



News Letter

Vol. XXI, No. 3, May-June 2012

Sirio Di Giuliomaria Award

Dear Members,

Though the “Sirio Di Giuliomaria Award” has already been granted three times, some of you may not know that in December 2008 TESOL-Italy established this annual award to honor the memory of one of its most outstanding founding members, who gave a uniquely valuable contribution to the field of English language teaching in Italy. The award is to be given to an in-service English language teacher, and is meant to reward his/her teaching experience aimed at developing students’ communicative competence. Candidates are required to present a written detailed report of their teaching experience in Italian or in English, along with audiovisual and/or multimedial supports to better highlight its value and

quality, either by email to tesolitaly@gmail.com, or by regular mail to TESOL-Italy, Sirio Di Giuliomaria Award, Via Boncompagni 2, 00187 Roma, **by October 1, 2012**

Details of the prize can be found on our website: <http://tesolitaly.org/> (on the homepage click on “The Sirio Award” in the menu on the left).

As in the past three years the winner of the award will be announced during our 37th National Annual convention. This year, however, we have decided to give the winner the opportunity to present his/her teaching experience during the convention, so as to share it with the convention participants. In case the winner has had little experience of giving a presentation, and should need assistance with its preparation, the Sirio Di Giuliomaria Award Committee would be more than willing to help.

Sirio Di Giuliomaria has been extremely valuable for the English Language teaching world, and we consider this award very important to the mission of TESOL-Italy, which is to develop the expertise of those

(continued on p.4)



Food for thought From TESOL publications

Nonnative-English-speaking teachers and challenges they meet

by Franca Ricci Stephenson



As nonnative-English-speaking Teachers, we know that reaching an acceptable level of competence in English is by no means easy, and keeping it up is a lifetime commitment. This is why I found interesting reading Yin Ling Cheung’s review¹ of “*Nonnative Speaker English Teachers: Research, Pedagogy, and Professional Growth*”². In spite of, or I would say, because of, the growing difficulties of pre-service and in-service teacher training in Italy, it is important for teachers to be able to learn from existing publications how to prepare themselves for the challenges of the ELT profession. This is true for Italian teachers, but it regards the rest of the world as well, though in different degrees, as the great majority of ELT teachers in the world – approximately 80% — are nonnative speakers of English. We learn that in the past 10 years, nearly 200 journal articles, opinion pieces, dissertations, and books have been written on the topic, and that the book reviewed by Yin Ling Cheung is an important addition to the expanding debate about NNES teachers of English.

The book summarizes the history of English language teaching provided by NNES teachers of English from the 15th century; it points out that the current trend derives from the notion of World Englishes that emerged nearly forty years ago. It focuses on the controversial classification of English teachers into purely native and nonnative speakers groups, and on the difficulties encountered by NNES teachers in ELT due to their “low English proficiency as well as students’ and parents’ deeply rooted adherence to the native speaker fall-

In This Issue:

Sirio Di Giuliomaria Award	p. 1
Food for Thought	p. 1
From the Editor	p. 2
Buzz-Words	p. 3
Webwatch	p. 4
Translation in Love	p. 5
The Benefits of Translation	p. 6
Call for Papers	p. 7
The way they learnt	p. 8
Students Mobility on the Agenda	p. 9
News from the Groups	p. 10
TESOL-Italy Groups	p.12

cy”. The book deals with the problem of professional development of NNES teachers and offers ways to help them become competent and confident users of English; among which “**making good use of professional organizations**”.

It would be interesting to follow the debate on whether we should continue to have this native speaker-nonnative speaker dichotomy. As Suresh Canagarajah writes, “*The label served a purpose at one time to draw attention to those who spoke English from outside the dominant Anglo communities that traditionally claimed ownership over English. As globalization, the migration of people, and hybridizing of identities and communities become more pronounced, I don’t think the term is useful anymore.*”

The message that I get from this book review, which I consider important to convey to young Italian teachers of English is that they should work on

(continued on p.4)

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.

Supplemento a *Perspectives*, Spring-Fall 2010

TESOL-ITALY

Via Boncompagni, 2
00187 Roma.

Tel 06 4674 2432

fax 06 4674 2478

e-mail: tesolitaly@gmail.com

web page: www.tesolitaly.org

TESOL-Italy membership dues for the year 2012:

1) ordinary members: • 25,00;

2) students under 30: • 15,00;

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

(including subscription to English Teaching Forum).

Subscription to English Teaching Forum (4 yearly issues):

• 15,00.

TESOL Italy Newsletter

Editor: **Daniela Cuccurullo**.

danielacuccurullo@virgilio.it

Editorial board: *Beth Ann Boyle, Lucilla Lopriore, Mary Beth Flynn, Marina Morbiducci, Stefano Mochi, Franca Ricci Stephenson, Patrizia Petrucci, Anna Rosa Iraldo.*

DTP: *Claudio Giacinti*

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*.

Ex officio members: *Emilia Puma*, Cultural Attaché, Public Affairs Section, U.S. Embassy, Rome; *Maria Paola Pierini*, Cultural Affairs Assistant, Public Affairs Section, U.S. Embassy, Rome.

Executive Committee: Elisabetta Burchietti, Letizia Cinganotto, Paolo Coppari (*President 2000-2002*), Letizia Corbucci, Daniela Cuccurullo, Gabriella D'Amico, Rosanna Fiorentino Morozzo (*President 1998-2000*), Mary Beth Flynn (*President 2006-2008*), Maria Pia Foresta, Enrico Grazzi (*President 2002-04*), Annarosa Iraldo Invernizzi (*President 1994-96*), Ritana Leo, Lucilla Lopriore (*President 1996-98*), Maria Grazia Maglione, Rosella Manni, Paola Mirti, Marina Morbiducci (*President 2008-2010*), Franca Ricci Stephenson (*President 1992-94*), Simonetta Romano, Cosma Siani (*President 1990-92*).

National Committee: Executive Committee members and: *Anna Maria Basiricò*, Agrigento; *Gary Belayef*, Perugia; *Daniela Calzoni*, Arezzo; *Daniela Cuccurullo*, Napoli; *Maria Irene Davì*, Messina; *Maria Donata Fragassi*, Foggia; *Maurizio Giacalone*, Marsala, TP; *Annalibera Guazzieri*, Venezia; *Esterina La Torre*, Mondragone, CE; *Anna Mazzeo*, Benevento; *Anna Maria Nanni*, L' Aquila; *Maria Antonietta Ortenzi*, Roma; *Viviana Padovano*, Caserta; *Ninfa Pagano*, Palermo; *Luisa Pantaleoni*, Bologna; *Erricoberto Pepicelli*, Beltiglio, BN; *Anna Franca Plastina*, Rende, CS; *Giovanna Saggio*, Caltanissetta; *Paola Vettorel*, Venezia.

From the editor

“Save the date” is the keyword in this issue. There are three dates to put in your diary : the ‘Sirio Di Giulio Award’, the 6th Slanguages Annual Symposium and the 37th TESOL Italy Annual Convention!

There are also plenty of ideas from the different contributors for the ELT profession and lots of useful opportunities for both teachers and students, such as how to:

- make good use of professional organizations (Stephenson),
- define and adopt the notion of ‘intercomprehension’ (Lopriore)
- make the translation lesson an enjoyable experience (Morbiducci) and an excellent teaching method in EFL classroom (Rivezzi)
- learn English online and abroad and much more ...

Have a restful summer holiday and enjoy your reading.

Daniela Cuccurullo



SAVE THE DATE!
TESOL ITALY
37th Annual National Convention

LANGUAGE LANDSCAPES

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



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:

Intercomprehension

Since "Europe is multilingual and all its languages are equally valuable modes of communication and expressions of identity", learning other languages is a basic condition for intercultural communication and for language education. Plurilingualism, as promoted by the Council of Europe (2006), means that all citizens are "entitled to develop a degree of communicative ability in a number of languages over their lifetime in accordance with their needs".

One of the notions underlying plurilingual education is that of intercomprehension, that has commonly been defined as: "A form of communication in which each person uses his or her own language and understands that of the other" (Doyé, 2005:7).

In his introductory work on intercomprehension, Doyé highlights several aspects connected to this emerging form of communication, two of them quite relevant for language education. The first element is connected to the equal inclusion of both written and spoken communication in the notion of intercomprehension. The second one is related to the way the two concepts of competence and of performance are revisited within this new notion. While performance is an activity of 'people with different first languages who communicate in such a way as to use their own language and understand that of the others', competence is the 'capacity to understand other languages without having studied them' (Doyé, 2006: 8).

The positive implications of this new form of communication in intercultural/interlingual encounters lies in the fact that the speakers' mother tongue is enhanced, thus it becomes part of their own reflective practice, while speakers focus in the meantime on differences and commonalities among a number of other languages (Rieder, 2002:23). This double process multiplies the effect of multilingualism as well as it facilitates mutual understanding of people coming from all over the world (UNESCO, 2003).

Language education would greatly benefit from the adoption of intercomprehension in each country's language policies. There would be as a matter of fact three main advantages in adopting intercomprehension. The first one is that each language would have its own role without giving only one language the privilege of becoming a lingua franca (Piri, 2002).

The second advantage is that learners of intercomprehension are not linguistic novices, because as human beings they have a natural capacity for language, and as language users they have already acquired during their life enough funds of knowledge of the language to rely upon. The third advantage is that most language teachers have the skills and share the principles and the necessary approach to 'teach' intercomprehension. Learners appreciate being sustained in relying upon their previous knowledge and competences through awareness raising activities while becoming progressively more and more autonomous in their learning.

During the last two decades, there have been several research studies, national and international projects as well as teaching and learning materials produced within the area of intercomprehension. Projects of intercomprehension among romance, slavonic and germanic languages have produced numerous teaching materials and developed several teacher education courses currently attended by a wide variety of teachers and language mediators.

References

- Araújo Maria Melena, De Carlo Maddalena, Antoine Marie-Noëlle, (2011). *L'intercompréhension: la vivre, la comprendre, l'enseigner...* Cadernos do LALE • Série Propostas N° 6, Universidade de Aveiro
- Blanche-Benveniste Claire, Valli André, Mota Maria Antonia, Simone Raffaele, Bonvino Elisabetta, Uzcanga De Vivar Isabel, (1997). *EuRom4, metodo di insegnamento simultaneo delle lingue romanze*, Firenze: La Nuova Italia .
- AA.VV. *EuRom5*. Milano: Hoepli.
- Council of Europe (2006). *Plurilingual Education in Europe*. Strasbourg: Language Policy Division.
- Doyé, Peter. (2005). *Intercomprehension*. Strasbourg: Council of Europe.
- Doyé, Peter. (1999). *The Intercultural Dimension*. Strasbourg: Council of Europe.
- EuroCom_SLAV <http://www.eurocomslav.de/>
- EuRom5 <http://www.eurom5.com/>
- Galatea <http://w3.u-grenoble3.fr/galatea/>
- Piri, R. (2002). *Teaching and learning less widely-spoken languages in other countries*. Strasbourg: Council of Europe.
- Rieder, K. (2002). *Intercomprehension in Language Teacher Education*. Wien: Pädagogische Akademie des Bundes.
- UNESCO (2003). *Education in a Multilingual World*. Paris: UNESCO Position Paper.





Web Watch

by Esterina La Torre

What is your favourite word on the web? Mine is “FREE”. Yes, I like it and I always feel a great sense of delight when I find an interesting tool or a useful resource for my class. On the Internet you can easily find lots of great sites and tools but, sometimes, especially when you scan something extraordinary, you will discover it has a price and this is very disappointing. What I often wonder is: “Does culture have a price?” The answer is obvious: yes, if we think about the costs of schools, universities, masters programs and training courses, but what happens when we have FREE access to education and culture? Here again the Internet offers plenty of opportunities to improve or to learn new skills, and as summer is the right time to dedicate ourselves to our body, soul and mind, I have selected some sites where you can learn something new or improve or deepen old knowledge. Of course they are all free:

1. <http://openlearn.open.ac.uk/> The Open University is perhaps the most famous online educational site. It offers 600 free courses: they are at different levels from introductory to advanced; each takes between 1 and 50 hours to study; on completing the activities you assess your progress and compare your thoughts with sample answers; you can also connect with other learners in discussion forums and find the tools to help you learn.
2. <http://alison.com/> Alison offers over 300 free courses in Computers, IT Literacy, Languages, Health and Safety and Liberal Arts and Sciences. All these courses are available for free, and are interactive: they contain audio, video, Adobe Flash, online quizzes, assessments and SCORM compliant content. After completing these courses, you will be able to download your Certificate of Completion (if you want it).
3. <http://www.extension.harvard.edu/open-learning-initiative> Harvard Extension is a service offered by Harvard University and the Massachusetts Institute of Technology that started this new initiative of an open online learning called edX. They offer noncredit free video courses through Harvard Extension School’s Open Learning Initiative.
4. <http://www.khanacademy.org/> It is a nice opportunity to attend The Khan Academy. It has over 3,200 videos on everything from arithmetic to physics, finance, and history and hundreds of skills to practice. Their mission is “to help you learn what you want, when you want, at your own pace.” There is a section in which you will find a teacher toolkit <http://www.khanacademy.org/toolkit/> which offers tools to be used in classrooms to manage students and to innovate your teaching.
5. <http://www.openculture.com/freeonlinecourses> On this site you can find free online courses from the world’s most important universities. There is a huge collection of about 500 courses in almost all the subjects. The site offers the possibility to download audio and video courses to your or mp3 player. Inside the site these 2 links http://www.openculture.com/free_english_lessons and http://www.openculture.com/category/language_lessons are very interesting and useful for language teachers.
6. <http://oedb.org/library/beginning-online-learning/200-free-online-classes-to-learn-anything/>

Online Educational Database contains collections of big names of schools and universities that offer high quality education. There are 200 online classes you can take giving you the opportunity to learn what you want, when you want, absolutely free. To finish here is a link to an interesting portal:

<http://education-portal.com/articles/Universities-with-the-Best-Free-Online-Courses.html>

It contains the best online courses if you have time to spend surfing and like finding information and discovering things by yourself.

Sirio Di Giuliomaria Award

(continued from p.1)

involved in teaching English to speakers of other languages, and to foster professional growth and active participation in language teaching. TESOL-Italy intends for the Sirio Di Giuliomaria Award to help spread its mission in the teaching community, and has decided to present it to teachers who have demonstrated their commitment to education. We hope teachers consider it an honour and an acknowledgement of their dedication to the teaching profession, with the recognition for excellence in teaching that official institutions so rarely grant.

The Sirio Di Giuliomaria Award Committee
July 5, 2012

Food for thought

by Franca Ricci Stephenson

(continued from p.1)

language development as well as on professional growth. However, the “effectiveness of English language teachers does not hinge upon language competence alone”, joining a professional association as TESOL Italy would greatly help as well.

July 2012

¹TESOL Quarterly–March 2012-07-04 volume 46 issue 1

²George Braine. New York: Routledge, 2010



Translation in Love

by Marina Morbiducci

THE FUN-DAMENTAL IN TRANSLATION

Enjoyment.

One would think that burnout rates would be high among translators. The job is not only underpaid and undervalued by society, it involves long hours spent alone with uninspiring texts working under the stress of short deadlines. One would think, in fact, that most translators would burn out on the job after about three weeks. And maybe some do. That most don't, that one meets freelance translators who are still content in their jobs after thirty years, says something about the operation of the greatest motivator of all: **they enjoy their work**. They must — for what else would sustain them? Not the fame and fortune; not the immortal brilliance of the texts they translate. It must be that somehow they find a sustaining pleasure in the work itself ” (bold characters mine). These are the opening lines from the chapter titled “Enjoyment” in the famous book by Douglas Robinson, *Becoming a Translator*, Routledge, 1997, 2003. A few lines further on, the author continues: “[I]n some sense this textbook is an attempt to teach translators **to enjoy their work more** — to drill not specific translation or vocabulary skills but what we might call ‘pretranslation’ skills, attitudinal skills that (should) precede and undergird every ‘verbal’ or ‘linguistic’ approach to a text: intrinsic motivation, openness, receptivity, a desire to constantly be growing and changing and learning new things, a commitment to the profession, and a delight in words, images, intellectual challenges, and people. In fact the fundamental assumptions underlying the book’s approach to translation might be summed up in the following list of axioms:

1. Translation is more about people than about words.
 2. Translation is more about the jobs people do and the way they see their world than it is about registers or sign systems.
 3. Translation is more about the creative imagination than it is about rule-governed text analysis.
 4. The translator is more like an actor or a musician (a performer) than like a tape recorder.
 5. The translator, even of highly technical texts, is more like a poet or a novelist than like a machine translation system.
- (From: D. Robinson, *Becoming a Translator*, 2nd ed., Routledge, London and New York, 2003, pp. 33-35).

We should remark that the above lines are principally addressed to professional translators, but in our opinion they do apply to anyone approaching the challenging task of translation in its multifaceted and multidirectional purposes, hereby included translation in language teaching (TILT).

The positive psychological involvement and internal pedagogical gain implied by a playful attitude towards any learning experience – counterpointed by many notorious experts in the translation studies field - have their own FUN-damental impact in the quest for reaching an improved linguistic outcome when confronting our learners with a translational activity. In simpler words, if we manage to make the translation lesson an experience of enjoyment for our students, the learning import will be so much greater and durable.

But having said that, in principle, how could we transform the good theory into feasible practice?

I will attempt another 5-point list:

1. Allow your students to choose the text to translate, selecting the eligible ones from the vast repertoire of shared texts that they exchange daily via social networks.
2. Make them contextualize the text in a more expanded way, through short research assignments.
3. Guide them through an accurate linguistic analysis of the text, making them appreciate the morphological, semantic, syntactic and pragmatic aspects which characterize it (those are the reasons why the text appealed to them so much, after all!).
4. Encourage them to produce their own individual translation, also allowing them the space for metatextual considerations (what was challenging to render interlinguistically, what was not fully satisfactory in the target language version, which are the spaces for future improvement of the resulted translation, etc.).
5. Invite them to give way to their own creativity in the alchemy of transformation from one language to another: that is, where the process of change produces funny alterations, combinations, or unexpected novelties, value them as their own learning asset. Obviously so, the more the text chosen is “open” and “experimental” – in its original forge – the easier it will be to obtain this space of creativity and freedom; that is why translating poetry is one of the most empowering activities from a second language learning point of view, as far as some features of the writing skill are concerned. One simple example of this 5th point can be the sentence: “This makes sad”, drawn from G. Stein’s experimental work *Tender Buttons* (1914), where the writer wanted to transmit a sense of “sadness”, but did not want to lexically refer to it directly; in the Italian version, “Questo fa sabbia”, the frequently quoted expression “Questo fa rabbia” immediately comes to mind, but then, reading the unexpected word “sabbia”, which is by the way a purely literal rendering of the original, we get a sense of surprise, amusement, fun. “This makes sad” becomes “This makes sand”: in Italian the fun of the pun is moved to another kind of wordplay: instead of “rabbia” we get “sabbia”! The case is so simple and winning in its plainness that no learner is intimidated, but, at the same time, s/he can experience the positive feeling consisting in the fact that in the passage from one language to another, sudden and funny changes can intervene. From this point of view, the techniques envisaged by the Canadian feminist school of translation – exemplary is the book by Susanne De Loblitière-Harwood *Re-belle et Infidèle. La traduction Comme Réécriture au Féminine / The Body Bilingual. Translation as a Rewriting in the Feminine*, 1991 – where rebelling devices such as “hijacking”, “wordplay”, “neutralization”, “desexisation” and so on are described - may offer profitable ground for the FUN-damental in translation which is also “fun”! More on this issue in our next piece.

The benefits of translation teaching in the classroom

by Giovanna Rivezzi

Liceo scientifico "E. Bérard" - Aosta

Abstract

Translation can be an excellent teaching tool in EFL classrooms to increase the learners' awareness about the way the foreign language wo

The article aims to investigate the relationship between translation and teaching, as well as to discuss the benefits of the teaching of translation for didactic purposes in EFL classroom contexts in which the students' level corresponds roughly to the B1 and B2 levels of the Common European Framework of Reference for Languages.

Even though only the case of Italian learners of English as a foreign language is taken into account here, the article aims to draw general conclusions able (?) to be applied to any teenage or adult learner of a foreign language.

In particular, before focusing on the benefits that teenage and adult learners of a foreign language can gain from translation teaching, it is worth stressing that when people start studying a foreign language at secondary school level (or even at a later stage), they cannot avail themselves of the same opportunities as early learners; indeed, unlike children, late learners are "linguistically biased", in that, when required to express their thoughts in L2, they do it by using linguistic features which are typical of their mother tongue.

In the case of learners who are not proficient in L2, interference coming from L1 may arise; this phenomenon is very common and is technically known by the name of "inter-language". By way of example, when asked to write an essay or to speak and interact in L2, late Italian learners of English generally tend to produce sentences in which the same syntactical pattern as their mother tongue is recreated, to the detriment of linguistic accuracy in the target language.

For instance, in most cases they find it difficult to follow the S-V-O-M-P-T (Subject-Verb-Object-Manner-Place-Time) sequence, a word order pattern which is vital in English. The wrong order of subject and object in a sentence may be extremely misleading in this language and cause ambiguities both in written and oral communication. On the contrary, when dealing with sentence formation in Italian, higher mobility of the parts of speech and greater freedom of choice are possible.

Nevertheless, not only does inter-language take place at the syntactic level, but also at the lexical one, as well as in all those domains in which L2 is different from L1, such as in the use of collocations, uncountable nouns and so forth.

An example of lexical interference may be observed in the case of the so-called "false friends": these are similar words which occur in two languages but whose meaning is different in each of the two, as in the English/Italian pairs of adjectives (*eventual*) and (*eventuale*), meaning "final" and "possible" respectively, or (*actual*) and (*attuale*), whose meanings are "real" and "current/present".

Needless to say, similar examples could also be provided for other pairs of languages, such as Italian/French, English/French, German/English and so forth. In such situations, late learners often tend to misuse such words, whose shape reminds them of L1 adjectives, thus giving rise to misunderstandings in the interlocutor.

Further typically Italian mistakes are: "informations" (which is a countable noun in L1), "married with", "to increase of 40%" (which are the right collocates in the students' mother tongue). In consideration of the above, in the case of late learners it would seem particularly important to adopt a meta-cognitive approach to the study of a foreign language, if accuracy and objectivity in production in L2 is to be achieved.

Translation thus appears to be an excellent tool to make learners "meditate" on the working mechanisms of the two languages involved; on the other hand, such a meta-cognitive teaching strategy should by no means be limited to the study of English as a foreign language alone. Indeed, each idiom is unique and has its own original morphological system; in such a framework, contrastive analysis of two different linguistic codes may be essential, in that it may contribute to arousing the learners' awareness about how each of two languages actually works.

In learning translation strategies, not only will students become familiar with the idea that the "word-by-word translation" approach is not a winning strategy when communication in L2 is at stake; hopefully, they will also gradually learn to modify their way of thinking and of organizing their "thoughts" in L2, thus becoming more accurate and more effective in communicating in the target language.

References:

- Cornoldi, C., 1998, *Metacognizione e apprendimento* (Bologna: Il Mulino)
Council of Europe, 2001, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (Cambridge, C.U.P.)
Wardle, A., 1983, *The elements of written English*. (Bologna, Zanichelli Editore)

CALL FOR PAPERS

6th SLanguages Annual Symposium

28-30 September 2012

Twitter#slang12

A 3-day free conference for language education in virtual worlds.

Deadline 31 July 2012

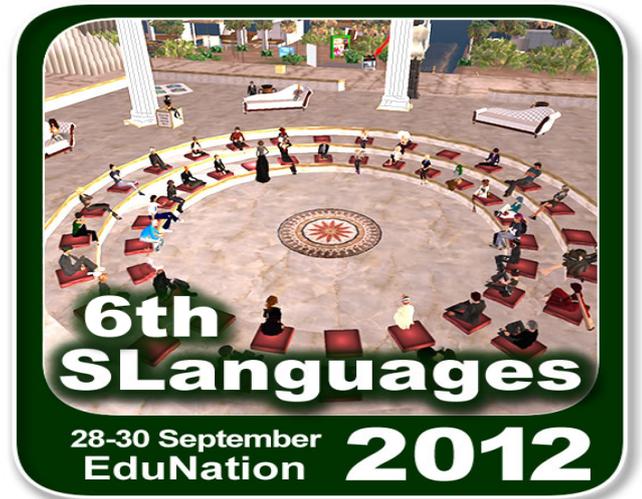
<http://avalon-project.ning.com/page/call-for-papers-6th-slanguages-2012>

All experts from the field of innovating teaching and learning of languages in virtual worlds are invited to contribute their own professional or academic efforts and to present them in a scientific paper and presentation.

The 6th SLanguages Annual Symposium is addressing in particular language acquisition using situated and experiential learning, serious and educational games, research in the field of communication in 3D environments, teaching resources, and other related fields.

The conference will take place on EduNation in Second Life throughout the weekend Fri-Sun, 28 – 30 September 2012 and will be preceded by various pre-conference workshops, amongst others a workshop for those new to Second Life.

Presentation format include slides, workshops, demo lesson, show&tell presentations, tours and machinimas. Machinimas are videos taken of 3D environments and we are especially delighted to announce a machinima competition for videos of language learning conversations this year.



SLanguages Annual Symposium was founded by Gavin Dudeney of the Consultants-E in 2007 and in 2010 a committee took over from Gavin under the leadership of EU funded AVALON project coordinator Gary Motteram. SLanguages is attended to by around 400 language educators from all over the world and all of the sessions will be streamed in Adobe Connect, so that those without avatar are able to observe.

Contact information: Heike Philp, *let's talk online sprl*, Brussels heike.philp@letstalkonline.com

The way they learnt (...and dressed)

by Annarosa Iraldo

Anno I.

23 Luglio 1905.

N. 11.

Conto corrente con la Posta

IL POLIGLOTTA

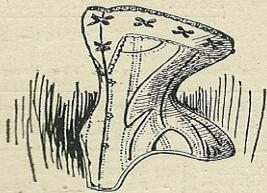
MODERNO

Giornale Settimanale
per imparare la lingua

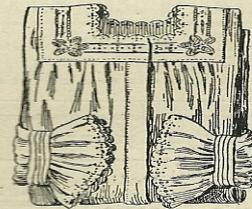
*** INGLESE ***

Un numero separato nel Regno
Cent. 10

S. Gatti



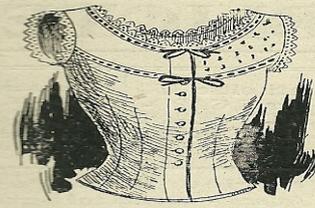
The stays — Dhi stees — Il busto.



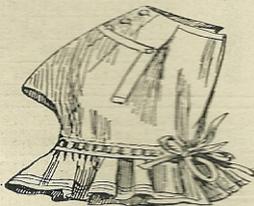
The night-dress — Dhi nait-dress
La camicia da notte.



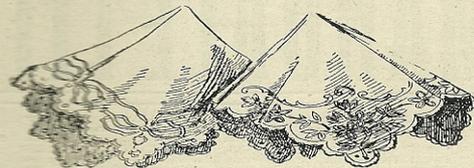
The chemise — Dhi seⁿnis
La camicia da giorⁿo.



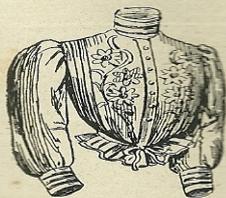
The petticoat-bo^y
Dhi peticob^ody (o chiuso)
Il can^oino (copribusto)



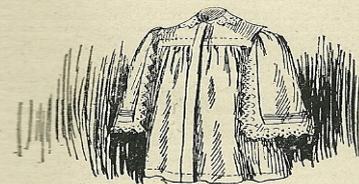
The drawers — Dhi droas — Le mutande.



The handkerchiefs — Dhi hènchercifs
I moccichini (fazzoletti).



The blouse — Dhi blaus
The bodice — Dhi bódis — La camicetta.



^{peignoir}
The peⁿnoire — Dhi pégnuar
L'accappatoio.

Students' mobility. An interesting experience abroad

by *Roberta Minihero*

Liceo Scientifico de' Liguori di Acerra

What is the dream of any good student of English? The answer is simple: to visit the country they have been reading about for years; to use the language they have heard or spoken only out of context; to meet the people who live in that country; in short, to be a part of that country and its culture, at least for three unexpected weeks which could even prove life-changing. And if all this can be shared with friends and it is completely free of charge ... well, then the dream becomes reality and Europe turns into an unforgettable experience!

This is exactly what happened to fifteen students of mine who took part in a project set up by the EU and the Regione Campania. It was aimed at improving the students' skills in foreign languages and encouraging mobility between EU countries. As their English teacher, I enthusiastically agreed to take them to England from the moment I was told about the project. The opportunity was too good to miss and my students deserved it. They are good, hard-working and enthusiastic students who are madly in love with England but they have few opportunities to travel.

We left on 25th September 2011, our destination Brighton; the whole party included fifteen students aged between 16 and 18 and two teachers. We stayed with host families and this also proved to be an advantage. At the beginning I was a bit disappointed that the travel agency had not organized for us to stay in a college or a hotel. But this was not a holiday, it was much more than that: life in the family provided us with the full British experience! Some of the students got on so well with their host family that they have agreed to come back to Brighton next summer and stay with them. What is more, this type of accommodation helped to boost the students' independence and self-confidence. Right from the very first day, they had to use English as a real tool of communication, with the family, with people they encountered in Brighton, and even on the bus they had to catch to go to school each day. In the mornings the students followed a B1-B2 general English course - 60 hours in all - while they spent the afternoons taking part in various activities organized by the school (sports, films, guided tours, etc.). My colleague and I were given the opportunity by the headmistress of the school to observe several lessons, not just the ones involving our own students but also others at different levels. This proved extremely interesting and useful because it reinforced the teaching techniques that we try to apply everyday at school. First of all, an emphasis on group work, which is too often neglected in our crowded classrooms, the importance of phonetics, the use of songs beyond simple gap-filling and, of course, the complete ban on using Italian in the classroom. It could be argued that this is easy if you have just a few highly motivated students of different nationalities and cultures who can only communicate through English. This is true, which is why we should encourage mobility, in order to create situations in which English becomes necessary and natural.

Our weekends were also very busy and interesting. We went to some of the most famous and celebrated places in England, a must for every visitor: London of course, but also Stonehenge, Salisbury, Bath, Greenwich, Cambridge, Portsmouth and the Isle of White, probably a bit too much (mobility!) in the restricted time available. I am not sure whether the students had the time to take everything in, but they definitely took hundreds of photos to upload on the school website and to share with their new international friends.

The three weeks flew by and on 15th October we were all a bit sad to leave. The students came back with plenty of baggage, and I am not talking just metaphorically: at the airport they realized that they had done too much shopping during those three weeks and that their luggage exceeded the 20 Kg allowance, so something had to be left behind! But what they definitely brought back with them was the experience of a different culture and of another way of learning English which proved to be very effective when a week after their return home they successfully took their PET and FCE exams.

NEWS FROM THE GROUPS

TESOL-L'Aquila Local Group organized the following activities of professional development in the period September 2011 – April 2012

1) **WEDNESDAY, September 14th, 2011**

h. 15:30 – 17:30

Venue: C.R.T. - S.M.S. "Dante Alighieri" - Via Acquasanta, 1 - L'Aquila

WellSpoken!

Speaker: Kurt Green

Globalization and technology offer a great variety of opportunities to learners of a foreign language. WellSpoken! is one of them.

Kurt Green explained how WellSpoken! can help students improve their linguistic skills using Skype to have conversation sessions with university students in the USA. A brilliant idea to handle with care when students are underage!

2) **WEDNESDAY, October 26th, 2011**

h. 15:30 – 17:30

Venue: C.R.T. - S.M.S. "Dante Alighieri" - Via Acquasanta, 1 - L'Aquila

Teaching Law in Shakespeare

Speaker: Stefano Mochi (TESOL-Italy President)

In a pleasant and winning way Stefano Mochi spoke about an interesting CLIL experience he carried out in his school.

Starting from the reading of Shakespeare's plays, surfing the Net and using YouTube for ideas and to increase vocabulary, his students ended up performing a trial using the real language spoken in courts. Acting was involving and in English, which was the main objective, and was acquired in a very spontaneous way, fulfilling the requirements of a B2 level of the Common European Framework of Reference for languages.

3) **WEDNESDAY, November 16th, 2011**

h. 15:30 – 17:30

Venue: C.R.T. - S.M.S. "Dante Alighieri" - Via Acquasanta, 1 - L'Aquila

Teaching Pragmatics

Speaker: Donna Tatsuki (Kobe City University of Foreign

Studies)

We were introduced to a realistic scenario we have long been aware of but which we found difficult to cope with: "the devastating effect of learners' grammatically correct, yet situationally inappropriate spoken or written communication". We were offered plenty of materials to teach speech acts, authentic-sounding sequences and to raise learner awareness of pragmatic gaffs. We are grateful to Donna Tatsuki for the precious tips and the pleasant time spent together.

4) **MONDAY, February 27th, 2012**

h. 15:30 – 17:30

Venue: C.R.T. - S.M.S. "Dante Alighieri" - Via Acquasanta, 1 - L'Aquila

Motivation and Achievement in Language Learning

Speaker: Lucilla Lopriore (Dipartimento di Linguistica ROMA TRE)

This talk was mainly aimed at primary teachers who, in the last few years, have been asked to teach English in Italian primary schools even if not always well prepared in terms of language, methodology, culture and intercultural communication.

Lucilla Lopriore reported on the ELLiE Project (Early Language Learning in Europe), now at an end, and tried to explain "what can realistically be achieved through making an early start to foreign/second language learning".

This study carried out in seven European country contexts shows that the key findings related to a successful learning are likely to be an early start, highly motivated and trained teachers, the amount of exposure to the language outside the school, and the parents' support.

More should be done in this field in Italy.

5) **TUESDAY, March 27th, 2012**

h. 15:30 – 17:30

Venue: C.R.T. - S.M.S. "Dante Alighieri" - Via Acquasanta, 1 - L'Aquila

eLibraryUSA: a Great Potential for Teachers

Speaker: Karen Hartman (Information Resource Officer USA)

eLibraryUSA can be a precious tool for teachers of English. It provides members with access to about 30 databases which include resources on English language learning, study and travel to the United States, U.S. historical and cultural information, civil society, business and entrepreneurship, science and technology.

We are grateful to Karen Hartman for her willingness to meet us and help us improve and widen our professional experience and for having met our students at Liceo "D.Cotugno" to commemorate U.S. Women's History Month.

Her talk, "African American Women in the Civil Rights Movement – A focus on black women in the 1950s and 60s" inspired our students who learned a lot on a topic that is not often studied in our schools.

6) **SATURDAY, April 14th, 2012**

h. 15:00 – 19:00

Venue: La Cartiera del Vetojo, Via Lago di Vetoio – L'Aquila

Using Brain Research to Enhance and Energize Language instruction

Workshop: **The Multiple Pathways Model for Orchestrating Learning**

Speaker: Janet Zadina, Ph.D

(Tulane University School of Medicine, New Orleans, LA)

We very much appreciated Janet Zadina's second visit to L'Aquila for this conference. As usual we all felt empowered and fired-up at the end of her talk.

First she introduced her research concerning the process by which our brain works and reacts to different difficult events and the effects they have on learning. Her study gives evidence of how neurons communicate. When we teach something new we fire new info to the brain through neurons and dendrites and we should keep on firing it until the students' brains wire it: that's learning! "Use it or lose it, that's why homework is important!!" - she said.

Learning means making connections: nothing fires, nothing wires. And what are the important factors for making connections? Time, frequency, importance of information to learner. The brain is like an orchestra. Anxiety impairs mental performance: it uses resources that could be used for learning: attention and memory. Post traumatic Stress Disorder (PTSD) develops symptoms that can be easily detected. They can be either clinical symptoms or simply classroom behaviour.

The negative consequences of stress can be a decreased learning and memory capacity. Learning depends upon the strength of synaptic transmission and stress damages synaptic transmission.

"Teachers, avoid looming!!! Have Ss visualize being successful for 30 seconds. Shift attention from negative to positive. Visualize the process, not the outcome!!! We have to look for the progress!!! The function of emotion is to take physical action, to move!!! Think in terms of actions: write 3-5 things to be grateful for everyday in your notebook; have them write the best things that happened to them in the last 24 hours; ask them to take slow deep breaths; say positive things, positive words can bring positive outcome: -Do your best! Study well!

- (and not "Study hard!"). Words have an effect. Pleasure is a reward so we have to activate pleasure pathways!!!" - these were her suggestions and warnings.

Emotional engagement + physically activity helps a lot! Moving reduces stress in a class!"

She advised some strategies: awareness of what is happening (let Ss know what happens); a new perspective: energy versus anxiety, challenge versus threat; reframe the situation: flipped classroom (they watch at home the lesson, do homework in class; change physiology: music, laughter, deep slow breathing. Everything can help.

We felt supported by the consciousness she gave us that little by little we can overcome it. It takes time, years.

As teachers we have this important task to fulfill: focus on positive attitudes. Pleasant emotions are the basis of a successful learning process.

The afternoon came to an end amid great enthusiasm and a strong sense of communion through a relaxing dinner.

7) **FRIDAY, April 27th, 2012**

h. 15:00 – 1700

Venue: C.R.T. - S.M.S. "Dante Alighieri" - Via Acquasanta, 1 – L'Aquila

The Use of Wikis in the English Classroom: Best Practices and tips for Teachers

Speaker: Enrico Grazzi (Dipartimento di Linguistica ROMA TRE)

English is a tool that we use to communicate and it adapts to the language and cultures of the speakers: "glocal" English or, as some call it, "broken English".

We should bridge the gap between the scholastic dimension of EFL and the thriving reality of ELF.

Exploiting the high affordance of social networking provides learners with a **Zone of Proximal Development (ZPD)**.

The Web is open to authentic social interaction in a multicultural context while the learners hardly have any opportunity to use English for real communication within the learning context of the foreign language classroom.

Enrico Grazzi suggested ways to implement learners' activities for social networking and defined the role of the language teacher as facilitator.

All this leads to the creation of a Community of Practice (CoP) which exploits the potential of their collective intelligence. That's a real challenge!



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 **Maria Grazia Maglione** (e-mail mg.maglione@libero.it)

1. AGRIGENTO

Co-ordinator: Anna Maria Basiricò
Via G. L. Bernini, 6
92100 Agrigento
Tel.: 3281916501
e-mail: annamaria.basirico@istruzione.it

2. BENEVENTO

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

3. CASERTA

Co-ordinator: Viviana Padovano
Via Caravagliosi, 23
81100 Caserta
Tel.: 3281267993
E-mail: tesol.caserta@gmail.com

4. COSENZA

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

5. L'AQUILA

Co-ordinator: Annamaria Nanni
Via Provinciale, 9
67019 Scoppito (AQ)
Tel.: 0862/22607
e-mail: am.ananni@libero.it

6. MESSINA

Co-ordinator: Irene Davì
Via Di Dio – Villaggio Sant'Agata
98166 Messina
Tel.: 090388525
e-mail: irenedavi@libero.it

7. NAPOLI

Co-ordinator: Daniela Cuccurullo
Parco Grifeo, 63
80121 – Napoli
Tel.: 3355212156
e-mail: danielacuccurullo@gmail.com

8. PALERMO

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

9. ROMA

Co-ordinator: M. Antonietta Ortenzi
Via G. Lorenzoni, 20
00143 Roma
Tel.: 065916775
e-mail: maortenzi@gmail.com

10. VENEZIA

Co-ordinator: Paola Vettorel
Via A. Volta, 7
32034 – Pedavena (BL)
Tel.: 3497123701
e-mail: plaf@libero.it



To contributors

Please send your contributions in
Times New Roman 12 to
danielacuccurullo@virgilio.it
or
tesolitaly@gmail.com

The deadline for submitting articles for the 2012
September-October issue is September 30th