Chiara Bruzzano

Recent publications

Bruzzano, C. (2020). Why do you do what you do? Teacher and learner beliefs about listening in the EFL classroom. In: Mackay, J. and Birello, M. (eds.) *ELT Research in Action*, Faversham: IATEFL.

Bruzzano, C. (2019). Didattica: l'arte di ascoltare. *Informationsschrift fur Kindergarten und Schule in Sudtirol, 1,* 17-18.

Bruzzano, C. (2019). Listen Up! *English Teaching Professional*, 120. 8-9.

Bruzzano, C. (2019). L'ascolto nella didattica dell'inglese: processo o prodotto? *LEND Lingua e Nuova Didattica, 2(1),* 8-19.

Bruzzano, C. (2018). Teacher cognition: examining teachers' mental lives in language education. *Ricerche di Pedagogia e Didattica, 13(3),* 55-83.

Bruzzano, C. (2018). Four Counterproductive Learner Beliefs and How to Tackle Them. *TESOL Connections, 3.*

Recent conference presentations

Bruzzano, C. (2020, April). *Analysing Listening Difficulties: Insights from a Multiple Case Study*. Paper accepted for presentation at TESOL International, Denver, USA.

Bruzzano, C. (2020, April)*. The why and how of EFL listening: a case study*. Paper accepted for presentation at IATEFL 54th Annual International IATEFL Conference & Exhibition, Manchester, UK.

Bruzzano, C. (2019, November). *EFL listening and secondary school learners: evidence from a multiple case study*. Paper presented at Innovation in Language Learning, Florence, Italy.

Bruzzano, C. (2019, April). *Why do you do what you do? Teacher and learner beliefs about listening in the EFL classroom*. Paper presented at ELT Research in Action, University of Barcelona, Spain.

Bruzzano, C. (2018, November). *Why don't they understand? Using listening difficulties productively*. Paper presented at TESOL Italy, Rome, Italy.

Bruzzano, C. (2018, November). *Reflective practice for language teachers: enhancing teaching practice by studying the teaching mind*. Paper presented at Sc[arti], University of Milan, Italy.

Bruzzano, C. (2018, June). *Italian challenges in listening to English as a foreign language*. Paper presented at ItaLeeds, University of Leeds, UK.