**
 - **Master's Degree in Language Sciences (LM-39)**
 - Ca' Foscari University, Venice
 - Final grade **110/110 with honours**. Thesis title: *Foreign Language motivation in distance learning: an exploratory study with university students*. Supervisor: Prof. M.C. Coonan.
- **2017-2018**

- **Postgraduate Specialisation Course in Foreign Language Didactics** (CLIL Foreign Language Learning focus for Secondary School) (GLOT-01/B, formerly L-LIN/02)
- Foreign Language Didactics Laboratory (LaDiLS), Ca' Foscari University, Venice
- Glottodidactics course on the **CLIL approach** for secondary schools. Final grade **30/30 with honours**.
- **2016-2017**
 - **Master in Foreign Language Didactics (MdDiLS)** (GLOT-01/B, formerly L-LIN/02)
 - Ca' Foscari University, Venice
 - Final grade **110/110 with honours**. Thesis title: *Un programma di sensibilizzazione fonologica in FL per un caso di privazione da istituzionalizzazione precoce*. Supervisor: Prof. C. A. Melero Rodriguez.
- **2016**
 - **CLIL Certification (CeCLIL)**
 - Ca' Foscari University, Venice
 - Certification of competence in the didactics of the **CLIL approach**. Final grade **100/100** for the methodological part and **Band 1** for the practical part.
- **2016, 2015**
 - **Masterclass Deal, Developmental Dyslexia and Foreign Language Learning**
 - Ca' Foscari University, Venice
 - Specialist modules (2016). Basic module (2015). Sponsored by the Italian Dyslexia Association and the National Foreign Language Association.
- **2015-2016**
 - **Postgraduate Specialisation Course in Foreign Language Didactics** (Foreign Languages for Special Educational Needs focus) (GLOT-01/B, formerly L-LIN/02)
 - Foreign Language Didactics Laboratory (LaDiLS), Ca' Foscari University, Venice
 - Glottodidactics course for students with special linguistic and educational needs. Final grade .
- **2014-2015**

- **Postgraduate Specialisation Course in Foreign Language Didactics** (CLIL Foreign Language Learning focus for Primary School) (GLOT-01/B, formerly L-LIN/02)
- Foreign Language Didactics Laboratory (LaDiLS), Ca' Foscari University, Venice
- Glottodidactics course on the **CLIL approach** for primary schools. Final grade **with honours**.
- **2014**
 - **Teaching Knowledge Test (TKT)**
 - English Language Assessment (Cambridge)
 - Modules 1-3: TKT: Module 1 Language and background to language teaching and learning; TKT: Module 2 Lesson planning and use of resources for language teaching; TKT: Module 3 Managing the teaching and learning process. Specialist Modules: **CLIL** (Content and Language Integrated Learning); **YL** (Young Learners).
- **2007-2012**
 - **Degree in Education Sciences (Vecchio Ordinamento - Old System)**
 - University of Florence
 - Final grade **with honours**. Thesis title: *La lingua dell'English Coursebook: una prospettiva sociolinguistica*. Supervisor: Prof. M. Solly.
- **2005**
 - **Advanced Certificate in Teaching English to Children**
 - Teaching English to Children College (Ontario, Canada)
 - **TESOL course** focused on language acquisition for young learners.
- **2000**
 - **Certificate in Teaching English to Speakers of Other Languages (International House CELTA)**
 - International House (London)
 - Certification for teaching English as a foreign language. Seminar and practical teaching activities.

Research Activities

- **December 2024 - October 2025**

- **Erasmus+ Project: Eco-Storytelling: A Digital Toolbox for the English Classroom for Building a Climate-Just Future**
 - University of Graz - Ca' Foscari University, Venice
 - **Position:** Winner of the research grant "**CLIL and Environmental Literacy in English Teacher Training**".
 - **Tasks:** Support the Ca' Foscari team in defining and implementing a mixed-methods research project on the development of teacher competencies for the online course; manage the online training course on the **MOODLE platform**; tutor the online module on **CLIL methodology** (contributing to material creation and synchronous/asynchronous activities); support the Ca' Foscari team in the dissemination of the project.
- **June - September 2024**
 - **Project "World Englishes in the Gulf"**
 - Emirates College for Advance Education, Prof. Kay Gallagher
 - **Position:** Responsible for the research, selection, and analysis of the literature.
 - **Role:** Research and analysis of literature regarding theories related to the global spread of English, the linguistic and sociolinguistic perspectives of **Gulf English**, and the **EMI approach** in the Gulf states.

Work Experience

Contract Lecturer (*Docente a contratto*)

Academic Year (A.A.)	Course/Module	University/Department	Key Responsibilities
2024-25 2023-24 2022-23	"English Language and Linguistics" (L-LIN/12) (6CFU)	University of Genoa (Italianistics, Romanistics, Antiquities, Arts and Entertainment Dept.)	Responsible for conducting language practice sessions at B2 (CEFR) level related to the English Linguistics course.
2025-26 2024-25 2023-24	"Scientific English" (L-LIN/12) (3CFU)	University of Genoa (Neurosciences, Rehabilitation, Ophthalmology, Genetics, and Maternal-Child Sciences Dept.)	Responsible for conducting the English course at B1 (CEFR) level, in collaboration with the University Language Centre.

Academic Year (A.A.)	Course/Module	University/Department	Key Responsibilities
2023-24	"English 1" and "Basic English" (L-LIN/12) (3CFU)	University of Genoa (Internal Medicine and Medical Specialties Dept.)	Responsible for conducting the English course at B2 (CEFR) level, in collaboration with the University Language Centre.
2024-25 2022-23 2021-22	Module "ICT for Foreign Language Learning and Teaching" of the 1st Level Master in Foreign Language Didactics (MaDiLS) (GLOT-01/B, formerly L-LIN/02) (6CFU)	Ca' Foscari University, Venice	Analysing the added value of technological applications for language teaching/learning; evaluating new learning environments (e.g., e-learning, Screencasting). Guiding participants in creating digital solutions for their teaching.

Academic Coordinator/Supervisor (*Referente/coordinatore didattico*)

- **2024-25, 2022-23, 2021-22**
 - **Coordinator of CLIL courses**
 - LaDiLS Laboratory, Ca' Foscari University, Venice
 - Responsible for the didactic coordination of **CLIL methodology courses** for primary and secondary schools (in relation to DM 65/2023).
- **2024-25, 2022-23, 2021-22**
 - **Stage/Internship Supervisor for the 1st Level Master in Foreign Language Didactics (MaDiLS)**
 - Ca' Foscari Challenge School, Ca' Foscari University, Venice
 - Responsible for evaluating student training projects and final reports. Responsible for coordinating the internship between students and host institutions/companies.
- **2024-25, 2022-23, 2021-22**
 - **Didactic Supervisor for the 1st Level Master in Foreign Language Didactics (MaDiLS)**

- Ca' Foscari Challenge School, Ca' Foscari University, Venice
- Responsible for the co-organization of teaching activities.

Trainer Assignments (*Incarichi come formatrice*)

- **A.A. 2024-25**
 - **Trainer for CLIL Courses**
 - Delivering CLIL courses for teachers (primary and secondary school) under the PNRR DM65 multilinguism project (2024-25). Conducted in collaboration with Ca' Foscari University and/or under direct contracts with schools.

Teaching (Assistant Senior and Online/Classroom Tutor)

Academic Year (A.A.)	Role/Course	University/Institution	Key Responsibilities
2025-26, 2023-24, 2022-23, 2021-22	Senior Teaching Assistant for <i>Theories of Language Education</i>	Ca' Foscari University, Venice	Conducting online lessons on Moodle, managing student feedback, supporting the professor in correcting exam papers.
2025-26	Senior Teaching Assistant for <i>Teorie dell'educazione linguistica</i>	Ca' Foscari University, Venice	Conducting online lessons on Moodle, managing student feedback, supporting the professor in correcting exam papers.
2025-26, 2023-24, 2022-23	Senior Teaching Assistant for <i>Instructional Design for Language Education</i>	Ca' Foscari University, Venice	Conducting online lessons on Moodle, managing student feedback, supporting the professor in correcting exam papers.
2023-24, 2022-23, 2021-22	Senior Teaching Assistant for <i>Educational Linguistics</i>	Ca' Foscari University, Venice	Conducting online lessons on Moodle, managing student feedback, supporting the professor in correcting exam papers.
2021-22	Senior Teaching Assistant for <i>Chinese-English consecutive</i>	Ca' Foscari University, Venice	Intermediate-advanced written English practice; assigning/correcting supplementary grammar exercises; initiating

Academic Year (A.A.)	Role/Course	University/Institution	Key Responsibilities
	<i>interpreting and English Language</i>		students into terminological and documentary research; linguistic problem-solving; exam correction support; thesis/final paper assistance.
2024-25, 2023-24	Online Tutor for CLIL course " <i>Integrated local curriculum and production of teaching materials in a minority language</i> "	Ca' Foscari University, Venice (in collaboration with the Ministry of Education)	Managing asynchronous and synchronous activities on Moodle. Classroom Tutor during the Summer School 2025. Course applies CLIL to teaching minority languages, aiming for participants to create and test a CLIL Learning Unit in their primary school classes. MOOC structure with online access.
2023-24	Online Tutor for CLIL course " <i>Emigration, exile and diaspora in Italian classes: designing CLIL pathways between school and museum</i> "	Ca' Foscari University, Venice (in collaboration with the Educational Department of the Italian Consulate - New York)	Creating video lessons on production and comprehension in CLIL didactics, and managing asynchronous activities on Moodle. Applies CLIL in an Italian as a Foreign Language context for primary and secondary teachers.
2022-23	Online Tutor for CLIL course " <i>Digital Storytelling and Agenda 2030: designing CLIL pathways in Italian L2/LS</i> "	Ca' Foscari University, Venice (in collaboration with the Educational Department of the Italian Consulate - New York)	Creating video lessons on production/comprehension in CLIL; leading a synchronous workshop on creating a CLIL Learning Unit; managing asynchronous activities on Moodle. Applies CLIL in an Italian as a Foreign Language context for primary and secondary teachers.
2021-22	Online Tutor for CLIL course " <i>Venice: fashion,</i>	Ca' Foscari University, Venice (in collaboration with Queens College	Creating video lessons on production/comprehension in CLIL; leading a synchronous workshop on

Academic Year (A.A.)	Role/Course	University/Institution	Key Responsibilities
	<i>art, and sustainability"</i>	CUNY and the Educational Department of the Italian Consulate - New York)	creating a CLIL Learning Unit; managing asynchronous activities on Moodle. Applies CLIL in an Italian as a Foreign Language context for primary and secondary teachers.
22020-21	Online Tutor for CLIL Rete.net course	Ca' Foscari University, Venice	Managing asynchronous activities on Moodle for primary and secondary teachers. Course objective is for teachers to create and test a CLIL Learning Unit in their own classes.
22020-21	Online Tutor for Educational Linguistics (GLOT-01/B, formerly L-LIN/02)	Ca' Foscari University, Venice	Responsible on Moodle (Unive.it) for managing forum discussion, supporting students with required activities, and writing a final summary after each online lesson.
22019-20	Online Tutor for Glottodidactics (GLOT-01/B, formerly L-LIN/02)	Ca' Foscari University, Venice	Responsible on Moodle (Unive.it) for managing forum discussion, supporting students with required activities, and writing a final summary after each online lesson.
2017-18	Online Tutor for the Postgraduate Specialisation Course in Foreign Language Didactics: CLIL for Primary School	LaDiLS Laboratory, Ca' Foscari University, Venice	Responsible on Moodle (Unive.it) for didactic activities related to Module 3 (Materials and Resources): animating forum discussion, supporting activity completion, evaluating work, and giving feedback on the final project work.
2016-17	Thesis Supervisor for MaDiLS Master students	LaDiLS Laboratory, Ca' Foscari University, Venice	Supervised multiple theses on topics like Readers Theatre, TIC in FL self-learning, FL didactics in correctional facilities, L3 English with bilingual children, Digital TBL,

Academic Year (A.A.)	Role/Course	University/Institution	Key Responsibilities
			Performing Speech, L2 Italian motivation, Russian student needs analysis, FL learning motivation in the elderly, language anxiety/technology, and Cooperative Learning.
2014-2023	Tenured Primary School English Specialist Teacher	IC Livia Gereschi (San Giuliano Terme, PI) and IC Micheli Bolognesi (LI)	Designing and leading foreign language learning pathways to develop students' basic communicative skills. Activities include lesson planning, using inclusive and playful-communicative methodologies , assessing learning, and collaborating with the teaching team to integrate English into the school curriculum.

Other Appointments

- **A.A. 2025-26**
 - **Subject Matter Expert (*Cultrice della Materia*)** (GLOT-01/B, formerly L-LIN/02)
 - Ca' Foscari University (Venice)
 - Co-supervisor of thesis projects in Language Sciences under the supervision of Prof. Marcella Menegale. Direct contact with thesis students, reading and revising theses, correcting texts, and providing feedback.

Publications

- Gronchi, M. (2025). **Making the Implicit Explicit: A Structured Learning Pathway for Academic Writing in English Medium Instruction.** *St Andrews Journal of International and Language Education*, 1(1), Article 2888. <https://doi.org/10.15664/kvyryn44>
- Gronchi, M. (2025). **Teaching across language and identity: the lived experiences of three EMI lecturers in Italy.** *Changing English*, 1-17. <https://doi.org/10.1080/1358684X.2025.2545866>

- Gronchi, M., & Hopkyns, S. (2025). **Teacher identity in English medium instruction: A scoping review of the literature on EMI in the EU**. *Review of Education*, 13(2). <https://doi.org/10.1002/rev3.70074>
- Gronchi, M. (2024). **Language assessment in EMI: unravelling the implicit-explicit dichotomy**. *Educational Linguistics*, 3(2), 238-257. <https://doi.org/10.1515/eduling-2023-0011>.
- Gronchi, M. & Hopkyns, S. (2023). **A protocol for a scoping review on EMI teacher identity: the conundrum between academic content and language**. <https://idesr.org/#searchlibrarydetailspage>
- Gronchi, M. (2022). **Didattica digitale integrata, Educazione civica e scuola orizzontale** (Integrated Digital Didactics, Civic Education and the Horizontal School). In F. Caon F. & A. Bricchese (Eds.), *Per una scuola orizzontale. Sfide e scenari per l'innovazione nell'insegnamento* (For a Horizontal School. Challenges and Scenarios for Innovation in Teaching), Torino: Pearson, 128-139. ISBN 9788893790970.
- Gronchi, M. (2022). **Foreign Language Motivation in Distance Learning. A Study on Academic FL Online Activities during the COVID-19 Outbreak in Italy**. In *EL.LE Educazione Linguistica. Language Education*, 11(1), 103-132. <https://doi.org/10.30687/elle/2280-6792/2022/01/006>.
- Gronchi, M. (2021). **Self-determination, self-efficacy and attribution in FL online learning: an exploratory survey with University students during the pandemic emergency**. In *Studi di Glottodidattica*, vol. 6 (ISSN 1970-1861). <https://doi.org/10.15162/1970-1861/1255>.
- Gronchi, M. (2018). **La sensibilizzazione fonologica in lingua inglese LS. Un progetto di ricerca-azione per un un caso di destrutturazione linguistica in un soggetto proveniente da adozione internazionale** (Phonological Awareness in English as a Foreign Language. An action-research project for a case of linguistic destructuring in a subject from international adoption). In *EL.LE Educazione linguistica. Language Education*, (7-2), 269-289. <http://doi.org/10.30687/ELLE/2280-6792/2018/02/005>.

Conference Presentations

Invited Presentations

- **2024**
 - Current Technologies in EFL: Making the Learning Student-Centered and Inclusive (Universidad Catolica Boliviana). Online.
 - **Plenary talk: "Assessment in English Medium Instruction: untangling the conundrum between language and content"**.

Conference Presentations

- **2025**
 - 6th EMI Symposium (University of Oxford, UK). On campus.
 - **Talk: "(De)legitimising the lecturer's role in English Medium Instruction: a question of identity?"**.
 - **2025**
 - English for Academic Purposes Conference (University of St Andrews, UK). On campus.
 - **Talk: "Unveiling EMI teacher identity: surprising insights from the classroom"**.
 - **2024**
 - 2nd Annual ELINET Conference - Global Voices, Local Impact: Education, Language, and Diversity (Universidade Federal do Pará - Campus Universitário de Bragança, Brazil). Online.
 - **Poster presentation: "Cross-cultural genre analysis: a challenge for teacher identity in English Medium Instruction"**.
 - **2024**
 - Education Studies Postgraduate Research Conference (University of Warwick, UK). Online.
 - **Talk: "Assessment In English Medium Instruction: Exploring The Conundrum Between Content And Language In Essay Writing"**.
 - **2024**
 - English for Academic Purposes Conference (University of St Andrews, UK). On campus.
 - **Poster presentation: "Assessment in EMI. Unravelling the explicit/implicit dichotomy"**.
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Skills and Competencies

- **Mother Tongue:** ITALIAN
- **Other Language:** ENGLISH
 - **CEFR Level C2**, certified with: **Cambridge Proficiency in English (CPE)**, The British Institute of Florence (2000).

- **Computer Skills (Computer research skills)**
 - **Excellent knowledge and use of:** Microsoft Windows operating systems, Microsoft Office suite, NVivo, EndNote, Zotero (for thematic analysis).
 - **Excellent knowledge and use of:** major Internet browsers, email.
 - **Excellent knowledge and use of: Moodle and Teams** platforms.
 - **Excellent knowledge and use of:** videoconferencing platforms **Zoom, GMeet,** and **Teams**.
 - **Excellent knowledge and use of: Screencast-O-Matic** and **Panopto** platforms.
 - **Excellent knowledge of: Google Suite** applications.
 - **Excellent knowledge of: AI applications for research** (Research Rabbit, Elicit, Consensus).
 - **Excellent knowledge of:** MOOC course functionality on platforms <https://learn.edupen.org/> and <https://www.futurelearn.com/>.
- **Driving Licence: B**