Making Things Happen
from the President in occasion of TESOL Italy’s 40th Anniversary Convention

Welcome from all of us on the TESOL Italy team and a very special welcome from me as TESOL Italy approaches its 40th National Anniversary Convention on 13th and 14th November 2015 at the ‘Polo Didattico’ in Rome. We’re trying to do our best to serve TESOL Italy’s membership putting together an event that is unique in Italy as an occasion for professional development for English teachers.

There will be plenary sessions, talks, and workshops given by renowned ELT professionals from around the world.

Diane Larsen-Freeman, our Key-note speaker, past president of TESOL, Professor Emerita at the University of Michigan, Ann Arbor and Professor Emerita at the Graduate SIT Institute in Brattlesboro, Vermont, currently visiting Senior Fellow at the University of Pennsylvania, will address the audience speaking about how the teaching of English has changed around the world and the changes that have taken place in our understanding of teaching.

Henry G. Widdowson, Emeritus Professor, University of London, Honorary Professor, University of (continued on p.11)

In recent years, Italy has been reached by waves of immigration, which have now hit most European countries, and discussions have developed on media and social networks about the difficulties and problems created. Anti-immigration rhetoric has propagated myths that in different ways affect the learning environment in our schools. As teachers, we bear the responsibility of spreading correct information, and as teachers of English we have the opportunity to work with our students to dispel the myths surrounding immigration, perhaps more than teachers of other subjects. In any way, we share this responsibility with educators around the world, as we understand reading an article by Judie Haynes’ posted on a TESOL Blog on August 27, 2015: “Debunking 5 Myths of U.S. Immigration” where she places facts against myths:

MYTH #1: There is a huge increase of the number of immigrants in the United States.
FACT: The number of undocumented immigrants living in the United States has declined from 12.2 million in 2007 to 11.3 million in 2013 [...]
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**

**Linguistic competence: a concrete issue in the first priority area for European cooperation in education and training**

Daniela Cuccurullo

The Draft 2015 Joint Report of the Council and the Commission on the implementation of the Strategic framework for European cooperation in education and training (ET2020) presents the main developments and challenges in European education and training, underpinning the identification of the new priority areas and concrete issues for further work up to 2020.

While confirming the four ET 2020 strategic objectives set by the Council in 2009, the proposal is for a reduction from 13 to 6 priority areas, each of which can contribute to one or more strategic objectives, for the period up to 2020. The priority areas are then declined into concrete issues.

In the first area, among the concrete issues, we read: ‘Strengthening the development of transversal skills and key competences, in line with the Reference Framework on Key Competences for lifelong learning, in particular digital, entrepreneurship and linguistic competences through common EU Frameworks and self-assessment tools such as HEInnovate’.

Though coming from different experiences and concerning different research fields, all the articles in this issue of the newsletter merge into one fundamental issue: to foster language teaching and learning, as TESOL-Italy’s priority mission. It is in this spirit that the different suggestions from the contributors are food for thought and action as well as for ‘moving on’, for all of us.
Enjoy your reading!
In the collection of essays titled *Literature in Translation. Teaching Issues and Reading Practices*, edited by Carol Maier and Françoise Massardier-Kenney (Kent, Ohio: The Kent State University Press, 2010) we read with great interest the pivotal text authored by Carol Maier herself, “Choosing and Introducing a Translation”. Her piece starts with an epigraph drawn from poet and translator Robert Kelly, who suggests that “We sleep in language, if language does not / come to wake us with its strangeness.” (Robert Kelly, “On Translation.” PEN. May 22, 2010. http://www.pen.org/viewmedia.php/prmMID/108). We couldn’t agree more with the choice of introducing the (pedagogical) function of translation through such poetical quotation: poetry as well as translation do awaken the readers’ conscience and should provoke a condition of even more alerted attention in the case of the translator, who, as we well know, is – or at least should be - the most profound reader of any text, just because s/ he has to render it into a different language. So “strangeness”, which is a qualifying trait of diversity, becomes the protagonist of the translational act. Carol Maier again asserts in her incipital lines: “A promise of exposure to the unfamiliar – and the perception of its allure! What better way to preface an essay about choosing a translation?” With this statement – which underlines the decision making process implicit in any step regarding translation, herein including the choice of the text to translate – we are effectively reminded that the attraction of translation relies primarily on the fact that translation introduces us into some of kind of “unfamiliar”, and it goes without saying that the main function of the translation instructor is to make that same “unfamiliar” trait somehow intriguing, capturing, and, most of all, unavoidable. With such aim in mind, Maier continues providing some recommendations that “should encourage an instructor to entertain the unfamiliar and make informed choices” (p. 11). The first principle Maier presents is: Be aware of expectations. “Even before beginning to read the available versions of a particular text, it is important to review one’s thoughts about translation” (p. 12). For instructors, who are both readers and scholars, “it is also important […] to be aware of their own assumptions about translation and their criteria for evaluating a work in translation. Those assumptions and requirements are often unacknowledged but they affect the way a reader approaches literature in translation” (p. 12). If we expect a certain literary text translated in the way that we are used to, the “familiar” version, it is very likely that any translation of the same text, even if a good translation, is received with a certain degree of suspiciousness just because different. The second principle Maier recommends is: Read well. “In other words, read, or at least consult, as many versions of the original as possible, and read it with awareness that the work being read is a work in translation” (p. 12). For instance, a case that I can quote because I
often used it in my translation courses is the famous poem by Emily Dickinson “This is my letter to the world” which was translated by various Italian experts and poets, from Margherita Guidacci to Marisa Bulgheroni, from Barbara Lanati to Massimo Bacigalupo, not to mention the beautiful versions by Cristina Campo, just to quote a few. If you “read well” the different translations, and read them keeping in mind that they are translations from another language – therefore texts springing from a different “cultural milieu”, belonging to “a complex web of traditions” – then, even your students will become more appreciative of the diversity and richness of the “unfamiliar” document at hand, and will make their choice among the versions available, probably mixing them, that is, choosing lines or picking single words from different translations. The third suggestion Maier provides is Consider the purpose. What is the determined work used for in your course? Is it for specific purposes? Which the audience, venue, and scope? A drama translation, for instance, must be “actable” more than readable, whereas some authors need be re-translated according to the present times’ spirit, in order to make them more “actual”… The following principle is then Remember that no translation occurs in a vacuum. “All translation have histories; they are all […] ‘social acts’ or ‘specific deeds of critical reflection’” (p. 14), as Maier quotes from Jerome McGann; “all translations are ‘coded and scored with human activity’ (once again drawing on McGann’s The Scholar’s Art: Literary Studies in a Managed World. Chigago: University of Chicago Press, 2006, p. 136). As a matter of fact, translation should be viewed as a form of “performative” rather than “scholarly” – or we could add “informative” – interpretation. However, Maier points out that “instructors will want to read any additional translations by the translators whose work they consider and to read whatever they can find about those translators themselves” (p. 14). The next principle is therefore Consult reviews, review essays, and criticism if you want to be competent about the translator and the text; “reviews can be very helpful, because they often contain information about the original work or its author; about the inclusion (or lack) of commentary, notes, or glossary” and so on (p. 15). Choose one, use many (if not all) is the second to last of Maier’s recommendations. She reports Jorge Luis Borges’ words when he says that “concept of the ‘definitive’ text corresponds only to religion or exhaustion” (p. 16): “Consequently, to limit oneself to one version when more than one version is available is to deprive oneself (or one’s students) of the pleasure of awakening to the strangeness of language” (p. 16), as the initial quote recited. Finally, the last piece of advice is, Present provocatively: “once a translation is chosen, an instructor’s first task is to prompt it. To a large extent, this involves setting the students on the path the instructor followed in selection the translated work they are reading” (p. 17)… or better, we would add, choosing!

Eurydice publishes a new report on national tests in languages

The EURYDICE network has published the report ‘Languages in Secondary Schools in Education: An Overview of National Tests in Europe.’ to provide a clear understanding of the current national testing regimes for languages in European countries. This report provides a comparative overview of the national tests in Europe assessing the language competences of secondary school students. The analysis covers aspects such as the increasing importance of national tests in languages, the objectives of the tests, the skills tested, as well as the means developed by countries aiming at ensuring consistent and reliable scoring procedures, and the influence of the Common European Framework of Reference for Languages (CEFR) on national tests. The reference year is 2014/15. To read the complete report, click here.
Among several kinds of activities, in every issue of the Poliglotta we find an “Esercizio di Lettura” introduced by the rubric “il brano seguente deve essere letto ad alta voce due o tre volte al giorno”. As for the contents, these passages are often short texts concerning the social life of the time, e.g. Note of Excuse, Note of Invitation, or short jokes. Besides, quite often the text is contrived around particular sounds often at the expenses of a coherent meaning.

Now and then the “esercizio di lettura” is written by a “studioso” as we already know the students of the Poliglotta are called. The “esercizio di lettura” reported below is an actual example of the way they learnt, faithful to the title of this column, while the other sections of each Lesson show us rather the way they taught. Notice that these three short passages seem to be part of a Concorso esperimento, probably a kind of competition, after 25 lessons.

Besides appreciating the wittiness of creating stories with the words requested, let’s see which grammar rules the writer has tried to follow (reported with titles of the lessons in the Poliglotta: superlativo degli aggettivi, forma negativa, verbi difettivi (in this case can) futuro, presente progressivo, passato remoto. Quite a lot after 25 lessons of self study.

I wonder what the pronunciation sounded like. The corrispondenza column that we will examine in another issue of the NL shows it must have been a problem.

Can we learn something from this experiment? Why not try to give our students the same assignment? They might come out with original stories, hopefully crazy ones, thus showing that we can learn while having fun. Or have fun while learning.
Food for thought
by Franca Ricci Stephenson

(In continues from p.1)

Incarceration rates among young men are lowest for immigrants, especially for the Mexicans, Salvadorans, and Guatemalans who make up the bulk of the undocumented population, according to the Justice Department. […]

MYTH #3: Immigrants take jobs from American citizens.
FACT: According to the Immigration Policy Center, there is little connection between immigrant jobs and unemployment rates of native-born workers. Better education and an aging U.S. population have resulted in a decrease in the number of Americans willing or available to take low-paying jobs. Immigrants and native-born workers do not frequently compete for the same jobs. Immigrants are more likely to be employed by the service industry, while native-born workers are more likely to hold jobs in management, sales, and office occupations.

MYTH #4: Immigrants come to the United States for welfare benefits.
FACT: According to the U.S. Chamber of Commerce, undocumented immigrants are not eligible for federal benefits programs. They cannot receive Social Security benefits, Supplemental Security Income, Temporary Assistance for Needy Families, Medicaid, Medicare, or food stamps. Even most legal immigrants cannot receive these benefits until they have been in the United States for 5 years or longer, regardless of how much they have worked or paid in taxes.

MYTH #5: Undocumented immigrants don’t pay taxes but still get benefits, including free education for their children.
FACT: All immigrants pay taxes every time they buy gas or purchase other items that are taxed. They also pay property taxes when they buy or rent a house or apartment. (Schools are funded mostly by these property taxes.) A new 50-state study, Undocumented Immigrants’ State and Local Tax Contributions, by the Institute on Taxation and Economic Policy, finds that the 11.4 million undocumented immigrants currently living in the United States collectively paid $11.84 billion in state and local taxes in 2012. Since undocumented immigrants don’t have the benefit of welfare programs, the ratio between immigrant use of public benefits and the number of tax dollars they pay is consistently favorable to the United States.”

The myths reported in the article are the same we have in Italy; the facts are similar, as we can easily find out on the web. However, we can find correct information on official such as http://www.istat.it/it/immigrati, and http://www.interno.gov.it/it/notizie/line-dati-e-statistiche-sui-migranti-italia. A simple suggestion for an easy activity: we could set up research and discussion groups comparing what Ms. Haynes has written in her article with what is being said and written in Italy.

I believe that it is important to tackle the myths of immigration in our classrooms, as we are more and more likely to teach ethnically diverse students fresh from immigration, who often run the risk of becoming marginalized. Most of us have already included the themes of immigration and cultural diversity in our teaching. However, cultural awareness is a delicate acquisition, which we cannot take for granted, and which is daily challenged by false information; it is a never-ending battle. Are we ready to fight for it?

October 2015

For further ideas see:

Five Minute Film Festival: Culturally Responsive Teaching
Culturally Responsive Teaching Matters!
Who’s in the Classroom? (3)
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.

This interview comes to us from Reggello, Tuscany, where Susan Burg teaches at the University of Florence as well as in private companies. Originally from Chicago, she became an English teacher because she loves languages. Interested in art and poetry as well, she has a BA in art with a teaching certification, followed by graduate courses in fashion and design, linguistics, and e-learning. A true believer in CPD, she then completed two postgraduate programs at the University of Florence, in *Metodi e Tecniche della Formazione in Rete*, followed by a master program in *Internet, costruzione della conoscenza, ambienti di apprendimento*. That’s encouragement to all of us to keep up our professional development!

Her average day varies a great deal. At the university, she teaches academic writing, with students learning how to write sentences, paragraphs, and then entire essays. Students analyze models and practice so they can improve. In private companies, instead, her courses are more general in nature. In these cases, she focuses on communication, with diversified activities. She enjoys teaching a great deal, because it gives her the opportunity to work with people and inspire them to learn, and she only wishes there were fewer bureaucratic and administrative tasks.

When asked what she thinks of how English is taught in Italy, Susan states that there are some excellent English teachers in Italian schools and universities, but she would like to see English taught to even younger students and for more hours every week. She also reminds us that the language classroom is not an island. Ever since taking a course in Connected Learning, she has come to realize that language learning does not take place only in the classroom but continues everywhere. For this reason she says that all her “work is a success story. Learning may be triggered in the classroom, but it’s an ongoing process.”

Let’s keep that in mind and offer our students the “triggers” they need to be interested in English, encouraging them to learn English continuously, in and out of school.

**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.**

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**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 November-December issue is November 30th
Interweaving self-evaluation and evaluation of language teachers’ competences

by

Letizia Cinganotto
Researcher, INDIRE

The Reform Law 107/2015 has reshaped the teacher’s professional profile, introducing new skills, competences and dimensions, which are deemed necessary to meet 21st century challenges. Among the innovations introduced by the Reform it is worth mentioning training as a mandatory task for in-service teachers and evaluation of the teacher’s profile and competences in order to access the evaluation fund.

This is a particularly important step in the recognition of teachers’ continuous professional development and in the assessment and evaluation of their competences.

In a life-long perspective, teacher training is considered as a permanent condition of the individual, planned according to a wider and integral professional development perspective. Training experiences allow teachers to enrich their professional profile, developing new skills, knowledge and competences to spend in their future career. This is a dynamic process, where formal, informal, non formal experiences can help.

In order to monitor and check this spiral of professional growth, new qualitative or quantitative methods would be needed.

Different innovative initiatives within the school three-year learning offer (PTOF) can be planned and implemented according to the above mentioned law, such as:

- a) new “in-situation” training/coaching initiatives (at school)
- b) different personalized learning pathways
- c) networks and virtual communities of teachers as researchers
- d) cooperation with the different stakeholders in the local community
- d) identification of quality criteria for training pathways, trainers (portfolio, diary, documentation etc.).

The starting point is the concept of training as a reflective practice (Donald A. Schön, The Reflective Practitioner: How professionals think in action, London, Temple Smith, 1983): after each learning experience, the reflection on it, even supported by evidence (diaries, pictures, portfolio, documents), may lead to deeper personal and professional enrichment and growth.

Self-reflection and self-evaluation are the keywords on the background of a European project, called “EPG-European Profiling Grid”, which was co-funded by the European Commission from 2011 to 2013, involving partners from nine countries, represented by leading national and international authorities on language education.

The main partners and their representatives are:

- Centre International d’études pédagogiques (CIEP), France
- Evaluation & Accreditation of Quality in Language Services (EAQUALS), UK
- British Council, UK
- Instituto Cervantes, Spain
- Bulgarian Association for Quality Language Services (OPTIMA), Bulgaria
- Goethe-Institut e.V., Germany.
The additional project partners are:

- Center für berufsbezogene Sprachen (CEBS), Austria
- ELS-Bell Education Ltd (ELS Bell), Poland
- Università per Stranieri di Siena (UNISTRASI), Italy
- Hogeschool van Amsterdam DOO (HvA), Netherlands
- Sabanci Üniversitesi (SU), Turkey.

The European Profiling Grid (EPG), which represents the output of the aforesaid European project, is an instrument, available in nine languages, which describes the competences of language teachers in tabular form. It is a tool for mapping and assessing language teacher competences at an international level. It contains sets of descriptors organised over six stages of professional experience as a language teacher (novice to highly experienced) and summarises the main competences of language teachers and the background in training and experience that would be expected at each stage (http://www.epg-project.eu/grid/).

The aim of the EPG is to support language teachers in their own professional development. It is also a tool for managers and coordinators who are responsible for assuring the quality of language education, and for trainers and mentors who provide support and in-service development opportunities for language teachers.

The interesting aspect of the project is the interweaving of teacher’s self-evaluation and evaluation of his/her headteacher: in fact the grid can be filled in by the teacher and by his/her principal considering that teacher’s competences and experience. A brief meeting will discuss and compare the two grids, looking for differences and similarities and possible reasons for them.

The online version of the grid allows it to be completed electronically, logging in with the relevant profile (teacher, manager, headteacher), as shown in the picture:

![Fig. 1 – EPG – digital version](image)
The Italian partner of the project, prof. Pierangela Diadori from “Università Stranieri, Siena” (P. Diadori (cur.), *Formazione Qualità Certificazione per la didattica delle lingue moderne in Europa*, Milano, Le Monnier, 2010), is at the moment engaged in a pilot project, in cooperation with INDIRE (National Institute for Documentation, Innovation, Educational Research, Italy), involving a network of schools all over Italy. Language teachers and their principals have been asked to fill in the grid separately and then reflect upon the outcomes.

The results of this research project will be presented in Lisbon in April 2016, at the EPG Symposium.

It will be interesting to understand if this grid may be useful to evaluate language teachers’ competences within the National System of Evaluation implemented in the Italian school system according to Law 80/2013. We may get useful suggestions from the teachers’ and principals’ comments as far as the use of the grid within the Italian context is concerned.

Looking forward to getting the results!

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**LA GRIGLIA DI DESCRITTORI DI COMPETENZE DEI DOCENTI DI LINGUE (EUROPEAN PROFILING GRID 2013) (LA TRADUZIONE È DI P. DIADORI)**

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**PERSPECTIVES**

Editor: Lucilla Lopriore
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Editorial board: Elisabetta Burchietti, Rosanna Fiorentino, Morozzo, Mary Beth Flynn, Paola Mirri

TESOL Italy: www.tesolitaly.org
Making Things Happen
From the President
(continued from p.1)

Wien, has taught TESOL courses and worked on TESOL projects in material development and teacher education in many parts of the world. He will give a plenary talk entitled, ‘ELF and TESOL: A Change of Subject?’ to reflect on the relevance ELF has for TESOL. He will explain how ELF and TESOL are related, and the implications that arise from the study of ELF for the way English, could, or should be designed as a subject for TESOL.

Russell Stannard, Principal Teaching Fellow at the University of Warwick, UK and NILE associate trainer, is the founder of www.teachertrainingvideos.com. He was awarded the Excellence in Teaching and Learning Award in 2008 and the British Council ELTons Award in technology in 2010. He will be speaking about the Flipped Classroom and its relevance to English teaching.

Paul Braddock, manager of the British Council’s Teaching English website, was a senior teacher at the British Council’s Young Learners centre. The aim of his talk is to engage teachers in a dialogue about continuing professional development (CPD) using British Council’s new global CPD framework.

In an ever-changing world and ever-changing student population, English teachers face many challenges in the future. They can face them and play a role if they feel that they belong to a community of learning whose members value not only English education but the opportunity to expand their own professional development. TESOL Italy can help through the occasions it creates for socializing and sharing experiences, through a strong network promoting seminars, language improvement course and its annual convention.

This year there will be three cultural events that will enrich our 2-day convention. A One Act Play, a Concert and a Cocktail.

Don’t miss the Raffle. The Norwich Institute of Language Education (NILE) is generously offering a two-week teacher training course in Norwich or Manchester for the prize winner.

For more information, including the full 2-day Convention program and fees, how to pre-register, directions to the convention site, and list of hotels in the area, please visit TESOL Italy’s website: www.tesolitaly.org.

Thank you for being part of TESOL Italy. I hope to see you all at the Convention to celebrate together!

With all best wishes,
Lina Vellucci

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8th SLanguages Annual Symposium
14-15 November 2015 (Sat/Sun)
A two day online conference on language learning in virtual worlds held for the 8th time on EduNation in Second Life.

The two main topics of the conference are machinima (cinematic productions of real-time conversations in virtual environments) on Saturday, 14 Nov 2015 starting at 12pm GMT and language learning games on Sunday, 15 Nov 2015 starting at 9am GMT.

- keynotes by Stylianos Mystakidis of OpenEducationEuropa, JayJay Zifanwe of the University of Western Australia, Gord Holden on immersive technology for learning in schools, Nick Zwarts of the TiLA project
- a film festival, fire side chats, games parks, water sports fun, tours and a party with the Cheerleaders

For the provisional program please klick here http://tinyurl.com/SLanguages2015

It is free to attend and all of the sessions are being streamed and recorded in Adobe Connect. You do not need an avatar to attend but if you do join us in Second Life on EduNation and if it is your first time to do so, we are happy to assist and look forward to meeting you inworld.

Time: November 14, 2015 to November 15, 2015
Location: EduNation in Second Life
Website or Map: http://www.slanguages.org
Event Type: web, conference
Organized By: Heike Philp aka Gwen Gwasi
For TESOL Italy’s 40th National Convention, NILE is offering one lucky winner a scholarship to a NILE course, either face-to-face in Norwich or Manchester, or a NILE Online teacher training course; a practical, fully interactive tutor-led online course taking NILE quality training to where you are.

NILE is a world-leading centre of excellence in professional development for language educators, offering training from initial qualifications to an MA, both face to face and online. In addition to NILE’s Erasmus+ funded programmes in Norwich and Manchester, NILE provides ELT project management, consultancy and courses for teachers of English for institutions and ministries worldwide.

The prize consists of:

Either

A free face-to-face course at NILE in Norwich or Manchester in 2016, the free place offer covering all training materials, registration, social programme, certification and free use of NILE’s facilities (Wifi, library, etc.)

Or

A free Nile Online course, to be taken by the end of 2016.

N.B. (The prize applies to non-award bearing courses only, and does not include flights and accommodation, where applicable).

Links:

[www.nile-elt.com](http://www.nile-elt.com)

[https://www.nile-elt.com/online-courses](https://www.nile-elt.com/online-courses)

[https://www.nile-elt.com/face-to-face-courses](https://www.nile-elt.com/face-to-face-courses)
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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