Dear TESOL Italy members,

I hope all of you had an enjoyable Holiday Season and are looking forward to a Bright and Happy New Year.

I am honored to be serving you as your President in the next two years, and needless to say, I feel a tremendous responsibility in doing so. Being president means you need to do the best you can and that I will do.

I’d like to thank, first of all, TESOL Italy’s former president, Beth Ann Boyle, for her hard work and commitment that I have witnessed not only as vice-president but throughout the years. Also- I’d like to thank our new EC members who have volunteered to support our association, the new Vice and Second-Vice presidents, the standing Executive Committee members and the Board of Presidents that continue to serve, and who have widely contributed with their experience and expertise to achieve, in time, so many goals.

Promoting education, quality language teaching and learning has been and continues to be a prime objective for TESOL Italy. When I started my career as a teacher over thirty years ago, I remember a gentleman, a bank (continued on p. 7)

New year’s resolutions are part of our tradition, and we all like to think that with the new year we can have a fresh start, with fresh energies and fresh enthusiasm. I hope that by the time you read this article it’s not too late to add a few resolutions to your list, resolutions connected to our profession. On the latest issue of TESOL Connections Mira Malupa-Kim offers 10 New Year’s Resolutions worth considering. They are presented in the imperative form of verbs and in alphabetical order, so that no ranking is suggested.

1. **Collaborate.** It is of the greatest importance to teach students to work in teams or groups. Even the best Italian students when in international groups at foreign universities show some difficulty in collaborating with other students, and they often seem to prefer working alone. As teachers we should also plan to collaborate more with our colleagues, sharing experience and ideas; it’s never a waste of time!

2. **Create.** “Be creative” suggests Ms. Malupa-Kim, as “creativity turns into a much higher yield of productivity. And at creating Italian teachers are the best!”

3. **Explore.** If we have been reluctant to use technology, it’s time for us to explore CALL (Computer Assisted Language Learning) and more interactive ways of teaching, considering the possibility to involve students and learn from their cultures. Let’s not forget that even in all-Italian classes students carry their generation’s culture, which is quite different from ours.

4. **Listen.** “Try listening to learn about and from others instead of listening to react to others.” So let’s listen not only to our students (continued on p. 7)

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1 TESOL Connections (TC) is a monthly online membership newsletter that features practical articles and useful resources for English language teachers as well as TESOL International Association news.

2 Mira Malupa-Kim, professor of TESOL at Alliant International University in San Diego, California.
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.

Officers: Lina Vellucci, President, Paola Mirti, Vice Presidents, M. Rosella Manni, Second Vice President, Patrizia Petruccetti, Office Assistant

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From the editor
Daniela Cuccurullo

With this short note I would like to welcome the new team of Presidents: Lina Vellucci (President), Paola Mirti (Vice-President) and M. Rosella Manni (Second Vice-President), and I am sure that their dedication and expertise will bring a breath of innovation to TESOL Italy. Also the Executive Committee was partly renewed as a result of the elections last November, thus creating a new work group where the experience of the older members and the motivation of the younger ones will certainly create a stimulating atmosphere. As well as the turnover of roles in the Presidency, there is also the turning of the calendar page to a new year. This is traditionally a time for rethinking the past and looking forward to the future. Stephenson’s Food for Thought article perfectly mirrors this hunger ‘for a fresh start, with fresh energies and fresh enthusiasm’, with her useful proposal of New Year’s resolutions connected to our profession.

While we can still breath the magic of the Convention, thanks to Sharon Hartle’s kind and detailed highlights, more and more challenges and stimuli are coming from the world of TESOL: Iraldo’s article re-visits different ways of teaching English, as far as pronunciation is concerned, and Morbiducci’s one opens a window to a different opportunity of ‘celebrating Valentine’s day with a poem which is certainly not a trite text’.

Enjoy your reading!
“A Valentine for Pen” is the title of the following poem by late Robert Creeley*, American poet of great stature and intensity, who, in his simple forms, compressed syntax, and peculiar use of everyday’s language, is universally acknowledged as one of the most innovative voices in contemporary American poetry. We have chosen this poem, drawn from his collection “Life and Death” (1998), for two main reasons: firstly, to provide the opportunity of celebrating Valentine’s day with a poem which is certainly not a trite text; secondly, because you can find in its title, in the word “PEN”, a sort of ambiguity. One might be immediately induced to believe that it means the object “pen”, the writing tool; whereas, soon afterwards, we realize that the term refers to a person’s name, actually Bob Creeley’s wife, Penelope, typically shortened into “Pen”. Translators are used to duplicity and ambivalence, this is their daily bread. They feel at home with the double, and are always delighted at the alchemical transformations of the meaning of words on the page as it shapes through diverse languages: metaphorically, and due to its wider occurrence, we would expect “[a] pen”, but, grammatically – no indefinite article preceding the word – and, biographically, we know it must be “Pen”. Background knowledge can be crucial, when translating.

Let me insert a preamble: we have often insisted on the beneficial effect - from a language learning point of view - of translating poems. Pedagogically, poems call for empathy; didactically, they are extremely viable for their shortness, intensity, and self-contained form. But far from us the intention to imply that poems are useful because they teach us new lexicon, or have a condensed syntax. The reason why a poetical text should be used is because in the process of reading, understanding, and then rendering it in our target language, we feel empowered through the creative act of composition.

The poem here under consideration was written by Bob Creeley, as he reports:

“I remember one time when Will [his son] was very young, we’d gone up, myself and Hannah [his daughter] and Will, and a pleasant younger woman who was a kind of classic nanny when my wife was studying at Cornell — and in any case we got to Maine early, and I remember Will’s a bit disgruntled, and I ask him what’s wrong, and he said without mom, there’s no love in the house. And that was a yes, my boy. And that’s it, what’s more to say?” [...]

“You know it was a valentine. It wanted to say, simply, I love, I love being here, I love you”. *

Here follows the text:

A Valentine for Pen

I love you, says the clock, paradoxically silent, watching through the night with red eyes. I love you, says the long wooden table across from the wide bed with the bookcase upright beside it, the black lamp arching over, the old computer waiting for its work. I love you, I love you, the echoes, reaches of the tall room, the hanging pictures, the catalogs, clothes, the cats securely sleeping on the disheveled old couch, the pulled up small rug put over its cushions, all say it, the

enclosing dear room,
the balcony above which opens at each end to bedrooms of the children, I love you, says Hannah's ample particular heart, says Will's wide responsive heart, says each resonance of every sweet morning's opening, here said, again and again, I love you

Ti amo, dice l’orologio, mentre per paradosso tace, guardando nella notte con occhi arrossati. Ti amo, dice il lungo tavolo di legno che va dal grande letto alla libreria ben ritta dietro, la lampada a stelo che lo ricopre ad arco, e il vecchio computer, pronto a riprendere il lavoro. Ti amo, ti amo, riecheggia nel soffitto alto, fra i quadri appesi, i libri, i vestiti, i gatti addormentati sul divano scomposto, il plaid avvolto sui cuscini, tutto lo dice, la camera da letto intima e cara, i balconi nella stanza dei bambini, ti amo, dice il grande cuore di Hannah, cui risponde sensibile il cuore di Will, lo dice l’eco d’ogni dolce mattino, qui viene detto, senza tregua, ti amo.

As you can see, we opted for a free translation, where the dominant trait is represented by rhythm and musicality which, as all critics agree, are Creeley’s poetry’s main motifs. The repetition of the formulaic “I love you” creates the musical texture on which the poem unravels; the description of the domestic space, a list of simple objects made special by the familiar feelings, takes us to the core of the question: love is intimate, quintessential, and resounding in the private space through personal experience. Here we are in front of the homage of a love token handed out with delicate care, only reserved to those who genuinely take part in it. So its translation aims at conveying the poet’s authentic feelings, then the translation achieves its function. There are many other possible versions, as there is no one “right” translation: “looking for a way, the feet find it”, as Creeley once put it. We would like to invite you readers to give it a try, with your P/pen…

“This interview took place on the second of two days of visits by the late Robert Creeley to the Kelly Writers House in 2000 as part of the Writers House Fellows program, which brings three writers to the University of Pennsylvania’s campus each spring for close interaction with students, faculty, and other literary aficionados. Creeley’s prolific poetic work has garnered praise from the likes of William Carlos Williams, Allen Ginsberg, and Edward Dorn, while his editorial expertise has graced such publications as The Black Mountain Review and Origin. His countries of residence (Spain, France, Guatemala, Finland, and others) were nearly as diverse as the array of fellowships and awards that he received in his lifetime”. (Kenna O’Rourke).

Video and audio recordings of Creeley’s visit can be found at the same link as above.

PERSPECTIVES

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TESOL Italy: www.tesolitaly.org
Here is the foreword of a grammar book dated 1896 I came across some time ago. Just read the hints about pronunciation and try to follow the Avvertenza. I had a hard time trying to cope with it.

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**AVVERTENZA.**

Lo studente dovrà imparare bene la chiave della pronunzia che troverà ai piedi di ogni pagina, e dovrà porre speciale attenzione alle lettere scritte in cursive. Così si potranno distinguere i due suoni delle vocali composte *e* in “heat” e “great”; “read” e “read”; “great” e “read.”

Avendo l’auina si dovra considerare come se fossero scritte *get* e *vet.*

Learn, earn, earth, health, wealth, come, lern, ern, eth, helth, welth, Così in cursive farà distinguere i due suoni di *e* avanti *r*: “near” e “bear”; di *e* in “feed” e “beer”; di *o* in “foot” e “door” ecc.

In ogni caso per la retta pronunzia di una sillaba con qualche lettera in cursive si potrà vedere il vocabolario che trovasi in fine del libro.

**Thought,** thought, si devono considerare come se fossero scritte *theo*, *thot*,

Caught, taught, come *caunt*, *taut*.

Ved, dell, come *vel*, *oil*.

Guest, build, guild, come, gest, bid, *gild*. 

Thief, grieve, piece, come *thif*, *grie*, *pce*.

Rough, young, come *rugh*, *yung*.

Due, urge, die, lie, come *du*, *a*, *di*, *di*, (Vedi N. 21)

Quando o avrà il suono di *u* in “but,” come nelle parole “done,” ”come,” *love” ecc., scriveremo l’acine in cursive: quando avrà il suono di *u* come in “prove,” “move” ne indicheremo la pronunzia in Italiano.
Web Watch

by Esterina La Torre

Reading problems: some useful online tools

What can we do when we see students struggling with reading, how can we discover if a student has reading problems and what can we do to help him? The first problem, of course, is to recognize a student with reading problems. Online there are lots of tests that can help an educator when facing such problems, the first is: http://www.beatingdyslexia.com/online-dyslexia-test.html; it is very linear, with only 14 questions related to general learning problems and the final score may indicate the possibility of dyslexia. The most interesting thing about this site is the toolbar called ROK TALK, with several options on it: a text to speech function reads the page, you can change the size of the written text and, last but not least, you can change the colour of the background to improve readability. Unluckily this software is not free but in many cases all these options are incorporated in computers operating systems.

The second site is: http://www.testdyslexia.com/ where you can find a survey made up of 5 pages with 41 questions in all. It is a free and confidential screening assessment that will give a profile of learning strengths and weaknesses, including a measure of severity of symptoms. Another interesting link is the BBC site http://www.bbc.co.uk/accessibility/ which provides accessibility help, enabling computer users to make the most of the internet whatever their ability or disability.

Other useful tools are the many reading tools online -of which the most popular is probably Text2Speech like http://imtranslator.net/translate-and-speak/. On this site you can paste a text and then decide a voice (male or female voice) speed, language etc. If you want to determine the reading speed & comprehension or assess and improve your reading skills there are special tools http://zapreader.com/ Zapreader is one of them, it is a CRS Control Reading Speed you can set in this way.

All the functions seen on zapreader and text 2 speech are incorporated in a vast site for educators and students, an online newspaper, http://www.breakingnewsenglish.com/index.html. On Breakingnews you can find articles with different levels of difficulty, the students can read and listen to the articles and they can train their reading speed with the Control Reading Speed.

Online audiobooks are an excellent way to improve reading skills, you can ask the students to follow the written text while they listen. They could repeat the story closing their eyes so they can picture the story in their mind. Many learners with reading disabilities never fully develop their ability to imagine or visualize a story, because the process of reading is so mentally taxing that they do not have the cognitive space to envision imagery. Some good sites are: http://www.storylineonline.net/ http://www.curiousgeorge.com/kids-stories-books http://www.mightybook.com/story_books.html

Games are another important help for students, let them play enjoyable, free internet games and watch videos that review basic phonics

Look at sites like:


Which are the points to consider when we select a tool? First place is the students acceptance, it is important to involve him/her as it is an essential point, it is vital for the success. The role of the teacher is fundamental because we know that a tool does not replace a teacher that is always the main guide. The tool we select should be always and easily accessible at school and at home on a tablet, ipad, mobile phone, and of course the cost:, it should be free or it should have an acceptable cost.
A Message from the Incoming President
by Lina Vellucci
(continued from p.1)

director, telling me, “You’ll soon get tired of teaching”.

So many years have passed but my passion and enthusiasm as a teacher and as a member of our association has been unswerving. I still find it challenging to find new ways to meet my students’ needs, share experiences with them and my colleagues, and reach out to meet other teachers’ needs in a process of lifelong learning. I’m sure this is deeply rooted inside any committed teacher in the world as you all are.

Our 2014 National Annual Convention was one of great quality even if attendancy was less than expected. I’d like to thank the US Embassy, TESOL International, the Italian Ministry of Education and the British Council for their sponsorship and all those who took part in the event for their contribution of time and energy - speakers, publishers, and members.

I am confident that in the future those multi-tasking teachers who couldn’t make it last year will be able to do so this year.

In order to have a successful event you must have a great staff - and that we do. When we all get together, share and collaborate, things work. This dedication is nothing new and it is what makes TESOL Italy what it is.

To review the past year our association has organized different events, seminars, Language Courses for CLIL teachers and Language Improvement Courses for others. Two new local groups were founded.

Of course, there are drawbacks - less institutional funding for example, and operating costs that have to be dealt with. Therefore, it is of primary importance to promote awareness of the necessity of professional development and increase membership.

Serving in a committee is a perfect opportunity to learn more about a professional association but also provides an opportunity to share one’s experience and skills with others. I do hope that more teachers will feel the importance of such a commitment and become members of our EC.

We’re looking forward to celebrating TESOL Italy’s 40th year anniversary so it’ll be both a challenging and exciting year.

As incoming President I would really appreciate your thoughts to help us look not only at current activities but also at the future of TESOL Italy.

Thank you for your continuing support of our association and do make the most of your membership writing to us with your advice and counsel.

I look forward to having the opportunity to meeting you in 2015 and I thank you in advance for everything you will be doing to enable TESOL Italy to carry on its mission.

Food for thought
by Franca Ricci Stephenson
(continued from p.1)

so as to gauge their learning needs, but let’s listen to our colleagues as well, as we might be “recharged” in the process.

5. Network. The main idea in this resolution is to get in touch with other teachers, to join some of the different TESOL groups offered by TESOL International, and my personal indication is to keep in touch at least with TESOL Italy, visit our website (http://tesolitaly.org/new/) and follow our teaching hints and suggestions, attend our annual seminar and the other initiatives we offer.

6. Serve. Even if it is difficult to add additional work to your over-loaded schedule, consider the possibility to get involved in one of the various communities of practice in our school or town, which will eventually lead to service.

7. Share. Strictly connected with the previous point is the resolution to get out of isolation and share thoughts, ideas, strategies, and techniques, information about yourself, with colleagues and students.

8. Mentor. We could discover or re-discover the importance of helping a new coworker, a novice teacher or even a struggling student. A lot can be learned from our peers, just from exchanging ideas, experience, innovative plans.

9. Reflect. Consider your lessons, today’s and this week’s. If I were to rank the 10 resolutions suggested by Ms. Malupa-Kim, I would give reflective teaching practices the top position, as daily evaluating our teaching is certainly “the first step toward professional development”.

10. Study. The last of the 10 resolutions, but definitely not the least: “To be effective teachers, we need to study alongside our learners. How prepared are we when we come to class?
How prepared are we to answer their anticipated or unexpected questions? Have our answers improved throughout the years? Put on a student hat for a day—or for longer! Once in a while, it doesn’t hurt to be in our students’ shoes. Be on the other side of the fence and learn something new. As teachers, we often forget how it is to be a student and we lose our perspective on the matter.”

Happy new year with Ms. Mira Malupa-Kim’s resolutions!

January 2015

TESOL ITALY 39th ANNUAL CONFERENCE

Rome 2014: a moment of sharing and meeting.
adapted from her blog: English learning in Our world (https://hartlelearning.wordpress.com/)

By Sharon Hartle

The annual TESOL Italy Conference has been going on this weekend, in Rome against a backdrop of blue skies and political agitation in an Italy characterised as ever by contrasts. Even being able to attend a conference like this is a privilege in these times of economic crisis, and this is, I think, to some extent reflected in the quality of the content being presented and discussed here. This is a conference with a very friendly atmosphere where people felt happy to exchange their views with each other and by the end of the two days everyone seemed to know everyone else :-)

The Advantages of Physically Attending a Conference

Online conferences and webinars are a wonderful opportunity for people to share knowledge and learn in ways that were simply not possible in the past but if I can, I still prefer to attend a conference physically, so why is this? Well, here are a few reasons:

1. firstly, you get the chance to "take time out" from your daily routine which means that you probably focus that much more on what is going on at the conference;
2. you get to see a wonderful new place like Rome and breathe in a different atmosphere;
3. you can physically see the body language of people, communicate directly both during sessions and outside by smiles, eye contact and a whole range of signals that are difficult to achieve online, although there other advantages to the online spaces, but more about that later;
4. most of all the whole event is an adventure and this one began when I was sitting on a high speed train being whisked through a rainbow of autumn colours and landscapes. I could already feel myself relaxing as I leafed through the programme reading abstracts and deciding which sessions I wanted to go to. There were some names I knew already but there were a lot of sessions being held by people I didn't know. They were simply names on a timetable, but then I arrived and went to the sessions, and over a coffee or a Prosecco I got to know some of the people behind the names, their worlds, experiences, hopes and fears and they got to know me. Our worlds for these two days began to coalesce, and now that I'm back in Verona I have this warm feeling of having made a whole new group of friends and colleagues as well as catching up with some old ones too.

Conferences, however, are mainly a great opportunity to learn and to share knowledge so here are some of the main threads that ran through this rich tapestry.

Key Themes

An initially stormy reception to CLIL by some.

One of the key themes in this conference was inclusion which extends beyond the idea of special needs to encompass all learners with their various differences, seeing each person as someone unique with something to contribute to the group. Another key theme was CLIL which actually seemed to spark a rather stormy reaction from some of the audience, perhaps, as a reaction to some of the ministry's less popular decisions and treatment of the topic in recent times. On the other hand, there were groups of high school students at the conference presenting their CLIL projects in an extremely professional way related to art and design with a project that took some teenagers to Aarhus in Denmark to investigate the architecture of living spaces and to participate in a design project themselves creating a bench. Another group tackled the complex topic of thermodynamic laws and the way in which household appliances create heat, which they did in a lively, entertaining presentation.
that was well choreographed and performed. I, for one, will never look at my fridge in the same way!

**Lifelong learning** and **Professional Learning Communities** were two more threads. Nowadays PLCs inevitably include the aspect of online professional development which I mentioned above but in her plenary, Deena Boraie also warned against those who seek to "stick a plaster" over a gaping need for development by creating portals with online content but no real support in using or learning from such resources. I, as many of you know, am very much in favour of technology and what it can add to teaching and learning but it doesn't mean that I am blind to the abuse of resources. Like many other tools, though, I don't believe this abuse is necessarily inherent in the technology itself but is rather connected to the use people make of it.

**Using Technology in a Principled Way**

Scott Thornbury made the point that the promises made by commercial technology are nothing new and that they are often mirages designed to sell. There is no reason to use technology just because of the "wow factor" if something else will do the job just as well. He cited Marcos Benevides' "nightmare" experience with ebooks, when he tried to use them in class with students constantly losing their passwords or having technology problems, which is reminiscent of the "The dog ate my homework" syndrome to some extent and made me smile. Marcos himself has created incredibly high quality ereaders and is one of their advocates, so coming from him these warnings are all the more poignant. In fact, I agree wholeheartedly with all this, having attempted to encourage my own students to download the ebook version of their coursebook, which was extremely complicated and meant we wasted a lot of precious classroom time trying to sort it out. There are also aspects to ebooks that may not be obvious to learners but they are things that learners, or anyone else for that matter, needs to know. When they buy the ebook of our coursebook, for instance, and not the paper book, they are paying for the license and not the content, which means that they will probably only be able to access that content for a certain number of years. So, although just buying the ebook is cheaper it is actually probably better to get the paper book and then download the ebook as well. These commercial concerns are real, and like anything else, a great deal of care needs to be taken with the tools we use. Technological resources are the same as any other resources, and it is always how we use them that makes the difference.

If you would like to see my Prezi on the subject follow this link (https://prezi.com/npvtryqnmotv/tesol-italy-november-2014-crossing-boundaries/?utm_campaign=share&utm_medium=copy)

**Online Platforms**

Leo Selivan and Anthony Ash also gave a great presentation of online platforms and they themselves are the embodiment of the good things about the online spaces. They had not actually met "in the flesh" until shortly before their presentation, although they knew each other well online. Despite this they gave a wonderful performance presenting their content in the form of a type of informal conversation where one seemed to be chatting to the other and asking each other questions in a seamless flow. One of the pros of online webinars which I love (never being one to hold back when it comes to commenting and asking questions, myself) is the chat stream in webinars where you can ask questions during the session itself instead of having to wait until the end when you may well have forgotten your question.

**Creativity and Mindfulness**

These were also threads running through this conference and John Angelori's session on the mindful classroom was a small oasis of calm in the middle of the day. Elizabeth Evans also drew on some central tenets of mindfulness such as the need for moments of stillness, which I really liked. One of the pearls of wisdom she gave us was:

"Be still until the sunlight pours through and dispels the mists. Then act with courage."

( Ponca Chief White Eagle)

I adapted this to apply to the principled use of technology in learning and my version goes like this:

"Be still until relevance dispels the wow factor mists of technological tools and then act conscientiously with insight and courage."

**Making Assessment Relevant to the Learners**

Sarah Ellis kicked off on Friday morning with her interesting talk on LOA (Learner orientated assessment) which is seeking to focus on the fact that formative assessment is an ongoing ingredient in
the recipe which is teaching and learning and that summative assessment has to be the dish that we eat at the end of it.
I have to add here that food was another very important thread in the conference, being mentioned by more than one presenter and being sampled by everyone, in particular at the music and wine tasting on Friday, so it definitely wasn't all work and no play.

Creativity and Assessment: combining the seemingly disconnected and making exam preparation more relevant for learners

Luc Prodromou took creativity up again on Saturday morning by reminding us that exams preparation needs to be relevant and memorable to our learners and that creativity can be described as connecting the disconnected, like the surprising combination of Alberto Sordi on the wall of a building in the amazing Garbatella area where the conference was held.

Luc gave us a whole range of creative activities including old Pilgrims favourites and some new ideas too. Looking at exams preparation, for instance, might mean hiding song lyrics in emails that are written as exams practice. These emails can then be used in class as learners search for the Hidden songs

The last session on Saturday was well worth waiting for too, as Michela Romoli stunned us with her Introduction to Prezi and the prezi she had made itself, which is an excellent example of how effective this presentation tool can be.

To see it follow this link :-) https://prezi.com/z43xo7apglc/tesol-2014/

In memoriam: Daniela Bertocchi

Daniela Bertocchi is a name that new generations of language teachers might not be familiar with, since Daniela belonged to that group of innovative teachers and researchers that in the seventies marked one of the most stimulating and engaging periods for language (first and foreign) language teaching in Italy. Those were the years of the LEND Conference in Martinafranca (1979) where the teaching of literature was revolutionised, the years of the “10 tesi dell’educazione linguistica” (1975) were published, the years of the Scuola Media Reform (1976), the years academics, teachers and coursebook writers worked together to improve education and language teaching, the years professional associations such as GISCEL, LEND, CIDI, ANILS and TESOL Italy were founded.

In those years Daniela Bertocchi, a young and brilliant teacher, had published together with Adriano Colombo, a challenging collection of essays “Lettura e scrittura nella scuola media” (1979), she had presented “La lettura per l’apprendimento: obiettivi e strategie nella scuola media” at Martinafranca and, together with Luciana Brasca, Fiorella Elviri, Edoardo Lugarini and Maria Cecilia Rizzardi, she had coauthored “Educazione linguistica e curricolo” (1983), a landmark for educational linguistics and future generations of teachers.

For over two decades Daniela Bertocchi has actively contributed to new curricula development, to the INVALSI test procedures (ctrl. IRSEF-IRFED Lombardia), and to the Common European Framework implementation. She was one of us - language educators - she showed all language teachers, particularly teachers of Italian and of Italian as a second language, how to develop language awareness as well as how to implement educational linguistics. But, mostly, she was a very special person: brave, bright and beautiful. She left us on 29 november 2014. Thank you, Daniela, we will miss you.

Lucilla Lopriore

To contributors
Please send your contribution in Times New Roman 12

to danielacuccurullo@virgilio.it or
tesolitaly@gmail.com

The deadline for submitting articles for the 2015 January-February issue is January 30th
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.

La collega incaricata dall’Executive Committee del coordinamento nazionale dei gruppi è Maria Grazia Maglione (e-mail: grazia.maglione@gmail.com).

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