ENGLISHING
by Beth Ann Boyle

Dear Members

Our 38th annual convention is just around the corner! And now it's time to let as many colleagues as possible know about the benefits of attending a two-day event entirely in English on the hottest and most significant language education issues in Italy today. This edition of our convention will in fact be central in bringing together language teachers and teachers of other subjects. Besides its quality program, it will be an occasion for networking with other highly professional teachers, for examining the latest in EFL materials and for relaxing with a bit of music. So spread the news!

The plenary and panel sessions will be exceptional this year. On Friday morning Prof Carmel M. Coonan, sponsored by the British Council, will be speaking on Foreign Language Medium Instruction (FLMI) that is becoming more frequent in upper secondary schools in Italy. On Friday afternoon Colin Finnerty and Amy Malloy, sponsored by Oxford University Press, will

A special issue of TESOL Journal is focused on “Engaged Teaching and Learning: Service-Learning, Civic Literacy, and TESOL”. As “service-learning” is hardly known in Italy and when it is, it is not connected to Language Teaching and TESOL in particular, I thought of turning our attention to this topic which seems worth investigating. Undoubtedly service-learning in TESOL is not fully developed, and yet we read in the introduction to the special issue that “the larger field of applied linguistics has provided a good basis for growth”, and research is growing accordingly. Scholars from 13 countries all over the world answered the call for papers for this special issue, and they described engaged teaching and learning in diverse settings: K–12, higher education, adult education, study abroad, teacher education, computer-assisted language learning (CALL), English as a second language (ESL), English as a foreign language (EFL), and English lingua franca.

What service-learning is explained in countless school and university websites; I’m reporting here the definition of the United States Environmental Protection Agency: “It is a method of encouraging student learning and development through active participation in thoughtfully organized service that is conducted in, and meets the needs of, a community. It involves a school and a community. It helps foster civic responsibility. It is integrated into and enhances the academic curriculum or the educational components of the community service program in which the participants are enrolled. It provides time for students to reflect on the service experience.”

How service-learning can be connected to language teaching and TESOL is explained by the papers published on the special issue of

(continued on p. 4)
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: Beth Ann Boyle, President, Lina Vellucci, Vice Presidents, Paola Mirti, Second Vice President, Patrizia Petruccetti, Office Assistant.

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From the editor

by Daniela Cuccurullo

‘Time flies and language flows’ was the opening theme of the 35th TESOL ITALY Convention, and it would seem an appropriate statement for the miscellaneous topics of this Newsletter. The life of the newsletter starts long before it is published: once an issue comes out, some contributions for the usual columns and a number of new ones are already on standby to be inserted. Of course, new proposals from the world of Tesolers are always welcome. The most difficult task is to capture news to interest and update TESOL Italy members in the EFL teaching and learning fields. So language flows to tell us about significant topics in a mix of voices, as you can see from the index: from the explanation of what ‘service learning’ is as ‘food for our thoughts’, to the announcement of a European Language Label for an innovative project on telecollaborative communication, to the report from the active ‘L’Aquila local group’, once again with an engaging proposal on ‘Merging minds’, and much, much more.

Unfortunately, the planned layout was ill-fated this time due to the sudden and sad loss of a dear friend and colleague, Simonetta Romano. Unfortunately, the planned layout was ill-fated this time due to the sudden and sad loss of a dear friend and colleague, Simonetta Romano. Unfortunately, the planned layout was ill-fated this time due to the sudden and sad loss of a dear friend and colleague, Simonetta Romano. Unfortunately, the planned layout was ill-fated this time due to the sudden and sad loss of a dear friend and colleague, Simonetta Romano. Unfortunately, the planned layout was ill-fated this time due to the sudden and sad loss of a dear friend and colleague, Simonetta Romano.

Our thoughts and love go out to her through quicky for her. Our thoughts and love go out to her through quicky for her. Our thoughts and love go out to her through quicky for her. Our thoughts and love go out to her through quicky for her. Our thoughts and love go out to her through quicky for her.

A heartfelt thanks to Claudio Giacinti for his extraordinary collaboration as DPT and a warm welcome to M. Rosella Manni who has now taken on the role.
Simonetta

After a long unrelenting struggle for life Simonetta Romano passed away on October 23. She was the co-ordinator of the TESOL Italy local groups, a task she loved and was particularly fit for, thanks to her gift for communication.

I met her when she was a young teacher full of enthusiasm for her job, eager for updating, ready to listen to the needs of her students, always generous with a delicate sense of humour even in the most difficult situations, helpful and supportive when sharing experiences and ideas, especially after she started working with TESOL. Simonetta fought her illness in the hope of coming back to TESOL and to her students, never yielding to discouragement, trying to hearten her family and friends with her irony and humour and even participating in our convention last year with unbending determination. We honour her memory in the Translation in love column in the Fall issue of the Newsletter, and share the emotions of the numerous messages to TESOL Italy with gratitude for her dedication and the feeling that she will live in our thoughts in recollection of all the happy moments together.

Annarosa Iraldo

Translation in Love

by Marina Morbiducci

Dear Tesolers,

This time the usual space is dedicated to Simonetta Romano, our dear friend from TESOL Italy’s Executive Committee and also Coordinator of the Local Groups. The following is a poem by W. H. Auden, which you certainly know. We want to sing this poem to her, hoping she will hear it somewhere.

**FUNERAL BLUES**

_STOP ALL THE CLOCKS, CUT OFF THE TELEPHONE,
PREVENT THE DOG FROM BARKING WITH A JUICY BONE,
SILENCE THE PIANOS AND WITH MUFFLED DRUM
BRING OUT THE COFFIN, LET THE MOURNERS COME.

LET AEROPLANES CIRCLE MOANING OVERHEAD
SCRIBBLING ON THE SKY THE MESSAGE *HE IS DEAD*,
PUT CRÈPE BOWS ROUND THE WHITE NECKS OF THE PUBLIC DOVES,
LET THE TRAFFIC POLICEMEN WEAR BLACK COTTON GLOVES.

*HE WAS MY NORTH, MY SOUTH, MY EAST AND WEST,
MY WORKING WEEK AND MY SUNDAY REST,
MY NOON, MY MIDNIGHT, MY TALK, MY SONG;
I THOUGHT THAT LOVE WOULD LAST FOR EVER: I WAS WRONG.*

THE STARS ARE NOT WANTED NOW: PUT OUT EVERY ONE;
PACK UP THE MOON AND DIMANTLE THE SUN;
POUR AWAY THE OCEAN AND SWEEP UP THE WOOD;
FOR NOTHING NOW CAN EVER COME TO ANY GOOD.*

*(Traduzione di Marina Morbiducci)*

**BLUES PER UN FUNERALE**

_Fermate tutti gli orologi, tagliate i fili del telefono,
impedite al cane di abbaiaire con un polposo osso,
zittite i pianoforti, e con rullìo sommesso
la bara fate uscire, che si avvicini chi è nel dolore.

Fate roteare in alto gli aeroplani nel lamento
che in cielo scrivano Lui E’ Morto
Mettete papillon di seta al collo bianco dei piccioni
Che i vigili indossino neri guanti di cotone.

*LUI ERA IL MIO Nord, e il Sud, l’Est e l’Ovest,
i miei giorni feriali e quelli di festa,
il mezzogiorno, la notte fonda, i miei discorsi, il canto mio;
pensavo che l’amore avrebbe sfidato il tempo: che
ingenuità!/mi sbagliavo!*

*A nulla più servono le stelle, smorzatele una ad una;
imballate la luna, smontate il sole;
svuotate l’oceano, sradicate il bosco;
perché più niente a nulla può giovare.*

*(Traduzione di Marina Morbiducci)*
Web Watch

by Esterina La Torre

What we really need as educators and teachers are online tools that can help us to stimulate and involve our students. We all know that lots of our students have got a certain creativity and that they love showing their productions on Facebook or other social networks. Of course there are online tools to promote their personal creativity and they know how to use them. I think they all already know GLOGSTER, a powerful tool for projects, tasks or compositions on which they can create online posters. A faster site can be considered SMORE: its subtitle says “Spread the word with a flyer” and, actually, you can create a web page in a few and easy-guided steps, for instance in order to promote something like an event or to illustrate a topic, a character etc.

There are also new apps appearing everyday which promise to improve students’ life and I think that if computers have changed the way in which we teach and also the way in which our students learn, i-pads and tablets are revolutionising both processes of teaching and learning. It is an entire new world and we need to know what it offers. Here is a very small selection of some apps with a direct link to the downloading site:

<table>
<thead>
<tr>
<th>App</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVERNOTE</td>
<td>Evernote is a free app useful to take notes, recording important explanations and syncing notes across all the devices.</td>
</tr>
<tr>
<td>DICTIONARY.COM</td>
<td>The free Dictionary.com app includes nearly 1,000,000 words and definitions and 90,000 synonyms and antonyms. No Internet connection is needed.</td>
</tr>
<tr>
<td>HAIKU DECK</td>
<td>Haiku Deck is a new way to create presentations with graphs and charts. Whether you’re pitching an idea, teaching a lesson, telling a story, or igniting a movement.</td>
</tr>
<tr>
<td>IELTS</td>
<td>British Council IELTS Word Power is a vocabulary practice app for IELTS test takers. With over 100 questions to test word power, this app helps to build vocabulary in preparation for the IELTS test.</td>
</tr>
<tr>
<td>BBC NEWS LEARNING ENGLISH</td>
<td>An App useful to improve and learn English, you can read the latest, breaking news from a trusted global network such as BBC. Moreover you read the top stories from the UK and around the world.</td>
</tr>
<tr>
<td>SOUND PRONUNCIATION</td>
<td>The pronunciation app helps you study, practise and play with English, it is a good aid, for both students and teachers.</td>
</tr>
</tbody>
</table>

ENGLISHING

by Beth Ann Boyle

(continued from p.1)

be looking at best practices in language assessment and will provide tools for selecting appropriate language assessment solutions.

On Saturday morning Prof James P. Lantolf, from Pennsylvania State University will be exploring the idea that sociocultural psychology, as developed by L.S. Vygotsky and others, must by necessity be relevant to educational settings. Prof Lantolf is sponsored by the US Embassy in Rome. Saturday afternoon a panel session on Content Language Integrated Learning (CLIL) with Carmel Coonan, Gisella Langé, James Lantolf, and Lucilla Lopriore will follow up on the many CLIL sessions taking place over the two days. For a detailed schedule and abstracts of the 57 concurrent sessions, please check our website…and remember to pass on the information to all your colleagues!
The way they learned
by AnnaRosa Iraldo

Pronunziale delle consonanti.

9. — Le consonanti inglesi si pronunciano come in italiano, eccettuate c, g, h, j, k, r, s, t, x, y.

10. — G si pronuncia come in italiano innanzi alle consonanti, in fine di parola e di sillaba ed innanzi alle vocali a, o, u; con, con, cut. Dinsiasi alle vocali e, i, g si pronuncia come a dura, sede, cite.

I like to leave it as I found it with the handwritten notes of the student.

I suggest trying to practise the pronunciation of “TH” as described in the footnote with your students!

You never know: maybe the careful description can help where modern devices can’t.
Last April the TESOL Local Group of L'Aquila held the second TESOL Day edition with a seminar which bore the title “MERGING MINDS”. The speakers were Liliana Landolfi, Ph.D. Applied Linguistics at U.S.C. Los Angeles, CA., Associate Professor of English language and Linguistics at L'Orientale, University of Naples and Silvana Ranzoli, textbook writer, freelance teacher trainer and teacher (High School S.I.L.S.I.S., University of Pavia).

When we first met in order to decide the topic and the title of the seminar it was immediately clear that we wanted to proceed from where we had stopped the year before.

In fact the leading idea, “THE MIND”, presented for the first time in 2012 by Janet Zadina from Tulane University New Orleans, had captured our interest and created a sort of puzzling surprise about the amazing powers of our brain. We thought that this subject needed to be further investigated.

We were aware of the process by which our brain works and reacts to difficult events and of the effects they have on learning.

The belief that our brain is like an orchestra and that any kind of stress or anxiety impairs mental performance using resources (such as attention and memory) that could be used for learning was reinforced by Liliana Landolfi’s talk.

She asked a few questions: How much/little do professors know about their learners? Do teachers and students’ worlds ever intermingle? Do teachers envision and share equal possibilities of success? Does teaching/learning proceed smoothly or materialize in a sterile event for both students and teachers? How can learning become desired, experienced and self-pursued by our students?

She underlined that L2 teachers, mainly High School teachers, do not know much about their students for various reasons, probably because they have very little time to devote to speaking about personal experiences during the lessons and also because students of that age tend not to speak about their lives in front of their school fellows or, if they do, they pretend they are what they actually are not. It is a way to protect their privacy especially when there is pain and suffering. They rarely have mentors or psychologists they can open their hearts to and it can become even worse if their school attainment is poor.

She reported the results of her five-year research on university students’ attitude towards their foreign language learning experience. She used “guided visualizations”, i.e. self-representations of the learning states, for building their emotional awareness as language learners and remove their mental blocks which inhibit their learning path.

She has recently published EFL P.A.C.E. Corpus which is a collection of authentic written texts where students express how they feel or felt as foreign language learners.

By having access to the huge EFL P.A.C.E. Corpus teachers can better face and overcome troubles, fears and anxiety experienced by students.

Liliana Landolfi has lent support to detect symptoms, identify problems and help students smoothing the edge and facilitate their work.

We realized we could do more and more. Even though we are not psychologists we can focus on positive attitudes, pinpoint any favourable performance and reduce the harms caused by stress and anxiety.

But why should minds merge and whose minds? Teachers and learners’ minds should merge in order to have a common empathic core where language acquisition can be facilitated.

Silvana Ranzoli shares the same idea and applies it to her innovative approach to the teaching of literature.

Literature offers innumerable opportunities to empower language acquisition, to meet other forms of art and even other cultures. The combination of text and images and technological resources can be useful to attract learners’ attention, keep their motivation high and it allows a deeper understanding of the
literary domain.

Taken for granted that the more you understand the stronger your response to a text will be, Ranzoli comes to the conclusion that this “shower” of intersections can really magnify understanding giving deeper emotions and spiritual insight.

“Intersectional Learning” is more effective when various inputs stimulate the brain and enact “Intersectional Thinking”. Students are then readers, viewers and/ or listeners and can go beyond the presented material and create their own meaning and personal interpretation.

This gives new opportunities to teachers adding depth and new perspectives to traditional choices and preparing the way to CLIL segments. It seems to be the first step to a more natural approach to the teaching of other subjects in a foreign language. As we know, motivation is a key to learning and shifting the attention to other topics than the foreign language itself may stir up interest.

The use of new technologies gives a meaningful contribution to our classroom activity. As a matter of fact, the use of modern tools at school allows to expand and reduce knowledge to single unities to meet the needs of young learners who are accustomed to acquire concepts and notions through images and sounds. Moreover, it facilitates a student-centered teaching and stimulates the learners’ individual response to visual inputs.

Teachers have an important task to fulfill and knowing that pleasant emotions are the basis of a successful learning process is really reassuring. The awareness of the possibility of mental blocks which prevent or limit the learning process helps teachers when planning lessons or during the class activities.

Many thanks to Liliana Landolfi and Silvana Ranzoli for their help in unveiling aspects of students’ minds we were not so familiar with. They enabled us to come closer to our students’ worlds and merge our minds with theirs in order to become more effective in our daily and, sometimes, too solitary job.

TESOL-L’Aquila Group

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

TESOL Journal, and I will refer here to one of them as it provides an understandable example: In the abstract of the paper “Learning English Internationally While Engaging Communities Locally: Online EFL Supporting Community Learning for Young Leaders” by Beverly Bickel, Joan Kang Shin, Joby Taylor, Heidi Faust, Tom Penniston, we read that the article “reflects on a content-based online English course focused on community youth leadership that was offered for Brazilian teens by U.S. instructors and graduate students. The researchers used the backdrop of English learning focused on key concepts to engage students in critical self-reflection, collaborative discussion with peers, and civic engagement with their home communities. This course focused on communication skills, content knowledge, and technology practices needed for young adults to engage each other as emerging global citizens. Students wrote reflections on identity, planned and reflected on community interviews, and designed community-based service projects. The authors describe how students and instructors used a variety of formal and informal communication platforms to experiment with the language and communication strategies students needed to get beyond simple vocabulary practice and into meaningful discourse about contested concepts such as identity, community, social responsibility, social hope, leadership, and beliefs. The authors discuss how students creatively used English across multiple online platforms and geographic borders to reimagine and project themselves as agents of positive social change and emerging community leaders”.

How service-learning could be developed in our schools seems to me quite interesting, and it could open fields of investigation and research. I hope it can stir up at least some debate.

October 2013

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1 Special Issue: Engaged Teaching and Learning: Service-Learning, Civic Literacy, and TESOL Volume 4, Issue 3, pages 397–401, September 2013
PROMOTING INTERCULTURAL EXCHANGE THROUGH TELECOLLABORATIVE COMMUNICATION

Recipient of the European Language Label for Innovative Projects in Language Teaching and Learning 2012-2013

by

M. Rosella Manni and Enrico Grazzi

The experimental project “Intercultural Telecollaboration” was coordinated by Stefano Maranzana (University of Tucson, AZ), Enrico Grazzi (University of Roma Tre) and M. Rosella Manni (Liceo Ginnasio Statale “E. Q. Visconti”, Rome), during the 2012/2013 school year. The aim of the project was to promote intercultural competence through multilingualism in a web-mediated communicative environment, and support collaborative language learning based on peers’ corrective feedback.

A group of ten American students of Italian from the University of Tucson and a group of ten Italian students of English from the Liceo Ginnasio Statale “E. Q. Visconti”, Rome, during the 2012/2013 school year. Building interpersonal relationships and making personal commitment to online contributions are vital to successful intercultural exchanges. Moreover, the effective use of task-based instruction created a dynamic climate for interactive collaboration and afforded unique opportunities for both American and Italian students to explore the target language and culture.

The biggest challenge was finding the right platform to make participants interact. First of all, the coordinators created a website to propose a variety of themes for discussion, with related links to informative web pages. Then, they created a wiki, where students could exchange their ideas and points of view. Students were paired up in teams by the coordinators. Each team was composed of an Italian and an American student, and was assigned an ID number. Each pair communicated through the wiki and uploaded its texts to its personal page every two weeks. Each post could be enriched by pictures, videos and other relevant links.

The effective use of task-based instruction created a dynamic climate for interactive collaboration and afforded unique opportunities for both American and Italian students to explore the target language and culture.

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A group of ten American students of Italian from the University of Tucson and a group of ten Italian students of English from the Liceo Ginnasio Statale “E. Q. Visconti” were interconnected through the Internet to discuss a variety of topics related to their different sociocultural backgrounds, using their second languages, e.g., sports, death penalty, genetically modified food, Facebook and privacy, peer-to-peer downloading, stereotypes, abortion, etc.

The biggest challenge was finding the right platform to make participants interact. First of all, the coordinators created a website to propose a variety of themes for discussion, with related links to informative web pages. Then, they created a wiki, where students could exchange their ideas and points of view. Students were paired up in teams by the coordinators. Each team was composed of an Italian and an American student, and was assigned an ID number. Each pair communicated through the wiki and uploaded its texts to its personal page every two weeks. Each post could be enriched by pictures, videos and other relevant links.

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Building interpersonal relationships and making personal commitment to online contributions are vital to successful intercultural exchanges. Moreover, the effective use of task-based instruction created a dynamic climate for interactive collaboration and afforded unique opportunities for both American and Italian students to explore the target language and culture.

One of the most interesting aspects of the project is the use of “peer review”, which is intended to make communication more accurate and fluent. After each post students were expected to provide their partners with corrective feedback, in English. Through “peer review” participants worked together to improve their communicative competence in a friendly learning environment that favoured the creation of a “zone of proximal development (ZPD)”.

Interacting with native speakers helped students feel more confident about their second language. Moreover, it engaged students in a more active participation in class debates, where they explored various topics to find out more information on their own.

This experience of international telecollaboration stimulated the learners’ curiosity about different linguaeucultures and fostered their intercultural competence. Through collaborative interaction, learners expanded their linguistic and cognitive skills to engage in decision-making and problem-
solving activities (e.g. negotiation of meaning form).

In conclusion intercultural telecollaborative exchanges have various pedagogical benefits, which include promoting learner’s autonomy, raising language awareness and fluency, developing learners’ intercultural communicative competence, and facilitating learners’ critical reflection on their own culture.

The project received the European Language Label 2013, by the Lifelong Learning Programme Comenius, which is awarded to local, regional, and national projects that have found creative ways to improve the quality of language teaching, motivate students, make the best use of available resources to diversify the languages on offer, and other innovative initiatives.

Contact Enrico Grazzi (enrico.grazzi@uniroma3.it), M.Rosella Manni (maria_rosella.manni@istruzione.it) and Stefano Maranzana (maranzana@email.arizona.edu) for any other information about the project.

Further information on how to apply to the European Language Label 2014 can be found in “The National contact list for the European Language Label”, where each country has its own website giving information about the Label.

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from the left: Clara Rech, Enrico Grazzi, M. Rosella Manni
Renzo Titone Obiit
by Cosma Siani

Renzo Titone occupies an important place in the history of TESOL Italy. He was one of its founders, along with Mary Finocchiaro and others, in the 1970s; and he held office as president in the first half of the 1980s. (In 1984 he appeared as ‘President emeritus.’) His demise is a not inconsiderable event for our organisation.

Titone died last February, aged 88, but friends and colleagues have only recently got to know of his passing away. In fact, he lived his last years in total isolation at a rest home near Turin, having to cope with family and health problems.

Titone’s importance in the advancement of language teaching in Italy as well as his international reputation as a scholar hardly need stressing. His long academic experience developed on both sides of the Ocean, at Georgetown University, Washington DC; Ca’ Foscari, Venezia; the University of Toronto, Canada; and Roma “La Sapienza”, where he held the chair of “Psicopedagogia della comunicazione e del linguaggio”.

Titone’s professional interests and prolific career ranged right across the Applied linguistics and language teaching spectrum.

Personally, I have always kept his Oxf Collocations sv range Glottodidattica. Un profilo storico (Bergamo: Minerva Italica, 1980) as one of my livres de chevet in language teaching. But that is just one item out of a prodigious output. The bare titles of his books show the gamut of branches he explored, from the general Le lingue estere. Metodologia e didattica (Zurich: PAS Verlag, 1966) to Psicolinguistica applicata (Roma: Armando, 1971), L'apprendimento educativo. Problemi generali di psicopedagogia (Roma: Bulzoni, 1985), Cinque millenni di insegnamento delle lingue (Brescia: La Scuola, 1986), La lingua straniera nella scuola elementare (Roma, Armando, 1990), Orientamenti attuali nella glottodidattica della lingua italiana (Frascati, RM: Edizioni Linguistic Club, 1997), Il Tradurre (Roma: Armando, 1998), Esperienze di educazione plurilingue e interculturale in vari paesi del mondo (Perugia: Guerra, 2000), to mention but a few.

But Renzo Titone combined his great professional expertise with both an enormous capacity to promote his field of research, and an active interest in practical teaching, teachers and professional associations of teachers. It was he who started such an authoritative magazine as Rassegna italiana di linguistica applicata (RILA) in 1968, and edited it until 2000. And he had a pivotal role in setting up and implementing the Italian Ministry of Education’s ILSSE project (Insegnamento delle Lingue Straniere nella Scuola Elementare).

Last but not less important, his disposition. An episode that I still vividly remember can give an idea of Titone’s helpfulness to the others, whether colleagues or students. A friend of mine who was about to conclude her course of study in psychology from Roma “La Sapienza” needed a relatore for her final dissertation, and could not find an available one. I happened to mention Prof. Titone’s courses in psycholinguistics to her. She went to talk to him. Later on, in a telephone conversation, I told Titone: “Professor, it was very kind of you to accept this lady among your prospective graduates; you must not have many theses.” His answer was: “I have almost eighty, but I’ll manage to mentor this new student”.

PERSPECTIVES

Editor: Lucilla Lopriore
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TESOL Italy: www.tesolitaly.org
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: mg.maglione@libero.it).

1. AGRIGENTO
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