



News Letter

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Tesol's 46th Annual Convention in Philadelphia: a report on keynote speakers by Stefano Mochi

Tesol's 46th Annual Convention was held last March in Philadelphia, Pennsylvania. The title of the convention was 'A Declaration of Excellence', the pursuit of which has characterized Tesol's mission over the last fifty years with its emphasis on professionalism in all the fields connected with EFL teaching: from teachers to educators, from administrators to researchers.

Also this year the convention has seen the participation of keynote speakers of outstanding repute, like the worldwide famous linguist William Labov, from the University of Pennsylvania; Heidi Byrnes, distinguished Professor at Georgetown University, Alberto Carvalho, superintendent of Miami-Dade County Public Schools; Kurt Kohn, from the University of Tubingen; Jun Liu, past president of Tesol and, finally, Christine Coombe, from Dubai-Men's College. A recurring theme the convention dealt with was the debate on native vs nonnative speakers.

Alberto Carvalho opened the plenary sessions by reporting on his experience as a superintendent of Miami-Dade County Public Schools. In his talk 'In Pursuit of Excellence for All', he illustrated the excellent results achieved in Miami schools thanks to innovative practices like abandoning traditional course materials in favor of digital media and creating stimulating, student-centered spaces where learning time and educational resources were tailored to the students' needs. Such innovations contributed to reduce achievement gaps between ELLs (English-language learner students) and non-ELLs (non-English-Language Learners students).

William Labov's talk, instead, report-
(continued on p.5)



Food for thought From TESOL publications



About Reflective Teaching by Franca Ricci Stephenson

On TESOL Journal, Volume 3, Issue 1, March 2012, Thomas S. C. Farrell¹ suggests "Reflecting on Reflective Practice: (Re)Visiting Dewey and Schön", and catches immediately our interest using the metaphor of reflection as a compass enabling teachers "to stop, look and discover where they are at that moment and then decide where they want to go (professionally) in the future."

As the article explains, reflective practice is a way of studying our own experiences in order to improve the way we teach, at any time in our teaching profession, as it is always of vital importance to step back and reflect on what we have been doing and where we want to go. Though the terms *reflection* and *reflective practice* are very popular in education, the author points out that "there is still almost no consensus as to what reflective practice is and which reflective practices actually promote teacher development [...] and there still remains a sense of lack of clarity about what it is and how it can be achieved." In order to clarify the concept Mr. Farrell goes back to where it originated, in John Dewey's book "How We Think" (1933), and in Donald Schon's interpretation in the eighties. Mr. Farrel writes that for Dewey "one main aim of education is to help people acquire habits of reflection so they can engage in intelligent thought and action rather than routine thought and action. Dewey's work was situated in the post-Great Depression U.S. society, and he felt the need for a thinking citizenry in a democratic society. For him, this was the larger purpose of reflective inquiry". More than necessary ideas in today's Italian political and

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social scenario as well, where people seem trapped by different kinds of stereotypes and routine thinking. As teachers we should never blindly follow routine, and reflection is a form of freedom from routine behaviour.

The article lists the five main phases of reflective thought according to Dewey:

1. *Suggestion*: A doubtful situation is understood to be problematic, and some vague suggestions are considered as possible solutions.
2. *Intellectualization*: The difficulty or perplexity of the problem that has been felt (directly experienced) is intellectualized into a problem to be solved.
3. *Guiding Idea*: One suggestion after another is used as a leading idea, or hypothesis; the initial suggestion can be used as a working hypothesis to initiate and guide observation and other operations in the collection of factual material.
4. *Reasoning*: Reasoning links present

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TESOL Italy Newsletter è un bollettino informativo a circolazione interna dell'associazione TESOL-Italy. Non è in vendita, ma viene distribuito gratuitamente ai membri dell'associazione.

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1) ordinary members: • 25,00;

2) students under 30: • 15,00;

3) supportes, schools, universities, agencies: • 60,00

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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.

Officers: Stefano Mochi *President*; Beth Ann Boyle *Vice President*; Lina Vellucci *Second Vice President*; Raffaele Sanzo (MIUR) *Honorary President*; Patrizia Petrucci *Office Assistant*.

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From the editor

There are different ways of reporting on events, experiences and reflections.

The March-April 2012 edition is a special topic issue with an international atmosphere that lets us treasure the most outstanding features of the TESOL International Convention in Philadelphia: an *event* seen from a double perspective (there are two different contributions by Boyle and Mochi). Lopriore's article is an effective synthesis of the AAAL Conference in Boston, an *experience* so enriching and stimulating as to introduce us to new directions in research; 'Food for thought' reminds us all of the importance of *reflecting on reflective practice*, while the buzz-word of the day is: 'learning communities'. In one way or another, all the contributors inevitably highlight different paths to look forward to possible "professional developments". Last, but not least, "Translation: the world & ... beyond" is the title of an intriguing article by Morbiducci, one that sums up the issue from a lifelong learning perspective.

Enjoy your reading!



SAVE THE DATE!
TESOL ITALY
37th Annual National Convention

LANGUAGE LANDSCAPES

16-17 November, 2012
Polo Didattico
Pz. Oderico da Pordenone, 3
ROMA

A DECLARATION OF EXCELLENCE

TESOL International Convention & English Language Expo
28 -31 March 2012. Philadelphia, Pennsylvania, USA

Conference Notes

by Beth Ann Boyle

It is still a mega-convention! The program book was the same length as the previous year (230 pages) as was the scheduling of the sessions. There can be up to 70 concurrent sessions at a time, which means that there is something for everyone. Choosing a session to attend is very difficult because you know that there are many others that you will miss. This, however gives you a good reason to come back the next year – to follow the sessions on the topics you missed. There is a job market that gives prospective employers and teachers an opportunity to find each other. There are many highly attended pre- and post-convention sessions as well as other special sessions and events. Two plenary sessions per day are held. There are also many TESOL-Affiliate meetings to attend.

Affiliate Meetings

These affiliate meetings provide a precious opportunity to meet and speak with the other affiliate representatives and hear some of their stories. Discussions involve strategies for surviving financially in difficult times, affiliate advocacy, and increasing membership. It is an important occasion for networking and exchanging information.

TESOL affiliates are very active and are doing different things. For example, four South and Central American affiliates hold a regional convention every two years rotating the location each time.

Some Numbers

6 plenary sessions
31 Electronic Village events
24 Invited speaker sessions
23 breakfast sessions
15 tea sessions
12 advocacy and sessions
7 research colloquiums
6 best of affiliate sessions
16 leadership sessions
450+ CFPs reviewers
800+ session abstracts
72 poster sessions
120+ exhibitors

Plenary Sessions

Alberto Carvalho - *In Pursuit of Excellence for All*

A. Carvalho is a superintendent of Miami-Dade County Public Schools.

William Labov - *The Sociolinguistic Intersection of Spanish and English*

W. Labov is professor of linguistics at University of Pennsylvania.

Kurt Kohn - *The “My English” Condition: SLA as Individual and Social Construction*

K. Kohn is a professor at the Tubingen University in Germany.

Christine Coombe - *Teacher Effectiveness in ELT: Empirical and Practical Perspectives* – This session looked at research on what constitutes an effective teacher and strategies that increase effectiveness.

C. Coombe is president of TESOL International and teaches in Dubai, UAE.

Heidi Byrnes - *The Bilingual Turn and Language Teaching: “Minding” Our Language*

H. Byrnes is a professor of German at Georgetown University.

Jun Lu - *The Future of TESOL: Challenges and Opportunities*

J. Lu is associate provost for International Initiatives at Georgia State University.

Special Convention Events

There are also many other special events held during the convention. Below are listed most of them.

Electronic Village and Technology Showcase – These sessions explore computer-based and other technology resources for language teaching.

Invited speaker sessions - Some of the presenters were: Neil Anderson, Karen Johnson, James Lantoff, Mark Algren, Scott Thornbury, Michael MacCarthy, MaryAnn Christenson, etc.

Breakfast with TESOL’s Best - Some Presenters were: Ahmar Maboob, Denise Murray, Bill Grabe, Lucilla Lopriore, Frederika Stoller, Diane Carter, Christine Coombe, etc.

Tea with TESOL’s Best

Public Policy, Advocacy and Citizenship - Sessions about hot topics for teachers of immigrants.

TESOL Leadership Development Certificate Program – See below for an in-depth description.

K-12 day - This is another pre-convention full-day

institute for K-12 teachers. Certification or university credit is given.

Educational Site visits – These are like “school trips” but for teachers because tours are given of different educational sites. Some of the tours included for example: University of the Arts ESL program, Educational Commission for Foreign Medical Graduates, Education Law Center, Overbrook school for the blind, ETS, Taggart Elementary School, etc).

Pre-convention and Post-convention Institutes - The pre-convention institutes are held the day before the convention begins and on the first day of the convention (March 27 and 28). They are either full-day or half-day seminars on specific topics; they are usually led by a team. There is an additional cost to attend them. The post-convention institutes are all half-day and are held on Saturday. Some examples of workshops include the following: “How to Change, Improve”, or Create an ESL/EFL Curriculum”, “Facets of Testing L2 Writing Ability”, “Mediating Online Teaching Learning: Challenges and Opportunities”.

Many people attend these institutes who do not actually go to the convention and these institutes are very useful because they offer in-depth work on a specific area of interest.

Research Spotlight – These are special sessions focused on current research in the field.

Best of the Affiliates – These special sessions are run by TESOL affiliates about affiliate activities of interest.

Job Marketplace – This is held Thursday, and Friday all day and Saturday morning. It is a networking opportunity for teachers who are looking for a job and schools who are looking for teachers.

TESOL Leadership Development Certificate Program

My overall impression is that the series of talks and workshops were very useful for me as a TESOL leader in that they have provided valuable information to help me serve TESOL-Italy better as president next year. I only wish I could have attended more sessions on this topic.

About TESOL - This session was dedicated to examining TESOL International’s Mission, Strategic Plan and Strategies. Information about the organisation’s history, membership, affiliates, board of directors, staff, publications bylaws, standing committees, and so on, was provided.

TESOL Policy and Governance - This session dealt in more detail with some of the information of the previous session. It discussed the structure of TESOL in relation to Governance and policy: the organisational interface. It looked at the structure of the organisation and the bylaws and standing rules.

Writing Program and Grant Proposals - This session

looked at generating income through increasing enrolment and finding external sources of income. Practical suggestions were provided about writing proposals.

How to Run Effective Meetings - This session examined what makes meetings effective or ineffective. The problems that arise during a meeting as well as dealing with “difficult” participants was discussed.

Perspectives for Leadership for TESOL - This session dealt with the qualities a good leader must possess and cultivate.

Conference/Workshop Planning - This session looked at how complex conference organisation can be and the necessity to share the organisational tasks.

Dynamic Grassroots Advocacy - This session took a look at ways of becoming advocates for ELL. For obvious reasons the focus was on ELL in the US but some of what was said could be applied to the Italian situation.

On a personal note, I am very fortunate that the convention was held in my hometown of Philadelphia. I was able to see some of the places that for me represent the center of the universe: city hall, the eagle and the pipe organ in the Wanamaker’s building, the clothes pin, the Parkway, the Reading Terminal Market with the best ice-cream in the world. There were many other places I would like to have visited. I’ll just have to go back another time to bike around the river drives, the port, Morris Arboretum and maybe see a 76er’s game or listen to the Philadelphia Orchestra.

PERSPECTIVES

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Tesol's 46th Annual Convention

by Stefano Mochi

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ed research work done on the different linguistic orientations Hispanic Americans follow towards, respectively, traditional Spanish culture, African American culture and local mainstream society. Such orientations are so strong to the point that speakers are identified as white, black or Hispanic. Labov pointed out that, as regards competence in literacy, various programs, whose aim is to reduce the gap between native and non-native speakers, found that Latino and African American students find similar difficulties in reading standard English. Yet, according to research, once errors in reading are identified, Latino and Spanish students can be helped to achieve better results. In particular, Labov's research illustrated differences in the pronunciation of certain classes of words and how such differences affect literacy achievement. Just to give an example, when non-native students merge words classes having ch and sh sounds, this has no effect on reading or comprehension skills. Conversely, the use of the periphrastic possessive better contributes to the understanding of the possessive inflection than the use of the zero attributive form (Labov, TESOL Convention, Philadelphia, March 29, 2012).

An interesting view about interlanguage studies was also proposed by Kurth Kohn, according to whom second language learners cannot help build up their individual representation of the target language. Following a social constructivist perspective, Kohn argues in favor of reconciliation between standard English and English as a Lingua Franca. More specifically, Kohn explored a burning issue in SLA, that is to say, the idea of students' ownership of the foreign language. In what sense, he asks, can we say that students own a language? At what point do second language learners start to use the second language confidently as if it were their own?

The point, Kurt Kohn suggests, is that teachers show preferences for a native language model and such a model often conflicts with the learners' sense of ownership of the foreign language. This, in his view, produces a sharp contrast between how nonnative learners of English feel in school and how they feel in other educational settings. In short, they may feel owners of the English language but not of their 'individual' foreign language.

The next keynote speaker was Heidi Byrnes who in a talk entitled 'The bilingual Turn and Language Teaching: 'Minding our Language', argued that students of English use a multiplicity of languages, each of them playing a different role in their lives. This implies that, contrary to the expectations of many teachers and teacher trainers who see full competence in the standard language as the goal to be achieved, learners do not necessarily want to become 'indistinguishable' from native users of English. In the light of this, notions of what we conventionally define as 'grammar' or 'vocabulary' are insufficient to tackle the complexities of what Byrnes calls 'knowledge of language' (KOL), a knowledge which cannot be certainly reduced to the acquisition of rules and vocabulary. On the contrary, according to Heidi Byrnes, KOL

has to be seen as a 'mindful' approach to language which sees it first and foremost as a resource for the creation of meaning capable of accomplishing the complexities of communication that students, as speakers of many languages, have to cope with.

Finally, to conclude with the last two keynote speakers, Christine Coombe and Jun Liu, the former highlighted that the quality of teaching is a crucial point in the language classroom since it determines the success of the students. The latter, instead, pointed out how Tesol is facing lots of challenges, which, however, have to be seen as a series of opportunities for innovation and creativity in EFL teaching.



2012 Triple AL in Boston: buzzing and energising

by Lucilla Lopriore lloprio@tin.it

"The world is like a Mask dancing. If you want to see it well, you do not stand in one place." (Chinua Achebe, *Arrow of God*)

The annual conference of the American Association of Applied Linguistics (AAAL) was held this year in Boston. The theme of the conference was Interdisciplinarity and it was meant to highlight the important connections between Applied Linguistics and other disciplines, a notion well represented in the conference logo with its overlapping circles surrounding the word Interdisciplinarity.

As stated in the AAAL website. *"Nationally and internationally, the annual AAAL conference has a reputation as one of the most comprehensive and exciting language conferences! At each conference new ideas are generated, disciplinary boundaries are crossed, and research is shared about the role of language in all aspects of cognition and social action, including language learning and teaching"*. The theme guided the choice of the plenary speakers who came from very diverse fields of expertise. Dr. Kris Gutierrez, professor of literacy and learning sciences at Boulder, Colorado, presented a plenary entitled *"The impact of new forms of mediation on student and teacher learning"*. Dr. Philip Resnick from the the Institute of Advanced Computer Studies, University of Maryland, engaged the whole audience in an exciting plenary where we learnt about *"The linguistics of spin"*. Dr. Cristina Rodriguez from the New York University School of Law gave a plenary on a topic very close to some of the issues emerging in Europe, *"Whether and how the Law shapes Language Acquisition among Immigrants"*.

In addition to the plenaries there were five invited colloquia: *"Foreign Languages in an age of globalization"*, led by Claire Kramsch; *"Factors interplaying with age in L2 learning"*, led by Carmen Muñoz; *"Language tests and language policies"* led by Tom McNamara; *"New Directions in Conversation Analysis Research in L2 talk"*, led by Irene Koshik; *"Cosmopolitan Imaginings: Language, Self, and other in a*

(continued to p.6)

Food for thought

by Franca Ricci Stephenson

(continued from p.1)

and past ideas and helps elaborate the supposition that reflective inquiry has reached, or the mental elaboration of the idea or supposition as an idea or supposition.

5. *Hypothesis Testing*: The refined idea is reached, and the testing of this refined hypothesis takes place; the testing can be by overt action or in thought (imaginative action).

Dewey believed that combining systematic reflections with actual teaching experiences would lead teachers to become more aware, and therefore step forward in their professional development

As for Donald Schon, the article explains that his work, for educators, was centered on the notion of “practitioner-generated intuitive practice”. Schön was interested in how professionals “know” through their practice because he was convinced they know more than they articulate in language. This he called *reflection-in-action*.

So, while Dewey considered reflective practice as intentional, systematic inquiry that is disciplined and that will ultimately lead to change and professional growth for teachers (*reflection-on-action*). Schön added to this the idea of a practitioner being able to reflect on his or her intuitive knowledge while engaged in the action of teaching (*reflection-in-action*). And Mr. Farrell adds the idea that both types of reflection, *in* and *on* action, can encourage teachers to reflect *for* action.

In order to engage in reflective practice, the author states that as teachers we must have three attributes: open-mindedness, responsibility and wholeheartedness. We need to have a desire to see the different sides of an issue and to consider alternative views. We need to consider carefully the consequences of each action on the learners. We need to overcome fears and uncertainties so as to make meaningful changes. We need to cultivate a positive attitude towards reflective practice and believe it is worth doing, keeping always in mind that practice is rooted on the main concept that we teach students, not lessons.

Ideas such as those developed in Mr. Farrell’s article should find a wide

circulation, as they are interesting ground for debate. As teacher pre-service training is being dramatically cut in Italy, and in-service training has virtually disappeared, the new generations of teachers need to (re)discover the work of teachers associations, such as TESOL Italy, which have been actively promoting training and created opportunities for reflection and debate throughout the years.

1) Professor of applied linguistics at Brock University, in St. Catharines, Ontario, Canada.

2012 Triple AL in Boston

by Lucilla Lopriore

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Global World”, led by Glynda Hull.

The invited colloquia are certainly an asset of the AAAL program since they provide the audience with a unique opportunity to hear different points of view on emerging issues in the field of applied linguistics as well as the results of recent research studies carried out all over the world. Particularly relevant for us were the ones on globalisation where the notion of ‘foreign’ was discussed and analysed in the light of current global trends, and the one on language policies and on the implications of cosmopolitanism seen as a framework for investigating and fostering ethical encounters across linguistic, semiotic, cultural, political and geographic differences.

Joint sessions were held with TESOL Intl. – “*Discursive constructions: Community and School Narratives. Policies and Practices for New Immigrant Populations*” - and with ILTA (International Association of Language Testers) on “*Determinants of Language Proficiency*”. Special colloquia such as the Wilga Rivers FL Pedagogy Colloquium on “*Perspectives on social interaction in FL teaching*” and the De Gruyter Colloquium “*Theorizing English in the World*”, were run through the whole duration of the conference and attracted most participants. Several other colloquia on topics such as assessment, testing for learning, early language learning, language policies, language ideologies, transnational pathways, intercultural education, academic

language, approaches to reading, critical engagement in teacher education and systemic functional linguistics in K-12 classrooms, were run by selected teams of speakers from all over the world who engaged with a very heterogeneous and particularly young audience. Numerous individual presentations and several posters on similar topics were also presented during the whole conference.

As Suresh Canagarajah, current president of AAAL, wrote in his welcome message: “*A glance at the program shows that we have once again managed to bring together the best scholars in our field [...]. The proposal review was very stringent, and we bring to you cutting-edge work from talented graduate students, early career professionals and established scholars*”.

Being at AAAL (and immediately after at TESOL Intl in Philly) - both as a participant and as a speaker - was an incredibly rewarding experience that introduced me to new research directions, to engaging theoretical possibilities as well as to sound pedagogical applications and made me feel more energised once back home.





Buzz-words

Lucilla Lopriore

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:

Learning Communities

In a period of change, it is quite important to help teachers revisit their practice. This requires professional development that involves teachers in their dual capacities of both teaching and learning and that creates new visions of what, when, and how teachers should learn. But this model of professional development ultimately requires a fundamental change in the institutional structures that have governed schooling as it has traditionally existed (Vescio et al., 2006). This model demands for a shift in perspective of educational institutions, a change that starts from the teachers and it is not imposed on the teachers by fashionable and often meaningless trends.

According to Rosenholtz (1989), teachers who feel supported in their own ongoing learning and classroom practice are more committed and effective than those who do not receive such confirmation. Support by means of teacher networks, cooperation among colleagues, and expanded professional roles increase teacher efficacy in meeting students' needs. Teachers with a high sense of their own efficacy are more likely to adopt new classroom behaviours and also more likely to stay in the profession. In order to face any sort of change teachers need to start from their own daily work and from some shared understanding of their roles and functions. And this can be only achieved through communities of practice.

Wenger (1998) described the notion of 'community of practice' within the broader context of learning. A community is a component characterised by social participation for learning. Wenger described the community as "a way of talking about the social configurations in which our enterprises are defined as worth pursuing and our participation is recognizable as competence" (Wenger, 1998:5). But this type of community, Wenger suggests, is not merely an aggregate of people defined by some distinctive characteristics, the community of practice is an important concept for learning because of its ability to initiate meaningful experience. The term *learning community* is generally used to describe every imaginable combination of individuals with an interest in education: a teaching team, a school committee, a high school department, a professional association etc. (Dufour, 2004:6). A professional *learning community* has the purpose of members' professional development through shared activities in regular meetings. In education circles, the term *learning community* is being used to mean a number of different things, such as extending classroom practice into the community, bringing community personnel into the school to enhance the curriculum and learning tasks for students, but also engaging students, teachers, and administrators simultaneously in learning.

But what are the main principles underlying the notion of a learning

community? Can these principles realistically be implemented and embedded in our contexts?

The professional learning community model derives from the assumption that the core mission of formal education is not simply to ensure that students are taught, but to ensure that they learn. This shift from a focus on teaching to a focus on learning has deep implications for the educational system as well as for individual schools. Schools should focus on students' effective learning and on effective and reliable ways to ascertain that learning.

Another important principle lays in the fact that educators who are creating a professional learning community know that they should work together and they should create structures to promote a collaborative culture. Unfortunately, even if working collaboratively represents best practice, teachers in many schools continue to work in isolation. Even in schools that endorse the idea of collaboration, the staff's willingness to collaborate often stops at the classroom door. Powerful collaboration is what characterizes professional learning communities. It consists of a process in which teachers regularly work together to analyze and improve their classroom practice. When teachers work in teams, they engage in an ongoing cycle of hypotheses and questions that promote team learning, a cycle very similar to the action research one. This process should inevitably lead to higher levels of student achievement because professional learning communities judge their effectiveness on the basis of results. Mutual engagement organised by community members, a joint enterprise as a result of collective negotiation, and the development of shared resources among members are significant characteristics necessary to create any community of practice.

If the concept of a professional learning community rests on the premise of improving student learning by improving teaching practice, the potential members of these communities – educational authorities, learners, teachers, parents, staff, schools, universities, professional associations – should identify common threads and find ways of collaborating. Are we ready for that?

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The way they learnt

by Annarosa Iraldo

21 maggio 1905 Here comes the “professore” as announced in the previous issue

Anno I. 14 Maggio 1905. N. 1.

Conto corrente con in Posta



IL POLIGLOTTA

MODERNO

Giornale Settimanale
per imparare la lingua

* INGLESE *

Un numero separato nel Regno
Cent. 10

Secondo il Metodo DA-NOVA

Si pubblicano anche le edizioni per imparare il Tedesco e il Francese

* LEZIONE PRIMA *

First Lesson.

Lehrst (ou française) lesson.

Composizione della frase. Sue parti.

La forma più semplice per esprimersi in inglese come in italiano è data dalla proposizione contenente tre parti essenziali: *soggetto*, *verbo* e *attributo*.

Il *soggetto* indica la persona o la cosa di cui si parla.

L'*attributo* è la parte che indica ciò che si dice del soggetto.

Il *verbo* è la parte che esprime l'azione fatta dal soggetto.

Queste tre parti essenziali vengono disposte in modo che il soggetto occupi il *primo posto*, il verbo il *secondo* e l'attributo il *terzo*.

Analizziamo per esempio una frase che contenga solo questi tre elementi:

The mother is good — pronuncia: dhi modher is gud — traduzione: *La madre è buona.*
The mother (*soggetto*) — is (*verbo*) — good (*attributo*).

Articolo. — Nella lingua italiana dobbiamo pensare seriamente all'articolo esatto da preporre al nome, giacchè abbiamo diversi articoli (*il, lo, la, i, gli, le*) a seconda del genere e numero al quale appartiene il nome stesso; in inglese invece, malgrado sia un terzo genere, il *neutro*, non occorre tale studio, poichè, qualunque articolo, maschile o femminile, singolare o plurale, si traduce sempre con **the** (dhi).

Esempi:

<p>The father dhi fadher <i>Il padre</i></p> <p>The mother dhi modher <i>La madre</i></p>	<p>The fathers dhi faders <i>I padri</i></p> <p>The mothers dhi modhers <i>Le madri</i></p>	<p>The table dhi tebl <i>Il tavolo (genere neutro)</i></p> <p>The tables dhi teblis <i>I tavoli (genere neutro)</i></p>
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Genere neutro. — Il genere *neutro* in inglese, si usa per gli animali, g' esseri irragionevoli in generale, e per tutte le cose inanimate e anche parlando di bambini in fascia.

Pronuncia. — Il **th** inglese, così frequente, offre una delle più spiccate difficoltà alla sua pronuncia, ma via, cerchiamo di superare questo primo ostacolo, e pronunciamo **D** italiano spingendo con forza la lingua fra i denti in modo che ne esca insieme un leggero suono sibilante, quasi a pronunciare **dsi**. Il suono della **th** nel corso delle nostre lezioni lo indicheremo con **dh**; e con **dhi** rappresenteremo il suono dell'articolo inglese **The**.

Translation in Love

by Marina Morbiducci

TRANSLATION: THE WORLD &... BEYOND!

We read from The Bible, Genesis, Chapter 11:

11:1 **The whole earth was of one language and of one speech.**

11:2 *It happened, as they traveled east, that they found a plain in the land of Shinar; and they lived there. 11:3 They said one to another, "Come, let's make brick, and burn them thoroughly." They had brick for stone, and they used tar for mortar.*

11:4 *They said, "Come, let's build us a city, and a tower, whose top reaches to the sky, and **let's make us a name; lest we be scattered abroad on the surface of the whole earth.**"*

11:5 *Yahweh came down to see the city and the tower, which the children of men built.*

11:6 *Yahweh said, "Behold, they are one people, and **they have all one language**; and this is what they begin to do. Now nothing will be withheld from them, which they intend to do.*

11:7 *Come, let's go down, and **there confuse their language, that they may not understand one another's speech.**"*

11:8 *So Yahweh scattered them abroad from there on the surface of all the earth. They stopped building the city.*

11:9 *Therefore **the name of it was called Babel, because Yahweh confused the language of all the earth, there. From there, Yahweh scattered them abroad on the surface of all the earth.***

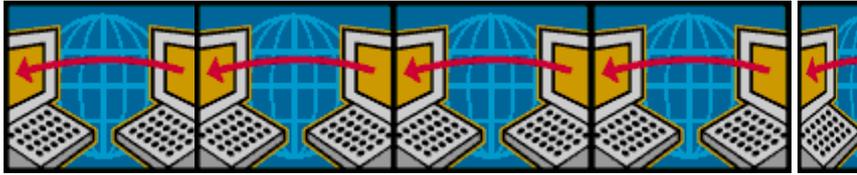
(bold character mine)

Since inveterate times, many scholars, hermeneuts and translators have tried to read, interpret, understand, and render, in any language in the world, these words to the world; in the history of the English language the translation of the Bible, as we well know, has always represented one of the major forging forces behind the idiom itself in its developmental path towards self-awareness. Even today, the debate about the Bible interpretation constitutes a fundamental branch within the translation studies tradition: needless to remember that linguist Eugene Nida – who in the '60s coined the difference between "formal" and "dynamic" equivalence – started exactly from the study of the Bible in his analysis and revolution of translation.

The above biblical quotes are hard words to bear and accept: God dispersed mankind and confused their "name": "*let's make us a name; lest we be scattered abroad on the surface of the whole earth.*" It is on the unity of language that men's power relied, and God's fear substantiated; that fact that "*they have all one language*" represented a menace; therefore "*there confuse their language, that they may not understand one another's speech.*"

Since "Babel's curse", as formulated by Walter Benjamin in 1923, though, translation has ensured the world's comprehension. As an *ante-litteram* global tool for communication, translation has always been trespassing – from the incipience of time - all limits, boundaries and confinements. The unfinished and incomplete city, Babel - the fruit of the confusion of languages on earth - beside being the only place where we can feel at home nowadays, is the point of departure for mutual understanding.

This month of May 2012, for instance, many different events have converged on translational issues: from the literary translators' gathering at American Academy, focusing on Jennifer Scappettone's translations into American of Amelia Rosselli's poems, to "Translating (for) Europe" event at Sapienza University. Translation unifies countries, and minds, young and more mature people. From the pages of the latest issue of *MiraMag*, for instance – the students' literary magazine at Sapienza University – in the section "Translation Kaleidoscope" we read about "La Casa delle Traduzioni" in Rome from an interview that MA students have done to director Simona Cives. She explains that La Casa delle Traduzioni opened just a year ago, and is a new library specializing in translation; its main purpose is "to support translators by providing them with all the available tools" (including hosting foreign translators at 'Foresteria', guest accommodation on the library premises); one fundamental objective is obviously organizing activities, such as workshops and cultural events, which aim at improving the overall status and practice of translation. "For instance, last February we held a five-part seminar called 'Traduttori & ditori a Roma', which offered professional translators the opportunity to exchange opinions with publishers in order to strengthen their partnership [...] Seven translation workshops for students have been organized jointly by Casa delle traduzioni and Sapienza University between April and May this year [...] In my opinion there are three important steps to be taken: the first is to combine academic studies with workshops organized by professional translators. The second is to attend the main conferences on translation that take place every year in Italy. For example, "Le giornate della traduzione letteraria" (lit. Translation Days) in Urbino, in which the minute details of some translations are discussed; the so-called Autore Invisibile (lit. Invisible Author) meeting in Turin and the section reserved for children's books at the Bologna Book Fair. [...] I think translators should avoid the isolation in which they usually work and try to create networks in order to exchange translation experiences with their fellow translators" Perhaps, in this way, what was once Babel's curse can turn into a blessing, for the world and... beyond!



Web Watch

by Esterina La Torre

Do all of our students like English lessons? For a number of them, the English class is an hour of “foreign language” and for this reason they live it with a sense of estrangement, they often find the class repetitive and boring. However, the English class can become fun thanks to activities on Internet that are not the usual exercises or quizzes, but that can be used as new learning activities. There are lots of different proposals through which our students can write, read, create, have fun and learn at the same time. This month I am going to propose simple and easy activities; some of them can be seen as quick-fill activities perfect for keeping students engaged during transition or to kill time when they are working online.

An interesting activity to propose is at: <http://www.drawastickman.com/> on this site there are two episodes that can be illustrated; students can draw a stickman and watch him come to life in an interactive stickman adventure; in fact, they will guide their creation following instructions and drawing objects supporting their stickman along the story. It is an interesting use of doodling as a learning activity.

A thing our students usually like doing is writing on their desks or on school walls, which is often considered an offensive or bad behaviour. We usually spend time teaching them how bad this attitude is, but we know they love graffiti, and think they are a form of art. Well, there is a nice site where they can freely express themselves without damaging or spoiling anything: it is a virtual wall where they can choose the characters, write a 6 line message, create it clicking on “make my sign” and then save it as an image on a computer.

<http://atom.smasher.org/graffiti/?i1=Write+&i2=your+&i3=message+&i4=on+this&i5=wall%21%21%21&i6>

Another way to practice a simple form of writing activity is using on line boards. We all have in mind the famous Bart Simpson’s blackboard and his usual after school punishment that consists in writing something on the board; online there is a site on which students can write their message and save it on the web, here is mine

<http://www.milinkito.com/swf/bart.php?texto=I+like+writing++for++Tesol+Newsletter+&Submit=Crear+nueva+frase>

A very stimulating and fast activity is the creation of a book cover; on this site I prepared a book cover for Tesol

<http://www.oreillymaker.com/link/54834/tesol-toads/>.

All our students need to do is to click on “Create A New Cover Now” and following the instructions they select colour, and image on the book, choosing their favourite animal; then they can write title, subtitle, publisher etc.; the result is a funny proposal that can be saved clicking on “Publish My Work” and shared on a blog or on Facebook or other social sites.



⇨ PON ⇩ *Lingua Letteratura e Cultura in una Dimensione Europea*

by Valentina Toci,
ricercatore ANSAS

“PON Lingua Letteratura e Cultura in una Dimensione Europea” (project code: B-10-FSE-2010-2) is an e-learning project, conceived and realized by ANSAS (www.indire.it), and is within the framework of the “National Operational Programme 2007-2013”, Axis I -Objective B -Action B.10 co-funded by the European Union, through the European Social Fund, for the Italian regions of Calabria, Campania, Puglia and Sicily.

The project pursues the common purpose defined by the European and National Language Policies (MIUR: *Indicazioni nazionali*, DLgs 59/2004 and *Indicazioni per il curricolo*, DM 31/07/2007), and participation is free for the teachers of the four regions.

The aim of the project is to **promote the professional development of lower secondary school language teachers** encouraging their reflection on: the “**new**” **profile of the foreign language teacher, the Common European Framework of Reference for Languages (CEFR), evaluation and assessment.** The content has been developed by experienced teachers who **share with course participants the daily problems of working with classes and consequently the search for good educational solutions.**

Goethe Institut Italien, Consejería de Educación, Política Social y Deporte, British Council and Coopération et Linguistique Artistique Embassy of France, ANSAS and experts of the scientific committee have collaborated in the creation of the contents in four languages: English, French, German, Spanish for a total of 51 editorial contributions.

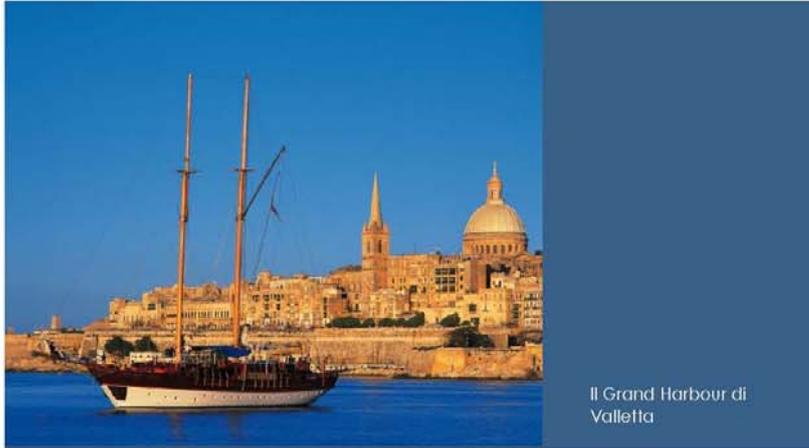
The program content is divided into modules with “theoretical units” and “learning paths”. The latter represent the bridge between theory and practice: learning paths contain educational activities that teachers can experiment with in class.

The aim is to connect knowledge -” what the teacher learns”- with teaching practice-” what he can apply in classroom”. **The entire curriculum is available at the link:** http://risorsedocentipon.indire.it/home_piattaforma/

Enrollment in the course will be possible next autumn. For more information about registration procedures visit: <http://formazionedocentipon.indire.it>

As for the editions of 2009/10 and 2010/11, ANSAS will apply the e-learning blended model (online and face to face) based on: **action research, collaborative learning, learning by doing.** During the course teachers will study the content, but **much of the learning**, with the help of tutors, will be **done through practical experience, reflecting on and relating theory to practice, sharing all professional experiences in the virtual classroom.** The role of the tutor is crucial as s/he supports students in moments of individual reflection and cooperative learning and facilitates change in daily teaching.

La tua gita a Malta



Il Grand Harbour di Valletta

Malta, la prossima meta del tuo viaggio d'istruzione!

Baciate da un clima temperato e immerse in oltre **7000 anni di storia**, Malta e le sue isole sorelle Gozo e Comino sono pronte ad offrirvi un viaggio d'istruzione indimenticabile, fatto di momenti di apprendimento e di svago, alla scoperta delle bellezze culturali, artistiche e naturali che caratterizzano questi luoghi. Le isole maltesi offrono una ricca varietà di siti storico-culturali ed un'ampia serie di attività che le rendono la destinazione ideale per una gita scolastica in qualunque periodo dell'anno.

L'arcipelago è situato a poche ore di volo dai maggiori aeroporti italiani, grazie a quotidiani collegamenti sia di linea che low cost. A Malta è poi facile spostarsi rapidamente per visitare tutti i maggiori luoghi di interesse storico e culturale: ergendosi su una superficie di soli **316 km²**, l'arcipelago è la meta perfetta per un viaggio scolastico da un punto di vista logistico, poiché consente spostamenti brevi in pullman o tramite autobus di linea.

Malta, Gozo e Comino mettono a

disposizione dei ragazzi un vero e proprio tesoro di arte e cultura, offrendo **tre siti patrimonio dell'UNESCO** (la capitale **Valletta**, **l'Ipogeo di Hal Saflieni** ed i **Templi megalitici**) e più monumenti per chilometro quadrato di qualunque altra nazione!

Nel corso dei secoli, Malta e Gozo hanno suscitato l'interesse di tutte le grandi potenze dominatrici. Fenici, Greci, Romani, Arabi, Castigliani, i Cavalieri di San Giovanni, Francesi e Britannici: tutti hanno lasciato traccia della loro influenza, dando vita ad un tessuto culturale ricco e variegato unico nel suo genere. Passeggiando per le vie diritte e regolari di Valletta, la capitale barocca di Malta, e ammirando le sue chiese, le piazze e i palazzi storici o camminando tra i vicoli silenziosi della città medievale fortificata di Mdina, scoprirete che Malta offre scorci unici e indimenticabili.

La fusione perfetta di tradizione e cosmopolitismo, di divertimento e cultura, consentirà ad insegnanti e studenti di portare a casa il ricordo di un'esperienza unica e la voglia di far ritorno a Malta quanto prima.

Nonostante il suo carattere essenzialmente mediterraneo, riscontrabile soprattutto nella sua deliziosa gastronomia, Malta è fortemente permeata di tradizione britannica. L'inglese è una delle due lingue ufficiali dell'arcipelago e questo apre numerose possibilità a quelle classi che vogliono affiancare una formazione linguistica al proprio viaggio d'istruzione.

Oggi Malta rappresenta un centro di eccellenza per lo studio della lingua inglese, grazie anche ad un sistema scolastico tra i più antichi d'Europa: l'Università di Malta è stata infatti fondata nel 1592.



Per scoprire le nostre proposte per i viaggi d'istruzione visita www.visitmalta.com/gruppiscolastici

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.

Le colleghe incaricate dall'Executive Committee del coordinamento nazionale dei gruppi sono **Simonetta Romano** (e-mail: simonetta.romano@infinito.it – tel. 06/6390532) e **Paola Mirti** (e-mail: paola.mirti@tin.it).

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The deadline for submitting articles for the 2012
May-June issue is June 30th