Dear members,

by Beth Ann Boyle

As many of you know, every two years at the end of the annual convention, TESOL Italy’s team of presidents changes. From November 2010 to November 2012, Stefano Mochi (President), Lina Vellucci (Second Vice President) and myself (Vice President) worked together to ensure that the activities and commitments taken on by the association were fulfilled. Now a new team of presidents (Lina Vellucci, Paola Mirti and myself) is off to a lively start.

The first thing I’d like to do as president is to thank Stefano Mochi for his intense dedication to TESOL Italy and continuous work over the past two years. In working with him, I have learned quite a lot about what needs to be done to keep the association moving forward. I would also like to thank the Executive Committee members who have served the association in the past years as their contributions have made TESOL Italy what it is today. Some of them will continue their work with TESOL Italy while others will be following different paths.

In looking towards the future, I would like to welcome three new committee members: Deborah Del Grosso, Helenka Kinnan and Enrica Flamini. I am confident that their contributions will enrich and complement TESOL Italy’s mission in the years to follow.

In the coming years, which are going to be very challenging in ELT, TESOL Italy will have a lot of work. Language education is undergoing some radical changes and language teaching is becoming more complex with increasing class sizes, budget cuts and school reforms. English in the classroom is no longer limited to language courses but is being extended to other subjects in school. This exciting integration of English in Italian schools is making this language a little less “foreign”. Improvements in technology and

(continued on p.8)
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TESOL-ITALY
Via Boncompagni, 2
00187 Roma.
Tel 06-46742432
Fax 06-46742478
e-mail: tesolitaly@gmail.com
webpage: www.tesolitaly.org

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TESOL Italy Newsletter
Editor: Daniela Cuccurullo
daniela.cuccurullo@virgilio.it
Editorial board: Beth Ann Boyle, Lucilla Lopriore, Mary Beth Flynn, Marina Morbiducci, Stefano Mochi, Franca Ricci Stephenson, Patrizia Petruccetti, Anna Maria Basiricò.

DTP: Claudio Giaconi

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: Beth Ann Boyle, President, Lina Vellucci, Vice President, Paola Mirti, Second Vice President, Raffaele Sanzo, MIUR, Honorary President, Patrizia Petruccetti, Office Assistant.

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

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National Committee: Executive Committee members and: Anna Maria Basiricò, Agrigento; Gary Belayef, Perugia; Daniela Calzoni, Arezzo; Daniela Cuccurullo, Napoli; Maria Irene Davi, Messina; Maria Donata Fragassi, Foggia; Maurizio Giaucalone, Marsala, TP; Annalviera 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
by Daniela Cuccurullo

With this short note I would like to welcome the new team of Presidents: Beth Ann Boyle (President), Lina Vellucci (Vice-President) and Paola Mirti (Second Vice-President), and I am sure that their expertise and dedication will soon bring a breath of fresh air to TESOL Italy. I have been a member of TESOL Italy for nearly 10 years, and I have always considered membership of associations and attendance of seminars and Conventions as the best opportunity for professional and human growth, especially when supported by such a creative and dedicated group of people.

More and more challenges and stimuli are coming from the world of TESOL. This issue of the NL opens a window to what is happening worldwide in the fields of research, practice and organization. Iraldo’s articles re-visit our last Convention and show different ways of considering the various aspects of teaching English. Stephenson’s Food for Thought article is both an answer and a question on how to tackle our teenagers’ problems. You will also find quick and practical hints for classroom work and projects in the other contributions.

Last but not least, there is a new corner of the newsletter, the column called “The cutting edge”, aimed at exploring what is going on at the forefront of the teaching/learning field. I am delighted to start the ball rolling, but everyone is welcome to participate, so as to enrich it with ideas and discoveries.

Enjoy this, and, of course, the whole issue!
More than sixty presentations, two cultural events, two social events. That made up the scaffolding of TESOL Italy’s 37th convention “Language landscapes” that was held in Rome last November. The venue, Polo Didattico della Garbatella, and the good weather added a touch of pleasantness to the whole meeting.

Once more one can say that the TESOL Italy Convention is a regular date for many teachers of English in Italy who exchange ideas, share experiences, pose problems, find answers, get stimuli and discover new perspectives during these two hectic days. Hopefully their expectations are met thanks to the contributions of the speakers and to the work of the organizers, while new bonds are created between different people from different backgrounds and with different views. It is a community which comes into being, whether to last only for the two days of the convention or to be cultivated during the year by other meetings or diverse forms of communication.

The sense of being part of a shared community was the leitmotif, either implicit or explicit, underlying most presentations, and the plenary sessions as well; the latter addressed areas such as Approaches, Methodology and Techniques (Mercer), Situated Learning (Barni and Maley), and Inclusive Curriculum (Graves) thus creating those “learning landscapes” envisaged in the convention title.

Kathleen Graves, from the University of Michigan, explained the notion that diversity is an asset which enhances interaction, mutual learning and situated learning. Monica Barni, from the Università per Stranieri in Siena, with reference to the results of Language Rich Europe project, highlighted that a Language Rich landscape is a necessary condition for the appreciation of linguistic diversity. Alan Maley, the author of over forty books and numerous articles on ELT, illustrated an ‘aesthetic’ – ecological approach to language teaching and Neil Mercer, from the University of Cambridge, addressed the issue of classroom talk as both the medium and the message in language teaching. The plenary speakers also took part in a panel session discussing different perspectives on the issue of quality in professional development.

Besides the plenaries, the other presentations concerned areas such as Approaches, Methodology and Techniques (13 talks) followed by Literature, Classroom practice, Learners’ Needs, Intercultural Communication, CLIL, and the Use of Technology. The issues ranged from classroom management to dealing with learners’ exposure to different linguistic landscapes, from CLIL to effective vocabulary development. The underlying belief common to most talks was the centrality of the learner in all teaching/learning strategies. Another common feature was the skilled resort to technological devices in all talks, which, while supporting effective delivery of the presentations, gave evidence of a change in communication that has come to stay and cannot be ignored by teachers as it affects the way of learning and teaching.

Among the events, during the General Assembly on Saturday the Local Group representatives illustrated the activities of some of their groups and in the evening, before the final raffle, the results of the election of the new Executive Committee were communicated and the new President Beth Ann Boyle took charge along with Lina Vellucci as First Vice President and Paola Mirti as Second Vice President.

Years ago the atmosphere of a TESOL Italy convention was ironically summarized in Eliot’s lines from The love song of Alfred Prufrock: “Women come and go talking of Michelangelo” ironically stressing the high percentage of female teachers. Other literary quotations have been used to refer to the convention, my favourite being Wordsworth’s “The music in my heart I bore long after it was heard no more” in the belief that the convention actually gives the attendees something worth remembering, both personally and professionally.
WebWatch
by Esterina La Torre

The Christmas holiday means family time. It is wonderful to have a moment for yourself and your relatives and friends, and what better time than to find space for some nice games to enjoy, better if they are in English. There are many suggestions below, so I am pretty sure that you will find something for everyone.

http://www.activityvillage.co.uk/christmas_games.htm
http://www.activityvillage.co.uk/online_christmas_games.htm

There is a huge collection of games at "Activity Village" and links to some nice Christmas games on other websites. The second link is the online section of Christmas games for kids. You should find something for all ages from puzzle games to strategy games and race games.

http://www.eslgamesplus.com/memory-games/

On this site there are various games of different types: memory games and concentration games at the first link and grammar memory games at the second one.
http://xmas.rarelyevil.com/

This is a music quiz in which you'll find the words "Christmas" from famous Christmas songs. You have to guess what songs they're from. If your answers are right for 8 or more answers you'll get a special surprise.


A multiple-choice Christmas quiz: you read the question and then decide which is the right answer and click on the one that you think is the best. This second link is a winter quiz also with questions in multiple-choice format.

http://www.michellehenry.fr/christmas2.htm

A complete guide to Christmas from traditions to games, but you also find stories, songs, symbols, superstitions, cards, poems, etc.

http://crossword.info/jeffreyhill/Christmas

A Christmas crossword created by Jeffrey Hill with Crossword Compiler. You can download it as a PDF or you can do it online.
A more advanced Xmas crossword for students.

Save the Date
Translation in Love
Rewording Regained

by Marina Morbiducci

One of the most influential gains in Translation Studies is indubitably Roman Jakobson’s notion of translation in its triple form: “We distinguish three ways of interpreting a verbal sign: it may be translated into other signs of the same language, into another language, or into another, nonverbal system of symbols. These three kinds of translation are to be differently labeled:

1. Intralingual translation or rewording is an interpretation of verbal signs by means of signs of the same language.
2. Interlingual translation or translation proper is an interpretation of verbal signs by means of some other language.
3. Intersemiotic translation or transmutation is an interpretation of verbal signs by means of signs or nonverbal sign systems.


As Jeremy Munday put it, “Intralingual translation would occur, for example, when we rephrase an expression or text in the same language to explain or clarify something we might have said or written” [Munday, Jeremy. (2001). Introducing Translation Studies. Theories and Applications. London and New York: Routledge, p. 5].

It is exactly in this interstitial space of “rewording” that I claim there is a great, and yet unexploited, potential for language learning. How? A good example is provided by Kevin Stein, a talented young ELT teacher in Japan, whose blog I link here: http://theotherthingsmatter.blogspot.jp/. There are different useful postings in his space under the heading of the inspiring title “The Other Things Matter” — and you can find out yourselves how interesting his short stories are, created just for his learners of English — but in this specific case of rephrasing as the first type of translation. I’m quoting the case of the passive voice reformulated into active forms, an exercise that we frequently ask our students to perform, but usually as a mere structural task rather than as an application of translation of the first type, as above mentioned. I’m quoting directly from K. Stein’s post of Nov. 29th 2012: “The following sample sentences using passive voice are from my school’s first year English text book. I could probably turn this into one of those 3000 word ranty posts, but I have a workshop to prepare for. And I also have to think up some new sample sentences. Anyway, here is the list of passive voice sentences (with some comments, asked for or not)

1. The car was made last year.
   (My translation into commonly used English: This is last year’s model)
2. This dictionary is used by high school students.
   (My translation of what the textbook writer was actually saying in Japanese: Most high school students use this dictionary.)
And here is a nice piece of advice from the Corrispondenza column.
G.R.Susa: ... il No inglese va pronunciato con o chiuso e lungo con una leggera aspirazione della voce quasi fosse scritto: nooh, ma l’aspirazione non dev’essere come in house e happy ecc., bensì come quando si aspira leggermente il profumo di un fiore.
We hear a lot of talk about “flipping the classroom” in these days as one of the latest education trends that teachers should know about. But what does this flavor of the moment mean?

While there is no definite model for the method, the flipped classroom is exactly as it sounds: the idea is ‘to flip’ the common instructional approach. Students access lectures at home, in advance of class and at their own pace (with teacher-created videos and interactive lessons), while concept engagement takes place in the classroom, where they analyze issues through direct collaborative experience.

If lectures become homework, class time is used for oral discussion and lab work. The role of the teacher is to tutor and monitor differentiated groups of students, who have the opportunity to work through problems with the guidance of their instructor and the support of their peers in a collaborative environment.

The idea of the flipped classroom gained press and credibility among educators when the Khan Academy hit the scene. It isn’t the instructional videos on their own that make the difference, but how they are integrated into an overall approach. The advantage is that the content of the lesson becomes more easily accessed and controlled by the learners, allowing them to progress at their own pace and style: they can have full control over the media with the opportunity to review posts, rewind lessons and clarify doubts.

However, “flipping the classroom” is not a way to solve the problems of education, it is only a first step in reframing the role of the teacher in the classroom. As Andrew Miller clearly points out, “The focus should be on teacher practice, then tools and structures. The flipped classroom is one way to help move teachers toward better teaching but does not ensure it”.

The best way to understand how the method works is to see it in action. There is a professional learning community for teachers using screencasting in education: the Flipped Learning Network. This community of practice is the source of information for emerging and established educators at all grade levels and subjects who are employing “the flip in a single unit, an individual class, an entire department, or the whole school”.

The Call for the 6th Annual Flipped Conference (June, 17-19, 2013, Stillwater, MN) is now open (deadline is January 18, 2013), as well as registration for free online series of subject-specific webinars for flipped educators.

Don’t miss your chance to taste them!

1 The Khan Academy (www.kahnacademy.org) is a not-for-profit organization that offers a carefully structured series of educational videos in different subjects. Started in 2004 by Salman Khan, it has now more than 3.800 interactive tutorials, which are viewed nearly 100,000 times around the world each day as supplementary learning.

2 http://www.edutopia.org/blog/flipped-classroom-best-practices-andrew-miller

3 www.flippedclassroom.org/: a professional learning community for teachers using screencasting in education.

The Flipped Classroom Infographic (by Knewton)

To learn more about, see: http://www.knewton.com/flipped-classroom/

References:

Dear members,

by Beth Ann Boyle
(continued from p.1)

We will always remember him with deep insight into the nature of language and education represents a precious gift for all language teachers and applied linguists.

On behalf of TESOL-Italy, I would like to pay homage to a remarkable scholar, whose deep understanding of language and education represents a precious gift for all language teachers and applied linguists.

We will always remember him with deep affection and gratitude.

Food for thought

by Franca Ricci Stephenson
(continued from p.1)

two authors among the many: Giuliano Ferrara on Il Foglio and Alessandro Portelli on Il Manifesto) the lesson I learn from reading such material is that being teachers and educators we are asked to respond to the challenges of our time. In our globalized world whatever happens around the world regards all and each one of us. We are asked to care. Do we care enough? December 2012

Obituary: Professor Leo van Lier

by Enrico Grazzi

It is with great sadness that I write these few lines to inform the readers of the newsletter that Professor Leo van Lier passed away on December 23, 2012.

van Lier joined the Monterey Institute of International Studies in 1986, where he was a Professor in Educational Linguistics in the Graduate School of Translation, Interpretation and Language Education. Before that, he taught at the University of Northern Iowa and in Britain, Peru, Mexico, Scandinavia, and the Netherlands.

Van Lier’s seminal publications have provided an entirely new perspective on the field of language education, that he defined as ‘ecological’ and ‘sociocultural’ (2004: 2). His books include Scaffolding the academic success of adolescent English language learners (2010, with Aída Walqui); The ecology and semiotics of language learning (2004); Interaction in the language curriculum (1996); Introducing language awareness (1995); and The classroom and the language learner (1988). He was also the author of numerous book chapters and articles in journals such as TESOL Quarterly, Applied Linguistics, International Journal of the Sociology of Language, The English Language Teaching Journal, Language Awareness, and Applied Language Learning. In addition to that van Lier was also the Editor-in-Chief of The Modern Language Journal and the co-editor (With Francis Hult) of the book series Educational Linguistics for Springer Publishers.

John Trim was a world renowned expert in the field of phonetics, linguistics, language didactics and policy. He was director of the Council of Europe’s Modern Languages Projects from 1971 to 1997, he coordinated and monitored the creation, development and implementation of the Threshold Level and of the Common European Framework of Reference. John donated his personal collection of books and documents (The John Trim Collection) relating to his lifetime’s work on languages to the documentation and resource centre of the European Centre for Modern Languages (ECML). His commitment, his vision for language education and many features of his educational philosophy inspired generations of language professionals worldwide and provided invaluable contributions to the development of language education.

(adapted from the obituary on the ECML website)

Obituary – John Trim

TESOL-Italy: www.tesolitaly.org

Perspectives

Editor: Lucilla Lopriore
e-mail: lopriore@tin.it

Editorial board:
Burchietti Elisabetta,
Rosanna Fiorentino Morozzo,
Flynn Mary Beth,
Mirti Paola,
Cosma Siani

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According to the Education and Training 2010 Work Programme of the European Commission, foreign language provision in Europe is inadequate, and requires new methodologies and tools. This is particularly true for occupationally-focused language learning: for example, one of the major drawbacks to skilled technicians’ occupational mobility in Europe is the lack of work-related second-language competences, since language education in EU countries is focused mainly on general language skills.

In response to this, in October 2011 a consortium of five European institutions launched “Second-language Competency for Technicians in Industry” (Lang2Tech), a EU Leonardo da Vinci Transfer of Innovation project, co-funded by the Lifelong Learning Programme.

The partners within Lang2Tech aim at developing new approaches to acquiring and demonstrating competence in a second European language for skilled technicians, in order to support mobility of skilled technicians in Europe.

The partners of the project are:
- University of Edinburgh (UK)
- Europe-Aries (Italy)
- ONECO (Spain)
- Kaunas University of Technology (Lithuania)
- erbek.EU (Germany).

The partnership also includes a large multinational corporation with a technician workforce, the Scottish Lifelong Learning Directorate, and Unite the Union, the UK and Ireland’s largest trade union.

Lang2Tech is adapting the existing e-portfolio tool of the European Certificate of Basic Skills (EUCEBS), in order to support and validate technical second-language competence in five languages.

In the first year of the project lifetime, we have analysed the content and outcomes of existing language-learning programmes in the partner countries to determine the state-of-the-art of technicians’ second-language existing provision.

Based on the results of this research, a Tutor’s Manual and a Language Learner’s Handbook have been developed to help technicians give evidence of their second-language competence in their Lang2Tech e-portfolios.

A pilot test of the project products is currently taking place in the partner countries in five languages (Italian, Spanish, German, Russian and English). In the pilot classes, trainees with a technical education and/or work experience, assisted by experienced tutors, are using a blend of formal teaching and individual non-formal and informal learning. By means of individual e-portfolios, based on PebblePad system, students are to give electronic evidence of the language skills they are acquiring. This evidence will be assessed and its CEFR levels determined, after which there will be cross-moderation of each e-portfolio by qualified assessors in partner institutions, ensuring a common overall standard.

At the end of the pilot testing, in May-June 2013, the Lang2Tech e-portfolio tool will be finalized following lessons learned from the pilot programmes. The validated outcomes can subsequently be adopted and/or further developed by a wide range of learning providers across Europe.

Future activities of the project will involve further partnership meetings to be held in Kaunas, Lithuania in April 2013 and a final conference in Edinburgh in August 2013.

The European standard which we are establishing will eventually lead to a Lang2Tech Certification based on the Common European Framework of Reference for Languages (CEFR). At the end of the project, in October 2013, this Certification will be sustained by the creation of an independent Foundation established among partners, which will promote Lang2Tech and license other organizations to award Lang2Tech Certification as a European brand.

References


TESOL-Italy November-December 2012

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 eventuali richiesta di ulteriori informazioni.

Le colleghi incaricati 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 Caravaglioni, 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 Cucurullo
Parco Grifeo, 63
80121 – Napoli
Tel.: 3355212156
E-mail: danielacucurullo@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 danielacucurullo@virgilio.it or tesolitaly@gmail.com

The deadline for submitting articles for the 2013 January-February issue is January 31st