



News Letter

Vol. XXI, No. 5, November-December 2012

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

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Food for thought

From TESOL publications

How do we deal with violence?

by Franca Ricci Stephenson



The tragic shooting at Sandy Hook Elementary School in Newtown Connecticut has broken the heart of the American nation and has questioned the mind of caring adults to find possible ways of coping with the emotions of fear and worry that seize children when a tragic death touches them.

In TESOL English Language Bulletin dated Dec 19, 2012 a variety of information and suggestions are offered to deal with tragedies in the classroom, particularly with young learners, and hints for discussions, particularly with teenagers. The first suggestions come from an article published in the New York Times on Dec. 16: "*The Nation Heads Back to School with New Worries About Safety*" by Motoko Rich. The author speaks about parents, teachers and school administrators in Newtown confronted with the "most immediate and raw task of helping children respond to the horrifying killings of 20 children at Sandy hook elementary school." We understand her position from the quotation she reports from the Superintendent of schools in Denver: "...we are not going to turn our schools into police bunkers". She mentions "open circle" meetings with students and teachers, thus suggesting the importance of coping with the tragedy using debate and exchange of ideas. TESOL English Language Bulletin then indicates a link to the educational site *Edutopia*, to an article dealing with "Social and Emotional Learning" by the editorial director David Marcus: "*How to Talk with Your Kids about School Violence*". Further suggestions come from a moving article written by Frances Peacock, first grade teacher from Indianapolis, Indiana, after the death of one of

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the children in her class. Faced with the difficulty of coping with the hard-to-explain loss, she changed the plans of her school day, waved aside the spelling and math, and gave each child a diamond shape to trace, passed out orange paper, wooden sticks and string to create kites. And let the metaphor fill the soul of the children.

The TESOL bulletin reports as well on the debate developing in the States about the necessity of changing the gun legislation. A link to *The Huffington Post* reports that the "Guns for Teachers Legislation is on the rise in the States". On the other hand, another link takes us to the *Monterey Institute of International Studies* which answers the challenge indicating as a solution the training of the next generation to changing the world through language education.

Teachers can also find a link to the official blog of the U.S. Department of Education, where a statement is reported by

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

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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!



REVISITING LANGUAGE LANDSCAPES

by Annarosa Iraldo



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.

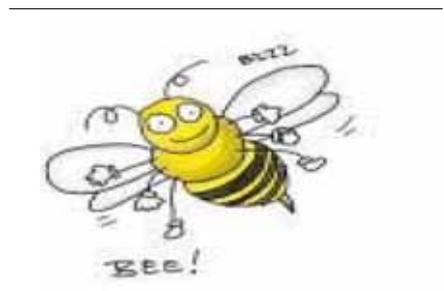
Kathleen Graves, from the University of Michigan, explained the notion that diversity is an asset which enhances interaction, mutual learning and situated learning. Monica Barni, from the Università per Stranieri in Siena, with reference to the results of *Language Rich Europe* project, highlighted that 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.

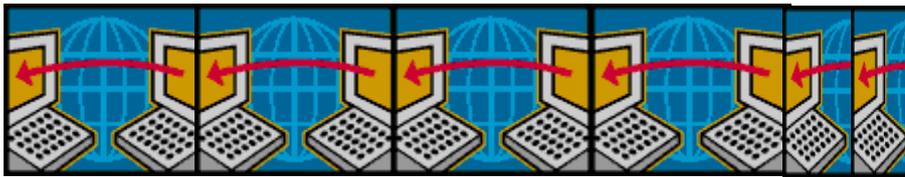
Years ago the atmosphere of a TESOLItaly convention was ironically summarized in Eliot's lines from *The love song of Alfred Prufrock*: "Women come and go talking of Michelangelo" ironically stressing the high percentage of female teachers. Other literary quotations have been used to refer to the convention, 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.



What about the Buzzwords? The bee is having some rest for the current season.

It will start buzzing around sometimes in the future. In the meanwhile should you wish to signal emerging new buzzwords worth investigating upon, do please send them to the bee's address written below. They will be part of the new season's column. Thank you and best season's greetings,

Lucilla Lopriore lloprio@tin.it



Web Watch

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/>
<http://eslgamesworld.com/members/games/grammar/index.html>

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 word "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.

<http://learnenglishkids.britishcouncil.org/en/word-games/multiple-choice/christmas-quiz>
<http://bogglesworldesl.com/files10/WinterQuizFromLucy.pdf>

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>
<http://www.learn-english-today.com/wordgames/hotpot-xwords/christmas3.htm>

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

NEWS FROM THE LOCAL GROUPS

TESOL-Italy Local Group, Palermo

Fergal Kavanagh, *Using Music to enhance language learning*

On November 9, 2012 a seminar-show held by Fergal Kavanagh took place at the Liceo Linguistico Statale G.A. De Cosmi, Palermo. He is a former university teacher, former language expert for the British Council, and an ex-dj; that is the reason why he has devoted the last few years to the use of music to reinforce English teaching/learning

He held his **Roadshow** with my students during a morning session and a seminar with teachers in an afternoon session on the same day.

The seminar was attended by English teachers of licei, scuola media and scuola primaria; as other previous times some CLIL teachers participated as well (science teachers).

... English teachers of *liceo, scuola media* and *scuola primaria*. Some science teachers who use CLIL in their classrooms also participated, as they have done in the past.

Fergal Kavanagh proposed a series of texts of contemporary songs and he showed us how they can be successfully exploited for the teaching of grammar, lexis and pronunciation. He also introduced some theoretical aspects about language learning and the way music and songs can help students employ both brain hemispheres.

He involved teachers in singing and dancing, with the result that they all enjoyed themselves a great deal and asked for more opportunities of this kind – which I will certainly try to organise next Spring.

Ninfa Pagano

Coordinator TESOL-Italy Local Group, Palermo



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 other signs of 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.

The intralingual translation of a word uses either another, more or less synonymous, word or resorts to a circumlocution [or] an equivalent combination of code-units." [Jakobson, Roman. (1959/2000). *On Linguistic Aspects of Translation*. quot. in Venuti, Lawrence. (Ed.) (2000). *The Translation Studies Reader*. 2nd edition. New York and London: Routledge, p. 139]. 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.)

3. The cake was given to me this morning.

(I guess this could be said by someone, at some time, but only if there was some kind of pressing mystery about that damn cake)

4. English is spoken in many countries.

(Not gonna complain about this one. As far as I know, it certainly is. But without context, it sounds oddly boastful and makes me a little uncomfortable. But I'm sensitive that way.)

5. Tom was invited to the party yesterday.

(Would need something else to be acceptable to me. Maybe: Tom was just invited to the party yesterday. Or: Tom couldn't come because he was invited to the party yesterday. Anyway, hope Tom had a good time doing whatever kept him from the party. I mean, that's what's implied right? Or is it? Now I'm confused.)

6. Was the book written by him?

(Not even gonna comment on this)

7. This hotel was opened a year ago.

(I have a useless 'was' for sale, cheap, as long as you come and take it out of this sentence yourself)

8. (in conversation form)

A: The dog doesn't look happy.

B: **No food was given to him.**

(Poor dog. Wonder why they just don't say: He hasn't eaten in days. Someone call the SPCA!)

9. Is the book read by many people?

(Once again a poor translation from Japanese where passive is used to express that something is quite common or typical or popular. Why the sentence, "Everyone and their grandmother is reading this book this summer," isn't highlighted more in Japanese English text books is way beyond me.)

10. (in conversation form)

A: Does everybody know her?

B: **Yes, she is loved by everyone.**

(First off, I want to meet her and judge for myself. Secondly, does B's comment actually work with what A said without an 'and' in there? And finally, if you're gonna put something in dialogue form, shouldn't it resemble spoken English? I can tell you one thing for sure, if she had anything to do with writing these sample sentences, she is certainly not loved by me. But maybe after we sit down and talk things over, I'll decide she's pretty cool after all)." (bold character mine)

As you can see, Kevin Stein's "rewording" application is really brilliant and entertaining, culturally loaded and certainly more impressive than just a dry formulation of a grammatical rule. That's why I warmly recommend regaining rewording in our teaching practice via a wider and fresher vision of translation.



IL POLIGLOTTA

The way they learnt

Pronunciation and the smell of a flower
by AnnaRosa Iraldo

Anno I. 11 Giugno 1905. N. 5

Conto corrente con la Posta



IL POLIGLOTTA
MODERNO

Giornale Settimanale
per imparare la lingua
*** INGLESE ***

Un numero separato nel Regno
Cent. 10

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*** LEZIONE QUINTA ***

Fifth Lesson.
fifth leçon.

Regole generali di pronuncia.

Dai diversi vocaboli studiati nelle precedenti lezioni possiamo stabilire che l'**e** in fine di parola è muta. Esempio: **have** (hèv), **house** (haus), **table** (tebl), ecc. Mentre raccomandiamo allo studioso di ricordare che la **r** non va quasi pronunciata in inglese, aggiungeremo che questa consonante ha il suono gutturale solo dinanzi alle vocali. Così è, per così dire, muta in: **morning** (mo...ning), ecc.; ha il suono gutturale in **room** (rum), **red** (red) e simili. — Nella fonetica noi metteremo la **r** anche quando è quasi muta, per maggiore comodità dello studioso, ma non si dimentichi questa osservazione.

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 leggiera 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



THE CUTTING EDGE

The forefront in the teaching/learning field
Flip teaching: the wave of the future
 by Daniela Cuccurullo



*Round the corner, there will
 always be another corner*

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 Academy¹ 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 out², “*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*³. 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.khanacademy.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 Turning Traditional Education on Its Head

Many educators are experimenting with the idea of a flipped classroom model. So what is it and why is everyone talking about it?

WHAT IS THE FLIPPED CLASSROOM?

The flipped classroom inverts traditional teaching methods, delivering instruction online outside of class and moving “homework” into the classroom.

THE INVERSION

The Traditional Classroom	The Flipped Classroom
Teacher's Role: Sage on the Stage	Teacher's Role: Guide on the Side
LECTURE TODAY Homework: reading and practice at home	ACTIVITY TODAY VIDEO lecture at home

WHAT A FLIPPED CLASSROOM MODEL DOES

- Students watch lectures at home at their own pace, communicating with peers and teachers via online discussions.
- Concept engagement takes place in the classroom with the help of the instructor.

The Flipped Classroom Infographic (by Knewton)

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

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Dear members,

by Beth Ann Boyle
(continued from p.1)

communication are facilitating this integration as well as making a teacher's job much easier; it is also compelling teachers to keep abreast of the innovations. Because 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*, I'd like to take the opportunity to invite all of you, as members, to become more involved. Tell your colleagues about us and about our national convention; share this Newsletter with them and let them know about the possibility of joining or starting a local group. The fact that TESOL Italy is a non-profit teacher development association recognised by the Italian Ministry of Education is also important. TESOL Italy is what its members make it to be, so if you have ideas about how to promote professional growth and the energy to implement your ideas, please contact us and become more involved. Beth Ann Boyle

Food for thought

by Franca Ricci Stephenson
(continued from p.1)

the U.S. Secretary of Education Arne Duncan to teachers, principals and school administrators on the aftermath of the Sandy Hook Elementary School shooting. Mr. Duncan thanks educators, school leaders and school staff for their heroism and speaks of another quieter heroism needed in U.S. schools now: the courage to move forward, to continue to teach resisting the temptation to give in to fear and suspicion. The choice by the editorial board of the TESOL Bulletin to report different experiences and positions on the Newtown tragedy seems to me challenging for teachers, indicating that students must be helped not only to cope with fear and anxiety but also to voice their opinions, whatever they might be, debating with peers and adults. As the debate on the problem of arms has developed outside the United States in Italian newspapers as well, (I mention 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.

On behalf of TESOL-Italy, I would like to pay homage to a remarkable scholar, whose deep insight into the nature 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.

Obituary – John Trim

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)

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Lang2tech – A EU-funded portfolio for European Technicians' Second Language

by Lorenzo Fiorito

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.

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EUCEBS (European Certificate of Basic Skills) Project, 2004, also supported by EU, Leonardo Lifelong Learning. <http://webdbdev.ucs.ed.ac.uk/eucebs/portfolios/>

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)

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