



News Letter

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The 45th Annual TESOL Convention

by Stefano Mochi
TESOL-Italy President

The 45th Annual TESOL Convention was held last March in New Orleans, Louisiana. The title of the convention was 'Examining the "E" in TESOL'. What does that 'E' stand for and what does its centrality in the title imply? The 'E', obviously, stands for English and its centrality in the title implies that a standard, fixed and norm-oriented view of the English language is no longer tenable. This, of course, is no novelty in EFL research. As a matter of fact, over the last years the various definitions attributed to English as an international language, a global language or a world language, to mention just a few, have highlighted its universal dimension as a language for communication. As a consequence, what in the past used to be identified as British English, American English, Canadian English, Australian English and so on appear nowadays as varieties of the same language, next to Indian English, Spanish English, Philippine English, Singapore English and many others.

Yet, the vast majority of scholars in this research field look at the latter varieties not as an impoverishment or a degradation of 'the original language'. On the contrary, they look at them as an enrichment of the 'mother tongue' to which a 'national' or a 'regional' flavor is added. This flavor is well recognizable in the lexicon, in the syntax, in the pronunciation - not to speak of pragmatic factors - that characterize each variety, named after the country in which it is spoken.

Going back to the title of the convention, what is really new and worth investigating in it, instead, is the impact

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Networking in New Orleans

by Beth Ann Boyle
TESOL-Italy Vice President

As I'm sure you know, TESOL International is affiliated with many ESOL organisations throughout the world and TESOL-Italy is one of them. Many are in North America, but there are over fifty affiliates in different countries around the globe. In Europe and Eurasia alone there are eighteen; there's TESOL France, TESOL Greece, TESOL Spain, TESOL Ukraine, HUPE (in Croatia), ELTA Serbia, APPI (Portugal), and many more.

In New Orleans last March at TESOL International's Annual Convention and Exhibit, I was able to meet many of these affiliate members. It was an honor for me to represent TESOL Italy and talk with teachers coming from different parts of the world.

At the convention in New Orleans, there were workshops and colloquiums especially for affiliate representatives. This is because one of TESOL International's objectives is to facilitate interaction and cooperation among its affiliates. Of course, you can rest assured that if an affiliate leader travels all the way from Brazil, Azerbaijan, France or Hawaii to attend a convention in Louisiana USA, he or she is very active and motivated. It is also inspiring to know that these leaders are returning to their countries with common goals and new ideas for the teachers involved in their organisations.

In these meetings there was much discussion about ways to attract new members, improve visibility, and raise the necessary funds to keep the affiliate organisations on their feet. This was a practical need that was shared by all because our affiliates are run by committed teachers volunteering their time and energy and not by marketing experts. We were also able to exchange information about our publications; newsletter, academic journals, and websites.

In order to unite its affiliates even more, TESOL International has made a Ning platform available for affiliate leaders. It's an online platform for posting events, sharing articles, participating in forums of various topics - a networking space for affiliate leaders. The fact that TESOL International has made this space available is an indication of its commitment to supporting English teachers worldwide.

The overall impression I got from the convention in New Orleans was that TESOL International is sincerely interested in supporting its affiliates. They want to become a truly global organisation. In fact, shortly after our return from New Orleans, we were contacted by a TESOL International board member, Diane Carter, who is coming to Rome along with John Segota for the Franklin SpellEvent on May 7th. Prof Carter has graciously offered to hold a workshop on May 9th in Rome for TESOL Italy entitled "Gathering the Storyteller's Wisdom".

As you can see there is great potential for future interaction between TESOL-Italy and TESOL International and all its affiliates.

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• 15,00; supportes, schools, universities, agencies: • 60,00 (including subscription to EnglishTeaching Forum).

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• 15,00.

TESOL Italy Newsletter

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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.

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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From the Editor

Changes and challenges in TESOL

by Anna Rosa Iraldo

Changes : a new Editor.

With this short note I welcome Daniela Cuccurullo who takes on the job of Newsletter Editor. Daniela has been a member of the Executive Committee of TESOL Italy for years and is an EFL teacher and a well known expert in ICT. We have been working together on this issue, and I'm sure that her expertise and dedication will soon bring fresh air to TESOL Italy's Newsletter. The Newsletter is a way of networking which sustains teachers who so often work in isolation; it's a commitment shared with and supported by the Editorial Board, the office assistants, the desktop manager and all of the contributors...and it's a challenge worth facing, as the many years of my working for the Newsletter have taught me.

Challenges in TESOL

More challenges and stimuli come from the world of TESOL. This issue of the NL opens a window in order to see what is happening worldwide in the fields of research, practice and organization. Mochi's and Boyle's articles on the TESOL Intl conference in New Orleans show different ways of considering the various aspects of English as a language which is taught all over the world and of tackling problems connected to the many-faceted contexts of teaching. In this labyrinth of suggestions and information every reader can trace his own paths, discover connections and make out meanings. For example, couldn't the suggestions about *learning by heart* in Stephenson's Food for Thought article be an answer to Mochi's questions about shaping ideas, hopes and desires into English? That may be just one of the many answers, completed, enriched and supported by the dense stimulating ideas of the AAAL conference that Lopriore reports on. Besides, as usual, the Hopscotch and WebWatch articles prompt practical hints for classroom work: in this case Lopriore's Buzz-word on Content Based Instruction and Corbucci's WebWatch hopefully will guide the reader through the world of CLIL.

Enjoy your reading.

AAAL: the windy conference

by Lucilla Lopriore

The conference of the *American Association of Applied Linguistics* (AAAL or triple AL as it is usually called) was held this year in Chicago from 26 to 29 March, just six days after TESOL International was concluded in New Orleans. The same, but different conferences. Two different locations: the most sophisticated American city in terms of urban architecture, Chicago, the most musical city, New Orleans. Two different weather conditions: in New Orleans the average temperature was around 20 degrees, while in Chicago it was well below zero, but the sun was shining in both cities all through the two events.

ELT issues are presented and debated in both conferences, but in AAAL the focus is much more on research findings and on current debates about second language acquisition. This year the chair of the conference was Suresh Canagarajah who managed to set up a very successful conference programme mostly focussed on controversial issues in the field of applied linguistics also relating to areas beyond the border of Second Language Acquisition (SLA).

The conference format, besides individual presentations, is usually organised into plenaries and colloquia on specific themes where a number of scholars present and discuss current research or controversial themes.

This year the plenary speakers addressed very provocative issues.

James Gee looked at ways in which both digital media and popular culture are changing language and literacy practices, as well as creating new forms of learning. Gee believes that these changes are transforming issues about equity, education and languages and are at the forefront of real learning reform and they call for new forms of work in applied linguistics. Chares Goodwin presented a very special case of how a man, suffering from severe aphasia, could participate in talk-in-interactions through precise interventions on the part of other participants. The man was able to function as a powerful creative speaker, despite being restricted to three-word-vocabulary (yes, no, and). Mary Louise Pratt highlighted the fact that in spite of numerous publications on globalization, none has so far explicitly addressed language, a category of analysis almost totally missing in the field. She pointed at the fact that one can't constrict an account of globalization without recognizing the force of language and of

human language competencies. Leanne Hinton presented the powerful Master-Apprentice Language Learning Programme model for endangered languages, an experiment in language learning for adults who have no other resources for learning to speak their heritage language. The model has spread around the US and Canada, and to Europe and Australia, and the manual has been distributed to indigenous communities. Franz Boers discussed different ways in which new L2 words or phrases are acquired, while Michael Silverstein discussed the elementary forms of culture in a 'post-cultural world', wondering whether 'the cultural' has become a new and fluid phenomenon in the post-modern condition of universal correctness: globalization.

Among the invited colloquia worth mentioning for their challenging and provocative ideas, were the one led by Sandra Silberstein and Gail Stygall on '*Activism in Applied Linguistics*' where six experts in rhetoric, discourse analysis and communications, illustrated how local media had represented the recent practice of the City of Seattle of 'sweeping' encampments of homeless people on city-owned properties. Chris Davison and Constant Leung in their '*Formative assessment: uncharted territories for Applied Linguistics*' addressed the issues of language models, language learning and trustworthiness in formative assessment. In the colloquium on '*Translation and interpreting as socially situated activities*', Mona Baker and Luis Perez-Gonzalez invited four speakers to discuss the growing pervasiveness of translation and interpreting in all social areas and the too often overlooked social relevance and engagement of translation and interpreting scholarship. Suresh Canagarajah invited six applied linguists from around the world to reflect critically on '*Knowledge construction in Applied Linguistics*'. They addressed themes as the implications of communication in late-modernity, language plurality in South Asia, the challenge of African development and implications of adaptive intelligence. James Collins and Brian Street in their '*Literacy Education Policy as Social Practice*', invited five speakers to address the issue of literacy policy in a world of migration, language diversity and glocalisation.

Among the other colloquia it is worth mentioning some of the most challenging topics, such as '*Translanguaging as pedagogy*', '*Emotions and emotioning in SLA*', '*Beyond a decade of focus on*

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Food for thought *From TESOL publications*



TESOL English Language Bulletin: about the importance of learning by heart

by Franca Ricci Stephenson

The TESOL English Language Bulletin is a weekly compendium of news and information from various sources for the English language teaching community, and is offered to members of TESOL International. It presents an interesting variety of articles grouped in categories: adult education, K-12, secondary education, higher education and language and education policy.

The first issue, dated Feb 9, 2011, offers some food for thought in an article about the importance of rote memorization in the teaching/learning process, in spite of the negative connotation for most people. The article questions the definition given by the Random House dictionary that to learn something “by rote,” is to learn it “from memory, without thought of the meaning; in a mechanical way.” It actually makes a convincing case that memorizing things is not only useful, but also vital for people of all ages. It reports about a radio discussion¹ on this topic where Daniel Willingham, professor of psychology at the University of Virginia, explains why children need to memorize things. Learning things by heart comes natural to children, as all of us have experienced: even very young children recall all the words of nursery rhymes and songs and expect us to tell them stories repeating word for word each time. According to Willingham, the key to successful memorization is engagement: “*If you’re really engaged, memory comes pretty automatically.*”

Why should we, as teachers of English, ask our students to memorize poetry? The article suggests that it is a worthwhile activity, and not as difficult as many people imagine, and to prove the point it provides a link with a video of a three-year-old reciting a poem², which reminds us of what the human brain is capable of. And for skeptical readers some reasons are listed in favour of learning things by heart, interesting, though not necessarily convincing:

1. It’s a challenge, and if one succeeds, a challenge to be proud of.
2. It’s a good exercise for the brain, excellent to fight off the tendency to rely too much on our digital devices to remember everything for us.
3. Most important, it opens new horizons, as one can discover things to which one was previously blind, a play on words, assonance, alliteration, analogies. “*It is for this reason, [...] that the great Russian-American novelist Vladimir Nabokov declared that there’s actually no such thing as reading — there’s only re-reading. (“Curiously enough, one cannot read a book: one can only reread it. A good reader, a major reader, an active and creative reader is a rereader,” Nabokov wrote in his “Lectures on Literature”.)*

The article suggests that the same holds good for TV shows and movies, as it’s everyone’s experience that one sees so much more on a second, third and fourth viewing. And the same applies to music as well, as the first time we hear a piece of music we don’t truly enjoy it as it is too new and unknown to us. Actually it’s only with multiple readings, viewings and hearings, then, that we actually begin to understand, see and hear. “*We’re deaf and blind in our first encounters with things. And this is why practice matters so much as well. It’s our chief hope for transcending mediocrity.*”

I would add the reason why I am personally and strongly in favour of learning poetry and other meaningful texts by heart. It is because I believe that such practice helps make us feel part of a cultural tradition which can give depth and significance to our identity. And for this I would like to quote T.S. Eliot in his well known essay *Tradition and the Individual Talent* “*[Tradition] cannot be inherited, and if you want it you must obtain it by great labour. It involves, in the first place, the historical sense, [...] and the historical sense involves a perception, not only of the pastness of the past, but of its presence; the historical sense compels a man to write not merely with his own generation in his bones, but with a feeling that the whole of the literature of Europe from Homer and within it the whole of the literature of his own country has a simultaneous existence and composes a simultaneous order. This historical sense, which is a sense of the timeless as well as of the temporal and of the timeless and of the temporal together, is what makes a writer traditional. And it is at the same time what makes a writer most acutely conscious of his place in time, of his contemporaneity.*”³

T.S. Eliot had writers in mind, we have students in our minds and hearts, who need as well to feel part of a cultural tradition, and if we never asked them to memorize texts, we might like to reconsider such choice.

¹ http://bamradionetwork.com/index.php?option=com_content&view=article&id=559;jackstreet54&catid=35;jackstreet54&Itemid=89

² http://www.youtube.com/watch?v=uVu4Me_n91Y&feature=player_embedded

³ TS Eliot, 1922, *The Sacred Wood: Essays on Poetry and Criticism*



Buzz-words

Lucilla Lopriore

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Buzz-word: *'a word or phrase that people in a particular group start to use a lot because they think it is important'*

Buzz-word of the day:

***CBI, CLIL, SIOP:
beyond acronyms***

English language learners (ELL) struggle daily to blend language and content knowledge in a way that builds strong communication and comprehension skills. In the last decade there have been numerous claims about language and content learning, specifically at school level, but there have been different ways to address this issue, all of them labelled with different acronyms.

Content-based instruction (CBI) emerged in the USA as a new paradigm in second language education. Contrasted with language teaching in isolation, CBI uses specific subject matter on which to base language instruction, i.e. the language is taught within the context of a specific academic subject. The implementation of CBI across educational contexts has radically changed the role of language teachers and the language curriculum in different school settings. CBI has increasingly grounded language teaching in academic content across disciplines by changing the focus from teaching language in isolation to its integration with disciplinary content in primary, secondary, and tertiary contexts worldwide. In spite of CBI success, research findings identified several areas of concern, for example, the poor performance of English language learners in academic areas that was attributed in part to the specialized language of the academic discipline such as mathematics, science, and social studies. Another challenge for CBI is the lack of expertise among language teachers both in the content areas and in the discipline-specific pedagogy within which language teaching is embedded.

CLIL, the abbreviation for Content and Language Integrated Learning, in French: EMILE - Enseignement d'une Matière par l'Intégration d'une Langue Etrangère - is a pragmatic and pro-active approach that has emerged across Europe in response to increasing demands for pupils with better language skills. It has been used for quite a long time to provide linguistically enhanced education enabling youngsters to

leave school with the ability to use two or more languages. The aims of CLIL are that students should be given opportunities to learn subject matter or content effectively through the medium of a European language which would not be considered as the usual language for subject instruction in their regular curriculum. CLIL refers to any learning context in which content and language are integrated to fulfil specified educational aims. Thus, it could refer to a classroom in which a foreign language teacher uses the foreign language to instruct learners in nonlanguage content, but it could also apply to a context in which a content area teacher uses an additional language, to a greater or lesser extent, as a medium of instruction in any specific lesson.

The SIOP (Sheltered Instruction Observation Protocol) was developed in the USA to make content material comprehensible to ELL. It was developed in order to meet the needs of educators who were seeking for effective ways to help the increasing number of students of English succeed in the classroom. SIOP is a system that provides a concrete structure to plan and implement sheltered instruction in the content areas. This model includes teacher preparation, instructional indicators such as comprehensible input and the building of background knowledge. It comprises strategies for classroom organization and delivery of instruction. It is a research-based and validated instructional model that has proven effective in addressing the academic needs of ELL. It consists of eight inter-related components: lesson preparation, building background, comprehensible input, strategies interaction, practice/application, lesson delivery and review/assessment. Teachers, by following the SIOP model and by using the instructional strategies connected to each of the components, can design and deliver lessons that respond to both the academic and the linguistic needs of English learners.

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Web Watch

CLIL, a web guide

by Letizia Corbucci

Dear Tesolers,

today's aim is to make you aware of what the web can offer you about CLIL: Content and Language Integrated Learning. CLIL is becoming more and more important and a great number of teachers will deal with it in the immediate future. One of CLIL's aims is to focus on communication rather than on language rules. This approach uses the language as a tool not as the aim of learning. Teaching through CLIL means using the target languages as means of communication, and what we expect from this type of learning has nothing to do with 'perfection'. To understand better what CLIL is, please do read the Buzz Word of the Day by Lucilla Lopriore. Here I will point out a list of official websites which can be useful if you want to take a deeper look into this matter.

http://ec.europa.eu/education/languages/language-teaching/doc236_en.htm

CLIL for the European Commission: Resources, in-depth studies, key documents, events, projects: all you need to know about CLIL in Europe.

www.euroclilic.net

The EuroCLIC network provides opportunities for contacting and learning from experienced CLIL practitioners. It produces regular bulletins and has a materials bank, a calendar of events and a discussion forum for language teachers and assistants on its website.

www.clilcompendium.com

The CLIL Compendium results from a research-driven project which focused on identifying the dimensions of CLIL. It aims to be comprehensive but not exhaustive. Just as it identifies the foundations, so it is itself a foundation on which to build greater understanding of the potential of CLIL. It ended in 2002. The contents remain available for information purposes but will not be updated.

<http://www.progettolingue.net/ALICLIL/>

It includes documents and a long bibliography. The aim of the project was the production of materials for professional use for both English Teachers and teachers of other subjects.

www.tieclil.org

The TIE-CLIL project (funded through Socrates - Lingua Action A) promotes plurilingualism through the introduction of Content and Language Integrated Learning in five different EU languages (English, French, German, Italian, Spanish). The major aim of TIE-CLIL is to provide pre and in-service development programmes in CLIL for language teachers and subject teachers through building on existing knowledge of this field, and to provide state-of-the-art understanding of theory and practice.

Bilingual Education: Full Text Articles & Digests

Articles by Stephen Krashen: <http://www.sdkrashen.com/>

A Global Perspective on Bilingualism and Bilingual Education Eric Digest 1999:

<http://www.cal.org/resources/digest/digestglobal.html>

Model Strategies in Bilingual Education: Professional Development U.S. Dept. of Ed. Monograph 1995: <http://www2.ed.gov/pubs/ModStrat/index.html>

Two or More Languages in Early Childhood Some General Points and Practical Recommendations Eric Digest 1999: <http://www.cal.org/resources/digest/earlychild.html>

Why Bilingual Education ERIC Digest Stephen Krashen 1997: <http://www.ericdigests.org/1997-3/bilingual.html>

WORDS & WORLDS



Tesol Italy's 36th Annual National Convention
Rome, November 18-19

THEMES

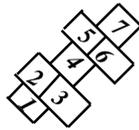
Content through Language

Identity and Diversity

Primary Language Education

Motivation in Language Learning

I hope you will find these websites useful for a better understanding of CLIL.... I leave you know but do not forget to Create Language Inside Learners before asking them to produce for it.



HOPSCOTCH

Resources for primary school teachers

This section is dedicated to primary school teachers. It will address issues that are of interest for teaching English to young learners.

* * * * *

ENGLISH ON STAGE!

by Marianna Accardi

“Once upon a time...” Children enjoy listening to stories in their native language and understanding the dialogues inside the stories. Stories can also be the starting point for a wide variety of related language learning activities which are described in the accompanying notes. Here are some other reasons why teachers use storybooks:

- Stories are motivating and fun and can help develop positive attitudes towards foreign language learning.
- Stories stimulate imagination. Children can become deeply involved in a story as they identify with the characters and try to interpret the narrative and the illustrations. This imaginative experience helps develop their own creative powers.
- Listening to stories in class is a shared social experience. Reading and writing are often individual activities; storytelling provokes shared responses of laughter, sadness, excitement and anticipation.
- Children enjoy listening to stories over and over again. This frequent repetition allows certain language items to be acquired while others are being overtly reinforced.
- Listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts, enriching their thinking and gradually becoming part of their own set of vocabulary and structure.

Since I strongly believe in the power of storytelling, I started a storytelling project at the 3° Circolo di Castelvetrano (TP) primary school with a group of fifteen students from the third, fourth and fifth grades. The two hour meetings took place in the school’s laboratory in the afternoon and they went on for fifteen weeks. The project was based on listening to stories in order to improve English conversation and we chose the story “Winnie Flies Again”¹. Through the dramatization of Winnie’s story, the students improved their listening skills and expanded their vocabulary. We focused on the various episodes of the story: each of them was recounted, then we repeated the dialogues. The students were then divided into small groups and acted them out on stage. With the help of the TPR method, the children learned common actions, such as “open your eyes, sit down, sleep, jump ...”. It was all such fun for them as they mimed the actions while listening to the story. A lot of activities completed the listening part: card games with words, games to learn new words, bingo, memory games, games to review prepositions of place and to revise and teach the position of verbs in sentences (Is the cat on the cushion? Yes, it is / no, it isn’t).

And the students showed particular interest for nursery rhymes. After listening to them, they were given incomplete versions in which they would insert missing words. As an arts and craft activity they built the witch and her magic wand. At the end of the project, in addition to greatly improving their language proficiency, students also increased their relational and social competencies. The whole project consisted of a variety of activities involving pupils to help consolidate the competencies they acquired. Listening to and singing songs, drawing pictures to support writing, reading comprehension questions, doing crosswords, information gap activities, puzzles, and posters to highlight the timeline and geographical references were some of the activities devised to make language learning purposeful. We were also able to make costumes and, at the end of the project, we organized a short performance to which parents were invited.



The principal Gaetana Maria Barresi handing out the “English is fun!” certificates



Winnie the Witch

¹ Korky Paul and Valerie Thomas “Winnie flies again” Ed. OUP

The 45th Annual TESOL Convention

by Stefano Mochi

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that all these 'Es' may have on EFL teaching and learning. Most, if not all, the plenary sessions in the convention tackled this issue from various points of view: didactic, sociological, educational as well as in term of language policy.

Pennycook's talk, for example, stressed the concept that English as we mean it is 'an impossible idea'. This because its boundaries, be they syntactic, morphological, lexical and so on are difficult to constrain within a fixed, enclosed space. More than a language, Pennycook maintains, English is 'a set of ideas, aspirations, desires, hopes and threats'. Such definitions certainly raise crucial questions as far as EFL learning is concerned. To start with, we may wonder whose desires, hopes and threats. They might be the hopes of the students who start their 'journey into the mysterious country' of EFL learning. Or they can be the aspirations of teachers and educators who put all their expertise and professionalism in their daily practice. Or, finally, they might be the threats of the learning/teaching process itself, which takes the form of errors or feelings of frustration when expectations are not fulfilled. The first question that as teachers and educators we should ask ourselves is: if English is a 'set of ideas' or 'aspirations', what daily practices should we implement to make those ideas take shape, those desires come true? What English do we want to teach and our students to learn, given the fact that in Pennycook's words, it cannot be 'pinned out', neither in terms of correct usage nor in terms of standard language?

Another interesting point was raised by Jennifer Jenkins who focused on English as Lingua Franca, the status of which has been much debated in recent years. Jenkins's point was that any learner speaks what can be considered a 'legitimate' representation of the regional or national language he/she belongs to. This is especially true as regards pronunciation, where the idea of a uniform, standard 'native speaker's accent' is discarded. Seen in this light, the learner's individual accent must no longer be evaluated on a purely linguistic basis

but, rather, with reference to his/her personal identity, culture or attitude to the foreign language. Seen in this view, the 'regional' or 'national' accent the learner brings with him/her when he/she starts learning the foreign language has to be accepted as the distinctive mark denoting his/her own identity and culture.

As regards the latter point, however, problems may arise, especially in those countries where English is used as a second language. This is the point tackled by Tracey Derwing, Helen Fraser, Okim Kang and Ron Thomson who highlighted that, if on the one hand EFL teachers may be fully conscious that native learners may be biased against 'non-standard' accent, on the other they are not aware of the disadvantages that such biases may cause outside the language classroom. To this I add that such disadvantages are not evident only in ESL learning but also in EFL learning. In the case of Italian learners, for example, their consciousness of 'non-standard' pronunciation is only apparently a minor problem: can we be sure that their self-esteem, a crucial factor in language learning, is not affected by such consciousness which may also have an impact on other components of the language system like syntax, lexicon, morphology and so on?

I would like to conclude this short report about the convention in New Orleans with a final remark on Shondel Nero's investigation into Caribbean learners of English in American Schools and how they tend to preserve much of their 'Caribbean' English as a distinguishing mark of their 'language diversity'. Maybe one day we will raise the same cultural awareness in our EFL students; an awareness that makes them feel proud of their *Giovannese English* or *Mariese English* (the individual, idiosyncratic English spoken by Giovanni or Maria, all fictitious names of course) rather make them feel ashamed of it?



AAAL: the windy conference

by Lucilla Lopriore

(continued from p.3)

form: giving meaning its proper place 'Discursive approaches to Emotions and Affect in L2 talk and interaction', 'Individual differences and variation from a complexity theory/Dynamic systems', 'English medium curricula in the global society', 'Race and gender matter', 'Exploring the interactional instinct and language acquisition'. But certainly the most engaging one was the one led by Dervin Fred and Claire Kramersch 'Researching identities: what methodological options are available for applied linguistics?', where the six speakers discussed the epistemological advances on identity and research methods, in terms of power relations, interculturality, inter-religious dialogue. Claire Kramersch, in her concluding remarks, explored the differences in research questions and methodologies between identity and subjectivity in language learning. A final outstanding lecture was the one delivered by Diane Larsen-Freeman, the recipient of the 2011 Distinguished Scholarship and Service Award, in the 'Emancipation of the Language Learner' she traced the continuous and challenging development of language learners adding an illuminating and thought provoking perspective to the windy conference.



⇒ **Errata Corrige** ⇐

In the January-February issue of the newsletter the References for L. Lopriore's article **DIGITAL NATIVES** were partly omitted. The editor apologizes with the author and with the readers. The correct list of references is published below.

BUZZWORD: DIGITAL NATIVES (published in the previous Newsletter)
by Lucilla Lopriore

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The deadline for submitting articles for the 2011
May-June issue is May 30th

Tesol Italy Groups

REQUISITI PER IL RICONOSCIMENTO

Si raccomanda a tutti i colleghi impegnati o che intendono impegnarsi nella costituzione di un gruppo provinciale TESOL 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.

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 TESOLItaly sono a disposizione per qualsiasi eventuale richiesta di ulteriori informazioni.

La collega incaricata dall'Executive Committee del coordinamento nazionale dei gruppi è Simonetta Romano (simonetta_romano@infinito.it)

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