



# Newsletter

VOL. XXIV, NO. 1

JANUARY-FEBRUARY 2014

## *Food for thought* From TESOL publications



### SAVE THE DATE

by Beth Ann Boyle

### Understanding the Role of Technology in the Language Classroom

by Franca Ricci Stephenson

Dear Members

It is with immense pleasure that I can give you some details about TESOL Italy's upcoming 39th National Convention to be held in Rome on November 14-15, 2014. Because of the dynamically changing role of English in Europe, the values, goals and identities of educators and learners are also shifting and evolving; as a consequence different groups of learners and practitioners are forming. For this reason, "**Learning Communities**" has been chosen as the title and main theme of this year's convention. The issues that we would like to explore involve discovering how existing communities of learners are changing and how we as educators, or facilitators of learning are meeting the related challenges.

As you can see from the convention subtitles, attention is being given to three special areas affecting the Italian ESOL community: 1) "**Content and Language: Perspectives and Practice**", which examines the world of CLIL; 2) "**Fostering Inclusive Education**", which  
(continued on p.4)

If you are one of those teachers who mistrust computers and internet, you are invited to read the December 2013 issue of TESOL Journal which offers us valuable suggestions on how to explore and exploit technologies; you might be tempted to try them. Greg Kessler<sup>1</sup> in his inviting article "**Teaching ESL/EFL in a World of Social Media, Mash-Ups, and Hyper-Collaboration**"<sup>2</sup> "explores the emerging pedagogical potential offered by today's technologies and how understanding the relationship between emerging technology and emerging pedagogy can enhance the teaching of English as a second or foreign language (ESL/EFL)." The author begins with an overview of recent developments in the field, focused upon pedagogical practice and computer-assisted language learning (CALL), and then describes suggestions for incorporating various forms of social and new media within collaborative learning practices. The objectives of incorporating these forms of popular communication into language teaching are to stimulate participation and motivation, and to "raise awareness of the benefits of various forms of literacy".

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Throughout our career we have learned to consider the importance of the student-centered approach, to value the use of authentic language and tasks, and to promote student autonomy and collaboration, to cope with project-based instruction and content-based instruction.

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<sup>1</sup> Greg Kessler is director of the Language Resource Center in the College of Arts and Sciences and associate professor of computer-assisted language learning (CALL) in the Department of Linguistics at Ohio University.

<sup>2</sup> TESOL Journal, Volume 4, Issue 4, pages 615-632, December 2013

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1) ordinary members: • 25,00;

2) students under 30:• 15,00;

3) supportes, schools, universities, agencies:• 60,00

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## TESOL (Teachers of English to Speakers of Other Languages) Italy

TESOL Italy, an affiliate of TESOL International, founded by Mary Finocchiaro, is a non-profit organization of teachers of English in Italy. Its purposes are to stimulate professional development, to disseminate information about research, books and other materials related to English, and strengthen instruction and research.

TESOL Italy organizes a national convention every year .

Members receive TESOL Italy Newsletter and Perspectives, the academic journal of the association.

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TESOL Italy's mission is to develop the expertise of those involved in teaching English to speakers of other languages, and to foster professional growth and active participation in language teaching. Its mission includes promoting community understanding of the role of language in a progressively changing environment while respecting individuals' language rights.

- To achieve this TESOL Italy
- encourages access to and standards for English language instruction, professional preparation, continuing education and student programs;
  - links groups to enhance communication among language specialists;
  - produces high quality programs, services and products
  - promotes advocacy to further the profession.



## From the editor

### Collaboration

*Daniela Cuccurullo*

According to the Merriam-Webster Dictionary, the word 'collaborate' comes from the Latin *collaboratus*, past participle of *collaborare* (to labour together, from the Latin *com-* + *laborare*) and one of its full definitions of the word is: *to work jointly with others or together especially in an intellectual endeavor.* The articles in this issue give a clear explanation of what 'collaboration' represents in the *intellectual endeavour of ELT.*

Collaboration is what Marina Morbiducci refers to when she mentions the 'Stanza del traduttore' as a useful website *where the solitary job of translators finds relief (&company!);* collaboration means

*"moving from isolation to cooperation as a crucial condition for successful learning"*, as Annarosa Iraldo underlines.

Furthermore, *collaboration is team-working proficiency at its highest level. It is the ability*

*to work cooperatively with virtual and real partners in both digital and non-digital environments to solve problems and create original products;* and this is what Franca Ricci Stephenson highlights in her *Food for thought:* with the rise of the Internet and social media, humans can now collaborate on an unprecedented scale.

In its wider sense, collaboration is also what two local groups (Roma and Formia) have recently set up to share experiences and resources.

Collaboration is what TESOL Italy strives to enhance, knitting together teachers and experiences in an interaction of research and reflective practice; it is what you can experience at TESOL Italy's 39th Annual National Convention, through the promotion of *ELT Learning Communities*, and beyond, in a multifaceted perspective.



## Translation in Love

### The Translator's Room: Room for Translators

by Marina Morbiducci



There is a very interesting site called “La stanza del traduttore” (<http://lastanzadeltraduttore.com/>), where the solitary job of translators finds relief (& company!). The question that such space raises, first of all, is a quest for the definition of the physical place in which a translator usually carries out her/his activity:

*Com'è la stanza di un traduttore? Che rapporto ha il traduttore con questo spazio di lavoro che spesso è un'estensione della propria casa, se non la casa stessa? Cosa vede il traduttore quando alza gli occhi dal monitor e dai dizionari? Con chi o con cosa condivide il suo spazio?*

The introductory text in the homepage continues: “La stanza del traduttore nasce il 13 aprile 2011 da un'idea di Elena H Rudolph e Tiziana Cavasino sulla falsariga delle Writers' Rooms del Guardian e della pagina Le stanze degli scrittori dell'Archivio Caltari con lo scopo di dare visibilità a chi lavora ‘dietro le quinte’ di un libro, al così detto ‘autore invisibile’, ovvero il traduttore editoriale e letterario”.

We have somewhere else made reference to the “translator's invisibility”, not only as the translation

studies concept introduced by Lawrence Venuti's famous book (*The Translator's Invisibility*, Routledge, 1995, 2004) but also as the crucial and apparently inevitable destiny to which translators are doomed.

Therefore, welcome the idea and initiative of a more visibly declared stance for the translator. If the reader and webnaute visits this site, s/he is literally given the possibility of entering the “stanza del traduttore” and here s/he can find different authorial pieces where a whole range of problems and dilemmas usually facing the translator's task are brought up, commented, and sometimes even solved.

Let's consider, for instance, the following issue presented by Andrea Sirotti:

“ ‘Il traduttore **della** stanza’= ‘*The translator's room*’ ... E qui cosa ci metto, stanza o camera? Cameretta? Cubicolo? Alcova o *room of one's own*? Come declinare il tema? [...] Attenti a camera, però: è tutt'altra cosa. [...] *Bedroom, sitting room, dining room*, ma la seconda è salotto, la terza è sala da pranzo. Diventa ‘sala’ se non ci si dorme? *Hall*. Troviamoci nella *hall*, rigorosamente pronunciata «laól». La parola giusta, in realtà, sarebbe *lobby*. Lobby di potere, gruppo di pressione; Camera Alta, camera dei deputati. [...] Le caste! Per gli inglesi, comunque, è *House*. Sì, ma c'è anche *Home Office*. Ministero del focolare domestico? C'è nessuno in Camera? Tutti in *camera caritatis*. *Room* vuol dire anche spazio: «Now is it Rome indeed, and room enough, / When there is in it but one only man.» Ma, porco Cassio, possibile che lo pronunciassero uguale? Sennò che gioco di parole è? *A little room in Rome*, come quella di Keats a Trinità de' Monti. *There's no room in this little room in Rome*. Spazio vitale condiviso col male (del secolo). [...] La stanza del poeta. *The poet's room is the stanza*. Lo spazio del poeta è la strofa. Porte

aperte in forme chiuse. Dalla stanza del poeta a quella del traduttore il passo è breve. Trasforma un distico in quattro mosse. *Stanza* [la zeta è voiced]: *group of lines forming one division of a poem. Stanza, group of walls forming one division of a house.* House or home? Verse or line? What's left? The translator's right! Ora basta. È ora di tornare in classroom. La stanza del traduttore, a volte, è l'aula".

From this example, it is evident how, when it comes to the lexical level, the translator's task can be very confusing, embarrassing, but also quite amusing. The plays with words, the polysemous quality of many terms, allow for divertimento, and enjoyment, as another expert in translation studies, Douglas Robinson, claims in his re-known *Becoming a Translator* (Routledge, 1997, 2003). According to Robinson, what maintains the translator's profession alive is the passion that s/he pours in her/his activity, which, on its turn, is revived by the enjoyment that s/he gains from forging, adjusting, dismantling, deconstructing, sometimes inventing, words. Quoting from D. Robinson:

"[I]n some sense this textbook [*Becoming a Translator*, quot.] is an attempt to teach translators to enjoy their work more — to drill not specific translation or vocabulary skills but what we might call 'pre-translation' skills, attitudinal skills that (should) precede and undergird every 'verbal' or 'linguistic' approach to a text: intrinsic motivation, openness, receptivity, a desire to constantly be growing and changing and learning new things, a commitment to the profession, and a delight in words, images, intellectual challenges, and people. In fact the fundamental assumptions underlying the book's approach to translation might be summed up in the following list of axioms: 1. Translation is more about people than about words.[...]" (pp-33.34)

We really wish that the Translator's Room could get more crowded and crowded every day, full of joyful people with joyous feelings to share in a communion of intent.

## SAVE THE DATE

by Beth Ann Boyle

(continued from p.1)

aims at exploring ways of making education truly inclusive; and 3) "**Competencies for New Generations**", which investigates what teachers and students need today to move forward.

Confident that the relevance of these topics will entice you to learn more, I would like to invite you to come to our convention in November. I would also like you to consider submitting a proposal to give a talk or workshop in order to share what you are doing in your classroom. I imagine you might think: "I am only a teacher and not able to give a presentation at a convention", but it is these kinds of practical talks/workshops held by teachers for teachers that make TESOL Italy's conventions unique and it is usually these sessions that are most appreciated by the participants. The Call for Papers (CFPs) will be out shortly so please keep checking our website for updates. Mark your calendars today and please tell your colleagues about the wonderful opportunity for teacher development that awaits them in November.



### To contributors

Please send your contribution in  
Times New Roman 12

to

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The deadline for submitting articles for the  
2014

March-April issue is 30th April

# The way they learned

by AnnaRosa Iraldo

Anno I. N. 15

Conto corrente con la Posta

**IL POLIGLOTTA**  
**MODERNO**

Giornale Settimanale  
per imparare la lingua

\* **INGLESE** \*

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*Cortesi Abbonati, Gentili Lettori,*

Una settimana di sosta non farà male, anzi sarà di molto giovamento agli studiosi, giacché il nostro riposo sarà consacrato a riassumere tutto quanto è stato detto ed imparato nelle precedenti lezioni.

Incominciando quindi dall'alfabeto, riepilogheremo tutte le regole di pronuncia, quelle grammaticali e infine sotto forma di vocabolario in ordine alfabetico italiano, presentiamo ai nostri lettori, il prospetto di tutte le parole imparate, colla relativa fonetica.

Sin qui, lo studioso ha trovato una guida sicura e facile per la pronuncia; ora però che l'abbiamo indirizzato, ora che colla presente lezione ha imparato a pronunciar bene qualunque vocabolo, lo lasceremo fare da sé, sopprimeremo cioè la pronuncia scritta negli esercizi dettati in lingua straniera da tradurre in italiano. Per tal modo lo studioso sarà costretto a leggere e comprendere la lingua estera senza il potente aiuto della fonetica scritta, sistema che, se andava benissimo per le prime lezioni, tanto per addestrarlo alla pronuncia del nuovo idioma, ora continuato, lo rovinerebbe e non riuscirebbe più a leggere da solo la lingua straniera.

Nè si creda però che lo si voglia completamente abbandonare: no, è nostro compito guidarlo ed ecco che ad ogni parola nuova scriveremo la pronuncia nell'apposita colonna dei vocaboli. Presto incominceremo le lettere commerciali, raccontini facili, estenderemo le conversazioni e i compiti, e in tal modo crediamo riuscire completamente nel nostro programma: guidare lo studioso in modo che senza sforzo, senza abbandonare le proprie occupazioni, e senza avvedersene riesca a leggere, comprendere, parlare e scrivere le lingue straniere.

A questa lezione è unito il **Vocabolario supplemento.**

This issue's introduction to the English lesson focuses on the "settimana di sosta", on the need of accurate pronunciation and on the promise to guide the "studioso" in this task.

What about today? Italian schools will soon close for Easter holidays, which, unlike the peaceful "settimana di sosta consacrata a riassumere" is usually a hyperactive week often ending, on the last day, with pupils hasting to finish homework and teachers to correct class-works. Even more dissimilar, of course, are today's opportunities to practice pronunciation, but the deepest difference between then and now lies in the

attitude to the student suggested by two words: "lo studioso" calls to mind commitment and curiosity, but also isolation, while the "learner" - or "apprendente" - shifts the focus from the studying process to the learning result. At the same time another effective shift has been made, moving from isolation to cooperation as a crucial condition for successful learning. As announced in other pages of this Newsletter, it is exactly the importance of the Learning Community and its multifaceted aspect that TESOL Italy convention in November will discuss and clarify.



# Web Watch

by Esterina La Torre



It seems more and more difficult to find new educational sites and tools once you realize you are trapped living in and on the web ...But surprises never cease in this world. I have recently found a shocking source of online tools that I need to share immediately with “Tesolers”. It is like having a virus and spreading it; of course it is a good virus and the need to pass it on comes from the name of the site itself which sounds like a legend....

**“Language is a virus”**

So, this time I want to call the attention to a single- multiple site (to use an oxymoron) whose name is a symbol of what it promises to be. The site presentation page is divided into two parts:

an upper part with pictures and a prompt generator, and a bottom one where you can see a mine of links. It is impossible to describe all the wonderful tools and, for this reason, I have selected the most useful ones for teachers. Let’s start with poetry generators:

<p>On this link you can select a Poetry Form (Couplet, Quatrain, Blank Sonnet, Haiku, Tanka, Renga)</p>	<ul style="list-style-type: none"> <li>• <a href="#">Interactive Poems</a>: choose and select the poem you want</li> </ul>
<p>These links lead to some interactive poems generators.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Poem Engine</a> : Piece together a poem.</li> <li>• <a href="#">Diastic Poem Generator</a> : Generate a poem similar to the Acrostic style.</li> <li>• <a href="#">Interactive Square Poem Machine</a> : Enter your own words in the form and the Interactive Square Poem Machine will create a new square poem from your words.</li> </ul>

Other interesting tools are those for the manipulation of texts, you can choose among many different ones , but I find the following particularly useful:

<p>Here is a list of seven different tools to be used with a certain creativity: with the Cut up Machine, the Poem Collage or the Text Mixer you can create written activities for your students like reordering a text or organizing matching games.</p> <p>Nice effects are given by the use of Sentence Tree that transforms a plain text in columns and Visual Poetry that gives you the possibility to create drawings using words or short and long sentences.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Cut Up Machine</a> : Enter a block of text and mix it up.</li> <li>• <a href="#">Visual Poetry</a> : Explore your creativity by drawing word mosaics with your poetry.</li> <li>• <a href="#">Sentence Builder</a> : Mix and split up sentences and rejoin them in new ways.</li> <li>• <a href="#">Text Mixer</a> : Mix up your text with this n-gram/ markov generator.</li> <li>• <a href="#">Reverse Poem</a> : The Poem Reversograph Machine will reverse the text you enter.</li> <li>• <a href="#">Sentence Tree</a> : Reorder sentences into a series of columns.</li> <li>• <a href="#">Poem Collage</a> : Enter your poem and click Generate. Poem Collage will generate your poem as a series of draggable lines. Rearrange the lines to form a new poem.</li> </ul>
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## *Food for thought*

by Franca Ricci Stephenson

(continued from p.1)

It's now time for us to move forward to include technology in our teaching. Greg Kessler, from his perspective as a computer-assisted language learning professional, believes that the most significant changes we need to cope with relate to "the evolution of how we access, construct, and exchange language today [...] it is a participatory culture that is being co-constructed. We are not only surrounded by potential corpora of authentic linguistic input, but we are expected to engage with one another around the construction of new forms of language in the realm of social media".

Regarding **Collaborative Learning**, the potential for creating collaborative activities is greatly enhanced by today's technologies. In particular, social and other new forms of media create opportunities for linguistic interaction that never existed previously. The author has selected a few examples to illustrate some of the resources existing today. He mentions the possibility of using the **Internet as a Learner Corpus**, and indicates Corpuseye ([corpuseye.com](http://corpuseye.com)), as a practical tool that may help teachers deal with this language input. "Corpuseye is a collection of traditional and web-based corpora, including the British National Corpus in both spoken and written forms, the UCLA Television News, a Chat corpus, the Enron email data set, and the Supreme Court dialogues. Corpuseye provides an easy-to-use interface for doing some basic searches and collocation activities that can help students recognize patterns within authentic language use. [...]Some have also promoted the use of Google as a corpus and concordance for language learning. Recently, there have been suggestions that using Google can be superior to conventional corpora due to the usability and result options"

The article also mentions the possibility of using **data aggregators**, which "combine cultural data with geographic data such as a geographic representation of voting trends" , and of downloading automated language analyzers (<http://aihayang.com/synlex/>), which allows users to copy

and paste any text and evaluate its lexical and syntactic complexity.

Mr. Kessler develops the point that the English material on the Internet is not limited to traditional forms of text, but can be **multimodal**. "In fact many sources of meaningful authentic language that are available on the Internet today may not initially strike the casual observer as language at all. Internet memes, word clouds, and viral videos are some examples." A tool that allows for a visual representation of text is a **word cloud generator** ([wordle.net](http://wordle.net), [orditout.com](http://orditout.com), [tagzedo.com](http://tagzedo.com)), which can be used for a variety of language activities. For example, a teacher could generate a cloud using a reading text prior to reading. **Mash-Ups** (a combination of technologies) and internet **memes** (the merging of an image or video and a brief portion of text.) offer students the opportunity to engage in simple, brief writing tasks with rich cultural awareness. Some sites are suggested (<http://www.squidoo.com/top-10-internet-memes>; <http://knowyourmeme.com/>) devoted to categorizing and ranking these text/images Internet memes.

Other interesting suggestions are offered in the article, such as using Newspaper Map (<http://newspapermap.com>), where we can find an interactive map of thousands of online newspapers all over the world. Furthermore, The New York Times interactive map allows users to observe different ethnic waves of immigration to the United States (<http://tinyurl.com/cxwns4k>). The author also suggests integrating **games and gaming** in language teaching and learning (<http://americanenglish.state.gov/trace-effects>, created by the U.S. Department of State). Finally, he concludes by stating that "CALL teacher preparation is now more important than it ever has been."

I conclude by saying that as we are aware as well of the many dangers faced by adolescents in using Internet, we have the responsibility of leading them through these fascinating, rough waters. Therefore I suggest that as teachers and educators we indicate our students the limitless potential offered by the Internet and the role it could play in developing their competencies and widening their horizons. It's a challenge we have to meet.

## News from the Local Groups



### Sharing experiences and resources

Reports of two seminars organised by  
Formia LG in collaboration with Rome LG  
by Filomena Savore and M. Grazia Maglione

On December 9th 2013 in Formia, Maria Grazia Maglione, Maria Antonietta Ortenzi and Alicja Wloch held a seminar entitled “CLILOVE: why students and teachers like CLIL. Sharing ideas and experiences”. The event took place in the Chemistry laboratory of the I.T. “Bruno Tallini” from 3.00p.m. to 5.00 pm. Sixteen people took part in this seminar. Most of them were subject teachers interested in CLIL and only four were English teachers. First of all, the choice of the title of the seminar was explained along with the reasons why the CLIL approach has successfully developed over the last ten years. When teachers start working with this methodology, they may get skeptical or frustrated if they do not know the principles underlying it and can't apply them in good practice, but when they manage to overcome the initial difficulties, they may become CLILers, then CLILovers and even CLIL-addicted!

It was also pointed out that the European Union is pushing for CLIL because it represents an important way to develop language teaching and learning. It is a perfect fusion between language and content; moreover it is flexible since there isn't just one way to apply it. First of all CLIL focuses on communication more than on language structures; as a consequence fluency is more important than accuracy, even if all four skills should be combined while teaching/learning CLIL language. Besides, it develops critical thinking and collaboration and responds to European objectives.

For what concerns its benefits, CLIL develops cultural awareness and communicative skills as well

as internationalization. As a matter of fact, it prepares students for future study and working life. In other words, it increases motivation in both language and subject teaching and learning.

Some ideas to plan CLIL units were then given starting from the CLIL motto “Using language to learn while learning to use language” (D. Marsh). Every successful CLIL lesson should use some of the following models:

- the 4Cs framework (Coyle) based on Cognition, Culture, Content, Communication;
- the Language Triptych which identifies the language needed to learn in a CLIL classroom and operates in three ways: Language OF learning, Language FOR learning and Language THROUGH learning;
- the CLIL Matrix built around the core elements of CLIL: Content, Language, Integration and Learning which are realised through a set of four parameters: Culture, Communication, Cognition and Community;
- the CLIL pyramid (Meyer) which suggests a systematical sequence for planning CLIL units and materials starting from topic selection and ending with the CLIL workout that is a review of CLIL content and language elements;
- the CORE CLIL Activators which represent a synthesis of key elements of good pedagogy and good CLIL practice.

CLIL induces the learner to be more cognitively active during the learning process: when the students are thinking harder, they are learning better. The advantages of CLIL for the learners are enormous: first of all, the use of authentic material, interaction, cooperation, language proficiency and, last but not least, a focus on “learning to learn”.

The advantages are not only for students but for teachers, too, because both language and subject colleagues learn to work together. Moreover, it improves their L2 and ICT competencies, and it gives greater attention to planning and to more innovative approaches.

M. Grazia Maglione spoke about the current CLIL situation in Italy underlining some critical issues which represent a hindrance to CLIL development in the Italian High School System after the 2009 Reform of the ‘Ordinamenti’.

After that, M. Antonietta Ortenzi gave some practical examples on how to prepare authentic materials for CLIL lessons and provided the participants with some useful website links where to find them.

Finally, Alicja Wloch, who works as a Comenius Assistant in L.S.S. "Teresa Gullace Talotta" in Rome, showed how to prepare and deliver a CLIL lesson and gave some practical examples on Maths and Chemistry activities.

The second seminar, entitled "Motivating digital learners. New skills in the English classrooms", was held on 14<sup>th</sup> January 2014, by Donatella Fitzgerald, M.G. Maglione and M.A. Ortenzi and was sponsored by O.U.P.

Donatella Fitzgerald started her seminar/workshop giving the participants a questionnaire which had the aim to point out how digital our students are and how digital our lessons should be to enhance critical thinking, communication, collaboration and creativity. With this aim she made us explore the potentials of WEB QUEST. She quoted Dr. Bernie Dodge saying that this "inquiry-oriented on-line tool for learning" is a classroom-based lesson in which all the information that students explore and evaluate comes from the web. Using it in the classroom can help to prepare our students to be tomorrow's workers and citizens. As a matter of fact, they will need to deal with an amount of information coming from a great number of sources without filtering or verification. Thus, according to Dodge, they will need to "commit themselves to a lifelong process of learning [...] evaluating information before acting on it".

There are six components in a Web quest:  
**Introduction** : its goal is to create motivation making the activity desirable and fun for students;  
**Task**: a formal description of the steps students have to go through;  
**Resources**: a list of documents and resources students will need to complete the task;  
**Evaluation** : a rubric for evaluating students;  
**Conclusion**: a reflection by the students and a summation by the teacher to encourage them to do things differently and improve the lesson.

Donatella Fitzgerald pointed out that this way of organizing lessons develops critical thinking and critical thinkers are better learners. Moreover, it

encourages different skills, provides personal responses and encourages reading for pleasure.

In the second part of the seminar M. Grazia Maglione and M. Antonietta Ortenzi introduced the 5<sup>th</sup> edition of the creative writing competition which this year has focused on "Save the Earth" since on 22<sup>nd</sup> April the Earth Day is celebrated all over the world. This year the competition has been extended to the schools of Formia in collaboration with Formia Tesol Local Group.

The aims of this competition are several: encourage awareness of environmental problems, encourage critical thinking, develop participation, collaboration and face/solve problems. Moreover it promotes students' creativity, improves written production in English, stimulates both reading and writing and expands specific vocabulary. Working for such a competition stimulates students' motivation to learn, their autonomy, and both their digital and cross-curricular skills. As a matter of fact, such kind of work focuses on CLIL because students should collaborate with subject teachers to achieve their goal. Finally, it is a way to encourage students to write for pleasure and prefer collaborative writing and assessment.

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# TESOL Italy groups

## REQUISITI PER IL RICONOSCIMENTO



Si raccomanda a tutti i colleghi impegnati o che intendono impegnarsi nella costituzione di un gruppo provinciale TESOL Italy di inviare all'Executive Committee la seguente documentazione:

1. Elenco nominativo degli iscritti (minimo cinque ), con allegata fotocopia della ricevuta del relativo versamento sul c/c postale n. 15774003 intestato ad Associazione TESOL Italy, Via Boncompagni 2, 00187 ROMA.
2. Verbale dell'assemblea costitutiva del gruppo da cui risultino l'elezione e il nome di un Coordinatore.
3. Programma delle attività che il gruppo intende svolgere nel corso dell'anno scolastico.
4. L'Executive Committee, preso atto della documentazione prodotta dal gruppo, si riunisce per deliberarne il riconoscimento ed invia successivamente il testo della delibera al Coordinatore.

Il Coordinatore del gruppo TESOL Italy rappresenta a tutti gli effetti l'Associazione nell'ambito della provincia in cui il gruppo svolge la sua attività ed è tenuto a presentare una relazione annuale in sede di National Committee.

I membri del Consiglio di Presidenza e la Segreteria di TESOL Italy sono a disposizione per qualsiasi eventuale richiesta di ulteriori informazioni.

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## TESOL Italy's 39th Annual National Convention 2014

# Learning Communities



**The subthemes are:**

**Content and Language: Perspectives and Practice**

**Fostering Inclusive Education**

**Competencies for New Generations**

**Talks—Workshops—Poster  
Sessions –Book and Software Exhibit  
Sirio di Giuliomaria Award  
Raffle**