



# Newsletter

VOL. XXV, NO. 2

MARCH-APRIL 2015

## Crossing Borders Building Bridges

TESOL 2015  
Toronto, Canada

## International Convention and English Language Expo

from the President

by Lina Vellucci

This year TESOL International Convention was hosted in Toronto, Canada. The title was 'Crossing Borders Building Bridges'. This was my second time at a TESOL Convention and, in both occasions, it has proved to be a truly exciting and worthwhile experience.

TESOL Conventions attract participants from over 120 countries with a shared interest of advancing excellence in language teaching. They offer a number of opportunities for professional development and opportunities for dialogue with professional colleagues from all over the world. There were about 6,000 teachers this year.

Affiliate meetings are a must. The Affiliate Leaders' Workshop, the Affiliate Editors' Workshop, the Affiliate Colloquium and the Affiliate Assembly are moments in which professional issues are shared. But they are also shared in those countless sessions, workshops, (continued on p. 6)



## Food for thought From TESOL publications

### Teaching English in times of military conflicts and human displacement

by

Franca Ricci Stephenson

As endless talk shows on our TV stir up overwhelming fears about the "exodus" from the Middle East and North Africa, we find issues of military conflicts and human displacement addressed in the June 2015's issue of TESOL Quarterly, highlighted by Cynthia D. Nelson<sup>1</sup> and Roslyn Appleby<sup>2</sup> in their illuminating article "*Conflict, Militarization, and Their After-Effects: Key Challenges for TESOL*". The authors analyze a wide range of literature on the subject and give their own views with the aim of helping teachers and students who find themselves more and more in such difficult situations, and of inviting others, who don't, to reflect on these global problems. First of all they give us some figures which help us to define the terms of the problem:

*"Over the past decade, military spending worldwide has more than doubled, to an astounding US\$1.75 trillion in 2012 (with 39% of that amount spent by the United States alone [...])over the same decade the number of people worldwide who have been forcibly displaced has also more than doubled, to an estimated 45.2 million people by the end of 2012, including refugees, internally displaced persons, and asylum seekers".* Don't these figures suggest that in Italy we should reconsider our

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fears about the so-called "biblical refugees' invasion" we are facing these days?

With these astonishing figures in their mind the authors indicate the need for teachers everywhere to have the knowledge and training to support the learning of "conflict affected people" who have escaped, or have been expelled from conflict areas and who are studying English while rebuilding their lives. They argue that even teachers of English who are not in

(continued on p.8)

<sup>1</sup>Cynthia D. Nelson, senior lecturer and interdisciplinary researcher at the University of Sydney's Institute for Teaching and Learning, in Sydney, Australia.

<sup>2</sup> Roslyn Appleby, senior lecturer and researcher in language and international studies at the University of Technology Sydney, Australia

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**TESOL Italy**

Via Boncompagni, 2  
00187 Roma.

Tel 06 4674 2432

fax 06 4674 2478

e-mail: [tesolitaly@gmail.com](mailto:tesolitaly@gmail.com)

web page: [www.tesolitaly.org](http://www.tesolitaly.org)

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TESOL Italy Newsletter

Editor: *Daniela Cuccurullo*  
[danielacuccurullo@virgilio.it](mailto:danielacuccurullo@virgilio.it)

Editorial board: *Beth Ann Boyle, Lucilla Lopriore, Marina Morbiducci, Stefano Mochi, Franca Ricci Stephenson, Patrizia Petrucetti, AnnaRosa Iraldo.*

DTP: *M. Rosella Manni*

**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**

English Language Teaching (ELT) has changed enormously over the last decades

*Daniela Cuccurullo*

As technology is changing the way students learn, teachers should be rethinking some of their methods for the new ways kids learn today and be open to new ways of peer, community-based, shared learning. Some examples of the new trend are evident in this issue of the newsletter: Morbiducci's column highlights that "for most contemporary language learners, translation should be a major aim and means of language learning, and a major measure of success", while Iraldo's one suggests that learners should be motivated through meaningful activities. Letizia Cinganotto, who is in charge of the Webwatch column for this issue, underlines the added value of CLIL in the mutual benefits that better language competence and deeper subject mastery can give to students

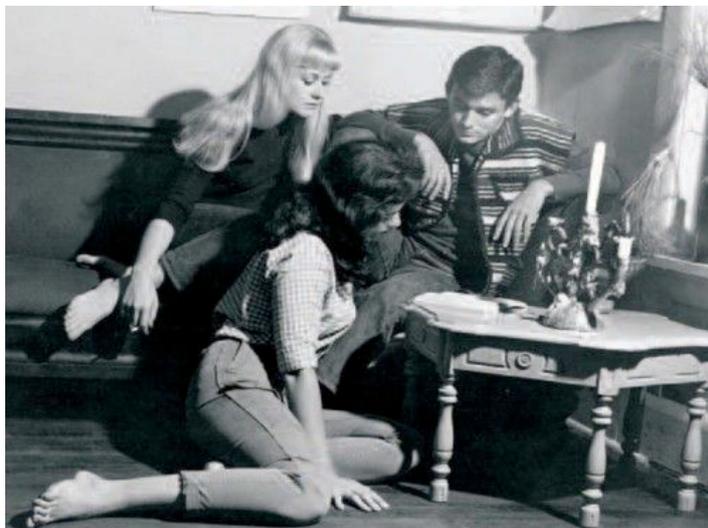
as well as the advantages of CALL (Computer Assisted Language Learning) in the implementation of CLIL methodology. On the other hand, Stephenson's contribution "Teaching English in times of military conflicts and human displacement" gains a new perspective on the topic: in the case of conflict-affected students, teachers should adopt approaches that take into consideration students' learning needs and aspirations, adopting participative methodologies and involving communicating effectively with students. Teaching insights can finally be explored both through the latest Eurydice report as well as Rockenhaus' contribution that I strongly welcome as a new column in the newsletter.



## Translation in Love

### How to Translate a Poem (and live happy for the rest of your life...)

by Marina Morbiducci



There are many sites in the web related to “How to Read a Poem”. Here’s an interesting article drawn from *The Atlantic* [Mark Yakich, “Reading a Poem: 20 Strategies. A guide for the perplexed”, Nov 2<sup>nd</sup>, 2014, <http://www.theatlantic.com/entertainment/archive/2014/11/how-to-read-poetry-a-step-by-step-guide/380657/>] where twenty strategies are suggested for “the perplexed”. The author textually writes: “At one time or another, when face-to-face with a poem, most everyone has been perplexed. The experience of reading a poem itself is as likely to turn us off, intellectually or emotionally, as it is to move us. Unless patronized by celebrities, set to music, accompanied by visuals, or penned by our own children, poems do a terrible job of marketing themselves. [...] *Look but don’t get too close, and definitely don’t touch.* But what if the fine art of reading poetry isn’t so fine after all? What if the predicament about poems is precisely our well-intentioned but ill-fitting dispositions toward reading them? Here are 20 modest proposals toward rethinking the act of reading a poem”.

Yakich goes on describing the twenty strategies, starting from wise number 1 which recites: “Dispel the notion that reading poetry is going to dramatically change your life” all the way through the final item 20: “Reading a good poem doesn’t give you something to talk about. It silences you. Reading a great poem pushes further...”. As for the notion of being pushed further by poetry, we couldn’t agree more: if poetry always implies creation, translating a poem is creating twice, firstly in our process of understanding the text and then in our rendering it in another language.

Marta Bausells, on her turn, in her article published in *The Guardian*, 7 June, 2015, approaches the intriguing topic of *Poetry for Robots*, where she reports about the project of creating “an online image bank of 120 pictures, which anyone can access in order to write poetry inspired by what they see. By feeding poems to the robots, the researchers want to ‘teach the database the metaphors’ that humans associate with pictures, ‘and see what happens...’ ”.

Much more modestly, we would be contented with using poems – and their translations – to help teachers find additional inspiration for their lessons. We are supported in this view by two authoritative voices in the applied linguistics area, namely Guy Cook, with his award winning book *Translation in Language Teaching* (OUP, 2010) where he argues that “for most contemporary language learners, translation should be a major aim and means of language learning, and a major measure of success”, and Sara Laviosa who, in her most recent work *Translation and Language Education* (Routledge, 2014), presents an exhaustive and convincing compendium spanning from a historical overview to ecological approaches, from Kramsch’s multilingual language pedagogy to Tymoczko’s holistic cultural translation, also providing examples drawn from Italian classrooms. In addition to this, we should mention that Google has not missed the opportunity of marketing poetry hits, launching the “Poetry App” thanks to which the greatest poems of all times, performed by celebrities, can enlighten the youngest audience eager to enjoy words of wisdom and pleasure.

As for us, we prefer insisting on learning from direct and live sources. As it was the case of a recent poetry reading held by Australian poet Kevin Brophy, also Professor of Creative Writing at Melbourne University, presently resident poet at John Cabot University, Rome. Kevin volunteered to run three sessions in poetry translation and creative writing during my course of Translation Studies at Sapienza University, Dept. of Asian Studies. Among the various poems that he introduced to the class he also inserted some of his own compositions from the collection titled *Walking. New and Selected Poems* (John Leonard Press, 2013). The students had the chance to try their hand not only at writing their own new and original poems, but also at translating some of his, working on three, four, and five – if necessary – drafts. Some of the results were also read at the public reading which took place at John Cabot’s on May 26<sup>th</sup>, to the general appreciation of the audience, as you can find at the link below:

[www.johncabot.edu/about\\_jcu/news\\_and\\_events/news\\_2014\\_2015/kevin-brophy.aspx](http://www.johncabot.edu/about_jcu/news_and_events/news_2014_2015/kevin-brophy.aspx).



The second year students Marzia Imperato and Alessia Paolillo read their translations of the poems “Tulips” and “Painting”, respectively, two brilliant versions of the moving compositions. As for their teacher, I preferred presenting my translation of the poem “How to Read a Poem”, as follows:

<p style="text-align: center;"><b>How to read a poem</b></p> <p>is too modest and private an aim when you could learn <i>How to build a home inside a poem</i> or <i>How to talk a poem into introducing you to her family</i>.</p> <p>You might instead of merely reading a poem wish to learn <i>How to bake a poem</i></p>	<p style="text-align: center;"><b>Come leggere una poesia</b></p> <p>È scopo troppo modesto e personale quando si potrebbe invece imparare <i>Come costruire una casa dentro una poesia</i> oppure <i>Come presentarti alla sua famiglia con una poesia</i>.</p> <p>Potresti invece che soltanto leggere la poesia, desiderare di <i>imparare a cuocerla al forno</i></p>
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<p>for months, then take it from its oven with your burning fingers imprinted on it.</p> <p><i>How to resist a poem</i> is a hardback volume invaluable to lachrymose and sentimental readers.</p> <p><i>How to misread a poem</i> is a necessary read for the salvation of your own poetry, as is <i>How to make a poem tell the truth</i> and <i>How to be smarter than a poem</i>.</p> <p>For those who understand the social occasion of the spoken word,</p> <p><i>How to take a poem out to lunch</i> can become an expensive pleasure and a puzzle for the lips.</p> <p>The book and video, <i>How to workout with a poem</i>, comes with Rilke's Panther Brand leotards and promises eloquent beginnings to new relationships.</p> <p>You will be relieved to find still in print, <i>How to put a poem back on the shelf</i>, and that <i>How to get a refund from a faulty poem</i> requires a standard form unavailable anywhere</p> <p><i>How to replace the batteries in a poem</i> should not take more than a minute to understand.</p> <p>(Kevin Brophy, <i>Walking</i>, 2013, p. 103)</p>	<p>desiderare di <i>imparare a cuocerla al forno</i> lentamente, e poi estrarla dal calore con le tue dita ustionate stampate su di essa. <i>Come resistere a una poesia</i> sarebbe un voluminoso tomo d'incalcolabile valore per un gruppetto di lettori proni al pianto.</p> <p><i>Come interpretare male una poesia</i> sarebbe una lettura indispensabile per la salvezza della tua stessa ispirazione,</p> <p>tanto quanto <i>Come dire la verità con una poesia</i> e <i>Come essere più furbi d'una poesia</i>.</p> <p>Per quelli che comprendono il valore sociale della conversazione,</p> <p><i>Come invitare a pranzo una poesia</i> può trasformarsi in costoso piacere e vero e proprio enigma per le labbra.</p> <p>Il libro e il video, <i>Come fare moto con una poesia</i>, si presenta con la tuta marca Pantera Rilke e garantisce eloquenti inizi di promettenti relazioni.</p> <p>Vi sentirete sollevati nel rilevare ancora in stampa <i>Come riporre una poesia nello scaffale</i>, e notare che <i>Come essere risarciti di una poesia difettosa</i> richiede un formulario nel mercato non ancora inventato.</p> <p><i>Come sostituire le pile d'una poesia</i>, infine, non dovrebbe comportare più di un minuto per capire.</p> <p>(Italian translation Marina Morbiducci, 2015)</p>
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## Crossing Borders Building Bridges from the President

*(continued from p.1)*

poster sessions, pre and post convention meetings, electronic village and technology showcase and book exhibit. You feel you would like to embrace it all but you're aware that you can't so I'll give just a brief overview of some of the meetings I attended as an Affiliate leader.

At the Affiliate Leaders' Workshop the then current President, Yilin Sun and the President Elect, Andy Curtis gave a brief introduction on the phase of transition that TESOL Int'l has been undergoing and of the issues to be addressed in the near future. The Governance Review was presented on how to build and maintain leadership and how to identify strategies to foster strong communication and knowledge between TESOL and its Affiliates. TESOL Int'l is creating a Task Force to address these issues.

Some of the issues discussed were how to subsidize Affiliates and how to create mentoring programs that aim at encouraging teachers to take leadership roles.

At the Affiliate Editors' Workshop Newsletters were exchanged and I must say that many teachers showed interest in the TESOL Italy Newsletter. Some affiliates have just switched to e-Newsletters, others still have paper Newsletters, and others have theirs published on Facebook.

One of the novelties was the creation of a TESOL International Newsletter that is currently being coordinated by the president of TESOL France, Debbie J. West, of the Affiliate Leadership Council.

My participation at the TESOL Int'l Convention made me understand why I value my affiliation and relationship with TESOL so much. Being able to connect with other professionals from other parts of the world enriches us and that, for example, is what led me to the Israel ETAI Convention in July last year. I cherish such connections and I feel that as TESOL Affiliates our values and our concern should be Crossing Borders, Bridging Cultural Gaps and Building Bridges.

I wish you all a serene and most productive close to the school year.



# The way they learned

by Anna Rosa Iraldo

## From no sense to nonsense

A few days ago I happened to speak with a piano teacher about the way she introduces young children to piano playing: since the first meeting she avoids the solfeggio which, as she said, reminds her of the “pot hooks” that generations of children were obliged to draw as the basis for good handwriting.

The main drawback of solfeggio, she said, is the lack of meaning which leads to boredom and demotivation.

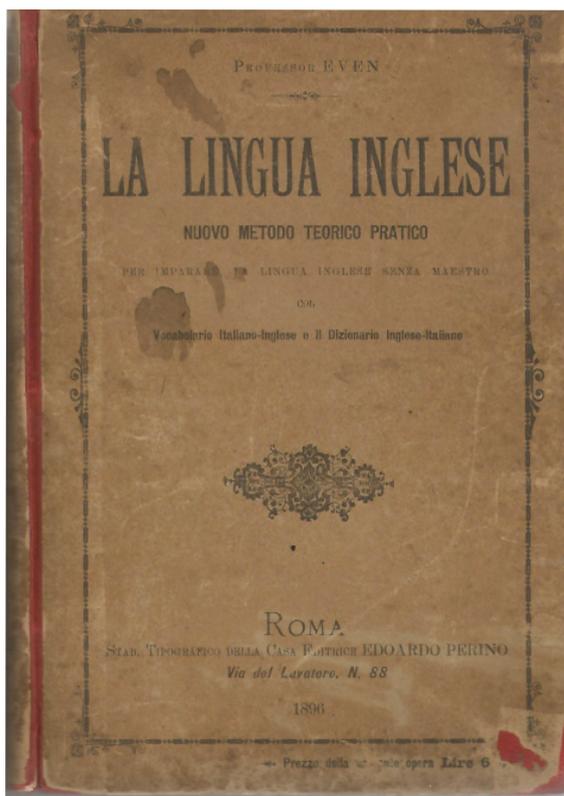
That’s why she starts by making the learners put their hands on the keyboard since the first lesson in the certainty that they will discover rhythm and melody by themselves little by little.

In this way, she gives meaning to what they are doing.

The same ( putting hands on the language keyboard) should happen with the learners of a foreign language who should be motivated through meaningful activities...But how could a similar result be reached with the “esercizio di lettura” we find on page 7 of the grammar book we have been examining in the latest few issues of the nl?

As a task for your holidays I suggest you try to connect the sentences of the “esercizio di lettura” creating a different chain, possibly a crazy story, introducing connectives, just for fun.

Here goes the



### “Esercizio di lettura”

*A bad man. A cat sat on a rat. Did she get the rat?.No, he bit her lip. The rat ran into the box.I am glad. A red bag. A big dog. The hot sun. Can you run?I am hot.We are not so hot as you. I can hop and run. Tom can dig.Cut his bun for him.Get my hat. It's onthe peg.The sun has set. God has bid us not to sin.Bad man (sic) do not go to God.Oh my God let me not sin as bad men do!*

I suggest changing the order of the sentences and starting like this: *God has bid us not to sin. No BUT he bit her lip. A bad man. Can you run? I can hop and run. I am glad. Get my hat . it's on the peg etc.. etc..... Oh my God let me not sin as bad men do!*

It sounds like an absurd conversation but it implies a lot of meaning discovery. Think of the processes you go through - from comprehension to connecting, to finding unusual meanings to - most important - having fun. Unfortunately the learners of 1896 most probably just had to practice pronunciation without actually communicating anything not even an absurd dialogue.

## Food for thought

by Franca Ricci Stephenson

(continued from p.1)

conflict areas and are not teaching displaced students should be aware of the problems that accompany migratory flows, as such flows place new and greater communicative demands on everything and everyone, and language learning and teaching being affected as well.

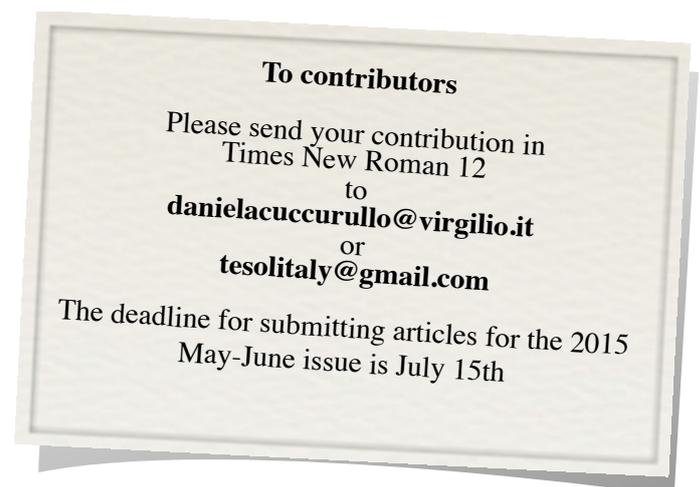
The authors insist on the importance of further studies and research to investigate more deeply what they call TESOL's *peace–conflict studies*, and their aim is to illuminate “two pressing matters that are rarely considered in tandem: (a) TESOL's<sup>3</sup> involvements in militarization in conflict zones and in peacekeeping efforts in post-conflict zones, and (b) the effects of conflict on the education experiences of English language learners and teachers while living in conflict zones and afterward.” They examine links between the global spread of English and forces of militarization and colonialism, they mention the “dialectical relationship between schooling and armed conflicts”, as education can be a weapon of war or a refuge from conflict, or even a site of protest, and can be perceived as such. They report on different researches which state that “in some zones of military conflict, English is being taught to military, security, and civilian populations, [...] (that) English has also been promoted as a means for civilians living in conflict and postconflict zones to engage with peacekeeping operations, [...] (that) English language programs have also been offered as a “secular” contribution to Islamic education systems in regions associated with, or adjacent to, armed conflict and terrorist insurgency [...] (that) Certain tertiary institutions extend an existing network of American Universities throughout the Middle East that have been positioned, [...] as “agents of change in the Arab world” and [...] as institutions that are “useful to Washington in the extension of soft power and US cultural influence” The article quotes researches which argue that “ELT programs, and by implication English language teachers, serve the interests of military and

postmilitary intervention in the oil-rich Gulf Arab states, where the “war on terror” may be seen as a battle between Islam and English” and that “English language teachers ... may now explicitly be perceived as a second wave of imperial troopers ... facilitating the policies that the tanks were sent to impose”. They further report that a boom can be expected in the lucrative market of English language teaching following the invasion of Iraq, with the risk of English being associated with imperialism and profit.

This is the background for the challenges of teaching and learning English, where difficulties for learners and teachers start and develop, where teachers may themselves be refugees, lacking university education, facing the same economic, political, emotional problems as their students. The authors argue that teachers should at least be aware of such problems, as, even far from conflict areas they may find themselves dealing with displaced students struggling to build up their future. Furthermore they suggest that in the case of conflict-affected students teachers should adopt approaches that take into consideration students’ learning needs and aspirations, adopting participative methodologies and involving communicating effectively with students. In other words what we have known for years and years: placing students at the center of the learning process, and giving them a say in class objectives and methods, and engaging them actively in effective communication.

June 2015

<sup>3</sup>The authors do not refer here to TESOL International Association, but in general to Teachers of English to speakers of other languages





# Web Watch

## on CLIL in Europe

by **Letizia Cinganotto**  
Researcher at INDIRE

In Italy CLIL methodology has been introduced in upper secondary school curricula since school year 2012-13. It is a dual focus approach that provides the delivery of subject contents in a foreign language, focusing both on language competences and on content acquisition at the same time.

CLIL is expanding more and more all over Europe, according to Eurydice Report, *Key Data on Teaching Languages at School in Europe* (2012<sup>1</sup>).

The added value of CLIL has been shown in the mutual benefits that better language competence and deeper subject mastery can get to the students.

David Marsh in his latest book, *The CLIL Trajectory Educational Innovation for the 21st Century iGeneration* (2013<sup>2</sup>), devotes the second chapter to the European socio-educational dimension, with particular focus on language actions and project-based actions in Europe, offering a very interesting overview of CLIL provision in Europe.

In the latest years the European Commission has fostered and recommended the implementation of CLIL all over Europe through different official documents and communications, such as *Rethinking Education* (2012<sup>3</sup>), in particular the Staff Working document titled *Language competence for employability, mobility, and growth*, which focuses on the added value of CLIL to the quality of educational systems. In fact it is considered as an innovative and transformative methodology which may inspire teachers and motivate and engage students, *through innovative methods and approaches, initial and in-service training of language teachers, increased opportunities of using language skills, CLIL, development of ICT-based language learning resources [...]*

A recent Report from the European Commission, *Improving the effectiveness of language learning: CLIL and computer assisted language learning* (2014<sup>4</sup>), focuses on the added value of CALL (Computer Assisted Language Learning) to the implementation of CLIL methodology. In fact CALL and digital technologies *reduces [...]*

A recent Report from the European Commission, *Improving the effectiveness of language learning: CLIL and computer assisted language learning* (2014<sup>2</sup>), focuses on the added value of CALL (Computer Assisted Language Learning) to the implementation of CLIL methodology. In fact CALL and digital technologies *reduces learner anxiety by providing non-judgmental, student-centred learning. Connecting learners to the cultural context of the foreign language, use of online audio and visual multimedia resources and reciprocal role peer tutoring can all enhance motivation. CALL offers supplementary teaching tools and material and provides different pedagogical approaches, which may benefit some students.*

In the following table<sup>5</sup> the main digital functions are listed, highlighting their benefits and added value to the learning process:

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<sup>1</sup>[http://eacea.ec.europa.eu/education/Eurydice/documents/key\\_data\\_series/143EN.pdf](http://eacea.ec.europa.eu/education/Eurydice/documents/key_data_series/143EN.pdf).

<sup>2</sup>Marsh, D. (2013), *The CLIL Trajectory: Educational Innovation for the 21st century iGeneration*, University of Cordoba.

<sup>3</sup>[http://ec.europa.eu/languages/policy/strategic-framework/rethinking-education\\_en.htm](http://ec.europa.eu/languages/policy/strategic-framework/rethinking-education_en.htm)

<sup>4</sup>[http://ec.europa.eu/languages/library/studies/clil-call\\_en.pdf](http://ec.europa.eu/languages/library/studies/clil-call_en.pdf).

<sup>5</sup> the effectiveness of language learning: CLIL and computer assisted language learning, pag. 27.

Tool	Findings
Chat (computer-mediated communication)	<ul style="list-style-type: none"> <li>Synchronous chat can increase amount of learners language production and its complexity</li> <li>Online forums (asynchronous) can prepare students for classroom oral discussion</li> </ul>
Online audio and visual multimedia resources	<ul style="list-style-type: none"> <li>The contextual presentation of words enriched with online audio and visual multimedia resources improves retention of words</li> </ul>
Electronic dictionaries	<ul style="list-style-type: none"> <li>Learners complete tasks faster than without technology, and the frequency of dictionary look-ups increases</li> </ul>

CALL offers innovative ways of teaching and learning (especially outside formal teaching):

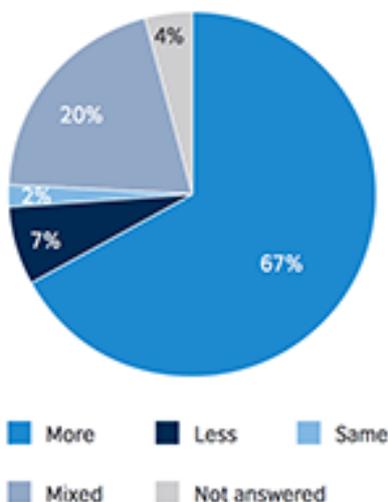
Tool	Findings
Computer-assisted pronunciation training (CAPT)	<ul style="list-style-type: none"> <li>There is strong evidence for CAPT. It promotes student-centred learning and reduces learner anxiety</li> </ul>
Intelligent tutor systems	<ul style="list-style-type: none"> <li>Learners demonstrate pre-test and post-test gains in speaking, reading comprehension, vocabulary, grammar, fluency</li> </ul>
Game-based learning	<ul style="list-style-type: none"> <li>Develops problem solving and critical thinking skills through engagement and iterative feedback; improves retention</li> </ul>

Enlarging the perspective from a European one to a global one, a recent research project about EMI (English as a medium of instruction) has been carried out in 55 countries all over the world by EMI Department, Oxford University, in cooperation with the British Council. The report by Julie Dearden, titled “EMI, – a growing global phenomenon”<sup>6</sup>, provides an initial picture of the rapidly growing global phenomenon of English medium instruction. The broad aim was to map the size, shape and future trends of EMI worldwide. In the report the findings have been distributed into five sections:

1. The growth of EMI as a global phenomenon.
2. Official policies and statements on EMI.
3. Different national perspectives on EMI.
4. Public opinion on EMI.
5. Teaching and learning through EMI.

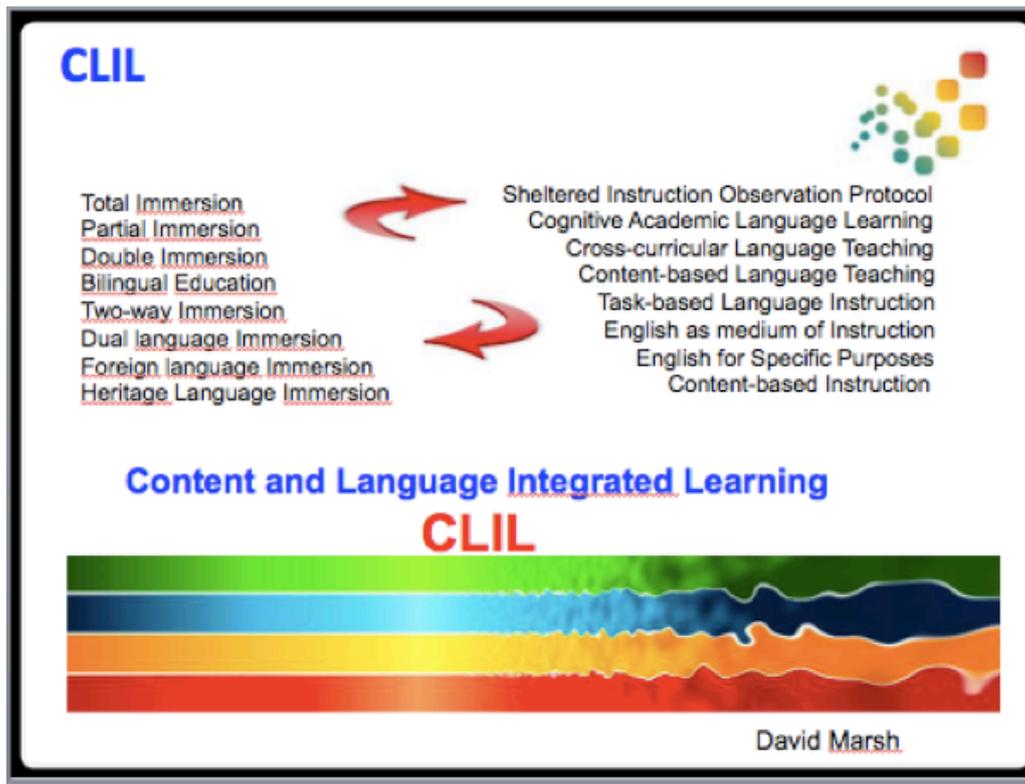
The phenomenon is expanding more and more all over the world and the following graph seems to predict and confirm this growth for the upcoming years:

Figure 10: General trend of EMI for the future – more, less, same or mixed?



<sup>6</sup> <http://www.education.ox.ac.uk/wordpress/wp-content/uploads/2014/09/EMI-a-Growing-Global-Phenomenon-new-cover.pdf>

However English as a Medium of Instruction (EMI) is one of the different ways to conceive and implement the integration between language and content, as Marsh<sup>7</sup> shows in the following slide:



<sup>7</sup> Marsh D. (2014), *Why CLIL now?* EVO CLIL webinar: <https://www.wiziq.com/online-class/1590270-evo14-why-clil-now>.



## New publications on the teaching profession and teaching practices in Europe

Eurydice and CRELL have released reports on teaching in Europe

**Eurydice** [The Teaching Profession in Europe: Practices, Perceptions, and Policies](#)

**CRELL** [Teaching Practices in Primary and Secondary Schools in Europe: Insights from Large-Scale Assessments in Education](#)

## Who's in the Classroom?

by Melanie Rockenhaus

**What's going on in English classrooms in Italy? Who are the teachers and what do they think of their jobs?**

**This series takes you through the classrooms of Italy to answer those questions.**

Italy's geographically a long place, so let's start with a teacher from the near-midpoint of the peninsula. Simonetta Moretti, originally from Montevarchi (AR), has been teaching at the ITIS-LST Sarrocchi in Siena for some years now. She reports that she has always been interested in other languages and cultures and had always hoped to teach. Initially she wanted to teach French, but finding teaching opportunities limited, she turned to English. And we're glad she did!

Simonetta enjoys working with young people and helping them – educationally and personally – towards adulthood, but like many of us, she dislikes having to assess them and even occasionally fail them. She's of the opinion that Italian schools are generally doing a good job in ELT, although she would like to see team work improved. She also wishes schools would promote additional professional development opportunities for teachers in the form of training seminars. As for her own English language competence, she spends a fortnight in the UK every summer.

Her average day consists of about four hours of teaching in different classes, and she makes sure to leave time to get to know the students and their concerns. She's also careful to warm up to the topic of the day and sum up at the end, giving students time to check that they understood. Like many teachers, Simonetta finds the Teacher Guides which come with textbooks to be very useful in organizing her work in the classroom. She particularly favors role plays or drama activities, because she considers these excellent opportunities both to improve student language and to allow even shy students to speak to their partners.

This sort of pragmatic, communicative approach is at the basis of her favorite success story, featuring a student who arrived in the first year of high school with very poor English “linked to a feeling of failure and low self-esteem”. But by encouraging the young man's innate motivation and willingness to work hard, the student “bloomed like a cherry tree”, ending his high school English career with an impressive 8/10 and a high mark on the FCE. Success stories such as this one motivate many of us to remain in teaching!

**Do you know of an interesting English teacher who would like to be interviewed for this series? If you do, please contact me at [rockenhaus@gmail.com](mailto:rockenhaus@gmail.com).**



For five weeks in January-February, participants and ESOL experts engage in collaborative, online discussion or hands-on virtual workshops of professional and scholarly benefit. These five-week sessions allow a fuller development of ideas than is possible in convention sessions.

Co-moderation with several other people is strongly recommended. Session leaders (moderators) need not have previous experience in online teaching. There is hands-on training in online discussion management and the use of live virtual chat and audio rooms during our moderators' training session November 1 - 29, 2015.

EVO sessions are sponsored by a TESOL Interest Section or affiliate, an IATEFL Special Interest Group, or other groups or affiliates. Sponsors provide no financial support. If you do not have a sponsor, the Coordination Team can help you find one or more.

For further information, please read: [\*What is EVO?\*](#)

# TESOL Italy groups

## REQUISITI PER IL RICONOSCIMENTO

Scrivi per inserire testo



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](mailto:grazia.maglione@gmail.com)).

### 1. AGRIGENTO

Co-ordinator: Christine Dowse  
Viale L. Sciascia, 19  
92019 Agrigento  
Tel.: 3332151535  
email: [christinedowse@alice.it](mailto:christinedowse@alice.it)

### 2. BENEVENTO

Co-ordinator: Anna Mazzeo  
Via della Città Spettacolo, 7  
82100 Benevento  
Tel.: 0824313376  
e-mail: [mazzeoa@yahoo.it](mailto:mazzeoa@yahoo.it)

### 3. COSENZA

Co-ordinator: Anna Franca Plastina  
Via XX Settembre, 19  
87036 Rende (CS)  
Tel.: 0984443427  
e-mail: [annplast@tin.it](mailto:annplast@tin.it)

### 4. FORMIA

Co-ordinator: Filomena Savore  
Via Faraoni, snc  
04023 Formia (LT)  
Tel.: 0771770098  
e-mail: [menasavore@alice.it](mailto:menasavore@alice.it)

### 5. L'AQUILA

Co-ordinator: Annamaria Nanni

Via G. M. Volontè, 1A  
67100 Cese di Preturo (AQ)  
Tel.: 3293484133  
e-mail: [am.ananni@libero.it](mailto:am.ananni@libero.it)

### 6. MESSINA

Co-ordinator: Irene Davì  
Via Di Dio – Villaggio Sant'Agata  
98166 Messina  
Tel.: 3478704085  
e-mail: [iredavi@libero.it](mailto:iredavi@libero.it)

### 7. MILANO

Co-ordinator: Rita Impagnatiello  
Via Europa, 20  
20010 Pogliano Milanese (MI)  
Tel: 333 4479497  
E-mail: [ritaimpa@yahoo.it](mailto:ritaimpa@yahoo.it)

### 8. MOLISE

Co-ordinator: Laura Tommaso  
Via Tanaro, 3  
86.30 - Termoli (CB)  
Tel.: 3493730432  
e-mail: [tommaso.laura@gmail.com](mailto:tommaso.laura@gmail.com)

### 9. NAPOLI

Co-ordinator: Daniela Cuccurullo  
Parco Grifeo, 63  
80121 – Napoli

Tel.: 3355212156  
e-mail: [danielacuccurullo@gmail.com](mailto:danielacuccurullo@gmail.com)

### 10. PALERMO

Co-ordinator: Ninfa Pagano  
Via del Fante, 56  
90146 Palermo  
Tel.: 3470649695  
e-mail: [n-pagano@live.it](mailto:n-pagano@live.it)

### 11. ROMA

Co-ordinator: M. Antonietta Orteni  
Via G. Lorenzoni, 20  
00143 Roma  
Tel.: 065916775  
e-mail: [maortenzi@gmail.com](mailto:maortenzi@gmail.com)

### 12. VAL DELL'ADIGE

Co-ordinator: Michael Joseph Ennis  
Via Gardesana, 507  
00143 Roma  
Tel.: 3337833271  
e-mail: [michaeljoseph.ennis@unibz.it](mailto:michaeljoseph.ennis@unibz.it)

### 13. VENEZIA

Co-ordinator: Alun Philips  
Via Favier, 20  
31021 – Mogliano Veneto (VE)  
Tel.: 0415906963  
e-mail: [alunphilips@alice.it](mailto:alunphilips@alice.it)

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